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EXCELLENCE

GREENSHAW HIGH SCHOOL

Greenshaw High School

SEN Information Report

Greenshaw High School is part of the Greenshaw Learning Trust.

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Greenshaw 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: Associate Assistant Headteacher Director of Inclusion/SENCO

This report was reviewed and updated on: 19 January 2026

This report was approved by the School Governing Body on: 28 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: Associate Assistant Headteacher Director of Inclusion/SENCO*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with [your child's tutor and Year Team](#) in the first instance. Should you wish to speak to the Inclusion Team directly, please contact inclusion@greenshaw.co.uk

For further support, Sutton's local offer is published here:
<https://suttoninformationhub.org.uk/pages/send-local-offer>

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1. School Context

Greenshaw 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:

- Communication and Interaction
- Social, Emotional and Mental Health
- Cognition and Learning
- Sensory and/or Physical Needs

Greenshaw High School also has a Speech and Language Resource Provision, which provides those students who have a high level of speech and language needs with specialist, on-site support to engage with their mainstream lessons.

Placement of a student in the Speech and Language Resource Provision is the decision of Sutton Local Authority in consultation with the school. To be considered for the Resource Provision, students must have an Education Health Care Plan (EHCP) for speech, language and communication needs, specifically, language disorders.

For more information about the Resource Provision, please read the provision statement which can be found [here](#).

2. Whole-school approach to inclusive mainstream offer

Our school is inclusive by design, utilising a comprehensive Graduated Response framework to ensure support is proactive and accessible to all students. This framework is designed to ensure that the intensity of our support matches the complexity of a pupil's need. By using this approach, we ensure that school resources and specialist expertise are allocated where they will have the most significant impact, providing the right support at the right time.

The Graduated Response is built on the principle that all pupils are entitled to a high-quality, inclusive education. We prioritise universal provision - strategies that benefit everyone but are vital for some - before moving to more intensive, targeted support. By starting with a strong universal offer and only escalating provision when evidence requires it, we ensure that students with SEN remain an active, visible, and integral part of our school community.

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 work in close partnership with families and local primary settings. Many pupils with special educational needs are therefore identified through the transition and induction process, ensuring that support is proactive rather than reactive. On entry, we assess each pupil's current skills and levels of attainment, which builds on data from previous settings and Key Stages. To ensure we have a precise baseline, we carry out additional diagnostic tests for any pupil scoring below a standardised score of 90 in their reading and maths assessments.

Class teachers make regular assessments of progress for all pupils. We look beyond raw attainment, using whole-school data - including attendance and behaviour patterns - to identify pupils who may require additional support. Specifically, we identify pupils 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 or widens that gap.
- Demonstrates high levels of dysregulation or significant social needs.

We recognise that identifying a need is a collaborative process. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN; instead, it triggers a period of closer monitoring and adaptive teaching.

If a teacher or tutor identifies a persistent barrier that is not being removed by inclusive classroom strategies, they share these concerns through our internal referral systems, which are reviewed by the Inclusion Management Team, who meet weekly.

Where a parent or carer has a concern about their child, we ask that they speak with the class teacher or form tutor in the first instance. This allows us to undertake appropriate observations and assessments to determine the next steps in our graduated response.

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

Teachers are responsible and accountable for the progress of all pupils in their classes. High-quality, inclusive teaching is our primary response for pupils with SEN, rooted in the daily, intentional practice of the classroom teacher.

To create inclusive classrooms, we use powerful routines and relational approaches to build a predictable environment where 100% participation is expected and supported. When organising instruction, teachers use supportive strategies - such as explicit modelling and breaking learning into small steps - to manage cognitive load and ensure instructions are clear for every learner. Finally, through adaptive expertise, teachers use their knowledge of the class to make 'in-the-moment' adjustments, ensuring the curriculum remains accessible with the right level of challenge and support provided as needs arise during a lesson.

While these universal strategies benefit everyone, we move through the Graduated Response to provide greater intensity for those who need it most. For example, teachers use the same evidence-informed strategies found in our universal provision but apply them with greater intensity and frequency; informed by the Inclusion Register, baseline assessment data, and school systems, staff identify which high-leverage techniques will make the most significant difference for an individual student to ensure they receive tailored support and closer guidance within the lesson.

If evidence indicates that this intensified classroom support alone is not enough to secure progress, students may be offered a planned cycle of time-limited, targeted provision coordinated by our Inclusion team. This department is designed to facilitate, rather than replace, a student's participation in mainstream school life; it is a dedicated resource used to empower students with the independence to remain an active, visible, and integral part of their peer group and the wider school community.

5. Adaptations to the curriculum for pupils with SEN

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising access to the broadest possible curriculum. At Greenshaw, adaptations are used as a bridge to ensure that all students, regardless of their starting point, can engage with an ambitious curriculum.

Our curriculum is designed to be flexible, allowing teachers to adjust their delivery, teaching style, and lesson content to meet the specific profile of their class. These adjustments are communicated to staff via the Inclusion Register to ensure the majority of pupils can access the full breadth of the curriculum. We prioritise flexible grouping within the classroom so that students are not limited by fixed labels, allowing teachers to provide targeted support and closer guidance during lessons while maintaining peer socialisation. Teachers adapt their delivery through high-quality instruction, modelling, and adaptive expertise to reduce barriers for pupils with SEN.

Greenshaw makes use of resources which allow us to make reasonable adjustments to enable students to access the curriculum, including using recommended aids, such as laptops, coloured overlays, modified font, and other methods as appropriate. Where a laptop is provided to access specific tools, pupils receive intervention support to ensure they have the skills to use the technology effectively and efficiently. If specialist equipment is required, Greenshaw will use their best endeavours to make appropriate reasonable adjustments to meet the individual's needs.

6. Targeted interventions

At Greenshaw, our approach to inclusion means that every interaction is an intervention. While this support begins in the classroom through high-quality teaching and intensified strategies, we recognise that some students require further targeted, evidence-informed interventions delivered outside of the classroom. These sessions are designed to be additive, working alongside a student's regular curriculum to provide the extra layers of support needed to succeed within the wider school community.

In keeping with our inclusive whole-school approach, these interventions are a shared responsibility. While the Inclusion team coordinates specific programmes, delivery is a collective effort involving staff from across the school. The Inclusion Management Team - comprising senior leaders, the SENCO, and pastoral specialists - identifies pupils for these interventions through a robust review of assessment data, progress trends, and indicators such as attendance or behaviour patterns. We review the impact of these interventions every half-term against specific targets. If a student is not making the expected progress, we respond flexibly by adjusting the frequency, the delivery method, or the nature of the intervention.

Support is allocated based on a student's individual barriers to learning rather than a diagnostic label, informed by baseline assessment data. For academic support, we use research-informed interventions such as Corrective Reading and Corrective Maths, which provide explicit, systematic instruction for pupils who need to build their decoding and numerical skills. For pupils requiring support with neurodiversity, social communication, or emotional regulation, we provide a mixture of small group or 1:1 sessions. These focus on building functional skills and resilience, ensuring students feel confident and capable throughout the school day.

7. Specialist interventions

A central part of our specialist offer is the Speech and Language Resource Provision, staffed by two Speech and Language Therapists, and a Highly Specialist Speech and Language Therapist & Resource Provision Lead. While the Local Authority determines formal placement within the Resource, our on-site therapists also fulfil the specific statutory requirements for students across the wider school who have Speech and Language Therapy (SALT) detailed in their Education, Health and Care Plan (EHCP).

In addition to our speech and language provision, we work with an external Occupational Therapy (OT) service to deliver specialist support. This service is primarily focused on fulfilling the statutory provision outlined in students' EHCPs. These specialists are integrated into our school community, ensuring that students requiring SALT or OT receive their provision from experts who understand the Greenshaw context. This model allows for tailored, high-level support that is precisely aligned with students' individual developmental requirements and the specific provisions set out in their Plans.

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

We work closely with a network of external specialists, including the Educational Psychology Service, the Hearing and Visual Education Service, and CAMHS, to ensure students access the right expertise at the right time. Referrals are made when a student has already received sustained, intensive school-based support, and the Inclusion Management Team (IMT) identifies that additional expert advice is needed to further tailor their provision. Our focus is always on adapting support so that students can successfully access the curriculum alongside their peers.

Our approach is built on proactive, multi-agency collaboration. Every half-term, we hold dedicated review meetings for students with the most complex needs, involving the Inclusion Lead from the Local Authority. This partnership has strengthened our professional network, fostering a culture of shared expertise and innovative, evidence-led solutions. The IMT reviews the progress of these students at least half-termly to ensure support remains dynamic and effective.

When we receive specialist recommendations, our Inclusion team synthesises this advice within the context of our mainstream environment. We use our professional expertise to implement these suggestions realistically, ensuring they provide meaningful support while maintaining the student's full participation in school life. Strategies are then shared with teaching and pastoral staff and integrated into our whole-school approach. By aligning specialist advice with our core educational offer, we ensure that external recommendations enhance, rather than replace, a student's access to high-quality classroom learning.

9. Adaptations to the learning environment

We are committed to providing a learning environment that is physically accessible and supportive of our students' diverse needs. Our school site is equipped with facilities to support physical access, including lifts and designated wheelchair-accessible areas. Beyond structural access, we provide a range of specialised tools to remove barriers within the classroom, such as assistive technology, sensory aids, and enlarged resources. We work closely with external partners to secure specific equipment required to ensure every student can engage fully with their learning.

The Inclusion Department provides a purposeful environment designed for planned, time-limited intervention delivery, such as 1:1 sessions and small group work. Staff are available in these structured spaces to ensure time outside the mainstream classroom remains productive and focused on specific developmental or academic goals. For a very small number of students, this may include a short, time-limited break to regulate; however, this is carefully coordinated through our graduated approach, limited to twice daily, and determined by specific needs identified within the school environment.

10. Adapted curriculum pathways

At Greenshaw High School, we believe the vast majority of our students should access a broad and balanced mainstream curriculum through high-quality classroom adaptations. However, for a very small number of students whose specific needs require a more bespoke approach, we offer enhanced curriculum pathways.

Enhanced Provision classes, taught by expert teachers, are available in core subjects across all years, with some humanities subjects included from Year 9 onwards. These lead to alternative pathways that allow students to achieve meaningful qualifications suited to their progress. To maintain high standards, the SENCO and Deputy SENCO work in close partnership with Senior Leaders and Heads of Department to monitor the quality and impact of this provision.

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. Where more targeted or specialist support is required, leaders - including Raising Standards, Pastoral, and Attendance Leads - work in partnership with the SENCO to review progress. Assessment and review is therefore built into whole-school processes.

To support this, Greenshaw High School maintains three levels of support and action, dependent on the individual's needs:

High Quality Teaching

We use our best endeavours to ensure there is high quality teaching to remove barriers to learning in the first instance. Class teachers, supported by the SENCO, employ and adapt strategies to support pupils within the classroom. To ensure these adaptations remain effective, teachers complete a half-termly review of the strategies they use in class for students requiring targeted support. This is underpinned by a comprehensive professional development programme focused on inclusive classrooms. Grouping arrangements are organised carefully to maximise learning, and additional adults may be used to help students develop their independent working skills.

SEND Support (K)

Where it is identified that a student is not making progress despite in-class adaptation, the teacher and SENCO conduct a full assessment of needs, drawing on outside agencies and incorporating parent, carer, and pupil views. If an intervention is implemented, it is reviewed termly with a clear record of outcomes and actions shared with all stakeholders. This process evaluates the effectiveness of the intervention for the individual. During this stage, Specialist Teaching Assistants may be deployed to deliver time-limited 1:1 or small-group interventions for specific barriers to learning.

Education, Health and Care Plan (EHCP)

If it is deemed that further support is required beyond SEND Support, parents or carers may request an EHC needs assessment from the Local Authority. For students with an EHCP, Greenshaw uses its best endeavours to meet the outlined needs, following the same rigorous termly review process as SEND Support to evaluate progress against statutory targets.

Learning Support Assistants (LSAs) are deployed strategically in the classroom to support the teacher and the student, ensuring full participation in the curriculum.

To maintain high-level oversight of these three levels, the Inclusion Management Team reviews and amends the Inclusion Register for each student on a termly basis. This ensures that the support provided remains dynamic and accurately reflects the specific needs identified within the school environment.

12. Consulting and involving pupils and parents

At Greenshaw High School, we believe that the most effective support is built on a strong partnership between the school, the student, and their family. We ensure that parents and carers of children with SEND are fully integrated into our whole-school parental engagement strategy, while also providing additional opportunities for collaboration where appropriate.

When identifying whether a student requires special educational provision, we initiate an early discussion with the pupil and their parents. These conversations are vital to ensure that everyone develops a clear understanding of the student's strengths and differences, that parent concerns are central to our planning, and that there is a shared agreement on the sought outcomes and next steps. For some students, this may involve the creation of a Learning Plan, which is reviewed termly to monitor progress and adjust support. To remain accessible to all families, we utilise a range of communication methods, including online technology, to supplement face-to-face meetings.

Student voice is captured during the initial identification process and throughout the termly review cycle, ensuring that the student's own perspective on their learning is considered when we update their strategies on the Inclusion Register. For students with more complex needs, our enhanced transition and induction procedures provide extended opportunities for parents to collaborate with staff well before the student starts their journey at Greenshaw, ensuring a consistent and supportive bridge between home and school.

12a. Supporting pupils moving between phases / transition

Transition to High School (Year 6 to 7)

Our transition process begins with early academic screening. We invite Year 6 pupils into the school to complete baseline assessments prior to their arrival. We then conduct follow-up assessments to determine whether any academic interventions are required prior to entry, ensuring that support is in place from day one.

The data from these assessments, alongside primary school visits, directly informs our Transition Inclusion Management Team (IMT) meeting. This dedicated forum allows us to identify students who may require non-academic interventions and to co-construct personalised transition packages for pupils with more complex needs.

For our most vulnerable pupils, we offer an enhanced package that includes an extra transition afternoon led by the Inclusion Team. This is in addition to the universal offer of an assessment day, induction day and Year 7 Welcome Evening provided to all new starters.

Key Stage 3 to Key Stage 4

As students move into Year 9, we ensure those with SEND are supported through the subject pathways process. In addition to universal pathways evenings, we provide small group and/or 1:1 discussions to ensure students fully understand their choices. Where needed, a staff advocate is provided to support the student during conversations with pastoral staff, ensuring their academic profile and personal interests are balanced effectively.

12b. Preparation for adulthood

At Greenshaw High School, we enrich our careers support for a specific cohort of students to ensure they are equipped for life beyond secondary school. For pupils with identified needs, we provide bespoke guidance to help them navigate the transition to Post-16 education or employment. This enhanced support includes access to careers events and professional advice that considers the student's specific strengths and aspirations, as well as targeted assistance with completing college or university application forms and crafting professional CVs. To build the communication skills and confidence required for the professional world, these students also receive dedicated interview practice.

To support informed decision-making for these pupils, we facilitate visits to Post-16 colleges and vocational providers for a targeted group of pupils. These opportunities allow students to experience different environments and understand the various pathways available to them. By working closely with parents and future providers, we ensure that the progress made at Greenshaw serves as a foundation for a successful and independent adult life. This tailored approach ensures that students with more complex requirements receive the intensive preparation necessary to make a smooth and confident transition into adulthood.

13. Training for staff

At Greenshaw High School, we prioritise professional growth that aligns whole-school teaching strategies with the specific needs of pupils with SEND. This ensures that every member of staff understands the vital links between universal classroom approaches and targeted support.

Leadership and Specialist Expertise

The Inclusion Team is led by the Associate Assistant Headteacher (Director of Inclusion & SENCO), who brings five years of leadership experience within the department. The Deputy SENCO works in close partnership with the Director to manage the operational running of the school's provision. Reflecting our commitment to high professional standards, both the Director and Deputy SENCO are currently nearing completion of the NPQ SENCO qualification.

To provide targeted expertise across the broad areas of need, the department features five Inclusion Managers. Each manager possesses deep expertise in their field and leads a dedicated team responsible for the delivery and implementation of interventions:

- **Deputy SENCO:** Responsible for Cognition and Learning, including EAL.
- **Speech and Language Resource Provision Lead:** Responsible for Communication and Interaction.
- **SEMH Lead:** Responsible for Social, Emotional and Mental Health.
- **Autism Support Lead:** Responsible for specialized autism provision.
- **Inclusion Coordinator:** Responsible for Physical and Sensory needs.

Our on-site clinical support is equally robust, featuring two fully trained Speech and Language Therapists, including a Highly Specialist Band 7 therapist. Additionally, we employ an Access Arrangements Coordinator holding a Level 7 qualification in Psychometric Testing and Assessment, allowing us to conduct internal testing and secure formal JCQ access arrangements.

Integrated Professional Growth

Professional growth at Greenshaw is a collaborative, research-led endeavour directed by the Deputy Headteacher and Director of Greenshaw Research School, in partnership with the SENCO. This partnership ensures that our Graduated is a school-wide framework for effective pedagogy.

All staff engage with our Great Teaching Framework rooted in Inclusive Classrooms, which emphasises powerful routines, 100% participation, and supportive strategies for cognition and learning. This

approach ensures that inclusion is lived daily in every classroom, pre-empting needs before they escalate. Through a whole-school coaching model and half-termly coaching groups, staff build a shared understanding of these evidence-based strategies, ensuring that the majority of pupils' needs are met through high-intensity, universal teaching.

In addition to whole-school professional growth, we facilitate individual student forums for pupils with more complex needs. These sessions are led by the Inclusion Team to co-construct bespoke classroom and pastoral strategies that go beyond the standard profiles on the Inclusion Register. These forums provide a collaborative space for staff to deep-dive into a student's specific barriers and align their practical response. To maintain high clinical and pedagogical standards, all teaching staff receive speech and language training upon joining the school, with mandatory refreshers every three years.

While all staff benefit from the research-led professional growth programme, the Inclusion Team also accesses its own tailored professional growth programme. This enhances the intensive support they provide, ensuring that our specialist interventions are delivered by staff who are equipped to maintain high-quality provision for our students with the most complex needs.

14. Evaluating the effectiveness of SEN provision

At Greenshaw High School, we employ a multi-layered approach to evaluate the effectiveness of our SEND provision. This ensures that interventions are evidence-informed, and directly responsive to student needs, aligning our inclusion work with the school's wider commitment to academic excellence and pastoral care.

We evaluate the impact of our provision through the following mechanisms:

- **SEND Progress Reviews:** For pupils engaged in sustained, intensive intervention support, we conduct rigorous reviews of individual progress toward their specific targets each term. For students with Education, Health and Care Plans (EHCPs), this includes formal Annual Reviews to ensure provision remains fit for purpose.
- **The Inclusion Management Team (IMT) Weekly Review:** IMT meets weekly to review pupil needs in response to teacher referrals. This allows for a continuous "assess-plan-do-review" cycle where the impact of current support is evaluated and adjusted in real-time.
- **Intervention Impact Analysis:** We systematically review the impact of specific interventions to ensure they are delivering the intended outcomes. This includes analysing data from targeted academic support as well as non-academic frameworks.
- **Formal Data Collections:** Evaluation is supported by continuous teacher assessment within subject areas and formal whole-school data collections held twice a year.
- **Pastoral Oversight:** Each Year group is overseen by a **Head of Year** who monitors the progress and attainment of their cohort, supported by a Pastoral Leadership Team. They work in close partnership with the Inclusion Team to identify when provision may need to be intensified or when specific interventions are required.
- **Student Voice:** We utilise pupil surveys to gain direct feedback on how students perceive their support and its impact on their learning and wellbeing.
- **SENCO & Deputy SENCO Monitoring:** Regular monitoring by the Director of Inclusion and the Deputy SENCO ensures that the quality of provision across the department remains high and is consistently applied in line with the school's Graduated Response.

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

At Greenshaw High School, we operate under a principle of total inclusion, ensuring that students with SEND have full access to the same enrichment opportunities as their peers. This commitment extends beyond the classroom to include all before- and after-school clubs, school productions, and hallmark events such as the Duke of Edinburgh's Award and Sports Day. No student is ever excluded from these activities because of their SEND or disability; instead, we proactively implement reasonable adjustments to support their full participation.

We actively encourage students to participate in the school's enrichment opportunities. Where an activity involves a higher level of risk, we conduct individualised risk assessments to identify the necessary support and modifications required. In the vast majority of cases, these robust assessments enable students with complex needs to attend and enjoy these experiences alongside their classmates. To ensure this access is equitable, the Senior Leadership Team monitors enrichment participation data, allowing us to identify and remove any hidden barriers to engagement.

16. Support for improving emotional and social development

At Greenshaw High School, we recognise that social and emotional wellbeing is the foundation for academic and personal success. Our approach is rooted in the school's core vision: a commitment to excellence through the twin aims of high wellbeing and academic achievement. We believe that a student who feels a deep sense of belonging and safety is a student who is ready to learn.

Relational Approach and Culture of Belonging

Greenshaw employs a relational model that prioritizes self-regulation and connection rather than a punitive approach to behaviour management. We explicitly train staff to be intentional in their interactions with students, viewing every exchange as a purposeful intervention in itself.

Universal routines, such as meeting and greeting pupils on the threshold of every lesson, and relational strategies, such as Connect Before Correct, ensure that staff proactively build positive relationships that allow pupils with SEND to thrive. This culture of intentionality ensures that social and emotional support is a lived experience in every classroom, helping students develop the self-regulation skills necessary to succeed in our school.

Targeted SEMH Support

When needs exceed universal provision, our SEMH Lead coordinates bespoke support in collaboration with pupils and families. This includes:

- **Targeted Mentoring:** Emotional Mentoring Support (EMS) and self-esteem groups.
- **Social and Emotional Development:** Bespoke groups focused on social and emotional needs, such as social communication and emotional regulation.
- **Social Time Spaces:** Supervised, quiet lunchtime space during unstructured times.

Preventing Bullying and Ensuring Inclusion

Greenshaw maintains a zero-tolerance approach to bullying, underpinned by a robust Anti-Bullying Policy. We recognize that pupils with SEND can be more vulnerable to social challenges; consequently, we aim to be proactive rather than purely reactive in our support.

To address this, tutors, Year Teams and the Inclusion Team provide an additional layer of advocacy for students with SEND. We foster a culture of empathy through our relational approach, while simultaneously using social data and regular "check-ins" to identify and address social difficulties early. Through a strong staff presence during non-structured times and a targeted PSHE curriculum, we ensure that students with SEND are supported to be active, visible, and safe members of our community.

17. Pupils with disabilities

At Greenshaw High School, we are committed to ensuring that students with disabilities have equitable access to every aspect of school life. Our approach is defined by an anticipatory duty, where we identify and remove potential barriers before they impact a student's learning or wellbeing. This ensures that disability is never an obstacle to academic success or personal development.

We welcome the admission of pupils with disabilities and work closely with families and previous settings to facilitate a successful start. Our admission arrangements include enhanced transition activities designed to fully understand a pupil's specific needs. This pre-admission planning allows us to implement bespoke actions, such as environmental adjustments or specialist staff training, ensuring the pupil can access a mainstream education as fully as their peers from their first day.

The school site is maintained to support physical inclusion, featuring lift access to multi-storey areas and designated wheelchair-accessible routes. Where a student's provision requires specialist furniture or equipment, we work to ensure these are in place to support their learning.

Our commitment to equality is formalised in the school's Accessibility Plan, which outlines how we increase access to the curriculum, improve the physical environment, and enhance the delivery of information to disabled pupils. This plan is reviewed regularly in accordance with our duties under the Equality Act 2010. You can access our Accessibility Plan on the school website Policies page [here](#).

18. Complaints about SEN provision

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

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

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

There are local and national organisations who parents can contact if they require support:

Sutton Information, Advice & Support Services (SIASS)

Email: sutton@sias.co.uk

Telephone: 020 8323 0462

Further support can be found by accessing Sutton's Local Offer, published here:

<https://suttoninformationhub.org.uk/pages/send-local-offer>