

Greenfield Primary School Special Educational Needs Information Report 2026-2027

Parental voice and discussions with pupils have taken place with the SENCo and school staff to enable our SEN Information Report to be co-produced. We would like this Information Report to be a reflection of the collaborative way in which pupils, their families and school staff work closely together.

Head teacher- Mr B Storey

SENCO- Mrs C Snape

SEND Governors- Mr T Wild and Miss L Egan

What can we offer your child with Special Educational Needs and/or disabilities?

At Greenfield Primary School we recognise every child is special, they are unique individuals and we aim to ensure all children are equally valued and respected. Our school endeavours to provide all children with equal opportunities and an accessible curriculum that is broad and balanced and allows every child to achieve, make progress and to reach their full potential.

Identifying children with Special Educational Needs and/or Disabilities

When pupils have been identified with SEND before starting our Nursery or school we hold discussions with the family and involved professionals and use the information already available to identify what the child's needs will be in our setting and how we can best meet them.

If parents/carers are concerned that their child has SEND we will invite them into school to discuss this with the class teacher and the SENCo (Mrs Snape). The class teacher and SENCo will then work together using observations and assessments to assess the child's needs. We will share these outcomes with the

parents and carers and discuss what the child's next steps will be and how we plan on meeting the outcomes. This creates a 'team around the child' approach.

A class teacher or member of support staff might also become concerned that a child has SEND. This might be because they are not making as much progress as other pupils or they are struggling to access the curriculum at the same level as their peers. The class teacher will share their concerns with the parents/carers and the SENCo and use observations and assessments to assess the child's needs. Outcomes of these findings will always be shared with parents/carers and an agreement on next steps for the child will be made together.

Involving children and parents/carers in planning to meet the child's needs.

At Greenfield Primary School we are child and family centred so no decision will be made without the involvement of the child and the parents/carers. When we assess SEND we will meet with parents/carers to discuss if learning, needs and behaviour are the same at school and at home or if they differ. We take this information into account and work with parents/carers in partnership to ensure your child can make progress and reach their full potential. Where appropriate we will then write and review Person Centred Action plans or Support Plans with the child, parents/carers, teachers and teaching assistants so that everyone is fully aware of the targets and outcomes we want to achieve to enable pupils to make progress. Parents tell us that they like the opportunity to regularly meet with the adults who are supporting their child and our termly Person Centred Review meetings are very well attended.

Adapting the curriculum to meet the needs of pupils with SEND

At Greenfield Primary School we celebrate the uniqueness of each individual in all that we do. We offer and provide a broad and balanced curriculum to enable all pupils to show their talents and inner strengths. Sometimes we use additional schemes or materials that cater for the needs of our pupils with SEND,

including Social Stories, 5 Minute Box, Memo, The Power of 2, fine motor skills, Wellcomm and Lexia. Adaptations and reasonable adjustments can be made within the whole class environment to enable pupils to access learning and make progress towards their targets.

Modifying teaching approaches

Our staff are trained in a variety of approaches which means that we are able to adapt our teaching to cater for a range of SEND: specific learning difficulties (including Dyslexia), Autistic Spectrum Condition, speech, language and communication needs; and behavioural, social and emotional difficulties. We use a number of approaches to learning- visual, auditory and kinaesthetic, appealing to a variety of learning styles.

The use of online resources can also be very beneficial for supporting children with additional needs. Apps that are accessible can be empowering, creative and a fun way of learning. However staff are fully aware of the e-safety risks for children with additional needs who might be more vulnerable whilst working online. Strategies for safe internet use will be incorporated into children's Person Centred Action plans and Support Plans when appropriate.

Our staff are all involved in appropriate training for SEN and Disability. All children who receive SEN Support or who have an Education, Health and Care Plan have a One Page Profile which enables visiting staff or new teachers/teaching assistants to support them in the best possible way. One Page Profiles can be found in the class registers. Our pupils tell us that they like being involved in producing their One Page Profiles and they feel more confident that staff will know how they learn best and what the barriers are to their learning.

Assessing pupil progress

Progress data for all children with SEND is analysed and compared against non-SEND pupils and national standards. Targets and next steps are shared with our pupils and with parents/carers. We aim to ensure that our pupils with SEND are making the same progress as their peers. Children are assessed in different ways which are appropriate for their needs and level of development. Some children will be assessed against National Curriculum assessments, for some children the PIVATs assessment tool is used and some children who are working below the standard of the National Curriculum assessments and who are not engaged in subject-specific study will be assessed using The Engagement Model.

Equipment and resources to provide extra support

We use dual coding visual timetables in each classroom as part of High Quality Teaching and countdown timers when appropriate for pupils who need them. Some pupils have their own individual timetables and these pupils tell us they are very important to their organisation of the school day and that they help them to prepare for any changes. We use iPads and we continue to research Apps which will be useful for pupils with SEND eg, communication difficulties, fine motor work and children who find the process of writing difficult. When appropriate we use multi-sensory resources and also individual target boards to help break down instructions and learning objectives. When appropriate children may have their own reward charts. Some children have a Home/School book to enable very regular communication between school staff and parents/carers. Some of our pupils with sensory processing needs tell us that they like being able to use fidget toys and Move and Sit cushions because they help them to concentrate and stay focused in class. Some children said they like to have access to ear defenders or regular sensory circuits.

Liaising with external agencies

We receive support from external agencies to ensure SEND pupils are accessing the curriculum and their needs are well met. Some of these agencies include QEST, Educational Psychology Service, CAMHs (Child and Adult Mental Health Service), Primary Outreach Service, SALT (Speech and Language Therapy), VI and HI Teams (Visual and Hearing Impairment) and OT (Occupational Therapy). We also get support from our school nurse and the School Health Service, TOGMIND and The Early Help Team.

When working with external agencies we review the child's progress, agree what everyone will do to make teaching more effective and learning accessible and we then set targets for the pupil. We discuss how we will work together and action plan next steps for the child. At an agreed date we will review how well the pupil is doing, evaluate the impact of our involvement and decide what we need to do next. We include the pupil and parents/carers in these discussions. Parental views revealed that they are happy with the communication between home and school. Parents also tell us that they like having termly review meetings that are additional to the parent's evenings that are held throughout the school year. Our pupils tell us that they like to be involved in their Person Centred reviews and Annual Review meetings and enjoy sharing their thoughts and views with their families, staff and outside agencies.

Other activities available for pupils with SEND in addition to the curriculum

All children are welcomed and encouraged to take part in after school clubs. We have regular educational visits that are accessible to all. We monitor our extra-curricular provision to ensure that our pupils with SEND look forward to and enjoy additional clubs and activities. We aim to make our annual residential to Robinwood as accessible as possible for those children with SEND.

Transition

Into Nursery/School:

Where possible we try to gather as much information as possible from previous settings, parents/carers. We hold meetings with staff and parents/carers to discuss the needs of the child. If appropriate we may contact Health Visitors and other professionals after parental consent has been sought. Our EYFS staff complete Early Years Passports for any children who might require some additional support when they transition into Nursery or Reception.

From school:

We will provide the next school with the necessary information to assist them in meeting the needs of the child. Towards the end of Key Stage 2 we will work closely with Secondary Schools to enable smooth transition for our pupils. We hold meetings with SEND staff and arrange additional transition visits for our SEND pupils and their parents/carers. Past pupils report that this additional transition work really helps them to settle into their new school. It gives them more confidence as they have already begun to form new friendships and staff already know them.

Funding

All schools receive funding for SEND pupils and this is used to provide pupils with resources they might need (including equipment). In the case of very expensive items the Local Authority may contribute. If a pupil's Education, Health and Care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents/Carers will have a say in how this is used. Parents/Carers will be told if they are eligible for a personal budget. This must be used to fund the agreed plan.

Parents/Carers who are not satisfied with a decision

We endeavour to build open and positive working relationships with our pupils and families. However if parents were to feel unsure or unhappy about the support their child is receiving the first point of contact for a parent/carer would usually be the class teacher who would then involve the SENCo and/or the Head Teacher. Concerns should be raised with these people first and if parents/carers are not satisfied they should speak to the Head Teacher. If you are still not satisfied that your complaint has been addressed, then please follow the school's complaints procedure.

School does everything possible to promote the Oldham SEND Local Offer. The link is as follows: [Oldham SEND Local Offer](#) and can also be found in the SEND section of the school's website. The Oldham SEND Local Offer provides clear, comprehensive and accessible information about the support and opportunities that are available to children with additional needs and their families.

