



The Green Flying High Academy

SEND Information Report

September 2026

SEND Coordinator: Miss Hayley O'Brien

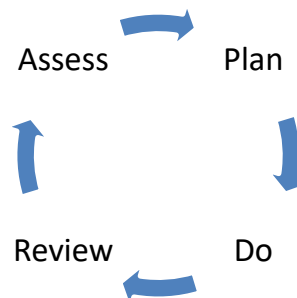
SEND Governor: Victoria Jones

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 2026)

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

- Managing the increase in pupil numbers while maintaining high-quality teaching and support.
- Ensuring that pupils with Special Educational Needs and Disabilities (SEND) are identified at the earliest opportunity and that appropriate support and interventions are put in place promptly to meet their individual needs.

Further development

Strategic Priorities for Developing and Enhancing SEND Provision (2026–2027)

Our strategic priorities for the coming academic year are to:

- Review the school's SEND Provision Map, evaluating the effectiveness and impact of all SEND interventions to ensure they continue to meet pupils' needs.
- Continue to develop an inclusive approach by reducing unnecessary withdrawal from lessons and increasing targeted in-class support through effective scaffolding and high-quality first teaching.
- Further enhance the range and consistency of scaffolding strategies used across the curriculum to enable pupils with SEND to access learning successfully and achieve their full potential.

Consultation and Publication

This report has been developed in consultation with school staff and governors through discussion at relevant meetings.

The report is published on the school website, and parents and carers have been signposted to access it online.

Related School Policies

This SEND Information Report should be read alongside the following school policies:

- SEND and Inclusion Policy
- Equal Opportunities Policy
- Curriculum Policy

Legislative Framework

This report has been prepared with due regard to the following legislation:

- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018

Governing Body Approval

Date presented to and approved by the Governing Body: September 2026