

# Greenfields Academy

## Special Education Needs and Disability (SEND) Information Report

### 2025-2026

We have a legal requirement to complete a SEND Information report. Our report will be updated annually to reflect our changes and plans. More information about the school can be found on our website and in our key policies. These are also available from the school office if a hard copy is required.

#### 1. What kinds of special educational needs do Greenfields Academy make provision for?

Greenfields Academy provides education for pupils aged 5-16 who have a wide range of abilities and who present with Social, Emotional and Mental Health needs (SEMH). Many of our pupils have additional medical diagnosis including: Autism, Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder and Obsessive-Compulsive Disorder. This list is not prescriptive nor exhaustive. All pupils who are admitted to the school have an Education Health Care Plan (EHCP). As an Academy, places at Greenfields are currently commissioned by the Local Authority of Lincolnshire with some OLA (Out of Local Authority) places available to neighbouring Authorities through consultation (e.g. Rutland, Leicestershire, Nottinghamshire).

#### 2. How does the school identify pupils who may need additional help?

Every pupil has an Education, Health and Care Plan which is reviewed annually. In addition, children and young people are assessed against their own prior learning, the curriculum and their individual EHCP outcomes and progress which are reviewed termly. Our SEMH assessment profiles are called Tides. Every pupil's voyage is defined by four Tide colours. Their Tide colour ensures that their SEMH provision is personalised and targeted towards specific needs. The school works closely with therapists, psychologists, and other external agencies to identify the holistic needs of every child and young person.

#### 3. Who is the Special Educational Needs Co-ordinator (SENDCO) at Greenfields Academy and what are their contact details?

The co-ordinator for Special Educational Needs and Disabilities (SENDCo) for Greenfields Academy is Mrs Jodie Wilkes. From January 2026 Mr Shaun Maye will fulfil the role of SENDCo at Greenfields Academy

Mrs Jodie Wilkes can be contacted using the details below:

Email: [Jodie.Wilkes@greenfields-cit.co.uk](mailto:Jodie.Wilkes@greenfields-cit.co.uk)

Telephone: 01476 247400 - Appointments can be made through the school office.

Mr Shaun Maye can be contacted using the details below:

Email: [Shaun.Maye@greenfields-cit.co.uk](mailto:Shaun.Maye@greenfields-cit.co.uk)

Telephone: 01476 247400 - Appointments can be made through the school office.

The Assistant SENDCo is Mr Nick Coveley.

Mr Nick Coveley can be contacted using the details below:

Email: [Nick.Coveley@greenfields-cit.co.uk](mailto:Nick.Coveley@greenfields-cit.co.uk)

Telephone: 01476 247400 - Appointments can be made through the school office.

#### 4. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child or young person?

For the purpose of this report, we consider parents to include any person fulfilling this role, including carers. We welcome partnership with parents because we know that children and young people make the best progress when they, their parents and their school work together.

At a minimum we update parents weekly on their child or young person's learning and progress in school. We will always contact parents if we are concerned about any aspect of a child or young person's welfare, progress, attendance or behaviour.

We try to include parents in a positive, welcoming environment. Some of the ways we engage with parents are as follows:

- Initial introductory visit to the school supported by the pastoral team
- A planned programme of induction for all new pupils
- A post-admission meeting following the pupil's first term with us
- Parents' consultation meetings
- A 'Parent Mail' text and email service to keep families informed
- Regularly updated social media platforms
- An annual report
- A website available for parental access
- In 2025-2026, we are hoping to form a PTA

Each pupil's Education Health and Care Plan is reviewed every year at an Annual Review meeting; this is held to discuss the child or young person's progress and consider any changes needed to the plan. These meetings are held during the school day. Over the past three years, as a result of the pandemic, we used remote meetings; this is now being offered as an alternative option for parents who find this more convenient. Before the meeting, parents are invited via the EHC Hub to complete a questionnaire about their views and submit any questions or concerns. Support can be given to parents if they require it, such as support with translating the questions or scribing.

#### 5. What are the arrangements for consulting children and young people with SEND and involving them in their education?

In relation to their individual education, pupil voice is collected at least annually through the annual review process. This is collated and added to the annual review recommendations document as well as being submitted as supporting evidence for the review. More widely, pupil voice is collected through engagement and participation with the school council and through the annual school-wide survey.

The ethos of the school means that ideas and suggestions are responded to in an appropriate way, and we have examples of how these have been introduced over the year. Opportunities for pupils to be involved in making comments and decisions include:

- An active school Council involves pupils in giving ideas and making decisions about some aspects of school life in the day school. e.g. changes to the school menu and input on rewards trips/residential
- A person-centred approach where children and young people are invited to contribute to their Annual Review meeting
- Pupil voice questionnaires
- Informal discussions with pupils regarding school life
- Discussions during interventions

## 6. How will both the school and I know how my child or young person is doing and how will the school help me to support their learning?

Each year we discuss progress towards expected outcomes for your child or young person through their Annual Review meeting. You will also receive an Annual Report and an opportunity to attend a parent consultation meeting. In addition, we will communicate with you regularly through email and by telephone.

How do we assess and review pupils' progress?

- Pupils will be assessed to form a baseline in their first term at Greenfields Academy and the outcomes of this will be discussed in the post-admission meeting.
- Teachers assess pupils progress at regular termly intervals (3 times / year) covering all subject areas.
- Staff take part in regular moderation meetings to ensure that teacher assessment is robust and effective.
- The leadership team and subject champions carry out regular book trawls to ensure that quality marking is taking place and that progress is evident.
- NGRT Reading assessments take place 3x year and for all new students entering Greenfields Academy. This gives staff an accurate reading age and allows us to set the appropriate reading material using our accelerated reading programme.
- Pupil's social and emotional wellbeing and mental health is tracked and monitored carefully throughout the year using Motional.
- As mentioned above, each child or young person also has an Annual Review meeting to review their Education Health Care Plan. This follows a person-centred approach in line with national guidance.

## 7. How will the school prepare my child or young person for transition to the school and transfer between phases of education

- i. Join the school?
- ii. Transfer between phases of education (e.g., primary to secondary etc)?
- iii. Prepare for adulthood and independent living?

Once a place at our school has been accepted, we offer a structured induction to your child or young person, this transition is bespoke and is dependent on the needs of the pupil. Transition will include liaison with the pupil's previous setting and may include a phased start.

Pupils transferring through phases of education at Greenfields Academy will be supported through our transitional curriculum which takes place over two-weeks in the summer term and includes team building activities and targeted residential.

When the time comes for your child or young person to move on, we will liaise with the receiving school or post-16 provider and follow their transition process. Again, this process is dependent on the needs of the child or young person for example we will enhance this with additional supported visits where necessary. In the school term prior to a pupil moving to a post-16 placement, specific learning opportunities around developing independence and preparation for adulthood will be implemented.

## 8. How will the curriculum and learning environment be matched to my child or young person's needs?

Our intent is to support pupils and their families to gradually overcome the barriers to education they have encountered and enable confident access to future opportunities; however, and whenever they arise. Our contextually high expectations and School Values embody this, our provision is **Personalised, Aspirational, Caring & Engaging (PACE)**.

At Greenfields Academy, we provide our pupils with a tailored curriculum in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities which the school organises, to enrich the experience for our pupils. Subjects are organised into 'steps' and children and young people are taught the curriculum which reflects their own personal ability. PSHE, RSE, Digital & Active Citizenship and RE are all taught at chronological age-appropriate levels to ensure that our most vulnerable students are prepared for future life challenges. However, the emotional maturity of students is also taken into account when delivering these subjects and adaptations are made accordingly.

We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge and skills, so that they achieve their true potential and are prepared for life after school.

For further details please refer to our Curriculum Teaching and Learning Policy.

#### 9. What training is provided for staff supporting children and young people with SEN?

Staff access a comprehensive CPD package, with planned weekly focussed sessions. Where appropriate training can be planned and delivered in response to identified needs. We are committed to developing the on-going expertise of our staff. We have current expertise in the following areas:

- ACES
- Trauma informed practice
- Autism
- ADHD
- PDA
- Dyslexia
- Sensory Circuits & Movement Breaks
- Scaffolding & Adaptation
- Emotion Coaching
- Team Teach Immediate and Advanced (Physical Intervention)
- Specific Dietary Requirements

\*Please note the above list is not exhaustive and does not include training related to Safeguarding or Health & Safety

#### 10. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

Where detailed in the child or young person's EHCP, school will seek to provide specialist equipment or access to facilities, the local authority may support with acquiring these provisions.

The school is an accessible site; the school building is on one level with the majority of doors being wheelchair accessible. There is a designated disabled toilet and a medical room on site. We have a range of dedicated intervention spaces.

#### 11. How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

There are many ways that we evaluate the effectiveness of our provision, and we retain the belief that we can always improve. These include:

- Collecting data and information about each pupil's progress so that appropriate actions can be taken to improve outcomes as necessary

- Motional tool to assess the SEMH and well-being of our students
- Discussions with Curriculum and Wellbeing Teams
- Monitoring of lesson plans
- Work scrutiny and moderation
- Learning walks
- Drop ins of lessons
- Responses to questionnaires from parents are reviewed and any follow up comments are addressed
- Pupil voice is carried out and we try to respond to what they tell us
- Feedback from the school council
- Taking part in reviews from external professionals
- School Reviews undertaken by Community Inclusive Trust

#### 12. How will my child or young person be included in activities outside the classroom, including school trips?

At Greenfields Academy every child and young person has the opportunity to access educational visits and residential experiences. We offer opportunities for pupils to access clubs over lunch times.

#### 13. What support will there be for my child or young person's overall well-being?

Pupils' health and wellbeing is paramount. We have robust 'Safeguarding' and 'Behaviour and Wellbeing' policies and protocols in place.

Pupil's emotional wellbeing is monitored informally by their nurture group wellbeing teams and formally using the Motional tool. All pupils have access to activities designed to promoted positive mental health and wellbeing through their PACE sessions.

School supports a number of events to support pupil's wellbeing over the academic year including World Mental Health Day and Anti-bullying week.

All pupils have access to a range of in school interventions, with staff trained in counselling and various therapies, please see our Interventions 'waves' brochure for further details. We also work closely with the Mental Health Support Team, Healthy Minds and CAMHS, to ensure that your child or young person receives the right level of support at the right time.

If your child or young person has a health need, we will work closely with medical practitioners and discuss with you a Health Care Plan and administration of prescribed medication. We also work with children's services and the children with disabilities team to enable us to fully meet the needs of our children and young people.

#### 14. What specialist services and expertise are available or accessed by the school?

In school we have an intervention team which includes ELSAs and a sensory practitioner.

We also work closely with the following professionals and agencies to support the needs of our children and young people.

- SEND Caseworkers
- Early Help and Future 4 Me Teams
- Educational Psychology
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Medical Professionals
- Healthy Minds
- Mental Health Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Virtual School

- Specialist Teaching Team
- Children's Services including the Child in Care and Children with Disabilities teams

\*Please note this is not an exhaustive list.

#### 15. What do I do if I have a concern or complaint about the SEND provision made by the school?

We welcome feedback from parents and will always try to resolve any concerns as quickly as we can. In the first instance we encourage you to contact your child or young person's class teacher. If a parent has a particular concern, we hope that it will usually be possible to resolve this through an informal meeting with a senior member of staff or the Headteacher. If this is not possible, then our Complaints Procedure outlines what parents need to do to take their complaint further. A copy of our Complaints Policy is available through the office or on our website.

#### 16. How does the school seek to signpost organisations, services etc. who can provide additional support to parents and their children or young people?

Greenfields Academy will seek to support any parent who requires further information about services and organisations available to them and request that they discuss any arising needs with a staff member.

School share information through weekly home school communication and more frequently where relevant information is shared with the school for example in relation to upcoming workshops provided by local organisations.

The SENDCo shares a termly newsletter with all parents which includes information on local organisations and services who may be able to offer additional support.

#### 17. Where can I access further information?

Further information can be found on our school website: [Greenfields Academy – Greenfields Academy – Part of C.I.T Academies \(greenfields-cit.co.uk\)](http://Greenfields Academy – Greenfields Academy – Part of C.I.T Academies (greenfields-cit.co.uk))

The Local Offer has been created to provide a central point of contact to help parents of children or young people with Special Educational Needs and/or Disabilities access the right services and support.

It can be accessed through the Lincolnshire Local offer website: [SEND Local Offer – Lincolnshire County Council](http://SEND Local Offer – Lincolnshire County Council)

We recognise that some of our pupils may live in neighbouring local authorities, information about the local offers for these areas can be found here: [What is the Local Offer? – Lincolnshire County Council](http://What is the Local Offer? – Lincolnshire County Council)

Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). SENDIASS can offer advice, information and support on issues related to special educational needs and disabilities. Further information about this service can be found here: [Homepage – Liaise Lincolnshire](http://Homepage – Liaise Lincolnshire)

If you would like any further information about the information in this report, please look on our website or alternatively contact the School Office (01476 247 400).

