



SEND INFORMATION REPORT (Special Educational Needs and Disabilities)

Policy Approved: September 2026
Policy Renewal: September 2027

Reviewed by the LGB Governors

“The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

Our Approach as a School:

Greenbank High School is an inclusive school where every child is valued and respected. Through our school ethos of Inspire, Care and Achieve we are committed to the inclusion of all of our pupils with SEND and support them in their learning and well-being. This is outlined in our SEND and Disability policy.

At Greenbank we promote high standards of quality first teaching and deliver additional interventions to support the emotional and social development of our pupils. A person centred and whole school approach is taken to ensure that pupils with SEND have high aspirations and desire the best possible outcomes for themselves. The SEND department works closely with parents, teaching staff and other stakeholders to ensure pupils with SEND are offered a broad and balanced curriculum, which caters for their individual needs. Their well-being is supported by a robust pastoral team and all Greenbank pupils have access to learning opportunities without discrimination in accordance with the Equal Opportunities Act 2010 and The Children and Families Act 2014.

Types Of Need

The Code of Practice (2014) identifies four broad areas of need and support, under which SEND can be classified:

- Communication and interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs
- Cognition and learning

Category of Need	Examples of Need	Examples of Provision
Communication and interaction	• Speech and language difficulties • Social Communication difficulties • Autism (ASD) • Processing difficulties	• Use of our Learning Support/The POD to help foster social relationships and provide a safe space for pupils. • SALT assessments by specialist teacher. • Social Communication groups. • Extra-curricular clubs to help improve communication. • Direct strategies tailored to the child. • Work closely with Sefton's Autism and Complex Needs Team. • Use of other outside agencies e.g. OSSME.
Social, Emotional and Mental Health (SEMH)	• ADHD • Anxiety/Depression/Self-harm • Eating Disorders • Attachment Disorder • Obsessive Compulsive Disorder -OCD	• Use of fidget toys. • Supportive Pastoral system. • Internal well-being triage system. • MHST and external counselling bodies, including CAMHS. • EBSA Base (ACER Centre). • Use of "Mentor drop-in" system, available at break and lunchtimes for pupils who are struggling. • In school counsellor. • Robust staff training around SEMH. • Use of our Learning Support base.
Sensory and/or Physical needs	• Hearing Impairment • Vision Impairment • Hypermobility • Cerebral Palsy • Cystic Fibrosis • Medical condition that impedes mobility.	• Use of our Learning Support/The Pod for respite for pupils with sensory issues. • Enlarged print and/or modified resources and assessments. • Use of AB tutor. • Adaption of equipment and resources. • Adjustments to alleviate visual stress e.g. overlays.

		• Use of a laptop. • Specific TA support. • Access arrangements for examinations, in line with JCQ guidance. Please refer to our School Accessibility plan for more.
Cognition and learning	• Dyslexia • Dyscalculia • Dyspraxia • Processing/memory difficulties • Specific Learning Difficulties (SPLD) • Moderate Learning Difficulties (MLD)	• Reading Intervention. • Access to TA support. • Use of overlays and/or coloured paper. • Inclusive classroom teaching strategies to support processing and memory. • Dyslexic-friendly classroom practice. • Use of a C-Pen. • Use of a laptop. • Access arrangements for examinations, in line with JCQ guidance.

Identification Of SEND

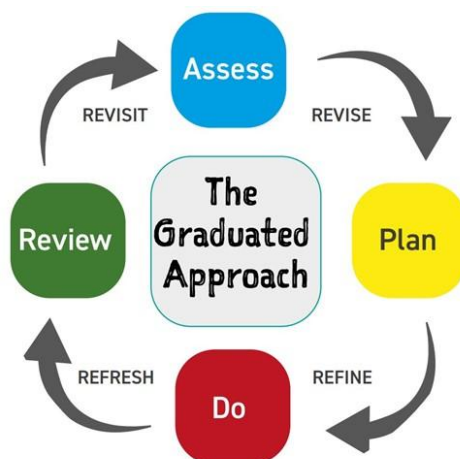
"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (SEND Code of Practice 2014, 6.15 pg 94).

It is essential that pupils with SEND are identified as early as possible so that appropriate provision, access and interventions can be implemented.

The school identifies pupils with SEND by:

- Primary school information (including teacher and Key Stage 2 SATs data). Transition visits are made by the school SENDCo and Head of Year 7 to identify pupils who will require additional support and possible further investigation on transition to secondary school.
- Consultations meetings with the Local Authority Inclusion Team/ School Inclusion Consultant. The Inclusion team works closely with the school to highlight pupils transitioning to secondary and to support those who it is felt require further High Needs Support.
- School assessments, including the Access Reading Test, Diagnostic Spelling Test, Cognitive Ability Tests (CATs), and the Rapid Lucid Dyslexia Assessment Tool.
- Referrals completed or concerns expressed by staff.
- Concerns expressed by parents.

Underpinning all our provision in school is the **Graduated Approach** cycle of Assess, Plan, Do, Review (APDR):



All staff are responsible for the planning, identification and teaching of pupils with SEND and use the following approach when catering for their learning:

- **Assess:** All staff are responsible for assessing, monitoring and tracking the progress of pupils. The school's Assessment Calendar provides a structured approach to this, with pupils regularly assessed throughout the academic year using both formative and summative assessment. Formative assessment takes place as part of everyday teaching and learning to identify pupils' understanding, inform future teaching and provide timely support where needed. Summative assessments are completed at key points throughout the year to measure attainment and progress against the curriculum. Assessments take place across all subject areas, with outcomes recorded on the school's Arbor system and regularly reported to parents and carers. All pupils are set achievable yet appropriately challenging targets, with high expectations for progress and achievement.
- **Plan:** Class teachers, Subject Leaders, Directors of Learning, Form Tutors, Heads of Year and the SEND Team regularly monitor the progress of pupils. Where concerns arise that a pupil is not making expected progress, these are reviewed and appropriate action is taken.

Lessons are adapted to meet the needs of individual pupils, with appropriate teaching strategies implemented to support learning. Where a pupil is not making expected progress, targeted interventions and/or mentoring may be put in place, as appropriate.

Pupils with high levels of need who require specific equipment, resources or facilities to support their learning may be eligible for High Needs Funding. Where appropriate, the SENDCo will submit an application for this funding.

- **Do:** Greenbank staff strive to provide high-quality teaching for all pupils. Teachers plan schemes of learning and lessons that support the learning and progress of all pupils through a range of innovative, inclusive and evidence-informed approaches, alongside the use of varied resources.

Where areas of concern are identified through the assessment cycle, teaching staff adapt their teaching and resources to meet the needs of all learners through responsive teaching. This includes pupils with SEND and may involve a range of adaptations and strategies, tailored to the individual needs of each pupil.

- **Review:** Through the Assessment Cycle, staff continuously review pupils' progress throughout the academic year. Any concerns regarding a pupil's needs or potential barriers to learning are referred to the SEND Team as part of the school's Graduated Approach.

The SENDCo is responsible for coordinating SEND provision across the school, providing strategic leadership for the vision, development and implementation of SEND support. As a result, the school adopts a whole-school approach to the identification, monitoring, intervention and support of pupils with SEND.

The school SENDCo is **Mrs K Campbell** and she can be contacted via the SEND email: SEND@greenbankhigh.co.uk or telephone (01704 567591).

Having consulted with children and their parents, a plan is put into place and the child's Support Plan is updated.

Roles And Responsibilities

SEND Governor

The member of the Local Governing Body linked with Special Educational Needs and Disabilities is Mr John Dempsey.

Senior Leadership Team

Staff Member	Role
Ms D Aspinall	Head teacher
Ms H Hinde	Deputy Head teacher (Inclusion, Curriculum, Standards & Achievement, Deputy Designated Safeguarding Lead)
Miss Cullen MBE	Assistant Head teacher (Assessment, Recording and Reporting and Disadvantaged Children)
Mrs Gent-Jones	Assistant Head teacher (Safeguarding Lead, Behaviour & Attitudes)
Mrs S Whittaker	Assistant Head teacher (Teaching and Learning and ICT)
Mrs C Thomas	Assistant Head Teacher (Personal Development)
Mr C Pritchard	Assistant Head teacher (Curriculum Timetable and Attendance)

SEND Department

Staff Member	Role
Mrs K Campbell	SENDCo
Miss K Peppin	Assistant SENDCo
Mrs K Low	SEND and Academic Support Leader
Mrs J Blease	Examinations Officer & Access Arrangement Assessor
Mrs R Bond	Teaching Assistant
Mrs J Citrine	Teaching Assistant
Mrs M Gray	Teaching Assistant
C Jones	Teaching Assistant
Mrs I Kolego	Teaching Assistant
Mrs M Kernahan	Teaching Assistant
Mrs G Minshull	Teaching Assistant
Mrs S Minshull	Teaching Assistant
Mrs A Moran	Teaching Assistant
Mrs T Rigby	Teaching Assistant
Mrs B Nolan	Teaching Assistant
Miss Sowler	Teaching Assistant
Mrs M Sharwani	Teaching Assistant
Mrs M Smith	Teaching Assistant

The SEND department is line managed by the SENDCo.

Working In Partnership With Parents

If a parent or carer expresses a SEND-related concern about their child, this information is referred to the SENDCo or Assistant SENDCo, who will follow the Assess, Plan, Do, Review (APDR) cycle as part of the Graduated Approach, in line with the SEND Code of Practice (2014).

If a SEND-related concern about a pupil is raised by a member of staff, the parent or carer will be contacted in the first instance to discuss their views. Written consent will be sought before any assessments are undertaken.

Involving parents, carers and pupils in the decision-making process is central to our approach. We achieve this through:

Action	Who is involved	Frequency
Support Plan	Pupil	Reviewed once a year as a minimum, with additional updates made throughout the year as required.
Parents' Evening	Parents and pupils	Once a year.

Telephone or Email correspondence	Parents	As and when required.
SEND Online Support Hub	Parents	As and when required.
In-person Parental Meeting	Parents and pupils	As and when requested.
Educational Psychology Assessment	Educational Psychologist, Parents and pupil	As and when required.
EHAT meeting	Parents, pupils and outside agencies	As and when required.
Pupil Survey	Pupils	Twice a year.
Parent Survey	Parents of pupils with SEND	Annually.
Tea, Talk and SEND Support Sessions	Parents of pupils with SEND	Three times a year as a minimum.
SEND Matters Newsletter	All Parents	Termly.
SEND PadLet	All Parents and pupils	Frequently updated.

Quality First Teaching Provided To All Pupils

All teachers follow the Graduated Approach (Assess, Plan, Do, Review cycle) to meet the needs of all pupils. The strategies outlined below represent the reasonable adjustments that may be implemented at Greenbank High School. They reflect inclusive, evidence-informed teaching practices that benefit all learners, regardless of whether they have been identified as requiring SEND support. The strategies are grouped according to the four broad areas of need identified in the SEND Code of Practice (2014).

Approaches to support 'Communication and interaction':

- Explicit instruction
- Modelling and use of the visualiser
- Consistent routines
- Clear unambiguous use of language
- Use of clear and simple instructions
- Appropriate thinking time
- Frequent checking for understanding
- Seating plans
- Visual timetables

Approaches to support 'Social, Emotional and Mental Health':

- Clear expectations, in line with our Behaviour for Learning Policy
- Use of fidget toys to help pupils regulate
- Adult directed time out and/or movement breaks
- Classroom considerations taking into account noise, lighting or other stimuli
- Open dialogue with parents/carers
- Use of restorative practice and relational approaches
- Consistent use of rewards and sanctions
- Approaches that develop emotional literacy e.g. zones of regulation

Approaches to support 'Cognition and learning':

- Regular opportunities for retrieval practice
- Alternative methods of recording learning
- Adjustments to reduce visual stress, e.g. the use of coloured overlays
- Practical and/or interactive learning opportunities
- Variety of reading approaches, including teacher read-aloud and choral reading

- Dyslexic-friendly classroom strategies
- Dual coding
- Use of writing frames and sentence starters
- Appropriate thinking time
- Explicit, chunked instructions
- Modelling and use of the visualiser

Approaches to support 'Sensory and/or Physical needs':

- Use of an AB Tutor and/or other auxiliary aids
- Access to a laptop, where appropriate
- Enlarged font and/or modified learning resources
- Seating plan adjustments that take account of sensory needs
- Effective use of resources and assistive technology
- Access to specialist equipment to support mobility, as recommended by health professionals, with support provided in accordance with the pupil's Support/Healthcare Plan

Underpinning all of this is the importance of establishing positive staff–pupil relationships, enabling staff to develop a clear understanding of each pupil's individual needs.

SEND Support

Once a pupil is identified as having Special Educational Needs (SEND), a Support Plan will be put in place to support the achievement of targeted outcomes. SEND support is delivered through a graduated approach, organised into the following waves:

Wave 1: Universal

- Inclusive, Quality First Teaching strategies are implemented to support the pupil's learning and progress.
- A Support Plan is developed, incorporating the views of the pupil and outlining recommended classroom strategies and reasonable adjustments.
- Regular liaison takes place between parents/carers, the pupil, school staff and, where appropriate, external agencies to support the effective implementation and review of the Support Plan.
- Where appropriate, focused in-class support from a Teaching Assistant may be provided to enable access to the curriculum. This support is directed by the class teacher, complements high-quality teaching and is intended to promote the pupil's independence over time.

Wave 2: Targeted

- Targeted interventions and/or support may be identified to achieve specific outcomes and are delivered and monitored to evaluate their impact.
- Targeted literacy and numeracy interventions.
- Access to the Lexia reading programme, where appropriate.
- Targeted 1:1 reading support.
- Liaison with Sefton's SEN and Inclusion Service (SENIS) and other external agencies, where appropriate.
- Additional assessment, monitoring and tracking of individual pupils' progress.
- Access to school-based mentoring or counselling, where appropriate.
- Where appropriate, adjustments to a pupil's timetable may be considered to support their individual needs.
- Focused in-class support from a Teaching Assistant may be provided to enable access to the curriculum. This support is directed by the class teacher, complements high-quality teaching and is intended to promote the pupil's independence over time.

Wave 3: Specialist

- Targeted specialist support for pupils who require provision that is additional to, or different from, that provided through Waves 1 and 2.
- Application for an Education, Health and Care Needs Assessment, where appropriate.
- Application for High Needs Funding, where appropriate.
- Use of an Early Help Assessment Tool (EHAT), where appropriate.
- Liaison with Complementary Education, where appropriate.
- Liaison with external agencies, where appropriate.

Tracking Progress

All pupils will have their academic progress tracked as outlined in the school's Assessment, Recording and Reporting policy. This includes:

- Base line assessments
- Standardised assessments
- Use of KS2 data
- Learning walks and book reviews cycle
- Use of Pupil Individual Progress Reports (PIP)

Pupils with SEND will have a Support Plan that identifies their individual outcomes and the provision required to meet them. The plan will be developed in partnership with the pupil and their parent or carer and will be reviewed and updated as required.

Use Of The School Educational Psychology Service

As a trust we work with *Applied Psychology* educational psychology services to support our teachers and promote effective, nurturing teaching and pastoral practices. At times, this support includes solution-seeking discussions about individual pupils, as well as whole classes and support systems in school. Before in-depth consultation regarding individual named pupils, informed parental consent will be sought.

If you have any concerns about discussions with educational psychology services in school, please contact the Mrs Campbell, our SENDCo, at SEND@greenbankhigh.co.uk.

Transition: Key Stage 2 To 3

Our SENDCo and Head of Year 7 liaise with Year 6 teachers and primary SENDCos prior to pupils transitioning to Greenbank High School.

All pupils attend a whole-cohort transition day at Greenbank. Where appropriate, an enhanced transition programme may also be arranged at the discretion of the primary SENDCo to meet the individual needs of pupils with SEND. In addition, pupils are provided with a transition booklet with access to a Welcome to Greenbank transition video to help them become familiar with their new school environment.

We also offer pupils the opportunity to attend Summer School to further support a successful transition into secondary school.

The SENDCo liaises with parents, carers and relevant external agencies, where appropriate, to ensure the individual needs of pupils with SEND are met and that they are successfully included in all aspects of school life as members of the our Greenbank community.

Post-16

The SENDCo liaises with the Learning Support departments of Further Education providers once a written request for pupil information has been received. Permission from the pupil and/or parent or carer is sought before any information is exchanged.

All pupils with SEND receive careers guidance from the school's Careers Adviser and are encouraged to participate in college taster days, careers events and guidance opportunities to support their transition into further education, employment or training.

Building Capacity

The SEND department is under the leadership of the Deputy Head teacher.

The SENDCo attends Senior Leadership Team (SLT) and Extended Leadership Team meetings, with SEND included as a standing agenda item at both. Each faculty has a designated SEND Link, and SEND is a regular item on faculty meeting agendas.

The SEND department has a good working relationship with many external agencies that can support the range of special needs in our school community. These include:

- Sefton's SEN and Inclusion Service (SENIS)
- Sefton Educational Psychologists Service
- Autism Initiatives Outreach Education Support (OSSME)
- Speech & Language Therapy
- Children's Occupational Therapy Service
- School Nurse
- Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Services (CAMHS)
- Complementary Education
- Training related to the individual needs of pupils with SEND features regularly in the school's INSET and CPD programme

A Careers Advisor and an Educational Psychologist are also commissioned by the school.

Staff Development And Qualifications

Staff	Role	Qualification(s)
Mrs K Campbell	SENDCo	BSc (Hons). National SENDCO Qualification. NPQSL.
Miss K Peppin	Assistant SENDCO. Teacher of Geography	BSc (Hons). MA Education. NPQML. Undertaking NPQSEN.
Mrs K Low	SEND and Academic Support Leader	Foundation Certificate in Education. ASD. 1:1 Intimate care.
Mrs J Blease	Examinations Officer & Access Arrangement Assessor	
Mrs R Bond	Teaching Assistant	Qualified Nurse.
Mrs J Citrine	Teaching Assistant	Level 2 & 3 TA Course.
Mrs M Gray	Teaching Assistant	B.Ed. Hons. Qualified Teacher Status (QTS).
C Jones	Teaching Assistant	BA Hons. Emergency First Aid.
Mrs I Kolego	Teaching Assistant	Degree. Qualified Teacher Status (QTS).

Mrs M Kernahan	Teaching Assistant	Level 2 & 3 TA Course.
Mrs G Minshull	Teaching Assistant	
Mrs S Minshull	Teaching Assistant. Duke of Edinburgh Lead.	Foundation Certificate in Education.
Mrs A Moran	Teaching Assistant	Level 2 & 3 TA Course.
Mrs T Rigby	Teaching Assistant	
Mrs B Nolan	Teaching Assistant - EHCP Lead.	Level 3 TA Course.
Miss Sowler	Teaching Assistant	
Mrs M Sharwani	Teaching Assistant	
Mrs M Smith	Teaching Assistant	Degree. Qualified Teacher Status (QTS).

SEND Team Professional Development

The SEND Team undertake regular professional development to enhance their knowledge, skills and understanding of a wide range of SEND needs and to ensure that provision remains responsive to the individual needs of pupils. Previous training has included areas such as Autism Spectrum Disorder (ASD), ADHD, emotional regulation, anxiety, Emotionally Based School Avoidance (EBSA), self-harm, cerebral palsy, transitions and supporting pupils with additional needs. The team have also engaged with specialist training relating to inclusive practice, pupil well-being and strategies to support learning and independence.

The school is committed to continually developing staff expertise and prioritises ongoing SEND training. The SEND Team regularly engage with current research, guidance and evidence-informed practice to ensure that support and provision reflect the most effective approaches for pupils with SEND.

Impact Of SEND Provision At Greenbank

SEND Overview, 2026/27

Year Group	No. of pupils with SEND support	No. of pupils with an Education Health Care Plan (EHCP)
Year 7	6	37
Year 8	8	38
Year 9	6	32
Year 10	5	35
Year 11	5	38

Quality Of Provision

The quality of teaching for all pupils is monitored and reviewed regularly through the faculty system under the leadership of the Assistant Head teacher for Teaching & Learning. Data on all pupils is readily available on Arbor. Pupil's progress, including those with SEND, is reviewed termly using the school's Pupil Individual Progress Report (PIP) by subject teachers, Subject leaders, Directors of Learning and Heads of Year.

Pupils with SEND individual provision will be reviewed through meetings involving the SENDCo and/or Assistant SENDCo, pupils and parents/carers.

Learning walks, lesson observations and Teaching Assistant observations are also undertaken by the SENDCo to monitor the quality and impact of SEND provision. Where appropriate, the SENDCo is invited to contribute to internal school reviews to support the evaluation and continuous improvement of SEND provision across the school.

Disability and Accessibility

Under the Equality Act 2010, schools are required to take proactive steps to ensure that pupils with disabilities, staff, trustees, parents/carers and other individuals who access the school are treated fairly and equally. Schools are required to establish a Public Sector Equality Scheme to promote equality of opportunity for all, including pupils with disabilities. The aim is to improve accessibility to the school's facilities and physical environment, as well as ensuring equitable access to the curriculum and information for pupils.

Please refer to the school's Public Sector Equality Scheme and Accessibility Plan, which are available on the school's website.

Reporting Concerns

Our complaints procedure can be found in our Complaints Policy on the school website.

Relevant School policies that underpin this school offer include:

- SEND Local Offer (see <https://www.seftondirectory.com/localoffer>)
- Equal Opportunities Policy
- Disability and Accessibility Policy

Legislative Acts taken into account when compiling this offer include:

- SEND Code of Practice, 2014
- The Children and Families Act, 2014
- The Equality Act, 2010
- The Mental Capacity Act, 2005

Acronyms:

- CAMHS: Children and Adolescent Mental Health Service
- EHCP: Education Health and Care Plan
- SENDCo: Special Educational Needs and Disabilities Coordinator
- TA: Teaching Assistant