

Greenwood School SEND Information Report 2026-27

This document describes Special Educational Needs provision at Greenwood School. The following questions are asked, and then answered, to support parents and carers to understand how Greenwood provides for young people with SEND.

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14. Where can I get further information about services for my young person?

1. Special educational needs provision at Greenwood School.

Welcome to Greenwood School's Special Educational Needs (SEN) pages. We hope you find these pages useful and they show how Greenwood School is able to support students with SEN to reach their full potential.

Our Special Educational Needs and Disability Co-ordinator (SENDCO) is Fiona Leagas.

Our SEN Management Committee representative is Hannah Avoth

Greenwood School is an Education Centre / Pupil Referral Unit that provides an alternative education, for a time limited intervention. Greenwood provides education to a wide range of students who cannot access the curriculum in a mainstream school. We work in close partnership with secondary schools in the New Forest and with the Hampshire County Council Education Inclusion Service, as well as Hampshire's Special Educational Needs Team. 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 – their Attributes. At Greenwood we focus on the attributes – Resilience, Resourcefulness, Relationships and Reflectiveness.

All Key Stage 3 and Year 10 students attend Greenwood for a time limited intervention of 6 - 12 weeks. Most students will be re-integrated back into their mainstream school; a small proportion of students will receive a Final EHCP that names a provision other than their mainstream school. Permanently Excluded students will also move on from Greenwood after their 6–12 week intervention. In certain circumstances, Year 11 students can remain at Greenwood to complete their qualifications / GCSE courses and plan for post-16 opportunities. Greenwood staff support all students to successfully reintegrate back to their mainstream or move to a new provision / life stage.

Students at Greenwood School receive their learning in small groups of no more than 8 students. All students receive weekly Mentoring Sessions centred around the development of the Attributes necessary for academic, social and emotional progress. Some students will receive short term one to one learning interventions to support their progress.

We have good attendance at Greenwood School and our Student and Family Support Workers support families to uphold this.

If you would like to know more about special educational needs or disability at Greenwood, please contact the SENDCO – f.leagas@greenwood.hants.sch.uk

2. How does Greenwood School know if a young person needs extra help and what to do if I think my young person 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, key professionals and with a teacher/LSA from the referring school. This allows for a sharing of information and to discuss any specific needs. Some students have received Outreach Support prior to a full referral therefore are already known to the Greenwood Team. On occasions, students will be visited in their homes prior to commencing at Greenwood.

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. These baseline assessments include:

- Single word decoding assessment
- Spelling assessment
- Language assessment
- Reading comprehension assessment
- Science baseline assessment
- PASS Functional Skills assessment in English and Maths

We also assess students against the four areas of the Special Educational Needs Code of Practice: Cognition and Learning, Communication and Interaction, Physical and Sensory and Social, Emotional and Mental Health. This assessment also incorporates the Attributes of Resourcefulness, Resilience, Relationships and Reflectiveness.

The results of these assessments, information from the referral form, liaisons with parents/carers/schools and any other professional report are used to create a Pen Portrait of the student for all staff to use when planning lessons and interacting with students. We also develop a Window of Tolerance / strategies to support students to remain regulated and able to engage with others and their learning. This process of undertaking referral meetings, receiving referral forms and the baseline assessments is termed the 'Learn' Phase.

The learning needs of all students are addressed in the classroom and through intervention programmes. The level of need is guided by the baseline assessment results, prior attainment data, external agency reports and teacher assessment in the classroom. This information is used to assist the 'Prepare and Support' phases of the placement whereby the referring school or next provision, Greenwood school, the student and the parent / carer all meet to plan for next steps.

What to do if I think my young person has special educational needs?

If you are concerned about your young person, please contact their Student and Family Support Worker or the SENDCo, Fiona Leagas.

The Equality Act 2010 states that a young 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 and more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia
- Autism
- Speech language and communication impairments

A young person has a special educational need if they have a disability or learning difficulty which calls for special educational provision to be made for them.

A young person has a learning difficulty or disability if they:

- A) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- B) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream setting.

3. How do both home and school know how my young person is doing and how will school help me to support my young person?

- All subjects monitor student progress
- Subject reports are shared with parents / carers every half term
- Parents/ Carers are invited to termly face to face Individual Education Planning meetings
- Students referred by a mainstream school receive 6 weekly reviews with the mainstream school, parent / carer, student and Greenwood staff
- Students gain marks for every lesson. Marks can be gained if students are Ready, Respectful and Safe, achieve the targeted Attribute, Skills and Knowledge mark for that lesson. Students also gain marks if they 'go above and beyond' and if they achieve their personal target – set at their weekly mentoring session
- Parents / carers receive a weekly points E Mail on a Friday by the tutor
- Parents / carers are contacted by their Student and Family Support Worker to update them on progress and any issues / concerns
- Positive messages are sent home during the school day to highlight positive behaviour
- Weekly mentoring sessions monitor Attribute areas and support students to achieve their academic, personal and social potential

Practical examples of how we support learning:

- A designated tutor who meets with the students at the beginning and end of the day
- A designated Student and Family Support Mentor to support students throughout the day and undertake weekly one to one mentoring sessions

- An Intervention Team who support students to close specific gaps in their learning that are preventing them from progressing. This can be achieved in either a one-to-one setting or as, in class support.
- A day of Enrichment activities on a Friday which aim to develop student's Attribute Areas and develop learning within a wider context.
- All students complete a Learning Folder which contains examples of their work

4. How will the curriculum be matched to my young person's needs?

All teachers at Greenwood School are teachers of young people with SEN. Teachers plan according to either Key Stage 3 or Key Stage 4 Curriculum and to the needs to the class by providing opportunities for all students to be the best they can be. All teachers adapt learning to meet the needs of students through High-Quality Inclusive Teaching (HQIT). All students are assessed on entry to Greenwood to ensure lessons are suitably matched to the ability of the student. All students have a Pen Portrait which allows staff to see which HQIT practices are best suited to each young person.

While at Greenwood all students are supported by their Tutor and their Student and Family Support Mentor. Some students will be further supported by the Intervention Team to enable them to close any specific gaps in their learning that are preventing them from progressing.

At Key Stage 3, students receive lessons in: Literacy, Numeracy, Science, Art, BECC (Behaviour, Etiquette, Careers and Citizenship), Humanities, Healthy Lifestyles (PE and Food Technology), Relationship Health Sex Education, Lexia Literacy sessions and daily D.E.A.R (Drop Everything and Read).

At Key Stage 4, students receive lessons in: English, Maths, Science, Citizenship to GCSE level. All students undertake PE sessions. Students can then choose from a variety of Option Choices including GCSE Art, GCSE History, BTEC Food Technology, BTEC Hair and Beauty, BTEC Health and Social Care, Humanities, Learning Beyond the Classroom and Land Based Studies. Students also receive Relationship Health and Sex Education, Lexia Literacy sessions and D.E.A.R sessions. All students in Key stages 3 and 4 under Enrichment on a Friday.

All students from Year 9 are prepared for and can take Entry Level Exams in English, Maths and Science followed by Functional Skills Level 1 and 2 exams in English and Maths.

5. How is the decision about the type of and how much support my young person will receive?

- All students at Greenwood are students with SEN therefore provision for students with SEN is a whole school approach. All teachers at Greenwood are teachers of students with SEN.
- All teachers adopt High-Quality Inclusive Teaching styles and use Ordinarily Available Provision to ensure students make maximum progress whilst they are at Greenwood. Central to the work of staff is a continuous cycle of Assess, Plan, Do and Review. Information from the student's referral form, initial meeting outcomes, baseline

assessments and dialogue between the referring school, parent / carer and student are used to support the 'learn phase of Greenwood's 6–12-week intervention. Students are the constantly assessed through both formative – ongoing process of assessment and summative – post topic testing. Students also receive Attribute assessments to include the four areas of the SEN Code of Practice – Communication and Interaction, Cognition and Learning, Physical and Sensory and Social Emotional Mental Health. Daily marks based on the student's ability to be Ready, Respectful and Safe, their progress within Attributes, Skills and Knowledge and their personal target are all monitored by the Tutor and Student and Family Support Mentor. Weekly mentoring sessions also support decisions regarding the type and amount of support required.

- Students are supported within the 'Prepare' phase of their intervention at Greenwood by liaising with their next provider, parents / carers, the student and key staff at Greenwood. This ensures the student is ready to progress. Once the student moves on from Greenwood, they enter the 'Support' phase whereby the Outreach Team and / or the student's Student and Family Support Mentor ensures the transition is successful.
- A small number of students at Greenwood will obtain a Final EHCP whilst receiving their intervention at Greenwood. This will be key to the 'Prepare and Support' phases as students are supported with their next steps.
- Exam Access Arrangements can be explored for any students taking exams whilst at Greenwood and to provide evidence for 'normal way of working' should a student move back to their mainstream.
- Individualised support can be obtained from the school's Mental Health Lead
- One to One or in class time limited intervention to support specific learning gaps

6. How will my young person be included in activities outside the school classroom including school trips?

- During the school day students are supported at all times by teaching staff and Student and Family Support Mentors. We believe that Every Interaction is a Learning experience and some of the most valuable learning can take place out of the classroom.
- Students experience Fridays as Enrichment whereby they undertake a variety of experiences beyond the classroom. Each week there is a theme which is organised and run by staff. Enrichment days also incorporate visits from external organisations such as the fire service, Armed forces and on occasions, students will go offsite.
- No young person is excluded from school activities based on their SEN
- The school may provide additional adult support on school trips where necessary
- Staff running trips or activities will complete additional risk assessments as required

7. What support will there be for my young person's well-being?

8. What specialist services and expertise are available or accessed by school?

- Every young person has a Tutor and Family / Student Support Mentor who support them throughout their time at Greenwood.

- All lessons and learning experiences have an Attribute focus to support the young person to develop in the areas of resilience, relationships, reflectiveness and resourcefulness.
- All students collaborate with staff when being offered Interventions to ensure they have a voice in the process. The student's voice is also recorded for every intervention session.
- All students have Relationship, Health and Sex Education subject to parent / carer approval
- All students have access to lessons in Citizenship and Careers
- There is a strong student voice group at Greenwood which meet weekly
- Greenwood works closely with a number of external agencies including Hampshire Educational Psychology Service, Children's Services, Sexual Health Services, Hampshire Youth Justice Service, School Nursing Team, CAMHS – Child and Adolescent Mental Health Service, Catch 22, MHST – Mental Health Support Team, Children's Therapy Service, Independent Careers Advisor, Education Inclusion Team, Virtual School, Paediatricians and other medical professionals, University Hospital Southampton and other hospitals, Tier 4 inpatient Units, young person's referring school, Youth in Romsey, The Willow Team, Yellow Door, Early Help (via Children's Services). Support, where needed will always be sought for students and parents / carers where English is an Additional Language.
- Key staff will liaise directly with these professionals and support students on the direction of outside agencies.
- A small number of students receive support from Alternative Providers such as AFC Totton and UK-G in Ringwood. Other providers are used when required and in consultation with Hampshire's Special Educational Needs Service and Hampshire's Education Inclusion Team.
- Greenwood have their own Outreach Team who support students in their mainstream school and a Learning Beyond the Classroom Team who support students' well-being through activities such as Bushcraft, mountain biking and other activities suited to the young person's interests.
- The school's Mental Health Lead oversees additional support a young person may need for their well-being.
- Medicines are stored in the Admin Office and Greenwood's Medical Needs Policy and Administering Medicines Policy are adhered to for students requiring medical support.
- All school toilets are single gender-neutral spaces.
- In addition to standard whole school risk assessments, Individual students with additional needs may also have their own risk assessments and personal emergency evacuation plans (PEEP).

9. What training is provided for staff supporting young people with SEND?

All staff are involved in and committed to providing education and support for SEN students. There is an ongoing programme of training delivered to staff during Inset days and Twilight sessions. The SENDCo has, over the last two years been working with the Virtual School and Attachment Research Community to further develop Greenwood's Attachment and Trauma

Informed Practice status. Greenwood school has recently gained ARC's Silver Award Status and is currently working to obtain the Gold Award in Attachment and Trauma Informed Practice.

The Educational Psychologist undertakes regular training with Greenwood School as does the Mental Health Support Team as part of their whole school approach. All staff are trained in a Restorative approach to student behaviour. Staff that receive external training always cascade this to all staff upon completion, ensuring Greenwood staff receive the most up to date training.

The SENDCo is also the Mental Health Lead gaining the Mental Health Lead qualification of Advanced Mental Health Practitioner.

All staff's professional development needs are identified through the school's improvement plan. Staff also undertake Line Management meetings to ensure continued professional development. All staff are informed of Local Authority, regional and national training courses, seminars and networks that relate to SEN and Inclusive educational practice. Staff are encouraged to observe good inclusive practice within Greenwood School and in other local schools and providers.

10. How accessible is Greenwood School?

- Greenwood School is fully accessible to wheelchair users
- All 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's Specialist Teacher Advisory Service.
- Parents / Carers and outside agencies are welcomed as part of the planning process to ensure that adequate provision is in place for students.

11. How are parents / carers involved in Greenwood School?

All parents / carers are encouraged to get involved with life at Greenwood School. You can contact staff by phone, email or by making a face-to-face appointment.

- Regular attendance of your young person is one of the most important ways parents/ carers can be involved.
- Communicating regularly with staff will ensure the young person gains the most from their intervention at Greenwood.
- If your young person has an ongoing illness or medical condition the school will support and maximise involvement with education.
- Parents/ Carers are encouraged to communicate with the young person's Student and Family Support Mentor so that the student can gain the best possible support whilst at Greenwood.
- Parents / Carers are fully involved with the EHCP process should a special educational needs assessment be deemed appropriate.

- Parents / Carers are encouraged to contact the SENDCo and Mental Health Lead for support and signposting.

12. What steps should I take if I have a concern about Greenwood's SEND provision?

Please contact the SENDCo, Fiona Leagas in the first instance – telephone 02380 423827, email f.leagas@greenwood.hants.sch.uk

Contact can also be made with the Deputy Head Teachers – Tom Webb and Carley Huxham 02380 423827 or email t.webb@greenwood.hants.sch.uk or c.huxham@greenwood.hants.sch.uk

Contact can be made with the Executive Head Teacher, Vicky Essex on 02380 423827 or email V.Essex@greenwood.hants.sch.uk

The link SEN Management Committee member is Hannah Avoth who can be contacted via the school admin team. Email admin@greenwood.hants.sch.uk

13. How will Greenwood prepare and support my young person when joining the school, transferring to a new setting or next life stage?

14. Where can I get further information about services for my young person?

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. This forms part of the Learn phase.

From admission, specific targets are set. These targets specifically address key areas which 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. This is termed the Prepare and Support phase of Greenwood's intervention.

All students receive onsite career's advice from our 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.

Parents/ Carers can obtain more information from

[Hampshire Local Offer - https://www.connecttosupporthampshire.org.uk/](https://www.connecttosupporthampshire.org.uk/)

<https://hampshirecamhs.nhs.uk/help/parents-carers/>

<https://www.hampshiresendiass.co.uk/>

<https://www.autismhampshire.org.uk/>

<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/neurodiversity-advice-and-support-hub/hampshire-neurodiversity-and-wellbeing-multi-disciplinary-service/>

