



# THE GREETLAND ACADEMY

<b>Approved by:</b>	Local Governing Board (Governor with responsibility for SEND: Gina Walsh)		
<b>Responsible department:</b>	Greetland Academy (to contact the SENCO, email <a href="mailto:ks2@greetlandacademy.org.uk">ks2@greetlandacademy.org.uk</a> or call 01422 372893).		
<b>Last review date:</b>	22.10.24	<b>Last reviewed by:</b>	Charlotte Wild
<b>Last updated:</b>	22.10.24	<b>Last updated by:</b>	Charlotte Wild
<b>Next review due :</b>	26.09.2025		

The following details Greetland Academy’s Individual Local Offer (SEND Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Calderdale’s Local Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer), which details the provision available in all Calderdale schools and academies.

**This SEND Information Report attempts to answer all questions parents/carers have asked us about the provision we have for children with special educational needs at Greetland Academy. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our experienced staff, please phone school and we would be really happy to talk to you.**

How do we make sure **all** children reach their **potential**?

- As an outstanding school, The Greetland Academy strives to offer a personalised and inspirational approach to your child's education whilst still focusing on the basic skills of learning through our bespoke curriculum. During their time at The Academy all pupil's progress and attainment is monitored carefully and those who are vulnerable tracked carefully by senior leaders. All children have access to a broad and balanced curriculum which is well differentiated and take into account the different learning styles and interests of our children.
- At Greetland Academy we 'Achieve Together' through our school values, which were created by all stakeholders in school including our children. Our school values are:



- Teaching and learning is done through Quality First Teaching, which swiftly incorporates best practice, evidence-based strategies of how all children learn, and children's interests
- All children have access to a broad, balanced curriculum that is well differentiated to meet each individual child's needs.
- The quality of teaching and learning is monitored throughout the year by highly experienced leaders and staff across the trust.
- High levels of quality staff training based on evidence-informed strategies to improve outcomes for all children and those with SEND – this is for teachers and support staff
- Rigorous pupil tracking system which ensures all children are monitored
- Professional dialogue about every child in school ensures any difficulties are identified early and suitable provision put in place
- Children's voice is very important at The Greetland Academy. Where appropriate, they are asked to contribute to developing our school community, SEND learning plans and annual reviews e.g. school council, ambassadors, play leaders and monitors.
- Detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year; termly reviews for all children on the SEND register and comprehensive annual reviews. Parents' views are very important to us.
- Carefully devised Positive Behaviour Policy in consultation with the children in school and parents/carers. This includes a strict zero tolerance policy for bullying.
- Long established, acknowledged and celebrated ethos of inclusion and equality as a core part of Greetland Academy's Values
- A well-established approach to transition across year groups and schools.

<p>How do we work with <b>parents, children and families</b> to support our learners?</p>	<ul style="list-style-type: none"> <li>• Each child receives a written report at the end of every term, which reports on key areas of pupil's progress. There is a formal Parent's Consultation evening in the spring term.</li> <li>• For children with identified SEND parents are invited into school on a termly basis to meet with their child's class teacher, and the school SENDCo if required, to review their child's progress and the provision in place for them.</li> <li>• Pupils on the additional needs register contribute to their own one page plan, shared with adults in their class to explain what works well for them, their aspirations and how they learn best. Pupils are encouraged to be involved in their own SEND review meetings, feeding back either in person or through a trusted adult (usually parent or class teacher). Comments from parents and pupils are included in the IEP review process.</li> <li>• We have an open door policy for parents to speak to class teachers and the SENDCo.</li> </ul>
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*'In English, I can use a laptop or iPad for my work. I know I can sometimes use this in an afternoon too. I like being able to type up the answers.'* – Year 6 pupil

<p>How do we help a child with <b>physical needs</b>?</p>	<ul style="list-style-type: none"> <li>• The Academy works closely with the Calderdale Occupational Therapy and the Physiotherapy services. In school we are able to implement therapy programmes devised, recommended and supported by the Physiotherapy or Occupational Therapy teams.</li> <li>• Both school sites have disabled access and disabled toilets. Several members of staff are trained in the moving and handling of children and we work closely with outside agencies to ensure that risk assessments and appropriate lifting techniques and equipment are in place.</li> <li>• Where pupils find the recording of work difficult The Academy can provide a range of writing slopes and pencil options following the advice of the occupational therapy service. We also have access to specialist equipment to assist with developing fine motor skills – pencil grips, theraputty etc</li> <li>• With the support of the Specialist Inclusion Service, we also offer assistive technology and alternative forms of recording work. Some pupils with additional needs access touch typing sessions to enable them to word process their written work more easily.</li> </ul>
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*'Putty helps me be strong when I squish it. It helps me write more carefully. I do this every day. I also practice bouncing a ball really high and hard. I am getting better at lots of things – EHCP pupil.'*

<p>How do we help a child with <b>speech and language needs</b>?</p>	<p>We have a number of support staff who have been trained to deliver a speech and language programmes and can offer a range of interventions for pupils, in addition to therapy programmes specifically designed by the SALT service. These include;</p> <ul style="list-style-type: none"><li>• NELI</li><li>• Language for Thinking</li><li>• Social Use of Language</li><li>• Talkabout Social language use programme</li><li>• Word aware</li><li>• Mind mapping skills</li></ul>
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<p>How do we help a child with <b>sensory impairment</b>?</p>	<ul style="list-style-type: none"> <li>• At The Greetland Academy we work with the Hearing Impairment (HI) and Visual Impairment (VI) services. We understand that many pupils with sensory needs do not require learning targets and offer a one page plan to identify the reasonable adjustments a pupil will require. Reasonable adjustments will be made to the educational provision for any child who requires it, for example support for the care of hearing aids, larger print sizes, writing slopes and assistive technology. All adjustments to provision would be done so within the advice of the HI and VI teams to ensure the school maintains best practice in all areas</li> </ul>
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<p>How do we help a child who has <b>social and emotional difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• Staff have had autism awareness training and use appropriate strategies to support children with autism and their learning.</li> <li>• Access to specialist support for children with ASD and their families.</li> <li>• Range of books to develop wellbeing and self esteem</li> <li>• In-house Mental Health Support Team (MHST) member in school one day per week for 'light touch' and more intensive therapeutic interventions on low mood, anxiety and worry, friendships, and transition</li> <li>• Wellbeing 'Pupil Voice' questionnaires to every pupil in school, plus subsequent monitoring and action</li> <li>• Strategies of classroom management (e.g. placing around the room) and strategies to support difficulties (e.g. transition, change)</li> <li>• Links with childcare settings from early years and onto secondary</li> <li>• Referrals available – and support from – Educational Psychologist and Open Minds CAMHS as required.</li> <li>• In class, teachers endeavor to provide places of safety within the classroom and will make reasonable adjustments to reduce a child's anxiety.</li> <li>• We have Designated Safeguarding Leads made visible to children through posters round school. Visits to assembly from the NSPCC and Assemblies and PSHCE lessons in class on what to do if you think you are being bullied.</li> </ul>
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*'I have lots of different things I can use to help me with my Maths work. I enjoy going out and using the counters for my adding up.'* – Year 3 pupil

<p>How do we help a child with <b>behavioural difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• The Greetland Academy has a robust behaviour policy which can be found on the school website.</li> <li>• As an Inclusion Team we strive to understand the issues underlying any behavioural issues pupils may present with and do our utmost to include and contact other agencies, where necessary, to support the child and their family. Our inclusion team are available to parents who wish to discuss behavioural issues parents may be having at home and can signpost to appropriate services.</li> <li>• Individual Positive Behaviour charts are created to support our children in making the right choices.</li> </ul>
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<p>How do we help a child who needs support with <b>English</b>?</p>	<p>We offer an exciting English curriculum, which combines Writing, Reading, Spelling, Punctuation and Grammar. Children are taught in whole-class groups with Quality First Teaching and closely monitored differentiation. All teachers understand that children learn in a variety of ways. Where children need additional support, we can provide:</p> <p>Differentiated, engaging whole class teaching and clearly focussed next steps feedback makes up the core of our offer to all pupils in English.</p> <ul style="list-style-type: none"> <li>• In lessons, children are encouraged to access learning support materials, these can be personalised to their needs if required, to support independent learning. They may also be supported by the class teacher or a teaching assistant at different times of the week.</li> <li>• Pupils who have a significant learning need and require extra support in English may take part in intervention support including;</li> <li>• 1:1 reading programme</li> <li>• Phonics intervention based on Little Wandle</li> <li>• Mind mapping techniques to support planning in writing</li> <li>• Touch typing</li> <li>• Nessy</li> <li>• Handwriting support</li> <li>• Little Wandle Spelling intervention.</li> </ul>
<p><i>‘The SEND Policy and practice at Greetland Academy helps identify those with needs early, and it normalises children receiving additional support’.</i></p> <p><i>KS2 Parent.</i></p>	
<p>How do we help a child who needs support with <b>Mathematics</b>?</p>	<p>We offer an exciting Mathematics curriculum, which combines fluency, problem solving reasoning. Children are taught in whole-class groups with Quality First Teaching and closely monitored differentiation. All teachers understand that children learn in a variety of ways. Where children need additional support, we can provide:</p> <ul style="list-style-type: none"> <li>• Basic skills intervention support linked to whole class learning.</li> <li>• Power of two intervention</li> <li>• Numicon to support pupil’s concept development</li> <li>• Precision teaching of number facts (e.g. timetables) for pupils who struggle to retain information.</li> <li>• Times Tables Rock Stars multiplication intervention</li> <li>• NCTEM programme of support</li> </ul>

<p>How do we support a child who has <b>medical needs</b>?</p>	<ul style="list-style-type: none"><li>• For pupils with medical needs The Academy offers individual Health Care Plans to ensure pupils medical needs are met within school and that reasonable adjustments are made to classroom practice wherever necessary so pupils can access learning. Individual Health Care Plans identify the pupil's condition, how the condition presents, what constitutes an emergency for the pupil and emergency response planning. These processes are agreed with parents annually or at any other time when a pupil's needs change.</li><li>• For pupils with asthma, The Academy offers asthma care plans and a register for pupils who require an inhaler.</li><li>• There are a number of a staff at The Greetland Academy who are trained in first aid and some staff also have pediatric first aid training.</li></ul>
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<p>How do a support a child with <b>complex</b> and <b>multiple</b> needs?</p>	<ul style="list-style-type: none"><li>• The Academy has close links with a number of outside agencies and the Inclusion Team is committed to multi-agency working.</li><li>• The SENDCo liaises with all outside agencies involved with a pupils care. Any extra training required to meet the needs of a specific pupil would be sought before they entered The Academy. For pupils with mobility difficulties or who require specific equipment, risk assessments are conducted by local special primary school.</li><li>• The Academy has close links with a number of outside agencies and the Inclusion Team is committed to multi-agency working. The SENDCo liaises with all outside agencies involved with a pupils care. Any extra training required to meet the needs of a specific pupil would be sought before they entered The Academy. For pupils with mobility difficulties or who require specific equipment, risk assessments are conducted by local special primary school.</li></ul>
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*The SENDCo has been pivotal to supporting our child's social and emotional needs, including taking time to listen to our views as parents. She has listened carefully to our concerns about our child and Implemented immediate action, swiftly putting provision in place. We cannot thank Greetland enough for all she has done to support our child and make us, as parents feel our voice has been heard. - Parent*

<p>Which <b>specialist services</b> do we access beyond the school?</p>	<p>We have current regular contact with the following services who give us support and advice: _</p> <ul style="list-style-type: none"> <li>• Specialist Inclusion Service, including ASD Team, Hearing Impaired (HI) Team and Visual Impaired (VI) Team</li> <li>• Educational Psychologists – Circle Psychology</li> <li>• Mental Health Support Team (MHST)</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy (OT)</li> <li>• ASD service</li> <li>• Open Minds CAMHS</li>   <li>• EWO</li> <li>• Behaviour and attendance service</li> <li>• EdShift practitioners for children who have been involved in Domestic Abuse</li> <li>• School nursing service - Locala</li> <li>• We are also part of the Elland Cluster where expertise is shared between schools.</li> </ul>
<p><b>How do we support a child with intimate care needs.</b></p>	<p>The Academy has a clear intimate care policy. We are able to support pupil's toileting needs if they required. Pupils will always be treated with care and respect and no pupils will be left feeling embarrassed. The Academy will endeavor to ensure pupils participate as much as possible in their own intimate care and can provide toilet training support for parents of pupils with additional needs. Any pupil who requires personal care will have a care plan co-ordinated by the senior leadership team.</p>
<p><i>'I know I can talk to the teachers if I am worried about something. I am allowed to have a fidget toy in class that helps me stay focused.' – KS2 Pupil</i></p>	
<p>How will we include children in <b>activities</b></p>	<ul style="list-style-type: none"> <li>• Parents/carers consulted prior to trips for advice and guidance</li> <li>• Support assistants are deployed to support children with SEND.</li> </ul>

**outside the  
classroom,**  
including school  
trips?

- Activities outside the classroom offered to all children although some target specific year groups.
- Extra staff deployed for trips to meet the stringent requirements of four risk assessments.
- Parents/carers consulted prior to trips for advice and guidance.

<p>How do we support pupils with transition?</p>	<ul style="list-style-type: none"> <li>• At The Greetland Academy we support pupils through three major transitions (which include a change of setting); as they enter Reception, between Key Stage One and Two when they change building within the Academy and when they leave us. At each of these times we work closely with all agencies to plan the transition process, offering our pupils with SEND the opportunity to have extra transition visits. At the end of each academic year pupils who are vulnerable or have additional needs are given the opportunity to make a transition booklet in which they can record, pictorially and in writing, all the information about their new classroom and teacher. This is then taken home over the summer to support the transition back to school in September.</li> </ul>
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*'I get extra help from the teachers if I need it. I know that if I don't understand something they will explain it and demonstrate until I feel confident. I am never scared to put my hand up because if I get the wrong answer they will help me until I understand.'* Year 6 Child

<p>How will we develop <b>social skills</b> throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> <li>• Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for children with EHCPs, if appropriate.</li> <li>• Midday supervisors develop children's social skills.</li> <li>• Play leaders from year 5 and 6 lead activities at break times /lunchtimes.</li> <li>• Resources to encourage group activities, e.g. skipping ropes, ball skills.</li> </ul>
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<p>How do we allocate <b>resources</b>?</p>	<ul style="list-style-type: none"> <li>• Resource allocation for pupils identified as requiring SEND support is monitored through termly SEND review meetings. During these meetings a review of provision takes place and if appropriate targets are set with regard to any outside agency or internal information or advice.</li> <li>• One to one support is allocated as specified in a child's EHC plan. The Academy employs a team of teaching assistants, which are allocated to classes based on need. Teaching assistant time within class is allocated by the class teacher on a daily basis for individual/small group work. In the afternoon our teaching assistants are allocated specific groups to support in class or deliver interventions to work on pupil's individual SEND targets.</li> </ul>
<p>How do we <b>evaluate and review</b> the support we provide?</p>	<ul style="list-style-type: none"> <li>• At least termly meetings for individual children with parents/carers, class teachers and other outside agencies looking at the impact of provision on that child's specific need</li> <li>• Internal reviews of data and progress for all children, specifically those with additional levels of need and/or vulnerabilities</li> <li>• Parent/carer questionnaires</li> <li>• A thorough review cycle following Assess – Plan – Do – Review cycle.</li> </ul>
<p>What are the arrangements for parents of children with SEN who may wish to <b>complain</b> about the provision?</p>	<ul style="list-style-type: none"> <li>• Parents who wish to complain are initially encouraged to speak to the class teacher</li> <li>• If the issue cannot be resolved at this level, parents or carers are advised to contact the SENCO/Principal or, failing that, parents are directed to the school's complaints procedure.</li> </ul>

<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> <li>• Regular (weekly) training for Teaching Staff</li> <li>• Regular (half termly) training for Teaching Assistants</li> <li>• Commitment to maintain levels of training if staff leave</li>   <li>• Well-planned programme of CPD, accessing both external agencies and in- school support. Whole school training as required – ie epi-pen use, toileting wheelchair users.</li> <li>• Commitment to maintain levels of training if staff leave.</li> </ul>
<p><i>Transitioning from primary school to secondary school is hard for the child and for us as parents but when it involves a child with SEN it's scary. Greetland spoke regularly to his high school making sure they knew everything they needed to know about him and his strengths and weaknesses so they were fully aware.</i></p> <p><i>As a family we wouldn't be where we are today without the SENDCO, our knight in shining amour. – KS2 parents.</i></p>	
<p>How do we raise awareness of special educational needs for parents and the widercommunity?</p>	<ul style="list-style-type: none"> <li>• We participate in competitions which celebrate successes of children with SEND and can facilitate cross school links for pupils with specific needs. The achievements of children with SEND, as all children, are celebrated in newsletters and other public documents. Parents, and any other representatives or support agencies they would like to invite are welcomed to termly meetings to discuss their child's progress.</li> <li>• Regular whole-school charity events, e.g. for Neurodiversity Week, Down's Syndrome Awareness assemblies, Children in Need, Jeans for Genes</li> <li>• Children regularly share their achievements with their own class, other classes and teachers and the Principal</li> <li>• Children with SEND are fully involved in all community activities such as concerts, sports days and assemblies.</li> <li>• Parents are invited to attend meetings for termly reviews and annual reviews to discuss their child's progress.</li> <li>• Parents' Evenings.</li> <li>• Reports to Governors.</li> <li>• SENCO attends local authority SENCO meetings.</li> <li>• Local Authority events and consultations shared, when available.</li> </ul>

