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| Key Learning Points from the Finished at School Programme | Relating to the SEND Code of Practice 2014 |
| 1. Listening to the voices of young people with autism | 'As young people develop, and increasingly form their own views, they should be involved more and more closely in decisions about their own future.' Section 8.13 |
| What are we doing already? | What are our plans for the future? |
| * Changed the whole timetable to become more personalised and relevant to the current education and job market.  This has allowed students to develop their own views about:   + realistic career aspirations and the methods of attaining that job through employability lessons and external work experience placements   + healthy choices with their diet and lifestyle choices through Sports for Life, tuck shop and the 6th form dining area   + managing and funding their own activities via the Business Enterprise lessons   + make an informed choice about their future college placements due to extensive College Links Course, past students talking about their own experiences and also local colleges coming in to speak to students regarding what courses and support are on offer * Students are involved in the Annual Review process each year, including Short Term Outcomes, Impact Statements and Individualised Learning Plans * Students are informed about the use of advocates. They are given the opportunity to say prior to the Annual Review if they would like an advocate * Independent Careers Advisors have been invited into 6th Form and have discussed various topics, including Internships and Apprenticeships * Careers Fair held with industry professionals from the world of Technology, Construction, Retail, Local Authority and Art and Drama * Young People’s Service discuss next steps with our young people and create a Yr9+ Action Plan | * We asked the question “What support is available to support Preparation for Adulthood from Social Services?” Invites have been sent to Social Services to explain to the students what support they may be entitled to, both now and in the future when full-time college is only 3 days a week.  We are currently waiting for a date for this * We asked the question “What support is available to support Preparation for Adulthood from The Department for Work and Pensions?” Invites have been sent to the DWP liaison for this area regarding talks on benefits and entitlements and also how to use the local Job Centre.  We are currently waiting for a date for this |
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| 2. Working in partnership with parents and carers | 'Local authorities, schools, colleges, health services and other agencies should continue to involve parents in discussions about the young person's future.' Section 8.15 |
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| * Parents and Carers are involved in the Annual Review process each year by completing the Our Story and attending to have an input into the Outcomes written into the EHC Plan * Parents and Carers are invited to Parents Evening which also hosts the local colleges so that they can make an informed choice about Post-16 education * Information is shared on the website in the class page but also the Sixth Form tab (Curriculum). These pages include information about travel cards, the Care Act, Mental Capacity and other important information that Parents and Carers need to be informed of, as well as our students * Other information such as the Curriculum Coverage, Curriculum Grid and Timetables are shared on the school website also * We have an ‘open door’ policy where Parents and Carers can contact us to discuss any issues and write daily in the Home School Communication book | * Parents and Carers are going to be invited to a new Sixth Form Open Evening. This was devised due to Parents and Carers not fully understanding the new EHC Plan process and the legal changes with regard to Post-16 and Post-18 education * A new online prospectus is being designed which will showcase the range of options we have on offer in Sixth Form |
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| 3. Working in partnership with other providers | ‘Colleges should make sure they have access to specialist skills and expertise to support the learning of students with SEN. This can be through partnerships with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly.’ Section 7.22  ‘Schools and colleges should work in partnership to provide opportunities such as taster courses, link programmes and mentoring which enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.’ Section 8.23 |
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| * As a school, we have regular training with regard to Safeguarding, Food Hygiene, First Aid etc., but we also have specialist training where required. This includes subject-specific training for a range of qualifications taught within Sixth Form and other training relating to ASD and new strategies within the SEN sector * We have regular whole school meetings, bi-weekly SMT and teachers meetings and weekly Key Stage 5 meetings where we share best practise, discuss problems and offer solutions and offer support and collaboration within the school community * As a school, we buy in expert provision for our students when needed, such as our Art Therapy, Music Therapy and hold regular days, such as Art Day and Science Day where experts come in and teach the students * The Annual Reviews organised by school offer invites to all agencies involved with the young person and their family. It is important for these external agencies to attend and input into the EHC Plan * The local community police officer attends school to deliver talks about various topics, the most recent one this term is about safety and sexting. The local church at Hartford, St John’s is a key link with the school, and they also attend assemblies and we have whole school events at the church also * We run the College Links Programme which offers students the opportunity to access their local colleges, completing a variety of courses so that they can make an informed choice. Good relationships have been built with these providers which has benefited our students greatly * Due to the links with the local colleges, we can offer, in negotiation with the college, transition days to allow the student to get to know their tutor, classroom and potentially classmates for the September start. This has greatly reduced anxiety for the students and their families * We work with the various Local Authorities regarding Independent travel Training for our students, preparing them for leaving Greenbank and getting to college independently. This is a huge step towards independence for our students, for many, this is the first time they have travelled by themselves * We work closely with health with a variety of sectors   + We have 2 Speech and Language Therapists and an assistant that are based in school 2 days a week each   + We work closely with CAMHS and LDCAMHS when our students need extra support with their mental health   + We are currently working with the Forensics Team to ensure that students remain safe * We work closely with the SEN Teams at each Local Authority as well as Social Workers and Educational Psychologists when needed | * We are looking at branching out further, to offer specialised ASD support and training to our local schools and colleges as we feel this is an area of strength at Greenbank School. The work will be delivered through the [AET](http://www.autismeducationtrust.org.uk/) * While we have great College Link Courses with most of the colleges, we have been unable to secure College Link Courses with some of them due to the mergers that have been occurring within the Local Authority. We hope that this will be much better next year and that we will then be able to run College Link Courses at all our colleges in Cheshire West and Chester, Cheshire East, North Wales and The Wirral |
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| 4. Developing staff awareness, knowledge, skills, confidence and roles | ‘Schools and colleges must use their best endeavours to ensure that such a provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.’ Section 1.24 |
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| * Reading the latest [Ofsted](file:///\\gbfs01\Staff_Share\Sixth%20Form\2018-2019\Daniele%202018\Website\Ofsted%20Report%202017.PDF) report, it is clear that we are an outstanding school where staff are encouraged and supported to develop their skills * As a school, we have half-termly book scrutinies, learning walks, lesson observations and moderation of Maths and English * Our inset days cover a range of compulsory and additional SEN training to keep our skills up-to-date * Staff are encouraged to access bksb for their own professional development. This is used by the students in Sixth Form and allows staff to learn new skills in Maths, English and ICT, up to Level 2 in Functional Skills and also GCSE level * ELSA was started over a year ago and 3 staff were trained at Greenbank School. The investment was thought worthwhile due to the needs of our students. These sessions are proving valuable and an improvement in students is seen after the intervention work is completed | * As mentioned earlier, we are looking at branching out further, to offer specialised ASD support and training to our local schools and colleges as we feel this is an area of strength at Greenbank School. The work will be delivered through the [AET](http://www.autismeducationtrust.org.uk/) and we would train staff through the AET to deliver this training |
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| 5. Person-centred working to support the move from school to college | ‘Local authorities must ensure that the EHC Plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood… Planning must be centred around the individual and explore the child or young person’s aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they needs to achieve their ambition.’ Section 8.9 |
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| * ELSA was started over a year ago and 3 staff were trained at Greenbank School. The investment was thought worthwhile due to the needs of our students. These sessions are proving valuable and an improvement in students is seen after the intervention work is completed | * Extra staff to be trained in ELSA. * Extra support for career planning with Department for Working Pensions concerning next steps |
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| 6. Developing curriculum pathways and services to support transition | ‘High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools (and colleges) should seek partnerships with employment services, businesses, housing agencies, disability organisations and art and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.’ Section 8.7  ‘Colleges should be ambitious for young people with SEN, whatever their needs and whatever their level of study. They should focus on supporting young people so they can progress and reach positive destinations in adult life.’ Section 7.5 |
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| * The Head of Sixth Form is currently a member of the CWaC Post-16 Transition Team, the College Network Group in Cheshire and more recently, the CWaC Learning Disabilities Partnership – Employment Sub-Group. Being a member of these groups ensures that Greenbank Sixth Form is part of the change, helping to shape the future of the Post-16 education and career aspirations of our young people. It is vital that employers commit to employing more students with SEN within their businesses * College Links Courses currently with Petty Pool, Coleg Cambria, Reaseheath and Warrington and Vale Royal. | * Recruit more Careers staff into developing the careers curriculum and also the links with local business and employers. * Continue to develop the College Links Courses with more colleges such as Macclesfield College, Cheshire College South and West |