

Greenwood School

SEN Policy



Date of Policy Issue/Review	September 2025	Review Date: Sept 2026
Name of Responsible Manager	Fiona Leagas	
Signature of Responsible	F. Leagas	
Link SEN Governor	Paul Barrett	

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 Executive 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 consideration;

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. The schools Link SEN Governor is Paul Barrett and he can be contacted through the Admin Team at Greenwood – admin@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 mainly 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. Greenwood is a recognised Attachment and Trauma Aware School and we follow a Restorative Approach. Our

SENDCo is Lead for our Attachment and Trauma Aware Status and she has also gained the Mental Health Lead Qualification.

4.2 Consultation: All parents / carers are consulted when their young person is referred to Greenwood School and they are invited onsite for an initial visit. Parents / carers are key to a successful intervention 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 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.

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 baseline

Science baseline

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 Pupil Pen Portrait for all staff to view. This allows staff to plan for specific needs and deliver high quality teaching matched to individual learners. We also complete a Student Window Of Tolerance which aims to highlight useful strategies for students and staff to use, in order that the student can remain regulated and engaged throughout the day. If 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 / The OWL Centre/ or other specialist agency. 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. Where students have been cared for away from their usual place of residence e.g. inpatient unit, 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, baseline assessments and Window of Tolerance 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. 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.

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 throughout the day to ensure each student feels supported.

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 a Special Educational Needs Assessment from the Local Authority. Parents/ Carers will be consulted throughout this process and can always initiate this independently from the school.

8. Education Health and Care Plans: Greenwood does not accept students with Education Health and Care Plans. Students may attend Greenwood for a time limited intervention whilst a Special Educational Needs Assessment is being undertaken. If the student is attending Greenwood when the EHCP is Finalised we will support parents / carers and the student to transition to their next provision.

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 of School has regular Line Management meetings with the SENDCo and there is an attached Governor – Paul Barrett, with responsibility for SEN at Greenwood School. These professionals are responsible for reviewing the policy annually.

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

12. Policy Links: This policy is linked to;

Greenwood's SEND Offer

Student Need Plan Policy

Attendance Policy

Safeguarding /Child Protection Policy

Supporting students with medical needs policy

Accessibility Policy