

SEN POLICY

Greenacre School





VERSION CONTROL BOX
DATE OF REVIEW
April 2018
OVERVIEW OF CHANGES
Version control box added, Issue No. and review date updated. Various small changes such as adding initial capitals, correcting upper case to lower case, changing “8-14 students” on page 2, to “6-14 students”, a re-write of paragraph starting “The extensive Support Team” on page 3, removal of “The appropriate number of staff are” on page 4 under “Staff Qualifications and Training”, addition of “Multi-agency Hub” to the bullet list on page 5.
DATE OF NEXT REVIEW
April 2019
REVIEWER
Hannah Williams & Rebecca Hill

Greenacre School Special Educational Needs Policy Rationale

As a school that caters solely for pupils with Education Health and Care Plans the effective implementation of this policy is essential in ensuring the pupils have access to appropriate and challenging learning opportunities.

Greenacre School provides a personalised and holistic education, delivered through partnership, enabling and challenging everyone involved to recognise their achievements and build on their own unique strengths.

Our vision and core values are as follows:

Aspire: to direct ones hopes for ambitions towards achieving something or being successful.

Dignity: the importance and value that a person has that makes other people respect them or makes them respect themselves.

Nurture: to take care of, feed and protect someone, especially young children, helping them to develop and be successful.

Pride: a feeling of pleasure and satisfaction that you get because you or people connected with you have done or got something good.

Respect: politeness, honour and care shown towards someone or something that is considered important.

Together: with each other – so as to combine.

Trust: firm belief in the reliability, trust or ability of someone or something.

The Purpose of the SEN Policy

To ensure that the above statement is implemented for all pupils.

Implementation

School Organisation

The school is organised into aged based classes. The level of support available in each class is determined by the range of pupil needs in the class.

Across the school the curriculum is personalised for each pupil to ensure a balance between the entitlement of each pupil to enjoy a broad, balanced and age appropriate learning offer and the entitlement of each pupil to have all of their requirements – learning, communication, personal care, physical, health and emotional needs - understood and addressed.

Teachers prepare plans that are constructed to reflect the full range of possible learning outcomes for all the pupils whilst equally addressing individual communication, personal care, physical, health and emotional requirements.

Individual pupil requirements are identified through the Education Health and Care Plan, home visits, Child in Need, Early Help Assessment and Annual Review meetings. The Annual Review process ensures that EHCP outcomes are agreed in consultation with parents, the child and all partner services involved. These EHCP long and medium-term outcomes are reflected in the termly Personalised Learning Maps – PLMs. The PLMs are drafted in consultation with support staff. Parents are invited to comment on the PLMs and amendments are made when requested.

Annual Reviews of Education Health and Care Plans are key tools in ensuring the individual needs of all pupils are met.

The school recognises that all the pupils are individual and therefore staff need to consider the widest possible range of strategies and methodologies to address the complex and extended range of preferred learning styles the pupil's experience. These include the use of Makaton, PECS TEACHH techniques, Intensive Interaction, Assistive Technology (for communication and mobility), functional analysis approach to the management and modification of socially excluding behaviours and sensory approaches to learning. This list is indicative and not exhaustive.

Satellite Provision

There are four Satellite classes for students at Greenacre School. One KS1/2 class, two KS2 classes and a KS3/4 class. These classes are smaller than the average class at main site and cater for between 6 – 14 students dependent on the space available. Satellite classes use the facilities within the host schools including ICT suites and rooms necessary to ensuring they can access all areas of the curriculum.

Support for Specific Needs

The full range of pupil's needs are supported by the Headteacher, Deputy Headteacher, Assistant Headteachers, Lower/Upper School SENCOs, and an extensive team which includes teachers, HLTAs, Lead Teaching Assistants, TA2s and TA1s.

Greenacre believes that in order for pupils to be able to learn effectively, to make outstanding academic progress and to make measurable steps towards becoming self-sufficient and valued members of their local community it is of paramount importance that the holistic needs of the learner are identified, nurtured and promoted.

With this belief held firmly at the centre of the Greenacre ethos the school employs a team of professionals each possessing a wealth of skill and knowledge on how best to ensure each and every individual pupil is able to thrive, that they remain healthy, safe, are positive contributors, that they enjoy and achieve in all aspects of life and that they are able to make steps towards achieving lifelong economic, emotional, social, physical and academic wellbeing.

Greenacre Family Team has a 'tiered-working' approach designed to mirror the vision, priorities and outcomes of Barnsley's Children and Young People's Plan and Barnsley's Thresholds for Intervention. The team comprises of the following:

- Personal Development, Behaviour & Welfare Lead (DSL)
- Family Liaison & Attendance Officer (Deputy DSL)
- Family Team HLTA (Deputy DSL)
- Family Team LTA (Deputy DSL)
- Early Help Co-ordinator (Deputy DSL)
- Family Team LTAs
- Social Conduct Lead

The Family Team has increased capacity via the Social Conduct Team, who are classroom based when not timetabled on the Alarm Response rota.

The extensive Support Team, including centralised HR/Finance and Operations, ensures the school is administered effectively and efficiently so that the Headteacher and class teams can focus their attention on the outcomes for pupils. An Office Manager oversees a dedicated team comprising of Programme Administrators to focus on pupil related information, general administrative staff to cover day to day operations and a Financial Administrator whose key focus relates to Greenacre Educational Support Services and the Community Interest Company. In addition the centralised leads for HR, Finance and Operations cover all other aspects of school business.

Professional partners - Physiotherapists, Occupational therapists, Speech and Language Therapy and the School Health Team are provided through the South West Yorkshire Foundation Trust (NHS). These partners, based at school, work in collaboration with school staff to ensure the individual requirements of each pupil are met. In addition to these partners we also work closely with the BESST service which includes a teacher of the visually impaired, a teacher of the hearing impaired and an Educational Psychologist to ensure that all needs of the students are being met.
THIS IS SUBJECT TO ONGOING REVIEW.

Support to ensure that all pupils have their individual needs met can also come from the specialist teams within Greenacre including the communication and interaction team, social conduct team and complex needs team.

The Local Authority TIAG (Targeted Information Advice and Guidance) provide Personal Advisers to the school who are experienced and skilled in working with young people and their families to secure the most appropriate and beneficial post-school placement – whether that is at 16, 17, 18 or 19 years of age. The Personal Advisers attends the Annual Transition reviews from Y9 onwards.

The Annual Reviews are based on a Person-Centred Planning model which ensures the participation of both the pupil and their families.

To further support transition into adult life we host an annual 'Futures Event'. The event provides a forum for a wide range of service providers and settings to meet with the young people and their families to provide information that will support the decision-making process as the young people approach the time they choose to leave school.

When access to specialist support services is identified in the pupil's EHCP a percentage of the service is provided as Core from the BESST team (within the Local Authority) and the remainder is provided as part of a Service Level Agreement with the service.

Staff Qualifications and Training

The school recognises the importance of having a staff group that have a combined skill set that matches the potential range of requirements any children admitted to the school may present. There is, and will remain, a commitment to recognising any deficit areas in terms of staff skill and implementing a range of training programmes to upskill where there are identified areas of need.

Staff are Team Teach trained (positive handling/physical intervention), have had Moving and Handling training and are deployed in school appropriately. There are seven Team Teach (including four Advanced) Trainers on the staff and five members of staff trained as trainers for Moving and Handling.

Specialist Resources

Main School Learning Zones (9) – these spaces include a large social learning area for approximately 20 pupils and up to 5 learning bays for one to one work and or small group work. This design enables the pupils to work in environments that are tailored to their specific requirements, whilst always having the opportunity to work within a larger social group. Within each of the Learning Zones the bays include a small kitchen, either a wet sensory bay or a Light and Sound sensory bay.

Post-16 Area – there are five Post-16 learning bases which are standard class rooms. In addition to this the Post 16 provision benefits from a fully equipped catering kitchen which is a full-time learning base for the catering students. In addition, the Post 16 area includes two small working areas for individual or small group work and a common room to facilitate social opportunities.

We are also fortunate to have the following facilities:

- Hydrotherapy pool
- Music Room
- Drama Room
- Fitness suite
- Hall (PE, performances, assemblies)
- Science Room
- Work shop
- Art Room
- Health and Beauty Suite
- Post 16 Café
- Horticulture Area
- The Makery café and gift shop in Barugh Green.
- Outdoor class room in the school's wood
- Faith room
- Soft play room
- Therapy room (physio and OT – including sensory integration fixtures)
- Multi – agency Hub – to ensure the partner professionals have good administration facilities on site
- Medical rooms – including a Medical kitchen (for tube feed and medication preparation) and a consultants' room. The latter ensures a range of Paediatric and Orthopaedic consultants can hold clinics in school to reduce the pupils' anxiety and school time lost due to hospital appointments.
- Observation room – this room is fitted with two way visual and auditory communications so that observers can direct and comment when they are observing colleagues working with a pupil. The IRIS system in school can be used in a similar way across different areas of the curriculum.
- Info Zones – these two areas are technological libraries – where the pupils can either find books and information on the theme they are studying or by using simple software either create or enjoy immersive sensory environments that create the information through projected images, diffused aromas, wind, and sound.

Victoria Road House

The school also has a house in the community that provides a base for teaching life skills and home/garden management to pupils. This has been fully refurbished, including the development of a garden space and sheltered garden area. The Victoria Road provision is fully accessible to all pupils.

Parent/Community Involvement

Parent/Community involvement is instrumental in the successful education of all pupils. An active Parents' Support group is involved in all aspects of school improvement as well as leading on fund raising activities. The Parents' Room provides a comfortable base for parents to use whenever in school.

Partnerships with other Schools

The school is involved in and leads extensive partnership work with other Barnsley Schools including well established relationships with the host schools of our satellite provision settings. Driven by our GESS work, the school offers support and advice to individual pupils, staff training and development and in collaborative work to extend curriculum opportunities in Barnsley secondary schools.

Complaints

If parents are unhappy with the SEN provision for their children, they are asked to talk with the Headteacher about their concerns. If the concerns cannot be resolved through the Headteacher, parents are advised to complain to the Chair of Governors. A full copy of the Complaints procedure is available in school.

Conclusion

This policy must be read in conjunction with the School's Mission Statement and Curriculum Statement and all other agreed policies.

Equality Monitoring

This statement demonstrates our commitment to ensure we give due regard to:

Eliminate discrimination and other conduct that is prohibited by the act

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it