

SCHOOL OFFER

PLEASE SEE SEPARATE OFFER FOR THE SPEECH AND LANGUAGE BASE



GREENSHAW POLICIES CAN BE ACCESSED ON THE SCHOOL WEBSITE
(WWW.GREENSHAW.CO.UK).

INFORMATION AND GUIDANCE/POINTS OF CONTACT

Who should I contact to discuss the concerns or needs of my child?

The school aims to provide for the special educational needs of all our pupils as they are defined in our SEN Policy which can be accessed on the school website.

In the first instance, please contact the Form Tutor or Year Team if you have any concerns about your child.

If the concerns are in regard to social, emotional, development or learning needs please contact the SENCO directly.

ASSESSMENT, PLANNING AND REVIEW/PARTNERSHIPS FOR PROGRESS

- *How does the school know how well my child is doing?*
- *How will I be kept informed about how well my child is doing?*
- *How regularly will I be updated on my child's progress?*
- *Will I know if my child is not making progress and what will happen?*

We conduct baseline testing in literacy and numeracy for all new entrants in order to identify any additional learning needs that may require support. In addition, there is continuous teacher assessment within the subjects and more formal data collections twice a year.

Every year group has a Head of Year who monitors the progress and attainment of a year group and who may liaise with the Inclusion Team in regards to whether additional intervention is required.

If your child is on the Code of Practice then there will be additional termly review meetings to track progress towards outcomes and evaluate interventions.

Additional support may be documented by an individual Plan / Provision Map. We may seek external support for children continuing to experience significant difficulty – this could involve an application for Education Health and Care Plan assessment.

CURRICULUM AND TEACHING METHODS (INCLUDING GROUPINGS / INTERVENTIONS)

- *What is the curriculum and how is it taught?*
- *How will the curriculum be adapted to meet the needs of my child?*
- *How flexible can teachers be in meeting the needs of my child?*
- *Is there any additional support available to help my child reach his/her expected outcomes?*

Teachers are trained in special educational needs through their initial teacher training which is consolidated through in-house training run by the Inclusion Team and are therefore skilled at adapting the curriculum according to individual need.

Grouping arrangements organised carefully to maximise learning opportunities for all.

Additional adults may be used to help groups of students to develop their independent working skills.

ACCESS TO LEARNING AND THE CURRICULUM

- *Are there any special features or strategies to help children learn?*
- *How do I know my child's particular need will be met?*

For children who are on the Code of Practice, teachers are provided with Strategy Sheets giving them the information they require in regards to the individual child's needs. Therefore planning takes account of individual students' needs.

TESTS AND ASSESSMENTS : ACCESS ARRANGEMENTS

- *What arrangements are available for pupils to access tests and assessments?*
- *How will I know if my child qualifies for additional support or time to access tests?*

Access arrangements are special arrangements to ensure a student is not disadvantaged in an exam. In order to be eligible for access arrangements there needs to be a clear history of need which can be evidenced by specialist testing and the students' usual way of working in the classroom.

We conduct baseline testing for all new entrants which helps us to identify if there are any students who may benefit from access arrangements.

In addition teachers can refer any student within the school for further testing by our specialist in-house assessors.

If your child is eligible for access arrangements, you will be informed by letter.

SOCIAL AND EMOTIONAL SUPPORT

- *How does the school help my child to feel comfortable and safe and manage social situations?*
- *How does the school help develop my child's social and emotional skills?*
- *What is the school's policy on bullying?*

Greenshaw has a strong ethos of pastoral care which we feel is exemplified through our Year system. Where it has been identified that additional support for social and emotional needs is required, the Inclusion Team can refer to either internal or external specialist services which include:

- Mentoring including ELSAs
- Groups to develop Social Skills and/enhance self-esteem
- Access to specialist support e.g. CAMHS, Speech, Language and Communication, Behaviour Management
- Lunchtime and after-school clubs

In addition to specialist services Greenshaw supports social and emotional needs through:

- Home/School liaison: Planners/School's on-line information system (FROG)/Report cards
- Shared target setting
- Staff presence at breaks and lunch, before and after school
- Use of CCTV
- Preparation for high school

There is a robust Anti Bullying Policy in place which seeks to support individuals and their families.

ACCESSIBILITY TO PREMISES AND FACILITIES

- *What facilities are in the school to assist children with disabilities move around the building and take part in lessons?*
- *How do I know my child will be able to access all lessons?*

Greenshaw has an accessibility plan which takes into account our duties under the Equality Act 2010. We have a lift and some wheelchair access in parts of the school.

Greenshaw makes use of some resources which allows us to make reasonable adjustments to enable students to access the curriculum. These include coloured overlays, adapted scissors and rulers, pencil grips. If specialist equipment is required, Greenshaw will make appropriate reasonable adjustments to meet individual's needs.

TRANSITION

- *How will the school help my child settle with confidence and manage change as they move between schools and year groups?*

Transition to High School from Year 6 to 7 is supported through a number of mechanisms:

- Visits to primary schools
- Testing day
- Parents and child invited in for an interview
- Induction Day for all students
- Additional induction day for students who are the only child attending from their primary school

Students with identified needs also receive the following:

- Additional Induction Day
- Summer School
- Additional visits to primary school

Transition from KS3 to KS4 in Year 8 is supported by:

- Options evening and talk
- Subject specific information on school's on-line information system
- Student interview with Senior staff

Students with identified needs also receive the following:

- Group discussion to ensure students' understanding of process
- A staff advocate at the student interview

Transition from KS4 to Post-16 for students with identified needs is supported by:

- Support to complete college or university application forms/CVs
- Careers advice and guidance
- Interview practice

WORKING WITH OTHERS

- *Who does the school work with?*
- *How does the school work with other agencies?*
- *How will I be informed?*

Greenshaw works with a range of external agencies such as:

- Educational Psychology Service
- Behaviour Support Team
- Sensory Impairment Service
- Autism Spectrum Disorder Service
- School Nurse
- Child and Adolescent Mental Health Service
- Youth Offending Service
- Special Educational Needs Team
- Voluntary
- Speech and Language base (on-site access)
- Sutton Information, Advice & Support Service (SIASS) – formerly Parent Partnership

When appropriate and there is agreement between the school and student and/or parents/carers, Greenshaw will refer to an external agency for support, guidance, strategies or advice to ensure that the student is able to access the curriculum.

Parents/Carers will be kept informed via telephone/email/letter and consent is sought before a referral is made to an external service.