

# **Greenwood School – SEND Information Report – 2024/2025**

## **Key Questions and information within this document:**

1. Special educational needs at Greenwood school.
2. How does Greenwood know if students need extra help and what do I do if I think my child / young person has special educational needs?
3. How do parents / carers and the school know how pupils are doing and how will Greenwood support me to assist my child's / young person's needs?
4. How will Greenwood 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 and level of support a child / young person requires?
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 support is there for my child's / young person's overall well-being?
9. What training is provided for staff supporting children and young people with SEND at Greenwood?
10. How accessible is Greenwood School indoors and outdoors?
11. How are parents / carers involved in the school? How can I get involved?
12. What steps should I take if I have a concern about Greenwood's SEND provision?
13. How will Greenwood prepare and support my child / young person when joining the school, transferring to a new setting or to the next stage in their life?
14. Where can I get further information about services for my child / young person?

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## 1. Special educational needs and disabilities (SEND) provision at Greenwood School

Welcome to Greenwood School's Special Educational Needs and Disabilities (SEND) pages. We hope you find these pages useful and please do not hesitate to contact us should you require further information.

Our Special Educational Needs Co-ordinator is Fiona Leagas. We also have a linked member of the Management Committee allocated to SEN.

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 the Hampshire County Council Education Inclusion Service, as well as Hampshire's Special Education 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, often with the additional support of external agencies. Students can be supported by our Greenwood Plus Team who work with the student, their parent/ carer and the school to improve the situation in their current provision, alternatively students receive a period of onsite education at Greenwood School.

Our main aim is to re-integrate Key Stage 3 students successfully back into a mainstream school after a time limited period - usually 6 -12 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 qualifications / GCSE courses and plan for post-16 opportunities. A small number of Year 11 students who acquire an Education and Health Care Plan whilst at Greenwood School will remain with us until the end of Year 11. These students will still have their mainstream school named on their Final EHCP, except in the case that they are permanently excluded. All students receive support from Greenwood staff to successfully reintegrate or move to a new provision / life stage.

For those students who cannot attend onsite there is a time limited online learning package of support accessed through Academy 21. This package of support is referred to as; Greenwood's Offsite Learning Provision (GOLP). This provision includes a weekly visit from a Greenwood member of staff, and can also include a therapeutic intervention e.g. CBT or similar level alternative approach, or Emotional Literacy intervention if deemed appropriate. Many students on our GOLP provision will access Hampshire's Emotionally Based School Avoidance programme of support. This is delivered weekly by a member of the Greenwood team.

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.

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- 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. 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.

### **The baseline tests will include: -**

Reading comprehension assessment.

Single word reading assessment.

Spelling assessment.

BPVS (The British Picture Vocabulary Scale) This is a test of receptive vocabulary for Standard English. Dyslexia Screening assessment, if deemed appropriate.

A Numeracy assessment – Key Stage 3, or if Key Stage 4 : undertaking in class within the first week.

A Science assessment – undertaken in class within the first week.

An Attributes Questionnaire. A measure of each student's resilience, reflectiveness, relationships with adults and peers, and their resourcefulness. At Greenwood we believe success in these areas are key to being successful as a learner.

A further 3 short assessments focusing on communication and Interaction, physical and sensory needs, cognition and learning requirements.

The results of these assessments, information from the referral form, liaisons with parents/carers/schools and our Outreach Team, if prior involvement, are used to create a Pen Portrait of the student for all staff to use when planning lessons and interacting with students. 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.

**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.**

According to the SEN Code of Practice 2014, a young person has special educational need 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.

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

The SEN Code of Practice identifies 4 main areas of potential need:

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

### **3. How do parents / carers and the school know how pupils are doing and how will Greenwood support me to assist my child's / young person's needs?**

Greenwood School completes Academic Progress Reports every term. These are shared with the student, parents/carers and the referring school. Staff are in daily contact with parents / carers, they advise them of their child's / young person's daily points score and provide a brief summary of what went well and any areas to focus on. Associated professionals involved with individual students are also kept informed of student progress. Telephone conversations and face to face discussions are welcomed by Greenwood Staff and take place regularly. Students also have Individual Education Plans which are developed by Key Workers, students and their parents / carers. These are reviewed regularly to ensure progress in all areas is maximised. These plans are also shared with the referring school to ensure a smooth reintegration. Students, parents / carers and keyworkers meet regularly to review these and agree new outcomes.

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, Keyworkers make phone calls or E Mails to parents/carers. If there has been a significant incident during the school day, a member of the Senior Leadership Team will contact the parent / carer. All information is recorded using CPOMS - an online monitoring tool. Students who are deemed to require additional interventions are assessed at the beginning of the intervention 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 interventions in order to evaluate impact in the classroom. Interventions can be of an academic focus or an Attribute focus.

Each child's / young person's keyworker is available to support parents / carers and the SENDCo is also available should any parent / carer wish to discuss their child / young person in more depth. Members of the Senior Leadership Team, the Head of School and the Executive Head Teacher are also in regular contact in order that we can best support our students and their families.

### **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?**

Every student at Greenwood has a keyworker who is responsible for their academic, personal and social progress throughout their time at Greenwood.

All students at Greenwood School follow an A.S.K curriculum. The Attributes are assessed on entry through our Attributes questionnaire and students work towards the identified goals. Students also

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develop their skills in Literacy, Numeracy, Digital Literacy, Thinking and Problem Solving. Alongside these, students are taught the individual subject knowledge that they need to achieve their Age Related Expectations and their qualifications to progress Post 16. At Greenwood we focus on English, Maths and Science. Students in Key Stage 4 choose from our Guided Learning Choices e.g. Humanities, Land Based Studies, Food, Learning Beyond the Classroom, Art, Design and Technology and Physical Education to gain certificates and qualifications in other areas. At Key Stage 3, students access DT, Food, PDL (Personal Development Learning), PE, LBC and Art, alongside English, Maths and Science. All students have access to Relationship, Health and Sex Education with parent / carer permission and Personal Development / Well Being sessions as part of their timetable. On a Friday, all students participate in an Enrichment Day where the focus is on the students' Attribute Skills.

Students meet daily with their keyworker at the beginning of the day and at the end of the day however, key workers will be available all day to support students. 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.

Students are taught in small classes. 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 develop students' Attributes, Skills and Knowledge. In addition, some pupils are provided with one to one intervention to ensure they make expected progress in terms of their attainment in literacy and numeracy. Students also receive one to one intervention for social and emotional reasons where deemed appropriate. Where necessary, some students receive a personalised timetable including some offsite provision to focus on their Attributes. Year 11 students can engage with a weekly college placement and / or weekly work experience. All students are supported to attend offsite activities until such time as they are confident enough to attend independently

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.

Students can be supported with attending onsite meetings with outside agencies where necessary.

### **5. How is the decision made about the type of and how much support my child / young person 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 of School, Executive Head, 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 support required by students. All students are able to access time limited onsite interventions should they require it and it is deemed appropriate. Some students will also receive support from our Learning Beyond the Classroom Team, our Outreach Team or a select number of offsite providers.

#### **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 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.

##### **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.

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### **Review**

Regular meetings are held between the SENDCo, student, parents / carers 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.

Students with an EHCP will have reviews held at least once a year to make sure that targeted support is being given and to assess progress made. This is led by the mainstream school with Greenwood's support or in exceptional circumstances, if a student does not have a mainstream school, by Greenwood.

Where a student is deemed to have a need that would not allow them equal access to public exams, Access Arrangement assessments will be undertaken to identify if any extra support can be given. These access arrangements are only considered if there is sufficient evidence that this is the student's normal way of working.

### **6. How will my child be included in activities outside the school classroom including school trips?**

During the school day, students are supervised at all times by staff at Greenwood School. We believe that every interaction with a student is an opportunity for a learning experience and some of the most valuable learning can take place outside of the classroom.

Students are included in a wide range of extracurricular/enrichment activities during the academic year. Fridays are allocated as an Enrichment day whereby students and staff take part in a varied number of onsite and offsite experiences. 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.

Year 11 students are supported to attend a weekly college placement and / or work experience if deemed appropriate.

### **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:-

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- EPS (Educational Psychology Service)
- Children's Services and Court appointed specialists and guardians.
- Sexual Health Services
- YOT (Youth Offending Team) and YCP (Youth Crime Prevention).
- School Nursing Team
- It's Your Choice and other organisations such as Youth Options, Youth and Family Matters
- CAMHS (Child, Adolescent, Mental Health Service) and Forensic CAMHS
- Specialist Teacher Advisors.
- Communication and Language Team.
- Catch 22.
- Independent Careers Advisors
- Primary Behaviour Support Service
- Special Educational Needs Team, Winchester
- Education Inclusion Team
- Paediatricians and other medical professionals
- Referring Schools and other educational provisions
- Virtual Schools
- Local Education Authority

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

### **8. What support will there be for my child's / young person's overall well-being?**

- Every child / young person has a key worker who they see throughout every day. The keyworker is in daily contact with parents / carers.
- Greenwood may provide extra support in the form of one to one or small group ELSA as well as other therapeutic interventions from a qualified practitioner. Students are regularly supported through small groups and one to one intervention throughout the school day; including unstructured times.
- Students can be referred for some time limited interventions from the Mental Health School's Support Team should this be considered necessary.
- The SENDCo works closely with CAMHS and is able to access specific support for students should the need arise.
- The SENDCo is a qualified therapist and can offer a selection of interventions. Supervision for the SENDCo is undertaken with a Lead CAMHS Practitioner.
- The SENDCo works closely with our Educational Psychologist to support students at Greenwood.
- All students complete the Attributes questionnaire on arrival and half termly after this point. Areas of concern are addressed and support given in the area of need.
- Students have access to a range of external agencies, should this be required.
- Medicines are stored by staff in the office. Medication is made available in line with our Medical Needs Policy and our Administering Medicine Policy.
- There are individual toilets which can be accessed by either gender
- Each subject completes a risk assessment where necessary and some individual students may have their own risk assessment.
- All students have a pen portrait completed and shared with staff on arrival. This provides important information about the student, their needs as well as outside agency involvement. This is updated throughout a student's time at Greenwood. An Individual Window of Tolerance is also created for each student to help them address and positively regulate their emotional well-being.
- Greenwood is a Restorative School and as such, all staff use a Restore approach

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- Greenwood has a dedicated Restore Team who are available throughout the day to support students to access their learning.
- A range of strategies are used at Greenwood to maximise student well-being and progress, these are planned for in consultation with students, parents / carers and outside agencies where required.

### **9. What training is provided for staff supporting children and young people with SEND?**

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, Trauma, Self-Harm, Eating Disorders, effects of Domestic Violence on young people and Communication Difficulties. Fiona is also a qualified Child Well Being Practitioner who delivers CBT and other suitable interventions to students and their parent / carers. This 3 year Post Graduate course allows her to deliver a range of interventions grounded in Cognitive Behavioural Therapy. This intervention is offered as part of Greenwood's Outreach package, as well as to students onsite. She has also gained other connected qualifications in the areas of mental health and well-being as well as Attachment and Trauma informed interventions. Fiona is also a qualified Counsellor to Level 3. Please contact Fiona for more information. Fiona has undertaken the Hampshire Local Authority's training and assessments to enable Greenwood to become an Attachment and Trauma Aware School. Fiona has already cascaded relevant training to all members of staff regarding Attachment, Trauma and Complex Trauma. Fiona is the Mental Health Lead and has achieved the qualification of Advanced Mental Health Practitioner. Greenwood Staff are also trained in a Restorative approach to Behaviour Management. We also have a fully qualified ELSA who delivers group, individual and out reach support to students.

All staff professional development needs are identified through the school's performance management system and the school improvement plan. The Head of School and Executive Head Teacher oversee the professional development of all staff. 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.

### **10. How accessible is Greenwood 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.

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- Parents / Carers and other 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?**

- Parents / Carers are crucial to improving the chances of achievement of their child at Greenwood. Ensuring regular attendance is one of the most important ways a parent can be involved, as well as communicating regularly with staff about their child.
- Parents / Carers are contacted daily and are encouraged to contact the school at any time to discuss their child.
- If your child has an ongoing illness or medical condition the school will support you and your child to maximise their involvement in education.
- Parents / Carers are regularly invited for reviews and encouraged to attend at other times to discuss their child's progress.
- Parents / Carers are fully involved with the EHCP process should an EHCP assessment be deemed appropriate and specific support is offered to assist parents / carers in completing the Our Views paperwork.

### **12. Who should I contact at Greenwood School?**

For further general information please contact:-

Head of School – Stuart Curtis

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

For enquiries about CLA please contact:-

Ben Kerlake

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

For enquiries about SEND provision or Mental Health and Well-Being, please contact:-

SENDCo – Fiona Leagas

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

If you are concerned about the SEND provision at Greenwood School please contact Fiona Leagas, SENDCo or Stuart Curtis, Head of School who will be happy to discuss these with you.

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### **13. How will Greenwood prepare and support my child / young person to join the school, transfer to a new school, or transition to the next stage of 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. This is termed the Prepare and Support phase of Greenwood's intervention.

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.

### **14. Where can I get further information about services for my child / young person?**

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)