

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 head@greenbank.cheshire.sch.uk 01606 288028
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, support of Young Person's Service. 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.
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. Emotional Literacy Support Assistant (ELSA). Opportunities to access residential provision, up to 1 night a week / extended day for Cheshire West students from Year 9. Other LA's make their own arrangements with school to access residential provision.

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How adaptations are made to the curriculum and the learning environment of pupils with SEND.	Broad and balanced curriculum 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 challenging behaviour. 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.
Additional support for learning that is available for pupils with SEND.	Additional support provided by a strong Speech and Language Team (SALT) and Art, Music and Dog Therapy. ELSA network. CAMHS / LD CAMHS referrals, Family Liaison Advisor (FLA). Opportunities to access Horse Riding therapy, community visits into the local community to support social, emotional aspects of learning. Access to residential provision from Year 9 (1 day per week).
The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.	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 Therapy, Art Therapy, Dog Therapy & OT.
Evaluating the effectiveness of the provision made for pupils with SEND.	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. Governor programme of visits to school and residential provision, Termly visit of School Improvement Consultant.
How equipment and facilities to support children and young people with SEND will be secured.	Significant investment in equipment and facilities ensure equipment is well maintained, new and up to date on a rolling programme. Includes recent investment in 2 mini buses and 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.
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,

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	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, School Council, 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 and Dog).
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.
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.
Contact details of support services for parents of pupils with SEND.	https://livewell.cheshirewestandchester.gov.uk/
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 published.	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. https://livewell.cheshirewestandchester.gov.uk/
Response to Covid-19	School closed as a education provider in March 2020 and re-opened as a care provider until May 2020. During that time school supported pupils and families that were judged as extremely vulnerable through a whole range of educational and emotional systems, including e learning and welfare calls. Phased re-opening of school took

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	place from June, once all risk assessments had been completed and actioned. School re-opened from September with a full range of Covid-19 protocols, which are reviewed regularly (including opening of residential; provision).

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The arrangements for the admission of disabled pupils	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. However, investment is planned for 2020 to install a lift in order to provide full access to wheel chairs and those students who may need the assistance of a walk aid.
The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils	The school SEF makes it clear that opportunities exist for all students within a wide, balanced and well planned curriculum (including residential provision).
The facilities you provide to help disabled pupils access your school	Access ramps, lift (2020 installation), sporting opportunities – including boccia, swimming, team sports, OT.
How to find your school's accessibility plan	School website (draft for approval by the governing board- March 2020).