



## Birtenshaw Education Services SEND Policy

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Department	Education

### Rationale:

The aim of Birtenshaw is to “*brighten lives and build futures*” In order to achieve this aim we recognise that an individual’s learning, physical and health needs must be met in order for them to achieve their potential.

### Aims:

Our aim is to ensure that all pupils/learners, receive appropriate educational provision, therapeutic input and pastoral support to achieve good outcomes and make outstanding progress.

Each pupil/learner attending any of Birtenshaw’s Educational Services has individual and unique needs so we plan accordingly to ensure that all pupils/learners are enabled to achieve their full potential.

We aim to provide for the learning, physical, social and care needs of all pupils/learners in a supportive environment.

### Education Provision:

All children/adults attending Birtenshaw’s Educational Services have an Education, Health and Care Plan in place or are already in the process of statutory assessment.

We provide education in the schools for pupils aged 3 to 19 and in the college for learners aged 16 to 25 with moderate to severe and/or complex learning needs in conjunction with:

- Autistic spectrum conditions

- Communication / speech and language needs
- Multi-sensory impairment
- Significant medical conditions
- Physical disability
- Behaviours that some may find challenging

Both the schools and college operate a Total Communication approach and we ensure that routines and structures support the pupils/learners to feel safe and happy. Communication is supported through objects of reference, signing, use of symbols and assistive technologies.

We believe that the physical environment is important in setting the climate for learning. Learning environments are designed to be airy and spacious and provide a calm and safe environment in which young people can thrive.

All pupils and learners have access to facilities within Birtenshaw which promote a sense of well-being and provide a therapeutic environment: there are sensory integration rooms, multi-sensory dark rooms, hydrotherapy pools with multi-sensory sound and light systems and soft play areas as well as touch screens and iPads.

There are also safe enclosed spaces for learning and recreation

The inclusive gym provides a safe environment for pupils/learners to participate in exercise and fitness. With accessible equipment and calm, quiet surroundings, the gym is a safe environment which helps to promote confidence, mobility and social interaction.

The Community Café based at Birtenshaw College allows pupil/learners to gain experience within a realistic working environment.

## Curriculum:

The Curriculum at Birtenshaw supports our vision of *brightening lives and building futures* by giving pupils/learners the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement, supporting progression and ultimately preparing pupils/learners for the future by developing independence. The curriculum is individualised and flexible allowing for the needs of each pupil/learner to be met and designed to support the long term aspirations of all pupils in line with their Education Health and Care Plan targets.

Both the schools and college are committed to providing a broad and balanced curriculum.

The schools' curriculum is creative and thematic with high levels of differentiation of the task, level of support and expected outcome. Pupil progress is assessed using the Wilson Stuart P Steps for those pupils/learners of compulsory school age. This is blended with opportunities for pupils/learners to develop functional skills,

independence skills and skills for working life as appropriate in line with the 14-19 Curriculum.

The curriculum at College is planned to support learners to develop basic skills alongside independent living skills and employability skills.

Pupils/learners use a variety of resources and strategies to support their learning, including visual aids, communication aids, objects of reference as well as real life experiences in the community.

### Overview of the School curriculum;

The curriculum is split into three pathways. Each of the pathways are split into Key Stage 2 and 3 Curriculum and Key Stage 4 and 5. This is to ensure that once pupils enter year 9 they are able to focus on subjects and topics which interest them and engages them in a curriculum which is designed to support the transition into adulthood, develop independence and ensure that they are prepared for the opportunities, responsibilities and experiences of later life.

Pupils will continue to be assessed and progress will be tracked daily through our assessment system – SOLAR. Uploaded evidence may be in written, picture or video format for all curriculum areas.

**Pathway 1** – this pathway is designed to support pupils who will always require guidance from an adult in order to keep themselves safe, healthy and to experience a high quality of life. The focus of this curriculum is to build independence and self-care skills so that when pupils leave Birtenshaw School they are equipped with the skills they need in order to make informed decisions, express their wants, needs and feelings and have as much independence as possible.

Key stage 2 and 3 Curriculum			
Core Subjects	Developing Independence		
<b>Wilson Stuart P Steps:</b> Literacy Numeracy Science History Geography Art Design Technology PE SMSC Music PE	<b>Autumn Term – To infinity and beyond</b> ASDAN Horizons: Social – Friends Social – helping others Social – careers Personal – likes and dislikes Personal – my family's jobs Health – finding out about health related occupations Citizenship – rules	<b>Spring Term – The prehistoric world</b> ASDAN Horizons: Personal - personal details Personal – my family Health – personal care Health - healthy eating Health – keeping safe Citizenship – having your say Relationships – our bodies Relationships – understanding changes	<b>Summer Term – The Olympics</b> ASDAN Horizons: Social – My local community Social – different communities Personal – leisure Health – keeping fit Citizenship – rights and responsibilities Citizenship – environment Relationships – making friends

	Citizenship – finding out about occupations of people who help us	Relationships – public and private spaces Relationships - feelings	
Key stage 4 and 5 Curriculum			
Core Subjects	Preparation for Adulthood		
<b>ASDAN PPQ:</b> Developing Reading Skills Developing Writing Skills Developing Communication Skills Developing Self-awareness: All about me Early Mathematics: Developing Number Skills Early Mathematics: Measure Early Mathematics: Sequencing and Sorting Early Mathematics: Shape Early Mathematics: Understanding what money is used for	<b>Autumn Term – To infinity and beyond</b> Developing Skills for the Workplace: Following Instructions Getting things done Growing and caring for plants Health and safety Looking and acting the part	<b>Spring Term – The prehistoric world</b> Developing Independent Living Skills: Having your say Keeping Safe Looking after your home Being healthy Personal presentation Preparing drinks and snacks	<b>Summer Term – The Olympics</b> Developing community participation skills: Caring for the environment Getting out and about Participating in sporting activities Personal enrichment Travelling within the community Using local health services <a href="#">Engaging in new, creative activities</a>

**Pathway 2** - The aim of this pathway is to provide a broad and balanced curriculum for pupils whose long term aspirations are to live semi-independently. Pupils on this pathway are likely to always have support in their adult life but the ability to do many tasks independently. The pathway will have a focus on building pupils knowledge and skills in all areas of the curriculum so they can make informed choices at 14 in regards to future education and areas of study. These areas of study will support pupils to meet their long term aspirations and provide opportunities for them to access employment and develop a range of skills.

Pupils in year 9 will then have access to a more streamlined curriculum offer which is designed to prepare pupils for adulthood and develop awareness of cultural capital so they can be productive and contributing members of society.

Key stage 2 and 3 Curriculum			
Core Subjects	Developing Independence		
<b>Wilson Stuart P Steps:</b> Literacy Numeracy Science History Geography Art Design Technology PE SMSC Music PE	<b>Autumn Term – To Infinity and Beyond</b> ASDAN Horizons: Social – Friends Social – helping others Social – careers Personal – likes and dislikes Personal – my family's jobs Health – finding out about health related occupations	<b>Spring Term – The prehistoric world</b> ASDAN Horizons: Personal - personal details Personal – my family Health – personal care Health - healthy eating Health – keeping safe Citizenship – having your say Relationships – our bodies	<b>Summer Term – The Olympics</b> ASDAN Horizons: Social – My local community Social – different communities Personal – leisure Health – keeping fit Citizenship – rights and responsibilities Citizenship – environment

	<p>Citizenship – rules Citizenship – finding out about occupations of people who help us <b>AQA Unit Awards Entry Level</b> The nature of friendships Mentoring and helping others Expressing personal likes and dislikes Engaging with the careers service Making informed career changes School and home relationships <b>Level One</b> The nature of friendships Building positive relationships</p>	<p>Relationships – understanding changes Relationships – public and private spaces Relationships – feelings <b>AQA Unit Awards Entry Level</b> Managing relationships Relationships The human body School and home relationships <b>Level One</b> Life Skills Building healthy relationships Learning how to keep our bodies safe Developing self esteem Healthy eating Using the internet safely</p>	<p>Relationships – making friends <b>AQA Unit Awards Entry Level</b> Healthy Eating Making a fruit smoothie Keeping healthy Taking part in activities in the local community Finding out about the local community Visiting a venue in the local community <b>Level One</b> Making positive changes in the community Introduction to developing community knowledge</p>
<b>Key stage 4 and 5 Curriculum</b>			
<b>Core Subjects</b>	<b>Preparation for Adulthood</b>		
<p><b>ASDAN PPQ:</b> Developing Reading Skills Developing Writing Skills Developing Communication Skills Developing Self-awareness: All about me Early Mathematics: Developing Number Skills Early Mathematics: Measure Early Mathematics: Sequencing and Sorting Early Mathematics: Shape Early Mathematics: Understanding what money is used for Developing ICT Skills</p>	<p><b>Autumn Term – To Infinity and Beyond</b> Developing Skills for the Workplace: Following Instructions Getting things done Growing and caring for plants Health and safety Looking and acting the part Participating in a mini enterprise project Planning and preparing food for an event Learning to learn</p>	<p><b>Spring Term – The Prehistoric World</b> Developing Independent Living Skills: Having your say Keeping Safe Looking after your home Being healthy Personal presentation Preparing drinks and snacks Using local health services Using a community facility over a period of time</p>	<p><b>Summer Term – The Olympics</b> Developing community participation skills: Caring for the environment Getting out and about Participating in sporting activities Travelling within the community Personal enrichment Rights and responsibilities – everybody matters Using local health services <a href="#">Engaging in new, creative activities</a></p>
	<b>Work skills / life skills</b>		

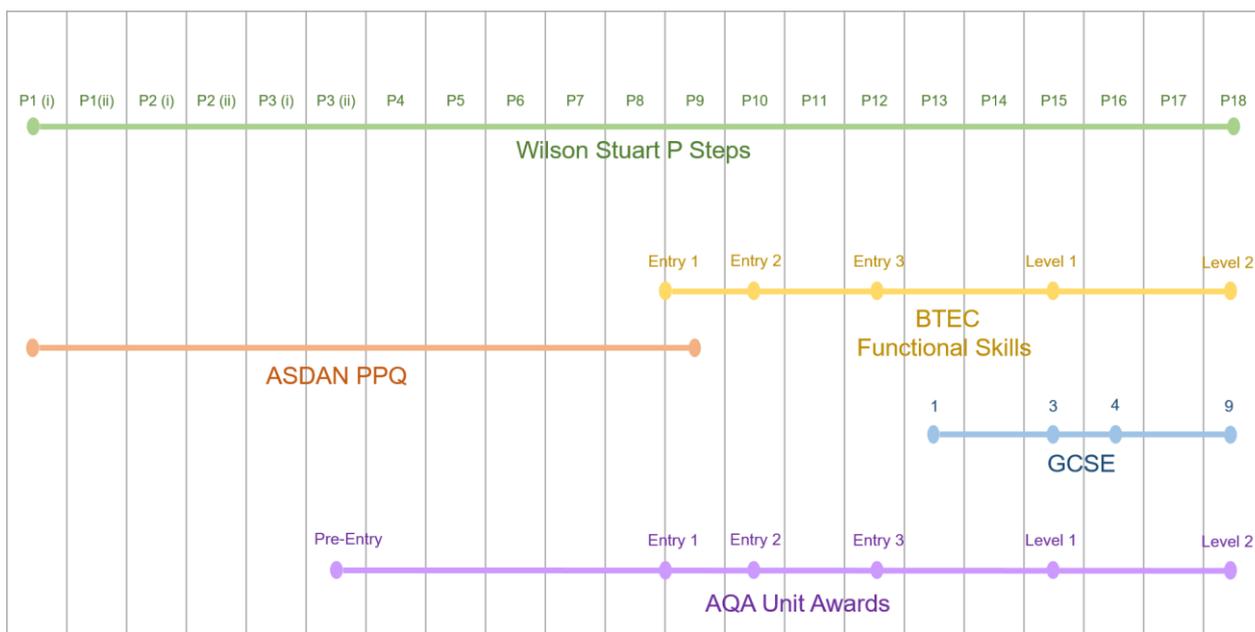
<b>Optional core subjects</b> BTEC Entry 1 – Pre Vocational Study BTEC Cooking Skills Level 1 Functional Skills Entry 1 – Entry 3: English Mathematics ICT <b>SMSC / PSHE</b> <b>PE</b> <b>Arts Award</b>	Work skills / life skills half day per week session Duke of Edinburgh Work experience – Bird Sanctuary, Rivington Restoration Volunteering – Gravel pits Birtenshaw College Cafe
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**Pathway 3** – The aim of this pathway is to provide a broad and balanced curriculum for pupils whose long term aspirations are to go on to study through further education, complete paid or volunteer work and live mostly, if not completely, independently. Pupils on this pathway are capable of completing most tasks without any support from adults.

This pathway will have a focus on building pupils knowledge and skills in all areas of the curriculum so they can make informed choices at 14 in regards to future education and areas of study. These areas of study will support pupils to meet their long term aspirations and provide opporutnities for them to access employment and develop a range of skills.

Pupils in year 9 will then have access to a more streamlined curriculum offer which is designed to prepare pupils for adulthood and develop awareness of cultural capital so they can be productive and contributing members of society. Pupils who wish to continue their education will leave Birtenshaw School with the qualifications to do so.

Key stage 2 and 3 Curriculum			
Core Subjects	Developing Independence		
<b>Wilson Stuart P Steps:</b> Literacy Numeracy Science History Geography Art Design Technology PE SMSC Music PE	<b>Autumn Term – To Infinity and Beyond</b> ASDAN Horizons: Social – Friends Social – helping others Social – careers Personal – likes and dislikes Personal – my family's jobs Health – finding out about health related occupations Citizenship – rules Citizenship – finding out about occupations of people who help us	<b>Spring Term – The prehistoric world</b> ASDAN Horizons: Personal - personal details Personal – my family Health – personal care Health - healthy eating Health – keeping safe Citizenship – having your say Relationships – our bodies Relationships – understanding changes Relationships – public and private spaces Relationships – feelings	<b>Summer Term – The Olympics</b> ASDAN Horizons: Social – My local community Social – different communities Personal – leisure Health – keeping fit Citizenship – rights and responsibilities Citizenship – environment Relationships – making friends
Key stage 4 and 5 Curriculum			
Core Subjects	Preparation for Adulthood		

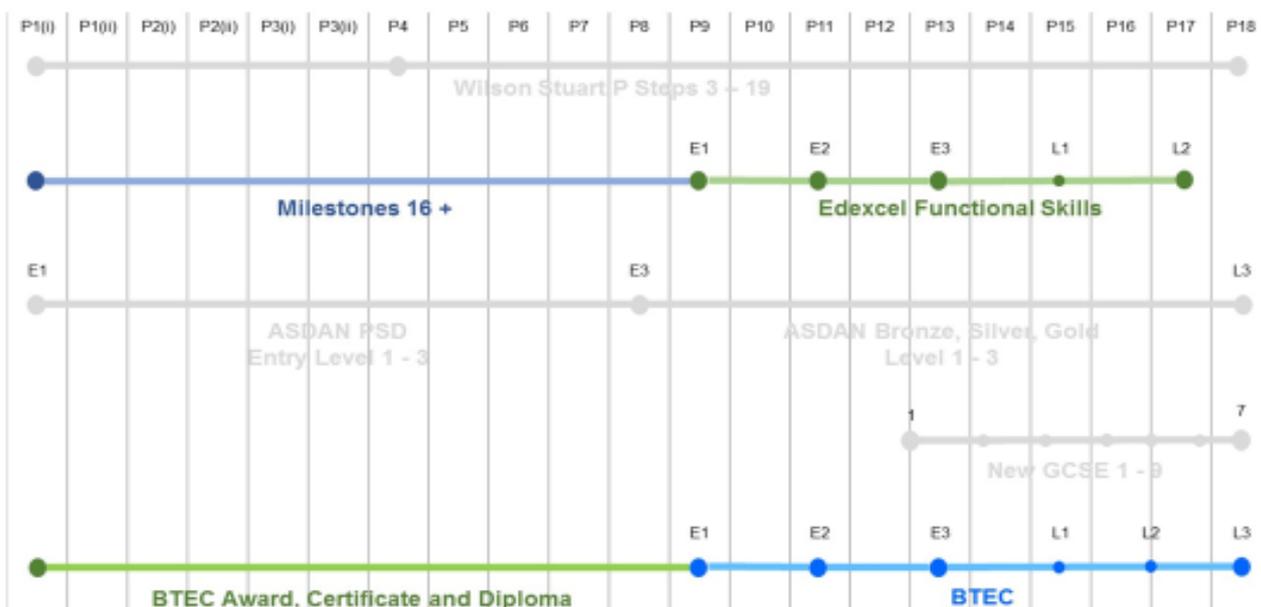


<p><b>Literacy:</b> Functional Skills English GCSE English</p> <p><b>Numeracy:</b> Functional Skills Mathematics GCSE Math</p> <p><b>ICT:</b> Functional Skills ICT BTEC Information Technology</p> <p><b>Science</b> WSP Steps AQA Entry Level Certificate</p> <p><b>SMSC / PSHE</b> <b>PE</b></p>	<p>BTEC Below Level 2: Engineering BTEC Cooking Skills Level 1 and Level 2 BTEC Sports and Fitness BTEC Performing Arts or Arts Award BTEC Level 1 Work skills BTEC Entry 1 – Pre Vocational Study</p> <p>Work skills / life skills half day per week session Duke of Edinburgh Work experience – Bird Sanctuary, Rivington Restoration Volunteering – Gravel pits <a href="#">Birtenshaw College Cafe</a></p>
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Accreditation opportunities at Birtenshaw School;

All pupils/learners can work towards external accreditations in line with their ability. The AQA unit awards range from subject specific / academic modules to social development, life skills and developing independence making them accessible to all levels of ability and understanding.

Accreditation opportunities at Birtenshaw College;



Learners at College work towards a number of additional accreditations including;

- Certificate in Food Studies (Entry 1 and 2)
- Award in Skills for Supported Employment Edexcel Personal Progress
- City and Guild Entry level 2, 3 in Animal Care
- City and Guild Entry level 2, 3 in Horticulture
- Business and Administration
- Pearson BTEC in Vocational Studies
- Jamie Oliver Cooking Skills BTEC

Learning outcomes are accredited via AQA unit awards and, where appropriate, Entry Level qualifications - Functional Skills, GCSE and BTEC, ASDAN Awards and Arts Award.

Pupils/learners attending our education services have complex learning needs. In addition to the academic curriculum, their individualised timetables provide opportunities for pupils/learners to withdraw from some lessons to participate in therapy sessions as appropriate.

Links with external agencies enrich the curriculum through additional learning opportunities.

### Health and Therapy:

Education staff work with health staff to ensure that therapeutic needs are met throughout the learning day. For example where specific strategies are suggested by OT or SaLT, these are reinforced by class teachers and support assistants to ensure a holistic approach.

We have close relationships with our Health Partners in Bolton to access additional

health input as necessary.

Staff are trained to meet the care and health needs of each of our pupils/learners.

### **Reviewing Progress:**

Progress against targets is monitored on a half-termly basis. Individual Education Plans (IEPs) are in place to set and monitor targets against prior attainment.

Written reports are sent to parents/carers and the local authority at the end of each term.

Parents are formally invited into school or college to discuss progress in addition to the annual review of the Education Health and Care Plan.

The annual review of the Education Health and Care Plan is an opportunity for all of the people involved in working with a child or adult to come together with the parents, and the child/adult, to discuss progress, plans for the following year and to raise any concerns. The annual review meeting is a person-centred process.

Where appropriate we try to hold joint educational and social care reviews to ensure a wraparound service for children/adults and their families.

### **Equal Opportunities:**

Birtenshaw supports the rights of all pupils/learners to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

Birtenshaw promotes an ethos of respect for everyone.

### **Continuing Professional Development:**

A programme of ongoing CPD is in place to ensure that our staff are fully able to respond to and meet the needs of each pupil.

### **Complaints:**

Any complaints made to the governing body from parents of pupils/learners concerning the provision made at the schools or college are dealt with under the procedures of Birtenshaw's Complaints Policy.