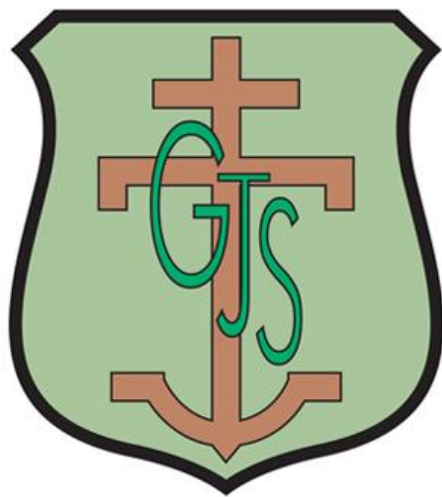




SEND Information Report

September 2026

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Contents

1. What types of SEND does the school provide for?	3
2. Which staff will support my child, and what training have they had?.....	4
Training.....	4
External Agency Support	5
3. What should I do if I think my child has SEND?	5
5. How will the school measure my child's progress?	7
6. How will I be involved about decisions about my child's education?	7
7. How will my child be involved about decisions about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	11
10. How will the school resources be secured for my child?	12
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	12
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	13
13. What support will be available for my child as they transition between classes or settings?	13
Between schools.....	13
Between Phases	13
14. What support is in place for looked-after and previously looked-after children with SEND?	13
15. What should I do if I have a complaint about my child's SEND support?	14
16. What support is available for me and my family?	14
17. Glossary	15

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. This can be accessed on our website in the policies section.

1. What types of SEND does the school provide for?

Greengate Junior School is a mainstream school that caters for children from 7-11 years old. We also have a Resource Provision for children with speech and language difficulties and Autism. Places for this are allocated through the Local Authority for children who already have Education, Health and Care Plans (EHCPs). In addition, we have an Alternative Provision for children with Social, emotional and mental health difficulties (SEMH), places for this provision are allocated through the local authority SEND panel. Greengate Junior School is an inclusive school, we believe in providing every possible opportunity to develop the full potential of all children. We aim to celebrate effort as much as achievement.

Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties – this can be difficulties with processing information, understanding and/or expressing verbal information.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Social emotional difficulties including anxiety, emotional dysregulation, low self-esteem
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Any child with SEND is welcome to apply for a place at Greengate Junior School following the school's usual admissions policy. School will liaise closely with parents and other professionals regarding the needs and transition of pupils with SEND.

2. Which staff will support my child, and what training have they had?

SEND at Greengate

Angela Phillips- Assistant Head & SENDCo (who holds the National Award in Special Educational Needs Co-ordination) has the overall responsibility for inclusion.

The SEND Governor is: **Awaiting appointment**

Training

We believe in high quality whole class teaching at Greengate Junior School and believe that all children should have access to this high-quality teaching. All staff at Greengate Junior School are experienced in supporting children with SEND.

Staff access regular training in order to best support the pupils they work with. This can be through in-house training, peer support, 1:1 training, groups or courses dependent upon the needs of the child.

The SENDCo and teachers work alongside professionals (e.g. Speech & Language Therapists/Occupational Therapists/Physiotherapists/Educational Psychologists and Counsellors) where needed, to ensure that provision is delivered effectively to each child.

At Greengate Junior School, we are proud to have achieved the SEND & Inclusion Charter Mark and piloted the Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme which focuses on strengthening the knowledge, understanding and skills of those who support neurodivergent children and young people in mainstream schools. We will embark upon the second year of the project in September 2025 where the strong partnership work between education, health and parent carers continues.

Staff receive regular training throughout the year, this may be general training for all staff or may be linked to a pupil they are working with. Staff have the opportunity to request training as part of their own continuing professional development. Training is delivered by the SENDCo as well as health professionals and other professionals.

External Agency Support

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Children's services and other LA-provided support services
- Voluntary sector organisations
- Outreach support services
- Family Hub

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher.

You can speak to the class teacher when you drop off or collect to arrange a good time to discuss your child's needs.

They will pass the message on to the SENDCo who will be in touch to discuss your concerns.

You can also contact the SENDCo via the school office

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEND support your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

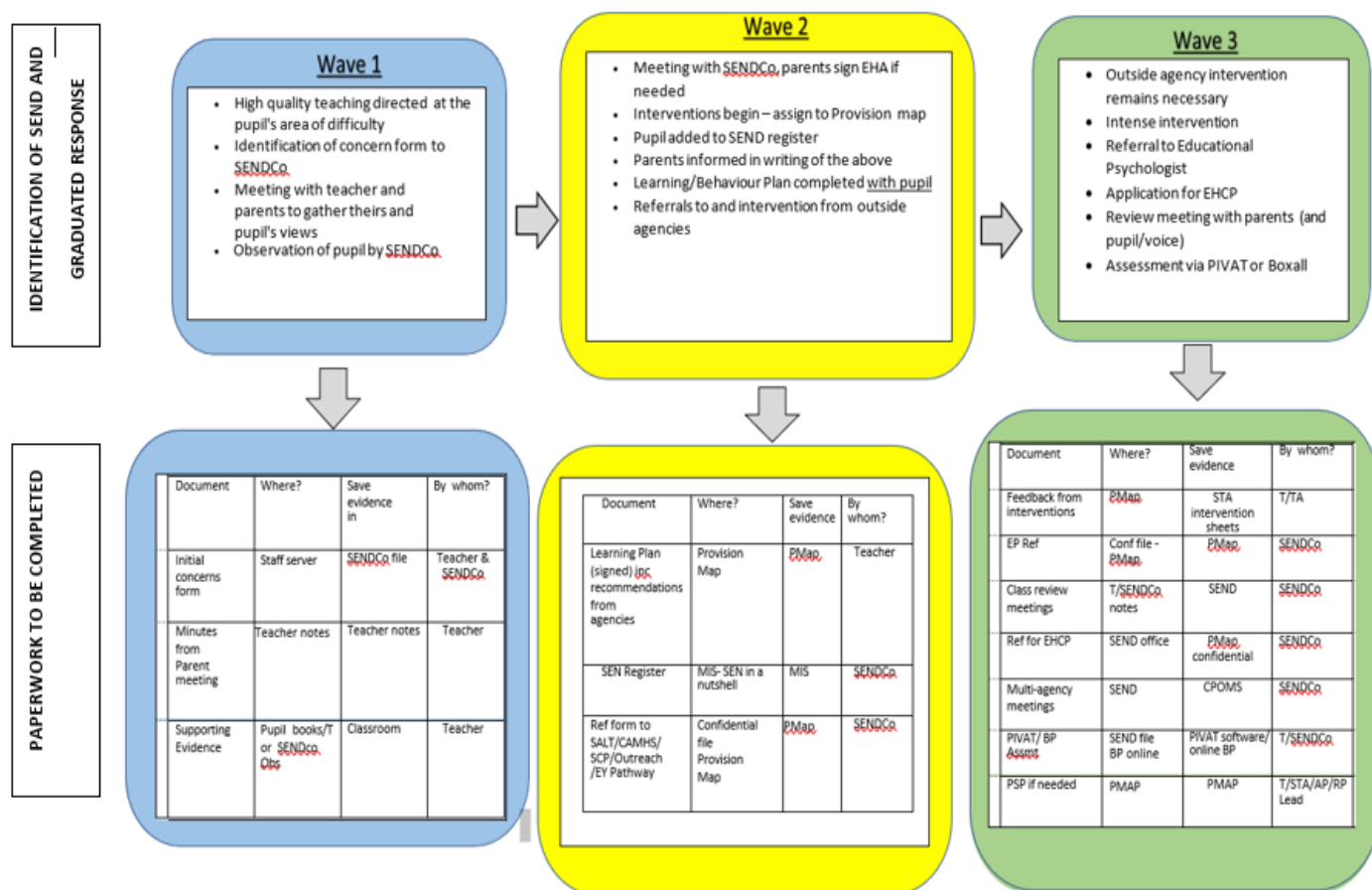
We believe that early identification of SEND is paramount. Our SENDCo attends Transition meetings with Infant parents to ensure that we have all relevant information before the child begins Junior School. All of our class teachers are aware of the different areas of SEND and know the processes to follow if they suspect a child is struggling. If a teacher notices that a child is having difficulties in one of the four areas of SEND they will try strategies in the classroom first. If those strategies are not working and the child is still struggling, they will speak to you and then complete a 'SEN Internal Referral Form' and this will be submitted to the school SENDCo.

Following on from this, the SENDCo will observe your child in the classroom and/or on the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENDCo will ask for your opinion and may speak to your child to get their input as well. After all of this evidence gathering, the SENDCo may decide to continue to monitor your child with some strategies suggested. Alternatively, they may decide that your child needs some additional provision, therefore their name will be added to our SEND register at SEND Support. At this point your child's class teacher, in collaboration with your child, will complete an individual 'learning plan'. The plan will look at outcomes as well as what provision will help to achieve those outcomes. This will be reviewed three times a year. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist, an Educational Psychologist, Outreach Support, CAMHS, Early Years Pathway or a Pediatrician. Referrals may be made to other services where appropriate.

We call this the 'graduated response'. See below for the different waves:

Provision/ Intervention	Targeted STA Support in class, class behaviour management systems, IDL, reading <u>plus</u> , TT Rockstars, Drawing +Talking	Dyslexia check, specific SEND interventions (eg, Colourful Semantics, Black Sheep, precision teaching) Boxall, S.A.L.T	1-1 intervention or teaching, Learning in RP or AP
Time frame	6-8 weeks	One – two terms	One - two terms



Monitored by	Teacher/SENDCo/Book and Planning 'looks'	SENDCo (quality and relevance of provision), Census.	Statutory Assessment Team, Parent and pupil feedback
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5. How will the school measure my child's progress?

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run a provision with your child, we will assess them before the provision begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the provision has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be ongoing. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. As a school we will continue to assess your child using our school procedures, if your child does not access our test papers, we will use an assessment called PIVATS that breaks the National Curriculum down into smaller chunks so we can see the small steps of progress.

6. How will I be involved about decisions about my child's education?

Greengate Junior School provides a yearly school report to all children. We also have two parents' evenings a year. In addition, if your child has an EHCP, their plan will be reviewed annually. If your child is on the SEND register at SEND Support, your child's class teacher and the SENDCo may meet with you more regularly, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs and we would like your input to ensure that we provide what will work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between meetings, please contact your child's class teacher or the SENDCo by phoning the school office.

7. How will my child be involved about decisions about their education?

The level of involvement will depend on your child's age, and level of ability. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. Your child's views will be recorded on their Learning Plan/Behaviour Plan.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has

access to a broad and balanced curriculum in every year they are at our school.

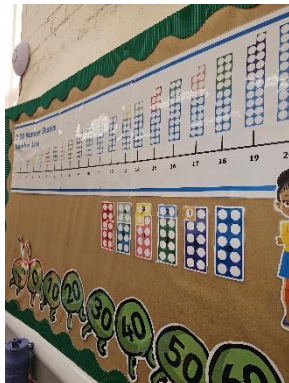
We will adapt how we teach to suit the way different pupils learn best. We work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

This could include:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of lessons etc.
- Adapting our resources and/ or staffing
- Using recommended aids, such as laptops, coloured overlays, visual time tables, larger fonts etc.
- Adapting our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud etc.
- Periods of withdrawal to work with support staff for interventions such as Speech & Language support, reading support, time to work on outcomes set out on the Learning Plans
- Specific computer programs to assist skills development – IDL, Spelling Shed, Reading Plus, Time Tables Rockstars
- Time in one of our learning provision rooms this may be for part or all of a school day- dependent on the level of need
- Social, emotional and mental health support – we have a school counsellor and a number of other provisions including weekly SERIS and Drawing and Talking
- Speech and Language support – we have a Speech and Language Therapist visit school for those children who have been referred into the service.
- Support from specialists outside of school
- Educational Psychology input where needed
- Safer Handling trained staff

See below for how we support pupils with difficulties in the four areas of need:
 These provisions are part of our contribution to Westmorland and Furness local offer.

AREA OF NEED	HOW WE SUPPORT PUPILS AT GREENGATE JUNIOR SCHOOL
Communication and interaction Autism spectrum disorder Speech and language difficulties	• We have a Resourced Provision for children with ASC and places are allocated to children with EHCPs through the Local Authority. Staff have also had training in Attention Autism. • A range of visual aids and support • A range of interventions: Colourful Semantics, Talkabout Pictures, Start Listening, Barrier Games, Rhodes to Language – Nouns, Semantic Links and Word-Finding worksheets. • We can refer to the NHS SALT service for speech sounds input and for speech and language therapy for difficulties with understanding of language and expressing language. • The SENDCo has attended ELKLAN training and the school aims to be a communication friendly environment.

Cognition and learning Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties	• A range of adapted teaching techniques within the classroom and high-quality teaching • A range of resources to support pupils with their learning and to promote independence in the classroom • IDL program and dyslexia friendly classrooms • Coloured overlays, coloured paper where needed • Access to a laptop to support learning • A range of interventions including: Spelling Shed, Reading Plus, Priority readers, Phonics boost, Math Boosting, Writing Boosting, Pre-& Post-teaching • Referrals to our Educational Psychologist and specialist advisory teaching service • Learning provision rooms (Greenfinches, Hive and the Burrow), for children to access highly adapted English and Math lessons  
Social, emotional and mental health ADHD, ADD Adverse childhood experiences and/or mental health issues Social, emotional difficulties	• We have an Alternative Provision for children with SEMH difficulties- places are allocated through Local Authority Placement Panel • ADHD training for staff from the PINs Project • Staff are trained in Adverse Childhood Experiences (ACES) • Mental Health First Aider • 'Ginny' our Therapeutic Dog • Drawing and Talking Therapy • School Counsellor • My HappyMind programme • Sand Tray Intervention • Boxall Profile • Safer Handling trained staff • Withdrawal from the classroom if needed-this may be to access one of our quieter spaces e.g. Sensory Room

Sensory and/or physical Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	• We have access to a range of sensory areas within school. We buy in resources to support children with their sensory needs. • We also have input from the Local Authority for children with visual and hearing impairments. • All children with a health need or physical disability have a Health Care Plan and associated documents depending on need. These are updated annually or before if there are changes. Staff working with the child will have training from health professionals. • Motor Skills sessions such as Funky Fingers.   
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9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the outcomes set out in their Learning Plan at least three times a year. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- If through teacher observation and the 'voice of the child' there is a need for an increased level of provision and support to meet the needs of the child then the class teacher will consider if a child needs to have modifications made to their targets.
- The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEND Support, the child is still experiencing significant difficulties. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available: Reports from Educational Psychologist, Speech and Language Report, Other medical/CAMHS reports, Provision Maps showing the assess, plan, do, review cycle.
- Reviewing the impact of interventions
- Gaining pupil views through pupil view forms and updating the Learning Plans with this information.
- Monitoring by the SEND Team

- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan). Education, Health and Care Plans are reviewed annually. The SENDCo will organise the review and invite the relevant people. These may include: Parents/carers, SEND caseworker, Professionals who work with the child, including external agencies, SENDCo, Representative from health if appropriate, the child if appropriate. All paperwork from the review will be copied to parents, other professionals and the Local Authority.
- Pupil Progress meetings within school – this gives teachers and staff an opportunity to discuss pupil's progress and get advice and support for any children who are struggling

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Adult support for part of the day e.g. group work, lunchtime supervision, 1:1 intervention
- Further training for our staff
- External specialist expertise

The support will be discussed with everybody involved in your child's care.

If we believe that your child's needs cannot be met via our school's delegated budget and SEND allowance, we will begin discussions about applying for an EHCP for your child. This only happens in a small number of cases. The SENDCo has some control over the budget allocation, and are able to purchase equipment for pupils with SEND as needed. Purchase of higher cost items are agreed with the Headteacher.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. The following steps have been taken to ensure that pupils with SEND have a school experience that is of equal quality: -

- All curricular trips and activities are modified to include those pupils with SEND
- Where necessary, adaptations have been made to our school building to accommodate the needs of children with disabilities- these include ramps, handrails etc.
- Where necessary, resources are purchased for pupils to use in school, this could include adapted chairs, sloping boards etc.
- Children with significant learning needs are tracked using PIVATS. The national Curriculum is broken down into small steps. This ensures that progress is monitored rigorously and regularly
- We enable pupils with SEND to engage in all activities available to those in the school who do not have SEND: All of our extra-curricular club activities and school visits are available to all of our pupils
- All pupils are encouraged to go on residential trips with appropriate support
- All pupils are encouraged to take part in sports days/ school plays etc. No pupil is ever excluded from taking part in these activities because of their SEND
- Loop devices are used where necessary to support pupils with a hearing impairment, this is supported by the advisory teaching service for hearing impairment
- Staff are trained on adaptive teaching techniques and are able to incorporate different strategies and resources into their teaching
- We use Widget software to create consistent visuals across the school and widget writer can be used on the laptops for children who have difficulty writing things down on paper. Clicker software is also available.

Our latest Accessibility Audit and Plan was completed in September 2023 and will be renewed in September 2026. It can be found in the information section on our website.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Greengate Junior School, we believe that the admissions criteria should not discriminate against pupils with SEND and adheres to the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND.'

Greengate Junior School strives to be a fully inclusive school. All pupils are welcome, including those with SEND, in accordance with the Local Authority Admissions Policy.

If your child has an EHCP, the Local Authority will consult us by sending a copy of your child's EHCP to us. The SENDCo will then liaise with the Headteacher to ensure that your child's needs can be met in a mainstream setting before replying to the consultation. There may be times when we feel that a more specialist setting is more suitable for your child and this will be discussed with the Local Authority.

13. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- At the end of each school year, all of your child's information will be passed onto the new class teacher. The current class teacher will meet with the new class teacher to discuss your child's needs and support requirements.
- We use Provision Map to record the Learning plans, this will be accessible to all staff working with your child.
- Where there is a need, some children will be provided with a transition booklet at the end of the school year. This will have photographs of their new classroom and staff working with them. Not all children will need one of these, but the option is there to have one.
- Classes will have a set transition day at the end of the school year.

Between schools

When your child is moving on from our school we will then share information either electronically or hard copies with their new school. Sometimes your child will have a transition programme for their new school. We will liaise with the new school around this.

Between Phases

Senior School transition can look different depending on which school your child will be going to. There will be a meeting between our school SENDCo and the senior school SENDCo's where information will be passed over – this will include SEND information as well as any safeguarding information.

If your child has an EHC plan, a meeting will be held in Year 5 to discuss the school you would like your child to go to. We will invite staff from their new school to attend their Year 6 EHCP Review. Your child may need some extra transition, this will be discussed with the new school and yourself.

14. What support is in place for looked-after and previously looked-after children with SEND?

Angela Phillips is our LAC Lead at Greengate Junior School. She ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP, any Learning Plans/SEMH or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance.

The complaints policy can be requested from the school office.

The parents of pupils with disabilities have the right to make a disability discrimination claim to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. What support is available for me and my family?

If you have questions about SEND, or have concerns about your child, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [Westmorland and Furness Local Offer](#). The Council publishes information about the local offer on their website.

Contact details of support services for parents:

- [The Special Education and Disability Information, Advice and Support \(SENDIASS\)](#) offers information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education. It's a free, confidential and impartial service.

Email: sendiass.waf@westmorlandandfurness.gov.uk

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Adaptation** – when teachers adapt how they teach in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EHCP** – an Education, Health and Care Plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **EHCP needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHCP needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach/response** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention/provision** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities coordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND (this report)
- **SEND support** – special educational provision which meets the needs of pupils with SEND. Any child added to our SEND register will be put on our system as SEND Support. Children can come on and off this throughout their school life. In most cases they will not go on to need an EHCP.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages