



Greenfield Community College
A Specialist Arts & Science School

SEND Information Report

Our report contains key SEND information as to what we can offer the students at Greenfield Community College. This report was produced in consultation with parents/carers and students.

If you would like to find out more, please contact the SENDCO:

Lisa Lumsdon

lisa.lumsdon@greenfieldschool.net



01325 300378

This report is shared and evaluated with key members of the Governing Body and reviewed and updated February 2020.

The Local Authority Offer

Since September 2014 Local Authorities (LA) and schools have been required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) ages 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents/carers in understanding the range of services and provision in the local area.

The Local Offer can be found on the County Durham Families Information Service website: www.countydurhamfamilies.info/localoffer

Principles

Our vision for our school is:

to be an exceptional school, where we offer extraordinary opportunities that each and every student takes advantage of, to develop fully their potential as ambitious, confident, self-led learners.

Our Mission:

- We create a self-improving culture of learning across our organisation.
- We provide an inclusive curriculum promoting a strong student voice and can-do attitude.
- We work together to realise an outstanding learning experience for our young people.

All together, we are a caring, inclusive and creative organisation and our values are:

- to try
- to achieve
- to inspire

To do this we will provide quality teaching and learning so that all students make at least expected progress in Maths and English [and an increasing number make more than expected progress] and achieve strong outcomes across all subjects; raise the aspirations and lift the expectations of students, staff, parents/carers and the wider communities; strive for excellence for all, through a 'no excuses' and creative approach ['so what now what'] to barriers to learning and success. Enhance curiosity, wonder and love of learning through enquiry, questions and exploration, supported by T4S and our Arts and Science specialism. Engender a harmonious school community, underpinned by tolerance and respect so that students are well prepared for life in modern Britain and for contributing to the global community.

At Greenfield Community College, we are committed to the equal inclusion of all students in all areas of college life. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those children with Special Educational Needs and/or disabilities.

General Information

Greenfield Community College, A Specialist Arts and Science School, operates across two sites and includes Greenfield Arts and Greenfield Sport.

We have a site at Newton Aycliffe and a site at Shildon. Students are transported between sites to access the best possible curriculum offer.

At Greenfield Community College, we are committed to the academic and personal development of all students regardless of ability. We recognise the diverse and individual needs of all students and take into account the additional support required by those young people with Special Educational Needs and Disabilities (SEND).

Greenfield Community College adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all students. We are committed to ensuring that students with SEND achieve their full potential.

At Greenfield Community College we have an appointed Designated Teacher for Looked after Children who works closely with the SENDCO to ensure all teachers in school understand the implications for those children and young people who are looked after and have SEND.

We believe in positive intervention, removing barriers to learning, raising expectations and accelerating levels of achievement. As a school, we also work in partnership with other agencies to ensure that all our SEND students have a positive educational experience.

There are four broad areas of SEND, these are:

- **Communication and Interaction**
 - This area of need includes young people with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
- **Cognition and Learning**
 - This includes young people with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- **Social, Emotional and Mental Health Difficulties**
 - This includes any young people who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
 - This area includes young people with a hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

SEND School Admissions

We are committed to meeting the needs of all children and young people including those with Special Educational Needs and/or Disabilities. We would ask parents/carers to discuss the identified needs with the school prior to starting so that appropriate support and intervention can be planned and implemented. Advice from the Local Authority (LA) or other agencies may be requested to ensure the school can meet any needs appropriately.

Full details of our admission arrangements can be found in the School Admissions policy. Further details about admissions across the Local Authority (LA) are available from [Durham County Council](#).

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

If you would like to discuss your SEND requirements in detail, please contact the SENDCO:

Lisa Lumsdon
lisa.lumsdon@greenfieldschool.net
or call the school on 01325 300378

Key Policies

Greenfield Community College policies can be found on the website. Policies for parents/carers of children and young people with SEND are listed below:

- Accessibility Plan
- Anti-Bullying Policy
- Asthma Policy
- Dealing with School Complaints Policy
- Equality Policy Statement
- Positive Behaviour for Learning Policy
- School Admissions Policy
- Special Educational Needs and Disability Policy
- Supporting Students with Medical Conditions Policy
- Teaching, Learning and Assessment Policy

Contacts

Please see below contacts for Special Educational Needs and Disability at Greenfield Community College:

Mrs L. Lumsdon is the designated Special Educational Needs and Disabilities Coordinator (SENDCO) and would be the first point of contact for information about SEND provision.

- Mr D. Priestley Executive Headteacher
- Mrs M. Stubbs Assistant Headteacher for Achievement of Vulnerable Students, Designated Lead for Safeguarding and Looked After Children.
- Mr M. Sowerby Designated SEN Governor

The above named people can be contacted by telephone on 01325 300378 or by email [**contact@greenfieldschool.net**](mailto:contact@greenfieldschool.net)

It is the SENDCO's responsibility:

1. Oversee the day to day operation of the schools SEND policy and line manage the SEND team.
2. Liaise with the relevant designated teacher where a looked after student has SEND.
3. Advise teachers on using a graduated approach to providing SEN support.
4. Advise on the deployment of the schools delegated budget and other resources to meet the student's needs effectively.
5. Liaise with and provide a point of contact for parents/carers of students with SEND who can telephone the school on 01325 300378 or email [**contact@greenfieldschool.net**](mailto:contact@greenfieldschool.net)
6. Liaise with and be a point of contact for external agencies.
7. Liaise with previous and potential next providers of education to ensure students and their parents are informed about options and the smooth transition is planned.
8. Ensure that the school keeps the records of all SEND students up to date.
9. Work with the Executive Head Teacher and school Governors to determine the strategic development of the SEND policy and provision in the school.
10. Work with the Executive Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

Early Identification and Assessment

At Greenfield, we aim to ensure that students who are thought to have a special educational need are identified and assessed as early as possible. On entry to Year 7, all students are screened using Lucid Exact. This provides a precise and comprehensive standard assessment of word recognition/recalling accuracy, reading comprehension, reading speed, spelling, keyboarding to dictation and writing to dictation.

The results of these tests, along with their KS2 data and information gathered through the transition process (information from primary school) will determine the level of initial intervention.

In addition, students with SEND are also identified at our school by the following ways, including:

- Information from classroom staff
- Information from parents/carers
- Information gathered from outside Agencies
- Students themselves
- Information from in-school monitoring
- Information from the SEND Team
- Information from the Progress and Guidance Department

We adopt a graduated response approach to meeting a student's special educational needs and/or disabilities, which is called 'Assess, Plan, Do, Review'.

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of identifying whether a student has SEND, we can also use our school 'Early Identification Form' which also uses the 'Assess, Plan, Do, Review' process.

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality **First Teaching**.

When a student is identified as having special educational needs and/or disabilities, Greenfield Community College will provide interventions and support that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEN Support. The level of additional intervention and support will depend on the individual student's need/s. The student will be placed on the SEN Register and parents/carers will be informed.

For these students either a SEN Student Profile or SEN Support Plan will be produced, this will describe the child's/young person's needs and provide details of the provision/strategies that we will make to meet a child's/young person's special educational needs and agreed outcomes. Parents/carers as well as the child/young person are an integral part of this process.

It is important to note that not all students referred to the SEND team will be SEN students; any support and guidance may be short, medium or long term.

SEND Data Greenfield Community College

At Greenfield Community College, we have experience of supporting children and young people with a wide range of need from each of the four broad areas of SEND:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Difficulties**

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Number of Students by Area of Need:

	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical	Total
Year 7					
Year 8	12	16	9	1	38
Year 9	6	18	7	5	36
Year 10	4	7	4	2	17
Year 11	3	9	9	0	21
Total	25	50	29	8	112

Correct 10.09.19 to be reviewed termly.

We are awaiting confirmation of some year 7 SEN information. The above table will be updated shortly.

Transition

We recognise that transitions can be difficult for a child/young person with SEND as well as their family and we take steps to ensure that any transition is as smooth as possible.

From primary to secondary:

A transition protocol has been agreed with all of our feeder primary schools, to provide additional transition support for students who would benefit from enhanced transition. The transition process is helped by Teaching Assistants, who liaise with our feeder primary schools from March each year, supporting and getting to know students. They help gather information about SEND students and also provide additional transition support for students who it is felt would benefit from enhanced transition.

Alongside this, the SENDCO and designated Assistant Headteachers visit all of our primary feeder schools to gain as much information as possible about the students, including SEND information.

The SENDCO will also attend year 5 and year 6 annual review meetings where invited for EHC Plans and complex SEN Support students. This provides an excellent opportunity to answer any questions and ease any worries or concerns that students and/or parents/carers may have during this transition period.

All students are invited to attend Induction Day which allows students to experience sample lessons, designed to build self-confidence and familiarise themselves with Greenfield Community College.

We value the importance of including parents/carers as much as possible in their child's transition to Greenfield. Parents/carers are invited into school in the summer term of Year 6 for the Induction evening. This gives parents/carers a further opportunity to look around the School, meet staff and discuss any concerns that they may have before their child starts in year 7.

Once a child is aware of their secondary school placement, parents/carers are invited to a 'moving up' coffee afternoon where Assistant Headteachers and SENDCO can be met.

From / to another school:

All students arriving at other times in their school career spend some time with Progress and Guidance, so we can best place them in their classes. Their support needs are identified following liaison with their previous school as well as parents and carers and an early assessment by subject teachers. Where a student transfers out from Greenfield to another secondary school we will support that school in its transition process.

On entry to Year 7, all students are screened using Lucid Exact. This provides a precise and comprehensive standard assessment of word recognition/recalling accuracy,

reading comprehension, reading speed, spelling, keyboarding to dictation and writing to dictation.

From class to class or moving up:

Transitions from class to class, year to year or site to site are discussed and where necessary planned for by tutors, teachers, Progress and Guidance and the SENDCO. This would also be discussed as part of a young person's SEN review/s.

Educational Health Care Plan

Students with an Education and Health Care Plan (EHCP) will have a transition review in year 8, guided options choices and further support through years 9, 10 and 11 to ensure that their EHC Plan is in place to support their transition to post 16 provision, adulthood and independent living.

SEN Support Plans

From year 8, students with a SEN Support Plan/Student Profile will also receive support with guided options choices and further support through years 9, 10 and 11 to ensure that their plan/profile supports their transition to post 16 provision and into adulthood and independent living.

From secondary to post 16 education

In preparation for transition at the end of Year 11, all SEND students are given priority in careers guidance support. Information will also be shared by school with the appropriate post 16 provider/employer.

In addition, key members of staff, including the SENDCO also attend a yearly 'Post 16 Transition Information Sharing Meeting' to meet with local post 16 providers to share information with them on all of our year 11 students who have applied for a place with them. This includes the sharing of information about our SEND young people.

Curriculum, Teaching and Assessment

Greenfield Community College considers all teachers to be teachers of students with SEND. Staff are trained to be able to identify and provide for students with SEND to ensure they can achieve their potential.

Greenfield Community College prioritises being inclusive and will endeavour to support every child regardless of their level of need. All students follow the National Curriculum at a level and a pace that is appropriate to their abilities alongside their peers. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match student ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all students have access to the school curriculum and all school activities.
- Help all students achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all students, teaching students in a way that is more appropriate to their needs.
- Support students to gain in confidence and improve their self-esteem.
- Work in partnership with parents/ carers, students and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children and young people with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- Give every child and young person the entitlement to a sense of achievement.
- Review the policy and practice regularly in order to achieve best practice.

The school's main focus is **Quality First Teaching** (QFT) where differentiation in lessons allows the individual needs of all students to be met. Where a student's individual need requires further support, the school can provide additional support for an enhanced personal learning experience. As a school, our aim is '**Challenge for all whilst supporting the need**'.

Additional support available within the school includes:

- In-class support
- Literacy and Numeracy programmes
- Social Communication Groups
- Handwriting and Typing programmes
- Gross/Fine motor skills programmes
- Physical aids e.g. coloured overlays, specialist handwriting pens.

- Memory skills
- Mentoring and counselling.
- Safe Spaces in social times.
- Access to ICT.
- Homework club.
- A broad range of extra-curricular activities.
- Preparation for adult life covered by a variety of activities throughout the academic year.

For further information you can view the Teaching, Learning and Assessment Policy

Support can involve ongoing learning provision throughout the year or short-term blocks of intensive learning provision over a number of weeks. It may be daily or weekly depending on need. Provision can also take place at different times in the day: before school, during school and after school. Additionally, some students work on their additional provision (work) at home. This is then followed up by regular progress checks and extra support if required.

Tracking and Progress

At Greenfield, all staff are responsible for assessing, monitoring and tracking the progress of our students. At a whole school level, aspirational targets are set for all students including those with SEND. Staff are responsible for setting each student achievable yet challenging targets within lessons and having high expectations of progress.

We collect data twice yearly in years 7 -10 (January and June) and three times in year 11 (December, February and March). This is tracked and analysed using a commercial package called SISRA Analytics.

Subject Leaders, Assistant Headteacher for Progress, Deputy Headteacher and the SENDCO regularly check on the progress of students and if someone is not making the expected levels of progress then intervention is put in place.

Social and Emotional Needs

At Greenfield, we recognise that some students have additional social and emotional needs that require nurturing and developing. These needs can manifest themselves in a number of ways, including behavioural difficulties or anxiety and in communication difficulties.

For those students who find aspects of this difficult, we offer:

- Tutor support
- Mentoring
- Transition support
- Social skills sessions
- Counselling
- Anger management
- Mental Health support in conjunction with CAMHs
- Emotional Health and Resilience Nurse
- Support from the Progress and Guidance team

If parents/carers, or school staff, become concerned about any developing behaviour, then we will arrange to meet with you to try to determine any possible causal factors and to plan appropriate provision to support your child's needs.

Progress & Guidance Team (P&G)

The team help all students in relation to their care and support both inside and outside the classroom. Behaviour and achievement is monitored closely by staff and issues are addressed quickly and effectively, leading to better learners and enhanced performance in the classroom. The P&G Team have a wide range of responsibilities such as: attendance, punctuality, behavior, student progress, bullying, detentions, friendship issues, family problems etc. We endeavor to solve any issues that create barriers to learning. The P&G Team work closely with parents/carers as well as other agencies to provide the most effective support for students.

For further information, view the Positive Behavior for Learning Policy.

The Progress and Guidance Team can be contacted by telephone on: 01325 300378

Measures taken to prevent bullying

Our response to bullying does not start at the point at which a child has been bullied. We work hard to embed an ethos of good behaviour where students treat one another and the school staff with respect because they know that this is the right way to behave.

Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older students who set a

good example to the rest.

The Progress & Guidance team are pro-active in their monitoring and investigation of alleged bullying incidents. Information is entered onto our database enabling patterns of behaviour to be identified earlier.

Opportunities for disclosure are provided for both students and parents via regular contact.

For further information, view the Anti Bullying Policy.

Medical

All students with a medical need will usually be identified before they are admitted to Greenfield Community College. Discussions with families usually begin the term before they start in Year 7. A document is given out to parents/ carers asking for home to declare if their child has a medical need that needs enhanced support or to be monitored in school.

For students joining the school at other points in the school year, medical information should be shared at the initial school meeting.

Students with allergies or a condition which is sensitive to various foods must provide information from their GP so that we can ensure the school kitchen is fully aware of dietary requirements.

Once this document is returned a care plan will be created in consultation with home and health care professionals involved.

School staff also receive regular training to support students with medical conditions and work with specialist colleagues when needed to ensure that student's medical needs are supported effectively.

If a student has SEND then any change to medical needs during the academic year need to be reported to the SENDCO via the school office.

For further information, view the Supporting Students with Medical Conditions Policy and the Asthma Policy.

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. Links with external agencies are vital to ensure that we provide the highest levels of support for our students with SEND. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

At Greenfield Community College we work with a wide range of agencies to enable us to meet the needs of students with SEND and to support their families. The school is currently working with the following teams/agencies:

- SEND, Looked After and Vulnerable Groups Casework Team (Durham LA)
- Educational Psychology Service
- One Point
- NHS Speech and Language Therapy Service
- NHS Occupational Therapy Service
- NHS Specialist Nurses, advice on how to help some students
- Sensory Support Service (*for students with a visual and/or hearing impairment*)
- Child and Adolescent Mental Health Service (CAMHS)
- Special Educational Needs and Disability Information, Advice and Support Service (Durham SENDIASS)
- First Contact (Social Services)
- Educational Social Workers
- Special Educational Needs and Disabilities and Inclusion Teams
- Emotional Health and Resilience Nurse (NHS)

Consulting with parents / carers and young people

The partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their full potential. Parents are informed when students are placed on the SEND register and are involved in all stages of the process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and will be supported and encouraged to play an active and valued role in their children's education.

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process through:

- Meet the tutor / subject teacher evenings;
- Ongoing discussions with tutor, P&G team, SENDCO;
- Parent drop-in sessions;
- Email contact;
- Through a review of a child's SEN Support Plan/Student Profile or the Annual Review of their EHC Plan;
- Through the Parent Voice group which meets half-termly and supports the development of school policy and procedures.

Teachers/SENDCO and Support Staff work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions allocated to individual needs. The students are encouraged and supported to take an active role with setting their outcomes and discussing them with the SENDCO or Support Staff.

The local authority's SEND – Information, Advice and Support Service. (SENDIASS) provides information and support to parents of children with SEND. A wide range of support and advice may be obtained by contacting this independent service. They can be contacted on:

SENDIASS Website: www.durhamsendiass.info

E-mail: sendiass@durham.gov.uk

Helpline: 0191 5873541

When a child/young person is identified as SEND, teachers/SENDCO and Support Staff will work with them to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. Students, parents/carers are encouraged to take an active role in setting their outcomes by discussing them with the SENDCO. Students are actively encouraged to contribute their views regarding their needs, how to best help them and the progress they have made. Students are encouraged to attend any review meetings held for them. They also have regular mentoring sessions with tutors in Time4Success to discuss their progress.

Equality

At Greenfield Community College we are committed to equality. We aim for every student to develop fully their potential no matter what their needs. Greenfield Community College is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our students can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

For further information you can view the Equality Policy Statement

Disability & Accessibility

Greenfield Community College is a caring, inclusive and creative school and actively seeks to promote the inclusion of students with SEND. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation in September 2014.)

Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEND have been involved with the following clubs: lunchtime, breakfast and break time clubs, homework club, STEM club, sports clubs, and live performance events. SEND students have also participated in student panels for new members of staff, year 6 transition support and in the annual school production.

Existing facilities to assist physical access to the school

- Disabled toilet facilities are available on both school sites.
- Lifts and ramps on the Newton Aycliffe site support access.
- Appropriate external and internal doors enable wheelchair access.
- An accessible learning area is available on both school sites for students with a temporary impairment or medical condition, which prevents them accessing upstairs classrooms.
- We provide an accessible meeting room for parents/carers or visitors with a disability.

For further information you can view the Accessibility Plan

Staffing

Our key staff working with students with SEND are as follows:

Special Educational Needs and Disabilities Coordinator (SENDCO):

SENDCO Mrs L. Lumsdon

Teaching Assistants:

Higher Level Teaching Assistant:

Miss E. Anderson

Enhanced Teaching Assistants

Mrs T. Ball

Mrs A. Heywood

Mrs A. Leadbetter

Mrs M. Ketch

Miss S. Williams

Teaching Assistants:

Mrs S. Brown

Mrs J. Norman

Mrs L. Thompson

School Counsellor:

Mr P. Simpson

Mr Simpson also supports the SEMH area of need for some SEND students.

All members of teaching and support staff have regular opportunities to access continuing professional development (CPD) both inside and outside of school.

Finance

All schools receive external funding called SEN Notional funding, which should be used to support students who have special educational needs. At Greenfield we use our professional judgement to ensure that the funding has the greatest impact for our SEND students. The notional budget for this academic year is £421,099.77

The school identifies the needs of the children and decides upon the level of support that can be offered, our allocation is based on a need's assessment and all resources, training and support are reviewed regularly and changes are made as needed.

We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity within the school for the money spent on all learners and their needs. If a student at the SEN Support level needs provision which exceeds £6000, this will be clearly shown on an individualised costed provision map. For students with EHC Plans, the provision will also be clearly costed.

Evaluating Success

The success of Greenfield Community Colleges SEND provision is evaluated through:

- The monitoring of classroom practice by the SENDCO, Subject Leads and Senior Leadership.
- The progress made by SEND students in terms of target grades in core and other subjects.
- The performance of SEND students in nationally accredited tests and examinations.
- The analysis of student tracking and testing data for both individual pupils and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- Comments from parents and students.
- External evaluation by Durham LA and OFSTED inspections
- Parental involvement, especially attendance at reviews.
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

Compliments, Feedback and Complaints

Compliments are welcomed and can be passed on either directly to staff and SENDCO, or formally recorded via our regular questionnaires to parents/carers or in the form of a letter to the Executive Headteacher.

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents/carers about their child's experience. We would also like your views about the content of our SEND Information Report.

If you have a complaint about our SEND provision, please contact the SENDCO in the first instance. If we cannot resolve it, we will follow the procedures set out in our Dealing with School Complaints Policy. If you are not satisfied with a decision or with what is happening for your child's Special Educational Needs and/or Disabilities, please contact the Assistant Headteacher Lead for SEND, Mrs Stubbs or Executive Headteacher, Mr Priestley.

The school SENCO can be contacted as follows:

Lisa Lumsdon

lisa.lumsdon@greenfieldschool.net

School Telephone number: 01325 300378

If the concern is directly related to an EHCP this will be managed directly by the Durham Statutory Casework Team. Parents will be contacted directly by the team to receive information about the mediation services and other action parents may consider.

The **Special Educational Needs and Disability Information, Advice and Support Service** (SENDIASS) - formerly Durham Parent Partnership Service, also provides independent information and advice to parents/carers to help resolve differences. The service also provides confidential, impartial support and advice for parents, carers, children and young people up to the age of 25 in relation to special educational needs and disability. They can be contacted on:

Website: www.durhamsendiass.info

Email: sendiass@durham.gov.uk

Telephone: 0191 587 3541