

Additional Information



## Greenvale School

Greenvale is a mixed secondary day school for students, between the ages of 11 and 19. All have severe learning difficulties and may also have additional disabilities. These additional disabilities may include epilepsy, physical disabilities, hearing and visual impairment and emotional difficulties.

The school has a purpose built Teaching and Learning environment for secondary students with SLD and PMLD. Our fantastic facilities include a hydrotherapy pool, specialist teaching rooms, Library, group rooms and dedicated play, leisure and garden spaces.

The school day begins at 9.15 and ends at 3.30 and students are taught for approximately 25 hours per week. Visits to the school are always welcomed and can be arranged by contacting the Heads of School.

## Ethos

The school works to foster a spirit of mutual co-operation and self motivation. It endeavours to be a learning community in which all can progress and develop together, and in which students can contribute to decisions about their own learning needs. The school is committed to continuously improving its performance.

The shared values which the school aims to develop include; respect for each other, students, staff and parents or carers; consideration and support. All of the above is incorporated into a learning environment which is first and foremost educational, but is also supportive and aims to make learning an enjoyable experience.

## School Commitment

Greenvale School is committed to addressing the individual needs of each student, to enable all students to develop within a supportive community of learners.

To this end we endeavour to:

- foster a spirit of mutual co-operation and self motivation.
- provide a broad, balanced and relevant curriculum.
- enable all students to achieve across a range of activities.
- recognise and celebrate achievements.
- work in partnership with the students, their families and the wider community.
- provide a secure learning environment, within which students can be stimulated and challenged.

## Admissions

Students are admitted to the school after a full assessment process and are referred to the school by the Lewisham Education Special Educational Needs Service Unit.

All students have severe learning difficulties, some have PMLD. Most students will be working at pre level 1 of the National curriculum with some students working at Level 1 or 2 of the National curriculum. In exceptional cases some students may be working at level 3 in some areas of the curriculum. A maximum of 100 students can be accommodated. Students who will benefit from the placement at the school are those who require a small, supportive educational environment.



Students may also have other disabilities in addition to their severe learning difficulty such as physical disabilities, hearing and visual impairment or emotional difficulties. If students show some behavioural difficulties, these will be subsidiary to difficulties arising from their learning difficulty.

Greenvale School has a significant number of students who are extremely vulnerable, however, the needs of students who have complex needs, including those who have some features of autism, can be met by the school, providing:

1. Their behaviour does not put themselves or others seriously at risk.
2. They do not require a 1:1 adult ratio to manage their behaviour, unless this is specifically funded.

The school has a Nursing Support Assistant to provide medical supervision but is not able to offer places to students who require a very high level of medical support.

## Parents & Families

There is a school association to which all parents and staff automatically belong. Parent involvement in the association is actively encouraged and any suggestions to develop the role of the association are always warmly welcomed.

Home school notebooks are used to provide a regular contact between families and teachers. These take the form of a diary which the student carries to and from school. Parents are encouraged to make use of the diary to keep in contact with their child's class teacher.

The school has a Home/School Agreement. It sets out what the school will do and what is expected of families.

A copy of the agreement is kept by parents / carers and also at the school.

A formal review on the progress and placement of each student (The Annual Review) takes place once a year. Parents are invited to take part in the review, and every effort is made to arrange the review at a time which is convenient for parents. Although this Annual Review is a statutory requirement, we believe that it is also an extremely important part of our contact with parents and contributes to our planning by agreeing main target areas for the next year for each student.

Parents are also encouraged to visit on an informal basis, to discuss their child's progress, problems or matters of interest.



## Curriculum and Teaching Methods

The curriculum, in its full sense, comprises all the opportunities for learning offered by the school: the formal and informal; the extended curriculum; learning and teaching styles; relationships; the general quality of life established in the learning community as a whole. It aims to provide breadth, balance, coherence and relevance and to meet the requirements of the National Curriculum.

The school's main aim is to provide a wide range of educational experiences and opportunities which will enrich the students' lives, promote the highest possible academic achievement and develop those skills which will enable each student to be as independent as possible.

These experiences will vary according to the needs and abilities of the individual student. For more able students this will mean that in adulthood, they will be able to be relatively independent, with a minimum of help and supervision. The more profoundly disabled adult may well need help in even the basic skills of eating, toileting and dressing, but their independence will lie in the way in which they are able to relate to people and the world around them. As a consequence of this, we concentrate on developing awareness and responsiveness with these young people, and widening the range of situations in which they are able to achieve.

In practice, the school tries to encourage, at the appropriate level, the skills of choice, decision making, responsibility for self and others, social awareness and social competence.

The main curriculum framework for Key Stages Three and Four (11–16) follows the National Curriculum, with additions to meet the individual needs of specific students. All National Curriculum areas are covered at a level which is appropriate to the individual student. Students in Key Stage Five (16–19) also follow a course which includes National Curriculum subjects, as this helps us to ensure breadth and balance. However, the amount of time devoted to specific subjects will be less than that at the 11–16 stage, as there is more emphasis on developing personal and work related skills. We are in the process of revising our Post 16 curriculum, with the aim of providing our students with more opportunities to choose what they study; how they contribute to their own assessment and to increase the opportunities for work related learning. Where appropriate, students in Key Stage Five work towards achieving successes in modules of the National Skills Profile.

Careers education and work experience are provided, with most work experience taking place in the student's final two years at school. We aim to provide a range of possible work experience placements, some of which are in partnership with a local comprehensive school.

Curriculum documents are held in the school and are available for inspection on request.

The teaching methods used vary with the age and ability of the student, but a particular emphasis is laid on activities being appropriate to the age of the student.

The more formal aspects of the curriculum, such as English and mathematics are often reinforced through the more motivating practical areas of the curriculum. For example, number concepts can be taught through food technology, and art, drama, history, geography etc. can play a large part in the development of communication and language skills.

A wide variety of experiences, both in and out of school, are provided, to enable the students to practise the skills they have acquired, in realistic settings. This is particularly important in helping us to achieve the aim of independence. It is vital that the students are not simply educated in a protected and isolated environment, but are encouraged to become part of the wider community.

The range of activities and experiences offered varies as the student progresses through the school and may include swimming, educational visits to local facilities and places of interest, links with mainstream schools, adult education classes, school journeys and the use of mainstream school resources. There are also links with local comprehensive schools and colleges.

## Sex Education

Sex Education forms a part of the social personal and health education area of the curriculum. This is normally carried out on a structured basis and is closely related to the needs and abilities of individual students. The topics covered include socially acceptable behaviour, personal hygiene and relationships with others. Those areas which are considered to be more sensitive, such as human reproduction, are dealt with in consultation with parents and with their agreement.

## Religious Education

The provision of Religious Education is based on the Lewisham Agreed Syllabus but reflects the learning difficulties of the students. There is a detailed scheme of work which covers Christianity and other major religions.

There is a weekly assembly which includes all of the students in the school and in addition there are class assemblies. Assemblies aim to provide situations in which the students can share with others their experiences and successes and participate in a large group. It also helps to develop a sense of "belonging" in the school. Parents have the right to withdraw their children from Religious Education or Assemblies.

## Homework

There is currently no requirement to complete homework. However, a homework policy and tasks linked to current work in school are in place. These are currently provided on a half termly basis. Following consultation with parents, we have a homework club offering more specific tasks. Homework is a partnership between home and school which aims to broaden student's experiences and support the work done in the classroom. Students who complete homework are awarded a certificate at achievement assemblies.

All students need parental support with homework, listening to them read and provide support for projects being undertaken in school. Greenvale students need just that kind of support. They also need visits to places of interest, trips to the swimming baths and library and help with learning basic skills.

## Planning and reporting

Each term, students have an Individual Education Plan (IEP) This sets out the key targets, which we want them to achieve during the coming term, in Maths, English, Personal and Social Development, ICT and a personal priority target.

As most of our students are working towards level one of the National Curriculum, the school uses P levels which are more able to show progression. There are eight "P" levels leading up to level 1 of the National Curriculum. Where practical, each of the main targets are linked to an appropriate "P" level so that, over time, progress is more evident.

Other curriculum areas are also covered, but these take the form of a description of the areas of work to be covered during the year.

Parents receive copies of the Individual Education Plan (IEP) for their information and comments. During the first part of the Autumn term, parents are invited to an interview to meet their child's class teacher. This will usually be held on an evening shortly after parents receive the Individual Education Plan.

Parents will receive a termly report on progress towards the IEP targets.

A full report on progress and performance is provided in the Summer term.

Given the levels of learning difficulty experienced by the students, it is important that home and school work closely together to try to develop a consistent approach to teaching and the reinforcement of skills and concepts. With the help and co-operation of parents the school can provide the most appropriate and effective teaching for the students.

The school will always try to be as open as possible in the way in which it relate to families. Given co-operation, understanding and trust between staff and parents, we will be far better equipped to cater for the individual needs of each of our students.

## Examinations

All students receive an externally accredited certificate from the Oxford Cambridge and RSA examining board. The school offers an "OCR National Skills Profile" course for some students. This has a modular structure and at present we are offering modules in Communication, Numeracy, Foundation Work Practices and Information Technology. Students with PMLD work on the ALL accredited course.

All students are Teacher Assessed as required by relevant legislation.

## School Leavers

Students are able to remain at school until the end of the academic year in which they reach the age of 19. Students progress to a local specialist college and Lewisham Partnership.





## Organisation

The school has ten class groups, organised in key stages. Students are placed in groups approximately on the basis of age and with regard to their needs in terms of the National Curriculum, or an appropriate 16–19 curriculum.

In addition there are two support bases for students with additional needs such as ASD and PMLD.

For part of the week students are regrouped into curriculum sets which cover the broad areas of Science and Technology; Physical Education; Personal, Social and Health Education and Creative Arts. In addition, there are English and Mathematics groups for students achieving at level 1 or above. The class teacher has day to day responsibility for the welfare of the students in the class. Heads of School and teachers are always willing to discuss difficulties which either parents or students may be experiencing.

The school has support from a Multidisciplinary team which includes Speech and Language Therapists; Physiotherapists; Occupational Therapist and School Nurse.

## Discipline

Discipline in the school is maintained on an individual basis through positive behaviour management techniques. Individual sanctions, such as withdrawal of privileges, are used when this is appropriate for the student concerned.

Management of very difficult behaviour may be dealt with by short periods of withdrawal from the group, but long term problems will always be discussed with parents, to decide on the course of action to be taken.

## Uniform

The school does have a standard uniform. Students are encouraged to wear it but it is not compulsory. Parents must provide suitable clothing for physical education, swimming and craft activities. Details of appropriate clothing for these activities can be obtained from the class teacher.

## Complaints

The school follows Lewisham Education's complaints procedure. In the first instance complaints should be address to the Executive Headteacher. If they cannot be resolved at this stage, the complaints procedure will be followed. Copies of the Lewisham Complaints Procedure are available from the school.

## Contact Details

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