



# Greenfield Primary School

## SEND Information Report

April 2026

### Who leads and manages the provision for pupils with special educational needs?

- The Special Educational Needs Coordinator (SENCo) is Miss Rebecca Lewis. Rebecca has completed the Postgraduate Certificate in Special Educational Needs Coordination with distinction and the training to become a qualified Senior Mental Health Lead.
- The Headteacher is Mr Sam Darby
- The SEND Governor is Mr Guy Carpenter

### How does Greenfield ensure that children who need extra help are identified early?

Children identified as having special educational needs fall broadly into four areas as stated in the Code of Practice (2015). Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction - for example, pupils with Autism Spectrum Conditions and speech or language difficulties or delays.
- Cognition and Learning - for example, dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health - for example, low mood, low self-esteem, attention deficient hyperactivity disorder (ADHD).
- Physical and Sensory - for example, hearing impairment, visual impairment, physical and/or medical impairment and sensory difficulties.

### How do we identify pupils with SEND and assess their needs?

We assess children's needs on entering school and build upon these assessments regularly each year. Teachers have regular conversations with the Senior Leadership Team, including our SENCO, to discuss all pupil's progress. Concerns may be raised if a child;

- Is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap in age related expectations
- widens the attainment gap

Through regular communication between home and school, concerns may also be raised by parents and carers, or other outside agencies working with a pupil. Concerns may also relate to other aspects of a child's development and wellbeing. Outside agencies may include:

- Paediatricians, GPs, Occupational therapist, Physiotherapists and speech and language therapists.
- Concerns may also be raised through conversations with previous settings for example, nurseries, previous school settings.

Slow progress and low attainment do not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## Assessing needs

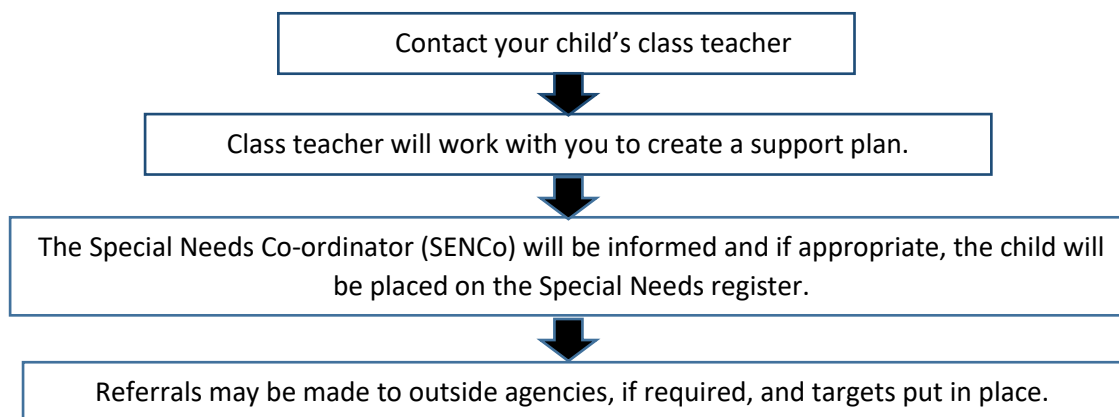
At Greenfield, we follow the graduated response approach of assess, plan, do, review, when supporting children with SEND. Class teachers work closely with the SENCo to carry out analysis of children's needs. These may include.

- Class teacher's assessment and experience of a child
- Children's previous progress and attainment and behaviour
- Other teachers' and teaching assistant's assessments, where relevant
- The child's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

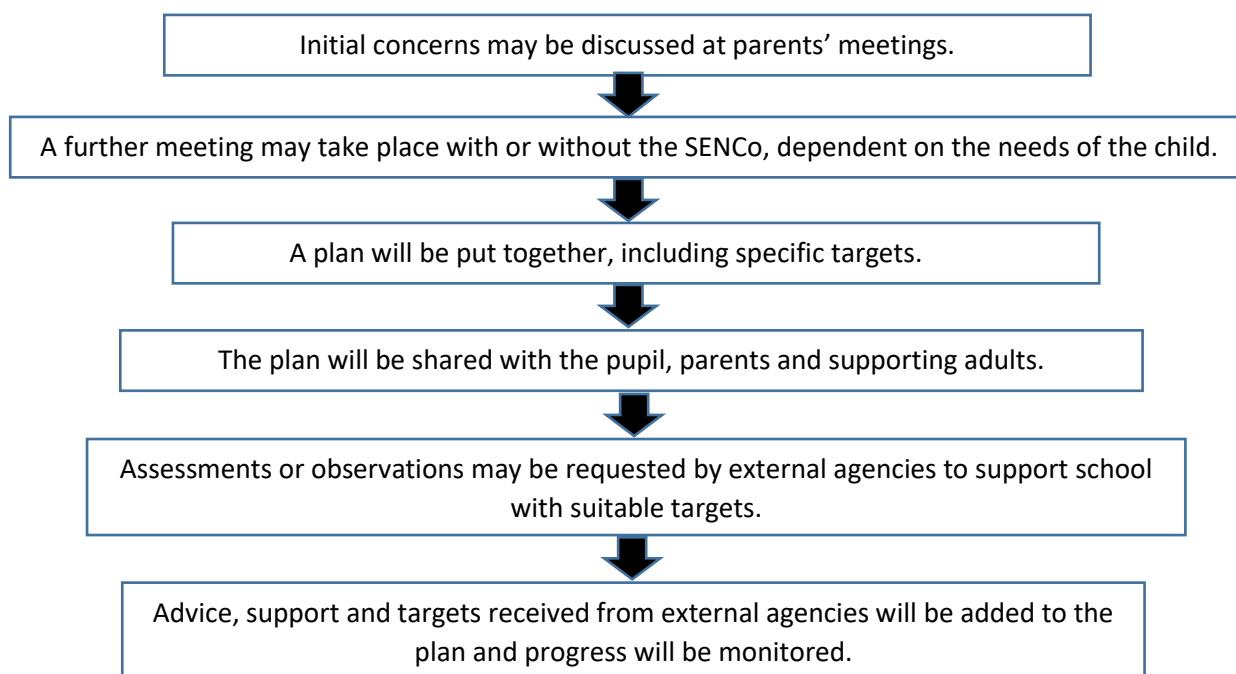
All teachers and teaching assistants working with pupils with SEND are made aware of each pupil's individual needs and plans for support. Plans are regularly reviewed and adapted as required.

## What should a parent do if they think their child may have special educational needs?

Talk to us. In the first instance, please contact your child's class teacher. If you still have concerns you can contact the SENCo, Miss Lewis. We pride ourselves on building positive relationships with parents. We always aim to be open and honest with parents and hope that you are able to do the same with us.



## 2. How will school respond to my concern?



### How will my child be supported?

Your child's class teacher will oversee, plan for and work with your child to address any concerns or difficulties.

Your child will initially be added to the SEND register, with your permission, and the additional support that they receive will be recorded using our online system Provision Map.

Your child will have specific targets, so that it is easy to measure their progress. This plan will be shared with parents electronically. If for any reason parents do not have access to the internet, then class teachers will ensure that parents receive a paper copy of their child's Individual Learning Plan.

### What is an Individual Learning Plan (ILP)

An Individual Learning Plan (ILP) is a personal plan which sets out specific targets for your child. These targets are designed to address specific difficulties and include the strategies that will be used to support your child. Plans are regularly reviewed, and progress made is recorded. Targets are then updated to ensure that your child continues to make progress. If targets have been achieved and staff feel that an ILP is no longer necessary, then a parental meeting will be set up to discuss the next steps.

### What if my child continues to have difficulties?

If, after discussion with parents/carers, we feel that your child requires more support, then we will seek permission from you to make a referral to an appropriate outside agency for an assessment of their needs. This may take the form of; Speech and Language, Learning Support, Educational Psychology, School Nurse.

If we feel that a referral to an NHS service is required, then we may ask you to request a referral from your GP. We will provide a letter confirming our observations at school and listing any concerns that we may have, in order to support your request for a referral.

Once your child is accessing additional support from an outside agency, then their class teacher will ensure that specific targets provided by outside agencies will be included on your child's ILP. ILPs are reviewed at the end of every term, and new targets set in collaboration with parents and outside agencies.

Our SENCo oversees all support and progress of any child requiring additional help across the school.

Regular Pupil Progress meetings enable staff to identify the support needed and interventions to address your child's needs.

Intervention work is reviewed to determine the impact upon the progress of each child.

### How is the support delivered?

Our teaching and support staff have received training appropriate to the needs of the children they work with.

These interventions may be used:

- phonics
- reading
- writing
- maths
- speech and language

- Social and Emotional/Wellbeing support.

Our support staff are also trained to deliver the Get Moving Programme.

Support may be delivered in small groups, pairs or individually depending upon the needs of each child. The interventions may follow a specific published programme, or a programme of work designed by the school.

We also have members of support staff who are trained to deliver emotion and wellbeing support through our 'Wellbeing Groups'.

Although some interventions may need to be carried out outside of the classroom (specific speech and language therapies, physical and medical interventions for example), it is our aim that children with special educational needs and disabilities are supported well within the classroom, ensuring that they do not miss out on quality first teaching.

We are currently able to provide the following interventions:

#### Phonics and Reading

- Little Wandle phonics keep up sessions (KS1)
- Little Wandle reading sessions (KS2)
- Little Wandle Rapid Catch-up sessions (KS2)
- Little Wandle SEND Keep up sessions (KS1 and KS2)
- Reading comprehension tutoring sessions
- Precision teaching

#### Maths

- Small group or 1:1 sessions with a teaching assistant
- Mastering Number
- Precision teaching

#### Social, Emotional and Mental Health

- Wellbeing groups
- 1:1 support through Reflexions
- Group support through Reflexions
- Emotions coaching

#### Speech and Language

- 1:1 speech and language sessions
- Small group speech and language sessions
- WELLCOMM
- Get Talking

#### Physical and Sensory

- Get Moving
- Sensory Circuits
- Bespoke programs designed by Physiotherapist
- Bespoke programs designed by Occupational Therapists
- Specific equipment to support physical needs

## Support from outside agencies

At Greenfield, we currently work with a range of outside professionals. These include:

- Dudley Learning Support Service
- Dudley Educational Psychology Service
- Communication and Interaction (CIPs) team. This includes, the Autism and Social Communication team (ASC), EHCO (speech and language support) Physical and sensory service, Visual Impairment Service, Hearing Impairment Service.
- Integrated Early Years
- Reflexions (Wellbeing and Mental Health Support)
- School Nurse
- Physiotherapists
- Occupational therapists
- West Midlands Speech and Language Therapy
- Speech and Language therapists NHS

When outside agencies have completed an assessment with a child, they will make recommendations and set specific targets for children to achieve. Class teachers and support staff working with your child, will be made aware of these targets by the SENCO, and will deliver the recommended interventions as requested.

If additional resources or equipment have been recommended by outside agencies, then our SENCO will liaise with the appropriate agencies in a timely manner, to ensure that the correct equipment is purchased.

## How do teachers ensure that my child will be able to access lessons at an appropriate level?

Our priority here at Greenfield, is quality first teaching, where work is pitched at an appropriate level so that all children are able to access it according to their needs. Typically, this might mean that the task is scaffolded in order for all children to be able to access learning. On occasions this can mean that specific children receive individually differentiated work. The benefit of this type of differentiation is that all children can access learning at their level. It is vital that teachers develop a good working relationship with all of the children in their class. This ensures that teachers pitch tasks accurately and offer just the right level of challenge for the children in their class. The use of adapted materials and equipment to support children in the classroom, will be discussed with parents and outside agencies in advance to ensure that all children are able to access learning and the classroom environment.

In addition, teachers or teaching assistants may use pre-teaching to allow children to feel more confident when accessing a lesson. This involves either the teacher or a teaching assistant, sharing the learning with a specific child or small group of children before the lesson. This means that when the lesson starts, children already have an idea of what to expect and will feel more confident to contribute to class discussions.

## How does Greenfield judge whether the support is having a positive impact?

- By assessing the children at the beginning and end of an intervention programme or period of additional support against the targets on their Individual Learning Plan (ILP).
- Through regular conversations with the children, parents and class teacher.
- Through regular meetings with relevant outside agencies, including Learning Support, Educational Psychology and Speech and Language.
- Through regular Pupil Progress meetings between class teachers and members of the Senior Leadership Team.

Please note, children may be taken off the Special Educational Needs register when they have made sufficient progress and their needs have been met sufficiently, however their progress will continue to be monitored.

### What opportunities will there be for me to discuss my child's progress?

At Greenfield, we believe that your child's education should be a partnership between parents and teachers, and therefore we aim to communicate with you regularly. This maybe through our Class Dojo app, phone calls, virtual meetings (e.g. using MS Teams or Zoom) or face to face meetings.

You will be able to discuss your child's progress at parents' evenings which take place twice per year.

You are also welcome to make an appointment to speak to your child's class teacher or the SENCo to discuss how your child is getting on.

### How will Greenfield help me to support my child's learning at home?

Your child's class teacher or SENCo can offer advice and practical ways that you can help your child at home.

Your child's ILP will be discussed with you during parents' meetings. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) with the expectation that your child will achieve the target by the time it is reviewed.

Recommendations from external agencies will be shared with you so that strategies can be implemented at home and school. We will arrange feedback meetings with outside agencies, so that you are also able to discuss any concerns you may have with the professionals working with your child. NHS services (Speech and Language, Occupational therapy, physiotherapy) will contact parents directly to share feedback and targets. Copies of these reports are also sent to school, to inform the support that we provide for children.

### Educational, Health Care Plan (EHCP)

If your child has more complex or severe special educational needs or disabilities, it may be necessary to apply for an Education Health Care Plan (EHCP) where a child's long term and short-term outcomes are discussed, and specific outcomes put in place. This is a lengthy process, as it requires school to provide supporting evidence including reports from relevant outside agencies. Parental requests can be made for an EHC needs assessment; however, evidence of previous, continued support will need to be provided as evidence of need.

### How do you measure my child's progress?

At Greenfield, we evaluate pupils' progress in learning against national age-related expectations (ARE).

The class teacher continually assesses each child, identifying areas where they are improving and where further support is needed. We track children's progress from their admission in Reception through to Year 6, using a variety of different methods including standardised tests as appropriate and recording achievements on our internal tracking system.

Children who are not making expected progress are identified through the Pupil Progress Meetings. If a child has not made the expected progress, the reasons for this will be discussed, then targets may be adapted into smaller steps, or a different approach may be tried to ensure that progress is made.

## How will my child be included in activities outside the classroom including day and residential trips?

All children will be included on school day trips and residential visits. Where necessary, we will provide the necessary adaptations, having consulted with you, to ensure the visit is successful. Depending upon a child's specific needs, we will undertake personal risk assessments for a child and seek advice from outside professionals to ensure that every child is able to access activities outside the classroom, including day and residential trips.

## How accessible is Greenfield Primary School?

Our main school building is wheelchair accessible. We have an accessible care room with wide-door access, which is large enough to accommodate changing and personal hygiene care. Members of our support staff are trained in Safer People Handling and the use of more specialised equipment to support disabled pupils.

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 we will work with the venue or within school to see if alternative activities, which will cover the same curriculum areas, are available.

The Accessibility Plan is available on our school website.

## How will Greenfield prepare and support my child when joining the school or transferring to a new school?

We encourage all new children to visit the school with their parents prior to starting with us.

For children with special educational needs or a disability, we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also aim to visit them in their current setting if appropriate.

When children are preparing to leave us for secondary school, we arrange transition visits for them with their new schools. Where these have not been possible, we arrange virtual meetings and tours to support transition. If children with SEND require additional visits, this can be arranged with the receiving school.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has an Education, Health Care Plan and is changing to a new school, we will, where possible, arrange a review meeting with relevant staff from the receiving school.

## Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You can also arrange to meet with the SENCO.
- Look at our Special Educational Needs policy on our website

For information about the support Dudley Local Authority can offer, please go to

[SEND Local Offer \(dudleyci.co.uk\)](http://dudleyci.co.uk)

This website offers further information regarding the support available for all children with special educational needs and disabilities in Dudley. It also includes the contact details for SENDIASS, a parental support groups whose aim it is to support and guide parents of children with SEND.

For more information regarding SENDIASS please go to

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiaas/>