



☆ **Aim high** ☆
& be a Star

Greenways Primary Academy
Special Educational Needs and Disability
Information Report

Reviewed: July 2025
Review frequency: Annually
Review date: July 2026

Our Vision at Greenways

At Greenways Primary Academy, our vision is to challenge and support every child to reach their full potential within a safe, welcoming, and happy learning environment. We are dedicated to nurturing independent, lifelong learners who are curious, motivated, and confident to achieve.

We aim to help every child develop kindness, understanding, and the courage to stand up for what they believe in. Our inclusive academy values each individual and celebrates the rich diversity of our community.

We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND). Our staff engage in ongoing professional development to ensure all students receive the highest quality education and support.

Partnerships with families, communities, and external agencies are key to our success. By working closely with parents, carers, and professionals, we create a strong support network that meets the unique needs of each student.

Together, we build a nurturing and inclusive learning community where every child is encouraged to discover their strengths, pursue their passions, achieve their goals, and grow into responsible, compassionate members of society.

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

This means a child learns more slowly than others their age, even with extra help. Some children may have specific learning difficulties like dyslexia (trouble with reading), dyscalculia (difficulty with maths), or dyspraxia (problems with coordination and movement).

Social, Emotional, and Mental Health Difficulties

Some children may find it hard to manage their feelings or behave in ways that make it difficult for them to learn or get along with others. This could look like being very shy, withdrawn, or sometimes acting out. These difficulties might be linked to mental health conditions like anxiety, depression, or attention disorders such as ADHD.

Sensory and/or Physical Needs

Some children have disabilities that make it hard for them to use the usual learning tools or spaces in school. This could include children who have problems with their sight or hearing, or those with other physical needs. Their needs might change over time, and they might need special equipment or extra help to learn.

Communication and Interaction

Some children have trouble with speech, language, or understanding social rules when talking and interacting with others. This means they might find it hard to say what they want, understand what others say, or follow social cues like taking turns in conversation. Every child is different, and their needs can change as they grow.

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 use different ways to find out if a child needs extra support. If a parent, carer, or teacher has concerns, we follow these steps to monitor the child:

<p><u>Initial Assessment and Monitoring</u></p>	<p>We listen carefully to concerns from parents, carers, or teachers and start conversations right away.</p> <p>The child is watched in different places, like the classroom and playground, to better understand their needs.</p> <p>Teachers may do simple checks to see what the child is good at and where they might need extra help.</p>
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<p><u>Liaison with Previous Settings</u></p>	<p>If a child has been supported for extra needs before joining Greenways, we work closely with the people and services who already know them to make sure the move is smooth.</p> <p>We look at reports and assessments from their previous school or setting to help us understand their needs and plan the right support.</p>
<p><u>In-Depth Assessment</u></p>	<p>If needed, more detailed assessments are carried out to better understand a child's specific needs.</p> <p>Sometimes, we ask outside experts like educational psychologists, speech therapists, or occupational therapists to help with these assessments.</p>
<p><u>Individualised Support</u></p>	<p>After assessments, we create a personalised learning plan or pupil passport to support the child.</p> <p>We work together with parents, carers, and the child to set clear and achievable goals.</p> <p>The support plan is checked regularly and updated as needed to make sure it's helping the child succeed.</p>
<p><u>Targeted Support</u></p>	<p>Extra help is provided in the classroom through teaching that is adapted to meet the child's needs.</p> <p>Sometimes, the child may take part in small group or one-to-one teaching sessions.</p> <p>We provide the right technology and learning tools to support the child's learning.</p>

<p><u>Ongoing Communication and Review</u></p>	<p>We hold regular meetings with parents and carers to talk about your child's progress and any concerns.</p> <p>Your child's progress is closely watched, and we make changes to their support as needed to help them do their best.</p>
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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?

At Greenways, we aim to provide a broad and relevant curriculum that helps every child become as confident as possible in reading, writing, maths, communication, and independence. We believe in encouraging children to feel hopeful and capable, building their independence especially for those with SEND.

In the classroom, teachers use different teaching methods and a variety of visual, listening, and hands-on tools to support all learning styles. Teachers plan lessons based on children's needs and age expectations, adapting teaching to match each child's abilities and learning style.

If a child needs extra support, their work will be further adjusted to help them overcome any learning difficulties and access the curriculum more easily. This might include using special equipment, technology, or additional adult help such as pre-teaching key ideas before lessons.

Importantly, we don't wait for a formal diagnosis before giving support. If a child shows signs they need extra help, we act quickly to provide it, so they can get the support they need as early as possible.

We carefully monitor all children's progress and regularly review how they are doing. Teachers meet three times a year with the Executive Headteacher/Head of School and SENDCo to discuss each child's progress and make sure they have the right support. Sometimes this means training staff or providing extra help in class. Clear targets are set for each child and updated regularly.

Sometimes children don't need different work but do need reasonable adjustments, like special equipment to help them learn more comfortably. This can include items such as writing slopes, concentration cushions, special grips for pencils, or easy-to-use scissors. Children with identified special needs will have a personalised learning plan and pupil passport with targets that are checked regularly by the class teacher and SENDCo. Teaching

assistants may also work with children one-to-one or in small groups to focus on specific areas.

We make sure the curriculum works for all children by adapting lessons and materials, using different teaching styles, and providing extra help when needed. We use tools like laptops, coloured overlays, visual timetables, and larger fonts to support learning. Our school is well equipped with resources like iPads, talking buttons, laptops, and even LEGO to support learning in fun and effective ways.

If necessary, we also make changes to the learning environment based on advice from specialists such as occupational therapists, ensuring every child has what they need to succeed.

How does the school cater for medical needs?

At Greenways, we take the health and safety of all students very seriously. For children with medical needs, we create personalised health plans that explain what care they need and what to do in an emergency.

Our staff are trained to manage medical needs, including giving medication and knowing how to respond if a medical emergency happens.

We have clear procedures for safely storing and giving medication, making sure children get their prescribed treatments properly. We work closely with parents and carers to keep communication open and make sure any medical needs are quickly addressed.

We also work with healthcare professionals and specialists when needed, to make sure the right support and adjustments are in place.

In emergencies, all staff know what to do to keep your child safe. With these steps, we make sure children with medical needs get the support they need to learn and thrive at school.

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

We understand that moving to a new school or class can be exciting but sometimes a bit worrying. That's why we have a careful and supportive process to help every child settle in smoothly.

When your child joins Greenways, we offer a warm welcome with school tours, meetings with teachers, and chances to meet new friends. We also check your child's needs early on so we can provide the right support from the start.

For transitions within the school, such as moving to a new class, we provide enhanced transition weeks before the end of term. During this time, children have 1:1 time with their new class teacher, and we may use social stories or comic strip conversations to help

prepare them for the change. We also send photos of the new classroom and environment home to help children and families become familiar and feel more confident.

If your child is moving on to another school, we work closely with you, the new school, and any professionals involved to share important information about your child's needs and progress. Before the move, our SENDCo will meet with the SENDCo from the new school, along with you and your child, to make a plan together. This helps answer any questions and ensures support is ready in the new setting.

For children who might find moving schools more challenging, we create extra support plans. This might include special sessions with local SEND services to make the transition easier.

Our goal is to make sure your child feels confident, supported, and prepared whether they are starting at Greenways, moving to a new class, or going on to a new school.

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