

# **Greenwood School – SEND Information Report – 2020/2021**

## **Key Questions answered within this document:**

1. What is Special Educational Needs Provision at Greenwood School?
2. How do we know if students need extra help and what should I do if I think my child / young person has educational needs?
3. How will I and the school know how my child / young person is doing and how will the school help me to support my child's learning?
4. How will school staff support my child / young person and how will the curriculum be matched to my child's / young person's needs?
5. How is the decision made about the type of support and how much support my child / young person will receive?
6. How will my child / young person be included in activities in and out of the school classroom including school trips?
7. What specialist services and expertise are available or accessed by the school?
8. What training have staff supporting SEND had, or what training are they having?
9. How accessible is the school both indoors and outdoors?
10. How are parents involved in the school? How can I get involved?
11. Who can I contact for further information?
12. How will school prepare and support my child to join the school, transfer to a new setting or to the next stage of their life?
13. Where can I get further information about services for my child / young person?

## **1. SPECIAL EDUCATIONAL NEEDS PROVISION AT GREENWOOD SCHOOL**

Greenwood School is an Education Centre or Pupil Referral Unit, providing an alternative education to a wide range of students who are not able to access the curriculum in a mainstream school. We work in close partnership with secondary schools in the New Forest and with Hampshire County Council Education Inclusion Service. At Greenwood our motto is 'Passionate about Progress' and we strive to ensure students make good progress academically, emotionally and socially.

Students can be referred to Greenwood School by their mainstream school or by the Education Inclusion Service. Students can be referred because they are; permanently excluded; at risk of permanent exclusion or medically unable to access their mainstream school. Our core purpose is to maximise the academic achievement of our students while addressing their individual social and emotional needs, often with the additional support of external agencies.

Our main aim is to re-integrate Key Stage 3 students successfully back into a mainstream school after a time limited period - usually 6 weeks, or to a specialist setting if an Education Health and Care Plan is received and such a provision is allocated. In certain circumstances, Key Stage 4 students can remain at Greenwood to complete their GCSE

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courses and plan for post-16 opportunities. At Greenwood School a small number of students with Education and Health Care Plans are accepted at Key Stage 4. For those students who cannot attend onsite, fully qualified teachers deliver a personalised curriculum in core subjects at the student's home or another suitable venue. Alternatively, students may receive an Online package of education in the Core Subjects with a weekly mentoring visit from a member of staff. We also provide an Outreach service to support students to remain in their mainstream school. Our Outreach Support Team will also assist with the reintegration of students back into a mainstream school if they have been onsite at Greenwood. The SENDCo will support any student moving from Greenwood into a specialist setting.

We are guided by the key principle that all students, potential students, their parents and carers, and staff are of equal value:-

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender and gender identity.
- Whatever their religious and non-religious affiliation or faith background.
- Whatever their sexual orientation.
- Whatever their marital status.
- Whether they are currently pregnant or have recently given birth.
- Whatever their age.

### **2. HOW DO WE KNOW IF STUDENTS NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?**

Prior to enrolling at Greenwood School, a referral form is sent to Greenwood from the referring school or from the Education Inclusion Service which includes key information about the student, including their academic data. There may also be accompanying letters from doctors, Paediatric specialists and the CAMHS team to ensure the student's needs will be met when they begin at Greenwood. Students are invited for an Initial Visit, accompanied by parents/carers and/or with a teacher/LSA from the referring school. This allows for a sharing of information and to discuss any specific needs.

Students complete a series of assessments on admission, to enable staff to have a better understanding of individual needs and how best to engage the student in their learning experience.

The baseline tests will include:-

- Reading comprehension test.
- Single word reading test.
- Spelling test.
- BPVS (The British Picture Vocabulary Scale) This is a test of receptive vocabulary for Standard English.
- Dyslexia Screening Test, if deemed appropriate.
- A Numeracy Test – undertaking in class within the first week.

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- A Science Test – undertaken in class within the first week.
- Social Emotional Mental Health questionnaire.

The results of these tests and information from the referral form are used to create a Pen Portrait of the student for all staff to use when planning lessons and interacting with students.

The learning needs of all students are addressed in the classroom and through intervention programmes. The level of need is guided by the baseline test results, prior attainment data, external agency reports and teacher assessment in the classroom.

**If you are concerned that your child may have a special educational need or disability, please contact the Special Educational Needs / Disability Co-Ordinator, Fiona Leagas.**

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes:

- Learning difficulties.
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema.
- Specific learning difficulties, including dyslexia.
- Autism.
- Speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

According to the SEN Code of Practice 2014, a young person has special educational needs if, 'he or she has educational provision that is additional to or different from that made generally for other young people of the same age by mainstream schools'.

Children are identified as having SEN if they are not making progress within a curriculum that:-

- Sets suitable learning challenges.
- Responds to students' diverse learning needs.
- Overcomes potential barriers to learning.

### **3. HOW WILL I AND THE SCHOOL KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

Greenwood School completes Academic Progress Reports every term. These are shared with the student, parents/carers and the referring school. Staff are in regular contact with parents / carers and associated professionals involved with individual students. Staff regularly celebrate student's achievements with parents / carers. There are regular reviews of students to plan for next steps.

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All staff meet at the beginning and the end of the day to discuss each student and analyse the patterns of behaviour and progress. Following these meetings, phone calls are made to parents/carers of students who are causing concern and/or students who have had a particularly positive day / experience. All information is recorded using CPOMS an online monitoring tool. Students receive reward points throughout the day – an exceptional day would see a student earning 180 – 210 points which includes 30 points for wearing the correct uniform and handing all belongings (including phones) in at reception.

Students who are provided with additional interventions are assessed at the beginning of the programme and at the end, in order to evaluate the impact and effectiveness of the intervention programme. All staff are aware of entry and exit dates to these programmes in order to evaluate impact in the classroom.

The Management Committee of Greenwood School has due regard for the Code of Practice when carrying out their duties towards all children with SEN, ensuring that:-

- The necessary provision is made for students with SEN.
- In co-operation with the Head Teacher and SENCO, the school's general policy and approach to provision for children with SEN meets required standards.
- The teachers are aware of the importance of identifying and providing for those children with SEN.
- Annual reports are sent to parents, including information about identification, assessment, provision, monitoring and record keeping and the use of outside agencies and services.
- A current update of SEN is reported at each meeting of the Management Committee.
- Parents are notified of any decision made by the school relating to SEN provision for their child.
- Students with special educational needs are included as far as possible in the activities of the school with other children.
- A member of the Management Committee has lead responsibility for SEN.

### **4. HOW WILL SCHOOL STAFF SUPPORT MY CHILD AND HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

Students at Greenwood School earn daily points and these are recorded online. These points are used to track and evaluate the student's attitude to work, their social and emotional mental health, their progress and how well they have attempted to improve any particular aspect of their learning and/ or behaviour.

Students meet daily with their keyworker, to discuss behaviour, progress and any other issues highlighted throughout the day. Any noteworthy news is communicated to parents/carers by telephone calls, texts or E Mails at the end of the day, either from the Keyworker, Subject Teacher or one of the Senior Leadership Team.

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Students are taught in small classes, normally with the additional support of an LSA. All lessons are differentiated appropriately to the needs of the students. The school promotes high quality inclusive teaching with lessons being taught using a variety of multi-sensory approaches to suit all learning styles. Lessons build in many opportunities to build self-esteem and confidence. In addition, some pupils are provided with one to one interventions to ensure they make expected progress in terms of their attainment in literacy and numeracy. Students also receive one to one sessions for social and emotional reasons where deemed appropriate.

If a student has a medical need they will be fully supported as outlined in our Medical Needs Policy.

If a student requires medication whilst at school our Administering Medicines Policy will be followed.

Intervention programmes are linked to the 4 categories of need, as described in The Code of Practice 2014 and could address:-

- Cognition and Learning.
- Communication and Interaction.
- Social, Emotional and Mental Health.
- Physical and / or Sensory Needs.

The SENDCo is responsible for:-

- The day-to-day operation of the school's SEN policy.
- Liaising with and advising class teachers. Overseeing the interventions of the ELSA.
- Co-ordinating with Senior Leadership for the provision of students with SEN.
- Updating and overseeing the records of all students with SEN.
- Working with parents of children with SEN.
- Liaising with external agencies including the Educational Psychology Service and CAMHS.
- Working with other support agencies, medical and voluntary bodies.
- Attending review meetings of SEN students and students with draft EHC Plans where appropriate.
- Liaising with mainstream schools, SEN and other agencies regarding Educational Health and Care Plans.
- Supporting students and their parents / carers with transitions to new placements when EHCP is finalised.

The SENDCo is also responsible for undertaking the Social Emotional Mental Health questionnaire when students begin at Greenwood and overseeing the interventions to address areas to develop. The SENDCo is responsible for overseeing the specialist lessons which address the SEMH targets.

### **5. HOW IS THE DECISION MADE ABOUT THE TYPE OF SUPPORT AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

#### ***a. Identification, Assessment and Provision***

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Management Committee, the Head Teacher, SENDCo and all other staff have important responsibilities. All teachers are teachers of students with special educational needs.

Teaching such students is a whole-school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of students. The majority of students will learn and progress within these arrangements. However, for students with additional special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

#### ***b. Allocation of Resources***

The SENDCo and Senior Leadership Team organise and plan the amount of additional in-class and external specialist support required by students. All students receive SEN support, whether or not they have an Educational Health and Care Plan. The in-class support from Learning Support Assistants is funded through the delegated SEN budget and Pupil Premium funding from the LEA. The school also allocates additional resources from general funds.

#### ***c. The school adopts a graduated approach to intervention - The Graduated Approach***

The process for implementing SEN support is arranged into four stages as outlined in the SEN Code of Practice 2015 and parents/guardians are kept fully informed. This is the graduated approach to intervention.

- **Assess**

When concerns arise, information is gathered from a variety of sources (teacher, student, parent, outside agencies) so we can develop an accurate picture of the students' needs, attainment, projected targets, motivators and how they respond to teaching approaches.

- **Plan**

After gathering information an intervention package will be put together to outline the methods that will be used to achieve specific outcomes. Short-term targets are agreed which prioritise key areas of learning that are to be addressed and ways in which the progress will be measured. If external agencies are involved, their advice and recommendations are included. Any actions agreed take in to account the student's strengths as well as their learning differences.

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- **Do**

Students receive constant support in class to access their learning and fulfil their potential. This is achieved through clearly differentiated work, teaching methods appropriate to the learning style of the student and LSA support. Students requiring more specific interventions receive these regularly and the outcomes of these sessions are recorded.

- **Review**

Regular meetings are held between the SENDCo and staff to determine the effectiveness of the intervention and whether any alterations are required. If a student is still not making progress despite the school having taken relevant and purposeful action alongside other professionals, including the school's linked Educational Psychologist, then parents or school can make an application to the local authority for an Education Health Care Plan.

Where a student has additional needs e.g. physical, medical or cognitive, Access Arrangement testing will be undertaken to enable him/her to take public examinations. Parents/carers will be contacted when a need for Access Arrangements is identified, and after the application has been submitted, in order to inform them of the outcome of the application.

### **6. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES IN AND OUT OF THE SCHOOL CLASSROOM INCLUDING SCHOOL TRIPS?**

During the school day, students are supervised at all times by teaching staff at Greenwood School.

At breakfast, all students are offered toast, fruit and a range of healthy drinks. At lunch, all students are offered a free midday meal, including a vegetarian option. At the end of the school day, students are escorted to their transport provider or the school gate. **In light of new COVID guidelines, students are now offered a range of covered snacks e.g. packaged croissants and Brioche with a carton drink for breakfast. Break time choices include a bacon roll or a cheese topped roll with a carton of drink, lunch remains the same as pre COVID.**

Students are included in a wide range of extracurricular/enrichment activities during the academic year. All students are invited to engage in activities offered at Greenwood School and are provided with support necessary to enable them to fully participate, subject to a satisfactory student Risk Assessment. The school is always open to discussion with parents and carers as to how we can include all students in all activities available.

As part of their normal timetable, KS3 students engage in Project Learning which encompasses academic learning as well as, personal and social aspects in order that students are more successful when reintegrated back into a mainstream or specialist provision. Students engage in a number of specialist lessons with the aim of increasing confidence and self-esteem, improve communication skills, resilience and create teamwork and empathy. Students have access to Land Based Studies in Key Stage 4 if this is chosen as an option subject. Students undertake gardening and also the daily care of

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our school animals. In Key Stage 4 students may get the opportunity to attend a college course for one day a week and / or other alternative courses aimed to prepare students for post-16 pathways.

All students are assigned to a Keyworker Group of no more than 8 students. The Keyworker oversees the general well-being of the student and liaises with parents/carers should there be any concerns over health and well-being. Parents are welcome to contact Keyworkers, via the school office, if they have any concerns or wish to share any important information which they feel might impact on the child's behaviour or attitude to learning.

The needs of students with specific medical needs are discussed prior to admission, in consultation with parents/carers and the referring school, in order that any additional specific arrangements can be put in place prior to enrolment at Greenwood School. In these instances, our Medical Needs Policy is followed and for students who require medication, we adhere strictly to our Administering Medicines Policy.

### **7. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE OR ACCESSED BY THE SCHOOL?**

We work closely with external agencies to provide additional, specific support to our students and their parents/carers. These include:-

- EPS (Educational Psychology Service).
- Children's Services.
- YOT (Youth Offending Team) and YCP (Youth Crime Prevention).
- School Nurse.
- It's Your Choice.
- CAMHS (Child, Adolescent, Mental Health Service).
- Specialist Teacher Advisors.
- Communication and Language Team.
- Catch 22.
- Barnardos.

Support will always be sought for students where English is an Additional Language.

### **8. WHAT TRAINING HAVE STAFF SUPPORTING SEND HAD, OR WHAT TRAINING ARE THEY HAVING?**

Greenwood School's Special Educational Needs Co-ordinator (SENCo), Fiona Leagas BSc, QTS, NASENCo is available from Monday to Thursday. She can be contacted via the main school office – 02380423827. Fiona is trained and qualified in a variety of specialist areas including; Autism, ADHD, Social Emotional and Mental Health, Anxiety, Attachment difficulties, Self-Harm, Eating Disorders, effects of Domestic Violence on young people and Communication Difficulties, Counselling Level 3. Fiona has also completed the Sussex University Low Intensity Psychological Interventions assessed and certificated course. This is a 2 year course and allows her to deliver a range of interventions grounded in Cognitive

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Behavioural Therapy. This intervention is offered as part of Greenwood's Outreach package, as well as to students onsite. Please contact Fiona for more information.

All staff professional development needs are identified through the school's performance management system and the school improvement plan. The Head Teacher oversees the professional development of all teaching staff and support assistants. She is supported by the Deputy Head Teacher. All staff are informed of LEA, national and regional training courses, seminars and networks that relate to SEN and inclusive educational practice. Members of staff attending any courses are expected to disseminate and share their knowledge with other colleagues within the school. Members of staff are also encouraged to observe good inclusive practice in other schools and share findings, in order that we can adopt best practice. All LSAs take part in all Staff Training Days and all Staff Meetings.

### *The Voice of the Child*

The views of our students are always considered when reviewing considering support and provision. Greenwood adopts a person centred approach and this practice is embedded within teaching as well as at reviews of PEPs or EHC Plans. The school actively encourages the use of augmented communication systems when necessary.

### *Parent / Carer Partnership*

The knowledge, views and first-hand experience of parents and carers are highly valued for the contribution this knowledge can make to the child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the Head Teacher or SENCo if they have any concerns about special educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. Our home-school agreement outlines how parents can support their child's learning at home.

## **9. HOW ACCESSIBLE IS THE SCHOOL BOTH INDOORS AND OUTDOORS?**

- Greenwood School is fully accessible to students in wheelchairs.
- Teaching rooms are located on one level.
- Greenwood School has a designated disabled toilet and shower.
- The school has a designated disabled parking bay located close to reception.
- Additional services, such as the provision of specialist equipment and further adaptation of the school site are sought through Hampshire Specialist Teacher Advisory Service.
- Parents / Carers and other outside agencies are welcomed as part of the planning process to ensure that adequate provision is in place for students.

## **10. HOW ARE PARENTS INVOLVED IN THE SCHOOL? HOW CAN I GET INVOLVED?**

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- Parents / Carers are crucial to improving the chances of achievement of their children in school and ensuring regular attendance is one of the most important ways a parent can be involved.
- Parents / carers are telephoned regularly and are encouraged to contact the school at any time to discuss their child / young person.
- If your child / young person has an ongoing illness or medical condition the school will support you and your child / young person to maximise their involvement in education.

### **11. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

For further general information please contact:-

Headteacher – Vicky Essex

Telephone: 02380 423827, or e-mail: [v.essex@greenwood.hants.sch.uk](mailto:v.essex@greenwood.hants.sch.uk)

For enquiries about CLA please contact:-

Deputy Headteacher – Peter Washington

Telephone: 02380 423827, or e-mail: [P.Washington@greenwood.sch.hants.uk](mailto:P.Washington@greenwood.sch.hants.uk)

For enquiries about SEND provision, please contact:-

SENDCo – Fiona Leagas

Telephone: 02380 423827, or e-mail: [f.leagas@greenwood.hants.sch.uk](mailto:f.leagas@greenwood.hants.sch.uk)

SEN Governor -

### **12. HOW WILL SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL, TRANSFER TO A NEW SETTING OR TO THE NEXT STAGE OF EDUCATION AND LIFE?**

Greenwood School has an established induction policy which carefully supports students into Greenwood School, with thorough liaison between the referring school, parents / carers, outside agencies and Greenwood.

From admission, specific targets are set. These targets specifically address key areas which were highlighted on the referral or are highlighted during our regular assessments. Transition arrangements to a mainstream school, or in the case of those with an EHCP who are transferring to a specialist provision, are made on an individual basis and always involve detailed meetings and reports. Transitions are always carefully planned for and supported by Greenwood School staff.

Students in Key Stage 4 receive onsite career's advice from our fully trained Career's Advisor as well as, specialist independent careers advice to support them in making choices regarding transition from Year 11 to further education, training or employment. We liaise closely with local colleges and employers.

### **13. WHERE CAN I GET FURTHER INFORMATION ABOUT SERVICES FOR MY CHILD/YOUNG PERSON?**

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The school's Special Educational Needs Policy can be obtained from the school office. It is reviewed regularly.

Additional information can be found from the Hampshire Local Offer – [www.hantslocaloffer.info](http://www.hantslocaloffer.info)