

Required information	✓
The kinds of SEND that are provided for.	ASC, speech, language communication difficulties.
Policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO).	SENDCO: Mr M McCann, Head teacher, Greenbank School, Greenbank Lane, Hartford, NORTHWICH, Cheshire. CW8 1LD  <a href="mailto:head@greenbank.cheshire.sch.uk">head@greenbank.cheshire.sch.uk</a> 01606 66382
Arrangements for consulting parents of children with SEND and involving them in their child's education.	Year 6 intake evenings, EHCP Reviews, Interim EHCP Reviews, Informal visits (Family Fun Nights, Winter/Summer Fair, Coffee Mornings). Residential open evenings, Residential transition meetings.
Arrangements for consulting young people with SEND and involving them in their education.	Young Persons Service (attend transition reviews). Year 11 Work Experience, Year 12 – 13 Work Experience, PSHCE / CEIAG, EHCP Annual Reviews.
Arrangements for assessing and reviewing pupils' progress towards outcomes.  This should include the opportunities available to work with parents and young people as part of this assessment and review.	Termly update reports, use of B Squared / Arbor / AET (Autism Education Trust (AET) Progression Framework assessment tools, annual report judging progress (end of KS and inter KS). Parents evenings. Progress reported annually to parents and young people at the EHCP Annual Review.  Information shared with staff, Governors and School Improvement Consultant.
Arrangements for transition days with next year's groups supporting pupils moving between phases of education and preparing for adulthood.	Transition reviews, transition visits to next years class. Pathways personalised depending on need. KS5 curriculum focusses on functional skills, young enterprise, college links, work experience and college transition visits to support smooth transition. Close liaison with incoming and outgoing providers.
The approach to teaching pupils with SEND.	ASC specific practices to support the 4 key differences (The Individual Pupil, Building Relationships, Curriculum & Learning, Enabling Environments). Small class sizes, high staff ratio (1 teacher 2 TA's per class) managed sensory environment, Support of Short Term Outcomes, Individual Positive Behaviour Support Plans (IPBSP), Risk Assessments, 'Less is More' communication strategies, Use of PECS (where appropriate). Access to therapies- Art, Music, Dog, Animation. Emotional Literacy Support Assistant (ELSA) network. 'Talk About' scheme support communication. Opportunities to access residential provision, up to 1 night a week / extended from Year 8. Training schedule to keep practice relevant and up to date, including AET.

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<p>How adaptations are made to the curriculum and the learning environment of pupils with SEND.</p>	<p>Broad, balanced FULL curriculum offer with personalised 'Flight Pathways' for students. Classroom size maximum of 7 is the target; minimum of 2 Teaching Assistants to support, clear philosophy to learning, social and emotional development. Staff training in AET, MAPA and IABA principles to support behaviour choices. ELSA (Emotional Literacy Support Assistants) network. Short Term Outcomes to support EHCP Long Term Outcomes, ongoing assessment across the curriculum, safeguarding a monthly agenda item, recognition given to the importance of social, emotional, development and life skills. School environment designed to support a wide range of needs- E.g. sensory- LED lighting, quiet zones, sensory garden, cycle track, outdoor gym &amp; therapy pool.</p>
<p>Additional support for learning that is available for pupils with SEND.</p>	<p>Additional support provided by a strong Speech and Language Team (SALT) and Art, Music, Animation, Horse riding, Dog Therapy &amp; Reiki. ELSA network. CAMHS / LD CAMHS referrals, Family Liaison Advisor (FLA). Community visits into the local community to support social, emotional aspects of learning. Access to residential provision from Year 8 (1 evening/night per week).</p>
<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.</p>	<p>All staff experienced ASC practitioners; ongoing training including IABA, MAPA, AET, AET Progression Framework, Safeguarding, ASC specific training (e.g. sensory curriculum), specific SLT input and close links with agencies delivering Music, Art, Dog, Horse riding Therapy, Reiki &amp; OT.</p>
<p>Evaluating the effectiveness of the provision made for pupils with SEND.</p>	<p>Measurement of outcomes of students against targets set in Literacy, Numeracy, tracking of individuals, including disadvantaged groups, log student and track destinations post school, monitor attendance and exclusion rates. High course completion rates and sustaining post school options e.g. local college. Established lesson walk / observation schedule.</p> <p>Governor programme of visits to school and residential provision, Termly visit of School Improvement Consultant.</p>
<p>How equipment and facilities to support children and young people with SEND will be secured.</p>	<p>Significant investment in equipment and facilities ensure equipment is well maintained, new and up to date on a rolling programme. Recent investments: 2 mini buses &amp; car, 4G and MUGA pitch, outdoor gym, outdoor theatre, cycle track, indoor gym, class sets of i-pads, teaching screens in every class, ramp access and lift, overhaul of therapy pool, introduction of Animation Therapy and Reiki. Rolling programme of school refurbishment, host to 'The Hub' (a voluntary NAS group supporting families</p>

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	whose children have an ASC diagnosis.)
How the effectiveness of the provision made for pupils with SEND is evaluated.	School Self Evaluation Form (SEF) externally validated by School Improvement Consultant, Local Authority ASIA visits, Governing Board visits to school, well established rota of Learning Walks and Lesson Observations, analysis of data, accreditation outcomes, sustained post 18 outcomes by tracking students, measurement of progress against EHCP objectives, progress against School Development Plan.
How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND.	N/A – all students have an EHCP.
Support for improving emotional and social development.  This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying.	PSHCEE, high profile P.E., Celebration Assembly, SLT input, Mentoring System, Annual Review, Pastoral Tutor / TA role and Personalised Curriculum, Mental Health First Aid training for all teaching/TA staff, ELSA network, bi-annual pupil questionnaire, therapy services (Art, Music, Horse, Dog, Animation, Reiki). Pursuit Rainbow Award supporting the 'No Outsiders' agenda. Pupil written Anti Bullying Policy, Mindfulness agenda.
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.	Annual / Interim Review invitations, CAF / TAF, CiN, engagement with IABA (behaviour) consultant and SEND Assessment Team, CAMHS, The Autism Hub (volunteer parent group based on the school site), school Family Liaison Advisor hosting parent coffee mornings.
Arrangements for handling complaints from parents of children with SEND about the provision made at the school.	School actions its Complaints Policy, as adopted from the Local Authority. The ambition is to resolve all concerns raised by parents and carers at the informal stage. Complaints are rare.
Contact details of support services for parents of pupils with SEND.	<a href="https://livewell.cheshirewestandchester.gov.uk/">https://livewell.cheshirewestandchester.gov.uk/</a>
Named contacts within the school for when young people or parents have concerns.	Mr M McCann – Head teacher  Mrs B Scott – Deputy Head teacher / Head of KS 3-4  Mrs D Langford – Deputy Head teacher / Head of KS 4-5
The school's contribution to the local offer and where the LA's local offer ('Live Well') is	The school website provides a direct link to the 'Live Well' offer. School makes sure the details relating to school are current and up to date.

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published.	<a href="https://livewell.cheshirewestandchester.gov.uk/">https://livewell.cheshirewestandchester.gov.uk/</a>
Response to Covid-19	<p>School closed as an education provider in March 2020 and re-opened as a care provider until June 2020. During that time school supported pupils and families that were judged as extremely vulnerable through an extensive range of educational and emotional systems, including e learning, RAG rated risk assessments for every pupil and welfare calls. Phased re-opening of school took place from June 2020, once all risk assessments had been completed and actioned. School re-opened from September 2020 with a full range of Covid-19 protocols, which are reviewed regularly (including opening of residential; provision). On their return pupils accessed a 'Bounce back' curriculum to support re-integration into the school environment, the trauma experience by some pupils during the isolation of lockdown and the phased re-introduction of formal learning through the FULL National Curriculum. Risk assessments are routinely revised, communication with parents highlights changes to approaches in order to keep members of the school community as safe as possible whilst maintaining high ambition for pupil outcomes. Catch up funding has been effectively used to support these strategies.</p>

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The arrangements for the admission of disabled pupils	<p>Schools admission policy is clear in relation to its procedures for admission. School does not have resources to support pupils with the most complex medical conditions. A was installed in 2020 to provide full access to wheel chairs and those students who may need the assistance of a walk aid together with access ramps to key entrance and exit areas of school. Disabled toilet and wash areas are present on site.</p>
The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils	<p>The school SEF makes it clear that opportunities exist for all students within a wide, balanced and well planned curriculum (including residential provision).</p>
The facilities you provide to help disabled pupils access your school	<p>Access ramps, elevator facility, sporting opportunities – including boccia, swimming, team sports, OT.</p>

How to find your school's accessibility plan

School website – via School Policy Tab from the Home Page.