



# Prospectus



Greenside school is a Hertfordshire County Council Community Special School. Greenside caters for up to 165 learners aged between 2 and 19 years who have a severe or profound learning difficulties, communication difficulties, Autistic Spectrum Condition (ASC), physical difficulties, sensory impairments. Some have complex medical needs.

At Greenside we believe the young person is at the centre of all that we do. We summarise this as:

Learning, Achieving Together

# An Introduction to Greenside School

## Vision and ethos

At Greenside everything we do is underpinned by a belief in the importance of establishing and exemplifying the types of relationships and support strategies that allow everyone to access learning and life opportunities. The desired outcome for our young people is a socially inclusive and fulfilling life.

Values of: Respect, Creativity, Collaboration inform all aspects of our work

We aim to provide the highest quality support to all learners and their families.

We believe that learners should be able to exercise choice.

We make learning fun and enjoyable.

We work in partnership with parents and carers.

## Admissions

All learners at Greenside School have a statement of special educational needs or Education, Health and Care plan (EHCP).

The Local Authority (Hertfordshire County Council) is responsible for all admissions to the school. Some learners join us at the start of their educational career and some transfer from mainstream or other special schools.

Prospective parents/carers are very welcome to visit our school and should telephone to arrange a mutually convenient time.

## Contact us

Greenside School

Shephall Green

Stevenage

SG2 9XS

01438 315 356

Our website address is...

[www.greenside.herts.sch.uk](http://www.greenside.herts.sch.uk)

## School Opening Times

The school follows the same pattern of term times as the local mainstream schools. Learners arrive at school between 9.00am and depart from school between 3.00pm and 3.20pm.

## Safeguarding

Greenside is a safeguarding community where: everyone sees, everyone hears and everyone is responsible. We adhere to all Local Authority and national procedures and requirements. Our Designated Senior Person (DSP) is Dawn Brown, our named safeguarding governor is Tish Chowles.

## School Security

We are very conscious of the need to ensure that the school is safe and secure. All outdoor leisure areas are fenced and access to the schools' main entrance is by an access control system.

## Home / School Communication

The involvement of parents and carers is essential in helping their young person make good progress. Greenside recognises the expertise of parents/carers and is committed to working with them and partner agencies in order to achieve the best possible outcome for learners and their families. We are flexible in our home / school communication in order to meet the needs and preferences of each family.

## Complaints

In all circumstances parents/carers are invited to contact the school as soon as possible to discuss any concerns they may have. It is hoped that this will result in a resolution of any difficulties, but if not, the School has a policy for dealing with complaints about the curriculum and a policy regarding complaints of any other nature. These are available on request and on our website.

## Our Inter-Disciplinary Team

The school works in partnership with a variety of professionals. A team of nurses are deployed each day at the school.

Physiotherapists, Occupational Therapists as well as Speech and Language Therapists are deployed throughout the school. Together we aim to provide the best quality education and support for our learners and their families.

## Specialist Facilities

Greenside has a wide range of specialist facilities including:

- A warm water swimming pool
- Multi-sensory rooms and areas
- Soft-play room
- Sensory integration room
- Food technology room
- Rebound therapy area
- Social enterprise,
- Accessible mini buses
- Accessible cars

Greenside school has 5 outdoor play areas, each designed to relate to the chronological. Our outdoor facilities feature:

- Sensory garden
- Accessible swing
- Accessible roundabout
- Accessible sand pit
- Sunken trampolines
- Exercise equipment
- An adventure play area
- AstroTurf games areas
- Playing field,
- Swings and climbing equipment

We share the dining, art, dance, library, music, gym and science facilities with Barnwell School. 2 of our Post 16 classes are located at the High School.

We have 3 specialist learning provisions at The Hyde shopping centre. These provide a base for our community-based learning.

## Creativity

The creative arts are used to provide outstanding opportunities for learners to learn how to express themselves, develop their self-esteem, thinking skills, confidence and sense of achievement. Our creative partners include 2 dance / drama companies. We also have music, dance and art specialists.

## Sport and Physical Development

We place a high priority on providing exceptional opportunities for learners to develop their physical strength and mobility and to enjoy physical activities.

## Extended learning opportunities

We offer a range of opportunities outside of the school day both at lunch time and after school. Clubs and activities reflect the interests and needs of each learner and include: music, sport, and drama. A range of residential learning opportunities are provided for our older students.

## Learning and Teaching

A wide range of teaching approaches are used as appropriate to meet the needs of individual learners. We continually review our teaching methods and resources to ensure that learners receive the support they require. The school invests in training related to all the areas of special needs catered for and some teachers have additional specific qualifications.

There is a strong emphasis on life skills and preparing learners to participate in their communities. Teaching is planned and delivered to ensure that learners are able to build on their achievements.

## Our Curriculum

Known as "My Curriculum," we provide a highly personalised curriculum designed about the priorities and outcomes identified in each EHC plan.

There are 4 main elements to "My Curriculum." These are: "My Body," "My Communication," "My Thinking," and "My Wellbeing".

These broad headings inform our planning to ensure breadth and relevance.

## Communication

The development of communicational skills is a major focus for all learners. Staff teams work in partnership with speech and language therapists. We also employ a communication specialist.

Sensory literacy and reading are supported by a full-time specialist. The librarian at Barnwell Middle School is employed and shared by both schools.

## Post 16 Provision

We provide further education opportunities for students aged 16 to 19 years. A greater emphasis is placed on using and developing the skills and competencies of individuals within a range of settings. We want our young people to experience a wide range of challenging and exciting activities, exercise their choices and develop their independence. To support the development of pre-vocational skills the school has a social enterprise at The Hyde shopping centre. Students also access Church Farm, as well as one of 3 FE colleges.

## Personal and Social Development

Learners are given opportunities to develop skills that enable them to be as independent as possible. To make choices, to problem solve and gain confidence.

## Relationship and Sex Education

An emphasis is placed on developing learners understanding of positive, safe relationships.

Careful consideration is given to ensuring that sex education is compatible with the developmental stage of each student, rather than simply their chronological age. Parents and carers may view and discuss materials and resources intended for use and have the right to withdraw their child from all or part of the programme. Such a request must be made, in writing to the Head teacher.

## Religious Education

In addition to developing understanding about beliefs and faiths, learners are encouraged to reflect upon the beauty, joy and wonder of the world. They also experience activities that will encourage reflection and respect for others.

## School Meals

Lunchtime is an important part of our school day and is a teaching session. Learners sit in class groups and it is seen as both a social activity and a time to practise skills. All food is prepared and cooked on site from fresh ingredients. There is always a choice of main courses and desert or fresh fruit. Our approach to healthy eating is carried through to break time snacks. Some of our learners in the senior part of the school have their lunch with their

friends at The Barnwell Bistro. Many students in our Post 16 Department prepare their own lunch, either in our food technology room, the Post 16 kitchen or at our social enterprise (The Greenside Studio).

## Collective Worship

Our assemblies provide opportunities for spiritual and moral development, as well as fostering a sense of community and identity; enabling everyone to share and celebrate achievement; to learn of different faiths and cultures and promote the importance of helping and encouraging one another. Specialist “sense – assemblies” are provided for some of our learners who have ASC.

## Behaviour Support

We believe that by demonstrating respect for every individual we promote consideration of other people’s needs and feelings. We follow “Herts Steps” which is a positive and non-aversive approach in supporting learners who display difficult behaviour.

Our support for individuals with emotional and behaviour difficulties involves considering the meaning and purpose of the behaviour, teaching new skills and ensuring that any necessary changes to the environment are made. Learners will have specific support programmes prepared that are shared with parents/carers and all school staff.

## Health and Safety

At Greenside School we strive to provide a safe but challenging environment that stimulates natural enquiry whilst limiting the possible risks. The buildings and grounds are subject to regular inspections and fire drills are carried out at least once a term. During offsite activities, mobile phones are carried in order that emergency assistance can be summoned at any time, All teaching areas have a phone so additional help can be requested immediately through and internal intercom system and externally to the emergency services.

## Charging Policy

We offer a range of activities both on and off site. Many activities involve additional costs that must be met, consequently we invite a half termly voluntary contribution to the school fund account and charges are made for some particular activities outside the school. All educational activities are made available to all learners regardless of the willingness or ability of parents/carers to contribute towards the cost. Parents/carers are welcome to request a copy of the school’s policy on charging.

## Ill Health and School Attendance

Children's health can fluctuate extremely quickly but we ask parents/carers to be as confident as they can that learners are fit to attend school. Some learners within school are very vulnerable. There are specific guidelines from School Health regarding the period of absence required for communicable diseases e.g. COVID; chickenpox, sickness and diarrhoea

## Medication

Our nursing team ensure that all medication that has been prescribed by a doctor for ongoing conditions e.g. epilepsy, asthma, is dispensed appropriately in school, including rectal diazepam or buccal midazolam. All medication should arrive in school via the escort not the learners' own bag. This is to ensure that there is no opportunity for it to be missed or inappropriately taken by another learner.

## Our Leadership Team

Head: Dave Victor.

Deputy Head: Alex Tomkins

Assistant Heads: Dawn Brown, Luke Simonds

## Our Chair of Governors

Dave Smith



**Greenside School**  
Learning Achieving Together