



Special Educational Needs Disability (SEND) Policy

Introduction

The purpose of this policy is to clarify SEN access and entitlement and explain how the Greenside meets the individual needs of its young people through the effective allocation of available resources.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents: a) Equality Act 2010: advice for schools DfE Feb 2013 b) SEND Code of Practice 0-25 c) Schools SEN Information Report Regulations (2014) d) Statutory Guidance on supporting pupils at school with medical conditions April 2014 e) The National Curriculum in England Stage 1 and 2 framework document Sept 2013 f) Safeguarding Policies g) Accessibility Plan h) Teachers Standard 2012

Rationale

Greenside School is a mixed, day, community special school for pupils with severe or profound learning difficulties aged 2 to 19 years. Greenside is part of the Hertfordshire County Council Local Authority (LA).

Greenside School caters for a variety of learning needs including Profound and Multiple Learning Difficulties (PMLD), severe learning difficulties (SLD), visual impairment (VI) and Autistic Spectrum Condition (ASC).

Our staff work together with parents and carers to ensure each and every young person is provided with the right learning environment to achieve positive outcomes.

Greenside has established partnerships with mainstream schools and community providers that will be extended and embraced for the benefit of our young people.

The secondary department is co-located with Barnwell Middle School. This enables a range of inclusive learning opportunities for the pupils of both schools.

Aim and values

At Greenside we are committed to providing our pupils with an outstanding educational experience by creating a well organised learning environment that is challenging, stimulating and based on fun and enjoyment.

We strive to create:

- A purposeful, vibrant environment.
- An environment where making good relationships and getting on with people is strongly encouraged.
- An environment that strives to allow children to participate and be successful in their learning.
- An environment where all achievements are recognised and praised.

We believe in the concept of lifelong learning, this is reflected in our mission statement "*Working as One - Learning Together*".

An essential element of this provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of young people's needs.

All adults are required to interact with our young people in a way which is designed to promote a positive attitude that is age appropriate to their learning needs and disabilities.

Our resources, facilities and learning environments, alongside the high expectations of staff, are designed to promote maximum independence for all young people while providing the appropriate level of individual challenge and support.

At the Greenside School we value:

- A climate that fosters fun, learning for all and a positive self-image.
- Good relationships between staff and children, school and home, school and the wider community.
- An environment where everyone is treated with dignity, respect and is of equal worth.
- The different interests, strengths, rates of working and ways of learning for all.

Curriculum

The whole curriculum at Greenside promotes the intellectual, personal, social, creative and physical development of each pupil. The central aspects to our curriculum are: communication skills, personal and social skills and physical development.

The curriculum offered at Greenside is broader than the National Curriculum subjects alone. We incorporate a development and therapy based curriculum supported by a range of specialists including: creative practitioners, music therapists, speech and language therapist, physiotherapist, occupational therapists, nurses, visual impairment and hearing impairment specialists.

We recognise the importance of matching the curriculum to the learning and emotional needs of each pupil. All classes reflect the key stage of each pupil. All classes will include pupils who have ASC and many will include pupils who have an additional physical and / or sensory impairment. There are specialist ASC classes for pupils who require a higher level of structure and staff expertise; there are also specialist classes for pupil with PMLD who require particular medical assistance and / or a sensory based curriculum

Individual planning and differentiation ensures that our curriculum gives sufficient emphasis to literacy, numeracy and other aspects such as personal, social and health education and citizenship. There is flexibility at each key stage to safeguard statutory requirements whilst meeting the needs and abilities of all our pupils.

Organisation

Greenside is arranged in 3 main departments (Primary, Secondary, Post 16), each is overseen by an Assistant Head. The Primary Department includes an Early Years Foundation Stage Class.

In order to meet the wide and complex range of emotional and learning needs of the pupils at the school there is a degree of flexibility in the number of pupils in each class, the adult: pupil ratio, as well as the criteria used for the class.

In order to further independence and pre-vocational opportunities, Greenside school has a community based classroom which is located in a retail premises in a local shopping centre.

Supporting Pupils and Families

Local Offer - All information about provision within Greenside can be accessed through Hertfordshire's local offer found on their website as well as the Greenside School website.

Admission to the school is through a local authority referral and is explained in the admissions policy.

The school hosts other professional agencies such as therapists, psychologists and specialist advisers who work with pupils in collaboration with school staff, parents and carers.

Greenside offers a range of workshops, training and social events for parents and carers.

Supporting Young People with medical conditions

Many pupils at Greenside encounter significant medical issues. The school is supported by a nursing team. The school hosts medicals led by a paediatrician.

To enhance the Greenside staffing teams, colleagues from the Health Authority, Social Care and community support families and young people as and when the need arises.

Monitoring and Evaluation of SEND

Greenside operates a program of performance management which includes lesson observations which run throughout the school year and are planned within the school planner.

Our Curriculum offer is reviewed annually.

As part of an ethos of continuing self-review Greenside has an annual planner which is reviewed each week by the SMT

Parent and staff questionnaires are sent out annually, these are evaluated and the information used to inform planning and development.

The school self-evaluation and summary is reviewed and revised at least every term and is published on the school website.

Training, Professional Development and Resources

Greenside has a delegated training budget which is managed by the SMT and its deployment relates to the school development plan.

It is recognised that the most valuable resource is staffing and on-going training and development, and there is a commitment to use every available resource to retain and recruit skilled staff.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all young people, all staff are encouraged to undertake training and development

All staff undertake induction on taking up a post and this includes a meeting with the Head / Designated Senior Lead (DSL) to explain the systems and structures in place around the organisation's provision and practice and to discuss the needs of individual pupils as well as safeguarding.

Staff are given the opportunity and encouraged to enhance their knowledge and skills as relevant to individual and developmental needs through on-going staff training and development. Strong links are maintained with other special and mainstream schools and shared training and development encouraged.

Equal Opportunities

Each individual is respected for who they are – regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.

A wide range of teaching materials, approaches and technological aids are used to achieve this end. Greenside ensures resources are available with a variety of role models/representations. Imaginative drama and role-play is also used to explore equality of opportunity, as well as the concept of access to achievement. For those young people from homes where English is the additional language. (Please refer to the Equal Opportunities policy).

Safeguarding

Greenside is a safeguarding community in which: Everyone sees, Everyone Hears, Everyone is responsible. Each member of the SMT is a trained DSL. (please refer to the safeguarding, child protection, whistle-blowing, health and safety, behaviour support and anti-bullying policies).

Reviewing the Policy

The SEND policy will be reviewed annually.