



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

Special Educational Needs Policy

Wayne Murphy, Head Teacher.
Rachel Faulkner, Deputy Head - Standards
Carol Conway, Deputy Head - Wellbeing
Gwyn Daniels - Assistant Head



‘ Opening Doors To The Future ’

‘ Agor drysau i’r dyfodol’

Original Completion Date

Author

MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

Policy for Special Educational Needs

Introduction

This document is a statement of the aims, principles and strategies for Special Educational Needs (SEN) at Greenfield School and should be read in conjunction with the following policies:

- Equal Opportunities Policy
- Policy for Racial Equality
- Curriculum Policy Statement
- Teaching and Learning Policy
- Curriculum Subject Policies
- Assessment, Recording and Reporting Policy

This policy was developed through a process of consultation with all staff and governors.

- All pupils at Greenfield have special educational needs arising from their learning difficulties
- All pupils have a LA Statement of SEN that determines the type and level of provision and support as well as the objectives for their Individual Education Plans.
- Pupils may have severe, complex and profound learning difficulties and many have additional difficulties such as visual/hearing impairment, communication difficulties, physical disability, multi-sensory impairment or autistic spectrum disorder.
- The school follows LEA policy on SEN which is based on the Welsh Assembly
- Government's 'Special Educational Needs Code of Practice for Wales' (2002).

Admission

- Pupils are admitted to Greenfield through the LA Inclusion Panel
- Referrals can be made by professionals from the Educational Psychology Service,
- SEN Advisory Service, other services, parents and staff from other schools. All referrals are directed to the Manager of the LA Inclusion Panel.
- During the referral process, the LA will fully consult with parents at all stage
- Placements to Greenfield School are made by the Inclusion Admissions panel and with the agreement of the professionals involved, parents and school.

Provision, Curriculum and Staffing

Teaching Approaches

- We aim to present a considered and informed view of the breadth and depth of the whole curriculum appropriate to the needs of our pupils and of the levels of achievement which are potentially possible.
- Our pupils' individual learning needs remain a priority in determining the 'whole' curriculum delivery through the school.
- We work towards defined priorities to facilitate children's learning.
- We strive for our pupils' success; our work is characterised by a positive approach.
- We present selected and sharply focused learning opportunities to maximise success.
- Assessment is a continuous process which begins at the point at which the child is currently at; Constant observation and evaluation ensures that our work is appropriate and relevant to the needs of the individual.

- We place great emphasis on the development of personal qualities such as self-esteem, self-awareness, adaptability etc. Such qualities enable our children to use their skills in a variety of settings.
- We work closely with parents and multi-professional colleagues so that a consistent approach is achieved and a common policy established.
- Liaison and involvement with a variety of mainstream schools ensures that our children gain knowledge, experience and understanding of the local community in which they live.
- To facilitate the effective learning of all pupils we maintain a holistic approach, focusing on the needs of the whole child through:-

1. the provision of appropriate information technology hardware, software and peripherals
2. the correct use of positioning and mobility aids
3. a total communication environment featuring signs, symbols and tactile cues
4. the importance of the therapeutic curriculum – Speech Therapy, Physiotherapy, Multi-Sensory
5. strategies to alleviate sensory impairments
6. the consistent and sensitive approach of behaviour management programmes to moderate challenging behaviour

Resources

The Governing Body receives a delegated budget from the Local Education Authority. Governors set and agree a working budget for each financial year, which is delegated to the Headteacher for day-to-day administration.

The Headteacher and administrative officer (LA) meet / discuss half termly to monitor the financial position and report termly to the Governing Body's sub-group responsible for finance.

Whole school specialist resources include:

- All classrooms with hoists and toilet/changing areas.
- Every class has at least two PC's with specialist peripherals and software to enable switch and touch screen access. All classrooms have interactive whiteboards.
- A range of communication aids are available and allocated for individual use.
- Other technological aids such as Powerlink units and switch/battery-operated toys are also available throughout the school.
- Sensory rooms

Links With Other Professionals

- LA Advisory teachers for Visual and Hearing Impairment provide regular support to pupils with additional sensory impairments.
- There is regular visiting support from the Physio and Occupational Therapy Services.
- The school has access to support from the Speech and Language Therapy Service.
- Paediatric, feeding, orthotic and wheelchair clinics are held in school. The school has established CAHMS appointments running out of school.

School Organisation

Pupils can be admitted from the age of three, where they will most frequently attend part time. Full time attendance is usual from age four following parent and professional agreement.

At present the school is organised into 18 classes with pupils requiring a greater emphasis on a sensory curriculum being educated in parallel Key Stage classes in three builds on the Greenfield site.

Curriculum

The curriculum is approved by the Governing Body of Portfield School and is detailed in the school's Curriculum Policy. It is concerned with the holistic growth and development of each individual child. The range of our 'whole curriculum' framework encompasses:-

- Foundation Phase
- National Curriculum core and foundation subjects and RE
- Modular accredited programme for Post 14 students
- Sensory and therapeutic priorities
- Planned but specific school determined priorities
- Our pupils receive a broad and balanced curriculum which is relevant to their present and anticipated future needs and is identified by their:
- Statement of Special Educational Need
- Annual Review
- Transition Plan (from 14 years)
- Individual Education Plan

Therapy Programmes

The curriculum is supported by therapy programmes which provide pupils with functionally useful skills, knowledge and understanding.

Specialist school nurse support is provided by the Health. Careers Wales provides support at transition planning stage.

The school has a strong philosophy for working collaboratively and imaginatively with staff from Social Services, Health Authority and voluntary agencies.

Integration

- Pupils have opportunities for integration where it is considered appropriate and parents' consent.
- Integration may take place for part days, whole days or for specific subjects in primary and secondary schools, local to Greenfield or where possible in schools local to the pupil's home area. Pupils may integrate into Area Specialist Units or mainstream classes.
- Most integration is supported by designated staff from Greenfield initially.
- Pupils from mainstream schools may also have integration into Greenfield where they might benefit from the specialist resources or specific teaching expertise.
- Greenfield operates an offers support and advice to staff working with pupils with SEN in mainstream school, but no service is currently established.
- Greenfield is developing a role as a training provider for mainstream teachers and LAs and school and college students on work experience or course placements.

Role of the SENCO

The School's SEN co-ordinator (SENCO) is Mr Wayne Murphy, Headteacher.

The SENCO's responsibilities include:

- Co-ordinating all the statutory Annual Reviews of Statements and Transition Planning
- Monitoring all Statements
- Monitoring all Individual Education Plans termly
- Liaising with primary and secondary SENCOs through LA training events
- Discussing staffing issues with the Senior Management Team
- Ensuring effective liaison with other professionals
- Providing support and advice to staff within school

- **Assessment, Recording and Reporting**

- Full details will be found in the schools' Assessment, Recording and Reporting policy.
- Annual School reports are produced
- The Annual Review of Statement meeting involves parents and all relevant personnel are invited to attend or contribute. Pupils are encouraged to comment as appropriate.
- When a pupil reaches 14 years of age, in Year 9, a Transition Plan is drawn up that outlines proposals for post-school provision. The special needs adviser from Careers Wales and the area Social Worker are statutorily invited to attend this and subsequent planning meetings.

Training

All staff are encouraged to attend courses that develop their expertise in specialisms for working with pupils with SEN

Staffing

The school's most valued and important resource is its staff. Many of our pupils will only make significant achievements if they receive considerable adult support. The Governing Body and LA has recognised this in its staffing structure

There is a high level of experience and qualifications across the staff team with considerable curricular and subject expertise. The school has made explicit its continuing commitment to training and development and has achieved the Investors in People Gold standard. The school has introduced an Induction Framework for all new staff outlined in the Staff Handbook and Induction Policy.

Greenfield School is also supported by the following:

LA Educational Psychologist

Advisory Teacher for the Hearing Impaired

Advisory Teacher for the Visually Impaired

Pupil Support Officer

Paediatric Physiotherapists

Paediatric Occupational Therapists

Speech and Language Therapist

Careers Adviser

Social Workers for Disability / Children's Team

Complaints Procedure

Greenfield School provides a high quality education and support to its pupils. We welcome comments and suggestions about the service we provide.

All complaints are viewed as positive and are seen as an opportunity for the school to evaluate its own performance.

If you wish to complain about any aspect of the services provided at the school, you should in the first instance, contact your child's Class teacher. If you feel the issue is unresolved, the Headteacher or Senior Staff will be happy to discuss the matter further.

Your complaint will be acknowledged promptly and you will receive a response within five working days. If the school is unable to resolve the issue to your satisfaction, then you should contact the Chair of Governors and then finally, if all else fails, contact the Director for Education at the Education Department, Unit 5, Merthyr Tydfil. A complaints procedure is available if you wish to request it.

