

SEND AND DISABILITY STATEMENT AND POLICY

This is a Trust policy that has been adapted to Greenbank High School referencing designated staff



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Reviewed by Greenbank High School Local Governing Board

The Trustees of Southport Learning Trust are committed to safeguarding and promoting welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.

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1. INTRODUCTION

At Greenbank High our vision is to ensure that all pupils enjoy high quality learning experiences through which they can achieve their full potential. Our ethos is to encourage all pupils to be actively involved in their own learning and embody the school motto of Inspire, Care and Achieve.

The present Greenbank High School policy has been reviewed and amended in consultation with School Governors, SLT, Parents/Carers and external agencies, with regard to the SEND Code of Practice 0-25. (September 2015.)

The aim of this policy (in conjunction with the School Information Report) is to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

2. DEFINITION OF SEND AND THE SCHOOL ADMISSION POLICY

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The school has adopted the Sefton Admission policy and admissions are co-ordinated by the Local Authority. This does not discriminate against pupils with Special Educational Needs and a Disability.

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without Education Health and Care plans must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability

- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

(Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities)

3. MISSION STATEMENT

‘Every Teacher is a Teacher of SEND.’

All pupils at Greenbank High are valued and respected equally and their needs must be addressed. By developing a whole school approach to Special Educational Needs and disabilities, we will ensure an efficient delivery of the curriculum by all staff to all pupils and help ensure the inclusion of all.

Children with Special Educational Needs and disabilities may require special educational provision to ensure the greatest possible degree of access to a broad and balanced education, including the National Curriculum, as may those children who are academically ‘gifted’.

All pupils at Greenbank High have access to a broad and balanced curriculum differentiated to enable them to understand the relevance and importance of an appropriate education. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school’s Teaching and Learning Policy promotes best practice towards students with SEND.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child’s education and are signposted according to their child’s needs. Key information is also shared within the school to ensure teachers are up to date with developments.

The school aims to:

- Promote independence, equality and consideration for others.
- Support all children to excel by offering different pathways for progression.
- Equip pupils with the skills and attributes necessary for adult life.
- Celebrate the wide range of our pupil’s achievements.
- Create a welcoming atmosphere for parents/carers and other stakeholders.

4. OBJECTIVES

- To identify and provide for pupils who have Special Educational Needs or a Disability in accordance with the SEND Code of Practice 0-25 (2015).
- To promote a whole school responsibility towards those pupils with Cognitive and Learning, Communication and Interaction, Social, Mental, Emotional and Health and Sensory/ Physical Difficulties.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to a balanced curriculum.
- To assess and monitor the progress of pupils with SEND to ensure they are able to reach their full potential.
- To create a school environment where pupils can contribute to their own learning.
- To work with parents / carers and ensure they are involved in all stages of their child’s education.
- To liaise with external agencies when a pupil’s needs cannot be met by the school alone.
- To provide a Special Educational Needs and Disability Co-ordinator who will provide support and professional guidance to staff to ensure High Quality teaching for pupils with SEND.
- Each pupil must be given the opportunity to experience a school which is caring, supportive and where there is equal provision and inclusion regardless of age, ability, race or culture.
- To enable pupils to develop, as fully as possible, their abilities, interests, aptitudes and to make additional provision if necessary

- To be pro-active in enabling all pupils with Special Educational Needs or a disability to have full access to a broad, balanced, relevant and differentiated curriculum and the wider school life and activities
- To ensure that all pupils with Special Educational Need and / or a disability are identified early, assessed and catered for within the school and make the best possible progress, preparing them for adulthood
- To reflect the 2015 Code of Practice in stating that teachers, as is the case now, are responsible and accountable for the progress and development of the pupils in their classes

5. IDENTIFICATION OF SEND

“A pupil has SEND where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age”.

Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.”

(The SEND Code of Practice 2015 6.12)

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:

- Primary school information (Including Key stage 2 data).
- Close liaison with Primary Schools prior to admission.
- Enhanced transition visits and meetings with Y6 parents
- SATs information
- FFT information (Fischer Family Trust).
- School Assessments (Access Reading Test, Diagnostic Spelling Test, CATs).
- Concerns expressed by staff.
- Concerns expressed by parents/carers.
- Concerns expressed by pupils.
- Support and testing from SSENIS

Responsibility for co-ordination of SEND and disabled provision

This Policy was created by the school's SENDCO in liaison with the SLT, the SEN Governor, parents and staff. The SENDCO is Mrs Campbell and she can be contacted at school on 01705 567 591 or by email: SEND@greenbankhigh.co.uk

The main responsibilities listed in this policy fall within the role of the SENDCO.

The role of the SENDCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting
- The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEN information report in line with statutory guidelines
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEN support
- Discuss allocation and deployment of SEND budget with the Head teacher in order to meet pupils' needs
- Liaising with parents of pupils with SEND

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Monitoring and supporting a graduated approach of Assess, Plan, Do and Review
- Ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision of support staff in our schools including Teaching Assistants
- Reviewing the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENDCOs should review targeted support on a regular basis
- Being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan and monitor appropriate interventions
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities, SIMS, SEN register.

6. ROLES AND RESPONSIBILITIES

SEND Governor

The member of the Local Governing Body linked with Special Educational Needs and Disabilities is John Dempsey.

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND Policy

Senior Leadership Team

Staff Member	Role
Ms D Aspinall	Headteacher
Ms H Hinde	Deputy Headteacher (SEND)
Miss Cullen MBE	Assistant Headteacher (Assessment, Recording and Reporting and Disadvantaged Children)
Mrs Gent-Jones	Assistant Headteacher (Safeguarding Lead, Behaviour)
Mrs S Whittaker	Assistant Headteacher (Teaching and Learning and ICT)
Mrs C Thomas	Assistant Headteacher (Personal Development)
Mr C Prichard	Assistant Headteacher (Timetable and Attendance)

SEND Department

Staff Member	Role
Mrs K. Campbell	SEND Coordinator- SENDCO
Miss K. Peppin	Assistant SENDCO
Mrs K. Low	SEND and Academic Support Team Leader
Mrs J Citrine	Teaching Assistant
Mrs M Kernahan	Teaching Assistant
Mrs S Minshull	Teaching Assistant
Mrs A Moran	Teaching Assistant
Mrs B Nolan	Teaching Assistant
Mrs M Smith	Teaching Assistant
Mrs R Bond	Teaching Assistant
Mrs G Minshull	Teaching Assistant
Mrs M Scott	Teaching Assistant
Mx. C. Jones	Teaching Assistant
Mrs M Gray	Teaching Assistant
Mrs H Gribble	Teaching Assistant
Mrs M. Sherwani	Teaching Assistant

The SEND department is line managed by the SENDCO

7. SPECIALIST SEN AND DISABILITY PROVISION

Provision for pupils at Greenbank High with special educational needs and / or disability is the responsibility of the school as a whole with specialist guidance from the SENDCO, the Governing body, and the Head teacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities (see also the SEND information report)..

8. SEND SUPPORT

Pupils are only identified as SEND Support if they do not make adequate progress once they have had all the interventions within good quality personalised teaching. This is known as 'SEN Support'. The SEN Support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

Assess

In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with any outside agencies who are conducting

the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed on a regular basis.

Plan

We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENDCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

Do

The School's SENDCO supports the subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

Review

Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews often take part on a termly basis and are arranged at school and are part of the SENDCO role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENDCO attending meetings offsite to support the transition process.

In many cases the pupil's needs are effectively met within the school. Where a pupil continues to make less than expected progress despite evidence-based support and interventions it may be necessary to involve specialists from outside agencies. Parents will always be informed and involved in the decision to seek the advice of a specialist. Parental consent will be formally required by agencies.

SEND support requires the initial use of classroom and school resources before bringing in specialist expertise (if deemed necessary in the future). The SENDCO will take the lead in co-ordinating additional or different provision within school to enable the pupil to learn more effectively. The SENDCO will work closely with parents/carers, teachers and pupil and may produce a Pupil Profile, outlining specific, measurable targets and strategies to meet them. The pupil's progress will be carefully monitored, and Pupil Profiles (if required) will be reviewed regularly.

For pupils whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist, Outreach Workers, the ADHD Foundation). Advice on new targets and additional strategies will be implemented by the class teacher based on the advice received from outside agencies. Some children may require multi-agency involvement, and it may be appropriate to prepare an EHAT (Early Help Assessment Tool).

Statutory Assessment

In applying for statutory assessment, the school presents evidence of the action taken as part of SEN Support. This would only happen after previous school/outside agency interventions have not had sufficient impact.

Inclusion and Facilities for vulnerable pupils and those with SEN and/or disability

At Greenbank High we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities. We have done this in the following ways:

- Radiowave hearing equipment
- AB Tutor- Computer screen sharing
- Ramps
- Disabled toilets
- Pupil Support Centre always staffed.

We have recently developed expertise in the following areas:

- Whole School Reading initiatives
- EBSA Training and school approaches
- ASD awareness for all staff and pupils
- ASD Pupil workshops
- Arranged Termly Parent Coffee Mornings
- Organised ADHD staff training and pupil workshops
- Organised Mental Health Support for pupils.
- Introduced bespoke curriculums for SEND Support pupils.

Allocation of resources for vulnerable pupils, those with SEN and disabilities

All pupils with SEND are funded from the school's budget. For those pupils with the most complex needs, additional funding (High Needs Funding) is retained by the Local Authority. This is accessed by the SENDCO, in liaison with a SSENIS Inclusion Consultant, submitting an individual application to an authority panel who will determine whether the level and complexity of need meets the threshold for this funding.

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Learning Support Assistants
- Training for all teachers and teaching assistants so that they can meet pupils' needs more effectively e.g. Mental Health
- Specialist books and equipment
- In class and withdrawal support, e.g. 1:1 reading support
- Disabled toilet facilities
- Purchasing and maintenance of ICT and electronic equipment
- ICT software e.g. Power Up
- School Counsellor salary
- Work of SSENIS Service
- EAL Support Worker

Inclusion in Whole School Activities

All pupils are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities. The SENDCO monitors the attendance of children with SEND to ensure that there is good representative participation from these groups.

Identification and review of pupil needs

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO works closely with the school data manager to interrogate the school tracking data, including Attendance data and ASP (DfE's Analysing School Performance tool) data.

The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the SENDCO and information is shared appropriately and frequently. Although the SENDCO has overall responsibility for identifying pupils with SEND in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. The LA provide an EAL Service which the school is a part of and through the support of a specialist teacher the school can ascertain if there is an underlying SEND. A teaching member of staff provides EAL lessons and mentor sessions for those EAL students requiring support.

Pupil Profiles are reviewed during the year and any necessary updates made as a result of new interventions or new information. Parents/carers have the opportunity to attend Annual Reviews for SEND Support students and have access to the SENDCO through Parents' Evening events. Reviews are pupil centred and follow an assess, plan, do and review model. All of this must be seen in the light of a high quality teaching approach delivered through the school's Teaching and Learning policy.

Assessment Procedures for New Students

Assessment for new Year 7 students begins long before they arrive via a comprehensive transition programme detailed elsewhere. During the first term, pupils undertake the GL Assessment (Cognitive Attainment Test). This is administered with due regard to the conditions stipulated spread over three sessions with breaks in between and in a controlled environment and is externally marked. Pupils take the Access Reading Test and the Vernon Spelling Test during their English lessons. Students take a baseline assessment in all subjects and a Mathematics baseline paper in the first two weeks of the school year and are placed in appropriate classes as soon as possible using the data from the tests, transition information and teacher assessment.

Students arriving at the school into any year group at any other time of year are tested to allow rapid and correct placement into classes and sets. Children undertake the Access Reading Test at the appropriate age level and the Vernon Spelling Test. This allows for direct assessment for examination access arrangements. The Mathematics department conduct their own assessment in the first week of attendance using a test appropriate to the age and ability level of the student, any data available from his previous school and teacher assessment.

Access to the curriculum, information and associated services

All pupils at Greenbank High have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making good progress that is closely monitored.

Pupil worksheets are written in language which is accessible to them with regard to font type and size, colour of paper/pens used etc. For some students, (e.g. students with photo sensitivity, Irlen's or Dyslexia) we provide coloured exercise books, coloured overlays and internal and external examination papers and booklets.

Teachers use a wide range of strategies to meet a pupil's special educational needs. Lessons have clear learning objectives; teachers differentiate appropriately and assess to inform the next stage of learning. (Refer also to the Teaching and Learning Policy).

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures

- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids (such as specialist teachers or equipment)
- Relevant information is shared with parents/carers of pupils who access support from outside bodies. They receive regular details of the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

9. SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Greenbank High School ensures that all pupils with medical conditions, in terms of both physical and mental health, are properly supported in school so they can play a full and active role in school life, remain healthy and achieve their academic potential. For further details please refer to the 'Supporting Students with Medical Conditions at School and Medicines policy'.

10. LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN (LAC)

Please refer to the separate school policy 'Looked-after and previously looked-after children' which reflects the statutory guidance in 'Promoting the education of looked- after children and previously looked-after children' DfE, February 2018.

The DfE guidance states that 'Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Any special educational support provided by schools for looked-after children with SEN but who do not need an EHC plan, is looked at as part of the child's PEP and care plan reviews. Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there are robust arrangements in place to ensure that any undiagnosed SEN are addressed through the SEND framework. Section 19 of the Children's and Families Act 2014 is clear that when supporting young people with SEN, the local authority must have regard to the need to support and help them to achieve the best possible educational and other outcomes. For children and young people in or beyond Year 9 (aged 13-14) with EHC plans, local authorities have a legal duty to include provision to assist in preparing for adulthood in the EHC plan review. In line with both of these duties and the corporate parenting principles, the Virtual School Head should encourage high aspirations for children, focussing on their strengths and capabilities and the outcomes they want to achieve.'

11. SAFEGUARDING DISABLED CHILDREN

The DfE offer the following reasons, as examples, as to why disabled children are more vulnerable to abuse:

- Many disabled children are at an increased likelihood of being socially isolated, with fewer outside contacts than non-disabled children
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They have an impaired capacity to resist or avoid abuse
- They may have speech, language and communication needs which may make it difficult to tell others what is happening
- They often do not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day-to-day physical care needs.

Examples of harm or indicators of harm might include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding, leading to malnourishment
- Poor toileting arrangements

- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, ill-fitting equipment, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will.

12. STUDY SUPPORT

Greenbank High School believes that every child is of equal importance and that we must do our best to remove any barriers to learning. Study Support has been set up to help specific pupils cope better with and access mainstream education in a successful way. The centre provides an understanding, safe and enjoyable environment for pupils who may fail due to, for example:

- Physical disability
- A specific learning difficulty
- General learning difficulties
- Emotional/social difficulties
- Frequent absence because of medical or home problems
- Refusal to attend school
- Low self esteem

The Study Support Area is overseen by the lead TA Mrs K. Low. The area is a base where pupils with socialisation difficulties can interact with their peers in a regulated, non-judgemental environment where appropriate behaviour is modelled. Regular mentoring sessions are timetabled in the Portal and the areas are used for interventions and external support staff from outside agencies. Identified students have access to the POD as a social space before and after school and during break and lunchtime.

The Inclusion Process for Study Support

If a Head of Year or member of SLT believes a pupil would benefit from time in the Learning Zone, they refer their concerns to the Pastoral Team who will negotiate appropriate time and course of study in the area. Reasons for referral could include Re-integration back into school following a prolonged absence, sensory issues, low self-esteem, emotional issues, socialisation, illness and incapacity.

Social Communication Groups and 1;1 Reading support also take place in this area as well as in our SEND bases.

The ACER Centre

The ACER Centre is overseen by Miss H. Wilson and is a support base for pupils who are struggling with emotional school-based avoidance (EBSA). The base is accessed by referral only and students may attend for an identified period of time (usually 12 weeks) after which they are supported with their transition back into mainstream lessons and schooling.

Evaluating the success of provision

The SEND register is a fluid working document that is constantly updated and therefore the number of pupils on the register will be subject to change. The register is reviewed half termly by the SENDCO and involves conversations with the SEND and Pastoral teams.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Data analysis automatically triggers intervention but also monitors the success or otherwise of an intervention. Where interventions have not made the expected impact over the time frame allocated, alternative provision may be offered, and Pupil Profiles modified.

Working in partnership with parents/carers

At all stages of processes, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. This will support pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

In creating the School's Local Offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as parent surveys which are conducted regularly during the year.

Where a pupil is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

The Examinations Officer liaises with the SENDCO to ensure that all pupils receive the appropriate support for both internal and external examinations. Please refer to the Exams Disability Policy and Exams Access Arrangements Policy.

13. SEND TRAINING

The Senior Management Team and the SENDCO are responsible for providing regular training and learning opportunities for all staff on the subject of SEND and SEND teaching to ensure that pupils with SEND receive High Quality teaching and are able to fulfil their potential.

Our SENDCO has over seven years' experience in this role and over twenty years teaching and pastoral experience. We have a team of well-qualified teaching assistants and we use a number of outside specialist agencies to deliver interventions.

Staff receive training and information from the SENDCO in the following ways:

- Staff inset and CPD sessions throughout the academic year.
- Weekly TA briefing- every Wednesday morning.
- SEND SharePoint area for staff on the school drive.
- Access to strategy banks and pupil information (pupil profiles/support plans- Edukey Provision Map)
- Weekly briefings and updates from the SENDCO.
- Staff CPD area in the staff drive.
- Southport Learning Trust Insets.

The School's SENDCO regularly attends Local Authority network meetings and training courses in order to keep up to date with local and national updates in SEND.

The Trust also schedules termly SEND meetings attended by all Trust SENDCO's which encourage the celebration and sharing of good practice.

The school is also a member of the National Association for Special Educational Needs (NASEN) and The Key to access online material and training. The school has also recently participated in the Whole School SEND initiative of *SEND in a Nutshell*.

14. DEALING WITH COMPLAINTS

Greenbank High school has formal procedures for complaints about the curriculum, which are detailed on the school website and are available in hard copy via the school office. If further clarification is needed, please contact the Head teacher in the first instance.

15. POLICY LINKS

This policy links to;

- School SEND Information Report
- Equality Policy
- Child Protection and Safeguarding Policy
- Exams Access Arrangements Policy
- EAL (English as an Additional Language) Policy
- Accessibility Policy

16. REVIEWING THE POLICY

The policy is reviewed annually through the Local Governing Board of Greenbank High School and the Trust Board.

APPENDIX 1

Useful Web addresses

School website

<http://www.greenbankhigh.co.uk/>

Sefton Council website

[http://sefton.gov.uk/schools-learning/special-educational-needs- \(sen\).aspx](http://sefton.gov.uk/schools-learning/special-educational-needs- (sen).aspx)

Government website

<https://www.gov.uk/government/organisations/department-for-education>