

# Pye Green Academy

## Special Educational Needs and Disability Information Report

### 2026/2027

At Pye Green Academy, we believe that all of our children are individual and unique. Through meeting the needs of every child in our care, we develop confident and resilient learners with a love of learning ready to explore opportunities outside of their comfort zone. In doing so, they also develop wider life skills that can be used to underpin future development.

We offer pupils three levels of support according to their individual needs.



[Click here to access our school website](#)

[School SEN details- Staffordshire County Council](#)



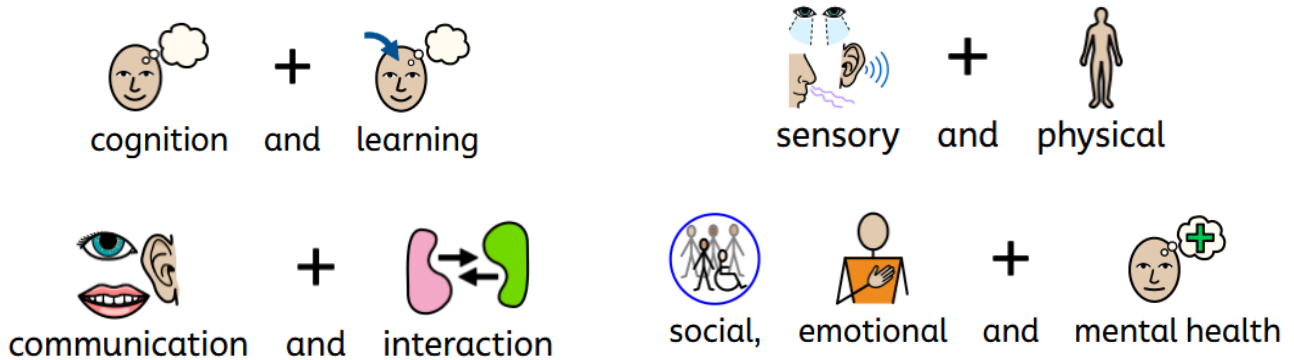
Our School Values



**GREENHEART**  
LEARNING PARTNERSHIP

## What types of SEN do Pye Green Academy provide for?

In the SEND Code of Practice 2014, needs are categorized into four areas.



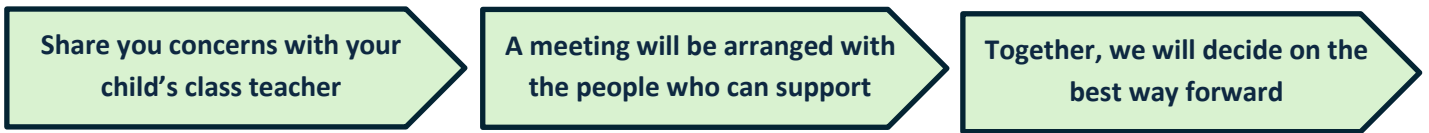
At Pye Green Academy, we can cater for a wide range of special educational needs. Class teachers, teaching assistants, parents/carers, our pastoral team, SENDCo (Special Educational Needs Co-ordinator) and senior leaders all work together to support pupils to reach their potential.



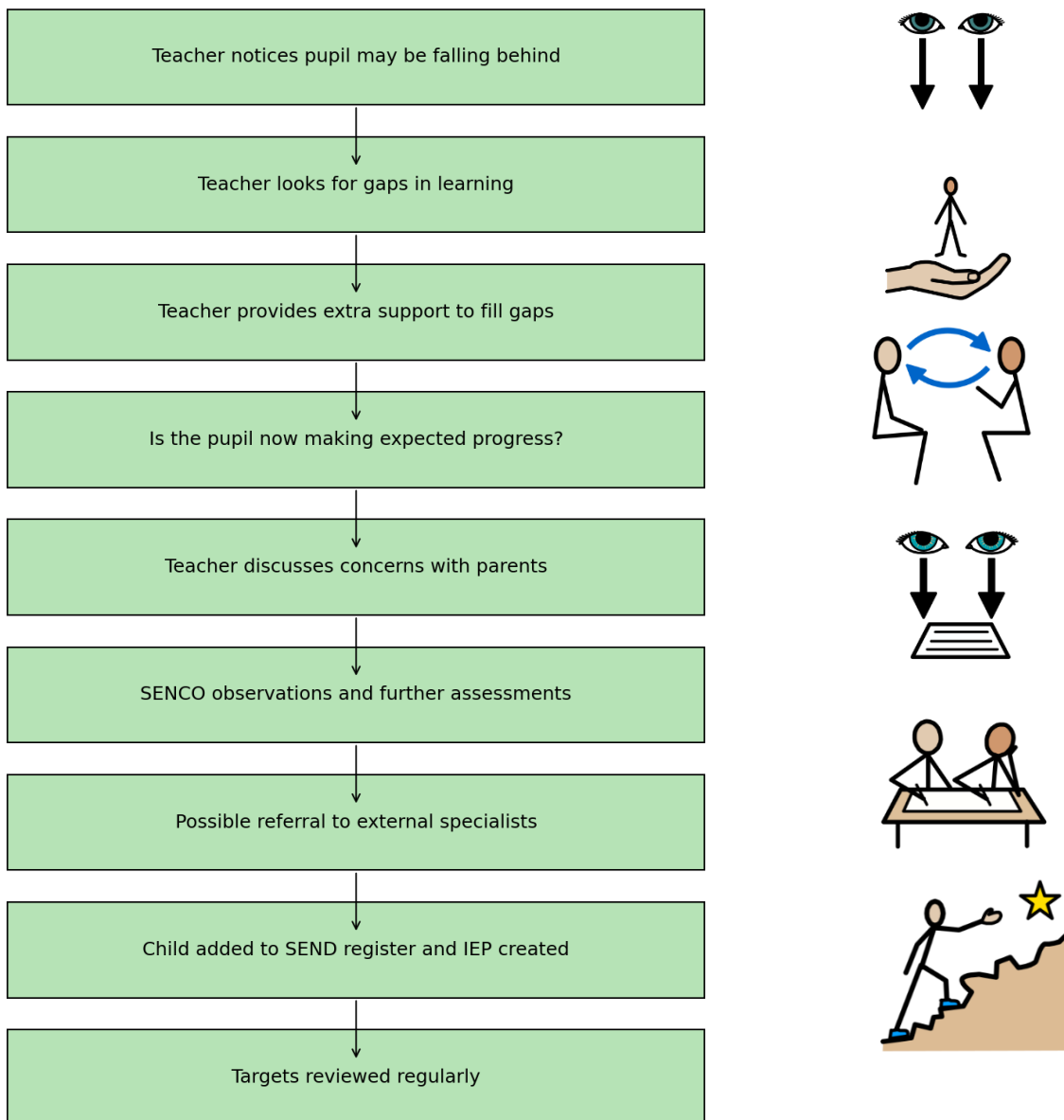
***“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists they become the best that they can possibly be.”***

*Rita Pierson*

## What should I do if I think my child has SEN?

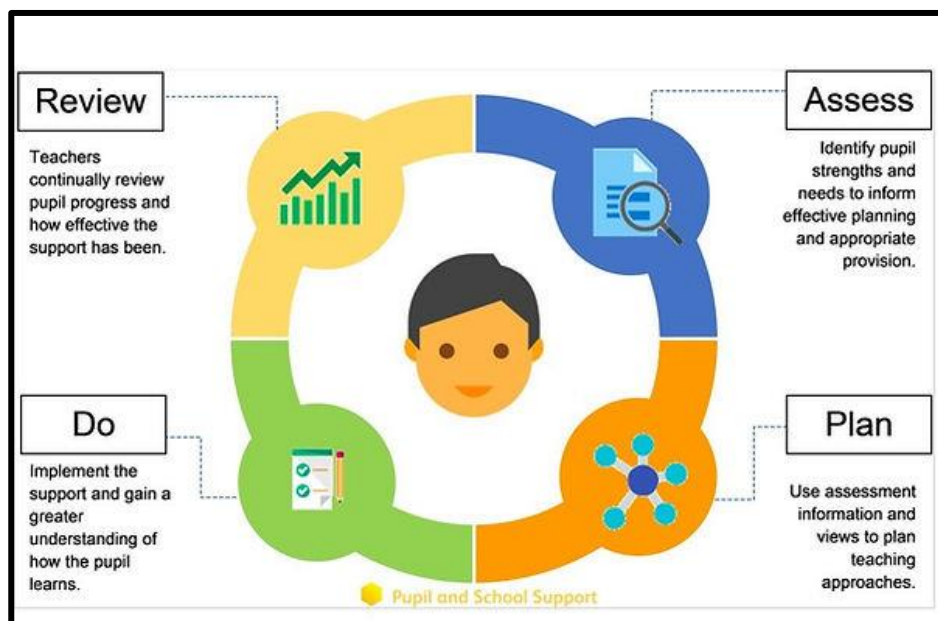


## How will the Pye Green Academy staff know if my child needs support?



## How will progress be measured?

As a school we will follow the Graduated Response Approach of ‘assess, plan, do and review’ to monitor and track progress for pupils.



In addition to the work in the classroom, teachers and teaching assistants will use a variety of assessment methods to assess progress.

Results of any assessment will be shared with you and explained. Advice from external professionals will be included in the process above.

## How will we be involved in decisions made?

termly questionnaires	sharing of each IEP review/new targets	termly parents' evenings
meetings when required	paperwork shared	annual report
notes/minutes from meetings	progress shared / pupil voice	joint referrals made with parents

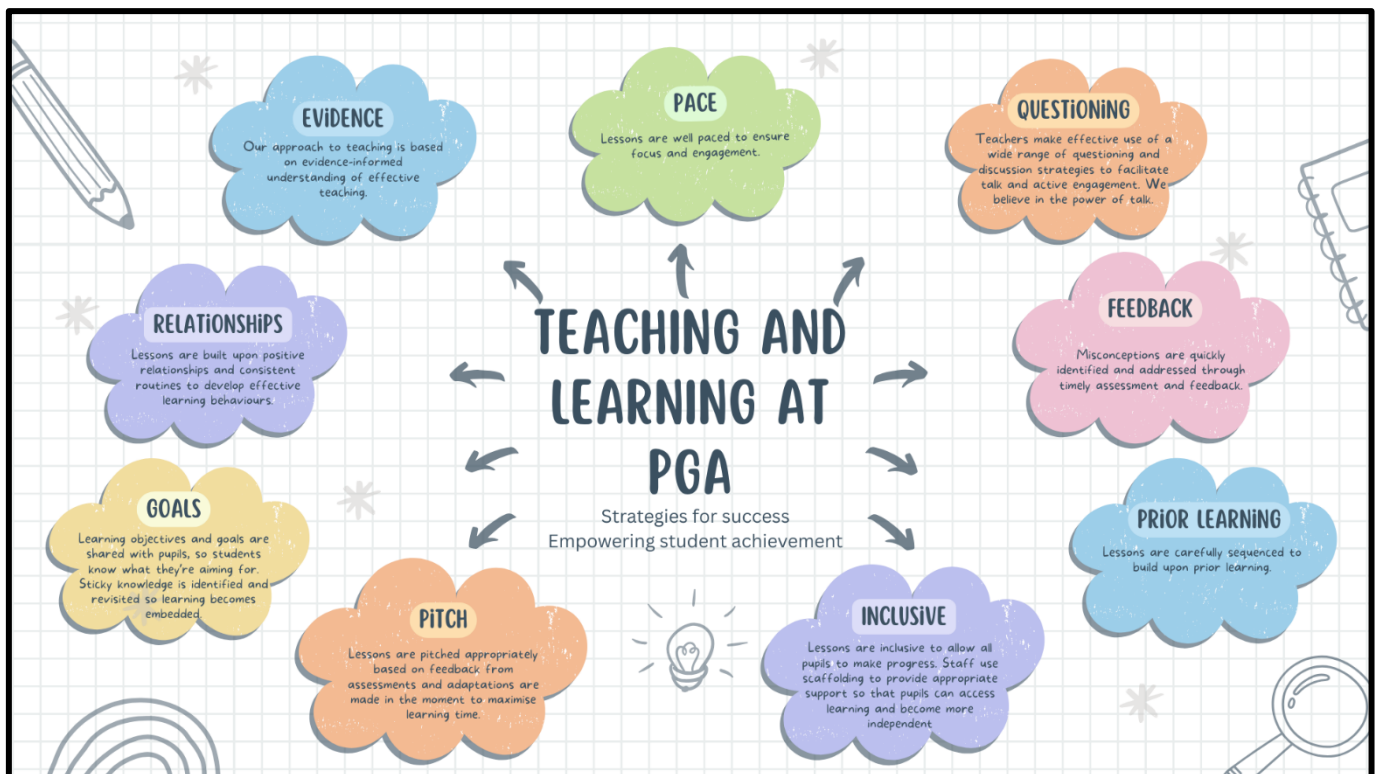
# What can I expect from the teaching at Pye Green Academy?

“Every teacher is a teacher of SEND”

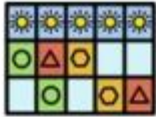
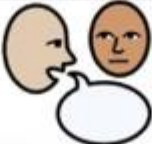

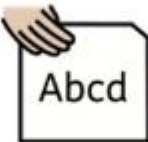




SEND Code of Practice 2014

“Good teaching for pupils with SEND is good teaching for everybody”

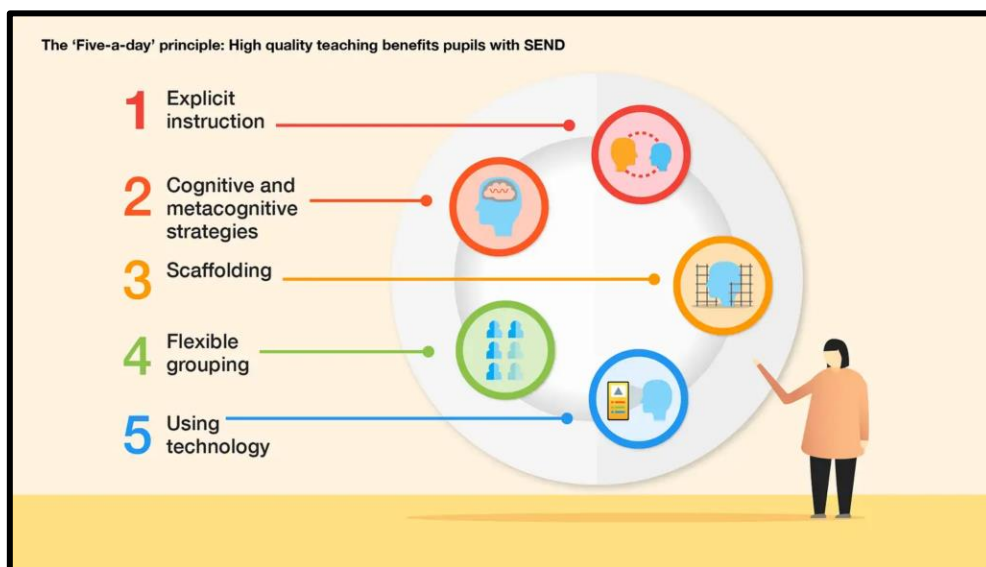
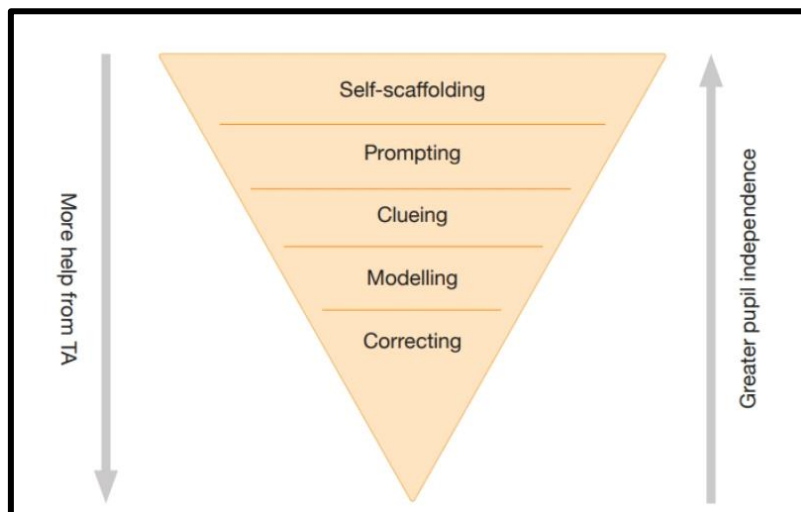
We believe that high-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. When you walk into an inclusive classroom at Pye Green, you will be able to tell straightaway. It’s in relationships, communication and the learning environment and it is there for all of our pupils. Our universal offer for all pupils includes the following:



In addition to the universal offer, staff will select appropriate methods for individual pupils. These may include:

		
Visual timetables	Task boards	Buddy System
		
Assistive technology (Clicker & Talking Postcards)	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Checklists	Fidgets	Quiet spaces
		
Ear defenders	Timers	Explicit instruction
	<b>ABC</b>	
Overlays	Enlarging text	Radio aids



Ongoing training for all staff closely aligns with theories of learning designed to support all pupils. Staff incorporate various elements into their lessons including the 'Five-a-day' principle and the use of 'scaffolding' as a guide when interacting with pupils and encouraging independence.



At Pye Green Academy, we make sure all pupils feel happy, supported and included. Pupils with SEN are encouraged to take part in school life, including joining committees, such as the school council, and clubs that help them build confidence, teamwork and friendships. We offer extra pastoral support through regular check-ins with a trusted adult, small-group nurture sessions and opportunities for children to share their thoughts and feelings in a calm, supportive space. We always

listen to the views of pupils with SEN and involve them in decisions about their learning in ways that suit them best. Our school has a clear zero-tolerance approach to bullying, and we work hard to prevent it through our PSHE lessons, assemblies, close supervision at breaktimes and strong support systems for any pupils who may feel vulnerable. Our aim is to ensure every child feels safe, valued and understood.

Regular training, both within school and through external agencies, has created a wealth of SEND knowledge and expertise across school.

			
Play Therapy	Intensive Interaction	Colourful Semantics	Bucket time
			
Autism (Level 1)	Makaton – Level	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Bereavement Support	Nurture support	Speech and Language
			
Dysregulation	Attachment	Reading Support	Sensory needs
			
ADHD	Safeguarding	Writing support for SEND	Sensory Circuits

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## What support will there be for transitions between classes or settings?

### **Nursery to Reception**

Each summer term, we invite new Nursery and Reception families to a parent and carer session where you can meet the class teacher and SENDCO. We then hold 'stay and play' sessions later in the term so children can get to know their new environment before starting in September. As children move into Reception and through each year group, we support families through meetings, information leaflets, transition plans and taster sessions to help them feel confident and ready for their next class.



### **End-of-Year Transition**

When children move up a year, the new class teachers hold a welcome meeting (Meet the Teacher Session) for parents/carers. We also hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share support plans.



### **Secondary Transition**

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Additional meetings and visits to the high school can be arranged for those pupils who need it. All SEND records will be transferred to the high school before pupils begin in Year 7.



### **Mid-Year new starters**

When we are aware that pupils joining us from other settings may also have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place. Senior leaders and the SENDCO will liaise with the child's previous school and involved external agencies as required.



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## **What support is in place for looked-after and previously looked-after children with SEN?**

Miss Burnett is our Looked After Children Co-ordinator. She will work with staff and senior leaders to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.



Looked-after pupils will also have a personal education plan (PEP) and Miss Burnett will attend these meetings alongside carers and social workers.

## **How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

At our school, we warmly welcome applications from all children, including those with special educational needs (SEN) or a disability. Our admissions process is designed to be fair, supportive and inclusive. If a child has an Education, Health and Care (EHC) plan that names our school, we will offer them a place before any other places are allocated. For all other applications, our usual admissions criteria apply; however, these are carefully written to ensure that no child with SEN or a disability is disadvantaged in any way. We look closely at each child's needs so we can plan any reasonable adjustments needed to help them settle in and succeed. Our aim is to make sure every prospective pupil has an equal opportunity to join our school and thrive.

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## What other support can we access as a family from school?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Our Pastoral Team have access to a wide range of services and will be able to support you through our *'Early Help Offer'*.

For more information and support contact Mrs Downing or Mrs Snell via the main office by calling 01543 227175 or by emailing [cdowning@pga.greenheartlearning.org](mailto:cdowning@pga.greenheartlearning.org) or [tsnell@pga.greenheartlearning.org](mailto:tsnell@pga.greenheartlearning.org)



## What is Staffordshire's Local Offer?

The Staffordshire Local Offer provides information and support for children and young people aged 0-25 with SEND, their families, and professionals, covering education, health, care, and independent living.

[Staffordshire Local Offer | My Family Our Needs](#)



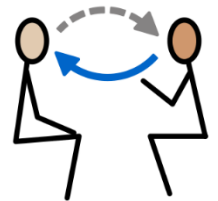
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## What do I do if I have a complaint about my child's SEND support?

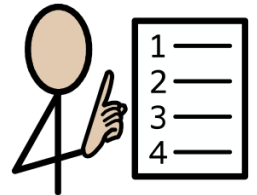
Your first point of contact is your child's class teacher to discuss any concerns you may have.



If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads (Mrs Darby or Miss Edkins) or Principal (Mrs Scott). If they cannot solve your issue, then an appointment can be made to speak to the Executive Headteacher (Mrs Yates).



If you are not happy with the response, then you may request a copy of the complaints policy from the main office also available of the school website.



## Accessibility Plan

Our school Accessibility Plan is available on the school website and includes:

- The extent to which pupils with disabilities can participate in our curriculum
- How we plan to improve our physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we offer
- How we plan to improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities