



Local offer for Special Educational Needs and Disability (SEND) 2022 / 23

Introduction

This document describes what we do to support our young people throughout their time at Greenside School.



Greenside School

Greenside School provides an education for 165 learners aged 2 to 19 who have a broad range of complex learning difficulties, these include: Physical Difficulties (PD), Hearing Impairment (HI), Visual Impairment (VI), Autistic Spectrum Conditions (ASC), Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and associated emotional difficulties and complex health needs. Greenside has developed a range of partnerships with mainstream providers, including co-location with Barnwell High School, partnerships with Broom Barnes primary school and North Hertfordshire College. This has enabled opportunities for inclusive learning and social activities as well as joint staff development and workshops for parents and carers, as well as extending education opportunities for students who have profound learning difficulties beyond the age of 19.

Our senior department shares a campus with Barnwell Middle School. Learners from both schools share facilities, including some Greenside learners eating their lunch at the Barnwell Bistro. The librarian at Barnwell Middle School is employed by both Greenside and Barnwell Schools. 2 of Greenside's senior classes are based at Barnwell Middle School.

Greenside is an outward looking, enterprising and innovative school. We provide an exceptional range of inclusive, community based learning opportunities.

A high priority has been placed on securing post school placements that meet the interests, needs and ambitions of each young person. This has been facilitated with extended pre-vocational learning opportunities in partnership with a local farm and garden centre. Work-related and independence skills have been developed further through the provision of a social enterprise in a retail premises. Known as "The Greenside Studio". This is a "living classroom" based in a shop premises at a local shopping centre called The Hyde. This is a specialist facility which provides vocational learning opportunities in a working shop that sells retro sweets and also offers a ceramic studio.

2Learn is a partnership between Greenside School and North Hertfordshire College (NHC) providing further education opportunities for young people aged over 19 years who have profound and multiple learning difficulties (PMLD). A retail premises at The Hyde shopping centre, Stevenage, has been transformed into an inclusive educational resource, where staff from Greenside and NHC work together to deliver a highly personalised, person-centred, specialist provision.

Planning for each learner

Greenside provides a relevant and highly personalised curriculum that takes account of the cognitive, emotional, sensory, and physical needs of each learner.

Outcomes set in the Education, Health, Care Plan (EHCP) inform priorities and targets for the learner.

Learning takes place throughout the whole day in all settings.

Known as “**My curriculum**” there are 4 key aspects...

- **My Body;**
(including: mobility; co-ordination; dexterity; swimming; dance; rebound therapy; horse riding)
- **My Communication;**
(including: use of speech; sign; symbols; body signing; visual clues; intensive interaction; use of IT)
- **My Thinking;**
(including: visual literacy; numeracy; understanding of the world; problem solving; making choices)
- **My Wellbeing** *(including: relationships / friendships; play; confidence; independence; self-regulation)*

In order to implement the “My Curriculum,” staff have identified 7 features that together enable highly effective practice:-

1 Engagement 2 Intent 3 Independence 4 High-expectations 5 Organisation 6 Assessment 7 Relationships

1. Engagement

- e.g - There is a purpose to learner’s engagement (related to specific learning targets).
- Learners are interested and happy.
 - Learners demonstrate skills and achievements related to their emotional, learning, sensory, medical and physical needs.
 - Pace and challenge gains and maintains engagement

2. Intent

- e.g. - Adult’s knowledge and understanding of each learner enables learning activities and opportunities to be intrinsically motivating.
- There is a clear learning intent / direction, related to the specific needs and interests of each learner.
 - The whole staff team understand the learning goals for each young person.
 - Planning is based on the strengths, needs and interests of each learner.
 - Learners are enabled to contribute to the planning process
 - Planning enables access to learning as well as providing an appropriate level of challenge.
 - Shared learning intent enables each member of the team to take initiative related to the needs of the learner(s) they are teaching.

3. Independence

- e.g. - Each young person is enabled to develop a level of independence within each activity related to their needs and abilities.
- Learners are enabled to reflect on their progress and achievements
 - Learners are given opportunities to take the initiative, choose, lead, problem solve, succeed.

4. High-Expectations

- e.g. - Each member of the team have an understanding of each learners communication, emotional, physical, sensory and cognitive needs, which informs approaches related to the learning style of each young person
- There is a high / appropriate level of challenge
 - Parents, carers, specialists, therapists work collaboratively with the class team, sharing their knowledge and understanding of each learner, ensuring that each has high-expectations of progress and achievement.

5. Organisation

- e.g. - The learning environment is presented well (minimal visual clutter / effective visual cues).
- Routines and resources relate to the needs of each learner and enable each young person to access learning
 - Constant use of sign, symbols, visual cues, switches, IT by the whole staff team to enable learning and progress
 - Effective deployment of staff
 - Effective planning and preparation enables excellent organisation. Appropriate challenge and pace.

6. Assessment

- e.g. - Meaningful, relevant learning objectives are understood by the whole team
- Learners are part of the assessment process, including positive feedback and structured questioning.
 - Progress and achievements are recorded, shared, celebrated
 - Each member of the class team reflects on the reactions, interests of each learner and demonstrates the ability and flexibility to adapt the activities / approach to enable engagement; learning and progress.
 - Each member of the team uses positive language that enables learners to reflect on what they are doing.
 - Learners are enabled to reflect on their progress and achievements, promoting pride, confidence and a sense of value.

7. Relationships

- e.g. - Clear leadership based on trust and mutual respect.
- Communication is effective and tailored to each person.
 - Relationships are built on trust, respect, empathy, shared understanding and purpose.
 - Emotional difficulties, heightened levels of anxiety are viewed first from the perspective of the person concerned.
 - Staff work as a team, enabling learners to take the initiative
 - The well-being of staff and learners is demonstrated through the care, trust and respect that is demonstrated throughout the school.
 - There is a shared sense of pride and excitement in the progress and achievements of each learner.

Greenside is a creative school...

We actively create an ethos and environment that places the creativity of its learners and staff at its heart. Specialist practitioners provide learning opportunities in dance, drama, music, ceramics and art.



Extended learning opportunities

Greenside offers a range of extended learning opportunities including lunch time clubs.

We provide day and residential journeys.

Sport and physical development is a priority.

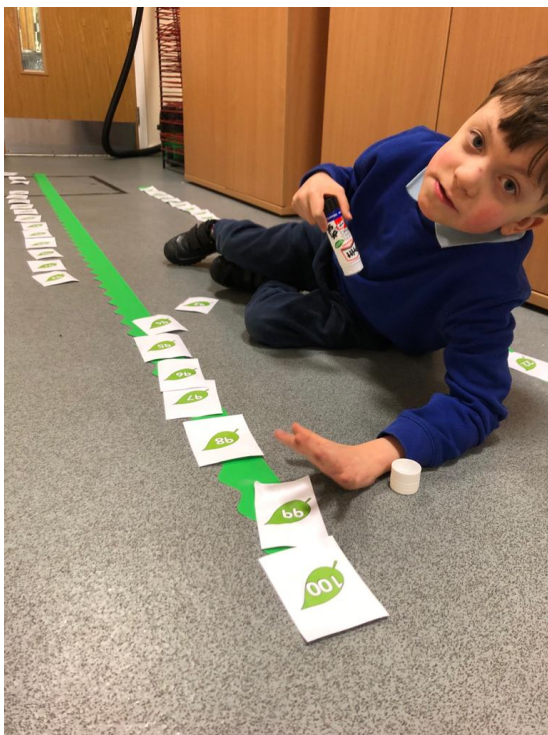
We provide rebound and drama therapy.

We have a social enterprise

We host a range of play schemes



Learning and Curriculum



What is available for all our children and young people

Greenside provides a curriculum tailored to the learning, emotional, sensory and physical needs of each young person. This is described as our “I can” curriculum. There 4 main areas of learning: My Body; My Communication; My Thinking; My Wellbeing. Each aspect relates to the 4 main areas of the SEN Code of Practice (2014) the Rochford Report (2016 / 2017):

My Body - *Code of Practice heading: Sensory and physical needs*

Includes: *PE, Physiotherapy, occupational therapy, sports, sensory, fine motor, self-regulation, Sex and relationship education (SRE), sensory preferences, expressive arts, healthy eating and exercise, independence; Massage; Swimming; Rebound therapy; Sensory Integration;*

My Communication - *Code of Practice heading: Communication & Interaction*

Includes: *Literacy (reading and writing), interaction, functional, conversational, verbal, pre/nonverbal, social, gestures, signing, symbols, responsiveness, independence (+7 areas of engagement) foreign languages; Intensive Interaction.*

My Thinking - *Code of Practice heading: Cognition & Learning*

Includes: *(Cognition and learning), processing, problem-solving, investigation, exploration, anticipation, concentration and attention, functional numeracy, independence (+7 areas of engagement) Understanding of the world (Science and Humanities); Vocational learning; RE*

My Wellbeing - *Code of Practice heading: Social, emotional and mental health difficulties*

Includes: *Identity and sense of self, social emotional development, relationships, me and my community, repeated sensory experiences, drama therapy, leisure and play, independence, inclusion (internal and external), self-esteem, my future Creativity (music, dance, art); Food tech; Spiritual, Moral, Social Education, Citizenship;*

In addition

- Assessment using Evidence for Learning app.
- Use of EHC plans to inform IEPs.
- Detailed risk assessment for individual Learners .
- Use of BSL, PECS, signing, symbols and iPads to support learning.
- Regular multi agency meetings to support/review any difficulties.
- Inclusive learning opportunities with learners from main-stream schools.

Specialist support



What is available for all our children and young people

- Small class groups
- An experienced, well qualified staff team
- High level of adult staffing in classes according to the level of need.
- Weekly class team meeting to review progress, Individual Education Plans, share information.
- Daily staff briefing to share relevant pupil information.
- Programmes provided by Speech and Language Therapists, Occupational Therapists and Physiotherapist where appropriate.
- Structured play and recreational activities at lunchtime clubs offer regular support during unstructured times.
- Creative specialist lead art, dance, drama and ceramic activities

In addition

- Rotation of staff to ensure a varied staff team.
- Regular staff meetings to establish a consistent approach.
- Support from Educational Psychologists.
- Regular Multi Agency support meetings if needed.
- Support from social worker if needed.
- Personalised Timetable activities and support if needed.

Teaching Approaches



- Small group teaching for all lessons.
- Structured, clear visual surroundings in every classroom. This will include the use of schedules and symbols where needed.
- Consistent routines and systems used throughout the school.
- Regular communication through frequent staff meetings discussing curriculum and pupil updates.
- Accreditation opportunities for all according to relevance and level of need.
- Intervention support in Maths and English where identified as needed.
- 1:1 support and teaching time if appropriate.
- Creative learning opportunities
- Visual support for ASC learners
- Specialist approaches based on sensory strategies for our PMLD learners
- BSL and gestural support is given in all lessons
- Small withdrawal rooms used to enable 1-1 teaching of specific skills
- Some learners may be identified for a more personalised timetable, this may involve 1:1 support for activities and work away from the class.
- Access to work-related learning opportunities.
- Creative specialists who lead lessons in: dance, music, art.
- Full time sports coach.
- Lead in specialist provision for learners with ASC

Physical and Environmental



- Well - resourced classrooms.
 - Access to a wide range of offsite experiences on a regular basis (horse riding, bowling, farm, garden centre)
 - warm water swimming pool,
 - multi-sensory rooms,
 - sensory integration room,
 - soft play room,
 - sensory garden,
 - music room,
 - food technology room,
 - outdoor classroom,
 - library,
 - ICT resource,
 - community based classroom retail premises,
 - accessible swing,
 - an accessible roundabout,
 - an accessible sandpit
 - an accessible trampoline,
 - outdoor gym equipment,
 - climbing frames,
 - fitness trail,
 - slides
 - swings,
 - play cabins,
 - stage,
 - willow dome,
 - astro-turf pitch
 - ball court
 - 4 minibuses
 - 2 cars.
 - gym and specialist science facilities shared with Barnwell School.
 - 3 teaching bases at The Hyde shopping centre including a social enterprise
- Specialist equipment to aid any mobility or communication issues.
 - Designated off site provision for learners identified with relevant needs.
 - Small teaching areas for specified Learners if needed.
 - Sensory Integration resources

Well Being-

Building confidence and Self Esteem



What is available for all our children and young people

- A helpful Learning Environment with staff who are supportive role models.
- Positive behaviour management based on the Hertfordshire Steps model
- PSICHE is a core subject, and Learners are able to develop social skills during their morning tutor sessions.
- Learners are encouraged to develop their confidence and self-esteem through a variety of whole school activities and enhanced curriculum.
- Regular Praise and celebration of achievement during Assemblies.
- Partnership with a nursing team who are based at the school

In addition

- Regular joint meetings with multi agencies, parents and school.
- Liaison with health services, including school nurse, physio, OT and Speech therapists.

Questions you may have:

Question	Answer
1. When are children and young people able to access Greenside School?	<p>The Local Authority (Hertfordshire) commissions a place at Greenside throughout the year according to learning need</p>
2. How does Greenside School know what additional help my child will need?	<p>All young people with a placement at Greenside School have a statement of Special Educational Needs or an Educational Health and Care plan, and this describes their own area of need fully and also informs their own individual education plan.</p> <p>This is reviewed formally once a year during the Annual Review meeting, where progress is discussed and any additional needs or changes to the statement are then made. All classes have a high staffing ratio, and each teacher is able to quickly identify any requirements for additional support.</p> <p>The class teacher for each group is the first point of contact for parents or carers who have any concerns about their child developing any additional need during the year who may require additional support.</p>

<p>3. How will Greenside staff support my child?</p>	<p>Each teaching group has, on average, one teacher and up to three special school assistants. This will vary according to pupil need within the group. The classes can vary from, on average 8 young people. Learners can be taught in whole classes, small groups or 1:1 by the class teacher or assistant. The class teacher plans for all the learners in the class, and is responsible for the overall assessment of their attainment and progress.</p> <p>Many of our learners in our Post 16 provision access work experience, college opportunities and an enhanced curriculum allowing lots of opportunities to prepare for the opportunities of adult life. There are also opportunities to take external accreditation</p> <p>The School governors meet regularly to look at progress and attainment of all learners in the school. This is collated and analysed on a regular basis, and compared with national data of similar pupil groups in other special schools.</p>
<p>4. How will the curriculum be matched to my child's needs?</p>	<p>Our Curriculum is based on the National Curriculum, it has been adapted and modified in order to make it more meaningful for our learners.</p> <p>Greenside School strives to offer as wide a range of experiences to our learners as possible. These opportunities give our Learners the chance to develop their own skills as well as improving their self-confidence, self-esteem and social skills.</p>

<p>5. How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>You will receive regular communication from the school about progress your child is making at school. The Home School communication diary, and your child's class teacher is the first point of contact for any communication you may wish to make on a daily basis.</p> <p>Copies of each learners individual targets are reviewed regularly and shared at each parents evening. Assessments are made on a regular basis in every classroom, and the class teacher is responsible for maintaining and updating records in their classroom. Teachers meet regularly to share and update assessment, and are able to plan for future learning and progression.</p>
<p>5. What support will there be for my child's overall well-being?</p>	<p>The well- being and emotional health of our learners is as important as their academic progress. Every class teacher will plan for the development of their learners, and our broad and varied curriculum ensures the full social and emotional development of every pupil. The high staffing levels in each group help to support and develop the emotional well- being of every pupil in the group. Any individual personal care needs are met on a daily basis by staff in the class team. There will be regular liaison with Health services, depending on the individual need of the pupil.</p> <p>Where appropriate Learners are also supported through the development of access to learning plans, individual behaviour support plans, communication passports and regular communication through the Home School book.</p>
<p>6. What specialist services and expertise are available at or accessed by Greenside?</p>	<p>There are many specialist services accessed by Greenside. There is a very high level of nursing cover. Visiting therapists include Speech and Language, Occupational Therapist and Physiotherapist.</p> <p>All of our school staff are highly skilled in meeting the individual emotional, learning and social needs of Learners with complex learning difficulties.</p>

7. How will my child be included in activities outside the classroom including school trips?	<p>Greenside is a fully inclusive school, and all learners are encouraged to fully participate in whole school events and activities, on and off site. The extent to which every pupil is able to participate will vary according to the individual pupil and their level of need, but activities and expectations will be carefully differentiated in order to support every pupil. As a school we place huge value on the importance of a balanced and varied curriculum, and on curriculum enhancement activities.</p> <p>All visits and off site activities are fully risk assessed, and carefully planned for. Learners are also able to take part in regular class trips and visits, and parents and carers are communicated with on a regular basis to ensure they are fully aware at all times of any off site activities.</p>
8. How accessible is the school environment?	<p>Greenside is fully accessible. Our senior department is co-located with Barnwell Middle School which is also accessible.</p>
13. Who can I contact for further information?	<p>There are several methods of communication you can make use of, either before admission or during your child's time at Greenside. The first point of contact with the school is your child's class teacher. You can also make daily use of the Home School contact book, or telephone the school if you wish to discuss anything with a member of staff.</p>

What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

Parents or Carers who are concerned that their child's needs are not being met within the school should contact the Head teacher directly to arrange a meeting to discuss their concerns.

How is our local offer reviewed?

The local is reviewed by Governors on a bi-annual basis.

