



## SEND Information Report

---

<b>Version</b>	V2/2020	<b>Review Cycle</b>	Annually
<b>Date of Approval</b>	13/10/2020	<b>Approval Level</b>	Executive Principal

### CONTENTS

Introduction	2
How we Identify SEND	2
Admissions	2
The Needs of our Pupils	2
Parent Involvement	2
Pupil Involvement in Their Education	3
The EHCP Annual Review	3
Approaches to Teaching	3
Our Curriculum	3
Continuing Professional Development (CPD)	4
Measuring Success	4
Equality of Opportunity	5
Pupil Wellbeing	5
Working with Other Professionals	5
Funding for SEN	6
Preparing for the Next Step	7
Complaints	7
Have Your Say	7

## **Introduction**

At Greenacre School we are committed to working together with all members of our school community to provide the best and fully inclusive opportunities for our pupils.

Our core values are as follows:

**Aspire:** Having a plan, a goal or ambitions. Wanting to achieve something.

**Dignity:** The feeling of being valued and respected. This builds your self-esteem.

**Nurture:** Giving someone or something care and attention so that it is growing and developing.

**Pride:** This is how you feel when you or a friend does something good or difficult. It is like happiness and satisfaction.

**Respect:** How you feel about someone and how you treat someone. Having respect for someone means you think good things about a person and how they act. Showing respect to someone means you act in a way that shows you care about their feelings.

**Together:** This is about achieving things as a group. We are usually better as a group than individually.

**Trust:** Having people and things that you believe in. We trust in people who are honest and things that are reliable.

## **How we Identify SEND**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

All our pupils have an Education, Health and Care Plan which clearly details their special educational needs, approaches to meeting these needs and required provision.

## **Admissions**

Admission to Greenacre School will require the child to have an Education, Health and Care (EHC) plan (under the Children & Families Act 2014) which names the school.

Parents/Carers may express a preference for the school under the Children & Families Act 2014, where the child has an EHC plan. More information about our admissions arrangements can be found under the 'Policies and Procedures' section of the school website.

## **The Needs of our Pupils**

Our pupils have a wide range of needs including:

- Sensory and/or physical needs
- Social, emotional and mental health difficulties
- Cognition and learning
- Communication and interaction

## **Parent Involvement**

The success of our pupils relies on strong links between school staff, governors, pupils, parents/carers and other professionals. Parents/carers have the opportunity to communicate:

- On a daily basis via SeeSaw app/website
- At any time by making an appointment with the relevant member of staff
- Termly in relation to Personalised Learning Map (PLM) reviews
- At parent/teacher meetings in the summer term
- Annually at the EHCP review

- Through our annual 'Have a say' week

We also offer a number of parent information events through our Family Team to enable parents to meet with other local providers of services to children and young adults with SEND who form part of the Barnsley Council's Local Offer.

### **Pupil Involvement in Their Education**

Pupils have the opportunity to consult about their education through:

- Individual tutorial work – including 'I Matter'
- Giving their views for EHCP Annual reviews and where appropriate attending
- During Personal, Social and Health Education lessons
- Through the Student Council
- Through our annual 'Have a say' week

### **The EHCP Annual Review**

The Annual Review gives parents, carers, pupils, teachers and other professionals the opportunity to review progress over the year towards previously identified outcomes, to identify ones for the future and to plan who and what will need to happen to achieve success.

### **Approaches to Teaching**

At Greenacre we offer an inclusive approach. Our pupils are grouped together according to age across four programmes. These programmes are Freeflow (Reception to Y5), Cool (Y5 – Y8), Lifeskills (Y8 – Y11) and Futures/College (Y12 – Y14). We also provide bespoke packages for those aged 19 to 25 through our Opening Doors CIC (Community Interest Company). This is highly personalised and teaching staff will use a wide range of strategies to enable pupils to access to the curriculum, this might include using:

- Personalised Literacy, Numeracy, Science and ICT Interventions
- Visual timetables
- iPads, laptops or other alternative technological devices
- Positive behaviour rewards system
- Work stations
- Reward Systems
- Makaton
- Symbol based communication programmes
- Structured Teaching
- Precision Teaching
- Voice output devices
- Switch operated equipment
- Intensive Interaction
- Hydrotherapy
- Rebound Therapy
- Sensory Integration
- Objects of reference
- Sensory approaches
- Educational Visits
- Tactile cues
- Writing frames

### **Our Curriculum**

Our curriculum is designed to promote learning and to prepare pupils for the next steps in their lives. Where possible we follow the Early Years and Foundation Stage Curriculum and the National Curriculum but adapt it to remain challenging, fun and relevant to our pupils. At all ages there is an emphasis on enabling pupils to be as independent as possible and so much of the learning takes place in practical ways such as cooking, shopping or in the community.

Our Freeflow children follow a very similar curriculum to those in mainstream EYFS settings. However, the continuous provision is supported by adult guided learning through choice and play, as well as a focus on physical development and sensory processing. Appropriate support is given for those who need those interventions. The

amount of direct teaching, as opposed to supported continuous provision increases in line with each child's needs. The majority of children by the time they reach 8 years are able to make good progress through direct teaching in groups of different sizes and at individual levels. Some pupils follow highly personalised timetables at all times, remaining mindful of ensuring an appropriate balance between this and time with their class group so that they do not become isolated from their social group. Work is planned along the same lines as the National Curriculum covering the same range of subjects and topics, but all work is planned so that each child can make progress from their individual starting points. Whenever we can, we use a very creative approach to learning so that the children are engaged and motivated and so that learning is fun and active. All personalised programmes continue to ensure that pupils' emotional, multi-sensory and physical needs are fully met. Learning takes place both indoors and outdoors and uses a wide range of resources, materials and tools which inspire and challenge.

Children from Y5 are taught in three class groups known as COOL (Creative Opportunities of Learning). Literacy and Numeracy are taught for approximately 40% of the time and include whole group, small groups and individual teaching. ICT, Science, PE and Music are taught as separate subjects of approximately an hour a week. COOL lessons cover History and Geography, Religious Education, Art and DT, Modern Foreign Languages and Citizenship. The lessons are taught using a dramatic enquiry approach known as the Mantle of the Expert (MOE). MOE is achieved through a fictitious story, an imaginative process that is very adaptable, so it suits all the individual learning styles of the children. All personalised programmes continue to ensure pupils' emotional, sensory and physical needs are fully met. In Y9 they start their accreditation pathways. This is called the Lifeskills programme. All children continue to learn through Literacy, Numeracy, ICT, Science and PE. They also follow a Lifeskills programme that covers RE, Citizenship and Humanities as well as community-based skills, home management skills and personal care skills. The pupils also have two options which offer a range of vocational and arts-based outcomes. The children have taster sessions of the option available during their transition from Y8 to Y9 so that they can make an informed choice. All personalised programmes continue to ensure pupils' emotional, sensory and physical needs are fully met. All pupils have the opportunity to access at least one appropriate work-related learning experience during their time in the Lifeskills.

If young people choose to stay on to Greenacre College or join the college from another setting at 16 they follow a highly personalised programme which includes:

- Core skills of Literacy, Numeracy and ICT
- 'Free time' which encourages independence and social skills and includes time to review their progress against targets and what they need to do to improve further
- Community based programmes - including use of the Lifeskills house, money management skills and personal organisation
- Vocational options - these range from media, motor vehicle maintenance, retail and office skills (this includes working in the shop), health and beauty, catering, horticulture and animal care.
- Sports and Arts options - these range from Duke of Edinburgh Award, Football, Biking, Photography, Drama, Art, Music and Swimming. - All post 16 students benefit from a personalised work experience and where possible supported internships with the school partners.

Post 16 students also have the opportunity to join two residential weeks either at Centre Parcs or Bendrigg (an outdoor pursuits centre).

Greenacre also has three Satellite provisions located in Mainstream Schools. The pupils within the satellites are on roll at Greenacre School. This offers provision for primary pupils at Kexborough Primary School and Oakhill Primary School. and secondary pupils at Outwood Carlton Academy.

### **Continuing Professional Development (CPD)**

In order to deliver a personalised curriculum to children and young people with SEND our staff have a thorough induction programme and receive personalised training relevant to the needs of the school. Our Performance Management process is quality assured and overseen by the school's SLT (Senior Leadership Team).

### **Measuring Success**

Assessment is key to good and better teaching and learning. In order to know where a pupil's learning needs to go next, they, and those teaching them, have to know where their learning is: what do they know, what do they understand and what can they do? This is Assessment for Learning. We also need to know how much progress a child is making. This is Assessment of Learning.

Pupil's progress will be measured and recorded, but pupil feedback must focus on 'next steps' rather than the end of year expectation the pupil is working at. Progress is measured through the setting and meeting of targets as parts of the EYFS, ABC Curriculum. Our ABC Curriculum reflects the ever changing landscape of education and personalisation. It incorporates A: Access (the world around me – below P4), B: Build (what I know about the world – P4 to P8) and C: Connect (with the world and my wider community – P8 and beyond).

Actual learning is recorded on See Saw. Pupil progress is tracked and analysed termly. Alongside this PLMs (Personalised Learning Maps) are written and reviewed each term and can involve the child, parent and other professionals. These are also reviewed annually at the EHCP review. This process is overseen by a member of the SLT.

We ensure our standards of judgement by moderating work in school, through external accreditation and, where possible with focused moderation sessions with other schools. We scrutinise the work of pupils through the year to ensure that pupils' learning is challenging, relevant and accessible. A wide range of interventions are put in place for pupils not meeting targets.

We also monitor the success of other provision in school such as rebound therapy, alternative communication methods, use of technology etc.

### **Equality of Opportunity**

Our approaches to learning, specialist equipment and staff training ensure that all pupils are able to engage fully in activities. The school has high expectations of what our pupils can do and are always looking to ensure the best outcomes for all students.

### **Pupil Wellbeing**

This is an important area of learning for our pupils if they are to achieve their best and be part of the community. The school employs their own Family Support Team. Pupils are supported through:

- An emphasis on Positive Behaviour For Learning throughout the school day
- Personal, Social and Health Education lessons
- The inclusion of lunch and play times as part of the taught day where pupils are supported to learn and practice social skills.
- Staff modelling appropriate behaviour and using positive reinforcement to reward pupils when they get things right.
- A large amount of learning in the community enabling pupils to learn appropriate social behaviours.
- High quality assessments of pupils' social and emotional ability leading to design of intervention resources.
- Nurture sessions as appropriate
- Wide range of class-based resources to support pupil well-being.
- Support for pupils witnessing aggression.
- Personalised anti-bullying interventions and annual anti-bullying events (in line with national initiatives).

### **Working with Other Professionals**

Working with other professionals is crucial in meeting the needs of our pupils. Most of these work directly with our staff so they can deliver programmes of support on a daily basis. Greenacre has a MASH (Multi-Agency Safeguarding Hub) available for our partner professional to work alongside each other and our bespoke Family Team including our Designated Safeguarding Lead and Attendance Officers. We have access to a number of other professionals, these include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- School Nurses
- School Health Care Assistants
- Community Paediatrician
- Education Psychologist
- Sensory Support
- Family Team (Funded by school)
- Social Conduct Team (Funded by school)

- Child and Adolescent Mental Health Services (CAMHS)
- Dietician
- Epilepsy Nurse
- Social Workers
- Transitions Team

If necessary we are able to call on more specialist advice if a need arises.

### **Funding for SEN**

We receive a fixed sum for each pupil at the school which includes the national pupil place funding and a top up which is school specific. There are also other sources of funds we are able to use with specific children, such as those that are looked after or in receipt of free school meals. The school is also involved in fundraising and applying for grants to supplement our income

### **Preparing for the Next Step**

Preparing our pupils for the next stages of their life is hugely important. This can be transition to a new class in school, having a new teacher, or moving on to another school. Greenacre School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Transition between programmes and classes involves a range of activities during the summer term so staff and pupils can get to know each other and learn to work and learn together.

Transition to a new provider is planned well in advance and accessed through a graduated transition supported every step of the way by Greenacre staff.

### **Complaints**

If parents are unhappy with the SEND provision for their children they are asked to talk to the school about their concerns. If the concerns cannot be resolved through parents are advised to follow the Complaints Policy, which is available in school or via the school website.

### **Have Your Say**

The success of our pupils relies on strong links between school staff, Governors, pupils, parents/carers and other professionals. We continually develop our practice to improve outcomes for our pupils and welcome suggestions from these groups to enhance our provision. Further information about how our SEN Policy is implemented can be found via the school website.

If you have any questions about our contribution to Barnsley Council's Local Offer please contact Sarah Parker (Head of School).

Alternatively, for more information about our SEN information report, our strategic SEND action plan or the Educational Health and Care Plan (EHCP) process please contact our SENDCOs:

- Beccy Hill (Lower School) [rhill@greenacre-school.co.uk](mailto:rhill@greenacre-school.co.uk)
- Hannah Williams (Upper School) [hwilliams3@greenacre-school.co.uk](mailto:hwilliams3@greenacre-school.co.uk)

Click on the link below for more information about Barnsley Council's Local Offer:

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>

Independent Support for parents and carers can also be sought from outside agencies including SENDIASS (formerly known as Parent Partnership). More information, links and contact details can be found under our parents' section of the school website.