Glebe Farm School SEND Information Report 2026 - 2027

At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.

Policy name:		*GFS SEND Information Report*
Version:		*V2*
Date relevant from:		*September 2026*
Date to be reviewed:		*September 2027* *This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.*
Role of reviewer:		*GFS Head Teacher*
Statutory (Y/N):		*N*
Published on website*:		*1A*

Policy level**:	*3*
Relevant to:	*All those within the GFS school community*
Bodies consulted:	*School / department governance bodies*
Approved by:	*IFtL Board of Trustees*
Approval date:	*September 2026*

Key:

**** Publication on website:***

IFtL website		***School website***	
1	*Statutory publication*	*A*	*Statutory publication*
2	*Good practice*	*B*	*Good practice*
3	*Not required*	*C*	*Not required*

***** Policy level:***

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
     - *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
     - *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
   - These are defined independently by schools / departments as appropriate
     - *Approved by school / department governance bodies.*

What kinds of Special Educational Needs and Disabilities are provided for?

Glebe Farm School is an inclusive school which offers a range of provision to support children with Special Educational Needs and Disabilities (SEND). As a newly opened through school we plan to meet individual needs following assessment by school staff or external agencies. Once assessment is completed, we aim to provide bespoke provision and support. We aim to create independent and confident learners who can thrive in a variety of environments.

The 2014 SEND Code of Practice defines SEND as:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means:

- he or she has a significantly greater difficulty in learning than most others the same age.
- he or she has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others in mainstream schools.

The special educational need may relate to one of the four broad areas identified in the Code of Practice:

- communication and interaction difficulties (including autistic spectrum disorder)
- cognition and learning difficulties.
- social, emotional, and mental health difficulties
- sensory or physical difficulties (including visual and hearing impairment)

Special Education Provision is that which is additional to, or different from, that provision which is offered for most of the children.

At Glebe Farm School we offer support and provision to children across all these identified areas of need. We prepare to receive children with SEND transitioning into our school (Reception and Year 6) and ensure that when required the teachers and support staff receive training to understand the special educational need and can give the appropriate support.

How does our school identify children with Special Educational Needs and Disabilities?

At Glebe Farm School, children are identified as having SEND through a variety of ways including:

- Liaison with your child's previous school,
- Concerns raised by parents/carers,
- Concerns raised by your child's class teacher,
- Child performing below age related expectations highlighted by in school attainment and progress data,
- Concerns raised due to behavioural difficulties and/or poor self- esteem, which is affecting performance,
- Liaison with external professionals (e.g., Specialist teachers or speech and language therapist*)* after a referral has been made with parental consent.

To establish that the child has a SEND the school uses the Graduated Approach to assessing, identifying, and providing for a pupil's special educational needs. The approach follows a model of assess, plan, do and review which recognises that there is a continuum of SEND, and that it may be necessary for some pupils to have additional support to make progress in the form of an intervention, targeted provision and/or personalised provision to make progress. The teachers all understand the school's pathway for identifying SEND and work their way through, receiving the correct support at each stage.

Where children are identified as having Special Educational Needs or Disability (SEND), Glebe Farm School is committed to ensuring:

- that all the children, regardless of their specific needs, make the best possible progress in school through personalised provision,
- that there is an emphasis on the early identification of needs through supportive and preventative strategies which reduce barriers to learning,
- that we work in a flexible way to develop effective partnerships with children and their parents/carers and other external professionals to ensure that the school can meet a broad range of special educational needs and disabilities.
- that all children and adults are encouraged to recognise that pupils have different ways of learning, thereby encouraging tolerance and understanding in the classroom.
- that we undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to support the individual in their learning.

How does our school assess their needs?

A variety of assessment tools are used to assess a child's difficulties and determine the correct strategies/interventions to support them.

The following are regularly used in school:

- Baseline assessments e.g. CATs and NGRT reading assessments
- FACT (First Access Communication Tool) – used to determine speech and language difficulties.
- FACT+ - used to determine social communication and interaction difficulties.
- Boxall Profile – to identify social, emotional and behavioural difficulties.
- Strengths and Difficulties questionnaires (SDQ)
- Dyslexia screeners (LASS/Rapid)
- Coventry Scales – attachment difficulties
- Referral to the Speech and Language department

The Inclusion Team is involved in these assessments and the results feed into the assess, plan, do and review cycle. External agencies may also become involved at this point and carry out their own alternative assessments.

How will you support and communicate with me to help my child?

Establishing and maintaining a positive working relationship with the parents of children with SEND is essential to enable the child to achieve their potential. The school recognises the parents as the experts on their child, that they hold key information about their child and can contribute to the shared view of the child's needs and how to support them.

At Glebe Farm School parents are encouraged to play an active role in their child's education through:

- Parent's evenings will take place throughout the year and a formal end of year report will be given, along with progress reports at the end of each term.
- We also aim for an additional three SEND meetings per academic year to discuss your child's individual learning plan, progress and achievement and set new targets.
- In the lower school the class teacher is available to talk to you about your child's learning at any point.
- If at any other stage, you require further information the class teacher, subject teacher and SENDCo can be available to discuss your child's requirements in more detail.
- If your child has and Educational Health Care Plan, you will also be invited to an annual review of their targets and provision.
- The school website has a SEND information page; from which you can find links to direct you to the appropriate support required.
- Staff email addresses can be used to communicate effectively with parents.

What will the review process look like?

If your child is on the SEND register, they will have a pupil passport and/or learning plan/SEND support plan. In some cases, children will have more than one and a meeting will be held with you each term to discuss the progress they have made against each target.

- If your child has met their target, then a new target will be agreed where appropriate.
- If they have not achieved the target fully then the target may be adapted into smaller steps, or a different approach may be tried to ensure the child does make progress.
- Crew Leads and subject teachers will monitor the progress of additional support and liaise with the Inclusion Team for additional support if required.
- Where possible we also like the child to take part in this review process to find out how they feel their learning is progressing.

If your child has complex SEND, they may have an Educational Health Care Plan, which means that in addition a formal meeting will take place annually to discuss your child's progress and a report will be written. In addition, we offer an open-door policy where you are welcome any time to make an appointment to meet with a member of the Inclusion team and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. We can operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.

How will my child be prepared and supported during transition?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition.

Transferring into Glebe Farm School

- We encourage all new children to visit Glebe Farm School prior to starting when they will be shown around the school. For children with SEND we encourage further visits to assist them in familiarising themselves with the school, the timetable and the adults and children in the school. This can be made by parental request.
- The Inclusion Team will work with teachers and staff with SEND responsibilities from all feeder schools to address children's needs, assist with the transition process and ensure the staff at Glebe Farm School have the necessary information to be able to support and develop the children effectively. In addition, the Inclusion Team will liaise with parents to support the transition process.

Internal Transition

- Children are supported for in school transition in a variety of ways, involving them visiting the new classrooms and spending time with their new teacher prior to transition days.
- Children with adult support are supported to build and maintain relationships with their new support staff.
- Teachers attend several transition meetings with new teachers and new year teams to ensure that all vital information is shared. The Inclusion Team oversees this process and will meet with new teachers to answer any questions about their SEND children. *This includes movement from the Lower school to the Upper school.*

How will my child be taught within the school?

Excellent targeted classroom teaching known as Quality First/adaptive Teaching, which for your child means:

- The teacher has the highest possible expectations (GLEBE) for your child and all the pupils in their class.
- All teaching is developed on what your child already knows, can do and can understand.
- Different ways of learning are in place so that your child is fully involved in learning in class. This may involve using more practical learning strategies.
- The teacher will have checked on all children's progress and may have decided that some children have a gap in their understanding/learning and need some extra support to help them make the best possible progress.
- In addition, your child may participate in interventions that take place outside of the classroom. These target specific gaps identified through data collection to enable your child to make progress and will be documented in an Individual learning plan.
- An individual learning plan specifically identifies targets for your child to work towards, whilst also detailing how they will achieve them e.g., through dedicated interventions.
- Class and subject teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the child's needs are met with appropriate adaptations of task and teaching style.
- Specific strategies (which may have been suggested by the Inclusion Team or outside agencies) are put in place to support your child to learn.

How will the curriculum and school environment be matched to my child's needs?

Planning, assessment, evaluation and next steps are always agreed through;

- Lessons and homework where appropriate are designed to take account of individual needs.
- Pupil progress assessed and reviewed regularly with senior leaders.
- Clear individual learning plans for pupils who have needs but don't have specific targets from other agencies.
- Adaptation of curriculum tasks and teaching so that all children can access the curriculum.
- Regular reviews with parents and gaining the views of the pupil.
- Where applicable an Education Health Care Plan or top up funding will be applied for

Children's work in lessons will be adapted to suit their individual needs and will be pitched around the appropriate stage of learning for the individual child.

If your child has an Educational Health Care Plan and it is necessary, they may have a more personalised education programme to suit their needs.

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities or arrangements would be made.

The school has a dedicated pupil support hub, including sensory space and well-being room. These spaces are available to both the lower and upper school.

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. Lifts are located across the school.

- When children with specific needs of specialist equipment join the school there is a multi-agency meeting to discuss their requirements and the relevant changes to the school building are carried out and equipment installed.

What training has been provided for staff at our school?

The Assistant Headteacher with responsibility for Inclusion has undertaken the National Award for Special Education Need Co-ordination. In addition, Class teachers, subject teachers and teaching assistants undertake related courses for the children in their care. We have worked to ensure that staff have the relevant skills and experiences to effectively support the children through the four key areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs.

An ongoing programme of training is in place to ensure that teachers and support staff develop appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered:

- Signalong
- SEND and understanding the OFSTED framework.
- EBSA training
- ELSA trained staff
- Provision mapping
- SMART targets
- Diversity, Equity, and Inclusion training via IfTL training day
- Specialist Teacher Support for SENCo, Class teacher and teaching assistants

- Speech and Language training
- Protective Behaviours training
- ACEs and Trauma informed practice

The Inclusion Team also works closely with other SENCo's across the trust to share good practice and develop knowledge and skills.

How can specialist expertise be accessed?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; social services including, social workers and Educational Psychologists.

However, contact will only be made with external agencies when parental permission has been sought. A SEND Support Document will be completed with parents to enable us to track and monitor the APDR cycle. The SEND Support document will usually be supported by Specialist teacher input from the LA.

The school organises:

- Regular meetings as required.
- After discussions with the class teacher or crew lead meetings can be booked through the school with the Inclusion team
- Referrals to outside agencies as required following internal and LA systems.
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits from the Inclusion and Intervention Team
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children's Social Care

How do we evaluate our practices within our school?

We continually review our practices within school. There are key times when the practices we employ are reviewed with other stakeholders.

These are:

- Termly Individual learning plan reviews of the effectiveness of the practices/provision which involves the parents.
- Reviews by external agencies (e.g., speech and language) on the progress of a child

- Assessment data and analysis reviews by the senior leadership team
- Meeting and observations with linked governors.
- All class teachers use their assessment data to inform their planning across the curriculum, this allows us to ensure that gaps are recognised, and provision put into place to fill them.

Subject leaders from the senior leadership team also carry out regular book looks, learning walks and meetings with teachers to continually monitor the impact of practices within the school.

How does the school ensure an inclusive environment for all?

Glebe Farm School is an inclusive school which ensures that all SEND children are treated fairly and their individual needs are addressed in all lessons. All children in our school have access to quality first/adaptive teaching: adapted tasks for all individual needs, visuals in the classroom, concrete resources, and consistently good teaching. Children's needs progress and needs are monitored carefully, and interventions are put in place as required.

Class teachers, subject teachers alongside the Inclusion Team, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

How does the school support my child's wellbeing?

What support is offered for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teachers and crew leads have responsibility for the pastoral, medical and social needs of every child in their class; therefore, this would be the parent's first point of contact. If further support is required, the class teacher or crew lead liaises with the heads of year and Pastoral and Behaviour Lead or the Inclusion team for further advice and support if it is related to special educational needs or disabilities. This may involve working alongside outside agencies. We also have a school nurse and safeguarding team who works closely with children and families.

Strategies to reduce anxiety and promote emotional wellbeing.

- Regular contact, communication, and liaison with parents
- Transition support when transferring from one year group to another as well across the school.
- Consistency of approach by all adults
- Regular planned opportunities for children to give their views.
- Sensory breaks
- Restorative practice

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Good on-going relationships with peers and adults in school
- PSHE Curriculum
- Small group programmes
- Lunch and after school Clubs
- Protective Behaviours activities and approach

What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?

Other professionals involved can be:

- A social care team – who support the family and engage with the school.
- The virtual school – who provide schools with information, tools to raise attainment and training.

Additional financial support

- Pupil Premium Plus - additional funds to help school meet the needs of a child.

Glebe Farm School has a designated teacher for Children looked after (CLA)who works closely with the virtual school team and social workers and other professionals involved. The DT attends reviews, organises PEP meetings and where appropriate liaises with other local authorities. Our Designated teacher is Liam Greenwood, Assistant Headteacher.

Who do I contact if I need further support or information about the provision for my child?

Class Teacher/Crew Lead	Email addresses can be found on the school website	As a first point of contact.
Head of Year	Email addresses can be found on the school website	As a second point of contact.
SEND Admin	Katy Brown kbrown@glebefarmschool.co.uk	Third point of contact for a SEND related issue.
Assistant Headteacher - Inclusion	Liam Greenwood lgreenwood@glebefarmschool.co.uk	Fourth point of contact.
Head Teacher	Matthew Shotton mshotton@glebefarmschool.co.uk	Fifth point of contact.

Contact Details:
Assistant Headteacher – Inclusion Liam Greenwood Phone number: 01908 794400
Local Authority Local Offer
Milton Keynes Local Offer Link https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer