



SEN information report, 2026-2027

Greatfields School is a mainstream secondary school for pupils aged 11–18, with pupils currently in Years 7–13. We are committed to providing an inclusive learning environment in which all pupils are supported to achieve their potential, regardless of their individual strengths, needs or barriers to learning.

Our vision is based on high expectations for all pupils. We believe that pupils with special educational needs and/or disabilities (SEND) should have full access to an ambitious curriculum, high-quality teaching and the wider life of the school. We aim to identify barriers to learning early, work in partnership with pupils and their families, and provide appropriate support through a graduated approach.

This SEN Information Report explains how Greatfields School identifies and supports pupils with SEND and should be read alongside our SEND Policy, Accessibility Plan and the Barking and Dagenham Local Offer.

This report is reviewed annually and updated to reflect the needs of our pupils and the development of our SEND provision. Our provision is informed by the Special Educational Needs and Disability Code of Practice: 0 to 25 years, the Special Educational Needs and Disability Regulations 2014, Part 3 of the Children and Families Act 2014 and the Equality Act 2010

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

SENDCO: Lola Fadojutimi

Email: seniorsend@greatfieldsschool.com

Parents/carers who would like to discuss their child's SEND needs or provision can contact the SENDCO via the school. Parents/carers can also speak to their child's Head of Year in the first instance, where appropriate.

The SENDCO works closely with pupils, parents/carers, teachers, pastoral staff and external professionals to identify needs, coordinate appropriate provision and monitor the effectiveness of SEND support.

If you need to speak to a member of the SEND team face to face we hold SEND drops in Tuesdays (9am to 11am) and Thursdays 2pm to 4pm)



What types of SEN do we provide for?

Greatfields School is a mainstream secondary school and provides support for pupils with a wide range of special educational needs and/or disabilities. We recognise that pupils with SEND have individual strengths and needs, and support is tailored to the barriers each pupil experiences rather than being based solely on a diagnosis.

Our provision includes support for needs within the four broad areas identified in the SEND Code of Practice:

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)
- Social communication difficulties

Cognition and Learning

- Specific Learning Difficulties (SpLD), including dyslexia and dyscalculia
- Moderate Learning Difficulties
- Literacy and numeracy difficulties

Social, Emotional and Mental Health

- Social, emotional and mental health needs
- Attention Deficit Hyperactivity Disorder (ADHD)
- Difficulties with emotional regulation, anxiety and engagement

Sensory and/or Physical Needs

- Hearing and visual impairments
- Physical disabilities
- Sensory processing needs
- Medical needs that affect access to learning

We also support pupils where their needs overlap across more than one area. Where appropriate, we work with parents/carers, pupils and external professionals to understand individual needs and identify appropriate support.



How do we identify and assess pupils with SEN?

We recognise that early identification of SEND is important in ensuring that pupils receive appropriate support as soon as possible. We use a range of information to identify pupils who may have SEND, including information from previous schools, transition information, teacher assessment, progress data, attendance and behaviour information where relevant, pupil voice and information provided by parents/carers.

When pupils join Greatfields School, we review available information from their previous setting and use this alongside our own assessments and observations to identify any additional needs or barriers to learning.

Teachers are responsible for the progress and development of all pupils in their classes. Where a pupil is experiencing difficulties, teachers will initially consider whether appropriate Quality First Teaching and adaptive teaching strategies are addressing the identified barriers.

Where concerns remain, the pupil's needs will be discussed with the SENDCO and appropriate staff. This may involve further assessment, consultation with parents/carers and the pupil, or advice from external professionals where appropriate.

Slow progress or low attainment does not automatically mean that a pupil has SEND. We consider the whole pupil, including their strengths, communication, cognition, social and emotional development, sensory or physical needs and ability to access learning.

Where SEND is identified, we use the graduated approach of **Assess, Plan, Do and Review** to determine appropriate provision and monitor its impact.



What is our approach to teaching pupils with SEN?

At Greatfields School, Quality First Teaching and adaptive teaching are at the heart of our SEND provision. We believe that pupils with SEND should have access to the same ambitious curriculum as their peers, with appropriate adaptations made to remove barriers to learning.

Teachers use information from pupil passports, assessment information and professional advice to understand individual needs and identify effective strategies.

Adaptive teaching may include:

- breaking learning and instructions into manageable steps;
- modelling and explicitly teaching new concepts;
- checking understanding regularly;
- pre-teaching and revisiting key vocabulary;
- providing additional processing time;
- using visual supports and worked examples;
- adapting resources and methods of recording;
- providing appropriate assistive technology;
- making reasonable adjustments to the learning environment; and
- providing targeted intervention where appropriate.

Adaptive teaching does not mean automatically providing easier work or lowering expectations. Our approach is to remove the barrier while maintaining ambition and promoting independence.

Staff receive regular SEND-related training and guidance to develop their confidence in supporting pupils with a range of needs. We also work closely with our feeder primary schools to support continuity of provision and share effective strategies.



How do we adapt the curriculum and learning environment?

We regularly review our curriculum and learning environments to ensure that pupils with SEND can access an ambitious and appropriately challenging curriculum.

Adaptations are based on individual needs and may include:

- adapting the presentation of information and resources;
- using clear, concise and chunked instructions;
- pre-teaching and revisiting key vocabulary;
- providing visual timetables, prompts and other visual supports;
- allowing additional processing time;
- adapting seating arrangements to support concentration, communication or sensory needs;
- providing access to laptops, assistive technology or other recommended equipment;
- using enlarged text or other accessible formats where required;
- providing opportunities for movement or sensory breaks where appropriate;
- adapting methods of recording work where necessary;
- providing reasonable adjustments for assessments and examinations in line with relevant guidance; and
- providing targeted intervention where assessment identifies a specific barrier to progress.

Where specialist advice is available, recommendations from professionals such as Speech and Language Therapy, Occupational Therapy, Educational Psychology or other relevant services are considered when planning appropriate adaptations.



How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	We are committed to ensuring that pupils with SEND are fully included in the wider life of Greatfields School. Pupils with SEND are encouraged and supported to participate in: • educational visits and trips; • extracurricular clubs and activities; • school productions and workshops; • sporting activities and competitions; • school celebrations and events; and • our pastoral House system. Where a pupil requires additional support or reasonable adjustments to participate safely and successfully, these will be considered in advance and discussed with the pupil and their parents/carers where appropriate. We promote opportunities for pupils with and without SEND to work and socialise together. Our aim is for all pupils to feel valued, included and able to contribute to the school community.
How do we support disabled pupils to access learning at Greatfields School?	Greatfields School is committed to ensuring that disabled pupils can access the curriculum, school environment and wider school life. We work with pupils, parents/carers and relevant professionals to identify barriers to participation and consider appropriate reasonable adjustments. Depending on individual need, support may include: • adaptations to the physical environment; • appropriate seating arrangements; • specialist equipment or assistive technology; • adaptations to teaching and learning; • additional adult support where appropriate; • support with mobility and movement around the school; • consideration of sensory needs; • individual healthcare or risk-management arrangements; and • appropriate transition planning.



Where specialist advice is required, we work with relevant services, which may include the Local Authority, Occupational Therapy, Educational Psychology, Speech and Language Therapy, the School Nursing Service and specialist sensory or physical disability services.

We work closely with families to ensure that reasonable adjustments are reviewed as pupils' needs develop



How do we consult parents of pupils with SEN and involve them in their child's education?	We believe that parents/carers are an important source of information about their child's strengths, needs and experiences. We work in partnership with families to understand individual needs, identify barriers to learning and agree appropriate support. Parents/carers can: • contact the SENDCO or their child's Head of Year to discuss concerns; • contribute to discussions about their child's SEND provision; • share information about their child's strengths, needs and progress; • contribute to reviews of SEND support; • contribute to EHCP annual reviews where applicable; • attend meetings with relevant staff and external professionals where appropriate; and • provide feedback through school surveys and other opportunities. We provide regular opportunities for parents/carers to access our SEND drop-in sessions, where they can discuss concerns, ask questions and seek advice regarding their child's learning and SEND provision. We also seek parental feedback through opportunities such as parents' evenings and SEND-related surveys. Where a pupil is being considered for additional or different provision, we aim to involve parents/carers at an early stage and agree clear next steps.
How do we consult pupils with SEND and involve them in their education?	We believe that pupils with SEND should have an active role in understanding and shaping the support they receive. Pupils are supported to identify and communicate: • their strengths; • their interests; • barriers they experience; • strategies that help them to learn; • areas where they would like additional support; and • personal and learning goals.



	Pupils have a SEND pupil profile/passport which provides staff with information about their strengths, needs and effective classroom strategies. This information is reviewed with pupils and updated where appropriate. Pupil voice is also gathered through individual discussions, reviews, surveys and other opportunities throughout the year. Our SENDCO also conducts a pupil survey to gather feedback about pupils' experiences of SEND provision. Our link SEND Governor provides additional oversight through pupil voice activities and SEND focus groups. Where appropriate, pupils are involved in reviewing their progress and identifying their own next steps.
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How do we assess and review pupils' progress towards their outcomes?

We use the graduated approach of **Assess, Plan, Do, Review** to identify needs, plan appropriate support and evaluate its impact.

Assess – We gather information from a range of sources, including teacher assessment, progress data, observations, pupil voice, parent/carer views, previous school information and advice from external professionals where appropriate. We identify the barriers affecting the pupil's access to learning and participation.

Plan – Where additional or different provision is required, appropriate support and expected outcomes are agreed. This may include classroom adaptations, targeted intervention, specialist support or reasonable adjustments. Pupils and parents/carers are involved in this process where appropriate.

Do – The agreed strategies and provision are implemented by the relevant staff. The class or subject teacher remains responsible for the pupil's progress and works with the SEND team and other professionals where appropriate.

Review – We review the impact of the support provided and consider whether the pupil is making progress towards the agreed outcomes. This information is used to decide whether provision should continue, be adapted, increased or reduced.

Progress is monitored through assessment information, intervention data, observations, pupil feedback and other relevant evidence. Where provision is not having the intended impact, we consider what further adaptations or assessment may be required.

For pupils with an EHCP, provision and progress towards EHCP outcomes are reviewed as part of the annual review process and in accordance with statutory requirements.



How do we identify and implement additional targeted support (wave 2 and 3)?

Where Quality First Teaching and adaptive teaching strategies are not sufficient to overcome a pupil's identified barriers to learning, we may provide additional targeted support.

The support provided is based on the individual pupil's needs and may include short-term or longer-term interventions. The SEND team works with teachers, pupils and parents/carers to identify appropriate provision and monitor its impact.

Our targeted provision may include:

- **ELSA** – supporting pupils with emotional literacy and social and emotional development;
- **Zones of Regulation** – developing pupils' understanding and management of emotions and regulation;
- **Speech, Language and Communication support** – including targeted support informed by Speech and Language Therapy;
- **Lexia and literacy interventions** – supporting reading and literacy development;
- **Daily Reading** – developing reading fluency, accuracy and confidence;
- **Handwriting interventions** – supporting pupils experiencing difficulties with handwriting and written recording;
- **Sensory circuits and sensory strategies** – supporting pupils who benefit from movement and sensory regulation;
- **Lego Therapy** – supporting communication, collaboration and social interaction;
- **Occupational Therapy** – providing targeted support for pupils who require additional support with Sensory and fine motor skills
- **TAP (Transition Alternative Provision)** – providing enhanced transition and targeted support for identified pupils moving from primary school into Year 7.

The impact of interventions is monitored and reviewed. Where a targeted intervention is not having the expected impact, the provision will be adapted and further advice or assessment may be sought.



	Where appropriate, we work with external professionals to develop and review targeted provision.
How do we support pupils moving between different phases of education?	We recognise that transitions can be particularly important for pupils with SEND. We therefore provide additional transition support where a pupil's needs indicate that this would be beneficial. For pupils moving from primary school into Year 7, we work closely with feeder primary schools to gather information about pupils' strengths, needs, effective strategies and previous provision. Where appropriate, this includes discussions with primary staff, pupils and parents/carers. Our Transition Alternative Provision (TAP) programme provides enhanced transition support for identified pupils who may require additional support to successfully engage with secondary school. TAP provides a structured and supportive environment while pupils develop the skills, confidence and routines required to access mainstream education. Transition support may include: • enhanced information sharing between schools; • visits and familiarisation opportunities; • meetings with pupils and parents/carers; • individual transition planning; • pupil passports and information for teaching staff; • additional support during the transition into secondary school; • support with routines, organisation and independence; and • regular communication between relevant staff and families. We also support pupils moving between key stages and into post-16 education. Where appropriate, we work with pupils, parents/carers, colleges, training providers and other settings to support a successful transition and share relevant information with consent and in accordance with data protection requirements.



How do we support pupils with SEN to improve their emotional and social development?

We recognise that emotional and social development can have a significant impact on a pupil's ability to engage in learning, attend school and develop positive relationships.

We provide a range of support according to individual need. This may include:

- pastoral support through Heads of Year and other key staff;
- individual mentoring and check-ins;
- ELSA support;
- Zones of Regulation;
- social communication and interaction interventions;
- support with emotional regulation;
- attendance support where emotional or social needs are affecting attendance;
- access to counselling or other appropriate support;
- support from external professionals where appropriate; and
- work with parents/carers and families to develop consistent approaches.

Pupils are encouraged to develop an understanding of their own strengths, needs and strategies that help them to regulate and engage successfully in school.

Where a pupil has medical, physical or other needs that affect their emotional wellbeing or access to school, we work with the pupil, parents/carers and relevant professionals to put appropriate support in place.

Where appropriate, we work with external services, which may include mental health services, the School Nursing Service, Educational Psychology, Speech and Language Therapy, Occupational Therapy and local authority services.



What expertise and training do our staff have to support pupils with SEN?	At Greatfields School, we recognise that effective SEND provision begins with knowledgeable and confident staff. We provide ongoing professional development to ensure that teachers and support staff understand SEND and are able to identify and remove barriers to learning. SEND-related training is informed by the needs of our pupils and may include: • Speech, Language and Communication Needs (SLCN); • Autism Spectrum Condition (ASC); • Social, Emotional and Mental Health (SEMH); • adaptive teaching and Quality First Teaching; • communication and language strategies; • sensory needs and regulation; • supporting pupils with physical and medical needs; • reasonable adjustments and accessibility; • literacy and reading difficulties; and • strategies to promote independence and participation. Training and guidance are provided through whole-school CPD, SEND briefings, individual pupil information, specialist advice and support from external professionals. The SEND team works closely with specialist services, including Educational Psychology, Speech and Language Therapy, Occupational Therapy and other relevant professionals. Staff are able to access advice and recommendations to support individual pupils. The SENDCO reviews the needs of the SEND cohort regularly and uses this information to identify priorities for ongoing staff training and development.
How will we secure equipment and facilities to support pupils with SEN?	We identify equipment and adaptations according to individual pupil needs and professional recommendations.



Where required, we may provide or facilitate access to equipment and resources such as:

- laptops and assistive technology;
- specialist software;
- visual supports;
- enlarged or accessible resources;
- sensory equipment;
- appropriate seating or furniture;
- communication resources; and
- other specialist equipment recommended by relevant professionals.

Where specialist equipment or adaptations are required, we work with parents/carers, the pupil, relevant school staff and external professionals to identify appropriate solutions.

We also consider the accessibility of the school environment and make reasonable adjustments where necessary to enable disabled pupils to access learning and participate fully in school life.



How will we keep SEND pupils records secure?	SEND information is treated as confidential and is stored and managed securely in accordance with the school's policies and relevant data protection requirements. Information is shared with staff who need it to support the pupil effectively. Staff are provided with relevant information about a pupil's needs, reasonable adjustments and appropriate strategies while maintaining confidentiality. Information is shared with external professionals and other educational settings where appropriate and in accordance with data protection requirements.
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	We work collaboratively with a range of external professionals and services where specialist advice or additional support is required. Depending on individual need, this may include: • Barking and Dagenham Local Authority SEND and Inclusion Services; • Educational Psychology; • Speech and Language Therapy; • Occupational Therapy; • School Nursing Service; • specialist teachers and sensory impairment services; • mental health services; • family support services; • specialist education settings; • attendance services; and • other relevant health, education or social care professionals. External advice is used to help us understand pupils' needs, develop appropriate strategies and review the effectiveness of support. We aim to work collaboratively with families and ensure that pupils and parents/carers are involved in discussions about support wherever appropriate.



How do we support looked after children with SEND?	We recognise that looked-after children may have additional needs arising from their previous experiences and that these needs may overlap with or be different from identified SEND. Where a looked-after child has SEND, the SENDCO works closely with the Designated Teacher, social workers, carers, pastoral staff and other relevant professionals to ensure that their educational and SEND needs are understood and appropriately supported. The pupil's views are considered when planning support, and relevant information is shared with the professionals responsible for their care and education in accordance with safeguarding and data protection requirements. Where appropriate, SEND provision is considered alongside the pupil's Personal Education Plan (PEP) and any EHCP or other statutory plan.
How do we evaluate the effectiveness of our SEN provision?	We use a range of information to evaluate the quality and impact of our SEND provision. Evaluation is ongoing and informs the development of our SEND strategy and provision. We consider: • progress and attainment of pupils with SEND; • attendance and persistent absence; • behaviour and engagement; • progress towards SEND and EHCP outcomes; • impact of targeted interventions; • pupil voice; • parent/carer feedback; • staff feedback; • quality assurance of teaching and SEND provision; • analysis of SEND data; • reviews of individual provision; and • feedback and advice from external professionals. The SENDCO works with school leaders, the SEND team, teachers and governors to identify strengths and areas for development.



	Our SEND provision is reviewed regularly and forms part of the school's wider quality assurance and self-evaluation processes. Where provision is not having the intended impact, actions are identified and monitored to ensure that improvements are implemented.
Who can young people and parents contact if they have concerns?	We encourage pupils and parents/carers to raise concerns about SEND provision as early as possible so that we can work together to resolve them. In the first instance, parents/carers can contact their child's Head of Year or the SENDCO to discuss their concern. Where a concern cannot be resolved informally, parents/carers can follow the school's formal complaints procedure. Details of the school's complaints process are available from the school office and on the school website. Pupils are also encouraged to speak to a trusted member of staff if they have concerns about their learning, support or experience in school. We welcome feedback from pupils and parents/carers as it helps us to review and improve our SEND provision.
Where can the LA's local offer be found?	Information about the SEND Local Offer in Barking and Dagenham, including information about services, support and provision available to children and young people with SEND and their families, can be found on the Local Authority website. Barking and Dagenham SEND Local Offer: https://localoffer.lbld.gov.uk/