



Local offer for Special Educational Needs and Disability (SEND)

This document describes what we do to support our young people throughout their time at Greenside

Greenside School provides for up to 130 young people with complex learning difficulties between the ages of 2 to 19 years who have a broad range of complex learning difficulties, these include: Physical Difficulties (PD), Hearing Impairment (HI), Visual Impairment (VI), Autistic Spectrum Condition (ASC), Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and associated emotional difficulties and complex health needs.

Greenside has developed a range of partnerships with mainstream schools, including co-location with a secondary school. This has enabled opportunities for inclusive learning and social activities as well as joint staff development and workshops for parents and carers. Our senior department shares a campus with Barnwell Middle School. Pupils from both schools share facilities, including some Greenside pupils eating their lunch at the Barnwell Bistro.

Greenside is an outward looking, enterprising and innovative school...

We provide an exceptional range of inclusive, community based learning opportunities. A high priority has been placed on securing post school placements that meet the interests, needs and ambitions of each young person. This has been facilitated with extended pre-vocational learning opportunities in partnership with a local farm and garden centre. Work-related and independence skills have been developed further through the provision of a social enterprise in a retail premises.

Greenside has a social enterprise, The Greenside Studio. This is a “living classroom” based in a shop premises at a local shopping centre called The Hyde. This is a specialist facility which provides vocational learning opportunities in a working shop that sells retro sweets and also offers a ceramic studio.

Greenside has an allotment in the local area, as well as shared access, with Barnwell School, to a small woodland area.

Greenside is a creative school...

We actively evolve an ethos and environment that places the creativity of its pupils and staff at its heart. Greenside is a creative school, specialist practitioners provide learning opportunities in dance, drama, music, ceramics and art.

At Greenside we believe it is important to...

- Establish strong relationships with pupils, their families and their carers, based on mutual trust and respect.
- Encourage the development of self-confidence, sensitivity and respect for others. This goes hand-in-hand with our consistent focus on each individual's rights, responsibilities and needs.
- Ensure positive inclusion of all pupils by fostering community links and developing the role of the school within the community
- Provide a curriculum that is holistic, accessible and focused on the needs of each individual pupil. We consistently provide a range of activities and opportunities which ensure that learning is fun.
- Use a variety of approaches to encourage self-advocacy and independence, including the use of ICT to enable pupils to express their identities, interests and preferences.
- Generate attitudes of equal respect and understanding towards all individuals, regardless of background or circumstances.
- Promote close working partnerships with parents, carers and external agencies.
- Work in an inter-disciplinary way meet to meet the needs of our young people and to support families.

Specialist teachers inform the provision for pupils with Autistic Spectrum Condition (ASC); Profound and Multiple Learning Difficulties (PMLD); dual sensory impairment, hearing and visual impairment as well as providing support for parents and carers.

Our specialist provision for pupils with ASC has been accredited by The National Autistic Society (NAS)

Emotional wellbeing...

At Greenside we believe that the wellbeing and emotional health of each pupil is as important as their academic progress.

Our education provision matches the needs of the four broad areas of need as defined in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

We work closely with parents, our health care staff and our therapy team to ensure pupils feel safe, secure, happy and physically comfortable.

Pupils may need varying levels of support according to their changing needs and circumstances.

Learning and Curriculum



What is available for all our children and young people	In addition
<ul style="list-style-type: none"> • A creative, varied, broad and relevant curriculum. • Planning in all subject areas, with differentiated activities according to the level of need of each pupil. • Ongoing assessments in all subject areas of pupil progress and attainment. • Ongoing analysis of data for whole school, individual pupils and groups of pupils across the school. • Opportunities to take externally moderated courses. • Ongoing contact with parents through the Home School contact book. • Individual Education Plans • Outdoor learning opportunities 	<ul style="list-style-type: none"> • Access to learning plans • Behaviour support plans. • Detailed risk assessment for individual pupils. • Use of BSL, PECS, signing, symbols and iPads to support learning. • Regular multi agency meetings to support/review any difficulties. • Inclusive learning opportunities with pupils from main-stream schools.

Specialist support



What is available for all our children and young people	In addition
<ul style="list-style-type: none"> • Small class groups • An experienced, well qualified staff team • High level of adult staffing in classes according to the level of need. • Weekly class team meeting to review progress, Individual Education Plans, share information. • Daily staff briefing to share relevant pupil information. • Programmes provided by Speech and Language Therapists, Occupational Therapists and Physiotherapist where appropriate. • Structured play and recreational activities at lunchtime clubs offer regular support during unstructured times. 	<ul style="list-style-type: none"> • Rotation of staff to ensure a varied staff team. • Regular staff meetings to establish a consistent approach. • Support from Educational Psychologists. • Regular Multi Agency support meetings if needed. • Support from social worker if needed. • Personalised Timetable activities and support if needed.

Teaching Approaches



- Small group teaching for all lessons.
- Structured, clear visual surroundings in every classroom. This will include the use of schedules and symbols where needed.
- Consistent routines and systems used throughout the school.
- Regular communication through frequent staff meetings discussing curriculum and pupil updates.
- Accreditation opportunities for all according to relevance and level of need.
- Intervention support in Maths and English where identified as needed.
- 1:1 support and teaching time if appropriate.
- Creative learning opportunities
- A specific teacher leads outdoor learning.
- Sport and physical development is a priority. We have a full time sports coach. We provide rebound therapy
- Some pupils may be identified for a more Personalised timetable, this may involve 1:1 support for activities and work away from the class.
- Access to work-related learning opportunities
- Extended learning opportunities lunch time and afterschool clubs.
- Residential learning opportunities.

Physical and Environmental



- Well - resourced classrooms.
 - Access to a wide range of offsite experiences on a regular basis (horse riding, bowling, farm, garden centre)
 - warm water swimming pool,
 - multi-sensory rooms,
 - sensory integration room,
 - soft play room,
 - sensory garden,
 - music room,
 - food technology room,
 - outdoor classroom,
 - library,
 - ICT resource,
 - community based classroom retail premises,
 - accessible swing,
 - an accessible roundabout,
 - an accessible sandpit
 - an accessible trampoline,
 - outdoor gym equipment,
 - climbing frames,
 - fitness trail,
 - slides
 - swings,
 - play cabins,
 - outdoor / covered stage,
 - willow dome,
 - astro-turf pitch
 - ball court
 - 3 fully-accessible school minibuses
 - an accessible car.
 - gym and specialist science facilities shared with Barnwel ISchool.
 - Each class has an interactive white board and I pads
- Specialist equipment to aid any mobility or communication issues.
 - Designated off site provision for pupils identified with relevant needs.
 - Small teaching areas for specified pupils if needed.

Well Being- Building confidence and Self Esteem



What is available for all our children and young people

- A helpful Learning Environment with staff who are supportive role models.
- Positive behaviour management which includes a wide range of rewards.
- PSCHE is a core subject, and pupils are able to develop social skills during their morning tutor sessions.
- Pupils are encouraged to develop their confidence and self esteem through a variety of whole school activities and enhanced curriculum.
- Regular Praise and celebration of achievement during Assemblies.
- Partnership with a nursing team who are based at the school
- Structured teaching of relationships
- High quality relationships between adults and pupils.
- Effective policy and practice relating to understanding, valuing and acting on the views of pupils.

In addition

- Regular joint meetings with multi agencies, parents and school.
- Liaison with health services, including school nurse, physio, OT and Speech therapists.
- In partnership with Guide Dogs Greenside has a buddy dog which helps develop an understanding of animal care as well as fostering empathy and reducing levels of stress.
- The Herts Steps programme supports teachers in understanding causes of emotional stress and anxiety

Questions you may have:

Question	Answer
<p>1. When are children and young people able to access Greenside School?</p>	<p>The Local Authority commissions a place at Greenside throughout the year according to learning need</p>
<p>2. How does Greenside School know what additional help my child will need?</p>	<p>All young people placed at Greenside School have a statement of Special Educational Needs or an Educational Health and Care plan, and this describes their own area of need fully and also informs their own individual education plan.</p> <p>This is reviewed formally once a year during the Annual Review meeting, where progress is discussed and any additional needs or changes to the statement are then made. All classes have a high staffing ratio, and each teacher is able to quickly identify any requirements for additional support.</p> <p>The class teacher for each group is the first point of contact for parents or carers who have any concerns about their child developing any additional need during the year who may require additional support.</p>
<p>3. How will Greenside staff support my child?</p>	<p>Each teaching group has on average, one teacher and up to three special school assistants. This will vary according to pupil need within the group. The classes can vary from, on average 8 young people. Pupils can be taught in whole classes, small groups or 1:1 by the class teacher or assistant. The class teacher plans for all the pupils in the class, and is responsible for the overall assessment of their attainment and progress.</p> <p>Many of our pupils in our Post 16 provision access work experience, college opportunities and an enhanced curriculum allowing lots of opportunities to prepare for the opportunities of adult life. There are also opportunities to take external accreditation</p> <p>The School governors meet regularly to look at progress and attainment of all pupils in the school. This is collated and an analysis undertaken on a regular basis, and compared with national data of similar pupil groups in other special schools.</p>

<p>4. How will the curriculum be matched to my child's needs?</p>	<p>Our Curriculum is based on the National Curriculum, it has been adapted and modified in order to make it more meaningful for our pupils.</p> <p>Greenside School strives to offer as wide a range of experiences to our pupils as possible. These opportunities give our pupils the chance to develop their own skills as well as improving their self-confidence, self esteem and social skills.</p>
<p>5. How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>You will receive regular communication from the school about progress your child is making at school. The Home School communication diary, and your child's class teacher is the first point of contact for any communication you may wish to make on a daily basis.</p> <p>Copies of each pupils Individual targets are reviewed regularly and shared at each parents evening. Assessments are made on a regular basis in every classroom, and the class teacher is responsible for maintaining and updating records in their classroom. Teachers meet regularly to share and update assessment, and are able to plan for future learning and progression.</p>
<p>6. What support will there be for my child's overall well-being?</p>	<p>The well- being and emotional health of our pupils is as important as their academic progress. Every class teacher will plan for the development of their pupils, and our broad and varied curriculum ensures the full social and emotional development of every pupil. The high staffing levels in each group help to support and develop the emotional well- being of every pupil in the group. Any individual personal care needs are met on a daily basis by staff in the class team. There will be regular liaison with Health services, depending on the individual need of the pupil.</p> <p>Where appropriate pupils are also supported through the development of access to learning plans, individual behaviour support plans, communication passports and regular communication through the Home Schoolbook.</p>
<p>7. What specialist services and expertise are available at or accessed by Greenside?</p>	<p>There are many specialist services accessed by Greenside. There is a very high level of nursing cover. Visiting therapists include Speech and Language, Occupational Therapist and Physiotherapist.</p> <p>All of our school staff are highly skilled in meeting the individual behavioural, learning and social needs of pupils with complex learning difficulties.</p>

<p>8. How will my child be included in activities outside the classroom including school trips?</p>	<p>Greenside is a fully inclusive school, and all pupils are encouraged to fully participate in whole school events and activities, on and off site. The extent to which every pupil is able to participate will vary according to the individual pupil and their level of need, but activities and expectations will be carefully differentiated in order to support every pupil. As a school we place huge value on the importance of a balanced and varied curriculum, and on curriculum enhancement activities.</p> <p>All visits and off site activities are fully risk assessed, and carefully planned for. Pupils are also able to take part in regular class trips and visits, and parents and carers are communicated with on a regular basis to ensure they are fully aware at all times of any off site activities.</p>
<p>9. How accessible is the school environment?</p>	<p>Greenside is fully accessible. Our senior department is co-located with Barnwell Middle School which is also accessible.</p> <p>There are several automatic and power assisted doors around the site to assist access</p> <p>Outdoor equipment includes an accessible:</p> <ul style="list-style-type: none"> • Swing • Trampoline • Roundabout • Sandpit • A range of accessible bikes and trikes

The information in the table below is a summary guide to our provision.

Whole School Approach for all our young people	Targeted support for individuals or small groups (according to need)	Specialised individual support (according to need) – medium / longer term
<p><i>Individual consultation meetings with parents</i></p> <p><i>Individual Learning Plans</i></p> <p><i>Annual Review/ Summative Report</i></p> <p><i>Ongoing contact with parents through Home Schoolbook/Telephone contact/email/text</i></p> <p><i>Ongoing assessment of pupil's progress and attainment</i></p> <p><i>Analysis of progress data for the whole school and for individual pupils</i></p> <p><i>Schemes of work to meet the needs of all pupils</i></p> <p><i>Differentiated learning targets and outcomes for each pupil</i></p> <p><i>Use of a range of communication methods: appropriate switch technology and VOCA;BSL; symbols; Objects of Reference Eye gaze.</i></p> <p><i>Celebration of achievement events.</i></p> <p><i>Creative presentations</i></p>	<p><i>Individual Learning Targets – reviewed termly</i></p> <p><i>Pupil progress meetings</i></p> <p><i>'Bespoke' meetings with parents regarding specific issues</i></p> <p><i>Additional information shared on pupils at whole school meetings</i></p> <p><i>Opportunity for individual to work across other classes or group settings in response to need</i></p> <p><i>Daily contact with parents (as requested)</i></p> <p><i>Workshops, themed coffee mornings for parents and carers.</i></p> <p><i>Photo and video evidence use to record and celebrate progress and achievement</i></p> <p><i>Inclusive learning and social opportunities</i></p> <p><i>Extended learning opportunities including lunch time and after school clubs</i></p>	<p><i>Ongoing review of Individual Learning Plans</i></p> <p><i>Daily contact with parents</i></p> <p><i>Support from specialist professionals</i></p> <p><i>Multi agency meetings to review areas of difficulty and levels of support</i></p> <p><i>Different timetable and activities</i></p> <p><i>Individualised learning plans throughout the day to meet complex SEN, utilising a range of specialised environments e.g. warm water pool, multi-sensory room</i></p> <p><i>Outdoor learning opportunities</i></p> <p><i>Specialist music provision</i></p> <p><i>Music therapy</i></p> <p><i>Rebound therapy</i></p> <p><i>Work-related learning</i></p>