

# Special School Provision Specifications 2016/17

## Greenfields Specialist School for Communication

Prentice Court, Northampton, NN3 8XS

### Type of Provision

GSSC is a Special Secondary School, Single Trust Academy for pupils aged from 11-18.

The school caters for a total of 90 pupils.



### Admission Criteria and Arrangements

GSSC provides education for pupils that will have Severe or Profound Learning Difficulties, Communication, Physical, ASD, Multi-Sensory Impairment and Complex Medical Health Needs.

- All pupils will have a statement of special educational needs/ EHCP and the Local Authority will have identified their needs as requiring placement at GSSC.
- The local authority will determine admission to the provision, considering parental preference and following consultation with the governing body and Headteacher, in accordance with the 'SEN and Disability Code of Practice', January 2015, if the pupil has an EHC plan or in accordance with the 'SEN Code of Practice', November 2001, if the pupil has a statement of SEN.
- Placements are made throughout the year although most admissions take place at the start of the academic year.
- Staff will liaise with any previous or future education establishments to enable a smooth transition.

### School Characteristics

GSSC is a purpose built school set in its own grounds in the Goldings area of Northampton. The accommodation offers a friendly environment and provides many modern facilities for pupils. Facilities include fully equipped music and drama studio, a sensory room, a hydrotherapy pool and an interactive classroom called the 'Clubhouse' which all provide the latest in visual and sensory stimulation. This state of the art technology supports the whole curriculum and provides pupils with opportunities to control their environment.

The Accessibility Plan describes the actions the school has taken to increase access to the environment and the curriculum. Further information is available via the school website.

GSSC provides specialist teaching for pupils within the Autistic Spectrum. ASD classes are organised using TEACCH principles. The multisensory impairment provision provides appropriate specialised learning environments that minimise the effects of dual impairment and maximise the opportunities for learning and consider the impact of the environment on the learning of the deaf/blind pupil. Curriculum delivery uses specialised deaf/blind techniques which focus on the development of communication and self-help skills. Technological aids and a range of communication methods are used. These include adapted body signing, objects of reference, raised Moon text and POPAT reading techniques. The enhanced curriculum includes specialist learning programmes, independence and therapies such as Physiotherapy and Speech and language delivered under instruction from the therapists.



The school has a policy of total communication so that every child's individual communication skills are recognised as an integral part of their educational life. Alternative and Augmentative Communication methods, including the use of technologies, are a strong feature of the school.

Pupils are taught in class groups identified by age, key stage and primary need. Key Stage 5 (Post 16) pupils are taught in a discrete provision. Sometimes it is necessary to have mixed age groupings. Throughout the day pupils may change groups for specific subject teaching as appropriate to their individual needs.

For pupils for whom it is appropriate, integration opportunities are offered in local mainstream schools. Through the P.E. curriculum pupils have opportunities to take part in sporting events with other local special schools e.g. Billing Brook and Northgate. Pupils from mainstream schools also come into GSSC to work in conjunction with the pupils.

If a pupil has a medical need then a detailed Health Care Plan is compiled by the school nurse in partnership with parents/carers and if appropriate the pupil themselves. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within 'Supporting pupils at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014.

## **Review**

Role of school:

Reviews arrangements for pupils with EHC Plans and for pupils with Statements of SEN are set out in the relevant SEN Code of Practice. GSSC will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan and Statement of SEN in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

## **Assessment and Monitoring**

For pupils:

The progress of pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils.
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil).
- At least half termly evaluation of whether pupils with Statements/EHC plan are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (January 2015).

For the school:

- The School is included within the Local Authority's monitoring cycle undertaken by the local authority.
- The School is inspected as part of the whole school Ofsted inspection.

## **Exit Criteria and Arrangements**

Staff at GSSC work with all agencies to ensure a smooth transition for 'life after GSSC' to a range of settings, including local colleges, day care centres, residential placements, to name but a few. A transition passport is put into place for the pupils by the AAC team and staff work to ensure all information is transferred to the new setting to provide consistency for each individual. School supports the transition alongside parents and carers as well as hosting careers events at school to provide parents and carers with information to make informed choices for their young person's future placements.

## **Future Plans**

We became an academy in February 2015 and continue to develop our outside area

## **Staffing Details**

The school is led by the Headteacher Ms Lisa Atack BA (Hons), PGCE and MA (Linguistics and Literature), assisted by the Senior Leadership Team comprising of the Deputy Headteacher, Mrs Tracy Phillips, BA (Hons), QTS and Mr Terry Hollowell, School Business and Resource Manager. GSSC has a very experienced AAC Team who are all qualified at Post-Graduate level, as well as a Teaching Staff with a wide range of skills and experience from a variety of backgrounds, including SEND, Autism, PMLD, MSI, Primary and Secondary provisions. Teaching and learning is supported by Teaching Assistants with a range of specialist skills and the school has appointed its own Health Aides who work alongside the Special School Nursing Team to support the medical needs of our pupils. Multi-Agency staff are also based at the school, including physiotherapists and we have access to other specialist support when necessary to support the complex needs of all of our pupils.

**For more information, please visit the school's website:**

<http://www.gsscacademy.org/>