



Special Educational Needs and Disabilities (SEND) Offer

2017-2018

Greenbank High School aims to promote the successful inclusion of students with Special Educational Needs and Disabilities. The SEND department works closely with parents, teaching staff and other stakeholders to ensure SEND pupils are offered a broad and balanced curriculum, which caters for their individual needs whilst focusing on their well-being and academic progress.

Types of Need

The Code of Practice (2014) identifies four broad areas of Special Need, under which SEND can be classified:

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

*Greenbank High School has limited facilities for pupils with certain physical difficulties. For further details please refer to the Accessibility policy.

Roles and Responsibilities

SEND Governor

The member of the Governing body linked with Special Educational Needs and Disabilities is Mr Stuart Bellerby.

Senior Leadership Team

Mr I Raikes	Headteacher
Mrs E Russell	Deputy Headteacher (Pastoral)
Mrs K Robinson	Deputy Headteacher (Curriculum)
Miss Cullen MBE	Assistant Headteacher (Assessment, Recording and Reporting and Disadvantaged Children)
Mrs Gent-Jones	Assistant Headteacher (Pastoral)
Mrs S Whittaker	Assistant Headteacher (Teaching and Learning and ICT)

SEND Co-ordinator (SENDCO)

Mrs V Simmins

Lead Teaching Assistant

Mrs K Low

Teaching Assistants

Mrs J Citrine

Mrs M Cushing

Mrs M Kernahan

Miss S Little

Mrs S Minshull

Mrs A Moran

Identification

It is essential that pupils with SEND are identified as early as possible so appropriate provision, access and interventions can be implemented.

Indicators for pupils with SEND are:

- Primary school information (Including Key stage 2 SATs data)
- Fischer Family Trust (FFT) information
- School Assessments (Access Reading Test, Diagnostic Spelling Test, NFER Mathematics 11, Cognitive Ability Tests (CATs))
- Concerns expressed by staff
- Concerns expressed by parents.

Working in partnership with parents

If a parent expresses concern about a child, this information is passed to the SENDCO and the process of assessment begins.

If the concern about a pupil originates from teaching staff then the parent/ carer will be contacted for their views and written permission sought before any assessment takes place.

Quality First Teaching provided to all pupils

The strategies listed below reflect the reasonable adjustments that can be offered by Greenbank High School. They are indicative of good, inclusive teaching and will

benefit a range of learners, whether they have been identified as requiring SEND support or not. The strategies have been grouped to reflect the types of need identified by the Code of Practice.

Approaches to support Communication and Interaction

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Teacher able to access and employ method of communication appropriate to pupil's need
- Clear and simple instructions

Approaches to support social, mental or emotional health

- Tactile sensory objects to calm student
- Adult directed time out and time away strategies
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Personalised rewards and sanctions – including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school mediation strategies
- Clear and understood behaviour policy
- Solution focused approaches
- Approaches that develop emotional literacy
- Positive peer models
- Consistent use of language and expectations

Approaches to support cognition and learning needs

- Differentiated Curriculum, pertinent to pupils level of attainment or development – through presentation and / or outcome
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Approaches to support sensory and / or physical needs

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology
- Support as detailed in access plan or health care plan

SEND Support

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (Code of Practice).

Once a pupil is identified as having Special Educational Needs and Disability an appropriate support plan will be put into place to achieve targeted outcomes. This process is called the Graduated Approach. It has four stages.

Assess

The SENDCO once notified will begin to collate all the information about the pupil from a variety of sources (teachers, pupil, parents and outside agencies) to develop an accurate picture of need.

Plan

A support plan will be initiated to outline the methods to be used in order to achieve specific outcomes. The plan will include any or all of the following:

- Quality First inclusive teaching approaches are identified to enhance the pupil's learning.
- Focused in class support from a teaching assistant to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independent learning.
- Interventions that have been identified to achieve specific targets. These will be delivered and monitored
- Direct teaching, SEND support groups and in years 9-11 Option SEND groups.
- Resources to ensure full access to the curriculum.
- Liaison with the parent / carer, pupil, staff and all other relevant agencies in the implementation of the individual's support plan.

When determining plans across the school, the Senior Management Team and the SENDCO will need to be mindful of effective and efficient use of school resources, including any additional funding from the Local Authority.

Do

Once accepted by all stakeholders the plan becomes a working document. It may be annotated to show progress towards outcomes and / or adjustments made to determine success. The SENDCO/Assistant SENDCO will manage all plans and arrange meetings for the review of outcomes.

Review

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review should take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. An amended plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. It may be decided that the pupil has made enough progress to cease the plan.

If a pupil has a Statement of Special Educational Needs/ or Education and Health Care (EHC) Plan, the Local Authority will be responsible for a review of the statement every twelve months.

Further Options

- Further consultation can be requested from external agencies to gain a better understanding of the pupil's profile and recommendations for support.
- A request for top up funding from the Local Authority can be made by the school.
- Parents/or school can apply for an Education and Health Care Assessment if the pupil is still not making progress, despite the school having taken relevant and purposeful action over time.

Tracking Progress

All pupils will have their academic progress tracked as outlined in the school's Assessment, Recording and Reporting policy.

Children with Special Educational Needs will in addition, have support plans identifying their individual targets. These will be drawn up with the pupil and the parent and will be reviewed termly.

Transition

Key stage 2 / 3

The SENDCO and the Year 7 Head of Year liaise with Year 6 teachers and Primary SENDCOs before the pupils transfer to Greenbank. All pupils attend a transition day at Greenbank with the facility for extra sessions to be arranged, if necessary to meet the needs of pupils with special educational needs.

The SENDCO will liaise with parents and relevant agencies as appropriate to ensure the individual needs of SEND pupils are met and they are successfully included in all aspects of school life once they become part of the Greenbank community.

Post 16

The SENDCO liaises with the Learning Support departments in Colleges of Further Education once a written request for pupil information is received. Permission from pupil/parent is sought before information is exchanged.

All SEND pupils are encouraged to participate in college 'taster' days and Careers Guidance.

Building Capacity

The SEND department is under the leadership of the Deputy Headteacher. The SENDCO attends Director of Learning Meetings and Pastoral Committee meetings, SEND being on the agenda for both.

The department has a good working relationship with many external agencies that can support the range of special needs in our school community. These include:

- Special Educational Needs Integrated Support Service (SENISS)
- SEPPs
- Autism Initiatives Outreach Education Support (OSSME)
- Speech & Language Therapy
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)

A Careers Advisor and an Educational Psychologist are commissioned by the school.

Training related to the individual needs of SEND pupils features regularly in the school's professional development programme

Quality of Provision

The quality of teaching for all pupils is monitored and reviewed regularly through the faculty system under the leadership of the Assistant Headteacher for Teaching and Learning. Data on all pupils is readily available on SIMS. Pupil's progress, including those with SEND, is reviewed termly using the school's Pupil Individual Progress Report by Subject teachers, Directors of Learning and Heads of Year.

SEND pupils' individual targets will be reviewed in meetings with the SEND department, pupils and parents.

Equal Opportunities

The Governors, Senior Leadership Team and staff at Greenbank High School believe that all pupils should have full access to the curriculum and school life in general. This includes, with reasonable adjustments, participation in after school clubs, leisure and cultural activities and school visits.