



What is the School Information offer?

Our SEN Information Report is updated annually and is reviewed termly to respond to any key changes in the year to the school's provision. The report states the current provision within Green Park School.

What are the kinds of special educational needs for which provision is made at Green Park School?

Green Park is a maintained day special school for children aged 3-19 years. Children will be provided with an appropriately paced and differentiated curriculum to reflect their individual needs and strengths.

At Green Park School the pupil's identified needs will be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. Some pupils may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties) or sensory or physical difficulties. We offer specialist teachers' trained to meet the needs of pupils with Multi-Sensory Impairment as part of our provision and to the wider City.

What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils who attend school will be under assessment or have an Education Health and Care Plan (EHCP).

OUR PUPILS



As a special school we are not required to have a SENCo - families liaise directly with their teacher and senior management as needed. However we do have a member of staff who is qualified in this role to ensure we are robust in our practices and offer support in line with expectations in other settings.

What is the provision for pupils/students at Green Park School and how is it evaluated?

All pupils/students attending Green Park School will have an Education Health and Care Plan (EHCP). There may be agreement with the Local Authority SENSTART service that a child or young person is placed pending the outcome of an assessment for an EHCP. Further information on the admissions to and assessment places within our school can be found on our website.

At Green Park we meet the needs of and provide a range of teaching groups offering different learning styles. We work hard to ensure pupils are successful and we celebrate and recognise achievement and effort in all areas of the curriculum.

Our provision is based on a strong vision that we promote '*Learning for Life*'.

Green Park School will provide access to quality education and learning experiences both in school and in the community and will seek to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a Centre of Educational Excellence in the heart of the community.

To achieve our vision we aim to:

- Develop a culture where there is warmth and where we work together with all parties to improve the opportunities for our children to learn. To ensure pupils achieve their personal best and celebrate this success.
- To help every child to develop his or her full potential by providing a caring and stimulating environment in which every individual pupil feels valued
- To provide all pupils with the opportunity to succeed and become confident young people by providing a wide range of age-appropriate learning experiences, which are both exciting and challenging and reflect our diverse community.
- Ensure pupils are able to communicate their choices, hopes and aspirations to others so they can live enriched and independent lives as possible.
- To educate pupils intellectually, socially, morally, aesthetically, physically and spiritually
- To develop an exciting curriculum in line with the National Curriculum and ensure it reflects the needs and interests of our pupils. At all times we aim to inspire, motivate and challenge our pupils to make progress in small steps.
- To form the best possible relationships between teachers, children, parents and others professionals so that we have successful learners.
- Provide all staff with training and development opportunities to enable effective practice.

Our pupil's needs are identified through their Education Health and Care Plan (EHCP). These documents state the provision needed to meet your child's needs and will name Green Park School as the provision to achieve this.

To ensure provision meets your child's needs we will liaise with your child's current setting to ensure a smooth transition for the child and their family. We use this initial entry information to make a baseline of your child's strengths and needs within 6 weeks of admission to school. Parents and carers are invited to a meeting to discuss this information and plan goals for the next 6 to 12 months. We will also ask other professionals who have been working with your child to contribute to this meeting to ensure we set joint goals. To ensure we meet all the needs of children and young people the school receives advice from a range of health and social care professionals. We meet regularly with professionals who work in our school to ensure that joint working practices are consistent and all advice and guidance is implemented to our best ability.

We have a school improvement plan and evaluate this throughout the year. There are link governors for all aspects of the plan and this supports the evaluation of our progress towards any aims. We also have a school evaluation each year to highlight progress and achievements.

Staffing levels are enhanced so that pupils are usually taught in classes of up to 9 with a teacher or Higher Level Teaching assistant (HLTA) with a level 3 teaching assistant and an appropriate number of additional teaching assistants to meet the needs of the class group.

Our pupils are offered a range of class groups to meet their needs. We are based in cluster teams which are age phased groups. We have 15 class groups and a Blue cluster which offers specialist teaching programmes. Within our cluster teams we offer three types of class provision: Focused, Structured and Sensory class groups.

- **Focused Learners** will have opportunities to engage in activities that encourage them to think, build on life skills as well as academic skills that will help them to understand the world around them. The curriculum is based on the Early Years Foundation Principles that pupils learn well through play and pupils are encouraged to investigate, explore and be inquisitive about their environment.
- **Structured Learners** will experience a similar curriculum to Focused learners but there is more structure to the day. Some pupils will have a personalised timetable that will inform them of daily events. Built into this is a system to prepare pupils for any changes in their daily routine.
- Learning Activities planned for **Sensory Learners** promote the use of their senses. There is a focus on developing communication and staff ensure they learn how to understand what our pupils and trying to tell us and communicate effectively. A calm, patient and sensitive approach to learning is essential here to help ensure that pupils receive the time they need to process information that is shared with them.

Green Cluster	Classes 1-3	This supports Foundation stage – Year 2 pupils in sensory or focused class groups.
Yellow Cluster	Classes 4-6	Pupils in Year 2 to Year 4 work in sensory and focused class groups. This cluster also offers our Primary provision for Structured learners
Orange Cluster	Classes 7-9	Pupils in Year 4 to Year 9 work in sensory and focused class groups.
Red Cluster	Classes 10-12	Pupils in Year 8 to Year 10 work in sensory and focused class groups. This cluster also offers our Secondary provision for Structured learners(Yr7-Yr14)
Purple Cluster	Classes 13-15	Pupils in Year 10 to Year 14 work in sensory and focused class groups.


School staff details are on the website. The school contact details are also on the website where you will be able to access senior management or your class teacher.

What training do staff have in relation to the needs of pupils/students at Green Park School?</h3>

Green Park School is highly committed to ongoing training of staff. All staff have clear job descriptions which detail the required qualifications for each post in school. All our staff are trained in meeting the needs of pupils with complex learning difficulties. Whatever previous experience or qualifications they have they all take part in an induction programme to make them aware of our pupils' needs and how to meet their educational, medical, care and therapy needs. This includes safeguarding training, Moving and Handling, Behaviour management, curriculum workshops, Makaton and how to meet the needs of pupils with sensory impairments. They build on this detailed induction through qualifications and experience in the classroom. We have a team who track all staff training ensuring it is up to date and statutory duties are met.

All of our staff have a professional development programme personalised to their needs and class group which is identified in the autumn term. The school then develops a programme of support during the school year which can range from secondments to new posts, coaching and mentoring programmes, network groups for a specific strategy, CPD events offered during INSET days and staff meetings or external course providers. Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher Level Teaching Assistant, Paediatric First Aid and Makaton. We have a Health and Safety Officer and Designated Child Protection Officer who delivers Safeguarding and PREVENT training.

The school is also fortunate to have qualified trainers with the following curriculum expertise:

Literacy and Communication 	<ul style="list-style-type: none"> • Makaton Regional tutors • Intensive interaction trainer • Picture Exchange Communication System Trainer • ELKAN Speech programme • Eye gaze technology • Read write inc scheme • TASSELLS trainers
Cognition	<ul style="list-style-type: none"> • Outreach teachers for Multi-Sensory Impairment • Interveners for MDVI pupils

	<ul style="list-style-type: none"> • Staff trained in the use of the TEACCH approach • Staff qualified in Food hygiene
<p>Me and my body</p>	<ul style="list-style-type: none"> • Rebound therapists • Swimming teachers and Pool responders and rescuers • Duke of Edinburgh leader • Dual support workers trained in Physiotherapy, Occupational therapy, Speech therapy • Sex and Relationships Education team • Dysphagia trained staff working with Speech therapists on developing pupils eating skills • Cool Kids programme • Massage and Aromatherapies
<p>How the world works</p>	<ul style="list-style-type: none"> • Forest School leader
<p>Creativity</p>	<ul style="list-style-type: none"> • Specialist tutors from the Music service • Musicians
<p>Therapists and support for pupils and families</p>	<ul style="list-style-type: none"> • Physiotherapists from Royal Wolverhampton Trust • Occupational therapists from Royal Wolverhampton Trust • Speech therapists from Royal Wolverhampton Trust • School nurses • Assistant Psychologist • PROACT- Scip® uk trainers • CENTAUR trainers • Educational Visits coordinators • Person centred planning leader • Mindfulness leader

We always look for opportunities to bring highly regarded national/international leaders to Green Park School for staff to be inspired and supported by in their work with our pupils. This has included consultancy from Dr Penny Lacey and more recently Professor Barry Carpenter

How will the environment, equipment and facilities be provided to support pupils/students at Green Park School?



The Willows campus (Green Park School, Stowlawn Primary School and the Community Centre) opened in 2011 and is fortunate to have high quality teaching spaces and resources which were developed with the purpose of being inclusive and meeting the diverse range of special educational needs of our pupils. Our website shows a school tour of all the different areas of the school for families to see what our facilities are like.

The school offers pupils access to the whole curriculum which includes the National Curriculum. Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually. Our school is a purpose built building and is fully accessible for wheelchair users being on one level. We have a number of specialist areas such as the PE hall, design and technology/science room and the art room as well as a sensory gym, sensory drama studio, the Omni-vista floor, the heated swimming pool for swimming, design and technology courtyard, inclusive playgrounds and forest school. Each cluster has its own sensory room and its own small-group room, all of them accessed through one of the classrooms and also from the corridor.

We have worked closely over the last year to develop new programmes of study to prioritise the teaching of essential life skills and knowledge that our pupils need to be successful learners. All pupils have access to an exciting broad and balanced curriculum. Relevant skills, knowledge and concepts are identified on the Progress and Coverage Map. These curriculum maps can be found on our school website. The programmes of Study Provide a starting point for all planning. All areas begin with an emphasis on ensuring that pupils learn and remain safe.

Literacy and Communication

- Pupils will focus on skills that promote effective communication - listening, speaking, reading, and writing.

Cognition and Numeracy

- Here thinking, reasoning, remembering, problem solving and numeracy are covered
- The use of the computer and technology is also explored.

Me and my Body

- Pupils will cover body awareness, fine and gross motor skills, self-care and independence and healthy living including food and feeding skills.
- Therapies are used to help pupils understand and develop physical independence skills and manage their own behaviors and responses to events. The support of visiting professionals continues to enhance the lives of young people.

How the World Works

- Here, understanding the world in terms of the natural world, the material world, people, places, times and daily living is explored.
- A wealth of outdoor learning is encouraged through Forest Schools and Outdoor Pursuit activities as well as visits out in the community.
- Computing and how technology is used in our lives is a strong aspect of these studies.

Creativity

- Creativity covers opportunities for learning in Music, Dance, Drama and Art. It begins with opportunities that relate to all the arts.

All parents and families are welcome to visit the school prior to their child or young person attending the school.

What are the arrangements for consulting parents of children/young people at Green Park School and involving them in the education of their child?

We encourage parents to get involved with school life and to support their child. Each day we send home, a home school diary in your child's bag and ask that you take the time to read the diary and write back whenever possible. At the start of each half term we send home a curriculum newsletter letting parents know about the child's topic for that term, the activities they will be involved with and how parents can support this at home. Annually we send home a parent information sheet which includes an option where parents can request that homework is sent each week. We also supplement this with reading scheme books where appropriate.

The school seeks to offer support to families both informally and formally. We offer, where there is interest, parent workshop programmes each half term where parents can meet together and chat in a relaxed manner and receive information or training from one of our specialists or service providers. We offer workshops and training programmes during the school year by one of our many school based trainers e.g. Makaton, PECS, and Intensive interaction. We consult parents about arrangements for our short breaks grant funding including summer school and trips during the school holidays and Splish splash swimming club and answer any questions they might have.

We also engage with Voluntary organisations such as the Information and Advisory service for parents, Voice for Parents Let Us Play. We promote their newsletters and send out event flyers.

Green Park School uses the services of translators in order to engage with parents who do not speak English. One member of staff works with pupils in class who may need support, and also makes phone calls to parents when required. The administration team make good use of the technology that is now readily available to help them to translate letters that need to go home. Class staff are also able to use that technology to make, for instance, notices or worksheets that will give pupils in class easier access to the curriculum.

Consultation with parents and carers is achieved through.

- Initial visits to school
- Introductory transition meetings and a 'new to school' parent meeting
- Daily home/school book for information exchanges and key messages. This includes a text service and we are introducing an app to support celebration of pupils achievements
- Parent/Carer and teacher meetings including update from professionals
- Annual Review meeting and reports
- Parent workshops and training
- Play and stay activities for each Phase
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

What are the arrangements for consulting young people at Green Park School about, and involving them in, their education?

All pupils should be listened to and given the time to respond to their learning in a personalised manner.

We ensure our pupils have the opportunity to have their own voice listened to by all the partners of the school. Often the pupils will ask the class team 'If they can?' 'How about?' 'Could we?' Pupils are encouraged to visit the Head teacher and ask questions to feedback on school and share progress. They write letters asking for Governors support to improve school projects e.g. litter project, Fairtrade products.

Our School council runs each week and tries to take part in community initiatives such as MENCAP's Changing Places project. The School Council involves students on issues about improving school life.

The assessment and annual review process of EHCP's includes the choices and views of pupils.

What are the arrangements for assessing and reviewing pupils' progress towards outcomes?

Every child in school will have 12 month short term educational outcomes set for them at their EHCP meeting. Parents/families are consulted on these outcomes. Progress towards the outcomes is reviewed formally on a termly basis and small steps are agreed and set in Learning Passports. Monitoring of progress towards outcomes is continuous in the classrooms and reflected in class reporting forms and pupils' records. Twice a year we offer Parents evenings to invite parents into classrooms and see the life of the school.

We also have a range of special assemblies, usually each half term, where pupils' achievements are celebrated. This leads to our Prize Giving service in the late summer term.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Green Park School?

If a parent has a concern about a child or school life we ask them to initially discuss this with the child's class teacher or write a message in the home school diary. If this is not appropriate then please contact our Pupil Welfare and Home School Liaison Officer to resolve the concern. The Head teacher or Deputy Head teacher are always willing to listen and offer support during this process. We find this system normally resolves any concerns or worries by families. If a family is still concerned the school has a Complaints policy available on our website and we can refer concerns to our Governors for further advice and support.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Green Park School and in supporting their families?

The school is fortunate to have a very active Governing Body and it benefits from their support and critical friendship. The governors meet as a full governing body each term and then arrange two committee meetings of which one focuses on Standards (Pupil outcomes, Curriculum development and the standards of the school site); and the other on Resources (finance and staffing). Both meet each half term to discuss developments and

monitor the progress of the school development plan. Teachers involved in new developments are invited to feedback to governors on the Standards committee. Governors also have a variety of link governor role to support school improvement.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies – some are based within the school, others have offices based elsewhere and work in school on particular days or as necessary. School Nurses, Inspire, Speech and Language Therapists, Occupational Therapists and Physiotherapists are employees of Royal Wolverhampton Trust. All these professionals work within school - training staff, advising staff, working with children and young people who are on their case load.

The Sensory Inclusion Service staff – advisory teachers - are employed by the Local Authority, not the school, and are based in the Education and Inclusion Team. They provide staff training and advice on individual children's needs. Two teachers at Green Park are seconded for 3 days a week to this service to support pupils with multi-sensory impairment or complex visual impairment.

We also purchase support from the Connexions service and Educational Psychologist service to provide specialist support and advice.

As our school caters for pupils across the city it is not always possible for parents to bring their child to school so a home school transport service is supplied by the Local Authority which collects and returns pupils within the Local Authority area if parents request this. A passenger assistant travels with the children on all journeys and class staff liaise closely with this service. Passenger assistants are employed by the Local Authority and the drivers are employed by the contractor of the vehicle. If there is a concern about home school transport arrangements we will try to support parents in addressing this with the service. All transport requests should be made through the Pupil Services Team of the council who are based at the Civic Centre, St Peter's Square, Wolverhampton. They can be contacted by email: hometoschooltravel@wolverhampton.gov.uk or by telephone: 01902 554154

All parents are welcome to bring their child into school. There is dedicated disabled parking at the front of school for parents to use. To ensure pupils safety when entering or exiting school, parents should be aware that the school gates are closed at these key times and no vehicles are permitted to move in the car park areas until all pupils are safely on their vehicle or in the school building. School gates will then be opened to allow parent vehicles to leave the Campus followed by the other vehicles. Parents should ensure pupils arrive at 9am and are collected at 3.15pm

There are social workers supporting some children/young people with disabilities who are Local Authority Employees.

All contact numbers for support services, described above, are within the home school diary for each pupil. If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

All transitions are well planned for throughout school as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff in the summer term parents evening. Where possible a member of staff moves with pupils when they change class groups so that transition is successful.

Students are increasingly supported in planning for their transition from school to adult life. Staff from the Connexions team and Adult Transition Social workers work with pupils and school to understand pupils' aspirations and advise pupils and parents/ carers on what is available after leaving Green Park School. A Higher level teaching assistant works closely with the Connexions service and meets with other professionals each term to discuss proposals for pupil's destinations after leaving Sixth Form.

We continue to have strong links with local provisions including the social care and college provision. Opportunities to visit these facilities are available for parents and students during Sixth form and in their pupils final year at Green Park School. When a transition programme is in place, whether this is for a Year 14 leaver or younger pupil we will put transition arrangements in place. This will include a tour of the school/setting, staff from the new settings visiting school and class staff supporting pupils' on transition visits to ensure they are happy and settled in their new setting.

Where is the information on the Wolverhampton's local offer published?

There is further detail on our website on our own school website and this links directly to the Local Offer for children with Special Educational Needs and Disabilities and their families on the **Wolverhampton Local Offer** <http://www.wolverhampton.gov.uk/send>

We are always willing to hear where you think we can do better. Visits to the school are always welcome and can be arranged though the school office. We hope you enjoy finding out more about our school through our website

If you have any queries or requests for policies or information relating to this report please contact the Head Teacher – Mrs Lorraine Dawney- on Green Park School, Green Park Avenue, Stowlawn, Wolverhampton, WV14 6EH contact numbers 01902 556429 / 556430