

## Greenside Special Educational Needs and Disability (SEND) Report 2016 /17

### Introduction

Our approach and core values are outlined in the information contained in this report. Greenside is a Hertfordshire, community school for learners aged (2-19). Our specialist provision for learners with special educational needs who are defined as severe or profound and multiple learning difficulties. This may include significant impact in the following areas; - *Communication and interaction, Cognition and learning, Personal, social, health and emotional development and sensory and/or physical impairments.* Greenside makes specialist provision for learners with Autistic Spectrum Condition (ASC). Admission to the school is through the statutory assessment process where the school is named as part of the plan.

All our learners will have either a statement of special educational need or an Education Health Care Plan (EHC). The Local Authority (LA) is currently transferring statements to EHC plans, this process will be completed by 2018. Every learner will have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. They make less or significantly less progress than their mainstream peers and are likely to require additional support throughout their lives. The school makes provision in accordance with the Code of Practice [2001], the SEN and Disability Act [amended 2001]; Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles.

We are committed to helping every learner to:

- Be happy and have fun;
- Achieve their best;
- Communicate their likes and dislikes;
- Make choices;



- Develop positive relationships with others, including those who support them
- Become as confident, independent and resilient as possible
- Live fulfilling lives;
- Participate in their local community;
- Make a successful transition into adulthood.

We take a whole school inclusive approach to all learners with special educational needs, recognising our mission statement: *Working as One - Learning together*. At Greenside we are committed to working in partnership with each learner, their parents/carers, and partner agencies to identify needs, provide support for them and monitor the progress of all young people. We acknowledge that the involvement of each individual young person must be personalised to meet their needs.



## Parent Partnership

### 1. The arrangements for consulting parents/carers of learners with special educational needs.

At Greenside we recognise that parents/carers are the most important partners in the process of education and development of their young person and the people who know the young person best. We want to work together to ensure that each learner grows and develops into as independent and resilient a young person as possible. We have a range of ways that parents/carers can play an active part in the work of the process which starts with an open door policy to parents/carers. We have also a range of opportunities for us to work together,

- EHC plan annual review,
- Review meetings for specific aspects of need and strategies,
- Meetings also take place to review the annual report on progress and discuss any proposed transitions as young people move up through the school.
- Surveys of parents/carers views of the school, its performance and how it meets their expectations.
- We are always open for consultations or meetings as and when issues that need discussion arise. We welcome involvement with parents/carers and others whom the parents/carers want to attend, such as our School Family Worker.



<p>We hope parents/carers feel able to raise any concerns promptly in order for solutions to be found but if ever this is not successful and parents/carers wish to make a formal complaint we would encourage them to follow the school's policy.</p>	
<p><b>2. The arrangements for consulting young people with special educational needs about their experiences and aspirations and involving them in their learning</b></p>	
<p>Wherever possible we involve the young people directly in their learning and experiences, where this isn't possible we strive to identify the likes, dislikes and preferences of each individual through their behaviour and responses.</p> <p>"Listening" to all the young people is vital, we have a range of ways of gathering and assessing what they say, what they want improved and what they feel about being in our school family.</p> <ul style="list-style-type: none"> <li>• Our school has a learner's voice policy. The views of all learners are sought, valued, shared and acted upon.</li> <li>• If any individual talks or discloses to any member of staff concerns or worries these will be followed up through established procedures.</li> </ul> <p>Where possible individual learners have appropriate conversations on their learning goals and their sense of achievement and wellbeing. We use a range of strategies to help our learners understand what they are working on.</p>	
<p><b>3. The name and contact details of the SEN Co-ordinator (SENCo).</b></p>	
<p>At Greenside the SENCo is the Headteacher, who is responsible for ensuring the progress and wellbeing of all learners in the school. The SENCO ensures the curriculum and the learning environment allow your young person to make progress as agreed in the Individual Education Plan (IEP).</p>	
<p><b>4. Arrangements made by the governing body relating to the treatment of complaints from parents/carers.</b></p>	
<p><b>What happens if it's not working? How you can help us make it better.</b> <i>(See the schools Complaints Policy available on the school web site or from the school office).</i></p>	

We want to know when things aren't right with your young person's learning,

- Your first approach is to the class teacher, this may be through the home school book, letter or phone call.
- If this does not work then you can approach the Headteacher, by letter or telephone. It is the Head's job to hold staff to account if things are not right, or to explain why the school is unable to meet your request. No problem that the school is ignorant of will be able to be resolved, so share concerns early so that they do not become a problem.
- The school's Governors are the next stage in trying to resolve a complaint, there is a named Governor for this and that Governor with the other school Governors are expected to hold the school to account if things do not work.

If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide you or the school, the school will help you find the right contacts to help resolve these issues. The school cannot make other services act; both Health and Social Care have complaint procedures you can follow. Talking about concerns early and understanding who can help resolve them is important to getting a prompt response.



### **The authority's local offer**

Hertfordshire Local Authority can give information on what is available.

### **Assessment and Provision**

At Greenside we identify the individual learner's range of needs as these develop and change through their school life, it assesses learner progress and evaluates and develops its own provision to match the developing needs of the population. The school has a range of policies and statements that cover different areas of our work. Many learners will initially have been through a health assessment which shows them as needing special provision,

- They may join the school for assessment in the Early Years and Foundation Stage (EYFS).
- Trained and experienced school staff will assess their learning and progress using a range of assessment materials

- The school will contribute to the statutory assessment process leading to an Education Health and Care Plan (EHCP)
- The school has wide experience in supporting learning needs, specialist care needs, health issues and works as a team with the family to secure the best approach and outcome for the young person.
- Teacher judgement, with notes made by classroom staff, specialist staff, health colleagues and the young person's work build up a picture of the progress being made.
- Evidence of learning outcomes can be recorded work but can also be, photographs of activities, staff notes and records and learner responses.
- This early assessment may lead to an appropriate EHC plan.
- A picture is continually built of the learner's abilities and challenges, all these judgements and information guiding the next steps in learning.
- Staff work together, compare views and notes and refine their assessments against the P scales and other guidance.
- This process follows the learner through school, with their recorded work growing in complexity as they progress. The school reflects constantly on what they do and how best to improve outcomes through staff training (Continuous Professional Development) and the deployment of approaches to learning and specialist resources that work for the individual learner.
- Specialist equipment is assessed and deployed to support access to learning and interactions with classmates and staff.
- Learners can be admitted from age 2 yrs upwards, joining a suitable class group within the school.

The school works in partnership with Connexions, local FE colleges and adult service providers to ensure that appropriate post opportunities are provided for all school leavers.



## 5. Information on provision at the school.

- The school uses a wide range of approaches to learning and supporting young people, all work is differentiated to meet the particular needs of your young person.
  - Individual work with one of the classroom team, or with Teaching Assistants, or health colleague

- Group work in the classroom with learners at similar levels of achievement.
- Class work in which learners with different needs work closely together with practical or experiential learning activities.
- All approaches to learning ensure next steps in learning are clearly identified, with learning targets understood by staff and when possible, learners. Appropriate approaches and methods are directed by the class teacher for all staff to employ.
- These take place in the learner's classroom where the learner works with a class team.
- This class team knows the young person
  - the learning targets
  - the learning challenges,
  - physical challenges ,
  - emotional challenges,
  - any health issues the young person has
  - they understand the impact of the above on the young person's ability to learn, and this helps the staff judge the appropriate pace and intensity of activities and experiences to ensure enjoyment and safety in lessons.
  - Each class team is trained in the medical needs of the individual and ensures their learning is underpinned by meeting their care and physical needs.

**Working with, health and social care colleagues and families.**

Health colleagues form part of the team that supports your young person and their learning and help us set targets.

We work closely with the specialist school nursing team in order to support the medical and health needs of learners including training of staff. The nursing team support parents/carers with issues such as continence assessments and provision, liaising with other medical personnel such as paediatricians, dieticians and ongoing monitoring of health. Specialist School Nurses provide or facilitate training and make judgements on competency, when appropriate, in regard to meeting the specific medical needs of learners. We host clinics from a paediatrician.

We also work closely with PALMs.



Speech and Language Therapists may occasionally work directly with a learner or group of learners; we will frequently consult others in order to gain from specialist expertise. Speech and Language Therapists regularly attend review and planning meetings with parents/carers. A similar process is followed with physiotherapy and occupational therapy staff. These colleagues ensure that class teams have the necessary skills and advice to affect progress, development and maintenance of physical skills and mobility. They ensure that equipment and the learning environment is adapted and appropriate to support the learners' access to the curriculum. Speech and Language Therapists provide programmes of support for individual young people are reviewed regularly as part of their work. They may meet with class staff to give advice and to provide training and will meet with parents/carers as appropriate.

The Physiotherapists who work with the school develop programmes in conjunction with school staff for regular implementation which is integrated throughout the week. Class staff are trained by the physiotherapists to follow the class programme. They ensure that seating, standing and classroom access is well managed by classroom teams. The therapists can be contacted via the school

An Occupational Therapist (OT) is also allocated to work within the school, they ensure the provision of equipment, including the right seating, standing, hoisting and seating support for the young person in conjunction with the Physiotherapist, they may also advise on particular strategies to improve functional skills. The OT can be contacted via the school.

We work in partnership with social workers from the Children with Disabilities Teams when they are involved.

### **How is the curriculum matched to individual needs?**

Greenside has a number of different curricula which provide a framework to address each individual's needs. Descriptions of the curricula can be found by visiting the school website.



### **Additional Support provided by the school**

In addition to staff employed directly by the school we also enhance our provision by funding the following to work within the school;

- Jon Owen - Music specialist
- Bill Leslie - Artist
- Corali – Dance company
- Act One Arts Base – Dance company

In partnership with Guide Dogs we have a buddy dog in school, who helps some learners to overcome a fear of dogs, whilst others learn about caring for an animal.

### **Co-location**

Our secondary provision is co-located with Barnwell Middle School. This provides exceptional opportunities for inclusive learning and social engagement which is of benefit to the learners of both schools. Opportunities include: learners from Greenside eating their lunch with pupils from Barnwell in the dining room of the mainstream school; joint assemblies; joint clubs in aspects such as music, photography and dance. We also use the specialist PE; science; art and dance facilities at our partner school.

### **Learning in the wider community**

In order to enable every learner to gain as much independence as possible we provide a wide range of opportunities within the wider community, these include:

- Horse riding
- Using a public pool
- Using sports and leisure centres
- Accessing shops, museums, libraries and galleries.
- Going to matches and sporting events
- Vocational learning at Church Farm, Mudlarks Community Garden and Forest School
- Our allotment



- We have a social enterprise, known as "The Greenside Studio". This is a real business, open 6 days a week throughout the year. It is located at The Hyde shopping centre in the Shephall area of Stevenage. The studio offers younger learners with opportunities to learn how to use a café or a shop. For our older learners the enterprise provides work-related courses. It is also a base where young people are supported to work in local businesses such as The Co-Op. There is a kitchen at the studio where young people learn and practice every aspect of preparing their own lunch – budgeting; considering healthy options; shopping; cooking and of course washing up.

#### **Extra Curricula Activities**

These include cookery, music, sports and adventure clubs.

#### **Residential and Day Trips**

Yorkshire Trip, Frontier Centre and Canal Boat Trips.

#### **Specialists facilities / resources**

At Greenside learning is supported through a wide range of specialist resources and facilities including:

- Warm water swimming pool
- Sensory garden
- Sensory integration and “messy-rooms”
- 2 multi-sensory rooms – as well as 2 dark rooms; eye-gaze and magic-carpet
- 4 sunken trampolines
- 5 play / recreation areas – which have an accessible swing, accessible roundabout, climbing structures, trim-trail, stage, storytelling area.
- Music room
- Food technology room
- Library
- 3 accessible mini-buses; 2 cars (1 is accessible)



## 6. Training and Support for Staff

### How we train and support our staff to ensure the education and wellbeing of our learners

We work with parents/carers and health professionals to devise plans that support individual needs. We strive to ensure a holistic approach to all aspects of the young peoples' lives and that we carefully plan for a responsive learning environment.

- Assess to Learning plans cover how our young person is to be looked after, what their needs are including, personal and intimate care, medication, learning, positioning to access the curriculum, supportive technologies and preferred approaches to learning. Our Access to Learning plans also include information on what the young person likes and dislikes, how they communicate and what the agreed priorities are.
- Medication Plans details any prescribed medication that a young person has administered in school, the way it is administered, checked and recorded and countersigned by staff. This follows the schools medication policy, which will be based on any current government guidance and legislation.
- Moving & Handling/Positioning & Mobility Plans detail how a young person who requires moving and handling should be treated, approached and supported, what equipment and slings need to be used to safely and comfortably manage their seating, mobility, classroom and curriculum access. These plans form the basis of the moving and handling training for the class team. These are integrated into the class teams practice and include recommendations from physiotherapists to ensure safe handling and maintenance of mobility and physical function and where appropriate development of independence and challenge for progress as well as ensuring the physical safety and wellbeing for the staff.

#### Basic training for staff includes;

- Safeguarding and Child Protection
- Health and safety
- Moving and handling
- British Sign Language (BSL)
- Intensive Interaction
- Sensory Integration



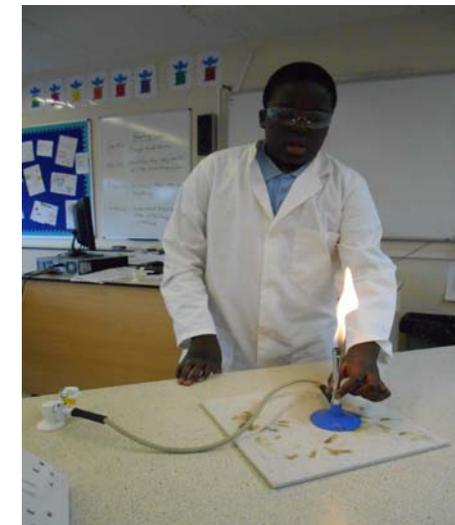
- Understanding autism – TEACCH; PECs
- Supporting learners with their eating
- Epilepsy and the administration of rescue medication
- Where appropriate use of specialist medical equipment to support individual learners.
- Hygiene and Infection Control
  
- Positive approaches to behaviour support.
- Other training and staff developmentis decided upon as a result of ongoing evaluation of our teaching and learning.

### Teaching and Personalisation.

#### 7. Information about the school’s policies for making provision for learners with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.

Working in partnership with parents/carers the school prioritises the skills, knowledge and understanding that will be the major focus for each individual. Class teachers and tutors are responsible, with the support of colleagues for ensuring that all learners have a broad balanced set of experiences through which they learn skills and develop their knowledge and understanding in areas and ways that are pertinent to them. Our overarching aim is for every learner to increase their ability to communicate and influence their own lives. Whilst we fully recognise our responsibility for learning we believe that the development of every individual should be in full partnership with parents/carers and that includes both supporting learning in every setting and in noting and sharing evidence of progress and achievement.

- The school records progress using collaborative judgements (parents/carers, teachers, LSAs and others including when possible the young person themselves). These judgements are moderated within the class team and through whole schools systems.



- The staff are experienced in understanding learners' needs and in making accurate judgements which they support with evidence which shows achievement, this may include photographic, annotations on work, records of learner voice, messages from parents/carers
- With clear records of progress and achievement we can establish the next steps in learning for your young person and share both where they are and what they need to do next.
- The class team will know what your son/daughter needs to be challenged with and taught next in order to continue to learn and grow.
- The broad targets are agreed with you at the annual review of the EHC plan (or an existing Statement of Special Educational Needs) and the stages are reviewed and refined regularly
- At the annual meeting to discuss the overall plan achievement, progress and priorities are discussed, evaluated and next steps agreed.
- All learners in similar special schools make less progress and in many cases significantly less progress than national expectations for their age. We will always challenge and be open to challenge about whether or not your son/daughter is making inadequate, adequate, good or outstanding progress. All judgements will be related to their level of need. Internally we will use any information regarding achievement data to aid our challenge. We are happy to share this consideration with parents/carers.
- Health and Social Care colleagues will attend the annual meetings (and others if appropriate) and their input and expectations form part of the planned approach.

At the annual EHCP review meeting a structured conversation allows the plans for the year to be discussed, and your views about academic, personal and social progress, knowledge, understanding and skills are discussed and realistic expectations and any particular targets you want for the coming year agreed. Activities suggested for undertaking at home may be focussed on personal, social, health or more formal academic needs as agreed.



**8. Information about how equipment and facilities to support young people and young people with special educational needs are provided.**

Individual learners may have a range of specialist equipment that is for their use only as well as some that is used for one or more other young people, e.g. wheelchair, class chair, standing frame, specific toileting equipment where needed, hoist slings etc.

A learner may also have specific items recommended by; Speech and Language Therapists, Physiotherapists, and Occupational Therapists. Class teams may also make supportive materials for specific lessons, aspects of learning or to promote their independence.

The school purchases equipment to meet many individual needs although some specialist equipment is provided from outside the school via Health and Local Authority budgets.

The buildings and grounds of the current school building present many challenges but specific adaptations are undertaken as appropriate.



**Early Intervention and the Education Health and Care Plan**

**9. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of learners with SEND.**

We support the 'Early Support Approach' and its 10 key principles, and expect this of the organisations we work with,

- We value uniqueness, in every young person and every family
- We plan in partnership, we use an integrated assessment approach with all learners and families including other agencies as appropriate and we track and review progress.
- We believe in and use the key working approach; we work holistically with partner agencies and the family to deliver a person centred learning experience.
- We see ourselves as a key service in the Birth to Adulthood journey
- We focus on Learning and Development; we are achievement focused and closely monitor and promote the learners' personal, social and health development, and their academic progress.



- We believe in informed choice, and we want information to be transparently available to allow young people and their families to know what their choices are and to respect them when they are made.
- We want our school population and their families to have 'ordinary lives'
- We want and work for full participation of our young people, we expect every one we work with to have this attitude.
- We work together and expect to be challenged if we don't, and we challenge others who don't work willingly or co-operatively with us.
- We believe in continual development and challenge for workforce improvement, and provide the resources for this.

To this end the Governors expect the Headteacher and staff to make all the necessary arrangements to support learners and their families, and to do their utmost to ensure that other services attend reviews and are accountable for the provision of their agreed support.



**10. The contact details of support services for the parents/carers of learners with special educational needs, including those for arrangements made in accordance with clause 32 of The Children and Families Bill.**

Below are contact details for some of the support services available please contact the school with any specific enquiries and we will do our best to provide further details.

Specialist services which support the learner

- LA services 0300 123 4043
  - SEN team 01438 843022
  - Care/Care-Children/Short-Breaks-for-Disabled-Children
- Health contacts staff in school can be contacted via the school (01438 315356)

**11. School arrangements for supporting learners transferring between classes, stages of education and preparing for independent living.**

- The school works with the Transition Service and Connexions to facilitate a smooth transition from school, this may include, college, supported living, support to access community resources from a personal assistant, supported work placements, attendance at a specialist centre, all as agreed with the young person and their family/carers. Young people usually leave the school at the end of Yr. 14.

- Where transfers into school or from school occur the school will liaise with parents/carers and others to ensure a smooth transition to or from another special school or mainstream setting.
- For those young people under the statutory school age a phased programme of attendance is discussed with the parents/carers. Prior to attending the school we make sure we are aware of any health needs and that if necessary, any training, protocols and guidance are in place, before the young person starts attending
- The school has an established process for passing on important information when learners move classes or change staffing within the school.

