



Special Educational Needs Disabilities (SEND) Information Report

Introduction

The SEND report explains the current provision at Greenside School. The will be updated annually to reflect changes and plans within the school.

1. What are the kinds of special educational needs for which provision is made at The Greenside School?

Greenside is a maintained day special school for children aged 2-19 years. Children will be provided with an appropriately paced and differentiated curriculum.

In The Greenside School - the pupil's identified needs will be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. The pupil may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties.

More detail on our commitment to high quality educational provision for all our children is detailed in our Curriculum and Assessment Policies.

2. What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils/students at Greenside will be under assessment or have a statement of special educational needs or, from September 2014, an Education Health and Care Plan (EHCP).

Further information on the admissions process to our school can be found on our website.

3. What is the provision for pupils/students at The Greenside and how is it evaluated?

All pupils/students attending The Greenside School will have a Statement of SEN or an EHC Plan. There may be agreement with the LA that a child or young person is placed pending the outcome of an assessment for an EHC Plan.

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.

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.

The aims of the Greenside school

- To enable each individual pupil to achieve the fullest degree of personal autonomy and have an equal opportunity to reach their maximum potential and have as much personal independence as possible within a multicultural society.
- To enlarge each individual pupil's knowledge, experience and imaginative understanding so that they can be a contributing member of their social group.
- To provide an educational framework within which the individual's self-identity is nurtured, enabling them to achieve the highest possible standards in all areas, with opportunities to achieve recognised accreditation where appropriate.
- To work closely with parents/carers ensuring that all aspects of pupil progress are fully inclusive, shared and supported.
- To pursue excellence in all its activities within school including out of hours learning, play and lifelong learning opportunities and to raise awareness of the needs of our pupils though forging links with the wider community, as well as with our partner mainstream schools including Barnwell Middle School, with which we are co-located. In addition our school has class facility located in the community. The Greenside Studio is a social enterprise based in a retail premise at The Hyde Shopping centre, Stevenage.

At Greenside every effort is made to discover the wishes of parents/carers regarding their children's education.

At Greenside we provide pupils:

- With teaching of a high quality that has clear aims, uses effective methods and suitable resources and which is matched to their differing needs.
- With a broad and balanced curriculum which stimulates their interest in a wide range of cultural, aesthetic, physical and environmental issues.
- With a curriculum that requires pupils to be actively involved in their learning.
- With stakeholders that act in a positive partnership to promote the greatest possible opportunities for learning.

We provide all stakeholders with a purposeful and friendly organisation that:

- Values all that learn work in or visit the establishment.
- Provides strategies which utilise and develop further the professional abilities of each team member.
- Provides clear leadership and effective management.
- Ensure it is an integral part of the local and national educational communities.

At the Greenside we look at the whole person, planning realistic programmes to meet the intellectual, social, spiritual, moral, cultural, physical, emotional and therapeutic needs of each pupil. These needs are most effectively met by pursuing a child centred approach that is undertaken by a team of talented professionals. Each professional makes a special contribution brought about by individual training and expertise, but all are united in the common pursuit of the school's mission statement "*working as one – learning together*".

4. All staff have a responsibility to meet the needs of all the pupils/students at Greenside

Details of staff and governors are on the school website, which also includes contact information.

Staffing levels are enhanced so that pupils are usually taught in classes of up to 9 with an appropriate number of additional teaching assistants to meet the needs of the class group.

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals. We are working closely with our health and social care colleagues to implement the new SEN Code of Practice.

5. What training do staff have in relation to the needs of pupils/students at The Greenside?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work within our school - details of this are in our SEN Policy.

6. How will equipment and facilities be provided to support pupils/students at The Greenside?

Greenside School is fully accessible for wheelchair users being on one level. Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

An accessibility plan is part of the school development plan and is reviewed every 6 months.

7. What are the arrangements for consulting parents of children/young people at The Greenside and involving them in the education of their child?

At The Greenside – parents/carers are fully included in the process of working with their children/young adults. This includes: Initial visits to school; introductory meetings; daily home/school book for information exchanges and key messages; parent/teacher meetings including update from professionals (at least 3 times a year); one formal meeting annual review of statement/EHC Plan including a review of an Individual Health Care Plans as appropriate, these meeting include an annual review report and PowerPoint celebrating achievement; parent workshops and training; coffee mornings; celebration evenings; parental Representation on the Governing Body; parent involvement in changes in school through informal and formal consultations, including an annual questionnaire the findings of which are shared on the school website.

8. What are the arrangements for consulting young people at The Greenside about, and involving them in, their education?

All children and young people in our school are treated with dignity and respect. The curriculum is tailored for each pupil/student in order that they can access and experience success through-out their school life.

The school's pupil voice policy enables pupils to contribute and decide on aspects of school life relating to their needs.

9. What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at The Greenside School?

The process for all complaints is made available in the school brochure which is updated each year. The complaints procedure is also available on the website.

10. How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at The Greenside and in supporting their families?

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the school, others have different lines of management.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

School Nurses, Speech & Language Therapists, Occupational Therapists and Physiotherapists are employees of Community Health Trust. All these professionals work within school training staff, advising staff, working with children and young people.

The Sensory Service staff including Visual /Hearing Impairment advisory teachers are employed by the Local Authority. They provide staff training and advice on individual children's needs.

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services.

If parents / carers have a query relating to these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

11. What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

All transitions are well planned for through-out school as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff.

Students are increasingly supported in planning for their transition from school to adult life. Staff from Connexions and the Transition Team work with pupils in school to get to know them and to advise both pupils/students and parents/ carers on what is available after leaving The Greenside School

12. Where is the information on the Local Authority local offer published?

There is further detail regarding the offer provided by Greenside School for pupils with special educational needs on our website as well as the "Local Offer" which is published the Hertfordshire County Council website.