



Greenfield Academy

Date: January 2026

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School Information Report 2025 - 2026

Contents

Our school's approach to supporting pupils with SEND	2
Catering for different kinds of SEND	2
Key staff and expertise.....	3
Securing and deploying expertise	4
Identifying and assessing pupils with SEND	5
Consulting with pupils and parents	5
Involving key stakeholders.....	6
Progressing towards outcomes.....	7
Transition support.....	7
Teaching approach.....	9
Adaptations to the curriculum and learning environment.....	9
Inclusivity in activities	10
Supporting emotional and social development.....	11
Evaluating effectiveness	11
Handling complaints	12
Spending the budget.....	12
Local Offer	12
Named contacts	13
Additional support	13

Our school's approach to supporting pupils with SEND

At Greenfield Academy, we are committed to the academic and personal development of all students regardless of ability. We recognise the diverse and individual needs of all our students and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Greenfield Academy has a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all students. At Greenfield, all staff are teachers of SEND. We are committed to ensuring that students with SEND achieve their full potential.

We believe in positive intervention: removing barriers to learning, raising expectations, and accelerating levels of achievement. We also work in partnership with other agencies to ensure that all our SEND students have a positive educational experience.

The SEND Information Report is updated and reviewed annually at the start of the academic year by all stakeholders and the Academy Council.

Last updated: January 2026.

For more information, please contact:

Mrs L. Lumsdon

SENDCo

Tel: (01325) 300 370

Email: l.lumsdon@greenfieldacademy.org.uk

Mrs W. Marsh

SEND governor

Please click on the link below to see the Local Offer for more details of provision. You will need to access the tab at the top labelled 'For Families':

<https://www.durham.gov.uk/localoffer>

Catering for different kinds of SEND

At Greenfield Academy, we believe in learning without limits, and we are committed to ensuring that students with SEND achieve their full potential full potential.

At Greenfield Academy, we have experience of supporting children and young people with a wide range of needs.

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

- **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

- **Social, Emotional and Mental Health Difficulties**

This includes any children who have an emotional, social or mental health need that is impacting on their ability to learn.

- **Sensory and/or Physical Difficulties**

This area includes children with a hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Greenfield Academy 2025 – 2026

Main area of need	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical
Year 7	6	12	3	0
Year 8	3	11	5	0
Year 9	9	20	11	2
Year 10	7	8	7	1
Year 11	10	4	9	1
Total	35	55	35	4

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Lisa Lumsdon	SENDCo	B Ed (Hons)
Sarah Williams	Assistant SENDCo	BA (Hons)

The SENDCo

Name of SENDCo	Email address	Phone number
Lisa Lumsdon	l.lumsdon@greenfieldacademy.org.uk	01325 300 378

Securing and deploying expertise

Mrs L. Lumsdon

SENDCo / Exam Access Arrangements / Medical Lead

B Ed (Hons) Secondary Education – De Montford University

The National Award for SEND Co-ordination [SENDCo] – University of Cumbria (Level 7)

Certificate of Psychometric Testing, Assessment & Access Arrangements (CPT3A) – Middlesex University (Level 7)

PGCE in Teaching Pupils with Dyslexia within an Education Training Setting – University of Northumbria at Newcastle (Level 7)

Miss S. Williams

Assistant SENDCo

BA (Hons) Primary Education with Additional Educational Needs and Maths Specialism (QTS) – University of York St John

NPQ SENCo (Level 7)

Mrs A. Heywood

Enhanced Learning Support Assistant

CACHE Level 2 in Supporting Teaching and Learning in Schools

CACHE Level 3 in Supporting Teaching and Learning in Schools

Emotional Literacy Support Assistant (ELSA)

Mrs C. Witton

Learning Support Assistant

BA (Hons) Business Studies

CACHE Level 2 in Supporting Teaching and Learning in Schools

CACHE Level 3 in Supporting Teaching and Learning in Schools

Mr P. Simpson

School Counsellor

Registered member of BACP

NCFE Level 4 Diploma in Counselling

Trained in Mindfulness in schools' curriculum

Identifying and assessing pupils with SEND

At Greenfield, we aim to ensure that students who are thought to have a SEND need are identified and assessed as early as possible. This journey begins for use when students are in Year 6 through a robust enhanced transition process. During this process, we work closely with students, parents/carers and primary schools to develop an understanding of need in order to establish appropriate support and provision.

When students start their secondary school journey with us in Year 7, they undertake the **New Group Reading Test** (NGRT) and the **New Group Spelling Test** (NGST). These measure reading and spelling skills against the national average.

If your child comes to us with SEND or an Education Health Care Plan (EHCP) they will undergo additional standardised testing to ensure that the provision that we are providing for your child is appropriate.

The results of these tests, along with their KS2 data and information gathered through the transition process will help to create a picture of need for students and identify appropriate level of support and intervention specific to SEND.

It is important to note that not all students referred to the SEND Team will be SEND students; any support and guidance given may be short, medium or long term, depending on level of need.

The SEND Policy can be found in the [Policies and Procedures](#) section of our website.

Consulting with pupils and parents

Parents/Carers

The partnership with parents/carers is one of our most powerful resources to ensure that children with SEN can achieve their full potential. Parents/carers are informed when students are placed on the SEND register and are involved in all stages of the process. All parents/carers are encouraged to be involved in their child's education, including contributing their views to SEN/ EHC Plans and attending reviews.

We welcome feedback from parents/carers all year round. Parents/carers can make an appointment to speak to any member of staff, including the SENDCo, throughout the year for any reason.

All information from external professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by external agencies for your child.

The local authority's SEND Information and Advice service provides information and support to parents/carers of children with SEND. A wide range of support and advice may be obtained by contacting this independent service.

Pupils

All students at Greenfield Academy, including those with SEND, are actively encouraged to voice their opinions or concerns when the need arises. There are a variety of ways students can do this:

The first point of contact is the tutor who meets with their tutees daily. Heads of Year and Pastoral Managers are available during the day to speak with students.

Students may speak directly to their teachers, who will escalate concerns to the appropriate member of staff.

SEN staff may produce a Monitoring Plan for students who are not currently on the Additional Educational Needs Register (AEN Register) but may be experiencing difficulties. These are shared with all staff to help them to support these students more effectively.

SEND students are actively involved in annual reviews and support plan review meetings. We encourage students to give their views when producing SEND and EHC Plans.

Additional support is also available to some students from professionals, such as counsellors and other appropriate external agencies.

At various points through the school year, feedback is gathered through reviews and parental meetings. This helps us to gather feedback on SEND provision as well and to know how we can improve the experience for our young people, their parents and carers.

At various points through the school year, feedback is gathered through reviews, meetings and questionnaires. This helps us to gather feedback on SEND provision as well as whole school initiatives.

Involving key stakeholders

Links with external agencies are vital to ensure that we provide the highest levels of support for our students with SEND. Any one of the support services can raise concerns about a student. This will be brought to the attention of the SENDCo, Year Leader/Pastoral Manager where appropriate and the child's parents/carers.

For children who have SEND and are Looked After we work closely with social workers and relevant professionals to ensure that students are fully supported. The SENDCo liaises closely with Miss L. Forkin who is the Designated Lead for Children in Care (CiC), with day to day care delegated to Head of Year and the Pastoral Team.

Regular school visits are made by outside agencies to ensure continuity of care for your child.

At Greenfield Academy we work with a wide range of agencies to enable us to meet the needs of children with SEND and to support their families. The school is currently working with the following teams/agencies:

- One Point

- First Contact
- SEND and Inclusion Service (including the Sensory Support Team)
- SEND Information, Advice and Support Service (SENDIASS)
- Virtual Schools for Children in Care
- Children and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team: Piece of Mind – Mental Health Practitioner's
- Educational Psychology Service
- Speech and Language Therapists
- Emotional Wellbeing and Effective Learning (EWEL) Team
- Autism and Social Communication (ASC) team.
- Emotional Health and Resilience Nurse
- Occupational Therapist

Working collaboratively with other schools is another way that we ensure that provision for our students with SEND is effective. The SENDCo at Greenfield Academy, Lisa Lumsdon, ensures regular collaboration with other Advanced Learning Partnership schools is at the core of SEND support to continue to develop outstanding SEND practice.

We also work collaboratively within a Community of Learning, which is comprised of local nursery, primary and secondary schools. The work of the Community of Learning is aimed at raising achievement and extending opportunities for children with SEND.

Where a student with SEND is not making appropriate progress and we feel that they need advice and support from external professionals, we will discuss such a need with parents/carers. If it is felt appropriate, we will then refer a student to an external agency and/or relevant professionals for diagnosis, support or advice.

Progressing towards outcomes

At Greenfield Academy we are committed to ensuring that all of our students experience educational excellence through a broad education. In order to ensure that all pupils make progress towards outcomes, including those with SEND, we consider the following;

- The monitoring of student, parent and staff voice.
- Regular feedback to students and parents regarding progress.
- Termly Support plan reviews involving all key stakeholders.
- Governor link meetings.

The analysis of student tracking and testing data for both individual students and cohorts at Wave 1, 2 and 3.

Transition support

Greenfield Academy has a comprehensive transition programme for both KS2-KS3 and KS4 to further education. At Greenfield, we know important a successful transition us to our students with SEND.

KS2-KS3 Transition

Greenfield works collaboratively with local feeder primary schools to support students from Year 5, through to arrival in Year 7. As an Academy, we provide additional transition support for students who we feel would benefit from enhanced transition. To support the transition process, we have a designated transition worker, Miss Thurley, who works closely with our feeder primaries.

Alongside this the SENDCo, Assistant Head for Transition and Year Leader where invited will attend annual review meetings and meet the current class teacher, parents/carers and more importantly the students. This provides an excellent opportunity to ease any worries or concerns that students or parents may have during this transition period.

All students are invited to attend Induction Day which allows students to experience sample lessons and fun activities, designed to build self-confidence and familiarise themselves with Greenfield Academy.

We value the importance of including parents and carers as much as possible in their transition to Greenfield Academy. Parents/carers are invited into school in the summer term of Year 6 for our Induction Evening. This gives parents/carers a further opportunity to look around the Academy, meet staff and discuss any concerns that they may have before their child starts in Year 7.

Individual transition plans are put in place where necessary to support a smooth transition to secondary school.

Moving up

In the autumn term of Year 7, parents/carers are invited to attend our moving up evening. This provides another opportunity for parents/carers to discuss the transition period and raise any concerns that they may have.

KS4 and beyond

We also provide enhanced transition for KS4 students moving onto their Post 16 choice.

If your child has an EHCP, they will meet with a 'Post 16 worker' to create a plan for their post 16 education during the review process in Year 11.

If your child does not have an EHCP, the plan will be created with parents/carers, the pastoral team and the SEND Team.

The SENDCo and 'post 16 worker' will support your child in finding a new school or college. If necessary, the SENDCo will arrange visits to new schools/colleges for your child. The period of transition will depend on the individual needs of the student.

Teaching approach

Curriculum and Teaching

Greenfield Academy considers all teachers to be teachers of children with SEND. Staff are trained to be able to identify and provide for children with SEND to ensure they can achieve their potential.

All at Greenfield Academy, follow the National Curriculum at a level that is suitability for their ability. Our inclusive ethos aims to provide a personalised learning experience for our SEND students by providing a tailored curriculum to meet their individual needs.

To achieve this, we are dedicated to providing the:

- A range of teaching and learning styles.
- Adaptive teaching to support and challenge students.
- Additional “out of class” support.
- Broad range of interventions.
- Mentoring and counselling.
- A range of extra-curricular activities.
- Applications to examination boards to obtain access arrangements as appropriate.
- Access to ICT.

Tracking and Progress

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed, and levels are recorded and reported to parents/carers throughout the academic year. At a whole school level, aspirational targets are set for all children, including those with SEND. Staff are responsible for ensuring learning is appropriately adapted for each child’s needs, providing challenging lessons and maintaining high expectations for all. Heads of departments, Heads of Year, Tutors and the SENDCo regularly check on the progress of students and those not at expected levels of progress have relevant and purposeful intervention put in place.

Adaptations to the curriculum and learning environment

Greenfield Academy considers all teachers to be teachers of students with SEND. Staff are trained to be able to identify and provide for students with SEND to ensure they can achieve their potential.

All students at Greenfield Academy benefit from high quality teaching, which includes an appropriately adapted curriculum to meet the needs of all learners, including those who need support or extension.

At Greenfield, we adopt a graduated response to meeting the needs of our children with SEND. Learning support is delivered using a three-stage model:

Wave 1- QFT- Quality First Teaching

This involves:

- Ensuring that the teacher has the highest possible expectations for each child and all students in the class.
- Ensuring that all teaching is based on building on what a child already knows, can do and understands.
- Putting in place different ways of teaching so that each child is fully involved in learning in class.
- Putting in place specific strategies (which may be suggested by the SENDCo or external staff) to support your child to learn.

Wave 2- Small Group Intervention

If your child is struggling with aspects of literacy, numeracy, speech and language or social skills, they will be given the opportunity to access additional small group intervention. Learning Support Assistants will work with children on an appropriate programme to boost their skills to ensure that they have the skills to access the school curriculum.

Wave 3- Individualised 1:1 support

Children who are working significantly below national and age-related expectations may benefit from Wave 3 intervention. This type of intervention would involve a highly structured 1:1 support programme which would be delivered by a Learning Support Assistant or in some cases an external agency, depending on the area of need.

Inclusivity in activities

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

We, at Greenfield Academy, are committed to equality.

We work hard to ensure that every pupil may fulfil their potential, no matter what his/her background or personal circumstances. We embed principles of fairness and equality across our entire curriculum and school day, in pastoral support and in after school activities.

We recognise our specific public sector equality, in the exercise of our functions, having due regard to the need to:

- Eliminate discrimination, harassment and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Greenfield Academy is an inclusive school and actively seeks to promote the inclusion of students with SEND. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school.

Students with SEND are actively encouraged, supported, and given opportunities to become involved with extra-curricular activities.

Supporting emotional and social development

We recognise that some students have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties or anxiety and in communication difficulties.

For those students, we offer:

- Year Leader / pastoral support
- Transition support
- Social skills sessions
- Counselling
- A restorative approach
- An Emotion Coaching approach
- Access to the Mental Health Support Team - Piece of Mind
- Access to the Emotional Health and Resilience Nurse
- ELSA (Emotional Literacy) support

If parents/carers, or school staff, become concerned about any developing behaviour, then we will arrange to meet with you to try to determine any possible causal factors and to plan appropriate provision to support your child's needs.

If you, or school staff, become concerned about any developing behaviour, then we will arrange to meet with you to try to determine any possible causes and to plan appropriate provision to support your child's needs.

The Anti-Bullying Policy can be found in the [Policies and Procedures](#) section of our website.

Evaluating effectiveness

The success of Greenfield Academy's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENDCo, Heads of Department and Senior Leadership.
- The progress made by SEND students in terms of target grades in core and other subjects.
- The performance of SEND students in nationally accredited tests and examinations.

- The analysis of student tracking and testing data for both individual students and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- Comments from parents/carers and students.
- External evaluation by Durham LA and OFSTED inspections
- Parental/carers involvement, especially attendance at reviews.

Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

Handling complaints

Compliments are always gratefully received and can be passed on either directly to staff and SENDCo or formally recorded via our regular questionnaires to parents/carers, or through reviews of SEN / EHC Plans.

Any complaints will be dealt with as quickly and efficiently as possible. Complaints concerning any aspects of Greenfield Academy SEND Policy should be addressed to the SENDCo in the first instance. If you are not satisfied with a decision or with what is happening for your child's Special Educational Needs and/or Disabilities, please follow the Trust complaints procedure.

The Complaints Policy can be found on the [Policies and Procedures](#) section of our website.

Spending the budget

All schools receive funding from the local authority which should be used to support students who have Special Educational Needs. At Greenfield Academy, we use our professional judgement to ensure that the funding is distributed to have the greatest impact for our SEND students.

We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency, and clarity within the school for the money spent on all learners and their needs. If a student at the SEN Support level needs provision which exceeds £6000, this will be clearly shown on an individualised costed provision map, and Top Up Funding may be applied for. For students with EHC Plans, the provision will also be clearly costed.

Local Offer

The Local Authority publishes and keeps under review information about services they expect to be available for children and young people with special educational needs (SEND) ages 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents/carers in understanding the range of services and provision in the local area.

The Local Offer can be found on the County Durham Families Information Service website:



<https://www.durham.gov.uk/localoffer>

Named contacts

Name of individual	Email address	Phone number
Mrs L. Lumsdon - SENDCo	l.lumsdon@greenfieldacademy.org.uk	01325 300 378
Miss S. Williams – Asst SENDCo	s.williams@greenfieldacademy.org.uk	01325 300 378
Mrs A. Dixon - DSL	a.dixon@greenfieldacademy.org.uk	01325 300 378
Durham Mediation Service	sendinclusionadmin@durham.gov.uk	03000 267 800

Additional support

Medical Support

All students with a medical need will be identified at the start of the year, a document will be sent out to parents/carers asking for home to declare if their child has a medical need that needs enhanced support or to be monitored in school.

Once this document is returned a care plan will be created in consultation with home and health professionals involved.

School staff also receive regular training to support students with medical conditions and work with specialist colleagues when needed to ensure that student's medical needs are supported effectively.

Any change to medical needs during the academic year needs to be reported to the SENDCo, Mrs L. Lumsdon or the student's Year Leader.