Greenfield Primary School

SEND Information Report 2026-27

Our School



Our School Vision

At Greenfield Primary School the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

The aim at Greenfield is for all children to receive a rich, broad and varied curriculum. Teachers ensure that all children, including those with SEND receive their full entitlement and access.

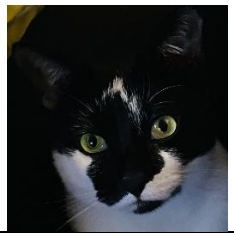
At Greenfield Primary school we have high expectations and aspirations for all pupils with SEND. We believe in full inclusion and all pupils with SEND are included in every aspect of the school curriculum.

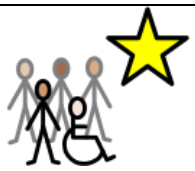


Meet our SENCO

The SENCO is Mrs Sharron Watkins.

If you would like to contact Mrs Watkins, please call school on **0116 2773584** and she will respond within 48 hours.





Special Educational Needs

At Greenfield Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

The purpose of identification is to work out what action the school should take to support your child and NOT to fit your child into a category. Your child's needs may cover more than one or all areas and their needs may change over time. The school will complete a detailed assessment of need and if necessary produce an individual SEND Support Plan to ensure that the full range of your child's needs are identified, not simply the primary need. The support provided for your child should always be based on a full understanding of their particular strengths and needs, and interventions put in place should target their areas of difficulty.

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

See Appendix A

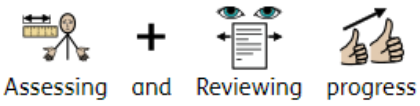


Identifying and Assessing Need

Our policies for the identification and assessment of pupils with SEND

The responsibility for the initial identification of a child with SEND will usually rest with the class teacher. The use of informal and formal assessments might identify a particular need. The class teacher will complete an initial concerns form, gather evidence and in discussion with the SENCO, they will look at the child's needs to identify barriers to learning. At this point the following will be taken into consideration:

a. Liaison with previous/pre-school setting.
b. Parents/carers concerns.
c. Observations by the class teacher.
d. Baseline assessments and other continual assessment procedures.

	e. Identification through involvement with outside agencies. Staff members work closely with parents/carers to build up a complete picture of the child's needs, so that appropriate support can be put in place. **Our SEND policy can be found on the school's website.** **The Graduated Approach**  *See Appendix B*
Assessing and Reviewing progress  	Greenfield uses a range of methods to assess pupils, from day to day informative assessment made during lessons, to the formative assessment made each term. Once a child has been identified and assessed then a SEN Support Learning Passport is plan is drawn up. These are reviewed termly. Parents/carers are encouraged to talk to class teachers or make an appointment to speak to the SENCO if they have concerns. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of support are then provided that can also be used at home. Targets are reviewed in conjunction with pupils, parents/carers, class teachers, LSAs and new targets are then set. The SENCO with key stage leaders and class teachers track the progress of the pupils on the SEND record. This information will be used to determine the level of support a child receives. Class teachers and/or the SENCO are available by appointment for parents/carers to discuss their child's progress, seek advice, information and offer practical ways to help their child at home. All parents/carers receive annual written reports which indicate how their child is performing in all curriculum areas in relation to Age Related Expectations.
	We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups, or to provide one-to-one support.

Our approach to teaching children with SEND

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We also use the Ordinarily Available Provision to help support children's learning within the classroom produced by the Local Authority to complement our teaching.
Ordinarily Available Provision - Leicestershire SEND

All children (SEND or otherwise) receive high quality teaching and are organised by their chronological age. Teachers are skilled at differentiating work to meet the needs of all children. Reasonable adjustments to their provision are made to prevent pupils from being put at a disadvantage.

All members of staff have high expectations of pupils, regardless of their needs, and planning takes into account pupil's individual needs and requirements. Recommendations from outside agencies are also considered when adopting teaching to meet specific needs. Teachers and LSAs also attend training courses to support their teaching methods.

If necessary, children receive additional support both in and outside of the classroom. This could be in the form of small group work, 1:1 support or with specialist equipment. Support is provided by class teachers and LSAs. Additional adults are used flexibly to support groups and individuals with the long term goal of developing independent learning skills.

a. The first type of support is provided by the class teacher through quality first teaching. This means that:

- The teacher has the highest expectations for all children, including those with SEND.
- Teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place to cater for your child's strengths and weaknesses.

- Specific strategies suggested by the Special Educational Needs Co-ordinator (SENCO) or other outside agencies are in place to support your child's learning.

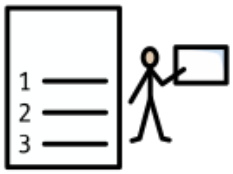
b. Specific small group work which may:
   - Take place in the classroom or away from the main teaching area.
   - Be led by a teacher or Learning Support Assistant (LSA)

   Interventions like this currently being used focus on phonics, fine motor skills and handwriting, SEMH and maths and English difficulties.

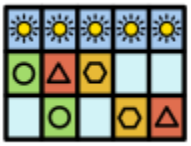
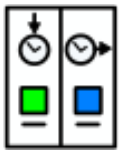
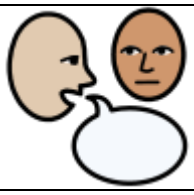
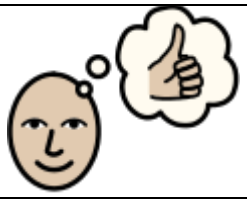
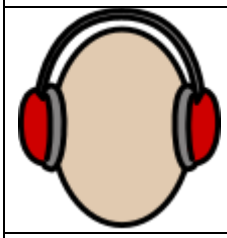
c. Specialist group or 1:1 support provided by outside agencies such as Speech Therapy or Autism Outreach Services.

d. Specified individual support.

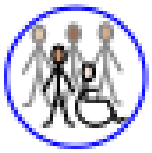
This type of support is available for children whose learning difficulties are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP) and is specifically for children who have been identified by professionals as needing a particularly high level of individual or small group support.



Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

	We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises. All pupils with SEND receive high quality teaching and are organised by their chronological age. Pupils with SEND are fully included in all areas of the curriculum and receive their full entitlement and have full access to all lessons. Interventions are not planned so that they miss vital curriculum learning. To support pupils with SEND class teachers and curriculum leaders are provided with detailed Year Group maps outlining the specific needs and requirements of each cohort so that they can plan each curriculum subject and enable full inclusion. The teachers and leaders at Greenfield are trained in scaffolding techniques, making reasonable adjustments and in modifying resources and equipment so that outcomes are achieved by all pupils. Staff have a good understanding of strategies which need to be used from the Educational Healthcare Plans (which are broken down into smaller steps), Learning Support Plans, One page profiles and Boxall Profiles which provide guidance of pupils' needs. Strategies to support these individual needs are agreed with the SENCO so that access to prior learning opportunities, adjustments according to SEMH needs or adaptations due to barriers in English or mathematical skills are provided. Each Subject leader and all class teachers are trained and supported by the SENCO in how to adapt their lessons to support pupils with different needs. Children also have opportunity to work with both TAs and the class teacher. Teachers plan support for all children and aim to encourage complete pupil involvement using, for example, 'talk partners'. Visualizers and interactive Smartboards are used in all classrooms. The school also acts on the advice from external agencies such as educational psychology, occupational therapy, speech and language therapy, physiotherapy, and visual and hearing impairment teams, to identify necessary adaptations and alterations.
Improving the emotional and social development of pupils with SEND	Personal, Social, Health and Citizenship Education is an integral part of our curriculum at Greenfield, for all children. Some children may have special needs which result in social, emotional and behavioural difficulties and these children are well supported. They may participate in small group or 1:1 sessions which provide nurture and help develop social skills and self-esteem. As a school we have a very positive approach to all types of behaviour. Our school's overarching Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is implemented by all staff.



social



emotional



Parent Consultations

At Greenfield Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We have an open door policy and Mrs Watkins is available at parents' evenings to discuss any concerns.

We also hold three coffee morning a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Greenfield, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan we will invite you in for a yearly Annual Review and two further meetings. For children with a SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for a further two meetings a year in the Autumn and Spring and term. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Consulting young people with SEND and involving them in their education

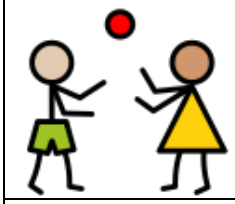
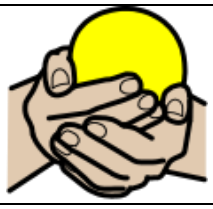
Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Wherever possible, children are encouraged to contribute to their own target setting and reviewing process. Self-assessment is an integral part of their learning at our school. Children are provided with additional support to contribute as fully as possible in their annual review. We seek children's views from regular questionnaires/ group interviews and as part of the termly review of learning targets.

Pupils are given regular opportunities to:

	  Self-assess how they are doing | Feedback and Review progress/interventions.
 **Evaluating Provision**	Provision is reviewed in SENIOR LEADERSHIP TEAM meetings and next steps are discussed. The SENCO discusses and shares ideas in staff meetings to ensure up to date research and policy is in place. Children' individual progress towards their goals is reviewed at regular intervals, as a minimum every term. Children's baseline before receiving interventions and reviewing the impact of interventions are established at regular intervals. Children are asked if they feel the adjustment or intervention is helpful and makes a difference. The SENCO monitors all SEND interventions. Targets are regularly tracked and updated to measure progress.
 **Staff Training**	At Greenfield, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. The senior leadership team within school moderate needs within the school and, where an area of concern is highlighted, whole school training is organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Most of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

				
Play Therapy	Lego Therapy	Team Teach	Attachment	
				
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language	
				
De escalation	Makaton- Level 1	Reading for those who struggle	Autism – Level 1	



Transition Support

Nursery to Reception

At Greenfield we have strong links with pre-school providers, in addition to our own pre-school. The SENCO and Foundation Stage teacher will visit a child with SEND in their pre-school setting prior to transition and additional visits to our school are also arranged.

End of Year transition

Transition internally between classes is managed very carefully through visits to the new class settings. Class teachers meet to discuss pupils and hand on information prior to transition.

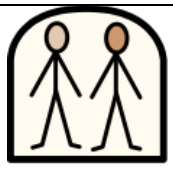
Secondary Transition

We work closely with our local high schools and have developed a transition pathway which allows our pupils and their families to get to know staff at the next school prior to transfer. There are close ties with the SEND team at both schools to support an inclusive family ethos and a smooth transition. This will include additional visits for SEND and vulnerable pupils.

The SENCO at Greenfield will arrange transition meetings with high school SENCO in the summer term.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.

 **Outside Agencies**	We work with the following agencies to provide support for children with SEND: Autism Outreach Education Psychology Service School Health Advisory Service Speech and Language Therapy Visual and Hearing impairment team Oakfield Outreach and Birkett House Outreach We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.
 **Provision of an inclusive curriculum for pupils with SEND**	All children are included in every aspect of the school curriculum and the school endeavours to include all pupils on school trips, visits and extra-curricular activities. Pupils with SEND are given roles and responsibilities to encourage them to be confident and to develop self-esteem. Greenfield School has a very inclusive ethos and offers a wide range of extra-curricular activities. Risk assessments are completed by staff prior to any trips/ visits and where appropriate parents are invited to participate. Reasonable adjustments are made to meet any additional needs wherever possible. TAs provide 1:1 support for pupils with a high level of need at playtimes and lunchtimes, and the school operates a buddy system on the playground where pupils are encouraged to mentor and support their peers. Where there is a financial implication, pupils in receipt of pupil premium may be subsidised by the school to enable them to participate in school trips/visits. All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips such as residentials and overnight stays at school. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc. No child is ever excluded from taking part in these activities because

	of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 **Contact details for support**	Information and support services for families can be accessed in the first instant by contacting the school directly via email on office@greenfield.leics.sch.uk or by telephone on 0116 2773584. If parents have concerns of a pastoral nature or day to day issues they should contact their child's class teacher directly. If concerns are of a more educational nature or are about SEND, parents should then contact the SENCO. Further advice and support for parents can be found at **SENDIASS – Special educational needs and disability information, advice and support service.** Tel: 0116 3055614 Email: sendiass@leics.gov.uk Website: **www.leicestershire.gov.uk** If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to one of the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Head of School. If you are not happy with the response, then you may contact the governors through the school office. Martin Smith– Chair of Governors Helen Jarvis – SEND Governor
 **Leicestershire Local Offer**	The Leicestershire's Local Authority Local Offer can be found at Special educational needs and disability | Leicestershire County Council

 **Feedback**	"Since moving to Greenfield just over 12 months ago, we have been amazed at the level of support available compared to our previous school. We have noticed huge improvement s n our children and we are very grateful. Waiting lists for getting help through the GP are very long and the support we've received from school has been a real lifeline to us." "Greenfield is a lovely school and has our child's best interests at heart." "Fantastic resources and always easy to contact. Our children have really benefitted." " The lovely staff who work with them, early identification of their needs and the support offered."

Further information:

Listed below are the four **Broad Areas of Need** that schools should plan for along with some examples of support that could be provided.

1. **Communication and interaction** - your child will receive support in school for this area of need if they have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
   Support with this may include:
   • Small group work to develop social skills and interaction with others such as friendship groups or Lego therapy;
   • Topics broken down into manageable tasks;
   • Providing clear instructions to make sure your child has understood, encouraging them to ask questions or try something they find difficult;
   • Targeted lunch time provision to enable other children to work with your child or play with them at break times;
   • Observing your child in class or at break and keeping records to inform future support.
2. **Cognition and learning** - your child will receive support in school for this area of need if they learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
   Support with this may include:
   • Making or changing materials and equipment e.g. dyslexia friendly materials used in classrooms such as coloured overlays for pupils to use, worksheets and materials printed on coloured paper, writing frames;
   • Multi- sensory methods of learning;
   • Extra help from a teacher or learning support assistant.
3. **Social, emotional and mental health difficulties** – your child will receive support if they have difficulty in managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
   Support with this may include:
   • A named key person who your child can relate to or trust such as a counsellor, mentor or pastoral care worker;
   • A safe environment during lunch or break times;
   • Opportunities for small group work to develop social skills and interaction with others through supported social communication groups;
   • Clear boundaries shared with staff to give a consistent approach;
   • Positive reward systems;
   • Social emotional aspects of learning curriculum activities in small groups or on a one to one basis.
4. **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment.
   Support with this may include:
   Providing an inclusive environment by:
   • Ensuring appropriate seating arrangements for young people with hearing impairments;
   • Providing additional resources for visually impaired students i.e. enlarged books and resources;
   • Completing an environment audit and making appropriate adaptations to ensure a safe and accessible learning environment;

• Opportunities for young people with sensory or physical difficulties to access extra-curricular activities or clubs;
• Access to alternative means of recording work;
• Access to appropriate storage for resources and equipment;
• Access to networked computers with personalised settings such as magnification;
• Fostering a positive attitude towards young people with sensory and physical difficulties. For example, development of inclusive polices;
• Undertaking risk assessments to ensure health and safety requirements are met both in school and on school trips;

Providing high quality teaching and learning by:
• Placing high expectations and aspirations of achievement for children with sensory and physical difficulties;
• Ensuring challenging but realistic targets are set for young people
• To promote independent access to and independent learning;
• Small step assessments to enable regular monitoring of progress towards targets;
• Ensuring that materials, resources and specialist equipment are available;
• Providing adapted and modified resources i.e. enlargements or colour contrasting work sheets;
• Consideration of a young person's pace of learning;
• Opportunities for listening skills and vocabulary development in quiet listening conditions;
• Supporting young people with sensory and physical difficulties in the use of equipment to maximise their independence;
• Provision of specific resources required to meet the young person's needs such as coloured paper and black pens;
• Enabling access to equipment required to produce adapted resources e.g. a laminator or photocopier;
• Access to technical support and use of standard ICT equipment. Providing social and emotional support through:
• Offering opportunities to develop independence;
• Targeted interventions and support focussed on social skills and communication;
• Opportunities for children and young people with sensory and physical difficulties to meet with peers with similar difficulties;
• Encouraging children and young people with sensory and physical needs to advocate their own needs;
• Personal, social, cultural and health education lessons are used to promote an awareness of the issues of living with a sensory and physical disability;
• Provision of SEAL (social and emotional aspects of learning);
• Referral processes for children with mental health difficulties (CAMHS);
• Opportunities for the child and their parents or carers to be involved in planning and reviewing support to meet the needs of the child;
• Support to access the playground and outside areas at lunch and break times.

Some children and young people may have SEND that covers more than one of the areas listed above.

Graduated Approach

Any support offered to your child during the SEND Support Stage should take the form of a four-part cycle.

Assess: Your child's difficulties must be assessed so that the right support can be provided; this might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: Your child's school needs to agree, with your involvement, how your child will benefit from any support they get.

Do: The school will put the planned support into place, and your child's teacher, SENCO or nominated support staff will remain responsible for working with your child on a regular basis, to track their progress and check that the support is being effective.

Review: The support your child receives should be reviewed regularly. Together with your child, their teacher / support worker or SENCO, you should decide whether the support is having a positive impact. This graduated approach includes regular reviews and the involvement of specialist expertise, when required.