



☆ **Aim high** ☆
& be a Star

Greenways Primary Academy
Special Educational Needs and Disability
Information Report

Reviewed: July 2024
Review frequency: Annually
Review date: July 2025

Our Vision at Greenways

Our vision at Greenways Primary Academy is to challenge each child to reach their full potential in a safe, welcoming, and happy learning environment. We strive to develop independent life-long learners by fostering intellectual curiosity, a thirst for discovery and achievement, a sense of understanding and compassion for others, and the courage to act on their beliefs. Our goal is to equip students with the skills and knowledge necessary to thrive as responsible, innovative, and compassionate members of society.

This will be achieved within an inclusive academy that values every individual and celebrates the diversity of our community. We are committed to creating a supportive environment where every teacher is a teacher of every child or young person, including those with Special Educational Needs and Disabilities (SEND). Our dedicated staff engage in continuous professional development to ensure the highest quality education for all students.

We believe in strong partnerships with families, communities, and outside agencies to create a collaborative network that supports student growth and achievement. By working together with parents, caregivers, and external organisations, we ensure a comprehensive support system that addresses the diverse needs of our students. Together, we build a nurturing and inclusive learning community where every student is encouraged to pursue their passions, achieve their goals, and contribute positively to the world around them.

Information Report

Under the Special Education Needs and Disability Regulations 2014, schools are required to publish, and keep under review, information about the services that they expect to be available for children and young people with disabilities and Special Education Needs (SEND) aged 0-25 years. The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of special educational need and support. Learning needs within these four areas are provided for at Greenways Primary Academy.

Contact details

Miss Chelsea Stone is the Special Educational Needs and Disability Coordinator (SENDCo) at Greenways Primary Academy.

Please contact the school office if you have any queries regarding SEND provision at Greenways.

You can also find a direct link to access our SEND policy in the SEND section on our website.

The Four Broad Areas of SEND

Cognition and Learning

Where a child or young person learns at a slower pace than their peers, even with appropriate differentiation. This may be a specific learning difficulty (SpLD). SpLD affects one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Processes and procedures for supporting children with SEND

How does the school know if my child needs extra help and what support is given?

At Greenways, we utilise a variety of methods to identify if a child needs extra help. If a parent, carer, or teacher raises concerns, the child will be monitored through the following steps:

<p><u>Initial Assessment and Monitoring</u></p>	<p>Concerns from parents, carers, or teachers are taken seriously and prompt initial discussions.</p> <p>The child is observed in different settings to understand their needs better.</p> <p>Teachers may conduct informal assessments to gauge the child's strengths and areas of difficulty.</p>
<p><u>Liaison with Previous Settings</u></p>	<p>If the child has been identified with additional needs before starting at Greenways, we liaise with adults and services who already know them to ensure a smooth transition.</p> <p>Previous reports and assessments from other settings are reviewed to inform our understanding and planning.</p>
<p><u>In-Depth Assessment</u></p>	<p>If necessary, formal assessments are conducted to identify specific needs.</p> <p>In some cases, input from external specialists such as educational psychologists, speech and language therapists, or occupational therapists may be sought.</p>
<p><u>Individualised Support</u></p>	<p>Based on the assessments, a learning plan/pupil passport or similar support plan is developed.</p>

	<p>Clear, achievable goals are set in collaboration with parents, carers, and the child.</p> <p>The support plan is regularly reviewed and adjusted as needed to ensure it remains effective.</p>
<u>Targeted Support</u>	<p>Additional support within the classroom through differentiated instruction and targeted interventions.</p> <p>Specialised teaching sessions in small groups or on a one-on-one basis.</p> <p>Access to appropriate technology and learning resources to support the child's needs.</p>
<u>Ongoing Communication and Review</u>	<p>Regular meetings with parents and carers to discuss progress and any concerns.</p> <p>The child's progress is continuously monitored, and adjustments are made to the support provided as necessary.</p>

Further details about our approach and the specific processes involved can be found in our SEND policy.

How will the curriculum be planned to meet the needs of my child?

Our aim is to provide a curriculum that is relevant and broad, helping children become as functionally literate, numerate, communicative, and independent as possible in an environment that promotes positive learning experiences. High-quality teaching and our carefully mapped-out curriculum ensure that your child's needs are met within lessons. We focus on encouraging hopefulness rather than helplessness by building the independence of SEND learners.

In the classroom, we cater to all children using a variety of teaching styles and a range of visual, auditory, and hands-on equipment to aid learning. Teachers plan based on children's needs against age-related expectations, using adaptive teaching to closely match children's abilities and learning needs. When a pupil has been identified as needing additional support, their work will be further adapted by the class teacher to address barriers to

learning and enable them to access the curriculum more easily. This may include specialised equipment or resources, ICT, and/or additional adult help such as pre-teaching.

The progress of all children is rigorously monitored and regularly reviewed. Teachers take account of the needs of the individual child and plan different tasks and materials appropriately. Pupil cohort and progress meetings are held three times a year with the Executive Headteacher/Head of School, SENDCo, and class teacher to discuss suitable programmes for each child and support staff in meeting each individual child's needs. This may sometimes involve putting in place training for staff or additional support within classes. Targets are set to support children's individual needs and are regularly updated.

In some cases, children may not require academic adaptations but may need reasonable adjustments in the form of equipment to access the curriculum more freely. Specialist equipment such as writing slopes, concentration cushions, pen/pencil grips, or easy-to-use scissors may be provided as appropriate. If a child is identified as having a special need, they will be given a learning plan and pupil passport. Targets will be set according to their area of need and monitored by the class teacher weekly and the SENDCo three times per year. Teaching Support Assistants may be allocated to work with a pupil in a one-to-one or small focused group setting to target specific needs. The level of work set will be matched to the children's age and the level at which they are working. Some children may require particular resources such as coloured overlays, pencil grips, or sloping writing boards. Additionally, computer programs may be used to support learning.

We make the following adaptations to ensure all pupils' needs are met: adapting our curriculum to ensure all pupils are able to access it through 1:1 work, varied teaching styles, and content adjustments; adapting our resources and staffing; using recommended aids such as laptops, coloured overlays, visual timetables, larger fonts, and visual aids; and adapting our teaching by providing longer processing times, pre-teaching key vocabulary, and reading instructions aloud. Across the school, we have a wide variety of resources, including iPads, talking buttons, laptop computers, and LEGO, among others. Other adaptations may be made to the environment depending on the child's needs, with occupational therapy or other specialists advising where necessary.

How does the school cater for medical needs?

The school caters to medical needs through a comprehensive approach that ensures the health and safety of all students.

We develop individualised health plans for students with specific medical conditions, outlining necessary care and emergency procedures. Staff receive training on managing medical needs, including administering medication and recognising medical emergencies.

The school has protocols in place for the safe storage and administration of medication, ensuring that prescribed treatments are followed accurately. We maintain open communication with parents and caregivers to promptly address any medical needs and

collaborate with healthcare providers and specialists to implement necessary adaptations or interventions.

Additionally, established emergency procedures ensure that all staff are prepared to respond quickly and effectively to medical incidents. Through these measures, the school ensures that students with medical needs receive the appropriate support to thrive in their learning environment.

How does the school support transition into Greenways or transferring to another setting?

The school supports transition into the school and transferring to another setting through a structured and supportive approach. For new students, we facilitate a welcoming induction process that includes school walkarounds, introductory meetings with teachers, and opportunities to meet peers. We assess incoming students' needs to provide tailored support, ensuring a smooth adjustment.

When transferring to another setting, we collaborate closely with parents, the new school, and relevant professionals to share essential information about the student's needs and progress. Prior to the transition, our SENDCo meets with the SENDCo of the receiving school, parents, and the child in a transition review meeting. This allows parents to discuss any concerns and ensures that appropriate support is in place.

For students who may face challenges with the transition, we implement enhanced transition plans, which may involve specialist sessions facilitated by local SEND services.

This comprehensive approach ensures that students feel supported and prepared, whether they are joining our school or moving on to a new environment.

Who can I contact for further information or complaints?

Should you have any concerns or require further information in regards to your child and the SEN provision at Greenways Primary Academy please do not hesitate to contact your child's class teacher or our school SENDCo (Miss Stone) via the school office.

Alternative contact details are below:

- Executive Headteacher: Miss Garside
- Head of School: Mr Brown
- SENDCo: Miss Stone
- Mental Health First Aider/Office Admin: Mrs Boden
- Class teacher
- School website
- Governor for SEND