

Greenhill School



Special Educational Needs Policy 2014-2015

Aims and Objectives

Greenhill School is a Community Special School for 56 pupils aged 11 – 16. All pupils attending Greenhill School have a Statement of Special Educational Needs for Behavioural, Emotional and Social Difficulties. Each pupil's statement identifies the nature and level of need as well as the appropriate teaching strategies and support required to meet the individual pupil's needs.

The principals and aims of our SEN policy are as follows

- At Greenhill we recognise that all pupils are individuals and that some pupils will need additional support to access the whole curriculum.
- We aim to ensure that all pupils' special educational needs are identified and assessed and that the curriculum is planned to meet their needs.
- We work in partnership with parents and carers and keep them fully informed of their child's education.
- We seek the advice of a range of educational professionals as well as external agencies and adopt a multi disciplinary approach to meeting special educational needs.

SENCO

The Special Educational Coordinator SENCO at Greenhill is ***Donna Jones***

Arrangements for Coordinating the Provision of Education for Pupils with SEN

Day to day provision for Special Educational Needs is met by subject teachers who adopt a range of strategies in the classroom to meet the individual learning needs of pupils in his class and set curriculum based targets for improvement.

The work of the subject teacher is supported in the first instance by the class teacher who provides advice and support about meeting the needs of pupils in his class. Class teachers set and monitor behavioural targets for each pupil.

The SENCO is responsible for coordinating additional provision for pupils with SEN. They timetable additional support and/or resources and provide advice and support for staff.

Each Statement is reviewed annually. The Annual Review meeting involves the parent/carer, pupil and a range of professionals as appropriate to ensure that the provision for the following year is matched to the needs of the individual.

Admissions Arrangements

The local authority is the placing authority. Pupils must usually have a Statement of Special Educational Needs for Behavioural, Emotional and Social Difficulties or are currently being assessed for one.

Provision

Greenhill School is a designated Community Special School for pupils with Behavioural, Social and Emotional Difficulties. We also have a part time specialist teacher for Specific Learning Difficulties [SPLD] who works with pupils who have additional learning needs. The teacher for SPLD is **Dan Godfrey**.

Facilities/Resources

Greenhill has an annual school budget and delegates resources annually according to need. Occasionally additional funds become available for example through RAISE funding.

- The classrooms at Greenhill have excellent ICT facilities with individual computers available in many classrooms. Online learning is also available via the SAM Learning website.
- The school also has a small library area for individual and small group work.
- Greenhill has a range of specialist literacy resources available across the school.
- The school participates in the Social and Emotional Aspects of Learning [SEAL] project.
- The school also has access to a qualified school based counselor through Action for Children. The organization providing the school based counseling is **2 TALK 2**. This counselling is available on Tuesdays.
- Individual education packages are sources for youngsters at the highest level of need. These have included work at the Amelia Trust Farm and the Fairbridge Project.
- The school has a dedicated Nurture Group for up to eight pupils. The Higher Level Teaching Assistant who runs the Nurture Group is Nic Horrocks.

How Resources are Allocated

Where pupils have additional needs Greenhill School has a range of support and intervention strategies in place.

Specialist teaching time is allocated based on identification and assessment of literacy/numeracy difficulties.

Individual packages are determined at Annual Review meetings.

How Needs are Identified

Special educational Needs are identified in the statement of SEN. Additional needs are identified in a range of ways through:

- school based assessments for literacy/numeracy;
- observation of pupils;
- assessment by the Educational Psychologist;
- staff discussion;
- discussions with parents/carers and other professionals;
- Annual Review meetings;
- assessment by external agencies eg Health or Social Services.

Access to a Broad and Balanced Curriculum

At Greenhill we offer a broad and balanced curriculum which includes the National Curriculum. Our curriculum is designed to offer a range of experiences inside and outside the classroom with an emphasis on practical activities to engage young people.

Pupils are able to access the same educational opportunities as their mainstream peers and staff are experienced in differentiating appropriately to meet individual needs.

How Pupils Engage in Inclusion Activities with Others

Exam courses are offered from Year 9 upwards with pupils able to sit GCSEs from the age of 14 onwards. Courses are designed to be similar to mainstream schools to enable some pupils to return to a mainstream setting on a full or part time basis.

Mainstream inclusion opportunities are also provided through visits, sports matches, theatre productions, workshops and residential trips.

How Success is Evaluated by Governors

Governors evaluate the success of this policy through a number of ways:

- analysing data such as exam/test results, Attendance data, Inclusion data and Exclusion data;
- discussions with staff;
- discussions with parents/carers;
- reports/presentations.

How the Governing Body Manage Complaints

If a parent/carer has a concern about how the special educational needs of their child are being met the first point of contact is to discuss the concerns with the SENCO. If the concerns can not be resolved then arrangements will be made for the parent/carer to discuss the issues with the Deputy Head and with the Headteacher. In the unlikely event of a way forward not being agreed then further information can be sought via Greenhill School's Complaints Policy and Procedure a copy of which can be accessed via our website.

Staff Training/Development

Governors ensure that staff undertake essential training to enable them to undertake their role effectively.

- All staff undertake some essential SEN training each year as part of the INSET days and staff meeting programme.
- The staff team of teachers and teaching assistants have specialist training in managing challenging behaviour – this is referred to as **Team Teach** training.
- It should be noted that teaching staff can not be directed to administer medication and may only do this on voluntarily basis. Key staff undertake medication handling training to administer prescribed controlled drugs to pupils during the school day in circumstances where these are essential.
- Key staff undertake First Aid training. Our main First Aider is Nic Horrocks.
- Professionals from the local authority, health authority and other agencies provide SEN training as part of the programme of staff meetings throughout the year.

External Links including Links with Health/Social Services Support Services

- A multi professional team meeting is held at the school once per term.
- Two qualified counsellors visit the school each week.
- The school has an allocated Doctor and Nurse who visit monthly.
- Pupils have a school medical during their first year at Greenhill and thereafter if required.
- The Attendance Officer visits the school weekly and the Education Welfare Officer visits at least monthly.

- The school has links with the Behaviour Support Service and the specialist Speech and Language teacher.
- The designated teacher for Looked After pupils, Phil Haynes, liaises with the local authority Looked After Team.

Involvement of Parents/Carers

At Greenhill we believe that the involvement of parents/cares is vital to maximize success. We encourage involvement in the following ways:

- attendance at Annual Reviews and other scheduled meetings;
- open days;
- newsletters;
- information on our website;
- governors Annual Meeting with parents;
- reports;
- questionnaires;
- regular meetings;
- phone calls home;
- parent governors.

Links with other Schools/Colleges/Transition

Greenhill has good links with its feeder primary special school and a transition programme runs from April to October each year. Our KS2/3 Transition Coordinator is James Rowlands. Staff in both schools also meet for curriculum planning and training throughout the school year. Mainstream inclusion opportunities are provided for pupils through one-off visits, sports matches, theatre performances etc. Extended part time mainstream inclusion programmes run for up to a year with some pupils able to return to mainstream on a full time basis.

Careers Wales provide advice and support for pupils from Year 9 upwards and they also provide specialist advice for parents/carers and pupils as part of the Annual Review process.

Staff link with other mainstream and special schools through Professional Learning Communities, INSET and regular partnership meetings.

REVISED: January 2012

REVIEW DATE: January 2014

SIGNED: _____
Jayne Cowan – Chair of Governors