

GSSC Annual SEN Report for
Parents, Carers, Governors
and other Professionals

Annual SEN Report

2017/18

GSSC





Information from NCC: SEN Specification	
Greenfields Specialist School for Communication Age range: 11 - 18 Prentice Court, Lings Way, Goldings, Northampton NN3 8XS	
School Contact Details	Executive Headteacher: Ms L Attack Head of School: Mrs T Phillips Type: Community Special School Tel 01604 741960 Fax 01604 741968 No. of Pupils: 100 (inc post 16) E-mail: head@greenfields.northants-ecl.gov.uk
Type of Provision	Greenfields Specialist School for Communication (GSSC) is a Special Secondary School, Single Trust Academy for pupils from Y7 to Y13
Range of Need PD;SLD;PMLD;ASD; MSI; Complex Medical	Greenfields Specialist School for Communication provides education for pupils with Severe, Profound Learning Difficulties, Communication, Physical, ASD, Multi-Sensory Impairment and/or Complex Medical Health Needs
School Environment	<p>Greenfields Specialist School for Communication is a purpose built school set in its own grounds in the Goldings area of Northampton. Our accommodation offers a welcoming, safe and positive learning environment with many modern facilities for our pupils to access. Facilities include a fully equipped life skills cookery room, music and drama studio, conductive suite, a sensory room, a hydrotherapy pool and an interactive classroom called the 'Clubhouse' which provide the latest in visual and sensory stimulation. This state of the art technology supports the whole curriculum and provides students with opportunities to control their environment.</p> <p>Greenfields Specialist School for Communication provides specialist teaching for pupils within the Autistic Spectrum. Classes are organised using adapted TEACCH principles. The Multi-Sensory Impaired 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 MSI pupil. Curriculum delivery uses specialised adapted MSI 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, Conductive Education, music therapist and Speech and language delivered under instruction from the therapists.</p> <p>Some pupils require additional support to build their resilience for learning and ensure that they are engaging successfully throughout the school day. To ensure that all pupils at GSSC are able to adapt and engage with their own learning we operate a 'Resilience for Learning Hub' at GSSC. 'The Hub' is an integral part of the school with all classes operating as 'spokes' off 'The Hub'. The 'Resilience for Learning Hub' is a central resource that provides holistic support for pupils to ensure that they are able to engage successfully with their own learning, building on prior knowledge and skills through structure, therapies/approaches and a range of strategies to support pupils' engagement with their own learning, whilst developing pupil strategies to self-regulate. All pupils will follow an individualised curriculum.</p>



	<p>The school has a policy of total communication so that every pupil'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.</p>
<p>School Organisation</p>	<p>Pupils are taught in class groups identified by age, key stage and primary need. Our 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.</p> <p>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 Greenfields to work in conjunction with our pupils.</p>
<p>Admissions</p>	<p>Information on SEN Admissions from: http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/school-admissions/Pages/SEN.aspx</p> <p>How do I apply for a school place if my child has a statement of special educational needs or an education, health and care plan? If your child has a statement of special educational needs (SEN) or an education, health and care (EHC) plan there is a separate process for your child's school admission:</p> <ol style="list-style-type: none"> 1. You will receive a letter from Children, Customers and Education, EHC team, seeking details of your school preference. 2. You will be asked to return your preference within 15 days. 3. You will be informed of the outcome of this consultation by 15 February 2015. <p>If you disagree with this decision, you can then appeal to the Special Educational Needs and Disability Tribunal (SEND) and not to the independent appeal panel.</p> <p>What if my child is currently under assessment for a statement of special educational needs? If your child is under assessment for a statement of special educational needs you will need to apply for a secondary school place in the usual way.</p> <p>How do schools help? Schools will try to make adjustments to accommodate children who have special educational needs but not all schools are accessible for children who have mobility or sensory difficulties. We advise parents to discuss their children's special educational needs with a member of staff at their preferred school before applying.</p> <p>Education, Health and Care Plans (EHC) New legislation around the assessment of children and young people with special educational needs and disability took effect from September 2014 across England. Statements of Special Educational Needs will be replaced by Education, Health and Care (EHC) Plans over a three-year period. In each school's oversubscription admissions criteria, reference is made to 'pupils who have a statement of special educational needs'. As the legislation changes, this will also mean any pupils with education, health and care (EHC) plans.</p>



	For more information on Education, Health and Care Plans, please contact the EHC Team by emailing EHCP@northamptonshire.gov.uk or telephoning 0300 126 1000.
How will I know how the school supports my child?	<p>All pupils will be provided with high quality teaching that is differentiated to meet their learning needs.</p> <p>Pupils will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.</p> <p>The quality of teaching is monitored through a number of processes that includes:</p> <ol style="list-style-type: none"> 1. Classroom observation by the senior leadership team, the and external verifiers 2. Ongoing assessment of progress made by students in specific intervention groups 3. Work sampling 4. Scrutiny of planning 5. Teacher interviews with the senior leadership team 6. Student and parent feedback when reviewing target outcomes 7. Whole school pupil progress tracking 8. Whole school moderation and cross county moderation 9. Attendance and behaviour records <p>All pupils have individual targets set in line with outcomes from EHCP/Statements to ensure ambition. Pupils’ performance to meet these targets are then tracked using the whole school tracking system. Pupils who are failing to make at least expected levels of progress are identified very quickly and will be discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team.</p> <ul style="list-style-type: none"> • An additional action plan to increase the rate of progress will be completed at this meeting • This plan will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets • Progress towards these outcomes will be tracked and reviewed regularly, at least termly • If progress rates are still judged to be below expectations despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to for example: <ol style="list-style-type: none"> 1. Hearing Impairment Team 2. Visual Impairment Team 3. Autism Outreach 4. Educational Psychologist Service 5. Social Services/Transitions Team 6. School Nurse 7. CAMHS (Child & Adolescent Mental Health Service)
How will the curriculum be matched to my child’s needs?	Teachers base line against our key skills curriculum taking into account information received from our feeder primary schools from their performance information. Pupils will be provided with additional support to increase progress and inclusion which may include specialised equipment or resources.
How will I know how my child is doing?	Pupil performance information is shared with parents through the school reporting systems and through parent’s/carers’ evenings. All pupils have an Annual Review of their Statement or EHC Plan. You



	<p>may also find the home school diary/methods of AAC useful tools to communicate with your child, staff members and to ask specific questions.</p> <p>If you would like to arrange an appointment to discuss progress performance information with a teacher please contact the school office who will arrange one from you.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>The school offers a wide variety of pastoral support for pupils. These include:</p> <ul style="list-style-type: none"> • An effective PHSE curriculum that provides pupils with the knowledge, understanding and skills they need to develop skills to enhance their emotional and social knowledge and well-being. • We have an active school council, who are the elected 'voice of the pupils' • Pupils who find outside class times difficult are provided with alternative small group opportunities • The school has gained Healthy School status which targets provision that supports pupils' wellbeing and mental health. • The school has achieved Silver in the 'Mental Health Stigma Programme' • We have weekly 'Wellbeing Friday afternoons an opportunity for the pupils to develop relationships, share new skills, work as part of a team and develop their self esteem, motivation and resilience
<p>Students with medical needs</p>	<p>If a pupil has a medical need then a detailed Health Care Plan is compiled by our 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</p>
<p>What training are the staff supporting children and young people with SEND?</p>	<p>Mandatory Training for all school staff includes:</p> <ul style="list-style-type: none"> • Team Teach • Manual Handling • Safeguarding and Child Protection • Epilepsy/Asthma <p>All staff receive ongoing training internally and externally to support the changing needs of the pupils within the school.</p> <p>As a strategic partner of the Fairfield's Teaching School Alliance, we are committed to improving the professional development of all adults working with SEND pupils</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as is reasonably practicable.</p>
<p>How accessible is the school environment?</p>	<p>Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.</p>
<p>How will the school prepare and support my child when joining or transferring to a new school?</p>	<p>A number of strategies are in place to enable effective pupil's transition. These include:</p> <p>Transfer at Key stage 3 and at other Key Stages from outside placements</p> <p>Information will be obtained from the pupils previous placement and from parents and carers. This information will include:</p>



	<p>Performance Information Individual Pupil Outcomes Annual Review/EHCP Targets Equipment requirements Health Care Plans, Manual Handling and Behaviour Management Plans Details of any communication systems used by the pupils</p> <p>The transition process may include all or some of the following actions:</p> <p>School staff visit feeder schools. School staff attend Annual Review meetings when invited by the feeder school. Prospective students visit GSSC in groups or on an individual basis. Prospective students attend going up days. Parents visit GSSC on open days and have further opportunities to speak to the Head teacher or class staff.</p> <p>Transition of pupils to future placements</p> <p>To ensure the smooth transition of pupils to their adult and further education placements GSSC will:</p> <p>Provide relevant assessment information Work closely with parents and carers and outside agencies including Transitions Team and Connexions Arrange visits to the identified future placements for parents and carers and pupils Encourage staff from the pupils' future placement to visit the school</p>
<p>How is the decision made about how much support my child will receive?</p>	<p>For pupils with a Statement or an Education Health and Care plan, the decision regarding the support required will be reached when the plan is being produced or at an annual review and recommendations have been accepted by the ECHP Team</p>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>This may be through:</p> <ul style="list-style-type: none"> • discussions with the class teacher • during ECH Plans/Statement Reviews • during parents/carers evenings • during discussions with a senior leadership team member
<p>Who can I contact for further information or if I have any concerns?</p>	<p>If you wish to discuss your child's educational needs or have concerns about something regarding your child's schooling please contact one of the following in the first instance:</p> <ul style="list-style-type: none"> • Your child's class teacher • Family Liaison Officer • The school office • Executive Headteacher: Lisa Attack • Head of School: Tracy Phillips • SEN governor: Cathy Chaplin (Chair of Governors) via school office
<p>Support services for parents/carers of students with SEN include:</p>	<p>Support for parents/carers can be found on the following links: <i>The majority of parents will need help and support at some time. Parent and family support activities and services aim to equip parents and families with the knowledge and skills to support their child's education and well-being.</i> <i>For information about the range of activities and support services available for parents and families, visit the 'Northamptonshire Families Information Service'.</i> http://www.northamptonshire.gov.uk/en/councilservices/children/early-learning-childcare/pages/default.aspx</p>



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	<p>The 'Information Advice and Support Service' http://www.npps.info/ provides a range of flexible services to ensure parents are:</p> <ul style="list-style-type: none">• Provided with accurate, unbiased information on your rights, roles and responsibilities within education.• Given practical support to help in discussions with schools and other agencies, providing opportunities for early disagreement resolution.• Helped to express your views and assist in getting them valued by professionals.• Provided with information about other agencies which can help.• Supported to participate in strategic decision making for services for children and young people in Northamptonshire. <p>Schools also play an important role in ensuring that parents can access information, advice and support, parenting support and family learning opportunities. Contact your child's school for details.</p> <p>http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/parents/advice/pages/parent-support.aspx</p>
<p>Information on where the Local Authority's Local Offer can be found</p>	<p>http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/special-educational-needs-disability-support/local-offer/pages/default.aspx</p>