



The Green Flying High Academy

SEND Information Report

September 2025

SEND Coordinator: Miss Hayley O'Brien

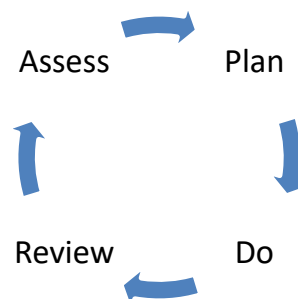
SEND Governor: Amanda Potts

Local Offer Contribution: <http://localoffer.derbyshire.gov.uk/>

Whole School Approach:

High quality differentiated planning and teaching is at the heart of what we do at The Green Flying High Academy. Through professional discussions we provide a range of additional interventions which contribute to our provision mapping approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We aim to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: *Initially the class teacher will assess whether a child is having difficulties. They may observe the child, carry out a task or written assessment or speak with parents and colleagues.*

Plan: *The class teacher will scaffold up to meet the child's need within their whole-class planning. Should the child require something additional to or separate from this, the teacher may call for specialist support from the SENDCO*

who may contact an external service such as Educational Psychologist or the SEND advisory teacher.

Do: *A service may conduct an observation of the child, work with them or meet with the staff to discuss his or her needs. Then offer support and give advice on how to meet the child's needs in school. Such services may provide an individual plan for learning which will be implemented within school by the class teacher or a designated teaching assistant.*

Review: *The class teacher with input from teaching assistants and parents will review the child's progress each term and plan for his or her next steps.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Here at The Green Flying High Academy we receive visits from the Speech and Language Service. We have trained teaching assistants that work closely with her and the SENDCo to plan and deliver personalised programmes of support to children with specific speech and/or language needs.

2. Cognition and learning

Our LSA's work with small differentiated groups to enable all to engage in the curriculum. We use Read, Write, Ink scoop up groups to improve reading and writing skills.

Power Maths is used throughout the school and targeted support is given to those with SEND.

3. Social, emotional and mental health

We ensure all needs are met and offer a safe and sensory space (The Snug) where children can develop their awareness of their feelings.

4. Sensory and/or physical needs

Pupils with these needs are supported with individual programmes and therapy sessions.

(Reference: SEND Policy 2025)

As of September 4th, we have a number of children or young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of needs. *These include regular evaluation of pupil progress on interventions, termly pupil progress meetings between class teachers and SLT and termly reviews of the whole school provision map.*

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

| Action/Event | Who's involved | Frequency |
|-----------------------------|--|--------------------------------|
| Parent consultations | Parents and class teacher | Autumn and Spring terms |
| Pupil support plan meetings | Child, parents, teacher, LSA, SENDCo, relevant therapists/support agencies | Half termly – 6 times per year |
| EHCP annual review | Child, parents, teacher, LSA, SENDCo, relevant therapists/support services | Annually |

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

| Area of expertise | Level |
|---------------------------------------|--|
| SEND coordination | Masters level National Award for Special Educational Needs and Disability Co-ordinator |
| Speech and language | NVQ Level 3 trained |
| Behaviour support/speech and language | NVQ Level 3 trained |
| Targeted support in class | NVQ Level 3 trained/ Bachelor degree in Education |

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Staff are consulted with on their experience and confidence in the different areas of SEND and allocated to intervention groups accordingly. Learning support assistants are then supported by the SENDCO, headteacher, Flying High Trust and local services to meet pupil's needs.

Finance

Our SEND Budget this year will be broken down as follows:

- *Support staff (additional to quality first teaching and learning)*
- *The school provides speech and language support*
- *The school provides targeted support in class*
- *Resources for SEND children*

Additional costs are paid for through school budget to ensure all children access the curriculum.

- *The school pays professional fees for the Educational Psychologist to observe and access children in school.*
- *The school pays for P4YP to support families in school.*
- *The school also has links with outside agencies such as our DCC advisory teacher.*

A full list of our external partners who we work with can be found in our contribution to the Local offer. Visit <http://localoffer.derbyshire.gov.uk/> Extending our schools approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- We have found that targeted support in the classroom has a bigger impact upon pupil progress than withdrawing children for 1-1 tuition. This is because the LSA is led by the class teacher, delivering support tailored to a particular group.
- Children are happier after receiving the intervention and furthermore feel safe and happy at school.

Academy FHT

Our academic assessment for children and young people with special educational needs is moderated through our trust of schools and neighbouring schools.

Our approach involved:

We closely monitor children and young people's destination data.

- The Foundation staff discuss pupils and share information.

- Staff and parents were invited to class Dojo where we can share information and answer questions for parents. On the website, new starter information is displayed and clear links to support is highlighted. Staff talked to these new families answering any questions and discussing concerns and worries
- We work closely with Y3 staff to ensure a smooth transition to junior school

Complaints

Our complaints procedure is in line with LA policy (see website for a copy of the policy)

This year we have had no formal complaints regarding SEND pupils. We are a friendly and approachable staff and any issues are dealt with swiftly

Challenges this year

Increasing children numbers in the school. Ensuring SEND support is in place early.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Review the SEND provision map, evaluating the impact of all SEND intervention programs
- Continue with the strategy of less withdrawal and more targeted support scaffolding up in class and first quality teaching
- Continue to enhance scaffolds used in lessons

In preparing this report we have included staff and governors through discussion at meetings.

We have shared the report online and have sign-posted parents to the report on the website.

Relevant school policies underpinning this SEND Information Report include:

SEND and Inclusion policy 2025

Equal Opportunities policy 2025

Curriculum policy 2025

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- GDPR May 2018

Date: September

Signed: 

Role: Headteacher