



Special Educational Needs (SEN) Policy

Statement of Intent

For Greenside School to be an outstanding learning community in which all pupils enjoy learning, feel valued and safe and achieve within an environment of respect, inclusion, equality, aspiration and celebration.

To enable pupils to achieve, develop healthy lifestyles, engender a life long desire to learn and to prepare them for adult life.

Our mission statement is:

“Working as one – Learning together.”

Responsibilities

The Governing body has two working subcommittees : Resources and Curriculum. It is the curriculum subcommittee that takes a special interest in any pupils who may need additional support.

The Governing Body, in consultation with the Headteacher, determine the school’s general policy and approach to the provision for all pupils within the school, establish the appropriate staffing arrangements and maintain a general oversight of the school’s work

The Headteacher has overall responsibility for ensuring that the SEN policy is implemented throughout the school, and is revised and updated as and when necessary. The Head and Deputy have a day to day responsibility for pupils wellbeing and to ensure appropriate curriculum delivery.

Class teachers and tutors ensure that recommendations identified within a pupil’s statement of educational need are being fully addressed. This naturally necessitates the co-ordination and publication of individual education plans (IEPs). An interdisciplinary approach to meeting the needs of the whole child is essential to ensure that all areas of a child’s development are being appropriately addressed. It is the responsibility of the class teacher, in collaboration with colleagues and external agencies, to identify needs, monitor and assess programmes of work, and keep accurate and relevant records.

The role of the Teaching Assistants is to assist the teacher in the implementation and delivery of the objectives identified within the pupil’s IEPs. .

Multi – Agency support

The school has access to advice and support such as the Educational Psychology & Behaviour Support Service, Hearing & Vision Support Service, Physiotherapy, Occupational Therapy, and Nursing Service as and when necessary and identified as required for individual pupils.

Curriculum aims

To provide a curriculum which caters for the development of the whole person; and that allows each individual to fulfill their potential intellectually, physically, emotionally and socially.

To give every pupil the information, stimulation, support and motivation to enable them to reach their personal potential - educationally; physically and socially, in an environment which inspires confidence and empowerment.

To enable learning, progress, achievement and success

To focus on what each young person can do and enjoys and to use this as the platform on which to develop new skills, learning and understanding

To provide a high quality learning environment, in which everyone works as part of a multi disciplinary team.

To encourage a learning environment that is: child centred, creative, exciting, challenging, safe and attractive.

To rigorously monitor learning and progress both in terms of pupil performance and evaluating the performance of the school.

To meet the needs of all pupils through differentiation appropriate matching of learning objectives to pupil need, and through flexible teaching strategies.

To regularly monitor and review each individual's learning and progress.

To consult with the pupil wherever appropriate about their needs aspirations and progress.

To develop spiritual, moral and cultural knowledge and understanding.

To provide equality of opportunity for all.

To work in partnership with parents and carers.

Develop inclusive practice by working in partnership with local mainstream schools.

To prepare each young person for life after school.

Annual Reviews

At Greenside School, each pupil has a Statement of Special Educational Need. This must be reviewed annually through an annual review meeting. This meeting is held as near as possible to the anniversary of the original statement i.e. during the term in which their statement was initially agreed. Annual Reviews are undertaken within the guidelines set down by Hertfordshire County Council SEN department. Parents and school staff and any other professionals that have been involvement with the child is invited to attend, or contribute in writing to the annual review. Parents/carers and pupils are also asked to submit written comments. Parent's and pupils comments are included in the Annual Review report. Where ever possible and appropriate, pupils in KS 4 and 5 should attend their Annual Review meeting and contribute to the planning of the report and presentation of progress and achievement. At the Annual Review meeting, teachers and tutors share photos and videos celebrating learning and achievement.

Individual Education Plans (IEPs)

The aims and objectives that are set at the Annual Review are addressed through the provision of IEPs. These provide targets that are Specific; Measurable, Achievable and Time-bound (SMART). Parents, carers and other relevant professionals are asked to contribute to the Annual Review. At this meeting progress is evaluated, inclusion issues or suitability of placement discussed as appropriate, and any concerns are voiced and recorded. Both the Local Authority and parents receive a copy of the Annual Review. Areas for improvement identified within the school are prioritised and included in the school's strategic and operational development planning. Objectives, costs, time scale, staffing implications and performance indicators are all addressed within the plans.

At Greenside teachers have developed a variety of ways that are effective in enabling pupils to contribute and reflect on their own learning and progress. IEPs are reviewed as part of the ongoing assessment process and formally at least once a term and rewritten every 6 months.

Consultation meetings

Each term teachers and tutors meet with parents and carers to review learning and achievements and share objectives and evaluated progress towards the IEP targets.

Transition planning

Transition planning is undertaken in Annual Reviews from Year 9. A member of staff from the Connexions Service attends most Annual Review meetings from Y9. Students and their parents/carers are encouraged to participate fully in reviews.

Pupil progress meetings

Pupil needs are reviewed regularly in class teams on a less formal basis as a regular part of day to day working. Concerns regarding a pupil's progress or well being are raised at these meetings, and any issues pertaining to a particular child which have wider implications are brought to the attention the appropriate member of the Senior Leadership Team.

The Head teacher meets with each teacher and tutor every term to review the learning and progress of each pupil.

Access to Learning Plans (ALPs)

All pupils who have additional needs, such as intimate care, support with mobility, use of specialist equipment have access to learning plans, which explain the specific arrangements that enable the young person to access learning.

Communication Passports and Profiles

The speech therapist prepares communication profiles for pupils. These explain the way in which the pupil communicates with others and strategies that adults should use to support them.

Teachers and tutors provide communication passports for those pupils who have profound and complex difficulties which give a quick explanation of the young person's communication needs.

Behaviour Support Plans

Some pupils may encounter emotional difficulties which can inhibit their learning and the quality of their relationships. Teachers and tutors receive support from senior teachers in preparing and implementing behaviour support plans (see behaviour support policy).

Parent / carer liaison

Greenside has an open door policy, parents and carers are always welcome to come into the school. However, if they wish to meet with their teacher / tutor we ask that they call first.

Pupil Progress meetings are also held for parents/carers twice a year. Parents wishing to discuss their child's progress at any other time are encouraged to make an appointment with the appropriate member of staff. Relevant staff will contact parents should they have any issues they wish to discuss regarding any aspect of a child's development.

Due to the wide catchment area of the school, circumstances prevent some parents from being able to visit school as often as might be desired.. Class staff are encouraged to be proactive in using various forms of communication to contact parents and for parents to contact school.

Autistic Spectrum Disorder (ASD)

All pupils at Greenside School have a statement of need that defines them as having severe learning difficulties. Some pupils also have a diagnosis of an Autistic Spectrum Disorder (ASD) ,

People with ASD have difficulties in:

- non-verbal and verbal communication,
- Social understanding and social behaviour,
- thinking and behaving flexibly (rigidity of thought) according to the situation
- sensory perception and responses.

At Greenside school it is recognised that pupils with ASD have specific needs and requirements that must be addressed. These include:

- Structured teaching.
- Continuity of practice and provision
- Visual prompts and cues.
- Communication systems which are developed with Speech and Language Therapists (SALT) and go with the pupil through school.
- Use of augmented communication systems aids, including PECs, objects of reference electronic communicators.
- Personalised timetable.
- Use of social stories.
- Opportunities for tailored, specific support.
- Opportunities to learn to work without prompting from an adult.

Pupils with an ASD may experience unusual sensitivity to sound, touch and visual stimuli. People with ASD share certain difficulties; their condition will affect them in different ways.

Greenside has a specific policy document (see Autistic Spectrum Disorder policy) which sets out the school's aims, principles and strategies for the education of pupils with an autistic spectrum disorder at Greenside School.

The teaching philosophy at Greenside School embodies the rationale of the approach developed by the National Autistic Society (NAS): Structure, Positive, Empathy, Low arousal, Links (SPELL) Greenside offers a structured, positive, empathic and low-arousal environment with good links between school, home and outside agencies. However, in order to meet the needs of all pupils across the spectrum we use an eclectic mix of established and researched approaches and interventions; drawing on best practice and continuously monitoring and evaluating their use.

Interventions and approaches include TEACCH (Treatment and Education of Autistic and related Communication handicapped Children), PECS (Picture Exchange Communication System), sensory diets and Intensive Interaction.

In order to ensure that pupils on the autistic spectrum are able to access the broad, balanced and relevant curriculum offered to pupils throughout our school the additional characteristic of pupils on the ASD spectrum need to be taken into account and reflected in the learning environment, planning, teaching and learning objectives.

Pupils with ASD may be taught in specialist autism classes or may be included within a general Primary or Secondary class on a full or part-time basis. They may also access sessions in mainstream settings. The decision as to where a pupil is placed and their degree of inclusion will be based upon individual need; assessed and agreed at Annual or Interim Review.

The quality of practice for pupils with ASD at Greenside School was accredited by the NAS in 2012.

Complex sensory, physical and medical needs

Many pupils at Greenside School have, in addition to their learning difficulty, complex sensory, physical and medical needs. Some pupils are very vulnerable. In order to ensure that they have access to specialist support and a relevant curriculum, (including a sensory based curriculum), Greenside has 2 specialist bases in the primary and secondary parts of the school.

A senior teacher, who is a specialist in the education of pupils with visual impairment, supports both specialist class bases.

Specialist resources are provided including a wide range of multi - sensory equipment; standing support; mobility and supportive seating. The school uses a range of hoists. All staff are given specific training in this area.

A member of staff is employed on a part time basis to provide daily support for pupils who are following a mobility plan.

The school has specialist facilities to support pupils with complex needs including;

- A sensory garden.
- Multi sensory rooms
- Warm water swimming pool
- Accessible outdoor play equipment
- Accessible mini buses
- Accessible car.

Dual sensory impairment

Pupils who have significant sight and hearing impairment receive additional support. Greenside has 3 members of staff how are trained interveners. This enables specialist 1:1 support to be provided at all times.

Home education

Some young people, may, because of their medical condition, be unable to attend school for prolonged periods. The school will liaise closely with parents, carers and relevant professional agencies to ensure that appropriate teaching, support is provided. This will be tailored to the specific needs of each child. In some cases full time education is delivered at the young person's home

Accessibility Plan

Greenside provides an Accessibility Plan which identifies issues relating to ensuring that pupils, staff and visitors are able to access facilities. The Accessibility Plan is part of the school development plan and is reviewed annually.

Monitoring, evaluating and reviewing the SEN policy.

The Headteacher is responsible for the implementation of the SEN policy. The chair of the curriculum subcommittee meets each term with the Head to consider specific issues relating to the policy and individual pupils. The SEN policy is reviewed annually by the full governing body.