

Curriculum Offer

Glebe Farm School's education philosophy incorporates three distinctive principles:

1. Ambition
2. Belonging
3. Creativity

In every aspect of school life, ambition will be a key thread in raising aspirations and standards for all. Staff and students will celebrate their identities and experience a strong sense of belonging through extended opportunities for teamwork, sharing who they are, and understanding others through a diversified curriculum. Our aim is to open the eyes of our learners to the world beyond their immediate environment, enabling them to live happy, and healthy lives, with an inspired love for life-long learning. Glebe Farm students will be innovators and critical thinkers, regularly utilising their creativity both in and out of the classroom. Our curriculum is developed not only for the acquisition of knowledge and skills, but the acquisition of character too.

At Glebe Farm school we develop the characteristics of integrity, responsibility, endeavour, bravery and empathy in staff, students and young people. These core values permeate throughout our school and curriculum to produce good people that go on to live fulfilled lives. We aspire to grow and nurture articulate thinkers who have a genuine love of learning and create independent, energetic learners, who are able to think critically and overcome barriers.

As the fastest growing city in the UK, we believe it is important that our students and young people understand how Milton Keynes has developed over time, where it sits now as a centre of innovation.

The ABC of our Curriculum

The ABC drivers of our curriculum, **Ambition-Belonging-Creativity**, firmly underpin all areas of school life and this ensures our curriculum offer is enriched and personalised to our children, their families and our developing community.

1. Ambition

We are committed to providing excellence in education through a high-quality curriculum whilst encouraging the unique potential of each learner.

Our talented teaching and support staff team provide appropriate, bespoke support for each pupil such that they have the best possible platform for personal development, well-being, and high levels of academic achievement.

We are committed to:

- early intervention strategies and programmes as and when required
- a rigorous curriculum with a range of different opportunities to meet the needs of individual learner's progress through the school 2-16
- inspiring our learners to respect cultural diversity and the environment
- continuously refining a holistic educational experience that empowers our learners to become global citizens and lifelong learners
- maximising the benefits of continuity and progression available within an all-through 2-16 educational environment, deriving added value from the greater longitudinal monitoring of pupils' strengths and areas for development and the stronger professional relationships that develop within an all-through school.

2. Belonging

Glebe Farm School works hard to lay a strong and enduring foundation stone in each and every child's life by engaging their enquiring minds in the value of community, ensuring that all children graduate as responsible, active citizens, driven in all that they do by a strong moral compass.

All learners in Glebe Farm School are encouraged to take part in activities which engage them as citizens and empower them to recognise both the value and their own potential of doing good and the resulting benefits from community cohesion.

3. Creativity

At Glebe Farm School, we will encourage children to take risks and to think critically. We will equip children with the skills to present their work in an imaginative and creative way. Our broad and balanced curriculum will provide children with the opportunities to think outside the box, have new experiences and express their ideas in an innovative way. We place a strong value on the arts based subjects and understand how they contribute significantly to both cultural capital and the wider development of our young learners and their ability to generate independent thoughts, ideas and opinions.

We are committed to ensuring that:

- Children gain memorable first-hand experiences
- Children are provided imaginative scenarios that provoke creative thinking
- Children are encouraged to engage in enterprise and independent projects
- Children get inspired by imaginative and creative opportunities

- Children have every opportunity to celebrate their achievements, showcase their work and relish in success.
- Children will have the opportunity to express themselves and develop the skills needed to do so

EYFS

Laying a solid foundation of learning during the Early Years Foundation Stage (EYFS) in Reception classes is critical to achieving our ambitious targets for learner progress and attainment in the primary phase and beyond. We regard EYFS as a first and critical opportunity to level the playing field as much as possible in terms of our remedy for under-education by making sure children from educationally disadvantaged homes get the best grounding possible. The Head Teacher and EYFS Leadership decision on Reception Baseline Assessment provider, represents the start of a detailed tracking system in Glebe Farm School which is capable of mapping the progress of pupils from Reception to Y11

Glebe Farm School meets all EYFS requirements. The key priorities for the curriculum at this stage are as follows:

- Rigorous monitoring and assessment of the quality of teaching and learning to inform personalised learning, maximise pupil progress, and create a culture of continuous improvement.
- Access to specialist resources and expertise to ensure particular needs are proactively and promptly identified.
- Development of literacy skills and numeracy skills to ensure that pupils are prepared to begin the Primary Curriculum in Y1.
- The development of social interaction and learning through play.
- Multi-sensory learning opportunities indoors and outdoors.
- Engagement with parents and families to secure their lasting involvement in their children's school life.

Glebe Farm School serves its community by hosting and being involved in the running of onsite early years provision. Glebe Farm's Nursery facility aims to provide affordable places three-year-olds as well as Local Authority funded 2 year olds.

This provision enables Glebe Farm learners to be immersed in our ethos before they join fully in Reception.

All Reception pupils have a daily phonics session taught using Read, Write Inc. as well as a period of story time, and opportunities to practise writing. We have allocated 2 hours to literacy daily and give teachers adequate opportunity to expose children to a broad vocabulary that they might otherwise not encounter at home. Opportunities for reading and writing are carefully planned into the environment so that children are constantly able to develop their language and literacy skills in a variety of ways.

Daily numeracy sessions are taught so as to build strong concrete and pictorial understanding of mathematical concepts and fluency in counting. Beyond this two hours per day are allocated for flexible/personal development. Child initiated learning under the guidance of staff and covers EYFS requirements in terms of Early Learning Goals and the Characteristics of Effective Learning.

This provides the context needed for Glebe Farm School to exceed expectations with EYFS outcomes.

Assessment throughout this year is continuous and aided by the use of both Birth to Five and Development Matters documents and supports teachers to build EYFS profiles. Our systematic use of our tracking system begins in Reception with the baseline which, taken both at the start and the end of the year enable us to monitor progress in reading, maths and phonological development, and to set annual and termly milestone targets very accurately from the first year in which children join the school. This facilitates effective tracking and early intervention where needed. We begin to inculcate the expectations and routines of school as soon as children join us. For example, Nursery and Reception pupils are expected to sit at a communal table in the canteen and to eat a meal with their peers and sit still on the carpet and listen to a story for increasing lengths of time as agreed by staff. Our behavioural expectations are set from Nursery so that the attitudes and behaviours for learning are second-nature from very early on.

Key Stages 1 and 2

The key priorities for the curriculum at this stage are:

- Maximising progress in literacy and numeracy.
- Continued rigorous monitoring and assessment of teaching and learning to inform personalised learning and create a culture of continuous improvement.
- Continued access to specialist resources and expertise to ensure particular needs are proactively and promptly identified.
- A continuing strong focus on the development of core ICT-computing skills.
- Focus on developing knowledge and skills in core subjects including science, which form an excellent foundation for future study.
- Establish routines that help lay the foundations for all children to foster a love of reading.

Our curriculum is blended with a topic-based approach to extend coverage beyond the broader National Curriculum that includes geography and history, ICT, design and technology, art and design. PSHE is delivered once a week during the period that on all other days is assembly/tutorial time. MfL, PE and music are delivered by classroom teachers and specialists as required. All learners will become increasingly involved in the enrichment programme and the development of activities in line with the school's focus on community as outlined in the subsection on enrichment, below.

Our rigorous approach to assessment ensures timely and targeted interventions can be deployed to support individual learners to 'keep up and not catch up' that will enable progression and confidence in all subjects. Continuous formative assessment using the principles of Assessment for Learning are used to measure pupil progress and plan ahead,

and the National phonics test at the end of Y1 provide additional information. Each child has individual targets to help them develop both socially and academically. Regular feedback is provided so that pupils know what is required to improve, and feedback to parents will always be jargon-free and inform and advise about their child's particular needs.

Key Stages 3 and 4

Key Stage 3

Key priorities for this key stage are:

- Maximising progress in literacy and numeracy
- Fostering a love of reading for all students, continuing to build upon reading skill from key stage 2
- Subjects are taught as specialisms, but still reinforce the Glebe Farm values
- Continued development of ICT and Computing skills
- Capitalising on learning in foundation years to offer Key Stage 3 EBACCC for all students as appropriate to their needs. Spanish is to be taught to all students from Year 1 and a good foundation in this subject will make the EBACCC more accessible.
- Ensure creativity is a key feature of the subject offer, leading into key stage 4 option choices to ensure a value of the arts and raised cultural capital
- Blended learning opportunities ensure homework is of value to learning, and promotes intellectual curiosity
- Extracurricular and personal development offer to ensure every student extends their own learning through choice, creating a love for learning
- Acquisition of skills needed, and grow required knowledge to secure a solid foundation for GCSE and vocational study to be both accessible and enjoyable
- Introduction of Information and Guidance/Careers education for all, to enhance employability skills, as well as making informed choices about destination

At Glebe Farm we are preparing our students with a solid foundation of learning through a three year key stage 3 curriculum, to best prepare them for their GCSE and vocational studies in a two year key stage 4, with an aspirant EBACCC offer, and creativity at the heart.

On entry to Key Stage 3, all students will take part in online CATS assessments. CATS (Cognitive Ability Tests) are designed to assess a pupil's ability in three different areas: **verbal** (thinking with words); **quantitative** (thinking with numbers); **and non-verbal** (thinking with shapes and space).

Assessments will take place to establish accurate identification of cognitive ability and baseline assessment data for effective planning, and help to identify any additional learning needs.

After an initial induction period, of which CATS assessments are part, students will then undertake GL assessments in English, mathematics and science. These are initial assessments at the beginning of year 7 and will not be repeated later in the year or in the key stage. The

GL assessments are designed to establish current working levels and will be an important consideration when target setting.

Additionally, the use of STAR reader assessments to record and monitor reading ages and progress made with reading. The STAR Reader assessment and Accelerated Reader programme will be regularly utilised assessment tools for staff to refer to, to ensure accessibility to curriculum.

Following initial assessments, there will be a further 4 data entry points for formative assessment results from each subject, across the academic year.

In addition to formative assessments and summative assessment, low stake retrieval quizzes will be an integral part of teacher pedagogy to ensure the accurate tracking, monitoring and assessment of all students.

There is an expectation for all students to attend at least one personal development extracurricular intervention, in sports, the arts, community, academia or wellbeing as an extension of their learning.

Year 7		Year 8		Year 9	
Subject	Allocated Hours	Subject	Allocated Hours	Subject	Allocated Hours
English Language and Literature	4	English Language and Literature	4	English Language and Literature	4
Mathematics	4	Mathematics	4	Mathematics	4
Science	3	Science	3	Science	3
Geography	2	Geography	2	Geography	2
History	2	History	2	History	2
Spanish	2	Spanish	2	Spanish	2
Religious Education	2	Religious Education	2	Religious Education	2
Physical Education	2	Physical Education	2	Physical Education	2
Computer Science	1	Computer Science	1	Computer Science	1
Expressive Arts	1	Expressive Arts	1	Expressive Arts	1
Music	1	Music	1	Music	1

Creative Design and technology	1	Technology - Food/Design	1	Technology - Food/Design	1
Art	1	Art	1	Art	1

Key Stage 4

Key priorities for this key stage are:

Indicators of a successful curricular offer

- Progress 8 measures are above national average
- EBACC entry is above 70%
- Gaps between groups of students, including disadvantaged students and non-disadvantaged students are minimal.
- Offer is coherent, inclusive and connected, considering students whole school learning journeys, experiences, skills, and knowledge acquired. The offer reflects the Glebe Farm values and students have the opportunity to demonstrate them. The offer is underpinned and driven by ambition, belonging and creativity.
- Students are confident and happy learners, who know more and can remember more.
- All Disadvantaged students are given experiences to raise cultural capital and are not at a disadvantage to their peers, both in and out of classroom learning.
- Opportunities to read around the subject are vast, and there is a cemented culture of reading
- Students are well informed, and well qualified to make aspirant post-16 choices.

At the end of key stage 3, pupils will select subjects they wish to study at GCSE and vocational level.

The key stage 4 offer is based around an aspirant EBACCC entry to capitalise on the reading culture, and Spanish taught at key stages 1,2 and 3 prior. It is planned for religious education to be a compulsory option for all, to again build on experiences form key stages 1,2 and 3, but to also reinforce the concept of belonging; particularly important in a multicultural all-through school.

At the start of year 10, English will be split into Language and Literature, and science will be officered as the Double or Triple award, according to ability.

A study by the UCL Institute of Education shows that studying subjects included in the EBAAC provides students with greater opportunities in further education and increases the likelihood a student will stay on in full time education. Sutton Trust research reveals EBAAC subjects can help performance in English and mathematics.

Lessons will be taught in ability groupings, and all examinations will take place at the end of year 11. Higher and middle ability students will have EBACC subjects as the core offer for their learning.

BTEC subjects and vocational subjects will have a timetabled hour allocation of 4 hours each. Students will receive a robust and well considered careers education in advance of choosing options, so they understand how BTEC options are a credible alternative to GCSE subjects, and how they can be advantageous when considering Post-16 choices.

As appropriate to level of need, the school will offer OCR life skills as a qualification for students as a worthwhile curriculum and learning experience, resulting in a recognised and valuable qualification.

Qualifications taken (number and level) will be considered in conjunction with the students needs, aspirations, and attainment at the centre of all decisions made regarding their path of study.

Example of Key stage 4 Curriculum Offer

Subject	Core/ Option subject	Allocated Hours
English Language	Core	3
English Literature	Core	2
Mathematics	Core	5
Science	Core	5
Spanish	Core	2
Physical Education	Core	2
Religious Studies	Core	2
Geography or History	Option	2
Art, Music, Expressive Arts, Design Technology, Food Technology, Media studies, Photography,	Option	2
Information Technology, Computer Science, Media Studies	Option	2
History, Politics and Law, Philosophy, Sociology	Option	2
Btec Performing Arts, Creative iMedia, Btec Music Technology, Btec Sport, Btec Health and Social Care	Option	4

Careers and Work Experience

Students in Year 10 (summer term 2) will undertake a week's work experience placement. The aim of this is to provide a taste of life in the wider working world, refine employability skills, give a real-life opportunity to practice our Glebe Farm values in an unfamiliar environment, encourage ideas around future hopes and aspiration, and gain an understanding of qualifications needed to explore future job prospects. In addition to work

experience, all students will have one to one independent career advice from a Level 6 qualified independent Careers Advisor.

Beginning in year 10, there will be dedicated 'Crew time' to CEIAG to help our students make well informed choices about post 16 options. This will include information about alternative routes to study, apprenticeships, and employability, as well as higher education.

Enrichment

Enrichment is central to the lives of our learners at Glebe Farm School. We believe that by opening learners' eyes as early as possible to the wealth of wider activities and opportunities available we will embed a culture of ambition, belonging and creativity for all. Our enrichment offer will promote self-motivation to succeed in school and beyond.

Our enrichment offer is based around five key drivers to ensure there is opportunity for all children to find something that they love. Our wider offer encourages the development of the whole child and is built around sport, well-being, the arts, academia and service opportunities. We expect all our students to be very busy during break, lunchtime and afterschool.

The school is committed to extending learning for all its learners through a range of learning, social and recreational activities that take place before school, during school, after school, at week-ends and during holidays. This broader and innovative part of the curriculum is a key part of our commitment to citizenship and contribution to supporting community cohesion. The school is also committed to developing close partnerships with local businesses and public services to provide a range of enrichment activities which supplement those provided by members of the school staff.

Additionally, there will be supplementary winter and summer enrichment programmes for all children to experience and take part in activities off timetable, but centred around the five strands of enrichment. The aim of these programmes is to supplement an already rich curriculum offer with broader learning experiences, discover new talents, learn new skills and will include trips and visits to bring learning to life. This will be organised cohesively with the IFtL childhood pledge and activities selected will be key stage appropriate. Participation in enrichment activities will be rewarded with value points and recognised during celebration assemblies.

We also encourage external organisations to further diversify our offer, such as MK basketball, We Make Footballers, Karate or ballet clubs in the evenings so that pupils can take part. Where learners are eligible for the pupil premium, the school may cover fees for participation in these external clubs.

Childhood Pledge

As a multi-academy trust we constantly seek opportunities to bring our family of schools together in pursuit of development and excellence. Our IFtL '**Childhood Pledge**' ensures that our children benefit from and understand the importance of being part of the IFtL family.

We pledge to all our children that we will provide specific memorable experiences and opportunities throughout their time at school that allows them to grow into well rounded citizens who can succeed as individuals and contribute to their society.

Throughout their school journey children will take part in activities linked to the following areas: The Arts, Life Skills, Being Active, Culture and Heritage, Environment, Citizenship, making visits and/or learning from visitors, the IFtL Community. These areas further support our drive for our children to have the Cultural Capital needed to succeed in life. The pledge below is unique to the children and students at Glebe Farm.

Each time a child takes part in one of the activities on the pledge they are awarded and a log of the event is recorded. At the end of their time in school each child will receive a special badge that will forever link them to the IFtL family and will leave with a wonderful collection of memories and experiences that gives them firm foundations to become responsible citizens of the future.



Arts

The IFTL Childhood Pledge will support me to explore my creativity and imagination whilst allowing me to develop my confidence through the enjoyment of the arts.



- Perform to an audience
- Display in an art exhibition
- Learn to play an instrument
- Visit a gallery

Life Skills

The IFTL Childhood Pledge will support me to learn about money, how to save and spend money sensibly. It helps me to develop my life skills which help me to contribute to my family, learning how to look after myself.



- Grow your own fruit and vegetables in our allotments.
- Learn the value of money
- Learn how to cross a road safely
- Cook healthy meals

Active

The IFTL Childhood Pledge will support me to live an active and flourishing lifestyle so I can make informed and healthy decisions that have a positive effect on my own life and of those around me.



- Learn to ride a bike safely
- Learn to swim
- Take part in the daily mile
- Learn how to make healthy choices

Visits and Visitors

The IFTL Childhood Pledge will support me to experience a range of adventures which will broaden my knowledge and understanding of the people and places around me.



I will welcome visitors into my learning environment and engage with the wider community through visits, making memories along the way.

- Watch a performance
- Visit a local place of importance
- Meet a local hero
- Spend a minimum of one night away from home

Culture & Heritage

The IFTL Childhood Pledge will support me to have an understanding and appreciation of where I belong within my community, my past, the values and beliefs of others and how all of this impacts on my future.



- Visit a place of worship
- Learn about another country
- Try foods from another country/culture
- Learn about the history of Milton Keynes

Environment

The IFTL Childhood Pledge will support me to know how to look after the world I live in. I will understand the impact I can have on the world around me and I will strive to care for and protect our planet.



- Care for our community
- Help a plant to grow
- Recycle
- Learn about the effect of our actions on the environment

Citizenship

The IFTL Childhood Pledge will support me to engage with others, to develop my understanding of my community and allow me to be a responsible and active citizen.



- Help people in the community
- Take part in school council or school leadership role
- Give up something to give to someone else
- Raise money for charity

IFTL community

The IFTL Childhood Pledge will support me to work alongside my peers within my own school as well as schools throughout the Trust. We will celebrate each other's achievements and share our learning journey together.



- Write to a pen pal across the trust
- Take part in an inter-trust sports competition
- Spend a day in another school

Pedagogy and Provision for Individual Needs

Glebe Farm School is committed to inclusion of all young people. Continually challenging and raising aspirations plays a key role in our inclusion strategy. Staff are charged with ensuring all learners have identified higher education or a work place to enter on leaving.

Throughout the 4-11 age range, timetabling is common across classes that make up a year, allowing the flexibility to group children by ability e.g. for literacy – including phonics - and numeracy, while enabling us to operate mixed ability groupings during the rest of the day. This also affords greater opportunities to team-teach and bring classes together for lessons such as PE and music which might be delivered by specialist teachers.

In KS3 and KS4 learners will be set according to ability in English, Maths and Science. The broader curriculum will be taught in mixed ability groups, with further setting at the judgement of the Headteacher where numbers and timetables allow for it in KS4. As in the primary phase, this allows for the most targeted teaching in the core subjects, whilst also giving opportunities to experience mixed ability groups across the broader curriculum which use differentiation to ensure matching, pace and challenge remain appropriate.

Classes in Year 7 (in the first year of opening) will have approximately 24 learners, in order to provide intensive support as children transition and settle in their new school. In KS4, classes contain up to 30 learners in size, although some will be smaller depending on the number of learners who have chosen particular learning routeways and accreditation options.

Pupil grouping in lessons is by age and, as set out above for some subjects, by ability. Rather than being prescriptive around teaching styles, we expect teachers to use varied styles and learning methods which enable them to support learners to achieve their full potential, based on informed professional judgement. We expect teachers to plan lessons to meet the needs of every individual pupil in each lesson and to work in the long-term to achieve the school's priorities.

Teachers employ differentiation and a range of teaching styles to meet pupils' learning needs in all grouping situations since, classes set by prior attainment remain mixed ability albeit to a different degree. In terms of tutorial time (Crew Time), pupils will remain in their year group however once a week during house assembly, pupils will be grouped vertically to support our curriculum driver of 'belonging'.

At Glebe Farm School we recognise that a range and degree of needs within the areas of communication and interaction, cognition and learning, social emotional or mental health, physical or sensory disabilities are experienced by some of our pupils. We are committed to supporting all pupils to achieve and thrive and operate a proactive approach to SEND which is laid out in a rigorous SEND policy and driven by the school's SENDCo.

Glebe Farm School will, at all times, comply with the SEND Code of Practice and will meet best practice standards.

The following key aims underpin our SEND policy, and therefore our whole-school approach to supporting these pupils:

- To ensure full entitlement and access for pupils with SEND to high quality education within a broad, balanced and relevant curriculum, and stimulate pupil interest and enjoyment of their education. A particular focus is closing the performance gaps for children and young people who are otherwise vulnerable to educational disadvantage, e.g. those who are also eligible for FSM.
- To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of the school, after giving due consideration to the wishes of the pupil and parents, and to their individual needs.
- To enable pupils with SEND to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.
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- To identify and assess pupils with SEND at the earliest opportunity in order to put appropriate support in place.
- To involve parents and pupils in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies involved.
- To work proactively with local authorities and other external agencies to ensure we perform our role in terms of joint commissioning of services (Children's and Families Act 2014 s25).
- To ensure that pupils have a personalised support plan (PSP) that documents any additional support or effective strategies. The PSP will have been prepared with parents/carers and learners, and is the key document supporting the personalisation of learning.
- To achieve effective communication about PSP's so that staff are well informed to support all learners.

The School's Headteacher and SENCO monitor our annual admissions process to ensure that pupils with Special Educational Needs are not discriminated against. We liaise closely with the local authority to ensure that all children and young people with SEND are able to access a place at the school most appropriate for them.

Those with an Education, Care and Health Plan (ECHP) which names the school as the most appropriate provision for that young person will be admitted as a priority, even where this admission causes the school to exceed its PAN.

For those who have SEND but are not in receipt of an ECHP, we consider applications on the basis of our published admissions criteria as part of normal admission arrangements, there is no difference for pupils with SEN in keeping with the national Schools Admissions Code.

Identification of Need: 4-11

Some pupils may join the primary phase of Glebe Farm School having already had their SEND identified by professionals with whom they have previously come into contact. In these cases, the SENDCO conducts a transitional visit to their Early Years setting, as well as gaining access to their existing ECHP, where one is in place, to ensure that appropriate support is prepared for and can be implemented from the child's first day at school.

Where class teachers believe that a child might have an unidentified SEN, they notify the SENDCO, who will then either conduct an appropriate assessment or organise assessment by an external professional.

The needs of those pupils who transition from our primary phase will always be well understood by the time they reach secondary and much work will have been undertaken to ensure that the appropriate support has been put in place.

In order to provide the same high-quality support to new pupils joining in Y7, the SENDCO coordinates visits to other primary schools to begin the process of identification and assessment during the summer term of those pupils' year six. The school will also make home visits as required.

As well as the Year 6 Checkpoint on induction day and the and GLS baselines, during the first three weeks of September any Year 7 pupils being assessed for SEND are given a reading and spelling test (which provide reading/spelling ages and standardised scores) and Cognitive Ability Test (measuring verbal, non-verbal and quantitative skills). The results of these tests are analysed by the SENDCO. When a pupil with SEND are in any class the teacher and support staff have constant access to their PSP to ensure that planning and provision meet the needs of all learners.

Role of the SENDCO / Pupil Support Lead

In line with our commitment to ensuring that all pupils are able to achieve and thrive at Glebe Farm School, the SENDCO will have a direct link to a member of the school's leadership team. Their role encompasses responsibility not only for the co-ordination of SEND support, but for support for all pupils with additional educational needs, including gifted and talented pupils, pupils who are Looked After children, and pupils with English as an additional language. The SENDCO will develop their core team of staff over time to support their role and improve their performance levels.

The core responsibilities of the SENDCO and their team are to:

- Ensure that statutory and related requirements (SEN Code, Equality Act 2010) are met
- Arrange for assessment as required for identified pupils to identify areas of need.
- Liaise with external agencies as required
- Work with pupils and teachers in lessons in order to meet their special educational needs via best practice approaches & high quality teaching
- Work with class/subject teachers and support staff to develop individualised strategies for pupils and plan for SEN pupils' learning
- Meet with parents as required, and consult with them and inform them
- Inform SLT on relevant issues relating to the SENCO role
- Maintain their own personal professional development
- Provide expertise in the education of pupils with a variety of SEND, across all four areas of need.
- Coordinate the learning programmes for children for whom English is a second language, including the development of intensive language learning, recognising that these pupils do not necessarily have additional learning needs and will include gifted and talented pupils
- Manage literacy recovery programmes
- Deploy learning support assistants efficiently across the school
- Coordinate briefings and training for staff including tutorial time
- Monitor the progress of pupils with additional educational needs and, where necessary, initiate interventions on a cohort or individual level
- Establish and develop, as the school grows, the learning support team

Role of the Headteacher

The Headteacher has responsibility for the day to day management of SEND provision. Their responsibilities involve ensuring that students with SEND including those with a Statement/EHCP engage in all the regular activities of the school, so far as is reasonably possible and compatible with the students receiving the special educational provision which their learning needs call for; also the provision of efficient education for the students with whom they will be educated; and the efficient use of resources overall. They are involved in appointing the SENDCO and maintain an overview of the quality of the SEND provision in school, reporting to local Governors.

The Governing Body's responsibilities to students with SEN and/or disability include:

- Providing critical challenge to the Headteacher and SLT in terms of the quality of the school's provision for students with SEND
- Formulating, agreeing, implementing and reviewing an access plan for the school
- Publishing relevant information as required including the SEND Information Report
- Ensuring that all statutory responsibilities are met (see above)

EAL

Pupils with English as an additional language (EAL) are supported by a combination of careful preparation where information is available in advance, through diagnostic assessment when first attending school, and tailored support in lessons. Glebe Farm School

recognises that EAL pupils have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning.

EAL pupils are integrated within lessons, with extraction for support as an option at times arranged by the SENDCO. We take particular care to identify individual needs in EAL pupils in terms of support, and extending gifted and talented pupils, including via appropriate use of ICT-computing resources such as the Clicker application.

Learners with Social, Emotional, Mental Health difficulties are supported by the SENDCO, teachers and support staff. Where necessary, external professional support will be sought and we will always work closely with parents and carers of all SEND pupils. Our inclusive curriculum offer and quality of teaching will give all pupils an opportunity to discover what they can do well, and achieve to the best of their ability. This includes progress in academic subjects as well as participation in enrichment and social contributions to the school and wider community, an approach consistent with the ethos of Glebe Farm School.

Looked After children (LAC)

The SENDCO is responsible for co-ordinating the support the school gives to pupils who are Looked After by a local authority. We recognise that many Looked After children present with a range of needs, some of which will be individual and some of which will affect them as part of a cohort, e.g. having SEND, having EAL, etc. Our support is therefore highly individualised; the SENDCO works with each Looked After child, their carers and other relevant professionals to put a personalised support plan (PSP) in place which reflects their needs and circumstances, whilst not compromising our ambitious aims for all pupils. We are confident that Glebe Farm School will offer a good environment for LAC because it is an all-through school with significant enrichment so could provide the long term stability that makes all the difference to otherwise changing lives.

Looked After children receive priority in our admissions arrangements in the case of oversubscription, in accordance with the national Schools Admissions Code. They are then be supported through a multi-agency approach which addresses both their vulnerability to educational underachievement and the causes of this underachievement. The SENDCO analyses the progress and attainment of all Looked After children against whole school targets and their PSPs and will initiate interventions as necessary to ensure that they have equality of opportunity with their peers throughout the school.

Glebe Farm publishes online, as required, our use and intended use of Pupil Premium monies as required by regulations (see also below). Pupils with disabilities admitted to the school have full access to the curriculum as provision is DDA compliant. Governors meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001.

More and most Able Provision at Glebe Farm

An extensive offer to develop intellectual curiosity and grow passions for our More and Most Able students, called the 'Above and Beyond Programme' will give talented students a chance to really challenge themselves beyond the classroom. Over the academic year, selected students will be required to complete five challenging tasks, that will refine study

skills and broaden learning horizons. In a subject specialism of their choice, they will explore topics that may not appear on the syllabus, and conduct in depth research before presenting, writing about and teaching their peers.

During this time, secondary phase students will receive academic support, and guidance in relation to universities, apprenticeships and careers advice relating to their chosen subject specialism. All work completed will be celebrated, with students working towards a gold, silver or bronze standard on the programme.

Primary More and Most able students will also be involved with the Above and Beyond programme. They will have tailored masterclass sessions and have learning opportunities across the curriculum with older years group in the secondary phase appropriate to ability. They will be given the chance to both lead and to learn. An advantage of being an all through school is the scope for early transitional teaching for More and Most Able students in small groups, pupil ability permitting.

Parental engagement sessions will add an additional layer of support for children, by helping parents identify key things they can do at home to support their child's progress, nurture abilities, raise aspirations and ignite passions.

The Above and Beyond Programme will be run as part of our extracurricular offer under the 'Academia' strand. Teachers can nominate any student for the programme, even if they are not identified specifically by data held as More and Most Able but feel they can access the content and complete the tasks; both enjoying and benefitting from them.

Additional support programmes for More and most Ale students will also come from the Brilliant Club, The Sutton Trust (Sutton Scholars/ Cambridge University) and the Wadham Project (Oxford University). These are available to students from year 7 onwards.

In meeting individual learning needs, Glebe Farm adopts a graduated approach in keeping with the requirements of the Children and Families Act 2014 and meet the requirements of the Equality Act 2010 and the current SEND Code of Practice at all times.

Digital Education for All

We recognise the social and the academic dimensions to uses of ICT/computing. Glebe Farm takes a broad view which seeks to maximise use of, and enjoyment from ICT, so that experiences at school are as frequent and enjoyable as they can be in those home environments where ICT is available and used appropriately. Our curriculum model and delivery are tailored to the needs of a diverse all-ability intake and make full use of ICT to support all learners' needs. Our pupils are supported in becoming experts in programming and application use in keeping with their age and our high expectations.

A clear framework for responsible use of ICT is in place, in line with latest best practice guidance including the CEOP initiative for parents and carers, 'thinkuknow'. Pupils, teachers and parents are made aware of e-safety issues via school policies, and use of technology is monitored to ensure safe and responsible use in-school. In particular, we educate pupils about cyberbullying and include this as part of the schools' wider anti-bullying policy and associated strategies.

Key features of ICT provision at Glebe Farm include fast broadband internet access together with adequate teaching and admin devices for pupils, teachers, and support staff, as well as peripheral devices to support learning and school administration. All teaching staff have personal devices with home access to appropriate MIS and curriculum resources via the school website. Also, all teacher and pupil devices have appropriate security and filtering and are used in compliance with e-safety standards.

Culture of continuous improvement

Glebe Farm's governing body will hold the Headteacher and thereby the staff to account through a rigorous quality assurance process. This consists of an annual cycle of review, which will over time build up a picture of the quality of the provision in the school which identifies strengths and areas for development.

School self-evaluation provides the means for our school to understand its strengths and weaknesses, and, most importantly, enable the governors and staff to use the information to inform school improvement activities that are set out in a school improvement plan. The annual review cycle is illustrated below.

Tracking

To ensure that the quality of learning is consistently excellent, the school has developed a rigorous tracking system and in parallel with this, accurately, frequently and robustly measures every pupil's progress and performance.

We will always analyse and act quickly where required on the findings and outcomes from monitoring activities, maintaining an accurate and up-to-date SEF in the process.

In terms of monitoring evaluation and intervention, we track progress against the metrics identified by our EKPI and implement early intervention strategies where progress is seen to be below expectation in any area. This involves the generation of informal but monitored termly milestones so that we can intervene before an annual target has been missed, rather than wait until it has been missed. In terms of in-school assessments, for example in terms of quality of teaching and pupil progress, we arrange for external verification and moderation to take place so that governors have accurate information on which to act.

Education Key Performance Indicators and Indicative Targets

EKPIs are set to define our high expectations at all times. Our EKPIs, within which ambitious targets that will be set and regularly reviewed, are:

- 1) Academic achievement
- 2) Participation in enrichment and community activities
- 3) Attendance
- 4) Behaviour
- 5) Pupil well being
- 6) Quality of teaching
- 7) Learner satisfaction
- 8) Parental satisfaction
- 9) Destinations

10) Staff professional development

