



School name	Greasbrough Primary School
Address	Munsbrough Rise, Rotherham, S61 4RB
Headteacher	Mrs Joanne Cook
Telephone Number	01709 740751
Age group	Primary School 2-11 (2's-Y6)
Number on roll	264
Number of SEND pupils	65
Number of children with EHCP	7
Link to current inclusion/ SEND policy	https://greasbroughprimary.com/wp-content/uploads/2025/10/GPS-Inclusion_-SEND-policy-2025-26.pdf
Key Staff	<p>Inclusion and Behaviour Leads: Mrs Joanne Cook and Mrs Gemma Brady joanne.cook@willowtreeacademy.org gemma.brady@willowtreeacademy.org</p> <p>Pastoral Lead: Mrs Sarah Jenkinson (DDSL) sarah.jenkinson@willowtreeacademy.org</p> <p>Safeguarding Lead (DSL): Mrs Joanne Cook joanne.cook@willowtreeacademy.org</p> <p>Lead Governor for SEND: Mr Tony Trueman tony.trueman@willowtreeacademy.org</p>

As part of the **Children and Families Act 2014**, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Furthermore, a child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

Information about the Rotherham SEND Local Offer can be found here <http://www.rotherhamsendlocaloffer.org.uk/>

Support and advice for parents and carers of children with SEND can also be sought through Rotherham Parent Carers Forum <https://www.rpcf.co.uk/> or Rotherham SENDIASS <http://www.rotherhamsendiass.org.uk/>.

Our academy is made up of four schools; Greasbrough Primary School, Herringthorpe Junior School, Roughwood Primary School and Rockingham Junior and Infant School. Our aim is to work collaboratively to ensure the best possible education for our children and our mission statement at Willow Tree Academy is:

‘Together anything is possible.’

Greasbrough Primary School, as part of the Willow Tree Academy, is a fully inclusive school. We ensure that all pupils are included in all aspects of learning and school life. We are passionate about giving children profound learning experiences and opportunities both in the classroom and beyond. Having opportunities such as visits, residential experiences, outdoor learning opportunities and enterprise education ensures that **all** children get the best learning experiences that we can offer.

Our curriculum is rich and varied, providing many activities and experiences aimed at reducing barriers to learning and enabling pupils with SEND to successfully access a meaningful curriculum appropriate to their needs. We take an adaptive approach to teaching pupils with SEN, with teachers planning their lessons meticulously and adjusting/adapting their plans daily to suit pupils' precise needs. Well-targeted support helps to reinforce key ideas or tackle any misunderstandings, and the strategic deployment of support staff ensures that learners of all dispositions are well supported to reach, stretch and challenge their potential.

All children's needs are considered and met through Quality First Teaching and experiences which allow them to achieve their personal potential. We regularly evaluate the effectiveness of our provision through ongoing assessments, observations, and data analysis, making adjustments as necessary to ensure the best outcomes for our SEND pupils.

Our school environment and curriculum are continually adapted to meet the needs of SEND pupils. We have ensured that our school is fully accessible, with appropriate access for disabled pupils to all areas of the building and grounds. This includes ramps, wide doorways, and accessible toilet facilities. We also provide specialised equipment and resources to ensure full engagement with the curriculum, such as adaptive technology, sensory tools, and customised learning materials.

Promoting positive mental health and wellbeing in children, families, and staff is central to our provision. We offer a nurturing and encouraging environment which gives children the opportunities to talk and share in a safe way. Our resource base, the LEAF Centre, focuses on supporting pupils specifically with SEMH needs and offering a bespoke programme of intervention to enable pupils to engage successfully back in the classroom.

Our staff are highly trained and experienced in supporting pupils with Special Educational Needs and Disabilities. We invest heavily in professional development, with all staff receiving regular training on various aspects of SEN support. This includes in-house priority training based on school priorities, such as autism awareness, dyslexia-friendly teaching strategies, and supporting pupils with social, emotional, and mental health needs.

To further enhance our expertise, we regularly secure specialist support from external professionals. This includes educational psychologists, speech and language therapists, occupational therapists, and specialist teachers for visual and hearing impairments. These specialists work closely with our staff to provide tailored support and strategies for individual pupils.

We are committed to continuous improvement in our SEN provision. Through ongoing professional development, collaboration with specialists, and regular review of our practices, we strive to provide the best possible support for all our pupils, ensuring that every child has the opportunity to thrive and reach their full potential at Greasbrough Primary School.

Four areas of SEND

At Greasbrough Primary School, we are committed to supporting the diverse learning needs of all our pupils. We provide a nurturing and inclusive environment that caters to a range of special educational needs and disabilities (SEND).

Our school currently supports students across all four areas of SEND;

- Communication and Interaction,

(including but not exhaustive of Autism Spectrum Disorder, Speech and Language Difficulties, Social Communication needs)

- Cognition and Learning,

(including but not exhaustive of Moderate learning difficulties and specific learning difficulties such as dyslexia)

- Social, Emotional and Mental Health and Wellbeing,

(including but not exhaustive of Anxiety disorders, SEMH needs, Attachment difficulties, behavioural challenges, adverse childhood experiences and trauma)

- Sensory and Physical.

(including but not exhaustive of Physical impairment, Visual impairment, Hearing impairment or medical needs such as epilepsy and diabetes)

We work closely with pupils, families, and a range of external professionals to ensure appropriate provisions and personalised support is in place to meet the unique needs of each child. This may include specialised teaching methods, targeted interventions, assistive technologies, and access to additional therapies or support services.

Our inclusive approach and commitment to equity enable us to create a learning environment where all students can thrive, develop their full potential, and actively participate in the life of the school.

Identification of need, assessment and provision for pupils with SEND

At some stage of a child's education they may require additional support for a period of time to help meet their needs or improve their learning. The decision to do this is made by school and parents and is based on a variety of factors including academic progress, personal attainment and/or concerns about a specific area of learning or social, emotional and mental wellbeing.

Teachers use assessment data, as well as daily classroom observations to ensure a robust process of early identification of need is in place. Provision mapping identifies the universal support offered across our broad and balanced curriculum to ensure every learner accesses relevant support and differentiated provision / adaptive teaching in the classroom, where necessary.

Children with Social, Emotional and Mental Health needs are also tracked to ensure the correct provision is offered e.g. through Restorative Practice approaches, ELSA (emotional literacy) interventions or access to Nurture provision and Kitbag.

Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support, their needs are reflected in our information report and in provision mapping.

Beyond Quality First Teaching, staff use the Local Authority Graduated Response to identify where additional support may be needed to accelerate progress in a particular area of need. An 'Early Identification Form' (EIF) is completed and this documentation shows what a child has already accessed in terms of differentiated provision and can specifically identify areas of strength and need. Advice is then sought from the SENCO and they may be added, under parental consent, to the SEND register.

At this stage (Code K), targets and provision for individuals will be detailed on an 'Individual Development Plan' and interventions to support these additional needs will run concurrently with differentiated curriculum support and Quality First Teaching.

An Individual Development Plan (IDP) is written for each child on the SEN register and outlines specific targets which are generated to ensure that children's learning is personalised and allows them to celebrate their successes at a level which suits their needs. IDP books are used and allow a range of evidence to be gathered to show that children are accessing targeted provision to meet their Individual Development Plan targets. When targets are set, this book is used as an evidence portfolio to show progression towards these targets and the daily impact.

A child receiving SEN Support will be reviewed each term (Autumn/Spring/Summer). Parents/Carers and the child will be invited to contribute and will be consulted about any further actions and targets which will be set. **We pride ourselves on ensuring that our SEND provision is led by the needs of the child and takes account of their views and opinions, as well as those of parents/carers.** As part of the review process, the SENCO and child's class teachers, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions, therefore further support may be obtained from outside supporting services.

Further to this, for those children whom we consider to have more severe or complex needs, we would seek advice from other professional services. This support may include; Learning Support Service and the Educational Psychologist etc. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always be invited to contribute to the planning, monitoring and reviewing of the child's progress. Provision will run concurrently with differentiated curriculum support and whenever possible, be implemented within the child's normal classroom setting.

For some children who have accessed support from external services, an SEND plan may be put in place to show the continuum of support which is consistent and identify the impact which this is having on learners. The highest level of support offered for children with Special Education Needs and Disabilities are the implementation of an Education, Health and Care (EHC) plan, which is for children and young people aged up to 25 who need more support than is available through special educational needs support programmes. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. Reports and assessment procedures are carried out in the process of applying for an EHC plan and the involvement of many services contribute to creating a portfolio of information about a child to ensure that they are receiving the right support at the right time.

Consulting with parents/carers

We pride ourselves in having excellent relationships with parents and carers keeping them informed and updated on their child's education.

We highly value the partnership between home and school and welcome collaborative working in order to best support our pupils.

Communication and consultation with families of SEND pupils happens through:

- Termly SEN reviews where parents collaborate with their child and the class teacher/SENCO in target reviewing and setting

- Letters to communicate progress towards targets set through outside agencies
- Parents evenings
- Meetings scheduled with outside agencies
- Newsletters
- Interim reports completed by children - ROA Day
- Coffee Morning/Afternoons with the SENCO/ IBL
- Parent voice surveys

If, at any point, a parent wishes to make a complaint concerning the provision made in school for their child with SEND, they should contact the Inclusion Lead, Head Teacher or the lead Governor for SEND.

Admissions

Our school is committed to providing equal opportunities for all prospective pupils, including those with special educational needs (SEN) or disabilities. We carefully review each application, considering any additional support needs. Pupils with Education, Health and Care (EHC) plans naming our school are given priority admission. Our oversubscription criteria are designed to be inclusive, ensuring that pupils with SEN or disabilities are not disadvantaged in the admissions process. We provide reasonable adjustments during the application and assessment stages to accommodate individual needs, allowing all prospective pupils to demonstrate their abilities fairly.

Consulting with children about their education

At our school, we believe it is crucial to place pupils at the heart of their own education and support. To ensure our pupil's voices are heard, we provide regular opportunities for them to share their views and feelings. We capture their perspectives through termly SEN review meetings, IDPs, SEND plans and One Page Profiles. By actively listening to our pupils and incorporating their feedback, we are able to better tailor their provision and ensure they remain engaged and empowered in their educational journey.

Supporting transitions

As part of our school promise, we aim to ensure as smooth a transition as possible for **all children** between schools and key stages. Pupils with additional needs may require additional support at these transition points and consideration of all pupil needs are considered in the run up to a transition point.

FS → KS1

We liaise with FS colleagues early in the Summer term to share SEN information for the upcoming year. We are then able to ensure we have correct provisions in place. Observations of SEND pupils may be made in their FS class to identify successful strategies used with individuals and considered curriculum/ classroom adaptations which may need to be considered in Key Stage 1.

KS1 → KS2:

We liaise with KS1 colleagues early in the Summer term to share SEN information for the upcoming year. We are then able to ensure we have correct provisions in place.

Observations of SEND pupils may be made in their KS1 class to identify successful strategies used with individuals and considered curriculum/ classroom adaptations which may need to be considered in Key Stage 2.

KS2 → KS3:

Greasbrough Primary School places a strong emphasis on ensuring a smooth and supportive transition for students with SEND when they move on to secondary school. To facilitate this, a member of staff from the secondary school the child will be attending is invited to participate in their SEN review meetings during Year 6, or earlier if deemed necessary. This allows the new school to gain a comprehensive understanding of the student's needs and make appropriate preparations to provide the required support. Additionally, this presents parents with an invaluable opportunity to ask any questions they may have regarding the SEND provision and resources available at the secondary setting. Furthermore, we transfer all relevant SEND records and data to the chosen secondary schools at the end of Year 6. This information is also thoroughly documented on the school's CPOMs system, which can be directly shared with the students' new secondary schools through their own secure channels. This proactive approach ensures that the transition process is as seamless as possible, with the child's new school fully equipped to continue meeting their special educational needs.

Transition between Year Groups (FS-Y6):

At Greasbrough Primary School, we are aware that periods of change can lead to increased anxiety for individuals and a change of Year group, class teacher and peers can contribute to pupil's feeling overwhelmed. In such cases, additional support through our Nurture programme, My Happy Mind, and the process of individual transition booklets where needed are utilised.

Staff participate in 'information sharing' briefings to pass on key information about supporting the needs of individuals and all relevant paperwork is securely shared to ensure provision continues and adaptations can be made, where necessary, within the curriculum.

SEN Newsletter:

Parents are informed about how to support transitions at home through our Summer term SEN newsletter.

Staff training and Continued Professional Development

Staff are kept up to date with developments related to SEND through:

- Staff meetings and briefings
- TA meetings
- Understanding of the School Improvement Plan and the accountability of all staff to meet the intent set out within Focus 4.
- Informal and formal discussions with other staff, the Inclusion Lead, the specialist teacher from SIT or professionals from other external agencies
- Training provided during staff meetings, INSET days and twilights
- SEN review meetings

Staff training will support the development of the skills of all teachers and teaching assistants in meeting the needs of pupils with special educational needs and disabilities. The Academy Inclusion Lead is a trained and registered trainer for the Autism Education Trust and has delivered training in supporting children with ASD to staff across Willow Tree Academy.

How Greasbrough Primary School evaluates the effectiveness of SEND provision

At Greasbrough Primary School, we use a range of methods to regularly evaluate the effectiveness of our SEND provision in order to ensure it is meeting the needs of all pupils and driving positive outcomes. We do this through:

- Monitoring and Tracking Progress

(Regular assessment, data analysis from IDP evidence, and in class observations. This data is used to identify areas of strength and where further support or adjustments may be needed.)

- Seeking Feedback

(We actively seek feedback from students with SEND, their parents/carers, and the various professionals involved in their support e.g. teachers, teaching assistants, SENCOs, external specialists).

- Reviewing Interventions

(We evaluate the impact and effectiveness of specific interventions, therapies, or support strategies used to address students' SEND, assessing whether these are leading to the desired outcomes and making changes if an approach is not proving successful.)

- Observing and Moderating Practice

(School leaders observe lessons, monitor teaching and learning, and moderate the quality of SEND provision across the school. This helps identify areas for further staff training or refinement of inclusive practices. Ensuring adequate provision is in place across the curriculum through our deep dive methodology is paramount to the evaluation of our success)

Support for improving Social, Emotional and Mental Wellbeing

As a school, we are aware that various factors can easily become a barrier to learning and because of this, we work hard to identify children's needs and background dispositions early as we are aware of how the impact of these can contribute to emotional wellbeing and consequently how they engage in the curriculum and their learning. Within our inclusion team, we have dedicated staff who are qualified in supporting pupil's SEMH needs through a variety of support strategies and interventions.

Collaborations across the academy happen to ensure staff are fully trained in managing behaviour and recognising behaviour as a method of communication. Staff are trained in identifying attachment and we are a trauma informed setting. At Greasbrough Primary School, our pastoral staff work collaboratively with staff to offer support to children and to families on a daily basis. Targeted children access friendship groups and social groups, as well as attachment based 'Team Around a Child' provision. We hold nurture provision sessions and Kitbag interventions alongside children having access to P4C sessions as part of their wider class based curriculum.

We work closely with the Anti-Bullying Company <https://theantibullyingco.wixsite.com/online> and seek to promote British Values within our curriculum and everything that we do.

On our school website, you can find further information and policies, including:

- Inclusion and SEND policy (outlining government legislation, our approaches to teaching pupils with SEND)
- Equality policy
- Gifted and Talented policy
- Accessibility Plan (outlining adaptations made within the curriculum and environment)

Summary of Services/Support at Greasbrough Primary School

Area of Need	Services to support	Summary of support
Communication and Interaction - Autism Spectrum Disorder	CAMHS AET - Autism Education Trust Psychologists	Referrals made Advice and input from EPS where necessary Appropriate staff training and CPD in managing needs. Adapting classroom environment to support sensory needs Post diagnostic support and signposting Use of visual timetables Adaptive teaching Responding to needs of learners Quality First Teaching
Communication and Interaction - Speech, Language and Communication Needs (SLCN)	Speech and Language Therapy	Referrals made Quality First Teaching Lots of oracy opportunities Visual prompts Language rich environments Training and support - CPD Involvement from SALT in school or in clinic Programmes to run in school - documented in IDP books Personalised targets Input from SIT, EPS and SALT where needed.
Cognition and Learning - Moderate Learning Difficulties	Specialist Inclusion Team Educational Psychologist	Quality First Teaching Adaptive teaching Scaffolding support Physical and concrete resources, as well as pictorial
Cognition and Learning - Specific Learning Difficulties	Specialist Inclusion Team	Adult deployment to support and scaffold Broken down instruction I do, we do, you do model Learning Support programme through SIT involvement SIT informal and formal advise EPS involvement where necessary Personalised SMART targets Regularly reviewing and assessing pupils Planning and delivering a personalised curriculum, where appropriate.
Social, Emotional and Mental Health Needs	CAMHS getting help and advice Aspire outreach Early Help Educational Psychologist	Quality First Teaching Deescalation techniques applied Opportunities for sensory breaks CPD for staff to support needs across SEMH Support for staff - supervisions Emotion coaching, restorative approaches, trauma informed practice. Individual Behaviour Plans Advice may be sought from CAMHS getting help and advice EPS involvement, where necessary Aspire outreach referral may be necessary LEAF centre placement
Sensory and Physical Needs - Visual Impairment	Visual Impairment Team	Classroom adaptations where necessary Reasonable adjustments made to support learning Sensory support CPD when managing medical needs.

Sensory and Physical Needs - Hearing Impairment	Hearing Impairment Team	Liaise with relevant medical professionals and teams to support S&P needs.
Sensory and Physical Needs - Physical/ Medical Needs	Occupational Therapist Physiotherapist School nurse	

Common abbreviations you may come across -

There are many SEND terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms.

- **ADD** Attention Deficit Disorder
- **ADHD** Attention Deficit & Hyperactivity Disorder
- **ASD/ASC** Autistic Spectrum Disorder 2 BESD Behavioural Emotional & Social Difficulties
- **CAF** Common Assessment Framework
- **CAMHS** Child & Adolescent Mental Health Service
- **COP** Code of Practice
- **CP** Child Protection
- **EAL** English as an Additional Language
- **EHCP** Education, Health and Care Plan
- **EPS** Educational Psychologist
- **FSM** Free School Meals
- **HI** Hearing Impairment
- **KS** Key Stage
- **LAC** Looked After Child
- **LA** Local Authority
- **LSS** Learning Support Service
- **MLD** Moderate Learning Difficulty
- **NC** National Curriculum
- **OT** Occupational Therapist
- **PP** Pupil Premium
- **SALT** Speech & Language Therapy
- **SEN** Special Educational Needs
- **SEND** Special Educational Needs & Disability
- **SENCO** Special Educational Needs Co-ordinator
- **SpLD** Specific Learning Difficulty
- **VI** Visual Impairment
- **HI** Hearing Impairment