

GREENFIELDS COMMUNITY PRIMARY SCHOOL



SEND INFORMATION REPORT

October 2026

WELCOME



Welcome to Greenfields Community Primary School Special Educational Needs Information Report. We hope that you find this report useful in understanding how we, as a school, can support you and your child whilst they are with us.

At Greenfields, we are committed to providing the best possible education for all children and we want to work in close partnership with parents & carers to provide happy, safe and inspirational learning experiences.

In December 2025, we had our latest assessment as part of our commitment to retaining our 'Inclusion Quality Mark' status. This was something we first achieved at the end of the academic year 2018-2019, which credits us as a school who is highly inclusive in all aspects. We have since progressed from School of Excellence for Inclusion to Flagship School, which means we work as part of a network to support other schools in making them an inclusive place to learn too.

SCHOOL VALUES STATEMENT

This school values statement expresses the shared beliefs of our school community and sets out the core purpose of our school:

At the heart of all of our policies is the belief that all children at Greenfields are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

Our school values statement confirms our commitment:

- ~ BE AMAZED - stay curious and follow your dreams... never lose your sense of wonder
- ~ BE BRAVE - confront your fears and take a chance... mistakes are the best lessons
- ~ BE ORIGINAL - never stop asking questions... seek out the answers
- ~ BE BOLD - you are capable of changing a situation... become the explorer of tomorrow

Useful abbreviations and glossary

At Greenfields it is important to us that you feel at ease when discussing the needs of your child as we value the contribution both parents and school can make to maximise their progress. We understand that often there is a lot of jargon associated with special educational needs that can make the information you are given as parents confusing. Please see the information below as a guide to frequently used terms and abbreviations.

SEND	Special Educational Needs and or Disabilities
SENDCo	Special Educational Needs and or Disabilities Coordinator in school - a qualified teacher in school who coordinates the provision for children on the SEND register.
SEND register	The list made by the school that details the children in the school that require additional support. Children can be added or removed from the list as required.
IEP	Individual Education Plan - a plan written by the school to support the individual needs of your child.
Provision Map	A document that is used before the stage of an IEP. If the SENDCo or class teacher have concerns about the progress of a child in one of the four main areas of SEND need then a child will be put on a provision map to monitor and review their progress. This document will support any possible outside agency involvement.
TA	Teaching assistant - staff who assist the teachers to meet the needs of the children in school.
LA	Local Authority - Greenfields is situated in North Tyneside. However, the LA that supports your child could be Newcastle or Northumberland as some support services use your home postcode as a point of reference.
KS	Key stage - This is the year group your child is in. EYFS includes pre-school, Nursery and Reception. KS1 includes Y1 and Y2. KS2 includes Y3, Y4, Y5, Y6. For transition purposes, if your child is moving to a High School, this begins at KS3. If your child is moving to a middle school this includes both KS2 and KS3.
EP	Educational Psychologist - a referral made by school to look at the overall learning needs of your child. This can include all aspects of school including social, sensory and memory retention.
SaLT	Speech and Language Therapist - a specialist NHS professional that supports speech and language. Referrals can come from both school and your GP/Health Visitor.
LCT	Language and Communication Team - a referral made by school to a specialist commissioned service that supports language development and children with social communication difficulties, including Autism.
CAMHS/CYPS	Child, Adolescent Mental Health Service - a referral made by your GP to a specialist service that looks at all aspects of mental health. If your GP is situated in North Tyneside

	you can be referred to CAMHS. If your GP/home postcode is in Newcastle or Northumberland you would be referred to CYPS- (Children and Young People Services).
ASD	Autistic Spectrum Disorder - the name for a range of similar conditions, including Asperger syndrome that affect a person's social interaction, communication, interests and behaviour.
ADHD	Attention Deficit Disorder - a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.
OT	Occupational Therapist - a specialist NHS professional that supports with physical development and functional tasks. Referrals can come from both school and your GP/Health Visitor.
EHA	Early Help Assessment - a plan that is chaired by professionals to identify support that a family needs. It looks at what is locally available in the area you live in. Once an EHA is in place, you would have TAF (Team Around the Family) meetings to review the progress made against the plan.
TAF	Team Around the Family - this follows an EHA and its aim is to bring together different agencies into one meeting where there are concerns about a child or a family. The purpose of this is to support the family in the areas they need support in.
EHCP	Education Healthcare Plan - An Education, Health and Care Plan (EHCP) is a statutory document issued by the Local Authority that sets out a child's needs, outcomes and provision.
Annual Review	The review of an EHC plan which the local authority must make as a minimum every 12 months.
Early Review	The early review of an EHC plan that can be called to assess the support the EHC plan is giving a child. Parents/carers and/or schools can call an early review as early as is deemed necessary.
COP	Code of Practice - The statutory guidance produced by the Government for schools, childcare organisations which work with and support children and young people who have special educational needs or disabilities
ECOT	Early Years Communication Outreach team - A specialist, short - term intervention made by a Speech and Language Therapist when a child is Nursery age. It involves observations of the child in the school setting followed by recommendations to follow at school and home.
Early Years Inclusion Funding	Applications are made by school to a panel to support children in pre-school or nursery. The support provided to school is detailed in hours.
SARS	Statutory Assessment Review Service -the team in the Local authority that supports schools in EHCP review meetings.
SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service - is a specialist service who can help and guide parents in all aspects of special educational needs including: Advice and Information to children, young people, parents and

	carers, impartial and factual support on all aspects of the SEN framework, planning and assessment process of education, health and care (EHC) plans.
CEAS	Children's Education Advisory Service- an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN.
Local Offer	Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care plans (EHCP). Local authorities must consult locally on what provision the Local Offer should contain.

SENDIASS in North Tyneside has a useful resource to support parents with the jargon often associated with SEND. It can be found by following this link:

<http://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiaass>

What is SEND provision like at Greenfields Primary School?

What do our parents say?

"Each child is treated like an individual. Every child is encouraged to do their best and they are given every bit of help and guidance to reach their potential. The children aren't just a number, they're a valued pupil."

"So pleased with my son's development; his confidence has grown significantly, especially in maths. His language and vocabulary have also improved and he really enjoys coming to school and trying his best whilst there. The teacher's praise and comments to him have been instrumental in his confidence and achievement."

"Our daughter has Autism, the teachers and TAs fully support our daughter to thrive in a mainstream setting- we couldn't be happier."

"My son has developed a huge amount in the short time he has been in the care of the Nursery; both academically and personally. The staff are perfect for him. Greenfields seems to have teachers where it is a vocation and not just a job to them. You cannot ask more than that."

"Greenfields are an excellent provision for pupils with additional needs and SEND. I can't fault how much support they put in place for our children. They really do go above and beyond"

What does the LA say?

"Senior leaders have high aspirations for all pupils and have completed an exemplary in-depth overhaul of provision for pupils with special educational needs and/or disabilities. As a result, systems are now detailed and effective, including enlisting the support of outside agencies

earlier. An ongoing programme of training ensures that quality first teaching and targeted intervention can happen for these pupils in a more timely manner because staff are more focused on individual needs. Parents report being very involved in the support that their children receive because the school now holds regular meetings to enable them to share concerns and aspirations. Pupils are now consulted individually on their views when their education plans are being written, this empowers them to recognise their own strengths and areas they would like to develop."

What does OFSTED say?

"Leaders are passionate that all pupils have the best possible start in education. Staff know pupils well and adapt their teaching to meet pupils' individual needs"

(HMI October 2022)

"Pupils with special educational needs and/or disabilities (SEND) are supported well in class"

(HMI October 2022)

"Leaders have refined systems to diagnose and support pupils who have special educational needs and/or disabilities. They have developed staff expertise through focused training and development work."

(HMI June 2017)

What it means to be a child with SEND at Greenfields Primary School

At Greenfields Primary School, we are committed to providing inclusive education for all pupils, including those with Special Educational Needs and Disabilities (SEND). We aim to ensure that all children can thrive, access a broad and balanced curriculum, and receive tailored support to meet their individual needs.

Our school community spans predominantly two local authorities: **North Tyneside** and **Newcastle**. As such, we work closely with local authorities to ensure that our SEND provision meets the requirements and offers families clear access to local resources and support services.

This SEND Information Report complies with the requirements of the Children and Families Act 2014, the Special Educational Needs and Disabilities (SEND) Code of Practice 2015, and the Equality Act 2010. It is updated annually to provide transparent information for parents, carers, and the wider community.

1. The Types of SEND We Provide For

We provide support for pupils with a range of SEND, including:

- **Cognition and Learning:** including but not limited to specific learning difficulties such as dyslexia and dyspraxia, moderate learning difficulties, and global developmental delay.
- **Communication and Interaction:** including but not limited to speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- **Social, Emotional, and Mental Health (SEMH):** including but not limited to conditions such as ADHD, anxiety, and emotional and behavioural difficulties.
- **Sensory and/or Physical Needs:** including but not limited to hearing impairments, visual impairments, and physical disabilities.

2. Identifying and Supporting Pupils with SEND

- **Early Identification:** We use ongoing assessments, teacher observations, and discussions with parents to identify any emerging concerns. For children showing signs of difficulty, additional assessments may be conducted to explore specific areas of need.
- **SEND Support Plans (IEPs):** For children identified with SEND, we create personalised support plans in collaboration with parents, external specialists, and the child themselves. These plans detail the child's strengths, needs, and the strategies in place to support their learning.
- **Graduated Approach:** We follow the "Assess, Plan, Do, Review" cycle as outlined in the SEND Code of Practice. This ensures ongoing monitoring and adjustment of interventions to meet the child's evolving needs.

3. Consulting with Pupils and Parents

- **Parental Involvement:** We work closely with parents, involving them in regular review meetings, progress updates, and the development of their child's SEND Support Plan. We believe in a strong partnership between school and home.
- **Pupil Voice:** We actively involve pupils in discussions about their learning and support. Children with SEND are encouraged to share their views, set personal targets, and review their own progress.

4. SEND Provision at Our School

- **SENDCo (Special Educational Needs Coordinator):** The SENDCo at Greenfields Primary coordinates SEND provision and works with staff, families, and external agencies to ensure children receive the appropriate support.
- **In-Class Support:** Teachers tailor their strategies to ensure lessons are accessible to all. Teaching assistants provide additional support in the classroom or through small group interventions.
- **Specialist Interventions:** Depending on individual needs, children may receive additional interventions such as phonics support, speech and language therapy, social skills groups, or emotional and behavioural support.

- **Working with External Agencies:** We collaborate with services such as Speech and Language Therapy (SALT), Educational Psychologists, CAMHS, and occupational therapists to provide expert guidance and tailored interventions.

5. Requesting an Education, Health & Care Needs Assessment

In line with the SEND Code of Practice (2015), parents and carers have the right to request an Education, Health and Care (EHC) needs assessment directly from the Local Authority if they believe their child may require provision beyond what a mainstream school can reasonably deliver.

Parents can request an assessment by:

1. Writing to the Local Authority SEND Team, stating that they wish to request an EHC needs assessment under Section 36(1) of the Children and Families Act 2014.
2. Providing any supporting evidence, they feel is relevant (e.g., medical reports, school information, examples of need).
3. Informing the school SENDCo, who will support the process and provide the LA with the required educational information.

The Local Authority must consider the request and respond within six weeks. If agreed, the LA will gather evidence from school, parents, professionals and the child. If refused, parents have the right to mediation and appeal.

6. Transition Support

We understand that transitions can be challenging for children with SEND and offer comprehensive support for key transition points:

- **Starting School:** We gather information from nurseries, parents, and professionals to ensure a smooth transition into Reception.
- **Moving Between Classes:** Transition meetings are held within school to ensure the new teacher is fully aware of the child's needs.
- **Transition to Secondary School:** For children moving to secondary school, we liaise with receiving schools to share relevant information. Additional visits and meetings may be arranged to ease the transition process.

7. Reasonable adjustments for pupils with SEND

Under the **Equality Act 2010**, Greenfields Community Primary School has a legal duty to make reasonable adjustments to ensure that pupils with special educational needs and/or disabilities are not placed at a substantial disadvantage compared with their peers. These adjustments are proactive, personalised and designed to remove barriers to learning, participation and wellbeing.

Reasonable adjustments may include:

- Adaptations to teaching approaches, including adapted tasks, scaffolded learning and visual supports
- Adjustments to the physical environment, such as seating arrangements, access routes or specialist equipment
- Providing additional adult support where appropriate

- Offering alternative ways of recording learning, such as using technology or practical demonstrations
- Providing sensory regulation strategies or access to quiet spaces

These adjustments are planned collaboratively with parents, pupils and professionals, and reviewed regularly through the Assess-Plan-Do-Review cycle.

8. Local Offers from North Tyneside and Newcastle

As a school with children from both **North Tyneside** and **Newcastle** local authorities, we work closely with both councils to provide comprehensive support for our families.

- **North Tyneside Local Offer:** North Tyneside offers a range of services and support for children with SEND. This includes early help services, educational support, health services, and specialist advice. Parents can access detailed information via the North Tyneside Local Offer website.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

- **Newcastle Local Offer:** Newcastle's Local Offer outlines the services available for children with SEND and their families, from health and social care to educational support and community resources. More information can be found on the Newcastle Local Offer website.

<https://www.newcastlesupportdirectory.org.uk/what-local-offer>

We encourage all parents to explore their local offer for detailed guidance on SEND services and resources available in their respective local authorities.

9. Monitoring and Evaluating the effectiveness of SEND Provision

In line with SEND Code of Practice (2015), Greenfields Community Primary School regularly evaluates the effectiveness of provision for pupils with SEND to ensure that support is improving outcomes and meeting individual needs.

Our evaluation processes include:

- Termly reviews of IEPs and intervention outcomes
- Analysis of pupil progress data
- Learning walks and classroom observations focusing on adaptive teaching and inclusion
- Pupil voice activities, enabling children to share their views on what helps them learn
- Parent feedback, gathered through review meetings and SEND workshops/coffee mornings
- Monitoring by the SEND Governor, who meets regularly with the SENDCo
- Review of external agency recommendations and their impact on pupil progress
- Annual SEND Report to Governors, summarising outcomes, trends and next steps

This ensures that provision is evidence-based, responsive and aligned with the school's inclusive ethos.

10. Training and Resources

- **Staff Training:** We provide ongoing training for staff to ensure they are equipped to support children with SEND effectively. This includes training on specific learning difficulties, mental health, and inclusive classroom strategies.
- **Specialist Resources:** Where necessary, children with SEND have access to specialist equipment, technology, and tailored learning materials to support their individual needs.

11. Who to Contact for Further Information

- **SENCO:** Amy Banks
Contact Number: 0191 6250100
Email: sendco@greenfieldsprimary.org.uk

If you have concerns or questions about the support your child is receiving, we encourage you to speak with the class teacher, SENDCo, or Headteacher. For unresolved issues, please follow the school's complaints procedure, available on our website.

12. Support Services for Parents and Carers

In addition to our in-school support, parents and carers can access independent advice and guidance from the following services:

- **North Tyneside SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service):**
Telephone: 0191 643 8317 | (0191) 643 8313
Email: sendiass@northtyneside.gov.uk.

Website www.sendiassnorthtyneside.org.uk

13. Review of the SEND Information Report

This report is reviewed annually to ensure it remains accurate and up-to-date. Feedback from parents, carers, and staff is always welcome.

Last reviewed: 18th September 2026 by Amy Banks (SENDCo)

Next review due: October 2027

For further details, please refer to our SEND policy, available on our website.