



GREEN LANE PRIMARY ACADEMY



SEND Information Report

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SEND Information Report for Green Lane Primary Academy

IDENTIFICATION AND SUPPORT FOR LEARNING AND WELL-BEING

How does the school identify children with special educational needs?

At Green Lane Primary Academy, we prioritise early and accurate identification of special educational needs. We recognise that identifying needs early allows us to reduce barriers to learning and wellbeing and ensures pupils receive the right support at the right time.

Identification is not a single moment or label. It is an ongoing, graduated process, informed by assessment, observation and close collaboration with families and professionals.

Identification

A child's needs may be identified through a combination of:

- Information shared by parents or carers, including concerns raised at any point
- **The pupil's own views**, feelings and experiences, gathered in an age-appropriate way
- Transition information from nurseries, early years settings or previous schools
- Ongoing teacher assessment and classroom observation
- Monitoring of academic progress, communication, regulation and wellbeing
- Recommendations or reports from external professionals
- Pupil progress reviews held throughout the year, with SENDCo involvement
- Information shared during annual transition meetings

We believe that **children are experts in their own experiences**. Where appropriate, pupils are supported to share what helps them, what they find difficult, and how they feel about learning and school.

Identification through our Graduated Response

At Green Lane, identification sits within our four-stage Graduated Response, ensuring support is thoughtful, proportionate and responsive to each child's needs.

- **Stage 1: High-quality teaching**
Teachers use adaptive teaching and our Ordinarily Available Provision to meet pupils' needs in the classroom. Pupil voice is used to understand how children experience learning and regulation, and many needs are identified and supported successfully at this stage.

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| | <ul style="list-style-type: none"> • Stage 2: Extra support If a child continues to experience barriers, teachers gather evidence over time, including observations and pupil voice. Concerns are recorded through a Cause for Concern process and short-term, bespoke support may be introduced and monitored. • Stage 3: SEND Support Where needs are ongoing and require additional or different provision, a child may move to SEND Support. This decision is made collaboratively between the class teacher, SENDCo, parents and, where appropriate, the pupil, based on clear evidence. • Stage 4: Education, Health and Care (EHC) assessment For a small number of pupils, further assessment may be needed to fully understand their needs and the level of support required. The pupil's views are sought and represented throughout this process. <p>This graduated approach ensures decisions are evidence-informed, reviewed regularly, and focused on reducing barriers rather than applying labels.</p> <p>Placing a child on the SEND Register</p> <p>A child may be placed on the SEND Register following careful assessment and discussion with parents and the SENDCo. Where appropriate, the child's views are also taken into account.</p> <p>In line with the Special Educational Needs and Disability Code of Practice (0–25), a child is identified as having SEND if they:</p> <ul style="list-style-type: none"> • have a significantly greater difficulty in learning than the majority of children of the same age, or • have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age, or • would fall within the above definitions if special educational provision were not made for them <p>Where a child is placed on the SEND Register, this indicates that additional or different provision is required beyond what is ordinarily available through high-quality classroom teaching.</p> <p>Parents are fully involved at every stage, and pupil voice is valued throughout identification and decision-making.</p> |
| Four Broad Areas of SEN | <p>In line with the SEND Code of Practice, Green Lane Primary Academy identifies special educational needs within the following four broad areas:</p> <ul style="list-style-type: none"> • Communication and Interaction |

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| | <ul style="list-style-type: none"> • Cognition and Learning • Social, Emotional and Mental Health (SEMH) • Sensory and/or Physical <p>These broad areas help us describe the general type of need a child may have. However, children within the same broad area can present very differently.</p> <p>To ensure support is accurate, proportionate and well matched, we further consider specific profiles within each area, in line with Middlesbrough Local Authority guidance and our Graduated Response. This allows us to understand <i>what is driving the barrier</i> and to plan the most appropriate support.</p> <p>For example:</p> <ul style="list-style-type: none"> • within Communication and Interaction, we distinguish between speech, language and communication needs and more complex social communication profiles • within Cognition and Learning, we consider whether needs relate to learning pace, memory, processing or specific learning difficulties • within SEMH, we look carefully at regulation, emotional wellbeing and the impact on learning, rather than behaviour alone • within Sensory and/or Physical, we consider vision, hearing, physical or medical needs and how these affect access to the school environment • <p>Using these sub-categories does not mean children are given multiple labels. Instead, it helps us to:</p> <ul style="list-style-type: none"> • identify needs more precisely • match provision more effectively • ensure consistency across classrooms and with external professionals • review progress accurately over time • <p>This approach supports early identification, reduces barriers to learning, and ensures that support remains child-centred, flexible and responsive.</p> |
| <p>What should parents do if they think their child may have special educational needs?</p> | <p>If you have any concerns about your child’s learning, communication, emotional wellbeing or ability to access school, we encourage you to talk to us as early as possible.</p> <p>The first point of contact is always your child’s class teacher. They know your child best in school and can discuss what they are noticing day to day, what is already in place, and how your child is responding to classroom support.</p> <p>If concerns continue, or if further advice is helpful, the SENDCo (Special Educational Needs and Disabilities Coordinator) can be involved. The SENDCo works closely with class teachers, families and other professionals to help identify needs, agree next steps and ensure support is matched appropriately.</p> |

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| | <p>Parents are always welcome to request a meeting with the SENDCo, either directly or via the class teacher. If concerns are significant or relate to wider issues around wellbeing or safeguarding, the Headteacher may also be involved to ensure the right support is in place.</p> <p>Throughout this process, we value:</p> <ul style="list-style-type: none"> • early conversations • shared understanding • clear communication • working together to support each child effectively <p>Concerns do not automatically mean a child has SEND. In many cases, small adaptations or short-term support are enough to help a child thrive. Where additional support is needed, we will always involve parents at each stage and explain what is happening and why.</p> |
| <p>How is the decision made about how much individual support children need?</p> | <p>At Green Lane Primary Academy, decisions about support are never based on labels, assumptions or fixed packages. Instead, we carefully consider each child's individual profile, strengths and barriers, using evidence gathered over time.</p> <p>Support is decided through our Graduated Response, which ensures that help is:</p> <ul style="list-style-type: none"> • proportionate • responsive • reviewed regularly • focused on impact rather than hours <p>How decisions are made</p> <p>Support decisions are informed by a combination of:</p> <ul style="list-style-type: none"> • Classroom evidence – including work samples, observations, engagement in lessons and unstructured times, and how well adaptations are working • Assessment information – both academic and developmental, used alongside professional judgement • Pupil voice – understanding what helps, what feels difficult and what matters to the child • Parent and carer views – recognising families' insight into their child's needs and experiences • Professional advice – where appropriate, from services such as Speech and Language Therapy, Occupational Therapy, Educational Psychology or other specialist teams • <p>This information is discussed regularly between class teachers, the SENDCo and senior leaders, and reviewed formally at key points, such as pupil progress meetings or SEND reviews.</p> |

Matching support to need

We always begin by ensuring that high-quality teaching and Ordinarily Available Provision (OAP) are in place. Many children make strong progress with these universal strategies alone.

Where additional help is needed, support may include:

- short-term, targeted interventions
- specific classroom adaptations
- additional adult scaffolding
- specialist strategies or resources

The type, frequency and duration of support depend on the child's needs and how they respond over time. Support may be adjusted, reduced or increased as part of regular review.

Roles and responsibilities

- **Class teachers** remain responsible for the progress of all pupils in their class, including those with SEND, and oversee day-to-day support.
- **Teaching assistants** work under the direction of the class teacher, delivering support as planned.
- The **SENDCo** provides strategic oversight, supports teachers in planning provision, advises on next steps and coordinates specialist input where needed.
- **Senior leaders** ensure that provision is inclusive, effective and aligned with whole-school priorities.

Reviewing impact

All additional support is time-limited and reviewed regularly to check:

- whether it is helping the child access learning more independently
- whether adjustments need refining
- whether support can be stepped down or needs to be adapted
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For pupils with an Education, Health and Care Plan (EHCP), provision is reviewed formally:

- at least every six months in the Early Years
- annually from Key Stage 1 onwards (or sooner if a significant change is needed)

Our focus is always on ensuring that support makes a meaningful difference, helps pupils build independence, and enables them to thrive as part of their class and school community.

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| <p>How does the school support pupils with special educational needs?</p> | <p>At Green Lane Primary Academy, supporting pupils with special educational needs begins with removing barriers to learning and ensuring that every child can stay regulated, access learning and thrive. Support is planned, responsive and evidence-led, and always aims to build independence rather than dependence.</p> <p>High-quality inclusive teaching for all</p> <p>The foundation of SEND support at Green Lane is high-quality, adaptive teaching in every classroom. All teachers are responsible for the progress, wellbeing and inclusion of pupils with SEND. This includes:</p> <ul style="list-style-type: none"> • calm, predictable classroom environments • clear routines and consistent expectations • adaptive teaching that responds to pupils' needs in real time • use of strategies from our Ordinarily Available Provision (OAP) to reduce barriers before individualised support is needed <p>This whole-school approach reflects our belief that the most effective inclusion starts with what happens every day in class.</p> <p>Flexible groupings and fluid setting (KS2)</p> <p>In Key Stage 2, we use fluid setting and targeted nurture-style groups in Year 3, Year 4, Year 5 and Year 6 to help pupils access learning at the right level and in the right environment. These groupings are:</p> <ul style="list-style-type: none"> • flexible and responsive (not fixed labels) • informed by assessment and classroom evidence • designed to reduce barriers and increase confidence • reviewed regularly so pupils can move between groups as needs change <p>Where appropriate, nurture-style group provision supports pupils to develop the foundations needed for learning, including regulation, readiness to learn and engagement, alongside academic progress.</p> <p>Targeted and personalised support</p> <p>Where pupils need additional help, support is carefully matched to their needs through our Graduated Response. This may include:</p> |
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- short-term, targeted interventions
- small-group or individual support
- specific classroom adaptations or resources
- personalised SEND Support Plans with clear outcomes and regular reviews

SEND Support Plans are bespoke, reviewed termly with parents, and focus on helping pupils to:

- access learning more independently
- develop communication and regulation skills
- make sustained academic, social and emotional progress

Specialist provision and interventions

In addition to universal and targeted support, pupils may access specialist input where appropriate. This includes:

- support from Higher Level Teaching Assistants and skilled Teaching Assistants
- specialist input for communication, interaction and language needs
- literacy and learning support
- advice and involvement from external professionals such as:
 - Speech and Language Therapy
 - Occupational Therapy
 - Educational Psychology
 - Local Authority Inclusion and Outreach services

Specialist advice is used to strengthen classroom practice and inform provision.

The Orchard – Communication and Interaction Provision (KS2)

As part of our inclusive offer, we have developed The Orchard, a Communication and Interaction provision for a small number of Key Stage 2 pupils who require targeted support to access learning successfully.

The Orchard is an in-reach provision within our mainstream school, not a separate unit. Pupils remain members of their class and school community while accessing structured, language-rich support focused on:

- developing the communication and interaction skills pupils need to understand, engage with and respond to learning
- strengthening attention, listening and processing so pupils can participate meaningfully in classroom teaching
- supporting expressive and receptive communication to enable pupils to share ideas, ask for help and interact appropriately

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| | <ul style="list-style-type: none"> • building independence, regulation and readiness to learn so skills can be transferred successfully back into the classroom <p>Support in The Orchard is time-limited, outcome-focused and regularly reviewed, with the long-term aim always being successful reintegration into full-time classroom learning.</p> <p>Pastoral and wellbeing support</p> <p>We recognise that emotional wellbeing, regulation and learning are closely linked. Our Pastoral Lead works alongside teachers and the Inclusion Team to support pupils whose emotional, social or behavioural needs affect their access to learning. This support is often closely linked to SEND provision and forms part of a joined-up approach.</p> <p>Leadership and oversight</p> <ul style="list-style-type: none"> • The SENDCo provides strategic leadership, supports staff in planning provision, and ensures that support is effective and consistent across the school. • Senior leaders oversee the quality and impact of SEND provision and ensure it aligns with whole-school priorities. • Class teachers remain central to planning, delivering and reviewing support for pupils with SEND. <p>Our approach ensures that pupils receive the right support at the right time, with regular review to make sure provision remains effective, ambitious and focused on helping every child thrive.</p> |
| <p>What mechanisms are in place for supporting pupils' overall wellbeing?</p> | <p>At Green Lane Primary Academy, pupils' wellbeing is central to our inclusive approach. We recognise that learning, behaviour, attendance and emotional wellbeing are closely connected, and we work proactively to ensure pupils feel safe, supported, regulated and ready to learn.</p> <p>Pastoral care and daily support</p> <p>Every pupil belongs to a year group team, ensuring consistent oversight and strong relationships.</p> <ul style="list-style-type: none"> • Each Year Group Team Leader has overall responsibility for pastoral wellbeing and progress within their year group. • Class teachers monitor pupils' day-to-day wellbeing and work closely with the SENDCo, Pastoral Lead and year group team to identify concerns early and respond appropriately. |

- Our electronic safeguarding and wellbeing system (CPOMS) is used to record and share relevant information, ensuring a joined-up understanding of pupils' needs across the school.

This structure enables early identification and timely support, reducing barriers before difficulties escalate.

Behaviour, regulation and readiness to learn

We take a supportive, relational and restorative approach to behaviour, recognising that behaviour is often a communication of unmet need.

- Our Positive Behaviour Plan is clear, consistent and understood by pupils and staff.
- Where needed, bespoke programmes are put in place to support emotional regulation, social development and readiness to learn.
- Regulation strategies, calm spaces and predictable routines are used to help pupils manage emotions and remain engaged in learning.
- The Pastoral Lead works with pupils and families where emotional, social or behavioural needs affect wellbeing or access to learning.

For many pupils, particularly those with SEND, support for regulation is closely linked to their learning and forms part of their graduated support.

Attendance and engagement

We understand that attendance and wellbeing are closely linked.

- Attendance is monitored by the Pastoral Lead, who works closely with families to identify and remove barriers to regular attendance.
- First-day contact procedures are in place to ensure pupils are safe and supported.
- Where concerns persist, the Educational Welfare Officer (EWO) may become involved.
- Home visits, meetings and regular communication are used to strengthen engagement and support families.

Medical needs and health support

We support pupils with medical needs in line with our **Medicines Policy**, ensuring safety, dignity and inclusion.

- Medicines are stored securely and administered by trained staff.
- Parents complete consent forms and provide relevant medical information.
- Individual healthcare plans are written where required and shared with staff.

- Trained first aiders are on duty throughout the day, and training is regularly updated.
- The School Nurse is accessible to support pupils and staff when needed.

Listening to pupils' views

Pupil voice is an important part of supporting wellbeing and inclusion.

- Pupils are represented through the School Council, with representatives from Year 2 to Year 6.
- Pupils share their views through PSHE lessons, discussion-based activities and circle time.
- Pupils with SEND are supported to share their views in age-appropriate ways, and their voice contributes to planning, review and decision-making, including SEND Support Plans where relevant.

Transitions and continuity of support

We recognise that transitions can be challenging for some pupils and plan carefully to support continuity and wellbeing.

- Information is shared between staff during transitions between classes and phases.
- Additional transition support is planned where needed, including extra visits, visual supports or individualised transition plans.
- For pupils with SEND or additional needs, transition planning may involve parents and external professionals to ensure support continues seamlessly.

Multi-agency working

Some pupils benefit from support from external services.

- Where pupils are involved with other agencies, multi-agency meetings are held to ensure support is coordinated and child-centred.
- Parents and pupils are involved wherever appropriate.
- Information is shared carefully so that all professionals understand the child's needs and agreed actions.

Support during statutory assessments

Where appropriate, special arrangements for statutory assessments, including Year 6 SATs, are planned to ensure pupils can demonstrate their learning fairly and confidently.

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

How will parents know how their child is doing?

We believe that regular, open communication with parents is essential to supporting children effectively. We work in partnership with families to share progress, celebrate success and agree next steps together.

Regular updates and formal reporting

- All parents are invited to three parents' evenings each academic year, where class teachers discuss pupils' learning, progress and wellbeing.
- Parents also receive termly written reports, which explain how their child is progressing and, where appropriate, how this compares to age-related expectations.

For pupils with SEND, these discussions focus not only on attainment, but also on access to learning, independence, communication, regulation and wellbeing.

Ongoing communication and review

- For pupils who need additional support, more regular meetings may be arranged with parents. These meetings allow us to review provision, share progress and adapt support where needed.
- Where a pupil receives SEND Support, plans are reviewed termly with parents, ensuring that outcomes, strategies and next steps are clearly understood.

Day-to-day communication

- Parents are always welcome to contact the class teacher or SENDCo if they have questions or wish to discuss concerns.

Our aim is to ensure that parents feel well-informed, listened to and confident about how their child is supported and how they are progressing at Green Lane.

How are parents involved in discussions about planning for their child's education?

At Green Lane Primary Academy, parents and carers are central partners in planning and reviewing support for children with special educational needs. We believe that working collaboratively with families leads to better outcomes for pupils.

Planning and reviewing support together

- For pupils receiving SEND Support, parents are invited to regular review meetings (Autumn and Spring terms) to discuss their child's progress, review outcomes and agree next steps.
- SEND Support Plans are written with parents, ensuring that goals, strategies and support reflect both school and home perspectives.

Involvement of specialist professionals

- When pupils work with specialist staff or external professionals (such as Speech and Language Therapy, Occupational Therapy or Educational Psychology), reports and recommendations are shared with parents.
- Parents are given the opportunity to meet with professionals to discuss findings, ask questions and understand how recommendations will be implemented in school.
- Advice from professionals is used to inform classroom practice and SEND Support Plans, ensuring consistency and impact.

Education, Health and Care Plans (EHCPs)

- For pupils with an Education, Health and Care Plan, annual reviews are held (or more frequently if needed). These meetings provide a forum for parents to share their views, reflect on progress and help shape future provision.
- EHCPs are written and reviewed in close consultation with parents, pupils (where appropriate), school staff and external agencies.
- Many pupils with an EHCP have a named member of staff who works closely with them and maintains regular contact with parents, supporting continuity and communication.

Listening to parental views

- We regularly seek feedback from parents through meetings, conversations and questionnaires, which help us evaluate the effectiveness of provision and inform school development.
- Parents are encouraged to share concerns, successes and aspirations at any point, not just at formal meetings.

Our aim is for parents to feel fully informed, actively involved and confident that their child's education is planned carefully, reviewed regularly and adapted when needed.

How are children able to contribute their views?

At Green Lane Primary Academy, we believe that children's views are an essential part of understanding their needs and planning effective support. Pupils are encouraged and supported to share their thoughts, feelings and ideas in ways that are appropriate to their age and stage of development.

Everyday learning and targets

- From **Year 2 onwards**, pupils regularly discuss their learning targets with their class teacher, including in reading, writing, mathematics and science. These conversations help pupils understand what they are working towards and reflect on their progress.
- For pupils with SEND, these discussions may also include what helps them learn best and what they find more challenging.
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SEND planning and reviews

- Pupils' views contribute directly to SEND Support Plans, where appropriate, helping to shape outcomes and strategies.
- Children are supported to share their views as part of EHCP annual reviews, either by attending meetings, contributing written or visual feedback, or through discussion with a trusted adult.

Wider pupil voice

- Pupils share their views through the School Council, with representatives from each class from Year 2 to Year 6.
- KS2 pupils with SEND are also given opportunities to share their views through pupil questionnaires and supported discussions, ensuring their voice is heard in a way that works for them.

Across the school, pupil voice is gathered sensitively and purposefully, ensuring children feel listened to and that their views meaningfully inform decisions about their learning, wellbeing and support.

PROVISION, RESOURCES & SERVICES

How is learning and development provision matched to individual pupils' needs?

At Green Lane Primary Academy, learning and development provision is matched to individual pupils' needs through rigorous assessment, professional dialogue and flexible, responsive planning. Decisions are never made in isolation; they are informed by evidence and discussed strategically to ensure provision is proportionate, appropriate and effective.

Assessment-led decision making

Provision is informed by a clear understanding of each pupil's:

- current attainment and progress
- engagement and access to learning
- communication, regulation and wellbeing needs
- response to previous support

This information is drawn from a range of sources, including classroom assessment, observations, work scrutiny, pupil voice, parent views and, where appropriate, specialist advice.

Strategic discussion and oversight

Information about pupils' needs and progress is discussed regularly by class teachers, the SENDCo and senior leaders. These discussions ensure that:

- support is matched to pupils' levels of need
- decisions are consistent and equitable across the school
- provision remains ambitious and focused on impact
- changes to support are timely and purposeful

This shared understanding enables provision to be planned strategically, rather than reactively.

Adaptive teaching and flexible organisation

All teachers are responsible for adapting teaching to meet individual needs. Planning is informed by assessment and professional judgement and includes a range of strategies to ensure pupils can access learning successfully. In some year groups, particularly in English and mathematics, pupils may work in flexible, needs-led groups. These groupings:

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| | <ul style="list-style-type: none"> • are informed by assessment and classroom evidence • allow teaching to be closely matched to pupils' current learning needs • are reviewed regularly and adjusted as pupils progress • ensure learning remains appropriately challenging and ambitious <p>Additional teachers in Key Stage 2 support smaller group teaching where appropriate, helping pupils to build confidence, consolidate learning and make strong progress.</p> <p>Targeted and personalised provision</p> <p>Where pupils require further support, provision may include:</p> <ul style="list-style-type: none"> • nurture-style groups to support regulation, engagement and readiness to learn • targeted interventions linked to identified needs • adapted resources or environments • additional adult scaffolding to support independence <p>All support is flexible and fluid, adjusted in response to progress, and reviewed regularly in line with the school's Graduated Response.</p> <p>Curriculum entitlement and ambition</p> <p>All pupils, including those with SEND, are supported to access a broad and balanced curriculum. Where adaptations are required, these are carefully planned to remove barriers while maintaining high expectations and a focus on long-term outcomes.</p> <p>Resourcing and funding</p> <p>Where a pupil's needs require provision beyond the school's ordinarily available offer, the school may apply for additional funding to ensure support is appropriately matched and sustainable. Decisions are evidence-led and reviewed to ensure provision continues to meet the pupil's needs effectively.</p> |
| <p>How are the school's resources allocated and matched to pupils' SEND?</p> | <p>At Green Lane Primary Academy, resources are allocated strategically and flexibly, based on a clear understanding of pupils' needs rather than fixed packages or labels. Decisions are informed by assessment, professional judgement and ongoing review to ensure support is proportionate, effective and responsive.</p> <p>Strategic oversight</p> |

The school's notional SEND budget is used to support:

- staffing
- resources
- training
- specialist input

Overall responsibility for SEND resourcing sits with the Headteacher, SENDCo and Governing Body, ensuring that decisions are aligned with school priorities, statutory duties and pupils' outcomes.

Where appropriate, Pupil Premium funding may also be used to provide additional support for pupils who are disadvantaged and have SEND, ensuring equity of access and opportunity.

Staffing

Staffing is deployed to meet pupils' identified needs and may include:

- specialist teaching assistants
- targeted intervention staff
- skilled pastoral and inclusion support
- specialist teacher input where appropriate

Staff deployment is reviewed regularly and adjusted in response to pupils' progress, changing needs and impact of provision. This includes flexible use of staff across classes, phases and targeted provisions such as *The Orchard*.

Resources and environments

Resources are selected to support access, independence and engagement. These may include:

- adapted learning materials
- communication and language supports
- sensory and regulation resources
- assistive tools matched to individual needs

Resources are chosen based on assessment and reviewed for effectiveness, rather than being used as a blanket approach.

Training and professional development

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| | <p>Staff training is planned in response to:</p> <ul style="list-style-type: none"> • the current profile of needs across the school • emerging pupil needs • national guidance and local authority priorities <p>This ensures staff have the knowledge, skills and confidence to:</p> <ul style="list-style-type: none"> • adapt teaching effectively • support communication and regulation • implement specialist advice with fidelity <p>Training is viewed as an ongoing process and is reviewed for impact on classroom practice and pupil outcomes.</p> <p>Funding beyond ordinarily available provision</p> <p>Where a pupil's needs require support beyond what can reasonably be provided from the school's own resources, the school may apply for additional funding to ensure provision remains appropriate and sustainable. These decisions are evidence-led and reviewed regularly.</p> <ul style="list-style-type: none"> • The Academy's notional SEND budget is allocated for resources, staffing, and training and to support the specific needs of pupils with EHCPs; • The Head Teacher, SENDCO and governors have overall responsibility for the SEND budget; • Pupil Premium money is also used to provide additional staff and resources for those SEND children who may also be eligible for FSM. <p>As a small example resource allocation includes:</p> |
| <p>What specialist services and expertise are available at the school or accessed by the school?</p> | <p>At Green Lane Primary Academy, specialist expertise is accessed in a targeted and purposeful way, guided by pupils' assessed needs and our Graduated Response. External services are used to advise, assess, model strategies and support decision-making, rather than to replace high-quality teaching and provision in school. This approach ensures support is proportionate, timely and focused on improving outcomes for pupils.</p> <p>Expertise within school</p> <p>Green Lane has a skilled and experienced staff team, with expertise that supports pupils' learning, communication, regulation and wellbeing. This includes staff who are trained in:</p> |

- Paediatric and general First Aid
- Positive behaviour and de-escalation approaches
- Phonics and early reading approaches (including Sounds-Write)
- Therapeutic and emotional wellbeing approaches (e.g. Thrive, Drawing and Talking)
- Communication, language and interaction strategies
- Sensory regulation and inclusive classroom practice

This internal expertise allows many needs to be met early and effectively, within the classroom and through targeted in-school support.

Specialist services accessed by the school

Where pupils require additional assessment, advice or specialist input, the school works closely with a range of external professionals. These services may support individual pupils, advise staff, or contribute to planning and review processes.

Services accessed include (but are not limited to):

- Educational Psychology – assessment, consultation and advice to support learning, cognition, behaviour and wellbeing
- Speech and Language Therapy (SaLT) – advice and assessment for speech, language, communication and social communication needs
- Language and Learning Service – advice and assessments
- Occupational Therapy and Physiotherapy – advice and strategies relating to motor skills, sensory processing and physical needs
- Hearing Impairment Service / Teachers of the Deaf
- Vision Impairment and STARS Services
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST – Inside Out)
- Local Authority Outreach and Inclusion Team
- Beverley School Outreach
- The Bungalow Project – support for regulation, anxiety and emotional wellbeing
- Daisychain
- Relax Kids
- MFC (Fine and Gross Motor Skills support)
- HOPE – SEMH provision

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| | <p>How specialist advice is used</p> <p>Specialist input is:</p> <ul style="list-style-type: none"> • sought at the appropriate stage of the Graduated Response • used to inform bespoke planning and adaptations • embedded into everyday classroom practice • reviewed for impact through Assess–Plan–Do–Review cycles <p>Recommendations are shared with parents and translated into clear, practical strategies that staff can implement consistently.</p> |
| <p>How accessible is the school / academy environment? (n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p> | <p>Green Lane Primary Academy is committed to ensuring that the school environment is accessible, safe and inclusive for all pupils, families and visitors. Accessibility is considered proactively and reviewed regularly, in line with the school's Accessibility Plan, which is monitored by governors.</p> <p>Physical accessibility</p> <ul style="list-style-type: none"> • The school site includes ground-floor access that is fully wheelchair accessible • Accessible toilet facilities are available on the ground floor • Changing and shower facilities are available where required • Accessibility needs are carefully considered during any refurbishment, redecoration or site development, ensuring compliance with equality legislation and best practice <p>Where a pupil has specific physical or medical needs, the school works closely with families and relevant professionals to agree reasonable adjustments that enable safe and full access to education.</p> <p>Communication and access for families</p> <ul style="list-style-type: none"> • Information and communication with families is adapted in response to need • Where English is not a family's first language, the school seeks appropriate support to ensure information is clear, accessible and understood • Meetings, documentation and communication methods are adjusted to support inclusion and meaningful partnership with parents and carers <p>Ongoing review</p> <p>Accessibility is not viewed as static. The school:</p> |

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| | <ul style="list-style-type: none"> • reviews individual access needs as part of SEND planning and pastoral support • updates the Accessibility Plan regularly • works with external services where specialist advice is needed to improve access <p>Our aim is to ensure that no pupil or family is disadvantaged by barriers relating to access, and that reasonable adjustments are anticipated, not just reacted to.</p> |
| <p>How are pupils included in activities outside the classroom including trips?</p> | <p>At Green Lane Primary Academy, we believe that learning beyond the classroom is an important part of every child's education. All pupils, including those with SEND, are entitled to take part in visits, enrichment activities and residential experiences.</p> <p>Inclusion is planned from the outset, not added on afterwards.</p> <p>Planning for inclusion</p> <ul style="list-style-type: none"> • Educational visits and activities are planned with access and participation in mind • Individual needs are considered carefully through: <ul style="list-style-type: none"> ○ prior knowledge of the pupil ○ risk assessments ○ SEND Support Plans or EHCPs (where applicable) • Reasonable adjustments are made to ensure pupils can participate safely and meaningfully, rather than simply attend <p>Needs-led support</p> <ul style="list-style-type: none"> • Support for trips and activities is needs-led, not diagnosis-led • This may include: <ul style="list-style-type: none"> ○ additional adult support ○ adapted activities or expectations ○ visual supports or preparatory work ○ adjustments to timings, environments or routines • Where appropriate, pupils are supported to build independence gradually, rather than becoming over-reliant on adult support |

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| | <p>Working with families and pupils</p> <ul style="list-style-type: none"> • Parents and carers are involved early in discussions about trips or residentials • Pupil voice is considered, particularly where anxiety, communication or sensory needs are present • Where necessary, external professionals may be consulted to ensure planning is appropriate and safe <p>Our aim is that all pupils experience the full life of the school, with barriers reduced and inclusion achieved through thoughtful planning, high expectations and flexible support.</p> |
| STAFF TRAINING | |
| <p>What training have the staff supporting pupils with SEND had, or what are they expected to have? (n.b under the SEND Code of Practice legislation, schools/academies need to offer high quality professional development and training to the work force.)</p> | <p>Green Lane Primary Academy values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.</p> <p>We summarise below the most recent staff training in respect of SEND.</p> <p>Full Staff Training</p> <ul style="list-style-type: none"> • Annual Child Protection training • Inference Training • De-escalation and Resilience Training • Reciprocal Reading • Safeguarding • Sensory Processing training <p>Individual/Group Training in the past 2 years</p> <ul style="list-style-type: none"> • Autism in the Classroom • Positive Handling • Dyslexia • Speech, Language and Communication • Diabetes Training • Epi-pen Training • Dental Health • Counselling level 2 • Hearing Impairment • Behaviour management • LAC – looked after children • First Aid & Medications in school and the Law |

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| | <ul style="list-style-type: none">• Down's Syndrome Association training• Active Literacy• Active Maths• LiLAC Training• Outreach Support• Managing Diabetes in School (EYFS Staff)• Positive Handling (EYFS Staff)• Introduction to CAMHS• Mental Health, Risk and Resilience• Introduction to ADS• Team Teach• SEN Support Conference• Supporting LAC to Achieve• Attachment Therapy• FGM, Forced Marriage & Honour Based Violence Workshops• SEND Briefing Reforms• Improving Language and Communication Opportunities in the Classroom• SEND Provision Visits• SEND Matrix Briefing Session• Epi-pen Training• Administering Medication• Working with SEND Children• Introduction to ADHD• An Introduction to Sensory Processing Difficulties• Introduction to Positive Behaviour• Outcomes in EHCPs: North East Workshop 2• Child Behaviour Online course• ADHD Training and Workshop• Team Teach Training• SEND and the Law• Annual Review Process• SEN Support and EHCP Assessment• Early Help Process• Autism and Communication (Early Years Teacher) |
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TRANSITIONS

How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?

At Green Lane Primary Academy, transitions are viewed as key moments for wellbeing, regulation and continued success. We plan transitions carefully so that pupils — particularly those with SEND — feel safe, understood and ready for change.

Before joining Green Lane

- Where a child with SEND is due to join the school, early meetings are held with parents/carers to understand strengths, needs, routines and any concerns
- Information is gathered from:
 - previous settings (nursery, early years, or other schools)
 - external professionals already involved
- Provision and reasonable adjustments are planned in advance, ensuring support is in place from day one
- Where appropriate, graduated transition arrangements may be used (e.g. short visits, visual supports, familiarisation sessions)

This early collaboration helps us build a clear picture of the child and reduces anxiety for both pupils and families.

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Transition to secondary school

- In Year 5, parents/carers of pupils with SEND are encouraged to begin visiting local secondary schools to support informed decision-making
- In Year 6:

- parents/carers are encouraged to attend secondary open evenings
- the SENDCo liaises closely with families and receiving schools once placements are confirmed
- A bespoke transition plan is created for pupils who need additional support, which may include:
 - extra transition visits
 - familiarisation with key staff or environments
 - transition books, visuals or timetables
 - a named familiar adult or mentor
- All relevant information, including SEND Support Plans, strategies and professional advice, is shared with the receiving school to ensure continuity of support

A focus on wellbeing and belonging

Across all transitions, we prioritise:

- emotional wellbeing and regulation
- pupil voice and reassurance
- clear communication with families
- high expectations alongside appropriate support

Our aim is that every pupil moves forward feeling confident, prepared and supported, with their wellbeing safeguarded at every stage.

FURTHER INFORMATION

Who can parents contact for further information?

The first point of contact for a parent if they want to discuss something about their child would be the child's class teacher.

If more advice/ information is required they are welcome to contact the SENDCO.

Contact Details

Green Lane Primary Academy

Green Lane

Acklam

Middlesbrough

TS5 7RU

Telephone: 01642 277407

www.greenlanemiddlesbrough.co.uk

Head Teachers: Mrs Walsh

SENDCO: Mr G L Clark

SEND Governor: Mrs Forrester

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| | <p>Information about further activities and support available in the area can be found by following the link below:</p> <p>Middlesbrough Local Offer: www.middlesbrough.gov.uk/localoffer</p> <p>Redcar and Cleveland Local Offer: http://search3.openobjects.com/kb5/redcar/directory/localoffer.page</p> <p>Darlington Local Offer: https://livingwell.darlington.gov.uk/Categories/528</p> <p>Glossary:</p> <p>SEND - Special Educational Needs and Disability</p> <p>SENDCO – Special Educational Needs & Disabilities Coordinator</p> <p>HLTAs – Higher Level Teaching Assistants</p> <p>BSL - British Sign language</p> <p>EHCP - Education Health and Care Plan (replaces statement)</p> |
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