



Special Educational Needs (SEN) Information Report for Greenacre School

Part of the Barnsley Council's Local Offer for Learners with Special Educational Needs and Disabilities (SEND).

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 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.

How we identify SEN

A child or young person has SEN 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 a Statement of Special Educational Needs or an Education, Health and Care Plan which clearly details their special education needs, approaches to meeting these needs and required provision.

Admissions

Admission to Greenacre School will usually require the child to have a Special Educational Needs (SEN) statement (under the Education Act 1996) or an Education, Health and Care (EHC) plan (under the Children & Families Act 2014) which names the school.



Parents/Carers may make representations for a place in the school to the local authority under the Education Act 1996 (where the child has a SEN statement) or 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 in your child's education

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 consult:

- On a daily basis via home school diaries or via See Saw 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 interviews in the summer term
- Annually at the EHCP review by attending or using the All About Me (AAM) form
- Through our annual 'Have a say' week

We also offer a number of parent information events through 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's 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
- Homework grids

The EHCP Annual Review

The Annual Review will give the opportunity for parents, carers, pupils, teachers and other professionals 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 to meet pupils' needs

At Greenacre we offer an inclusive approach. Our pupils are grouped together according to age across four programmes. These programmes are Freeflow (ages 2 to 8), Cool (ages 8 to 13), Lifeskills (ages

13 to 16) and Futures/College (ages 16 to 19). 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
- I-pads, lap-tops 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

A curriculum to meet pupils' needs

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 Free Flow 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. Children aged from 2-8 are in two class groups called Free Flow. 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 time to review their progress against targets and what they need to do to improve further - Community based programme - 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. - The 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 role at Greenacre School. This offers provision for pupils in KS1 and 2 at Kexborough Primary School, Key Stage 2 at Hoyland Springwood Primary School and the KS3 provision is located at Darton College.

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). An online training module is also under development for our Teaching Assistants which covers a range of specialist SEND expertise.

Measuring success

Assessment is key to good and better teaching and good and better 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 the pupils 'next steps' in learning rather than the P level/ end of year expectation the pupil is working at. Progress is measured through the setting and meeting of targets as parts of the EYFS, P levels, AWOL (Assessment Without Levels – Greenacre's bespoke approach to the move away from National Curriculum Assessment levels), Milestones and Entry Level (The Adult Curriculum).

Our new A B C Curriculum is also under development and reflects the ever changing landscape of education and personalisation. This will incorporate 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 an Assistant Headteacher.

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 Well Being

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 playtimes as part of the taught day where pupils are supported to learn and practise 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.
- Supports 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 alongside each other and our bespoke Family Team u—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 also is also has to be 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 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 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 Diane Greaves (Headteacher).

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
- Hannah Williams (Upper School) hwilliams3@greenacre-school.co.uk

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

<https://www.barnsley.gov.uk/services/children-families-and-education/family-service-directoryfsd/our-local-offer-sen-and-disability-send/>

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