

SEN POLICY

Greenacre School





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.

So we aim

To work with parents, carers and all our partners to achieve the best outcomes for each child and young person so that:

- Everyone learns how to be safe and everyone feels safe in school and their community;
- Everyone learns how to be healthy and to make healthy choices;
- Everyone learns and achieves through personalised and enjoyable activities;
- Everyone has the opportunity to have their voices heard, to be respected and valued in **all** their communities;
- Everyone learns how to participate in making their life choices that lead to economic security.

On our journey together we work to achieve this by.....

- Motivating all to learn through relevant personalised and fun activities in a safe and caring environment;
- Building on everyone's self-esteem, empowering all to become valued citizens, with everyone's contribution to society respected;
- Ensuring equity within an inclusive setting;
- Partnership with parents and carers, partner services and the community.

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 visit 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 therapists and other 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.

Support for Specific Needs

The full range of pupils needs are supported by the Headteacher, Assistant Headteachers (one with deputising function), Lower/Upper School SENCOs, Lower/Upper School Phase Leaders 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 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 recently adopted 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
- Family Liaison & Attendance Officer (Tier 3 focus)
- Parent Support Lead (Cross-tier focus)
- Parent Support Assistant (Cross-tier focus)
- Family Team Assistant (Tier 2 focus)
- Family Team Assistant (Tier 3 focus)

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 incorporating HR, Finance and Administration/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. Structured with a Manager at the head of each discipline along with dedicated team members comprising five Programme Administrators to focus on pupil related information, three Finance administrators who ensure payment and audit requirements are met and an HR Assistant to support on staff cover, training and single central record.

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. **THIS IS SUBJECT TO ONGOING REVIEW.**

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 PA 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 until recently the LA Inclusion Service provided HI and VI specialist teacher support. However this has recently become a tendered service and the school is actively seeking appropriate support for pupils in this area.

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.

The appropriate number of 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 Sound and Light sensory bay. The latter contain trolleys for Sound and Light equipment that can be used in a range of areas across the school.

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.

We are also fortunate to have the following facilities:

- Hydrotherapy pool
- Music
- Drama
- Fitness suite
- Hall (PE, performances, assemblies)
- Science
- Work shop
- Art
- Health and Beauty Suite
- Post 16 Café
- Horticulture
- 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)
- Partners' office – 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. This web based system will hopefully be extended to access outside of the building in the near future.
- 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 the older pupils. This has recently been fully refurbished, including the development of a garden house. 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