



<b>Our School</b> <ul style="list-style-type: none"><li>• We pride ourselves on our inclusive curriculum for all pupils.</li><li>• All pupils learn in a safe environment where every opportunity is a learning opportunity,</li><li>• A ceiling is never placed on a child's learning with our 'teach to the top' ethos.</li><li>• We recognise that children learn in different ways and have different strengths and weaknesses. Varied provision including access to outdoor learning and forest schools is an important part of our school ethos.</li></ul>		<b>Curriculum and Enrichment</b> <ul style="list-style-type: none"><li>• All pupils receive quality first teaching.</li><li>• Any child may receive same-day interventions where needed and have support in class from the teacher or TA to ensure they are able to access the same learning as their peers.</li><li>• Some pupils may receive short term interventions to support a particular gap in their learning.</li><li>• A small number of pupils receive long term interventions to support them when they have specific difficulties or barriers to their learning and need support that is additional to that given in class.</li></ul>	
<b>Identifying Pupils with SEND</b> <ul style="list-style-type: none"><li>• Teachers record initial concerns which are shared during pupil progress meeting with the SLT and with the SENDCo. These concerns are discussed with parents during parent consultation evening.</li><li>• If concerns continue, children's needs are identified and they are monitored through the SEND register.</li><li>• Parents may wish to meet class teachers/SENDCo to share their concerns.</li></ul>	<b>Individual Plans and Interventions</b> <ul style="list-style-type: none"><li>• Individual education plans (IEP) are created for children on the SEND register. These plans are reviewed termly and linked to provision through the provision mapping.</li><li>• There is a range of intervention available across school for all areas of need. This includes 1:1 or small group interventions, both in and out of class. Interventions are identified due to a specific needs, through ongoing support with additional services or class based foci.</li></ul>	<b>Progress and Monitoring</b> <ul style="list-style-type: none"><li>• Children's progress is monitored termly through pupil progress meetings with SLT. For KS1 and KS2, this includes teacher assessment and standardised data.</li><li>• Where standardised assessments are not identifying a clear measure of children's progress, other assessment are completed to assess the age that a child is working at.</li><li>• Individual Education Plans include small step targets that can be monitored closely to ensure progress is made.</li></ul>	<b>Support and Training</b> <ul style="list-style-type: none"><li>• CPD is prioritised across the school for all members of staff.</li><li>• The SENDCo ensures relevant support and training is identified for all staff including meeting the needs of individual children or specific groups.</li><li>• Where new training needs are identified, CPD is sought.</li><li>• Teachers and TAs work together to support each other, with coaching, mentoring and peer to peer support in place across the school.</li></ul>



**Glenthorne Community  
Primary School**

SEND at Glenthorne Primary School