

Special Educational Needs (SEND) Policy

Greenbank is a co-educational secondary school for students with Autism Spectrum Disorder (ASD), Speech and Language Communication difficulties as well as Moderate Learning Difficulties. Most students start their education at Greenbank in KS3 aged 11 and continue into Sixth Form. Each learning journey starts in Year 7 which adopts ASD practices to motivate learning and ensure a broad and balanced curriculum is met. Students in KS4 continue their pathway of learning to suit their learning styles; this is determined and discussed collaboratively at the Year 9 Annual Review. Depending on attainment in KS3 students undertake accredited courses in KS4 and the Sixth Form. Many students have the opportunity to take entry level (pre-GCSE) courses in subjects such as English, Maths, Computing, Science, Humanities, P.E., Drama and Art. The accredited options are under regular review as the needs of the students change. The curriculum emphasis is personalised and tailored to meet the individual needs of students.

As part of the student's Year 7 statutory annual review, access to Greenbank Residential provision will be discussed as a way of enhancing student's educational opportunities. Such opportunities are available to each of the key stages.

Aims, Values and Vision

Greenbank School has high expectations for students in all areas of the academic curriculum including social learning opportunities through life and living skills. Staff and governors work in partnership with parents, carers, multi-disciplinary professional teams and members of the community to meet the needs of all students.

Greenbank staff value individuality, whilst at the same time encourage co-operation and support for each other. Students are encouraged to try new things, develop a positive attitude in order to ultimately raise their self-esteem, confidence and academic progress.

Both school and residential staff aim to prepare students for their adult life, encouraging students to make informed decisions about their future; at college, home, leisure and as included members of a community and wider society.

Education Provision

All students attending Greenbank have a Statement of Special Needs or EHCP (Educational Health Care Plan).

We provide education for children aged 11-18 with complex learning needs in conjunction with :

- Autistic spectrum disorder
- Communication difficulties
- Physical disability
- Behaviours that some may find challenging
- Speech and Language communication difficulties.

The school operates a total communication approach and we ensure that our routines and structures

support the students to feel safe and happy. Communication is supported through objects of reference, signing, use of symbols and assistive technologies.

We believe that the physical environment is important in setting the climate for learning. Our school building is airy and spacious and provides a calm and safe environment in which young people can thrive.

The school has facilities to promote a sense of well-being and provides a therapeutic environment; there is a low sensory, low stimulus, SLT room and a hydrotherapy pool. As well as state of the art technologies in the base classrooms such as touch screens and i-Pads.

Outside, there are safe enclosed spaces for play, a sensory garden, gazebo and a cycle track.

Curriculum

The Curriculum at Greenbank School supports the vision of high expectations, learning by doing and access to a broad and balanced curriculum that values the social and emotional aspects of learning. To achieve this students are given the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising and celebrating achievement and supporting progression. The curriculum is individualised and flexible allowing for the needs of each student to be met.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those students of compulsory school age. This is blended with opportunities for students to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum together with opportunities to access the schools educational residential provision.

Learning outcomes are accredited via AQA unit awards and, where appropriate, Entry Level, Entry Level 1 / 2 qualifications - Functional Skills, GCSE, ASDAN Awards.

Our students have complex learning needs. In addition to the academic curriculum, their individualised timetables provide opportunities for students to withdraw from some lessons to participate in therapy sessions with Occupational Health, Speech and Language, Music Therapy and Mentor staff. Greenbank School has established links with mainstream schools, other special schools, local Colleges, and work placements to enrich the curriculum through additional learning opportunities

Residential Provision

The educational residential provision at Greenbank School gives students opportunities to enhance and support National Curriculum learning pathways. Residential and School Staff work together to encourage students to access accredited courses.

Greenbank Residential provision can provide overnight stays for up to 20 young people each night. Some students access extended school days at different intervals throughout the week. Throughout the school year, students also have the opportunity to access planned weekend residential opportunities, many of these may take on a specific focus for example, sports, pamper, adventure, etc.

One of the most valuable experiences for the students is to have the opportunity to socialise with their peers, in addition to developing their life skills, which ultimately help their progression about adulthood.

Health and Therapy

Every student who attends Greenbank has an opportunity to access group or individual programme of therapeutic support. During transition and induction our Speech and Language and Occupational Therapists will meet the student and assess their needs for speech and language and sensory support. Recommended strategies are then reinforced by class teachers and support assistants to ensure a holistic approach.

Music Therapy

Music therapy is offered to students at Greenbank to help them develop communication skills. This is particularly important for students for who speech and language represents a significant barrier; music offers them a way to connect with those around them without using words.

Singing activities and use of the microphone and amp can help some students build up confidence in vocal expression. Music therapy can also help students regulate their emotions and express pent-up feelings.

Diet

School rigorously applies the school food standards to both day and residential aspects of school, school provides

- High quality locally sourced meat and poultry
- Oily fish
- Fruit and Vegetables
- Bread, other cereals and potatoes.

Portion sizes are controlled and menus are revised and updated regularly.

SMSC (Spiritual, Moral, Social and Cultural)- including the promotion of British Values

Throughout the curriculum at Greenbank there are opportunities to promote students' spiritual, moral, social and cultural development. Opportunities to promote students' development in these areas are provided in Religious Education, PSHCEE (Personal, Social and Health Citizenship and Economic Education). A very significant contribution is also made by our whole school ethos, involving effective relationships throughout the school, collective worship, and other curriculum activities.

Spiritual Development

At Greenbank School, staff recognise that students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. Students at Greenbank are encouraged to develop the knowledge, skills, understanding, qualities and attitudes they need for their future lives.

Moral Development

Through everyday learning experiences staff encourage students to understand the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. With support, students are encouraged to reflect on the consequences of their actions and learn how to forgive themselves and others.

Social Development

At Greenbank, students are taught that social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good.

Cultural Development

As part of the ethos at Greenbank students are taught that cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. Students are encouraged to respect their own British values, culture and that of others, an interest in others' ways of doing things and curiosity about differences.

Reviewing Progress

Progress against targets is monitored on a termly basis. Termly Learning Goals (TLG) are in place to set and monitor target progression against prior attainment.

Parents, Carers and outside agencies are formally invited into school each year to discuss progress as part of the Annual Review process.

The 'Annual Review' is an opportunity for all of the people involved in working with a child to come together with the parents, and the child, to discuss progress, plans for the following year and to raise any concerns. The annual review meeting is a person-centred process.

Where appropriate we try to hold joint educational and social care reviews to ensure a wraparound service for children and their families.

Equal Opportunities

The school supports the rights of all students to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

The school promotes an ethos of respect for everyone.

Continuing Professional Development (CPD)

A programme of ongoing CPD is in place to ensure that our staff are fully able to respond to and meet the needs of each student.

Complaints

Any complaints made to the governing body from parents of students concerning the provision made at the school are dealt with under the procedures of Greenbank's Complaints Policy.

<i>Date Written :</i>	<i>14.07.15</i>
<i>Date approved by Governors :</i>	<i>21.07.15</i>
<i>To be Reviewed in:</i>	<i>July 2017</i>
<i>The person responsible for monitoring this policy statement and monitoring and evaluating its implementation is:</i>	<i>Mr M McCann - Headteacher</i>