

# Greenhill School



## School Prospectus

2015/2016

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At Greenhill we believe that education should recognise individuality and enable everyone to realise their potential within a caring and inclusive community.

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*'At Greenhill we believe that education should recognise individuality and enable everyone to realise their potential within a caring and inclusive community.'*

## **Welcome**

Greenhill is a Cardiff Council day special school for 56 secondary aged pupils. Our school is situated in lovely grounds close to the village of Rhiwbina in the north of Cardiff. All pupils who attend Greenhill have Statements of Special Needs in relation to complex Behavioural, Emotional and Social Difficulties.

Greenhill has 10 full time teachers and 8 teaching assistants who are skilled in supporting pupils to improve their learning and behaviour. Pupils attend from all over Cardiff and very occasionally from neighbouring authorities. Each year about half of the new pupils join us in Year 7 arriving from either the local primary BESD special school or primary schools across the city. We also admit new pupils in years 8, 9 and 10 from secondary schools or from Pupil Referral Units. It would be very unusual for a pupil to join us in year 11 but each case is considered individually.

We want every pupil who comes to Greenhill to do well and benefit from what we offer. We work closely with parents, carers and external agencies to provide as many opportunities as possible for each pupil to achieve their potential.

Thank you for requesting a copy of our school brochure. I hope that you will find the information useful. If you would like further information about our school please have a look at our website [www.greenhillsp.cardiff.sch.uk](http://www.greenhillsp.cardiff.sch.uk) or telephone us on 029 2069 3786 to arrange a convenient time to visit.

Jane Counsell  
Headteacher

## **Admissions to Greenhill**

Pupils who come to Greenhill will have experienced considerable difficulties with their behaviour in a mainstream school and many will have struggled with the acquisition of literacy, language and numeracy skills. As a result of these complex difficulties each pupil will have a Statement of Special Educational Needs. Greenhill also admits pupils with ADHD and other special needs including dyspraxia, mental health or medical needs. Currently all the pupils on roll are boys. The local authority decides which pupils are able to come to Greenhill. Parents are consulted as part of the statementing procedure and the Local Authority also consults with the Headteacher and the Governors.

Pupils can start at Greenhill at any time of the year depending on when a vacancy arrives, however the majority start at the beginning of the school year in September.

Starting at a new school can be a big step and we have a well-established transition programme to help pupils to start at Greenhill in a positive way. Pupils starting in year 7 have at least three transition visits in the summer term prior to starting and Greenhill staff will also visit pupils in their current primary school. An open day is held for parents and carers in July each year to share information about Greenhill and to complete all of the necessary admissions forms. For pupils starting during the school year we run a similar process but on an individual basis.

## **Points System**

All pupils who come to Greenhill need help with their behaviour. Pupils' behaviour is monitored each lesson through the school points system.

Each pupil has 100 points at the start of every day. The aim is to keep as many points as possible each day. Pupils lose points (based on a whole school tariff) if their behaviour is unacceptable eg – minus 3 points for arriving very late for a lesson. Daily and weekly points scores are added up by the class teacher and certificates are awarded during assembly on a Friday for weekly points.

500	Platinum
490	Gold
470	Silver
450	Bronze

If a pupil falls below 75 points on any one day the class teacher will phone home.

Pupils who achieve 100 points on any day go home proud of their achievements and can take a sticker home if they wish.

Points are added up each half term to decide who goes on reward trips such as Alton Towers or go-karting.

## **The Curriculum**

The curriculum at Greenhill is similar to the curriculum offered in all schools however staff are skilled in delivering lessons and support to meet the individual and group needs of the pupils on roll. Classes are small, usually five or six pupils, with two members of staff. Staff try to make the curriculum as practical, flexible and interactive as possible to give each pupil the best chance of success.



## English

The English and Literacy team strive to support our children's learning in order that they become literate adults. We aim to promote the love of reading and writing and hope to inspire our young people to embark on a journey of lifelong learning.

Our lessons include speaking and listening, reading and writing elements and aim to cater for kinaesthetic, visual and aural learners. We regularly use multimedia and 'hands-on', creative and practical activities to inspire and engage.

We offer Entry level and Entry Pathways courses for English and Media, and a number of our pupils successfully follow the GCSE English Language course each year. For both examination routes, a number of controlled assessments have to be completed in school, followed by examinations in the spring or summer.

The pupils' reading, comprehension and spelling skills are assessed twice a year with the WRAT (Wide Range Achievement Test). This allows us to monitor the progress of our pupils to ensure that everyone reaches their potential.

Our ultimate aim is to ensure that all of our young people leave Greenhill with a level of functional literacy that will set them up for life and for their future world of work.

## Maths

At KS3 pupils follow the National Curriculum. The maths department endeavours to provide the pupils with an engaging and practically rich curriculum, where key skills are imbedded through practical activities using topics such as money, time, measurements and data handling.

The Entry Level course consists of a portfolio where the pupils are asked to complete three maths papers, three oral tests and three investigations. Pupils also sit an examination in March. Pupils can achieve Entry Level grades from 1-3.

At KS4 pupils also follow the National Curriculum. The GCSE course consists of following the GCSE Foundation text book and pupils sit two examination papers in June. Pupils can achieve a grade from C-G.

Pupils are tested on a termly basis using Malt Assessments. These assessments allow us to track pupil progress and identify areas within the math's curriculum where pupils may need additional support. The extra support will be given by dedicated teachers following the Numeracy Catch Up Programme.

## Science

Key Stage 3: Years 7, 8 and 9

A thematic and practical based curriculum is offered at Key Stage 3, that covers aspects of Chemistry, Biology, Physics and Key skills in a non-linear structure ie 'Charlie and the Chocolate Factory' examines aspects of science within the context of the film, adapted from the book by Roald Dahl.

## Key Stage 4: Years 10 and 11

Two accreditation pathways at Key Stage 4 are available:

EDEXCEL BTEC level 2, is a practical and course work driven course, that consists of a portfolio where pupils have opportunity to complete 1 unit of Biology, 1 unit of Chemistry and 1 unit of Physics assignments. Pupils can achieve a pass, merit or distinction grade at BTEC level 2 qualifications. A pass mark is equivalent to a C grade at GCSE level and EDEXCEL BTEC level 2 qualification has the potential to be extended to a double award.

WJEC Science Entry level qualification consists of a portfolio where pupils have the opportunity to complete six short science module exams, six oral tests and a minimum of three investigations. Pupils also sit an end of course examination.

Pupils can achieve Entry Level grades from 1-3 and WJEC Science Entry level qualification has the potential to be extended to a double award.

## **ICT**

### Key Stage 3:

All KS3 students will study ICT (use of computers) for at least one hour a week. This is a statutory requirement.

Students in years 7, 8 and 9 will follow the traditional ICT course which covers the full Microsoft package (Word, Excel, Publisher, and Access).

Pupils will also have the opportunity to learn about File Management and how to send and receive email messages.

Students that demonstrate natural talent and a keen interest in ICT may be encouraged to start an exam qualification in KS3.

### Key Stage 4:

Course outline

All KS4 students will study ICT for at least one hour a week. This is a statutory requirement.

Students in years 9, 10 and 11 will have the opportunity to follow the OCR Level 2 Nationals First Award in ICT course or Entry Level Skills for Life course.

The students will study the following two units in the OCR National Course:

#### Unit 1: ICT Skills for Business

File Management

Select and use tools and facilities to download information

Send and receive email messages

Create a simple business spreadsheet

Use a business database

Create a variety of business documents using Desktop Publishing

Create a business presentation



## Unit 2: Creating Video

- Review several existing video clips
- Design a video clip
- Create a video clip
- Test the video clip

Students that demonstrate natural talent and a keen interest in ICT may be encouraged to complete the OCR Nationals full award, which is equivalent to 2 GCSEs.

The students will study the following three units in the Skills for Life Course:

Unit 1: ICT Equipment Safety

Unit 2: Sending and Receiving Communications

Unit 3: ICT Systems

### Coursework

Both of the above courses are 100% coursework.

Students will build up a portfolio of their work for the units which will be internally assessed and externally moderated.

### Recommended Support Materials and Revision Guides

The students will be provided with support materials through the school network. Students will also be informed of various approved websites to assist them when producing coursework.

### Acceptable Use of ICT

All pupils are required to use ICT responsibly. This means using school computers, hand held devices and other equipment for education purposes. School computers are networked to allow access from any classroom or machine. All pupils have individual log on details and passwords and are responsible for ensuring that they log off the system once they have finished. Attempting to access inappropriate materials or using social networking sites to bully or intimidate others will result in access and passwords to school computers being withdrawn. Parents / carers and, if appropriate, other agencies will be notified.

## **RE**

All pupils follow the National Curriculum for RE and the Edexcel scheme of work for GCSE and Entry Level. There are three Attainment Targets, which focus on developing pupils' skills. They are:

- engaging with fundamental questions;
- exploring religious beliefs, teachings and practices; and
- expressing personal responses.

At KS4 children focus mainly on Christianity and touch on Islam. The study of these religions are organised into 4 main topics such as:

- believing in God;
- matters of life and death;
- marriage and the family; and
- religion and community cohesion.

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Pupils also have the opportunity to complete the Edexcel Entry Level certificate and the GCSE Short Course Examination before leaving school.

## **Welsh**

Within Welsh we focus on the National Curriculum skill range and incorporate these into oracy, reading and writing. Our whole school approach to Welsh focuses on the use of incidental Welsh during the school day. This has helped pupils to raise their level of understanding and achieve Entry Pathways qualifications. The Entry Pathways course outlines that pupils should learn 5 units – Speaking, Listening, Reading, Writing, and the World of Work.

## **Humanities - History**

The History Department believes that it has an important role to play within the curriculum, the school and the wider community.

Students of all abilities and ages should be given every support, encouragement and advice from the Department to enable them to reach their full potential.

We wish to expose the student to a wide range of different educational experiences about different places, peoples and cultures. At all Key Stages, students will be introduced to the history not only of their own nation but also of different countries and nation-states within Europe and the wider world. Through the context of the past, students will be able to develop specific key historical skills, which are enshrined within the key elements. Through history, students should be able to recognise the impact of change upon the lives of people in the past.

## **Humanities - Geography**

In Geography, pupils are taught about a variety of places in the local area, across the UK and abroad. Pupils learn about different types of settlements and how and why places are different.

We use lots of practical resources and pupils learn to use maps and data and are encouraged to discuss topics and ask questions. Pupils learn about conservation issues in geography and through Eco schools. There are opportunities for pupils to discuss what it is like to live in another country through discussions with people who live in other countries through our student placement schemes.

## **Humanities - Modern Foreign Languages (MFL)**

Pupils at Key Stage 3 – years 7, 8 and 9 learn Spanish. They are taught basic vocabulary and phrases such as numbers, days of the week, colours and simple questions. As part of the humanities programme pupils also learn about life in other countries and about similarities and differences and about important landmarks, politics and religion. At Greenhill we make the MFL programme as practical and relevant as possible, particularly as we acknowledge that for many of our pupils learning another language is a particular challenge.





## **Art**

Art is about creativity and self-expression. Art education is a balance between the development of practical skills and the encouragement of innovation and imagination. Art activities promote independent thinking; building self-confidence and self-esteem through positive achievement.

Art encourages pupils to formulate ideas, emotions and opinions. Through art we understand what it is to be human and to make sense of the world around us.

At Greenhill we provide a stimulating, safe environment in which pupils are encouraged to experiment and take risks with materials and ideas.

## **Design and Technology (DT)**

Pupils who take part in DT lessons have the opportunity to explore and manipulate a variety of resistant materials (wood, metals and plastics) and acquire the skills to craft them into something useful or decorative.

The process of *designing* is concerned with cognitive (learning) skills such as research, analysis, synthesis (summarizing) and evaluation. This process aids the pupils to reach their end target of producing a successful outcome. It is essential that students are taught how to acquire, and access skills associated with *designing*, as well as the practical skills required to generate, record and *make*.

## **Food Technology**

Food technology is offered to all of the boys across the year groups.

Three units are followed by each year group throughout the year - one unit per term - all of which cover cooking skills and designing and making within a main topic.

In year 7, pupils follow topics based on Eating Well:

- Fuelling up
- Snack attack
- Take 5

Year 8 - Foods Are Us:

- Make it! Bake it!
- Meal Deal
- Best of British

Year 9 - All About Meals:

- Pie in the Sky
- In a Stew
- The Great Pudding Revival

In KS4 the boys are given the opportunity to follow the Entry Pathways in Independent Living, modules of which enable them to build upon the skills they have learnt in KS3.

## Music

Music is taught as a subject at KS3, but all pupils have the opportunity to learn a variety of instruments. Pupils may begin or continue to receive instrumental tuition from a peripatetic teacher and lessons are organized on a weekly basis throughout the year. In addition to classroom, peripatetic and cross-curricular music, assemblies play a vital part in the development of music. Encouragement of performance, either solo, small group or a whole class, during assembly sessions contribute to the fulfillment of the National Curriculum. During school assemblies, where possible, singing and live music will be played or performed by staff or pupils every Monday and also during special times of the year, such as Christmas and St David's Day etc.

## Physical Education (PE)

Pupils at Greenhill School enjoy access to a wide range of sports, including matches against other schools.

The PE curriculum offers and encourages pupils to participate in sports such as:

- football;
- basketball;
- badminton;
- athletics;
- cricket;
- rugby;
- tennis;
- swimming;
- dodgeball;
- BMX (Silver and bronze winners in special schools Olympics);
- mountain Biking; and
- outdoor pursuits.

All pupils follow the national curriculum. At Greenhill the PE department seeks to develop practical skills not necessarily taught in the confines of the classroom but on the pitch, court and in the hall. These valuable skills include team working, leadership and commitment to a common goal. These are essential skills for the world of work and seek to develop the 'whole child'.

At Greenhill the PE department helps the pupils to:

- improve their fitness levels and skills through a range of physical activities using the school facilities, Cardiff leisure centres and other suitable sports venues;
- improve their performance in different types of physical activity and roles such as player, participant, leader and official;
- develop their ability to take part independently and successfully in different types of physical activity;
- develop and continue their involvement in physical activity as part of a healthy, active lifestyle;
- be aware of and appreciate their own and others' cultures in the area of physical education;



- be creative and develop decision-making skills to help them plan for performances and respond to changing situations; and
- make informed decisions about further learning opportunities and career choices.

Pupils currently are completing an entry level qualification in Physical Education. We also offer a Sports Leaders course for pupils in Year 11.

### **Personal, Social & Health Education (PSHE) / Careers / Life Skills**

Greenhill prepares its pupils for life after school, in college or the world of work, by offering them the opportunity to undertake work experience in an area of work for which they show an interest, organised by our Work Experience Co-ordinator, Melanie Davies.

Key Stage 4 pupils are able to choose to follow a course with one of our many alternative providers, which allows them to pursue examination accreditation whilst gaining an insight into the expectations of such careers within certain organisations, such as the Army and the music industry. We also prepare pupils for life after Greenhill by working closely with Careers Wales to ensure college visits are made and applications completed for the most appropriate courses for every individual. Transition courses are attended by our 'leavers' which prepare them for the move from school into employment or training.

At Key Stage 3, a Young Enterprise scheme operates which gives pupils the opportunity to learn about the demands of running a business. Other careers related topics are covered in PSHE, Life Skills and in other subjects across the curriculum.

At Greenhill School, the personal, social and general health and wellbeing of our pupils is paramount. As a staff and governing body, we strive to ensure that all of our pupils have access to a broad, balanced and relevant curriculum that meets the needs of every young person.

The PSHE programme is a flexible plan, to match the flexible nature of our school, staff delivery, pupil groupings and curriculum design. We engage with the interest levels, concerns, issues and areas of obvious need for input and use the available resources to tailor appropriate lessons, workshops and discussions.

Most of our PSHE work is discussion and workshop based and we endeavour to cover a range of topics which will undoubtedly be of significance in the lives of our young people and in their development in becoming grounded, well-rounded and stable adults who will make a positive contribution to society.

## **The School Day**

The school day consists of 5 lessons and runs as follows:

9.00 Assembly  
9.10 Lesson 1  
10.00 Lesson 2  
10.50 Break  
11.10 Lesson 3  
12.00 Lesson 4  
12.45 Lunch  
1.30 Lesson 5  
2.40 Finish

We hold an assembly each day which includes a spiritual or moral theme as well as a prayer. If you do not wish your child to attend assembly please inform the school in writing.

## **Extra Support**

Some of our pupils need extra support during their time at Greenhill. We offer the following support programmes:

### ❖ Nurture Group

We have places in the Greenhill nurture group for up to 10 pupils who currently access the nurture provision 4 days per week for a morning or afternoon session.

Selection for admission to the Nurture provision is accessed via completion of “The Boxall Profile” which ascertains the level of progress in education which has been previously hindered due to poor early nurturing and a lack of appropriate learning experiences.

Pupils are identified as those needing to access facilities and expertise to help them to develop their life and social skills as well as addressing their academic difficulties with a particular focus on Literacy and Numeracy.

A typical Nurture programme includes:

- welcome / breakfast;
- newspaper review;
- literacy;
- individual learning programmes;
- rewards.

### ❖ School Based Counselling

We have a school based counselling service called 2 Talk 2 provided on a Thursday. The service is run by Action for Children who provide the service on behalf of Cardiff Local Education Authority. Pupils can self-refer to the service or staff or families can ask for this on behalf of the young person, however attendance is voluntary. All information about counselling work undertaken is kept securely by the counselling



service in line with current data protection regulations. Further information is contained in leaflets available in school.

We have a Family Therapist/Counsellor, Sarah Penny, who attends school on Wednesday mornings for parents/carers. Appointments can be made by contacting the school.

A Counsellor, Maria Forster, works with Greenhill pupil and, again, appointments can be arranged via the school.

#### ❖ Provision for Specific Learning Difficulties [known as SPLD or Dyslexia]

Pupils assessed as having a reading age at least 5 years below their chronological age are withdrawn for specific literacy intervention work with a qualified specialist teacher. Sessions take place across the school week in the library and focus on a multisensory approach (eg using sand, shaving foam to help practise correct letter formation) to develop literacy skills.

#### ❖ Chatterbox Language Group

We run a social skills language group called 'Chatterbox' which is based on the "Talkabout for Teenagers" programme. In the group pupils learn about tone of voice, volume of speech, body language, gestures and other non verbal methods of communicating. The group practise the skills needed to interact with peers and adults.

#### ❖ Emotional, Literacy & Support Assistance (ELSA)

We run a social skills group called ELSA to support groups of pupils with social and emotional development. A trained and experienced member of the support staff leads the sessions.

#### ❖ Catch Up Maths

We have recently started a new programme at Greenhill to help improve Maths. Pupils who are assessed as needing specialist support for Maths are allocated two sessions per week from trained staff.

#### ❖ The Greenhill Alternative Curriculum

The Greenhill Alternative Curriculum Group has been established to meet the needs of the very challenging young people who have greatest difficulty conforming to the rigidity of a traditional Curriculum. The programme is planned and delivered by school staff and external providers are used to deliver some parts of the programme. The emphasis for the group takes into account their special educational needs and learning style as well as meeting the basic needs for Literacy and Numeracy and Key Skills.

The Greenhill Alternative Curriculum have a personal timetable agreed with parents / carers and they share their time between education on the school site, education delivered in community facilities such as libraries, and attending courses run by external providers.

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The aim of the group is to reengage pupils in education and provide the skills which will be required by employers, colleges or future training providers.

## **Homework**

Homework is highly individualised at Greenhill. Subject teachers set homework for pupils to underpin the learning in class and to support exam preparation, as is relevant and appropriate to the needs of the individual pupil.

Homework is also set for pupils in order to support a whole school strategy, such as spelling or reading.

We encourage our pupils to access relevant educational websites at home; for example, BBC bitesize and other useful sites. SAM learning is another facility we use to encourage our young people to continue their learning in the classroom at home.

## **After School Clubs and Residential Trips**

We have a number of activities that run outside the school day. A cooking club will run each week where pupils learn the skills to make nutritious meals and snacks as well as plan menus and learn about keeping healthy.

We are fortunate to have a dedicated staff team who regularly organise residential trips for pupils. The majority of these trips take place during the summer term and we give all pupils the opportunity to work towards going on a trip. The trips include camping, mountain climbing, coastering and outdoor pursuits as well as visits to places of interest across Wales and Europe. We use qualified and approved staff to deliver the more exciting and potentially hazardous activities such as rock climbing and canoeing. Some trips run each year for example Storey Arms, Snowden, Brecon and recently Llanrannog. Other trips run every two – three years such as trips abroad.

All of the trips contribute to wider key skills such as working together, problem solving and team building as well as being very enjoyable. We try to keep the costs down through the allocation of some of the school budget and through fundraising activities. We have a detailed Charging and Remissions Policy which is available on our website but the most important point is that we will always try to help with funding for any family in genuine need of our support. If this applies to you please give us a ring on 029 2069 3786 and ask to speak to the Headteacher or Deputy Headteacher in confidence.

As part of our involvement with various charities and the 5x60 sports programme we are also able to occasionally offer tickets to various sporting events. Recent examples have included the Harlem Globetrotters, Olympic football matches and Cardiff Devils.



## **Exams and Qualifications**

We offer a range of qualifications at Greenhill School. Pupils are able to work towards GCSE level qualifications in English, Maths, Science, ICT, RE and Art. These subjects are also offered at entry or entry pathways level as are History, Media, Design and Technology, PE and Welsh. We work with mainstream schools and other 14-19 providers to enhance the range of qualifications for example the BTEC Sports course and the City and Guilds construction course. We always try to accommodate particular skills and interests in consultation with pupils.

Dates and times of exams are published on our website [www.greenhillsp.cardiff.sch.uk](http://www.greenhillsp.cardiff.sch.uk) and parents / carers are notified of the dates in writing. It is essential that pupils arrive promptly for exams. If they are absent for any reason please phone the school on 029 2069 3786 as soon as possible. Pupils who are absent due to illness will need a doctor's letter or certificate for the exam board. We can give more details about this if required. Exam results are published annually in the autumn term as part of the governors' annual report to parents / carers.

## **14 – 19 Curriculum Options**

Greenhill school is part of the local 14-19 inclusion partnership. This means that we are able to offer a number of options to our pupils as part of their curriculum entitlement. Options vary each year but include Building / Construction, Mechanics, Military Preparation, Hair and Beauty, IT and Animal Care. We also work closely with mainstream secondary schools and pupils can access other qualifications or courses depending upon availability.

## **Work Experience**

Pupils in Year 10 and Year 11 are able to undertake work experience either for one day per week or as a block placement. We discuss this with pupils and their family and try to arrange a supported placement which will offer a realistic introduction to the world of work. Placements may be in shops, garages, hotels, animal sanctuaries, or businesses depending on the interests of the pupil and on the availability of placements. Again we expect the highest standards of behavior on work experience and expect every pupil to appreciate that they are representing the school and that occasionally a work placement could even lead to future employment.

## **Assessment Recording and Reporting**

We send out detailed reports to parents / carers at the end of the autumn term and the end of the summer term. We also hold open days throughout the year when parents / carers can come in and discuss pupil's work and progress made towards individual targets. Parents / carers are also kept informed of progress through phone calls and meetings as appropriate.



## **Annual Reviews**

Annual Reviews are held once a year for all pupils with a Statement of Special Needs and we encourage parents / carers to attend. The meeting is held by a member of the senior leadership team and professionals who work with the pupil are also invited. The purpose of the meeting is to discuss and review progress against the stated needs and set future targets. At this meeting we also discuss transition for older pupils including 14-19 curriculum options, mainstream inclusion programmes and college placements.

## **Parent / Carer / Family Involvement**

Family involvement is positively encouraged. We hold regular open days and meetings for parents / carers and encourage phone calls to school to discuss progress. We particularly ask that if something has changed at home or there are any problems in school that parents / carers ring us at the first opportunity so that we can discuss the appropriate support or action to be taken. We hold coffee mornings from time to time and parents / carers can also contact the school based counsellors or school attendance officer for support and guidance.

We aim to have regular contact with parents / carers. Please ensure that the school office has up to date contact numbers and address details at all times.

## **Safeguarding**

At Greenhill the safeguarding of our pupils is of paramount importance. We adhere to the guidance and protocols in the All Wales Child Protection Procedures and staff are regularly trained in aspects of safeguarding. Our Child Protection Officer is Jane Counsell. Any concerns about suspected emotional, physical, sexual abuse or neglect of a child should be reported immediately and prompt action is taken to ensure the safety and wellbeing of the child or children. In most circumstances parental consent would be gained verbally or in writing prior to a child in need referral being made. However where there is deemed to be a risk of significant harm a child protection referral may occasionally be made without parental consent.

## **Accessibility**

Pupils and visitors who come to Greenhill have a range of needs. Curriculum materials are modified and adapted to meet most needs and we seek the advice from relevant external professionals as appropriate. Classrooms have good ICT facilities which can be used to meet a range of needs eg to deliver literacy programmes and to aid concentration in youngsters with ADHD or for dyspraxic / dyslexic pupils to type work.

The school site is on a steep gradient however we strive to make our buildings accessible as far as possible. Most of the buildings can be accessed individually by wheelchair. Visitors should note however that the main hall can only be accessed by three steps from the lower corridor. Handrails have been added to steps inside and



outside the building in recent years and steps are clearly indicated in contrasting colours.

There is an adapted toilet and shower facilities close to the side entrance which are accessed via a key fob which is available at reception. Telephones are located in all classrooms and offices and lists of internal extensions are situated next to all phones. A number of staff have been trained to administer medication and we have trained First Aiders on site.

We continue to make adaptations and if you have any suggestions for improvement please let us know.

## **Data Protection**

We are required to comply with all data protection procedures. That means that we take steps to store electronic and paper information safely and securely and seek your consent before sharing this information with others.

## **Behaviour and School Rules**

All the pupils who attend Greenhill have difficulties managing their behaviour. Pupils have individual behaviour targets to help them to improve their behaviour and these are agreed with parents / carers throughout the year. Behaviour targets link to the school points system and pupils can achieve rewards through achieving up to 100 points each day. We expect all pupils to behave in an acceptable way and staff challenge behaviour that causes offence or breaches our anti-bullying policy or equalities policy. The school building is covered by 24 hour CCTV for the safety and security of all and signage is clearly displayed at both entrances to the building.

Mobile phones may be brought into school by independent travellers. Pupils are responsible for their own property. However phones may be handed in to the office to be locked away for safekeeping. Mobile phones must not be used in lessons and pupils are not permitted to take photographs on the school premises.

Smoking, smoking materials, alcohol or illegal substances are not permitted in any council buildings or paths around buildings. Pupils are regularly reminded of this rule and we work proactively with pupils, parents / carers, health professionals, social workers and the Youth Offending Team to promote healthy lifestyle choices.

For the safety and wellbeing of the whole school community we are part of the local Crime Beat programme which involves regular visits to the school site by the police community support officer Steve Durrani. Concerns in relation to criminal activity or safeguarding are reported to the police and / or social services.

Staff are trained regularly in Team Teach behaviour management which is the approved Cardiff Local Authority method to safeguard people and services. The Team Teach approach is based on de-escalation skills and staff are trained to manage challenging behaviour calmly with an emphasis on continuing the lesson or

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activity with minimal disruption. In the rare event of very serious behaviour which could cause injury to others or damage to property staff are trained to physically intervene with the aim of moving the pupil to a place of safety. Current practice certificates are on display in the entrance hall and are valid for 24 months from the date of issue.

## **Quiet Room**

This room can be used by pupils who need some time away from a lesson or activity. Pupils can self-refer to the quiet room or they can be directed to the quiet room by a member of staff. Very occasionally if a pupil is displaying dangerous behaviour which may cause harm to himself or others or damage school property staff may, using the designated Team Teach physical intervention strategies, take the pupil to the quiet room for safety reasons. Staff would then stay with the pupil to provide reassurance and support whilst the pupil calms down. The quiet room is covered by two CCTV cameras for the safety of everyone. In the very rare event of a physical intervention parents / carers are notified by the school.

## **Facilities**

Pupil toilets and showers are provided in the main school and the Nurture building. Drinking water is available from a drinking fountain / chiller.

## **Attendance**

All pupils are expected to attend school regularly. This also applies to education off site and work experience placements. If a pupil is unable to attend due to illness or any other reason please phone the school on 029 2069 3786 to give the reason for the absence. If the pupil comes to school by taxi please contact the taxi company in plenty of time to avoid an unnecessary journey. We have a school attendance officer, Angela Gregory, who is available to help with any attendance problems. Help is available through home visits or telephone contact with families.

### **Fixed Penalty Notices (FPNs)**

The Local education authority are introducing new powers to issue Fixed penalty notices to the parents of young people who are persistently absent from school.

In Cardiff the responsibility for issuing FPNs will be via a request from the Headteacher to the Education Welfare Service.

The FPN will be a fine of £60 for the persistent absence of a child from school with no authorisation /explanation of why the child is absent.

FPNs are only to be considered when there is a proven record of unauthorised absence due to the following circumstances:-

- where there is a minimum of 10 unauthorised sessions in the term;
- where the parents / carers have failed to engage with the school in an attempt to improve attendance;
- where a pupil has regularly come into the contact of the police during school hours and is absent without good reason.



## **Exclusion**

All pupils at Greenhill have difficulties with managing their behaviour. Staff are trained and experienced in helping pupils to improve their behaviour and are always available to assist and support if a pupil needs particular help. However, as in any school, violence towards staff or other pupils or behaviour that could place others in danger will not be tolerated and may lead to a fixed term exclusion. Obviously we hope that this will not happen however if an exclusion is warranted parents / carers will be contacted by phone and a letter will be sent home giving the reasons and the length of the exclusion.

We appreciate that an exclusion from school is a very serious occurrence and we ask that on return to school the pupil is accompanied by a parent / carer so that we can meet to discuss the incident and make a plan for a positive return.

## **School Uniform**

Greenhill has a school uniform consisting of a black polo shirt and sweatshirt with the school logo on the front. A uniform grant is available for pupils starting in year 7 and details of how to claim the grant are contained in the admissions pack. We expect all pupils to have at least one set of uniform that can be worn to school and to school events. Pupils who wear uniform gain double points as part of our behaviour points system.

## **Transport to and from School**

Most pupils with statements of special educational needs are entitled to apply for home to school transport. Details of how to apply are provided once a place at Greenhill is offered. There are two main types of transport either by taxi or by public bus service. Pupils travelling by bus must follow our travel training programme and parents / carers must give signed consent. We particularly recommend the travel training programme for older pupils as it helps to prepare them for college or work. Pupils who successfully complete the travel training programme are issued with a bus pass which can be used on any day and at any time across the city.

High standards of behaviour are expected on taxis and on public transport so that everyone can travel safely. Pupils who behave in an unsafe way on taxis and endanger the safety of others will be banned from the taxi for a period of time and sometimes permanently. Passenger transport sends out information when transport is allocated and we ask that parents / carers reinforce the information about safe travel and behaviour.

## **Staff**

If you have a particular query please phone or email the relevant member of staff. Emails should be sent to the school office at [greenhillsp@cardiff.gov.uk](mailto:greenhillsp@cardiff.gov.uk) and marked for the attention of the staff member concerned.

<b>Role</b>	<b>Name</b>	<b>Summary of Responsibilities</b>
Headteacher	Jane Counsell	Staffing, Financial Management, Health and Safety, School Improvement, Equalities. Performance Management, Self Evaluation, Grant Funding. Child Protection Officer.
Deputy Headteacher	Philip Haynes	Timetable, Careers, Work Experience. Mainstream Inclusion. 14-19 Curriculum, 16+ transition. Designated teacher for Looked After Children, Pastoral programmes.
Assistant Headteacher	Donna Jones	SENCO, Teaching and Learning, English and Literacy. PSE, Careers Educational Visits Co-ordinator, Healthy Schools. Assessment Recording Reporting.
Teacher	Gareth Owens	Literacy and Numeracy Framework, Nurture, English, Media, Drama. Class 2 teacher.
Teacher	James Rowlands	PSE coordinator, Science, KS2/3 Transition, Class 6 teacher.
Teacher	Vikki Cornish	Art, Design and Technology [Woodwork].
Teacher	Steven Facey	PE, Alternative Curriculum, PSE, Class 5 teacher.
Teacher	Daniel Godfrey	ICT, SPLD, 'Chatterbox' - Speech and Language group leader. Class 3 teacher.
Teacher	Richard Kynaston	Maths, PSE, SWEET, Class 7 teacher.
Teacher	Richard Lloyd	History, Geography, MFL, PSE, Educational Visits Co-ordinator. Class 4 teacher.
Teacher	Adam Pritchard	Welsh, Music and RE, Whole School Points.
Teacher	C Sacha Scurlock	KS3 Maths, PE, PSE, Class 1 teacher.
Teacher (part time / temporary)	Emma Hughes	English
Teacher (part time / temporary)	Anna Healy	PE, Food Technology Eco Schools
Teacher (part-time / temporary)	Anne Ambler	Maths
Teacher (temporary)	Wyngrove Pemberton-Brown	16+ Transition Outreach
Teacher (temporary)	Tony Smith	16+ Transition Outreach
Higher Level	Nic Horrocks	Nurture Group, First Aid, Outdoor



<b>Role</b>	<b>Name</b>	<b>Summary of Responsibilities</b>
Teaching Assistant		Pursuits.
Higher Level Teaching Assistant	Deborah Pearce	English and Literacy, After School Healthy Cooking Club. Class 6.
Higher Level Teaching Assistant	C Jane Taylor	Exams Officer, Catch-Up Numeracy, SWEET, Literacy. Class 7.
Teaching Assistant (part-time)	Carla Croft	Teaching Support, Class 1.
Teaching Assistant (part-time)	Melanie Davies	Careers, Work Experience, Young Enterprise, 14-19 Inclusion, 'Chatterbox' - Speech and Language group leader.
Teaching Assistant (part-time)	Sarah Jones	Teaching Support, School Uniform, Class 1.
Teaching Assistant / Technician	Ken Oakey	D&T technician, School Vehicles, Alternative Curriculum - Fishing. Class 4.
Teaching Assistant / ICT Technician (temporary)	Rob King	School Computers. Class 4.
Teaching Assistant (part-time)	Judith Wayne	Teaching Support, ELSA, after school Healthy Cooking Club, Tuck Shop. Class 3.
Teaching Assistant (part-time)	Michelle Bardsley	Independent Travel, Alternative Curriculum Teaching Support.
Teaching Assistant (temporary)	Ben Miller	Teaching Support, PE. Class 2
Officer Manager	Sheridan Snook	Financial procedures, Staff and Pupil information systems. School data returns.
Administration Assistant (part time)	Sarah Shardlow	School Dinner Money, Registers, School uniform. Annual Review administration.
Kitchen Assistant	Helene Jones	Kitchen duties.
Caretaker	Ray Lock	Site Maintenance and Security.
Chef	Martin Payne	School Meals.

<b>Weekly Visiting Professionals</b>		
Karen Fraser	School Based Counsellor - 2 Talk 2	Thursdays
Sarah Penny	Family Therapist Counsellor	Wednesdays
Maria Forster	Counsellor	Tuesdays
<b>Visiting Professionals</b>		
Mark Austin	Challenge Advisor	Half termly

At Greenhill we believe that education should recognise individuality and enable everyone to realise their potential within a caring and inclusive community.

Penny Goss	School Doctor	Wednesday monthly
Sue Lewis	School Nurse	Wednesday monthly + drop-in
Fiona Prodhoul	Educational Psychologist	Annual Reviews where required Assessments School advice and support
Kaisha Morris	Speech and Language	As required
Tracy Richards	Careers	Careers lessons Careers meetings Annual Reviews
Angela Gregory	School Attendance Officer	Weekly meetings Home visits
	Educational Welfare Officer	As required Home visits
Steve Durrani	Community Police Officer	PSE lessons Assemblies Meetings Annual Reviews

<b>Agencies who visit to support Curriculum Delivery</b>		
Peripatetic Music Service	Individual and group lessons can be arranged.	Drums Guitar Keyboards Other instruments by request.
Youth Offending Team	Occasional visits	PSE curriculum Individual meetings
Youth Mentors	Occasional visits	PSE curriculum Individual meetings
Show Racism the Red Card	Occasional visits	PSE curriculum Assemblies Football
YMCA	Occasional visits	PSE curriculum Individual meetings
Advisory Service Staff	Half termly	Working with school staff on curriculum areas.
Students / Volunteers	Genetic Counselling students Cardiff University Students	Nurture Group – autumn term English

## **Complaints**

If you are not happy about something in school we like to know so that we can work with you to solve the problem. Staff are available to take or make phone calls between 8.30 and 9.00am and after 2.30pm although in an emergency please call at





any time. We have a detailed complaints policy which is available on our website and a summary of the policy is available from the school.

## **Charging Policy**

We try hard not to charge for the majority of activities however there are some occasions where we ask for a voluntary contribution for example to cover a camping trip. We try to support any pupil in genuine need and who cannot pay. Staff work hard to fundraise and apply for grants for a whole range of extra curricular activities such as theatre trips and residential experiences. Very occasionally there are times when activities can not go ahead without a contribution. Full details about charges are contained in our policy.

## **Governors**

Greenhill has a board of governors who are responsible for ensuring that the school is well run, that the education provided meets the needs of the pupils and that the buildings and grounds are well maintained and safe to use. Governors meet at least five times a year and publish an annual report to parents / carers. They also hold a meeting with parents / carers each November. The Chair of Governors, Cllr Jayne Cowan, is also the designated governor responsible for Child Protection. Any governor including elected Parent Governors can be contacted at the school.

### **Governors:**

Jayne Cowan  
Jane Counsell  
Donna Jones  
Sheridan Snook  
Roger Stone  
Anne Ambler  
Steve Lester  
Stephen Durrani  
Graham Morrison [Parent Governor]  
Helena Snee [Parent Governor]  
Bernadette Cotter [Parent Governor]

## **Frequently Asked Questions**

### **My son is ill - who do I contact?**

- Phone the taxi company to say that a taxi is not needed.
- Phone the school between 8.30am and 10.00am on 029 2069 3786.

### **How do I pay dinner money?**

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At Greenhill we believe that education should recognise individuality and enable everyone to realise their potential within a caring and inclusive community.

Dinner money may be paid weekly, half termly or termly. We prefer a cheque which should be made payable to Cardiff Council with the name of the pupil written on the back.

The weekly cost is £13.25.

#### What about if my child is on a school trip or visit?

- Greenhill provide packed lunches for school visits or trips.
- Pupils on alternative curriculum or work experience placements are given vouchers to buy lunch if they are on free school meals.

#### What do I need to do if the taxi does not turn up in the morning?

Taxis always try to run to time however sometimes taxis can be delayed due to traffic or bad weather. If the taxi is more than 30 minutes late please phone the taxi company directly as they will be able to give the most up to date information. All taxis are fitted with trackers so the company always knows where they are.

Taxi firm office contact numbers:

- Dragon Taxis - 029 2033 3333
- Capital Taxis - 029 2077 7777
- St David's Taxis - 029 2054 9999
- Merrick Taxis - 01446 747684
- A-Z - 029 2045 1007
- Colesco - 07971790933

If you are unable to contact the taxi company, please call Transport at Cardiff County on 029 2087 2808. You may also contact the school on 029 2069 3786.

In the event of a taxi not being able to turn up, for example it has broken down, then a different taxi will be sent by the local authority or taxi company.

#### The taxi came but didn't wait and my son was not ready. What do I do?

Pupils are expected to be ready for the taxi at the designated pick up point. If no one is at the pick up point the taxi will continue on the route as they will have other pupils to collect.

If a pupil misses the taxi it is the responsibility of the parent or carer to arrange to get him to school. Please be aware that if the taxi returns to pick up a pupil at the request of a parent / carer then the taxi driver will need to be paid directly by the parent / carer.

#### Can my son do exams at Greenhill?

Yes – we expect all pupils to sit exams and we offer a range of Entry Level, BTEC and GCSE exams. Our exam results are published each year in the autumn term in the Governors Annual Report to parents / carers.

#### Can my son go back to a mainstream school?

Yes – we work with schools across the city to support pupils who are able to work towards a return to a mainstream school. We usually arrange for a gradual reintroduction to a mainstream school in consultation with parents and carers.

#### I think my son should get free school meals. Who do I speak to?

You need to apply for free school meals and these cannot be provided until the school is notified that the pupil is eligible. If you do not have the application form or there is a problem with applying please contact one of our office staff on 029 2069 3786 who will be happy to provide you with any further information or help that you need.

#### There is something I am not happy about – who do I speak to?

We like to know quickly if a pupil or parent /carer is not happy about something. We find that most things can be sorted out quickly once we know what the problem is. In the first instance please talk to the pupil's teacher or the member of staff responsible. He / she will help to sort out the problem. If there is still a problem please contact the Deputy Headteacher Phil Haynes or the Headteacher Jane Counsell.

In the rare event that we are unable to resolve a problem we do have a formal complaints policy and procedure

#### What happens after my son leaves Greenhill?

We will work with you and the Careers Service during the last two years at Greenhill to explain all of the college and work based learning opportunities available. Pupils have a number of Careers interviews in school and at the Careers office as well as college visits. Pupils learn how to travel to college or work using Cardiff buses and they also attend work or alternative curriculum placements in years 10 and 11 to help them to make career choices. Taster courses and visits are offered by local colleges and Greenhill pupils are encouraged and supported to attend.

#### How can I meet other Greenhill parents / carers?

There are a number of ways that parents /carers can meet:

- we hold an annual induction coffee morning each year in July for new parents / carers;
- open days are held four times per year to talk to staff about progress. Refreshments are provided in the hall;
- parents / carers are invited to our Sports Day and barbeque in July each year;
- governors hold an annual meeting each November to present their report and external exam certificates. This is followed by light refreshments;

School staff will notify you of the dates and times throughout the year.

We also have three parent governors Helena Snee [parent / carer of a year 10 pupil], Bernie Cotter [parent / carer of a year 11 pupil] and Darren Williams [parent of a child of school age]. Parent governors can be contacted in writing at the school address

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At Greenhill we believe that education should recognise individuality and enable everyone to realise their potential within a caring and inclusive community.

Greenhill School Heol Bryn Glas, Rhiwbina, Cardiff CF14 6UJ. If you prefer you can leave a message and your contact details with the school office and we will pass them on to your preferred parent governor so that they can contact you.

### Can Greenhill help me with my son's behaviour at home?

Greenhill has an experienced and dedicated team of staff and school counsellors who will discuss your concerns with you, make suggestions and help to put you in touch with other agencies who may be able to offer support. If at any time you have noticed that behaviour has got worse at home please let us know.

### Does my child need to wear school uniform?

Greenhill is more relaxed about uniform than a mainstream school would be. However we do expect all pupils to have at least one set of school uniform and parents / carers of year 7 pupils should apply for and use the uniform grant that is provided for this purpose.

We know that our pupils grow out of their uniform quickly and we have used some of our funding to ensure that we have free sets of uniform to give out to older pupils.

Pupils who wear their school uniform earn double points towards reward trips so it really is worth pupils making the effort!

