

Greenfield Community College Local Offer

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General

Greenfield Community College

Special Educational Needs Offer

At Greenfield, all teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility and a key part of our mission

“Raising aspirations and transforming lives in a successful learning community.

Greenfield is a high performing Specialist Community College with a distinctive ethos committed to excellence, where we value the whole person and every person.

We apply creativity, innovation and collaboration to achieve quality outcomes for students and their families.

As a learning community we are able to reflect upon our success and move forward.”

Support

Some pupils will benefit from some specific in class support to help them get over or around a difficulty. This will usually be targeted around a specific difficulty and reviewed frequently to measure its effect.

One of the most important areas of support comes from home. We need good 2 way communication so that both school and home know the difficulties and best strategies to use.

A lot of good quality learning can happen at home, 20 or 30 minutes each evening in a supportive environment can make a big difference.

Physical difficulties

We have worked with pupils with mobility problems and have ramps and platform lifts, which allow access to most of the school site. The humanities department are based at the top of 2 steep flights of stairs, there is no lift and nowhere to put one. When necessary, lessons are swapped to the ground floor to allow access.

There are 3 accessible toilets.

We have a physiotherapy room which is used by pupils and visiting physiotherapists.

Mentoring & Counselling

Year 7 pupils who we have identified as needing a mentor will initially work with our Transition Assistant; if we feel they still require this support at the end of the year, then the mentoring will be gradually handed over to another member of staff who will be in school once the Transition Assistant has gone back to the primary schools.

All of our Support Assistants and members of the Progress & Guidance team are skilled and experienced in mentoring.

The school employs a counsellor, pupils who require this support can refer themselves or be referred by any member of staff or a parent or carer.

Progress & Guidance Department

The Progress & Guidance Department 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, behaviour, student progress, bullying, detentions, friendship issues, family problems etc.

We endeavour to solve any issues that may inhibit students learning. The P&G Team work closely with parents/carers as well as other agencies to provide the most effective support for students.

Anti Bullying

Our response to bullying does not start at the point at which a child has been bullied.

Within an ethos of good behaviour where pupils 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 pupils, 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 pupils 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 pupils and parents via regular contact.

Behaviour for Learning

What Ofsted Say.....

Behaviour around the school site is good and students are considerate and well mannered.

Behaviour is managed well and students say that it has improved consistently in recent years.

Students respond positively to the school's high expectations and are proud of the school and it's orderly and pleasant site.

Behaviour in lessons is usually good and sometimes outstanding.

Students and their parents are very positive about learning in the classroom.

Incidents of bullying are rare and are dealt with rapidly and robustly by staff.

Students are punctual to lessons.

Transition

We draw on the experience of our feeder schools to tell us about the needs of pupils coming to Greenfield. Colin Fowler, the SENCO, expects to attend any annual reviews of pupils with statements in year 6 and possibly year 5. Melanie Stubbs, assistant head teacher is also a frequent visitor. Information gathering is helped by Belinda Atkinson Jones, our Transition assistant, who works in our feeder primary schools from February each year, supporting and getting to know pupils. She collects relevant information, which along with other information forms a pen portrait, published in July to all teachers at Greenfield. This means that in September we all have information about our new year 7 pupils.

In addition to this, Belinda transfers to Greenfield in September and works as a familiar face with the new year 7s until the following February, when the cycle begins again.

From year 9, all pupils with a statement or One Plan will have a transition review, to prepare and plan for life after school, this process is supported by the One Point personal advisor. We were very pleased that by January 2014, all of our pupils with a statement had a place arranged at a college for September and a Future Needs plan was prepared, so that the college could arrange appropriate support. Other pupils who needed some level of support also received what they required.

Identification and assessment

The 2014 Code of Practice recognises 4 areas of Special Need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

As a team we have experience and expertise with each area, as well as working closely with our Progress and Guidance team and a wide range of outside experts.

Identification of SEN

By the time many pupils reach us, they will have had their Special Needs identified.

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In addition to this, Belinda transfers to Greenfield in September and works as a familiar face with the new year 7s until the following February, when the cycle begins again.

In the first 2 weeks of year 7 we baseline test all pupils, in their different subjects, but also in literacy, reading and spelling and from 2014 will be using Secondary Speechlink to help identify any Communication; Speech and Language difficulties.
<http://www.speechlink.info/secondary-language-link.php>

All pupils arriving at other times in their school career spend their first 2 days working on baseline tests, so we can best place them in their classes.

Any pupil or parent/carer who believes that they may have a previously unidentified Special Need can contact the SENCO and discuss their concerns. Any appropriate assessment can then be done or arranged.

Similarly all school staff contact the SENCO if they have concerns about any pupil.

We track closely the progress of all pupils and where progress is not being made look to find out why and put in place an appropriate intervention.

We are also more than happy to see pupils make good progress, achieve their targets and for us to no longer regard them as having special needs.

Teaching and Learning

We employ a range of interventions, pupils that are identified by the baseline testing and from other information may be withdrawn or supported in class.

Withdrawal could be for a lesson every day for pupils who have specific difficulties in both literacy and numeracy; other pupils may work with us for one, two or three lessons each week, depending upon their needs. We try to work intensively with these pupils in year 7; many of them make very good progress and catch up with their peers, so that they no longer need support.

We ask some pupils to work on their intervention on a computer at home for 20 or 30 minutes each evening, we then catch up with them once a week to make sure that everything is working correctly, check progress and offer any extra support that may be needed.

Literacy: in 2010 we worked on a research project with Dyslexia Action, <http://www.dyslexiaaction.org.uk/> using the Active Literacy Kit and Units of Sound. <http://www.unitsofsound.net/index.html>

We found that it helped to improve the reading and spelling of many pupils and we have also followed the progress of these pupils through their school life and seen that the improvements have been maintained

Numeracy: We use Dyscalculia Materials; SuccessMaker and Numeracy Workout to support pupils who have difficulties in Maths.
<http://www.dyscalculia.me.uk/index.html>

Speech, Language and Communication needs: Secondary Speechlink provides classroom and small group intervention, as well as a SLCN Inclusion Toolkit which focuses on professional development to improve the quality of teaching for all pupils.
<http://www.speechlink.info/secondary-language-link.php>

Dyspraxia, DCD: we have worked with Tree Tops, and pupils who benefit from exercise have sessions in our Physiotherapy room.

Social Communications Groups: pupils with Autistic Spectrum Disorder and others who find social communication difficult join a weekly small group.

Handwriting: Our interventions are based on the 'Speed-Up! Kinaesthetic handwriting programme. Usually we only have to work with pupils for a few weeks to see a good improvement in legibility. Pupils do their practice at home and we may see them 2 or 3 times a week in or after school.

Homework club; where we believe that a pupil will benefit from some intensive support over a short time period, we will invite them to work with us for 40 minutes after school, 2 or 3 times a week until they achieve their goal or target.

Some pupils will benefit from some specific in class support to help them get over or around a difficulty. This will usually be targeted around a specific difficulty and reviewed frequently to measure its effect.

Physical difficulties

We have worked with pupils with mobility problems and have ramps and platform lifts, which allow access to most of the school site. The humanities department are based at the top of 2 steep flights of stairs, there is no lift and nowhere to put one. When necessary, lessons are swapped to the ground floor to allow access.

There are 3 accessible toilets.

We have a physiotherapy room which is used by pupils and visiting physiotherapists.

Greenfield Sport – PE Curriculum includes disability sports such as wheelchair basketball, polybat, boccia and a range of differentiated activities to challenge all abilities.

Greenfield Sport Clubs include lunchtime boccia and an evening wheelchair basketball club. All clubs are fully inclusive, offering suitable activities for all abilities, including badminton, table tennis, cheerleading, football, netball, basketball, cricket, rounders, tennis, gymnastics, dance and athletics. Our students are given many intra and inter school competitive opportunities throughout the year including the following interschool competitive opportunities.

- New age Kurling
- Wheelchair Basketball (County Gold medal winners 2013)
- Boccia (Regional Bronze medal winners 2013)
- Aquability
- Disability Athletics
- Sportability
- Disability Tennis

In 2013 Greenfield represented Sedgfield in the County Finals in Boccia, Disability Tennis, Aquability and Wheelchair basketball, winning a range of Bronze, Silver and Gold Medals.

Staffing

Support for pupils, parents and teachers is supplied by the SEN team.

Special Educational Needs Coordinator, (SENCO) Colin Fowler

Learning Support Assistants: Tracy Ball
Joanne Fegan
Maria Ketch
Adele Leadbitter

Transition Assistant Belinda Atkinson-Jones

Between us we have many years of experience working with a wide range of people with Special Educational Needs.

Qualifications etc.

Cache Special Needs, Level 3

1st Aid certificate

Level 3 Skills for Special Educational Needs Co-ordinators

Postgraduate Certificate in teaching pupils with SpLD (dyslexia), in a school context.

AMBDA; Associate Membership of the British Dyslexia Association. The Joint Council for Qualifications approves AMBDA. This means that it is an accepted qualification giving teachers the right to assess and make recommendations for provisions for external examinations.

Autism Spectrum Disorder: understanding, Approaches and Intervention; Level 3, (2 members of the team)

Experience

Safe Handling course

Working with Tree Tops, Occupational Therapy

Attended Autistic Convention

Attended Dyslexia Conference

School representative at the SEN Panel meetings

Worked in special schools with pupils with Emotional and Behavioural Difficulties and also Moderate Learning Difficulties

Delivered whole school training for Special Needs, 2011/2012

‘A Whole School Approach to Improving Access, Participation and Achievement’

Using materials provided by NASEN, National Association for Special Educational Needs.

External services and links:

in 2013/14 we have worked with the following external services:

One Point:

Educational Psychology, assessment of pupils needs.

Personal Advisor to help with a good quality transition from Greenfield to the next stage in education for our pupils with a statement.

Home & Hospital work with pupils who for a variety of reasons cannot get into school.

Autistic Spectrum Disorder, (ASD), Support and Development Team; assist in transition from primary and give us support within the school.

Inclusion & Achievement (SEND) Team

Advisory Inclusion Teacher for Access Technology

Advisory & Support Teacher EAL & Equalities

NHS Physiotherapy & Occupational Therapy

NHS Specialist Nurses, advice on how to help some pupils.

Compliments and complaints

The best way to contact Colin Fowler, the SENCO is by e mail

colin.fowler@greenfieldschool.net

You can of course phone 01325 300 378

Members of the management team are available on a Wednesday after school, best to telephone for an appointment, but you can just drop in

David Priestley Head Teacher

Chris Stonehouse Deputy Head Teacher

Melanie Stubbs Assistant Head Teacher