

Greenwood School

SEN Policy



Date of Policy Issue/Review	October 2024	Review Date: Sept 2025
Name of Responsible Manager	Fiona Leagas	
Signature of Responsible	F. Leagas	

1 Status and Scope

1.1 Application : This policy applies to all students, parents / carers and staff at Greenwood School. Copies of the policy are available on request and the policy is on the school's website.

1.2 Policy Status : This policy has been approved by the Head Teacher and Governing Body of the school. It takes into account the *Special educational needs and disability code of practice: 0 to 25 years* (DFE-0000205-2013), Department for Education (DfE), January 2015 (code). The procedures set out below may be adapted as appropriate to meet the policy aims and circumstances of each case, but all Special Educational Needs and Disability (SEND) decisions will be informed by the code.

1.3 The policy takes account of the school's public sector equality duty set outline section 149 of the Equality Act 2010.

1.4 This policy is available in large print if required and can also be available in different formats.

2 Principles

2.1 The school's approach to SEND and learning disabilities operates within the following principles :

2.1.1 A young person with SEND should have their needs met;

2.1.2 The views, wishes and feelings of the young person should be taken into account;

2.1.3 Parents / carers have a vital role to play in supporting their young person's education;

2.1.4 Young people with SEND should be offered access to a broad, balanced and relevant education, including an appropriate curriculum.

3 Definitions

3.1 Special Educational Needs : children have SEN if they have a learning difficulty which requires special educational provision to be made for them.

3.2 Learning Difficulty : children have a learning difficulty if they:

3.2.1 have a significantly greater difficulty in learning than the majority of others the same age; or

3.2.2 have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

All students at Greenwood School are therefore students with Special Educational Needs and all students at Greenwood have difficulties under the umbrella term of Social, Emotional Mental Health.

3.3 Special Educational Provision means:

3.3.1 for children of two years or over, or a young person, educational provision which is additional to, or different from the educational provision made generally for children of the same age in mainstream schools in England, maintained nursery schools in England, mainstream post-16 institutions in England, or places in England at which relevant early years education is provided.

3.4 SEND Coordinator (SENDCo) : This is a member of the school who has responsibility for co-ordinating SEND provision in the school. The school SENDCo is Fiona Leagas. Please contact Fiona on 02380 423827 or via E Mail – f.leagas@greenwood.hants.sch.uk

4. Policy Statement

Greenwood School is a New Forest secondary Education Centre / Pupil Referral Unit that accepts referrals from mainstream schools and Hampshire County Council's Inclusion Service. The school's motto is 'Passionate about Progress' and our whole ethos reflects this. At Greenwood we follow an A.S.K curriculum, all students focus on four **Attributes** whilst they attend; Resourcefulness, Reflectiveness, Relationships and Resilience. We believe that these four areas are key to students becoming successful learners as well as healthy and independent young people. Students focus on key **Skills** such as; Literacy, Numeracy, Digital Literacy, Thinking and Problem Solving. Students also work on the **Knowledge** they need to follow the National Curriculum at Key Stage 3 and the Knowledge they need to gain public examinations at Key Stage 4.

We are committed to ensuring that all students progress on to their next steps after gaining support from our staff. Students referred to Greenwood receive an intervention of between 6 – 12 weeks. Next steps include; a move back to the referring mainstream school, moving to another mainstream, receiving an Educational Health and Care Plan and moving onto a mainstream with support, or for some, a more specialist provision. After Year 11 students transition on to college or an Apprenticeship.

4.1 Training : Staff regularly have training related to providing an inclusive environment for all students. Training can include whole staff training, small group training and / or individual training. All staff who receive training cascade this to all staff members where appropriate. Current whole school training initiatives include; Attachment and Trauma Aware Schools Training and Restorative Practice Training. The SENDCo has successfully completed the Nationally recognised Mental Health Lead Training.

4.2 Consultation: All parents / carers are consulted when their young person is referred to Greenwood School and where appropriate, they are invited onsite for an initial visit. Parents / carers are key to a successful progression at Greenwood and all parents / carers are contacted daily about their young person's achievements, as well as areas for development. Where more support is

required, parents / carers can meet alongside the young person with specified members of staff depending on the area of need.

5. Identification, screening and assessment

5.1 Identification : Students are referred to Greenwood by their mainstream school or Hampshire County Council Education Inclusion Service. Students are referred for one of the following reasons; Permanently Excluded, at risk of Permanent Exclusion or Medical. Prior to a referral there will have usually been discussions regarding the young person between Greenwood and the referring school. Students may then be offered Outreach before a decision is made regarding an onsite intervention. On occasions, bespoke timetables can be created which include any elements of outside providers such as; Fun2Fish, New Horizons, Bushcraft and college and / or work experience placements depending on age and aptitude of the young person.

5.2 Screening : All students are screened when they are accepted as a full referral. Screening assessments include:

BPVS 111 – receptive Language skills

A single word decoding assessment

A spelling assessment

A reading comprehension assessment

Maths assessment

Science assessment

Attributes Questionnaire – Relationships, Resilience, Reflectiveness, Resourcefulness

An assessment comprising four areas – Cognition and Learning, Communication and Interaction, Physical / Sensory, Social, Emotional and Mental Health.

Dyslexia screener if deemed appropriate

5.3 Outcome of screening : All information from screening, the initial visit and the referral form is placed into a Pen Portrait of the pupil for all staff to view. This allows staff to plan for specific needs and deliver high quality teaching matched to individual learners. If it is deemed as required, some students may have extra interventions which will either have a skill focus or an attribute focus. All students have an Individual Education Plan whilst at Greenwood which is co-ordinated by their keyworker. Assessment information is also used for reports that are shared, with parent / carer permission, amongst other professionals.

5.4 Formal Assessment : If screening results indicate that a young person may benefit from outside assessment, the school will ask parent / carer permission to refer to the Educational Psychologist and / or CAMHS / PSICON. The school does not formally diagnose dyslexia as this is not required to meet need, nor would the school use an outside professional to do this. The school has access to an assessor for Exam Access Arrangements in compliance with the current Joint Council for Qualifications, if staff feel this is required.

5.4 Outside Agencies : At Greenwood we have excellent contacts with many outside agencies including; Children's Services and The Locality Team, The School Nurse, The New Forest CAMHS Team, It's Your Choice, Catch 22, The Handy Trust, Virtual School, Youth Offending Team and Youth Crime Prevention Team, as well as Southampton Hospital. We also have close links with our PCSO. All professionals work with families to ensure a holistic framework and maximise progress which at Greenwood School. Where students have been cared for away from their usual place of residence we will liaise with professionals to ensure the student is supported to transition to Greenwood.

6 Provision

6.1 all staff use information from the Pen Portrait to initially plan for a new student. Teachers will also create their own baseline assessments depending on their subject area to assess strengths and areas for development.

6.2 where necessary students will receive group or one to one intervention focusing on the Attributes or Skills required to help them progress. We have a fully trained ELSA onsite, A Child Well-Being Practitioner who is able to use the skills of Cognitive Behavioural Therapy and other evidence based therapeutic Interventions and a member of staff with Counselling Skills training. Greenwood has gained the accreditation to become an Attachment and Trauma Aware School and our SENDCo has undertaken training and assessment to become a Mental Health. These members of staff have regular supervision from the Local Educational Psychologist and from New Forest CAMHS.

6.3 regular lesson observations, learning walks, book checks and daily briefing and de-briefing ensure that the correct provision is in place for each student. Students also have a Key Worker who is responsible for them whilst they are at Greenwood. All staff take part in regular Solution Circles to discuss students and ensure progress is sustained.

6.4 students are involved in the planning of their support, through the student voice section of the Pen Portrait. They are also involved in the planning of any intervention offered. Students have the chance to speak with their keyworkers daily regarding what they might find useful in order that they can maximise progress whilst at Greenwood. Students are involved in discussions around regular work experience when in Years 10 and 11 and weekly college courses that may be suitable for them.

6.5 parents / carers, as well as social workers where necessary, are heavily involved in developing and implementing the joint learning approach at home and school.

7 Graduated Approach : The Code of Practice for Special Educational Needs recommends a four-part cycle through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the student's needs and what supports the student to make progress. Each student is treated individually at Greenwood, however the cycle adopts the same four stages: Assess, Plan, Do and Review. If after this cycle has been completed the student makes less than expected progress outside agency support might be requested in consultation with parents / carers. At this point, it might be considered necessary to make a request for an Educational, Health and Care Needs assessment to the Local Authority.

8 Educational Needs Assessment : The school (as well as parents / carers) can ask the Local Authority to arrange an assessment of the student. Greenwood will always consult a parent/carer if they deem an assessment is required. If the LA refuse to assess, the parents / carers (not the school) can appeal this decision.

8.1 Assessments for students will be made in consultation with the student's mainstream school where appropriate. Students can come to Greenwood part way through the assessment process, for a time limited intervention, if the mainstream school feel this would be in the student's best interest.

9 Welfare and examinations

9.1 Greenwood recognises that students who are referred are more vulnerable than their peers. We have a high staff to student ratio, daily contact with parents / carers and a carefully planned keyworker system to ensure a student's welfare needs are met. Parents / carers are welcome to discuss their child's needs at any time. Staff at Greenwood will always work in partnership with the young person, their parent / carer, outside agencies and their mainstream school to ensure the best outcomes for every student.

9.2 Some students at Greenwood will be assessed for Access Arrangements which may entitle them to extra arrangements such as; extra time, a reader or a scribe during both internal and external exams.

9.3 At Greenwood, all students develop an understanding of their Window of Tolerance and staff work alongside students to build a picture of what keeps students within their regulated window, what moves them out and strategies to support them to, either remain in their window or move back to their regulated window. We also undertake a lot of reflection regarding the 'drivers' for student behaviours which allows us to support change.

10 Complaints We need to know immediately if a young person's progress or behaviour is a cause for concern so that we can assist in the most effective way. Please contact the school if you have any queries.

11. Monitoring The SEND Report can be viewed on the school's website and is updated at least annually. The Head Teacher has regular Line Management of the SENDCo and there is an attached Governor with responsibility for SEN at Greenwood School.

Please contact the SENDCo, in the first instance, should you have any queries or questions regarding SEN at Greenwood School.