

Greenfields Academy

Special Education Needs and Disability (SEND) Information Report

2023-2024

Who is the school's special educational needs co-ordinator (SENDCO) and what are their contact details?

The coordinator for Special Educational Needs and Disabilities (SENDCo) for Greenfields Academy is Mrs Jodie Wilkes.

Mrs Jodie Wilkes can be contacted using the details below:

Email: Jodie.wilkes@greenfields-cit.co.uk

Telephone: 01476 574112

What kinds of special educational needs does the school make provision for?

Greenfields Academy is a special school catering for pupils with Social, Emotional, Mental Health difficulties. We cater for pupils between the ages of 5 – 16. As well as Social, Emotional, and Mental Health, many of our pupils have additional medical diagnosis of ASD, OCD, ADHD, ODD. This list is not prescriptive nor exhaustive.

Our mission statement is PACE - Personalised, Aspirational, Caring, Engaging. At Greenfields we are constantly striving to improve the lives of our pupils through their environment and their experiences.

The curriculum across Greenfields is tailored to ensure that pupils develop their functional use of literacy/communication and numeracy in all aspects of their daily lives. Spiritual, Moral, Social and Cultural development is a thread that binds all experiences that our pupils learn from and encounter.

How does the school identify pupils who may need additional help?

How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

Every pupil has an Education, Health and Care Plan. These are reviewed annually. In addition, children are constantly observed, and progress noted. Pupils are assessed against their own prior learning. The school works closely with therapists and external agencies to identify the holistic needs of every child.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

Every year we discuss progress and our expectations for your child at Annual Review meetings. We communicate with you regularly through email and by telephone. In addition to the Annual review, you will also receive an Annual Report from us each year and an opportunity to attend a parent consultation evening.

Every child has their own targets which identifies long term and short-term objectives. Children may be taught 1:1, in small groups or whole class depending upon the activity.

All planning, both, medium term and short term is highly differentiated within each class. Each class has a full-time equivalent teacher and a learning support assistant– sometimes more. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists and specialist teacher advisors where and when appropriate.

How will the curriculum and learning be matched to my child's needs?

Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

How are decisions made about the type and amount of support my child will receive?

Your child will initially have their needs identified through their EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed.

How will my child be included in activities outside the classroom, including school trips?

At Greenfields Academy every child has the opportunity to access educational visits and residential experiences.

What support will there be for my child's overall well-being?

We have a robust safeguarding policy and protocol in place. Pupils' health and wellbeing is paramount.

We work with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. We also work with social services and the children with disabilities team.

Within school we have staff trained in counselling and various therapies. We also work closely with CAMHS, the Mental Health Support Team and Healthy Minds to ensure that your child receives the right level of support at the right time.

What training is provided for staff supporting children and young people with SEN's?

All of our teachers are qualified and have undertaken specialist further professional development. TA Support Staff also come from a range of backgrounds and have a range of expertise. Staff access a comprehensive CPD package, with planned weekly focussed sessions. Where appropriate training can be planned and delivered in response to identified needs.

What specialist services and expertise are available or accessed by the school?

We work closely with the following professional and agencies to support your child's needs. All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Specialist services including Educational Psychology services, Play Therapy, CAMHS – Child and Adolescent Mental Health Services, Mental Health Team,, Healthy Minds and Social Services – children with disabilities team.

Your child will need an Education Health Care Plan before being considered for admission to our school.

How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

Where detailed in the child's EHCP, school will seek to provide specialist equipment, the local authority may support this.

The school is an accessible site, the school building is on one level with the majority of doors being wheelchair accessible. There is a designated disabled toilet and a medical room on site.

What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?

We hope to meet new parents at the stage when you are deciding which school is your preferred choice for your child.

Each year we hold a structured conversation with you where we discuss targets for your child for the coming year. We hold a parents evening, and you are very much encouraged to come along to your child's Annual Review.

We keep you informed of your child's progress through the Annual Review, Annual Reports and by sharing targets at parents evening. We also email or ring you on a weekly basis to update you on the progress made socially and behaviourally, and we hope you will also keep in touch with us.

What are the arrangements for consulting young people with SEND and involving them in their education?

In relation to their individual education, child voice is collected at least annually through the annual review process. This is collated and added to the annual review recommendations document as well as being submitted as supporting evidence for the review. More widely, child voice is collected through engagement and participation with the school council and through the annual school-wide survey.

What do I do if I have a concern or complaint about the SEND provision made by the school?

In the first instance we encourage you to contact your child's keyworker.

If you still have concerns, then please contact the headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

How does the governing body involve other organisations and services (e.g., health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The local school board has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil within school. The governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for pupils with special educational needs. Whilst by the nature of our school all Governors have a responsibility for the provision for pupils with special educational needs a named governor has responsibility for monitoring that these needs are being suitably met. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/children?

School share information through weekly home school communication and more frequently where relevant information is shared with the school for example in relation to upcoming workshops provided by local organisations.

The SENDCo shares a termly newsletter with all parents which includes information on local organisations and services who may be able to offer additional support.

How will the school/setting prepare my child/young person for transition to the school and transfer between phases of education

- i) Join the school?
- ii) Transfer between phases of education (e.g., early years to primary, primary to secondary etc)?
- iii) Prepare for adulthood and independent living?

Once a place at our school has been accepted, we offer a structured induction to your child, this transition is bespoke and is dependent on the needs of the child. Transition may include a phased start and liaison with the child's previous setting.

When the time comes for your child to move we will liaise with the receiving school and follow their transition process. We will enhance this with additional supported visits where necessary.

Where can I access further information?

For further information, our website is regularly updated with upcoming events or alternatively please contact our school office.



