



Five Acres High School

SEN Information Report

Five Acres High School is part of the Greenshaw Learning Trust.
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Five Acres High School SEN Information Report

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCo

This report was reviewed and updated on: January 2026

This report was approved by the School Governing Body on: 27 January 2026

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENDCo*

SENDCO:

Debbie Baker, dbaker@5acreshighschool.co.uk

Headteacher:

Simon Phelps, sphelps@5acreshighschool.co.uk

SEN link governor:

Richard Brackston, rbrackston@greenshawlearningtrust.co.uk

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Debbie Baker in the first instance. Please contact them on dbaker@5acreshighschool.co.uk

Local Authority Offer

<https://www.glosfamiliesdirectory.org.uk/>

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1. School Context

Five Acres High School is an inclusive secondary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health (SEMH)). Any support follows the school's graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, pupils will access targeted and specialist support as detailed below. Our greatest area of need is Social, Emotional, Mental Health and Communication and Interaction, therefore, our interventions, school processes and classroom support strategies are associated with supporting students with these needs.

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling. All pupils on the SEN

register have a Pupil Passport detailing the strategies to prioritise for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have a Pupil Passport and to actively engage in the information so that all staff know which pupils to prioritise for support.

3. Identifying pupils with SEN and assessing their needs

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. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We employ a **Graduated Approach** following the four-part cycle of **Assess, Plan, Do, Review**. When deciding if special educational provision is required, we consider desired outcomes, expected progress, and the views of the pupil and parents.

On entry to Five Acres High School, we assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. We carry out additional diagnostic tests for reading and comprehension (New Group Reading Tests - NGRT). For any pupil scoring below a standardised score of 90 in their reading assessment, further testing is administered to decide if a pupil requires additional literacy support. We also carry out speech and language screeners for all SEN pupils who have entered the school not yet working at age related expectations.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where a parent/carer has a concern about their child, parents are asked to speak with the class teacher(s)/form tutor so that appropriate observations and assessments can be undertaken.

If staff have concerns, then this is communicated directly to the SENDCo, highlighting the measures they have taken to ensure that the student has been fully supported and that they are concerned that progress is not being made.

If parents are concerned this should be raised with the tutor/Head of Year (HoY) initially and then information will be shared with the SENDCo, or if the parent has significant SEN concerns then to email the SENDCo directly.

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the pupils in their class(es).

We support all children, including those with SEND by using high quality teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as working memory.

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the pupil passport. The passport guides teachers to know which strategies to prioritise for each pupil and/or which adaptations or adjustments are required to ensure the pupil can access the learning. Pupil passports are reviewed termly by the SEN Team, in partnership with the pupil. The pupil passport is shared with parents/carers and they are invited to meet to discuss/review the contents.

The following interventions are provided throughout the academic year with some delivered on a 6 week basis and students are rotated

Literacy – closing the gap, fluency and pace

Reading Comprehension

1:1 Reading

Pre/Post Teaching

Social Skills

Numeracy

Hand Writing

Touch Typing

Direct Instruction Corrective Reading Programme

Maths Intervention Programme

IDL Literacy

Read, Write, Inc Intervention

Emotional Literacy Support Assistant (ELSA) support

Positive Start

Speech and Language – Secondary Language Link Programme and recommendations by Speech and Language Therapist (SALT)

Work with Local Authority Preparing for Adulthood Team

Mentoring - Internal and External

5. Adaptations to the curriculum for pupils with SEN

At Five Acres High School we prioritise flexible grouping for the majority of the school day. The focus on high challenge, high support through the high-quality inclusive teaching means that pupils are encouraged to engage with the resources that are made available and the modelling that takes place through the teaching. Where appropriate, pupils can have access to a laptop to be able to use accessibility tools. Pupils receive intervention support so that pupils accessing the laptop have the skills to use it effectively and efficiently.

The following adaptations are also considered to ensure all pupils' needs are met:

Shared Teaching Assistant (TA) support in class, where a need has been identified for additional adult support

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, tinted coloured paged books, visual timetables, larger font, reader pens, fidget aids, wobble cushions, Therra bands, writing slopes, curved pens

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

These needs may have been identified through professional reports such as CAMHS (Child and Adolescent Mental Health Services), Advisory Teaching Service, Educational Psychology Service and Speech and Language Service. Additional support strategies are recorded on the pupil passport, which can be seen by teachers, teaching assistants, parents and pupils.

Please refer to our accessibility plan for further information:

<https://www.5acreshighschool.co.uk/content/?pid=320&contentid=14>

6. Targeted interventions

At Five Acres High School, we have the following interventions:

Read, Write, Inc - for pupils whose Standardised Score is 84 or below and where it is identified that they cannot yet decode, so that they can build their decoding skills and improve their reading.

Literacy Intervention - for those students whose Standardized Score is below 90 and require additional support with fluency of reading and comprehension.

Speech, Language and Communication Intervention - for those students whose Standardised Score falls below 84 on the screener or who have been identified as requiring additional support through their Education, Health Care Plan (EHCP) or who have been involved with SALT previously and require ongoing support. The intervention is for students whose foundational speech, language and communication skills are not yet secure which makes it difficult for the student to follow instructions, ask for help, and understand social situations.

Pre-Teaching Interventions - for those students identified through EHCPs who require additional support to acquire, understand and apply new vocabulary across the curriculum. The intervention will also consolidate learning from previous lessons and prepare students for new learning.

Positive Start - for those students that require additional support to settle into the school day, focusing on strategies to manage emotions, building resilience and target setting. These students are identified via Pastoral team, Head of Year, SEND Team and in-school Early Help Lead.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

7. Specialist interventions

At Five Acres High School, we work in partnership with a range of external agencies and they will support the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom. Any recommendations from external services

such as Speech And Language Therapist, Advisory Teaching Service or Educational Psychology Service, to enhance provision or support in the classroom are incorporated into pupil passports.

We have two Teaching Assistants trained as Emotional Literacy Support Assistants, who receive regular training and supervision from the Educational Psychology Service. This enables them to work with individual students on areas such as friendships, identifying emotions, managing emotions and support with recognising feelings and strategies to help manage and calm feelings of anxiety.

Interventions are reviewed at least every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, further advice will be sought from the external agency and the necessary changes will be made to the intervention.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a pupil passport or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

9. Adaptations to the learning environment

At Five Acres High School we have one open plan space available within SEND, that provides an area for interventions and is available at social times (before school, break and lunch - supervised) for those students that may require additional support at these times, due to SEN needs or vulnerabilities. This room is not staffed at any other time, so can only be used when the student is accompanied by a trusted adult.

10. Adapted curriculum pathways

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

11. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENDCo to review pupils' progress. Assessment and review is therefore built into whole-school processes.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed.

Outcomes are reviewed through pre- and post-intervention assessments, evidence and feedback from class teachers and Teaching Assistants and assessment data.

Pupil passports and Learning Support Plans for My Plan+ and EHCP students are reviewed three times per year with both the parent/carer and child's input, via our online meeting platforms. A range of

leaders contribute to the assessment and review of pupils' progress. Throughout Year 11, Raising Standards Leads review the data of all students and, in liaison with Heads of Department, evaluate pupil progress against attainment targets. During Team Around the Child (TAC) meetings, Behaviour Leads and Safeguarding staff work in partnership with the SENDCo to review progress and support strategies. Regular meetings are also held between the SENDCo and Attendance Leads to discuss attendance concerns, support in place, and agreed plans and actions.

For a small number of pupils who require a more bespoke pathway, the SENDCo will work in partnership with teachers to assess and review progress against individualised targets.

A small minority of students may require Alternative Provision or off-site-education, if this is deemed appropriate and essential for the needs of the child, in order for them to make progress. In these situations, regular engagement with the provider is in place via email, face to face meetings with the provider and the student and face to face meetings with staff from the provision, parent and key workers at Five Acres to discuss progress and next steps.

12. Consulting and involving pupils and parents

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. In addition to the activities aimed at all parents, Five Acres High school also runs a SEND Engagement coffee morning, which provides parents with the opportunity to talk to SEND professionals including Preparing for Adulthood Team, Local Offer, Parent/Carer Forum, The Employment and Skills Hub and Beezee.

In relation to transition, the SENDCo will attend Year 5 and Year 6 EHCP reviews. Alongside this, meetings are arranged with the SENDCo and/or the Year 6 class teacher from each primary school transitioning SEN students to Five Acres High School. An additional SEND day is offered at transition in the Summer term, where a parent meeting is also held on this day. For those who are most vulnerable, a 1:1 tour and meeting can be arranged.

13a. Supporting pupils moving between phases / transition

In-year admissions are inducted through our admissions officer. If it is highlighted that a child has SEND, information is shared with the SENDCo and a potential meeting is arranged to discuss need and support. Previous schools will be contacted to collate the relevant information to support the creation of pupil passports.

EHCP transfers are discussed via a meeting with the local authority and we encourage and welcome parents/carers to come into Five Acres High School and meet with the SENDCo.

Pupils will complete an English and Maths assessment on arrival to inform group settings and to determine if any further intervention is required.

Post-16 transition is supported with the Preparing for Adulthood Team (PfA) and local post-16 providers, who are invited to EHCP reviews, from Year 9 onwards. They provide advice and guidance on courses and grades required, as well as information as to how the student would be supported. The PfA Team provides information on how they can support pupils with travel, building confidence in the community to help develop independence ready for transition.

13b. Preparation for adulthood

Pupils with special educational needs receive enhanced careers support. Visits to post-16 colleges as well as access to careers events, to support pupils with SEND to make informed choices.

From Year 7-10 Five Acres High School engages with the PfA Programme. This is based around Healthy Eating, Mental Health, Road Safety, StreetWIZE and Platform Rail education. Sessions are delivered in

school as well as at the SKILLZone in Gloucester. The PfA Team works closely with Five Acres High School and can also provide bespoke support to individual pupils or groups.

In Year 11 EHCP students can be referred to PfA for support with Travel Training to post-16 placements.

14. Training for staff

Our SENDCo is an experienced teacher who has completed her National SENDCo Award qualification.

Some staff also receive additional training in a particular specialism, such as Teaching Assistants who are trained as Emotional Literacy Support Assistants. The school prioritises time for the SENDCo to be able to work alongside other staff in the school to build expertise in the classroom, for example, through weekly SEND spotlight sessions. There is also a team of TAs who receive regular training with a particular focus on verbal scaffolding and adult-child interactions.

SEND-specific training has been delivered on the following areas: ELSA, Read, Write, Inc, Direct Instruction Corrective Reading, Attention Deficit Hyperactivity Disorder (ADHD)/Autism Spectrum Disorder (ASD), Teaching Strategies to Support SEND, Introduction to Emotional Coaching, Social Stories, Barriers to Learning and strategies to overcome, Adverse Childhood Experiences.

15. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with statements of SEN or EHCPs

16. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our academies and societies and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to go on all of our residential trips. All students are encouraged to take part in all aspects of school life including sports day, the school production, the Duke of Edinburgh award and all other events. No student is ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and remove any barriers to participation.

17. Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Our Personal, Social, Health, Economic (PSHE) curriculum
- Access to a supervised area at social times to engage with other students calmly and engage with board and card games
- Social Skills intervention
- Positive Start intervention led by Emotional Literacy Support Assistants
- Emotional Literacy Support Assistant interventions

The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

All pupils with special educational needs are encouraged to be part of the School Leadership Team as well as to take part in any and all academies and societies and our Character Education Programme.

There is a zero tolerance approach to bullying.

18. Pupils with disabilities

Five Acres High School comprises several buildings joined over time. It is a range of single and two-storey buildings of mixed age. There are two access lifts positioned in the two-storey buildings and all buildings have wheelchair access via ramps and widened doorways. Our SEN student base, and base for Teaching Assistants, is a separate, single storey building named Hopewell.

Please see our Accessibility Plan: <https://www.5acreshighschool.co.uk/content/?pid=320&contentid=14>

19. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo or Headteacher in the first instance. They may then be referred to the school's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

20. Contact details of support services for parents of pupils with SEN

Support for families with SEND - Gloucestershire's Local Offer for Parents & Carers The Local Offer is a central source of information on services for children and young people aged 0-25 years with Special Educational Needs and Disabilities (SEND) and their families in Gloucestershire. It includes specialist activities and support.

https://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_1