

Greenhall & Little Learners

Greenhall is a Special School Academy for children aged 2-5 years old with needs in the Prime Areas of the Early Years Foundation Stage, namely Physical, Communication & Language and / or Personal, Social and Emotional Development. Greenhall is located in North Stafford on the Holmcroft Estate and serves families predominantly from Central Staffordshire. We currently have a population of 38 children but this grows during the academic year.

We recognise that all children are individual, have different needs and different personalities. A child-centred approach is at the heart of all we do! We start from what the child CAN do rather than focusing on what they can't and take them forward in their development step by step, building on each success and always planning for the next.

We specialise in early intervention, ensuring that we capitalise on the period of a child's life when development is at its most rapid. Throughout the day, children are encouraged to be actively engaged in their learning and to be as independent as possible. Every success is celebrated.

Our provision includes:

- Early Years Foundation Stage Education, supporting transition to schools during and at the end of this stage as appropriate to the needs of the children.
- Provision for a wide range of learning needs from complex profound and multiple sensory learning through to attainment commensurate with mainstream settings
- Health provision working alongside other professionals:
 - Nursing
 - Physiotherapy
 - Speech and Language Therapy
- Hydrotherapy pool
- Total communication approach
- Sensory room

- Sensory garden & sensory pathway
- Toy Library
- The opportunity to go horse riding once the children have turned four year old on a rota basis
- Forest Schools / Woodland Nursery
- Occupational Therapy input / assessments by Children's Choice Therapy. Programmes are delivered by the staff.
- Sensory Integration
- We use the principles of Conductive Education (CE) with our learners with physical difficulties. CE is a teaching approach originating in Hungary, to teach children and adults with motor disorders such as Cerebral Palsy.

We also have a Governor run nursery onsite – 'Little Learners' – that offers childcare to the wider community (children aged 3 months-school age). Little Learners shares the same ethos as Greenhall.

1.How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

Children starting at Greenhall will either have an Education, Health and Care Plan (EHCP) or will be on an early intervention placement from the age of 2 years of age. This provides the opportunity for us to work alongside other professionals and the Local Authority in order to assess the children's needs and identify what should be put in place to meet these needs. Early Intervention placements are pending an assessment for suitability for an Education and Health Care Plan. For children at Greenhall, this will usually identify needs in Communication and Interaction, Physical / Sensory, Cognition and Learning and sometimes Social, Emotional and Mental Health. All admissions are controlled by the Local Authority.

Children attending Greenhall undergo continuous assessment during their time with us. All of their needs are continuously monitored and the provision is adapted as the children's needs change and evolve.

Children in Little Learners will also benefit from our wealth of knowledge and experience working with children with SEND. If we feel a child may need additional support, we will discuss this with you. If you have concerns about your child's development, please talk to us so that we can work together to support your child.

2. How will school staff support my child?

The population of Greenhall is currently divided into four mixed age classes, with children being grouped according to their needs. The classes are led by a Teacher and supported by a team of Teaching Assistants & Ancillary Assistants. All children access the Early Years Foundation Stage, but this is adapted depending upon the developmental stage and learning needs of the children. The child's Teacher is the main point of contact between the setting and families. At Greenhall, we have an "open door" policy and we firmly view parents as partners, seeking to build strong relationships, supporting at all times.

At Greenhall, we seek to develop the 'whole child', addressing all their needs and promoting their holistic development. Greenhall staff work closely with other professionals including physiotherapists, Speech and Language therapists, OT and the school nursing team to ensure that the wider needs of our children and families are met.

Children accessing 'Little Learners' will spend time together, in small groups and 1:1 for some activities. They will be supported in their learning by a team of dedicated staff. They will also have opportunities to play and learn alongside children at Greenhall, developing an awareness and understanding of an inclusive society.

3. How will the curriculum be matched to my child's needs?

At Greenhall, we have a child-centred approach to teaching and learning, tailoring what we do to meet the individual needs of our children. Our approach is holistic. We look at the whole-child, recognising that a difficulty in one area of development can affect a child's development in another area. Throughout all learning activities, the children are encouraged to be as actively engaged and independent as possible. We start from what the child can do, identifying next steps and planning for these as part of the teaching and learning process. We celebrate achievement and success in all areas of development. The whole day is seen as a learning opportunity and we seek to ensure every learning opportunity is maximised!

We recognise the diverse needs of our school population and therefore use a range of programmes / approaches to meet these needs, for example a total communication approach, multi-sensory curriculum, sensory integration, TAC PAC and sensory stories, Attention Autism, numicon, White Rose Maths and Little Wandle (phonics).

With our children who have physical needs, we deliver the Early Years Foundation Stage through the holistic learning approach of Conductive Education (CE). CE aims to encourage pupils to be active learners and problem solvers in every situation. The CE System provides the structure within which all of the pupils needs are met. This includes personal, social and emotional skills, communication and physical development and also enables the children to have access to a broad and balanced Curriculum. CE therefore is not a 'subject' and does not operate in isolation but underpins all aspects of learning within the school. Pupils are empowered to achieve and succeed in all aspects of learning.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

We aim to work very closely WITH parents, sharing what we are doing in the setting so that parents can build on this at home. Parents are viewed as partners and we seek to establish positive and strong relationships with children and their families. Developing effective communication is important to us. This is done through the Family app, phone calls and face-to-face conversations. We have an 'open-door' policy and parents are warmly invited into the school. We also have planned open days where parents come and work with their child in class.

On a formal basis, parents are invited to meet with class teachers termly at parent's evenings in order to review progress. We also meet to review the child's progress during their Early Intervention Placement or as part of the EHCP review process, discussing the child's needs and evaluating progress made against the child's EHC plan. A member of the leadership team also attends these formal consultations.

We track pupil progress in detail across all areas of learning in the Early Years Foundation stage. Targets are agreed with children and parents in key areas, and reviewed regularly. Parents receive a copy of these targets together with information on what we are doing in school to work towards these. Progress is compared to progress made in previous years, and where appropriate, against national trends. Programmes written by other professionals such as Physiotherapists and OT's are also shared with Greenhall and parents so that we can all work together for the benefit of the child.

The Headteacher is always happy to meet with parents and listen to any concerns so that we can work together to ensure our provision is focused on the needs of your child.

5. What support will there be for my child's overall well-being?

Know the individual well, Happiness & achievement, Character for living and learning and Effective relationships are the core values that guide our work at Greenhall. We are concerned with the development of the 'whole child' and across all areas of learning. We create a safe, nurturing environment that enables children to develop their confidence and self-esteem and their ability to work with and learn from others. This is key to ensuring children thrive in our setting and develop as life-long learners.

Greenhall has an Intimate Care Policy in place which recognises that most pupils need assistance with their personal care needs within the school. Intimate care includes such activities as feeding, oral care, washing, changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that may be required to meet the personal needs of a child. We endeavour to develop independence in every child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, be treated with dignity and respect, and be involved and consulted about their own intimate care. All staff receive training in Child Protection & Safeguarding, Paediatric First Aid, intimate care procedures, and moving and handling.

We are supported at Greenhall by a Special School Nursing Team (Heather Rigby and Joanne Smith) who work very effectively with both the school and families to ensure children's health and medical needs are addressed. The Nurse(s) works with trained school staff to ensure children's medication is delivered and their needs are met each day.

We also work closely with physiotherapists and other agencies to ensure that children's physical, medical and emotional needs are properly supported. Children with more complex needs will have Individual Health Care Plans drawn up in partnership with parents, the whole school team and other healthcare professionals.

We build positive relationships with children and families in order that they feel able to express their concerns and worries. This enables our staff to respond quickly to their needs, and to deal quickly with any issues that may develop. Although our children are very young, we are seeking to actively promote their 'voice' in order that they may be able to contribute to school improvement. Our Safeguarding Policy ensures that disclosures or concerns are considered and acted upon appropriately. It is available to view on the school website or by request.

We have a zero tolerance of bullying. We have a behaviour policy in place that recognises that all behaviour is communication and highlights our relational approach. Where further behavioural support is needed, children will have an Individual Behaviour Plan that has been formulated with parents and staff and considers the messages children may be trying to convey, ensuring that adults are consistent in their management of behaviour. Where appropriate, we also work closely with other agencies and professionals for example, Education Psychology and Learning Disability Teams.

Attention is drawn to the children's learning targets and they are actively encouraged to contribute to the evaluation of their progress towards these targets, as appropriate to their age and stage of development.

6. What specialist services and expertise are available at or accessed by the setting?

Greenhall is a Special School, specialising in early intervention for children with additional needs. We want to 'Nurture the Champion Within', meeting the needs of the 'whole child', working closely with other services such as School Nursing, Physiotherapy, Speech and Language Therapy, OT and Social Care to ensure that we provide the appropriate support for each child.

In our setting, we have one Teacher-Conductor, trained in Conductive Education. We also have four teachers with a wealth of experience in Early Years teaching & an unqualified teacher with a wealth of experience in SEND and Early Years. We have experienced teaching assistants / nursery nurses to support the children's learning.

We have a team of commissioned nurses who work in partnership with school staff to ensure the medical needs of our children are fully met across the day and have a physiotherapy team with offices onsite, ensuring that all children receive appropriate

physical programmes in partnership with school staff as required. We work alongside the LA Specialist Support Services that support children with Visual and / or Hearing Impairments. We also commission OT input through Children's Choice Therapies.

We also have a hydrotherapy pool and toy library onsite. The children also have the opportunity to go horse-riding with RDA once they are four years old.

7. What training are the staff supporting children and young people with SEND had or are having?

We are committed to the continual professional development and training of our staff in order to provide a 'quality workforce'. Staff receive regular training in mandatory areas such as safeguarding, lifting and handling, behaviour management, health and safety, and paediatric first aid. Where required, staff also access training for specific areas such as medicine management, specialised feeding, oral suctioning, and awareness-raising (such as epilepsy awareness).

As part of our commitment to being child-needs led, we are continuously reviewing and adapting our practice in response to children's needs. Specialised training has focused on assessment, communication including Makaton & PODD, behaviour management, Reading for ALL, Conductive Education and sensory integration. Teaching Staff are also trained in Little Wandle (phonics).

The Designated Safeguarding Lead has undertaken training specific to safeguarding children with disabilities. We have also undertaken Attachment Aware and Trauma Informed training as a staff team.

8. How will my child be included in activities outside the classroom including school visits?

We have a well-developed outdoor area which includes a vegetable garden, sensory pathway, Forest School / Woodland Nursery area, sensory garden, mud kitchen and roadway. We have an accessible playground as well as a range of specialist play equipment such as accessible tricycles, basketball hoops and boccia.

We have our own minibus and actively encourage staff to take groups into the local community. Parents are consulted during the planning of activities and are very welcome to join us on Educational visits.

9. How accessible is the setting environment?

Greenhall is a purpose-built Special School, all on one level and is fully accessible. It has a hydrotherapy pool, sensory room, and library which can also be used for focussed activities and accessible toilet facilities for children and adults. There is access to mobile hoisting where required. The outdoor environment is accessible and features a sensory footpath, Forest School / Woodland Nursery area, sensory garden, raised vegetable garden, accessible swings, roundabout and sunken trampoline.

At Greenhall, the EYFS curriculum is adapted to ensure that all children access appropriate learning activities. We work closely with the Visual Impairment and Hearing Impairment specialists to make sure that any child with a hearing or visual impairment can access the appropriate support and resources. This may include communication support, and adapted teaching and learning resources such as large print, audio and tactile equipment.

We work closely with other agencies to support families with assessment for resources at home, such as through Occupational Therapy assessment referrals. We use translation services when required, to support parents for whom English may not be their first language.

Any specialist equipment required in school for a child will be assessed and agreed with other professional agencies and parents as necessary, and purchased by the school where the equipment is generic, or purchased by the Health Authority where the equipment is prescribed and unique to the child. Equipment can include specialised seating, access to standing, walking and lying, or specialised work stations or desks.

10. How will the setting prepare and support my child/young person to join the setting, transfer to a new setting / school or the next stage of education and life?

At Greenhall, we recognise that every child is unique. Our individualised induction programme aims to make the transition into the setting as smooth as possible for all children and their parents, supporting all concerned to adjust to this change. Hence we arrange:

- A visit and tour of the school and an opportunity to meet with staff.
- A home visit wherever possible
- Opportunities for children to spend time in school, both with and without their parents.

The needs of a new child are discussed in detail and where appropriate, care-plans are completed alongside the health agencies to ensure that children start with all facilities in place to meet their complex needs. Parents meet with the teacher and discuss the child's likes / dislikes, personality, the best way to comfort the child if upset etc. in order to ensure a smooth transition into the setting. This information is used to create a profile about the child. There is also the opportunity to meet up with a parent whose child has already settled at Greenhall to hear things from a parental perspective and to meet the school cook to discuss any dietary requirements.

The manner in which children are introduced to Greenhall depends on their individual needs. Some children visit over a period of time with and without their parents. Other children build up without their parents. Once children are attending without their parents, contact is maintained through the Family app and telephone conversations.

During the first 6 weeks, we spend time settling the children in and assessing their needs and stage of development, discussing provision with parents to ensure they are fully informed.

We work closely with other settings to ensure smooth transitions. We have a comprehensive transition plan for children moving on to new schools. We work closely with other agencies and providers, and parents and students, to ensure that families are properly informed and supported through this process.

11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

Greenhall is Special School Academy that is part of The Creative Learning Partnership Trust, and is funded through a pupil needs-led formula.

Greenhall is modelled and resourced to meet wide ranging physical, medical and learning needs of children aged 2 to 5. Individual assessments of need are made so that wherever specialised and personalised resources are required (that are reasonable and practicable) then these are provided.

Some children qualify for additional funding through the Government Pupil Premium scheme. These funds are allocated to ensure appropriate interventions are in place for all vulnerable groups identified across our school population.

Children accessing 'Little Learners' for 15 hours universal / 30 hours funded childcare are funded by SCC at an hourly rate which is;

- Under two year olds - working parent entitlement - **£9.85** per hour, per child
- 2 year olds (Think2) and new working parent entitlement - **£7.84** per hour, per child
- 3 and 4 year olds, universal and extended hours - **£5.43** per hour, per child

Fee payers are charged at a rate of £30 a session (7.30-1 / 1-6). A setting can also claim DAF funding for any child who is eligible for Disability Living Allowance.

12. How is the decision made about what type and how much support my child/young person will receive?

At Greenhall, parents are involved at all times in agreeing the priority needs for their child. We are resourced and structured to provide for the wide ranging needs of all our children through careful group structuring and input from our specialist teams.

In more complex situations, detailed assessments are made to determine whether additional resources are required to meet your child's needs. This can be a medical continuing-care assessment, or an Exceptional Needs assessment. Where children meet criteria, additional support is provided.

Children who are not on an assessment placement and do not have an EHCP can be assessed for Early Inclusion Funding through Early Years Forum. If a child meets this criteria, additional support will be provided.

13. How are parents involved in the setting? How can I be involved?

There are many ways in which parents can help and support the school and to become engaged in life at Greenhall. Parents' Evenings, the child's EHCP Review and progress meetings, sporting events, parental workshops, Christmas concerts, social events and fetes are held regularly throughout the year. All parents are invited to attend.

Greenhall is very much a school community where strong relationships are established with families providing support, advice and encouragement to one another.

We have an "open-door" policy and welcome parents to meet and discuss their child's needs with staff or the leadership team members.

Our School's local governing body also has a committed representation of Parent Governors, playing a vital role in ensuring Greenhall's strategic role is focused on the needs of children with complex needs and their families. Stephen Washington is a Parent Governor.

If you would like to help or have a special area of expertise that you would like to offer us, we would be glad to hear from you.

14. Who can I contact for further information?

For parents of children already attending Greenhall, then the day to day point of contact is with the class teacher.

The Headteacher is also easily contactable to discuss aspects of provision. We welcome any discussion that ensures your confidence that your child's needs are being fully met.

We are always happy to receive compliments to share with others, but also have a robust complaints procedure and policy should you have any concerns you wish to raise with us. We treat such matters very seriously to ensure our service to you and your child meets the highest of standards.

For new admissions, and information regarding places at Greenhall and Little Learners, parents should contact the Headteacher: Mrs Joanne di Castiglione to discuss your needs or to arrange a visit. All placements to Greenhall are allocated through the Local Authority Early Years Pathway and Early Years Forum. Greenhall is responsible for admissions to Little Learners.

Other contacts:

Telephone – Main reception: 01785 246159

Office email: office@greenhall.staffs.sch.uk

Web: www.greenhall.staffs.sch.uk

Local Offer Web: [Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#) and search for 'Greenhall'

Glossary of Terms

DAF – Disability Access Funding – a government initiative for childcare providers / schools with three and four year olds who are in receipt of Disability Living Allowance (DLA) and taking up Early Education Funding (EEF). Additional funding for providers to support children with Special Educational Needs & Disabilities (SEND) aged three and four. The purpose of the fund is to help providers make reasonable adjustments within their provision to support disabled children. DAF is not based on an hourly rate and will be paid as a one-off payment of £615 per academic year to the provider of each eligible child.

AEN – Additional Educational Needs

Boccia – A ball sporting game - It can be played by individuals, pairs, or teams of three. The aim of the game is to throw balls — coloured red or blue - as close as they can to a white target ball, or jack. It is now a paralympic sporting event.

DLA – Disability Living Allowance

EHCP – Educational, Health and Care Plan – This may be issued following a needs assessment that would help to determine whether the Local Authority needs to make additional provision for a child. These plans replace statements of SEN and Learning Difficulty Assessments (LDAs) for children and young people with the most complex needs, from birth up to the age 25.

Makaton - a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.

Multi-sensory curriculum – a hands-on curriculum that stimulates all of the senses. Objects / sounds / smells etc. are used to aid understanding.

Numicon – an approach to teach the concept of number. It encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts.

PODD - Pragmatic Organisation Dynamic Display - a means of selecting and organising symbols so that people with complex communication needs and their communication partners can communicate more easily. PODD is an example of Augmentative and Alternative Communication (AAC).

RDA – Riding for the Disabled Association - Horse-riding, specifically for the disabled. It provides a fantastic opportunity for children to develop their confidence and self-esteem through experiencing a new activity in a different environment. It has significant therapeutic benefits for the rider, relaxing muscles, reducing spasms, strengthening core stability and improving balance, posture and co-ordination.

Read, Write, inc. – A systematic method of teaching phonics. Combines pictures in the same shape as letters to help children to learn their sounds.

SEND – Special Educational Needs and Disability

Sensory Integration - about how our brain receives and processes sensory information so that we can do the things we need to do in our everyday life. There is a theory of sensory integration and a therapeutic approach based on the theory.

Sensory story – a short story of a few lines which is brought to life through a selection of meaningful sensory experiences. Sensory Stories can open up new avenues for communication and inclusive learning.

TA – Teaching Assistant

TAC PAC – Tacpac is a sensory communication resource using touch and music to help communication and social skills.

Total Communication Approach - An approach that incorporates speech, body language and facial expressions, Makaton signing, symbol use, use of objects of reference and switches. By using this approach, we are creating an inclusive environment that recognises and celebrates the individual.