

BENTS GREEN SECONDARY SCHOOL

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SEND INFORMATION REPORT 2015/2016

*The **Special Educational Needs and Disabilities Code of Practice** gives guidance to educational settings to help identify, assess and provide appropriate provision and support for all students with special educational needs and/or disabilities. It sets out the processes and procedures for organisations to follow in order to most effectively meet the needs of children.*

Principles underlying the Code of Practice

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. In summary these include:

- *Taking into account the view of children, young people and their families*
- *Enabling children, young people and their parents to participate in decision making*
- *Collaborating with partners in education, health and social care to provide support*
- *Identifying the needs of children and young people*
- *Providing high quality provision to meet the needs of all children and young people including those with special educational needs or disabilities*
- *Focussing on inclusive practices and removing barriers to learning*
- *Helping children and young people to prepare for adulthood*

1.The persons responsible for co-ordinating Special Needs provision at Bents Green School

Sally Haslingden is the school SENCO

Laura Gillespie is the school SEND Governor

Karen Oakland is the lead teacher for the Sensory Curriculum

Amanda Costello is the head teacher of the school

Heather Partington is responsible for curriculum progress of all students within Bents Green School

2.The kinds of Special Educational Needs for which provision is made at Bents Green School

Bents Green School is a special school which caters for students aged 11 - 19 with ASD and /or Speech, Language and Communication Difficulties. Students at Bents Green School have additional learning needs and many operate academically at a level well below their mainstream peers. All students at Bents Green School have either a statement of Special Educational Needs or an Education, Health and Care Plan. Many of the students at Bents Green School have complex profiles. In addition to ASD/ SPLCD and learning difficulties Bents Green students additionally receive support, as needed, for social, emotional and mental health difficulties, for sensory / physical needs and for specific learning difficulties.

The Bents Green at Westfield satellite hub caters for students who will benefit from access into a mainstream setting for academic or social opportunities. It enables students who have the capacity to

work towards a mainstream curriculum the opportunity to do so with the support of a nurturing environment and staff skilled in supporting students with ASD.

3. How Students' Special Educational Needs are Supported at Bents Green School

All students come into Bents Green School with either a Statement of Educational Need or an Education, Health and Care Plan. Students at Bents Green School are all taught in small classes of between 6 and 12 students (usually 10 – 12). Classes usually have one teacher and two teaching assistants, though this may vary to some extent depending on the needs of the students within the group. Teachers personalise both the learning environment and curriculum to reflect the individual needs of the students within their groups. High importance is given to supporting all aspects of students' lives to promote the best possible life outcomes. Calm, happy children are better ready to learn and students' emotional well-being is considered a priority. Teachers use their specialist knowledge of Autism and speech/language and communication difficulties to provide quality learning experiences and effective environments for students. Visual timetables, social stories, support with change and consistent routines are just some of the strategies integral to supporting students at Bents Green School. A thorough training programme is in place to ensure all staff continue to develop their skills in order to best meet the needs of all students in school.

The curriculum provided for all students at Bents Green School aims to improve behaviour by developing students understanding of social situations and expectations; by helping them to understand and regulate their own emotions and by helping them find ways to communicate in order to reduce any frustrations, anxieties or confusion. Bents Green School uses the SCERTS (Social Communication, Emotional Regulation and Transactional Support) approach for all students in school.

All students at Bents Green School take part in a life-skills curriculum supporting them toward developing independence in preparation for adulthood.

A range of options at lunchtimes enable students to find a space that is comfortable to them. Currently students have access to indoor and outdoor activities including football and cricket, the ICT suite and the library.

Where students are recognised to need additional or alternative curriculum provision this is allocated on an individual basis. Students at Bents Green School access a range of enrichment opportunities, and a growing number of therapeutic activities including sensory and social and emotional interventions, English / Maths interventions and alternative provision such as that provided by the 14 – 25 Life Long Learning Team. Some students require additional support to access all or part of their learning.

Where deemed necessary appropriate access arrangements are made to support students with public examinations.

Higher Level Teaching Assistants (HLTA's), supported by the school's Special Educational Needs Coordinator (SENCO) and Assistant Head teachers, provide pastoral support to students and class groups to enable improved access to learning.

Termly meetings between the SENCO and the Governor responsible for Special Educational Needs and Disabilities ensure effective partnership, support and collaboration.

The SENCO and HLTA's work closely with other agencies including Speech and Language Therapy, Educational Psychologists, Social Care and Health professionals (such as CAMHS, Ryegate, school nurse, ADHD and ASD nurses) in order to ensure coordinated support for the students at Bents Green School. Close partnerships are also in place with the Sheffield Hallam University Autism Centre.

A speech and Language Therapist is based in school for 2 days per week and supports staff in identifying the most effective targets and strategies for supporting groups and individual students.

Termly clinics are held in school with Education Psychologists and with Health Professionals from Ryegate and CAMHS (Child and Adolescents Mental Health Services). This enables a coordinated approach to best support students and their families.

4. Identification and Assessment

Bents Green School promotes a graduated approach to identifying, assessing and providing for students' Special Educational Needs. Progress and attainment is monitored closely by class teachers and tutors in the first instance. Information about students' abilities, strengths and needs is gathered through data analysis, monitoring meetings, information passed on by parents and from baseline / impact data of specific interventions. Information received from feeder schools is also used to appropriately personalise transition and curriculum arrangements.

Students' progress in learning, behaviour, attendance and emotional well-being are monitored in order to identify students who may need additional or different support. Data is monitored termly to identify students who have not made appropriate progress. Meetings are held with school leaders and class tutors in order to identify, set up, monitor and evaluate any appropriate interventions.

Students' behaviour is monitored through data analysis of incidents, behaviour charts and regular meetings between class teachers, teaching assistants, HLTA's and senior leaders. Appropriate support, personalisation and interventions are identified in order to support and improve student behaviour.

Ongoing research and development seeks to develop and extend the range and success of interventions available and implemented at Bents Green School.

5. How do parents know how their child is doing? How they can support learning at home? How are parents involved in decisions about the Education of their Child.

Parents at Bents Green School are offered different ways to communicate with school about their children. Communication is offered through home-school books, email and telephone conversations. Frequent two way communication is encouraged and promoted.

Parents are invited into school at least three times per year to discuss their child's progress and to contribute to decisions about their child's educational targets and provision. For children experiencing periods of difficulties the school meet with parents and other agencies on a more frequent basis in order to best support children and their families.

Parents are encouraged to contribute to and find out about decisions regarding school development through workshops and enquiry events held at parent evenings.

All students at Bents Green School have access to online learning programmes which they can access, as homework, with parents within their family homes as well as at school.

Bents Green School are currently developing the school website and plan to publish more information about curriculum content on the new website in order to enable parents to be better informed about and involved in their child's day to day learning.

6. How are students involved in decisions about their education?

Students have the opportunity to be involved in, or to pass on their views through, the school council. Students from the school are actively involved in staff interviews. All students' views are collated prior to annual review meetings and all students are encouraged to participate in their review meetings if they are able. Students are involved in producing their own One Page Profiles and review these formally with staff at least three times per year.

7. Information regarding the expertise and training of staff in relation to children and young people with SEND.

The school has a comprehensive training programme for teaching, support and administrative staff. Appropriate training needs are identified to ensure both staff development and students' needs are effectively met. The CPD programme supports all staff to better understand the needs of the students within their groups and how to best support them. Training enables the development and provision of further interventions, approaches and strategies to improve outcomes for the children.

- The school SENCO (Specials Educational Needs Coordinator) undertook and obtained the SENCO award 2015.
- HLTA's (Higher Level Teaching Assistants) in each year group provide pastoral support for students and are all trained as TEAM TEACH Tutors and in advanced safeguarding.
- All teaching and support staff employed by school are trained in TEAM TEACH (the use of positive handling strategies)
- Teachers and Teaching Assistants in school have access to training relevant to their specific roles and responsibilities and group needs.
- All new staff employed by Bents Green receive an induction package which includes training in understanding Autism and approaches for working with students with an Autistic Spectrum Disorder.

CPD (Continuous Professional Development) at Bents Green School is supported by other professionals linked to school. Speech and language therapists and Educational Psychologists provide CPD workshops to develop staff understanding and skills.

Bents Green School works closely with other external professionals to improve outcomes for children. For example: Ryegate Children's Centre, CAMHS. Hearing support Teams, 0 – 25 transitions team, Multi-Agency Support Team and Social Care.

8. Any complaints procedures in place for parents in school regarding the provision made for their children in school.

Bents Green School adopts the Sheffield Local Authority Model Complaints procedure. All complaints received by school are taken seriously and dealt with promptly. Parents wishing to complain would be signposted towards the Bents Green School Complaints Procedure and to **The Advice and Conciliation Service** based at Moorfoot. Contact details are provided below.

9. What arrangements are in place to support students with Special Educational Needs in their transfer between phases of their Education.

Bents Green School works closely with its feeder schools and with parents to enable effective transition between Y6 and Y7. Visits are made to all students within their primary school settings and information is collated on how to best support students coming in to school.

New students and their families have a number of transition visits to enable them to familiarise themselves with the school before starting. These build from a tour around the school to increasing lengths of time in school. Students and their families are also shown a DVD about life in school. Students have the opportunity to create booklets about Bents Green School to look at during the summer holidays during their transition visits to school.

Transition reviews take place for all students from Y9 at Bents Green School. Students are supported towards their future aspirations through the curriculum offer they receive. Bents Green School works closely with Sheffield Futures to identify and support effective transitions from Bents Green School into the next steps of children's lives.

Where possible students moving between year groups at Bents Green have time with their new tutors and in their new bases prior to the Summer holidays to reduce anxieties about transition. Students moving from Y11 into the Post 16 provisions at Sheaf and Autism Plus come back into school for a period prior to the Summer Holiday. This enables visits to be made to the new settings in order to support their transition, again reducing holiday anxieties around change.

For students moving on to Hillsborough College regular visits are made during the term leading up to leaving Bents Green School. For students leaving for other destinations bespoke transition arrangements are developed for each individual in liaison with their future providers.

10.How accessible is the school both indoors and outdoors?

Bents Green School is a wheelchair accessible building. It is based on three levels, but all levels are made accessible by the provision of a lift. Disabled toilet and shower facilities are available. The outside space has accessible areas for wheelchair users and disabled parking is available for visitors.

Bents Green School supports parents to access the school for appointments, visits and meetings. Personalised arrangements regarding time, type and location of meetings can be accommodated to enable parents to be fully involved in choices, decisions and information about their children.

10.Who can I contact for further information?

For more information about the school contact school directly on 0114 2363545

Decisions regarding placement of students is through the Sheffield SEND department based at the Moorfoot building. Contact details: 0114 2736394.

For Advice and Support for parents contact SENDIAS (Sheffield SEN & Disability Information, Advice and Support), formerly parents partnerships on 0114 2736009 or email them on ed.parent.partnership@sheffield.gov.uk

For complaint about the school please follow the Sheffield Local Authority Model Complaints procedure. Further information can be found on <https://www.sheffield.gov.uk/education/about-us/cyps/complaints/schools.html>

Information about the school can be found as part of the Local Authority's Local Offer on the Sheffield City Council website: <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>