



Greenfield Academy

SEND Unit Prospectus



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Welcome from our CEO

Welcome to Greenfield Academy's SEND Unit. The Harmony Trust is committed to **improving outcomes** for all pupils by providing an appropriate and high-quality inclusive education to all members of the Academy community.

The Trust is ambitious for its academies and pupils and believes that with the right provision all pupils can reach their potential, regardless of their need or circumstance.

The Trust places inclusion at the heart of all its provision and seeks to develop a range of specialist services to support learners with additional needs to ensure they are given the opportunity to fulfil their potential now and in the future.

We are committed to working closely with parents and carers to ensure that all children have provision which meets their needs and so they can thrive.

I hope this prospectus provides you with the key information you need to support your child's journey into our SEND Unit.

Mr Hughes
Harmony Trust CEO



Welcome from our Principal

Welcome to Greenfield Primary Academy, where every child is valued and supported to thrive. Our new SEND Unit offers an inclusive, nurturing environment led by a skilled team passionate about meeting individual needs.

Children in our SEND classrooms are part of the school community and we work closely with families to ensure smooth transitions. Learning spaces include sensory and regulation areas, soft play and outdoor provision, all designed to help children feel safe and understood. Our curriculum is tailored to each child's EHCP and enriched with opportunities to join mainstream peers.

As part of The Harmony Trust, we are committed to high-quality, inclusive education where every child can flourish.

Thank you for choosing Greenfield- we look forward to working with you.

Mrs Neophitou
Principal



Values and Vision

Respect and Acceptance

Honesty and Integrity

Compassion and Kindness



Resilience and Responsibility

Co-operation and collaboration

Aspiration and Motivation

Our core values underpin everything we do

Our vision is to provide an excellent primary education that gives our children the very best chance of succeeding in life. We aim to ensure that children at our academies enjoy the best education from the early years to the end of the primary stage. We believe that school should be a place where every child achieves and makes progress both academically and socially. We place importance on children developing their wellbeing and high self-esteem if they are to learn and do well. Parents are very important to achieving this vision and we aim to work in partnership with them to ensure that all our children Believe Achieve and Succeed (our Trust's motto).

Every academy in our trust is a **Great Place 2 Learn** and we are committed to improving outcomes for **all** pupils by providing an appropriate and high-quality inclusive education to all members of the Academy community, tackling challenges facing children and communities around disadvantage and social mobility.

At the Harmony Trust, we value each employee for their contribution to the success of our academies and we do all we can to ensure it is a **Great Place 2 Work**.

The Trust is ambitious for its academies and believes that everyone - pupils, staff and families - can reach their potential, regardless of their need or circumstance.

Information about our SEND Unit

Our 36- place SEND Unit is commissioned by Tameside Local Authority. Our pupils in the SEND Unit all have an Education, Health and Care Plan (EHCP) and admission to the hub is through the Local Authority.

Within each class, we strive to provide a nurturing environment where your child can thrive. Our curriculum is flexible to be adapted to meet individual need. Having 3 classes will enable pupils to follow a pathway with us from EYFS through to KS2.



This is a 12 place Early Development class



This is a 12 place SLCN class



This is a further 12 place SLCN class

We will seek to build up your child's participation in mainstream activities, at a pace – and in a way – which suits your child. This will be discussed with you as part of the ongoing development of provision to meet your child's needs.

Assess, Plan, Do, Review – the graduated response

Assess

Pupils' needs are assessed using the following information:

- Experience of working with the pupil
- Details of previous progress and attainment, comparisons with peers and national data
- Views and experience of the parents
- Advice from external support services

Review

Reviews of a child's progress will be made regularly to evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The provision will be revised if needed after the review.



The Graduated Response is one which supports children, their families and their teachers. It ensures that pupil needs are carefully identified with a range of strategies developed to try to meet those needs:

Plan

Once needs are assessed, planning will involve consultation between the teacher, SENDCO and parents to agree:

- The provision that is required
- The impact on progress, development and/ or behaviour that is expected
- A clear date for review.

Do

The teacher is responsible for working with the child on a day to day basis. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCO will support this process.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Greenfield Academy Inclusion Hub Staff



SENDCo
Mrs Killingbeck



**Inclusion
Teacher**
Mrs Byrne



**Specialist
SEND TA**
Miss Mason



**Specialist
SEND TA**
Miss Steel



**Specialist
SEND TA**
TBC



SEND TA
Miss Begum



SEND TA
Mrs Bibi



SEND TA
Miss
Donnelly



SEND TA
Mrs
Chomochaei



SEND TA
Mr Duff



SEND TA
Mrs
Shafique



SEND TA
TBC



SEND TA
TBC



PCA
Miss
Sultana

Learning Environment

The Inclusion hub learning environment is designed to meet the specific needs of the learners within the provision.

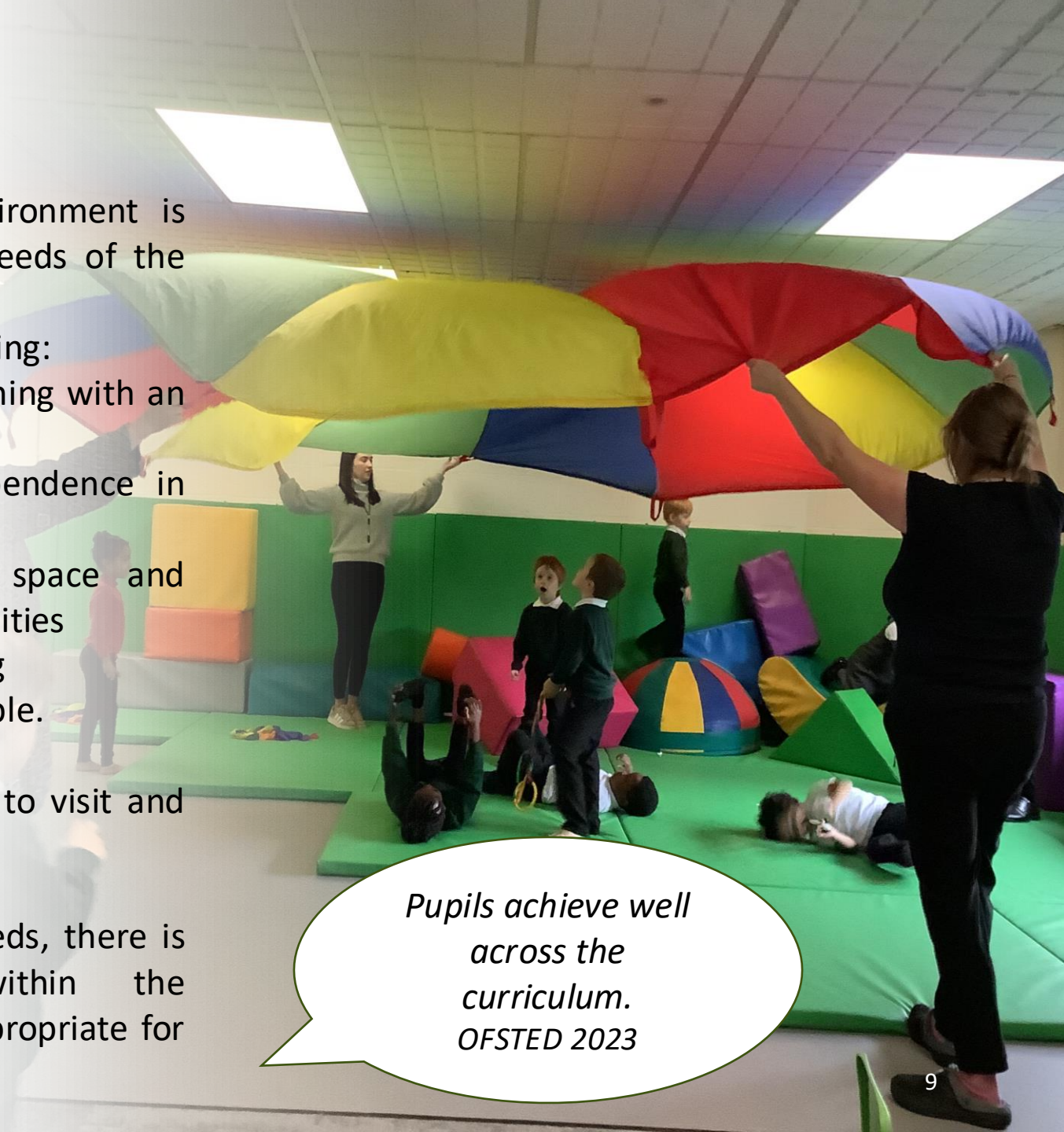
It includes a range of areas, including:

- Spaces for individual learning with an adult
- Areas for building independence in learning
- Access to a regulation space and sensory learning opportunities
- Access to outdoor learning

The Inclusion hub space is adaptable.

Parents / Carers are encouraged to visit and look at the provision.

In line with individual pupil's needs, there is access to opportunities within the mainstream classroom where appropriate for the child's development.



*Pupils achieve well
across the
curriculum.
OFSTED 2023*

Our Curriculum Offer

Our curriculum places your child at the heart of the provision offer. Focusing closely on your child's identified needs - through information within their EHCP, observation and assessment and in discussion with you and your child, provision is developed to meet your child's needs.

This will be through a mixture of focused learning with adults, guided activities and independent learning opportunities. Where appropriate, links with their mainstream peers will be developed. Learning opportunities focus on the whole child. We have a particular focus on the development of reading but also in ensuring all aspects of your child's needs are incorporated into our curriculum.

On entry to the hub, we will agree a period of transition with you. This is to ensure the smoothest possible start to your child's journey with us and long-term success.

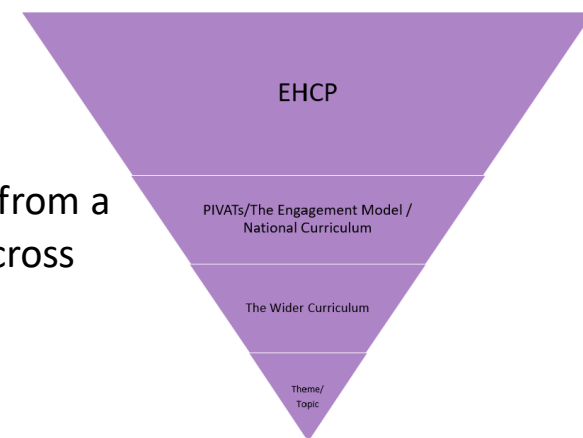
Progress will be measured against your child's EHCP outcomes. You will be kept updated on your child's learning and progress through regular updates.



"My son is happy, and the staff are incredibly supportive. They understand his needs and are non-judgemental, which means so much to a SEND parent."

The Hub Curriculum

Your child's curriculum is designed based on their individual profile. It draws from a range of sources. The focus is for the whole child – to ensure their progress across the four key areas: Communication and Interaction, Cognition and Learning, Sensory and Physical and Social and Emotional.



The Harmony Pledge

- A 10 point pledge for pupils to achieve through their time at Primary School. There are 10 pledges and 10 character competencies. Focus will be at the developmental stage of the learner.

The 10 point pledge

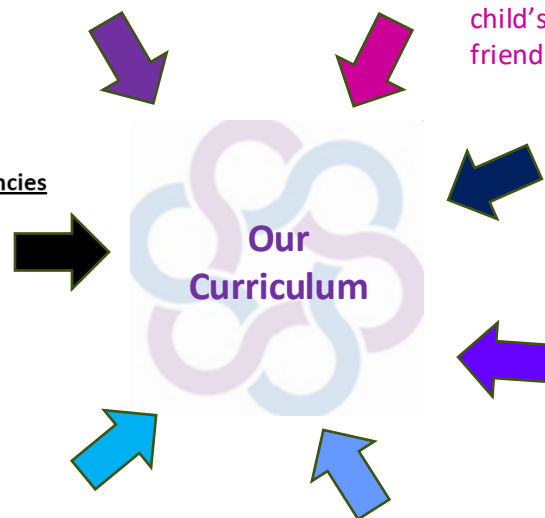
1. Be safe, healthy and happy
2. Be a fundraiser
3. Be a performer
4. Be an eco-warrior
5. Be respectful
6. Be a volunteer
7. Be democratic
8. Be an adventurer
9. Be an expert learner
10. Be workwise

Individual EHCP targets

- Bespoke to the individual. Opportunities to develop through Independent, Focused and Environmental opportunities

The 10 Character Competencies

1. Aspirational
2. Confident
3. Resilient
4. Tolerant
5. Creative
6. Communicator
7. Motivational
8. Co-operative
9. Problem Solver
10. Honest



Oracy and a Communication friendly focus

- Working with our Trust Speech and Language team, there is a focus on developing your child's oracy skills in a communication-friendly, enriched environment

Zones of Regulation

- A programme to support pupils' emotional development and self-regulation.

Subject-specific skills

- based on the developmental stage of the learner. This includes pre-subject specific skills to allow the pupil to become ready to access the curriculum where appropriate.

Specialist programmes (e.g. Speech and Language)

- Bespoke to the individual pupil and incorporated into their programme of learning in a variety of ways (in line with advice from our *in-house specialist team* and multi-agency partners)

Phonics and reading

- A focus for all our pupils based on their development level.

Provision Map

Pupils within the hub are working at the non subject and pre subject levels of learning with the vision to move towards subject specific learning.

	Non Subject Sensorimotor	Pre subject Pre operational	Subject specific Concrete Operational
Formal Assessments/ Areas of need	Engagement model	PIVATS	PIVATS Mainstream/ Trust assessments
Communication and Interaction	- SALT target interventions - Intensive interaction - Core Boards - Sensory & Social stories - Communication games - Provision offer	- S&L PIVATS - SALT target interventions - Provision offer - Core Boards - Sensory & Social stories	Links to EHCP outcomes - English - Maths - Art - D&T - Science - RE - History - Languages - Geography - Computing - Music - SALT and Educational Psychologist target interventions
Cognition and learning	- Play - Sensory food play - Using technology - Outdoor provision - Educational Psychologist target interventions - Provision offer	- Early maths skills- Learning trajectory - Early English skills- Launchpad for literacy - Reading, writing and Maths (number) PIVATS. - Educational Psychologist target interventions - Provision offer	
SEMH	- Wellbeing - Daily feelings chart - Social stories	- PSSED statements - Daily feelings chart - Lego Therapy - Social stories	Links to EHCP outcomes PSHE
Sensory and/or Physical	- Fine motor interventions - Gross motor play - Sensory room - Sports development sessions - Occupational therapy target (if appropriate) interventions - Signing sessions	- Fine and Gross motor activities- Provision offer - Fine motor interventions including Write from the start - Sports development sessions - Occupational therapy target interventions (if appropriate) - Signing sessions	Links to EHCP outcomes - PE - Sports development sessions

Extra Curricular Opportunities

Soft Play Area

Sensory Room

Bespoke Outdoor Provision

Trips and Visitors

Opportunities for swimming sessions in year 3

Educational visits and visitors

Access to breakfast club both Mainstream & within the Hub

Leaders have high expectations for all pupils, including pupils with special educational needs and/ or disabilities (SEND), and those pupils who speak English as an additional language.
OFSTED 2023

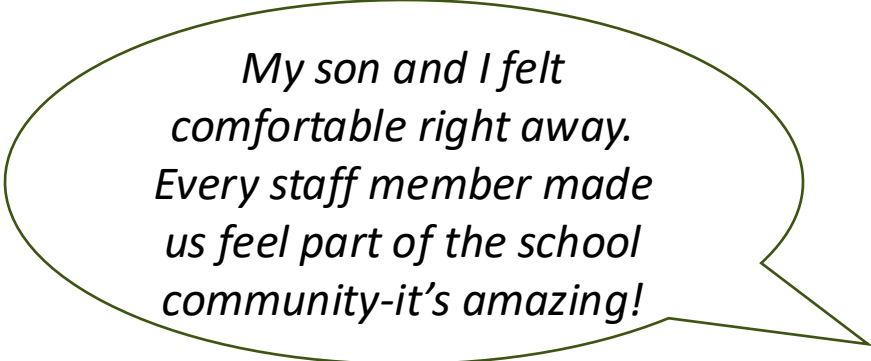


Parental Engagement

It is very important that parents / carers are partners in their child's learning. We encourage parents to be part of school life. We have a range of ways to communicate with parents and welcome ongoing feedback and communication.

As staff are teaching pupils during the day, we may not be able to speak to you immediately if you have a query. If you wish to speak to us, please contact the school office and a member of the Inclusion hub team will respond to you as quickly as possible.

If the matter is urgent, please let the office know.



My son and I felt comfortable right away. Every staff member made us feel part of the school community-it's amazing!

Some of the ways we communicate with you are:

Daily verbal feedback

Termly meeting:
Annual review or
parents evening

Weekly newsletters

Coffee Mornings

E-mails

Parent's
Evenings

Home/ School
Liaison Books

Website Blogs

Recording Learning

We record learning in a variety of ways. You are welcome to view your child's learning during Parents Evenings or by making an appointment with the Hub teacher at a mutually convenient time.



Feelings and emotions



Social skills



Wellbeing



Sensory



Fine motor skills



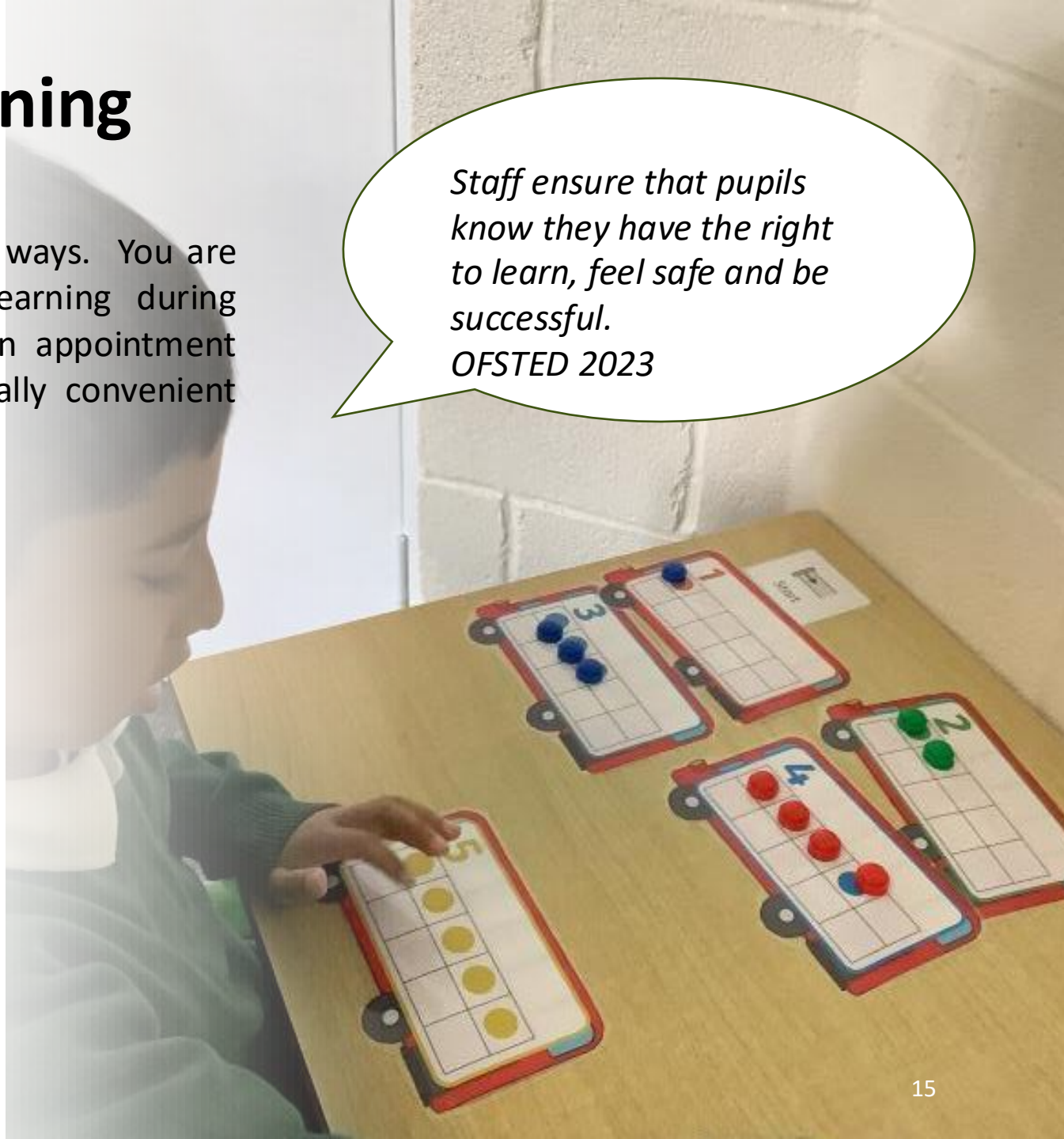
Gross Motor skills



Life Skills

Staff ensure that pupils know they have the right to learn, feel safe and be successful.

OFSTED 2023



School Day

School hours

Our school gates open between 8:45am and 8:55am. Children are able to enter school at this time and be brought to their classroom.

The school day finishes at 3:15pm.

Before and After School Club

We also offer a free Breakfast Club which all children can access in the Main Hall at 8:30am daily.

Where appropriate, children in the hub can access our after school clubs.

Term dates 2026- 2027 - Tameside

Teacher Training	CLOSED – Wednesday 2 nd September 2026
Autumn Term 1	Thursday 3 rd September 2026 - Friday 23 rd October 2026
Holidays	Monday 26 th October 2026 – Friday 30 th October 2026
Teacher Training	CLOSED – Monday 2 nd November 2026
Autumn Term 2	Tuesday 3 rd November 2026 - Friday 18 th December 2026
Holidays	Monday 21 st December 2026 – Friday 1 st January 2027
Spring Term 1	Monday 4 th January 2027 – Friday 12 th February 2027
Holidays	Monday 15 th February 2027 – Friday 19 th February 2027
Spring Term 2	Monday 22 nd February 2027 - Thursday 25 th March 2027
Holidays	Friday 26 th March 2027 – Friday 9 th April 2027
Summer Term 1	Monday 12 th April 2027 - Friday 28 th May 2027
Bank Holiday	CLOSED – Monday 3 rd May 2027
Trust Closure Day	CLOSED – Monday 17 th May 2027
Holidays	Monday 31 st May 2027 – Friday 11 th June 2027
Teacher Training	CLOSED – Monday 14 th June 2027
Summer Term 2	Tuesday 15 th June 2027 – Wednesday 28 th July 2027
Academic Year 27 -28 begins	TBC

Teacher Training /Trust Days – School closed to pupils

Wednesday 2 nd September 2026
Monday 2 nd November 2026
Monday 17 th May 2027
Monday 14 th June 2027

Attendance and punctuality



Attendance

We give a high priority to attendance. There are prizes at the end of each year for those children who achieve exceptional attendance for them or show great improvement.

If your child is unable to attend, for whatever reason, it is necessary for you to telephone school or send a message in writing via email to notify us of the absence. We always follow up absence with either a phone call or home visit.

If an absence occurs without a valid reason it will be classed as unauthorised. Pupils whose attendance drops below 90% will be targeted for follow-up action from the pupil welfare department of the LA.

Punctuality

- Our school day starts at 9:00 so we ask that **ALL** of our children are here between 8.45am and 8.55am rested and ready to do their best.
- The school finishes at 3.15pm.

Holidays

We are not allowed to authorise holidays for pupils during term time. Your child is losing a valuable part of their education.

Parents may be asked to pay a fine called a Penalty Notice.

If you would like to request leave from school you need to speak to Mrs Islam (Attendance Officer) or Mrs Neophitou (Principal) and complete a Leave of Absence Request form which is available from the academy office.

If a child is away longer than 4 weeks he/she may lose his/her place in school altogether.

Behaviour

At The Harmony Trust we want all pupils to be able to learn in **calm and supportive environments** where they feel happy and safe.

We know that **excellent behaviour and high expectations** are fundamental in ensuring that every child succeeds. We all have a part to play in building **positive attitudes to learning**. Developing and fostering **effective relationships** is crucial to this.

We are aware that there are a range of factors that can have a strong impact on pupil behaviour and need to be fair and responsive to the individual needs of children. Where self-regulation is difficult and negative behaviour is displayed, we are committed to supporting both the child and their family in managing this and enabling our staff to meet need.

The following principles are key to our behaviour policy:

- Positive relationships, positive approaches, positive language
- Shared responsibility by all stakeholders
- A focus on developing learning behaviours
- Simple and effective classroom management strategies applied consistently
 - Rules are clear and termed in the positive e.g. listen to others
 - Routines are clear and taught on a regular basis
 - Rewards are used consistently and generously
- Targeted approaches for individuals through a graduated response
 - Differentiation of the application of the policy
 - Working with parents as partners



Our Academy
behaviour policy and
appendix provides
further information:

[32120488_page_file.pdf](#)

Zones of Regulation:
[28434312_page_file.docx](#)

School meals and snacks

Hot, nutritious school meals are available, with all infant children entitled to a free school meal. Children can also bring in a packed lunch. We are a nut free environment. Sweets are not permitted as part of packed lunch.

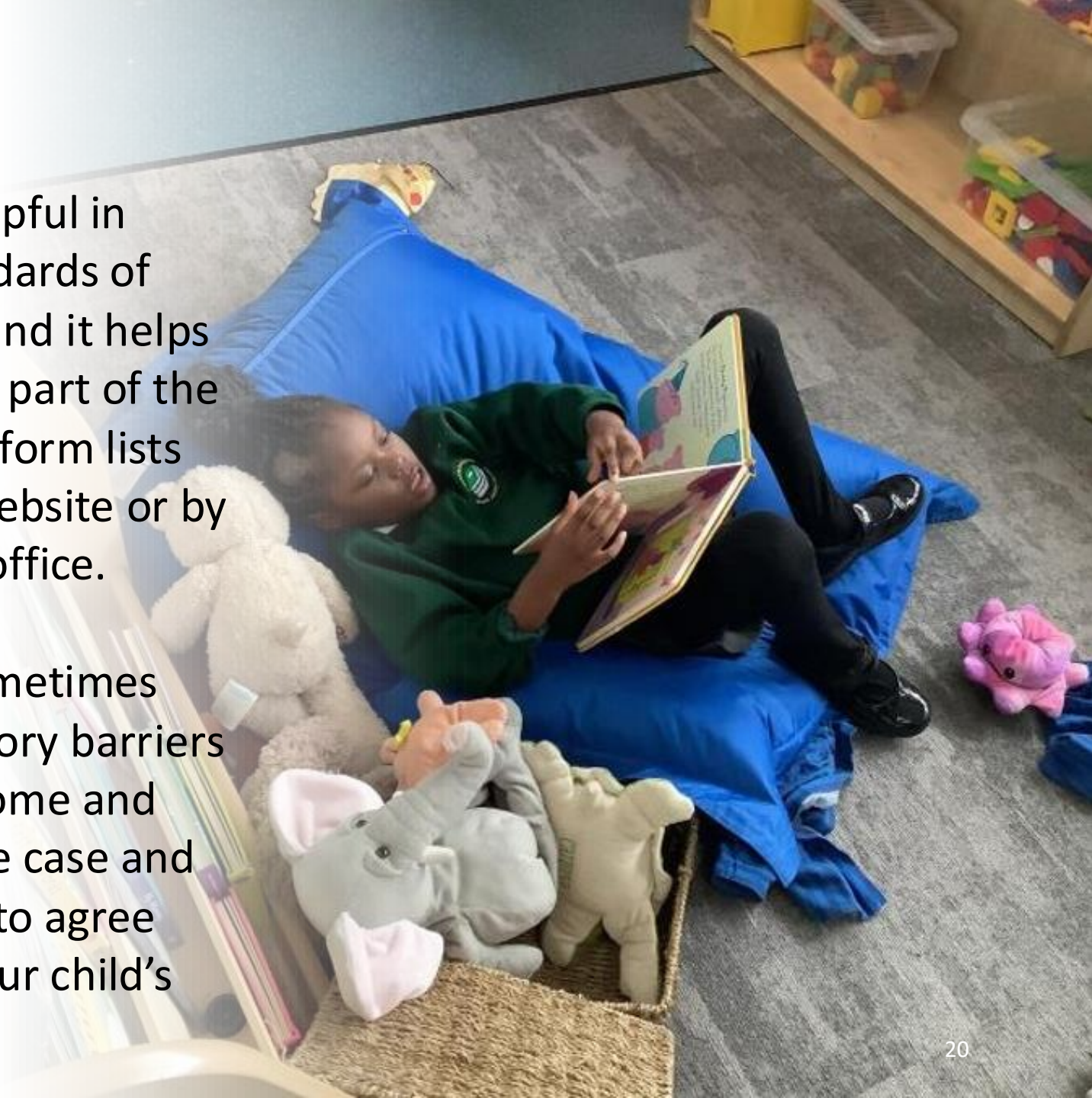
Everyday, when they enter school, pupils have the opportunity to sit with their peers to have breakfast. This is an important part of our day and promotes a calm, healthy start to the day.



Uniform

A simple uniform is helpful in establishing good standards of appearance in school and it helps children to quickly feel part of the community. School uniform lists can be found on our website or by contacting the school office.

We appreciate that sometimes clothing can pose sensory barriers to our pupils. Please come and speak to us if this is the case and we will work together to agree uniform which suits your child's individual needs.



Safeguarding

Greenfield Primary Academy is committed to the safeguarding of all our pupils. We work with a range of agencies to ensure all our children, families and staff are safe.

Our onsite Designated Safeguarding Leads are:



Principal
Mrs Neophitou



SENDCo
Mrs Killingbeck

There is a strong culture of safeguarding in the school. Leaders are persistent in working to secure the appropriate support for pupils and their families.
OFSTED 2023

You can contact us on email: safeguarding@greenfield.theharmonytrust.org or call the Academy on telephone number: 0161 368 1898

A copy of our Child Protection and Safeguarding Policy can be found on our website.

Our door is always open.

Contact

Mrs Zoe Neophitou

info@greenfield.theharmonytrust.org

Telephone: 0161 368 1898

For more information about our academy (including our policies), please see our website:

[Greenfield Academy: Welcome](#)

For more information about the Local Authority Local Offer, please see:

[Home - Tameside SEND Local Offer](#)



THE HARMONY TRUST

