

How do we identify SEND?

- Class teacher / parents raise concerns with SENCO. This may be from observations at home or school / analysis of tracking data or pupil progress meetings.
- Discussion of what has already been put in place by class teacher to support the child and outcomes. Informal discussion with parents including what has been done as part of Quality First Teaching.
- Group interventions to be put in place if not already done so. Reviewed at more formal meeting with parents if needed.
- Decision taken to continue to support child within group setting in class, or to offer SEND support.
- Appropriate provision put in place. Termly meetings with parents. Outside agencies involved where necessary. Training 'gaps' identified for staff/ parents we work on.
- Plan, do, assess, review (The Graduated Response). Use tracking data and Person Centred Reviews, observations and the collection of pupil voice to measure progress and ensure appropriate strategies are in place.

Parental engagement is strongly encouraged to create 'A Team Around the Child'.

Parents can arrange to meet teacher / SENCO by appointment. Termly meetings are held to discuss the progress of SEND children.

Most parents of SEND pupils attend all reviews / PCRs for their child.

PCRs are adapted to suit needs of parents.

Children (where applicable) are very involved in their review meetings; they enjoy sharing good news.

Class teachers also attend PCR and Annual Review meetings alongside TAs and outside agencies when appropriate.

SEND at Greenfield Primary School Spring Term 2026

Numbers of SEND at Greenfield Primary

There are 343 pupils on roll, of which 35 children have SEND and have been identified on school's SEND Register. Across the school (from Nursey to Year 6), 28 pupils are identified as SEN Support and 9 pupils have EHCPs. In addition, two pupils are currently on an EHCP pathway.

Our priority is...

That every child at Greenfield Primary feels that they are fully included in school life, that they enjoy school and have good friends. That they are happy and proud of their achievements, academically, socially and emotionally. We want our pupils to thrive, be able to reach their full potential and be prepared for their journey beyond primary school and into adulthood.

Breakdown of SEND

14 children have Communication and Interaction difficulties. (8 with a diagnosis of ASD)
0 children have a Physical disability
10 children have SEMH difficulties
7 children have a specific difficulty
14 children have a moderate learning difficulty
Some children have more than one identified need.

How do we measure Progression?

All children are tracked termly and children with SEND have 3 Review meetings per year (one each term) as well as more general parents/carers evenings. Targets are reviewed and set at each review meeting / PCR. Where targets have not been met, we look at the provision and consider why: asking *what's working/ what's not working* and review interventions. This in turn can raise training needs for staff and sometimes parents. We can assess against curriculum age appropriate expectations or use other assessment tools if this is more suitable to the pupil's needs. Observations are also completed by the SENCO regularly throughout the school year.

Training

Staff are proactive in requesting training to meet the needs of the children. This has included specific speech and language interventions, PIP support, POS support, Sign Along and PIVATs training. The SENCO attends cluster meetings and termly SENCO Development Days organised by the LA.

- Team Teach
- Cognition and Learning January 2025
- Social and Emotional Needs February 2025
- Physical and Sensory Needs March 2025
- Sign Along Training Spring 2025
- AET Progression Framework Training 2026