



Special Needs Information Report 2019-2020

This information report is published in accordance with section 69(3) of the Children and Families Act 2014.

It should be read in conjunction with relevant policies and procedures which are available at <http://www.birtenshaw.org.uk>

Section 1 – Provision:

What kinds of special educational needs and disability does Birtenshaw make provision for?

Birtenshaw is a non-maintained special school for young people aged 3 to 19 years old with Special Education Needs and/or Disability.

Pupils who attend Birtenshaw may have autistic spectrum conditions, communication / speech and language needs, sensory processing disorder, be physically disabled and may present with behaviours that some may find challenging.

We have accreditation by the National Autistic Society
Basic Skills Quality Mark – Primary and Secondary
Best Practice in Teacher Assistant Award
The TES Healthy School of the Year Award 2018
ArtsMark Silver Award

Section 2 – Identification of needs:

How would Birtenshaw identify and assess my child's special educational needs?

All children attending Birtenshaw School have an Education, Health and Care Plan (EHCP).

During the transition and induction processes, and the first twelve weeks of the placement, detailed assessments are completed by the class teacher, speech and language therapist and occupational therapist. Therapeutic input is planned on an individual basis and monitored by therapy staff.

Every child has an individual learning plan and targets which includes both academic and personal development targets.

Progress is monitored on a half-termly basis and interventions put in place as necessary.

Section 3 – School Policies and Procedures

a) How does Birtenshaw evaluate the effectiveness of the provision for pupils with SEN

A robust system of monitoring and evaluation is in place, which includes classroom observations, scrutiny of pupils' work, class meetings to discuss pupil progress, half termly assessments against targets, close working with therapists and external agencies as required.

We have been rated by Ofsted as Good in all areas and we regularly update our School Development Plan and School Evaluation Form against the Ofsted Framework.

We have received Autism Accreditation by the National Autistic Society.

We actively seek feedback from pupils, parents/carers, social workers and Local Authority SEN officers.

b) How will my child's progress be assessed and how will I know how well they are doing?

Academic targets are set based on prior attainment along with a baseline assessment that takes place during the first 12 weeks.

Pupils access three different pathways depending on their long term aspirations and goals for the future.

Progress is assessed through SOLAR alongside external qualifications such as ASDAN and a range of BTECs, Functional Skills and GCSEs where appropriate.

This individualised approach means that pupils who have increased barriers to learning such as significant absences or complex health needs can still achieve expected levels of progress and access accreditations which are appropriate to their level of ability . Assessments are uploaded continuously through the day, providing a true picture of pupil's current attainment.

Parents/carers receive daily updates, via email or home-school diary.

Parents and carers receive a termly written report relating to academic progress and there are meetings scheduled throughout the year.

Parents/carers are always welcome to contact the school to discuss any issues – including progress.

c) What is Birtenshaw's approach to teaching pupils with Special Educational Needs?

Birtenshaw aims to "*Brighten Lives, Build Futures*" for children with special educational needs or disability.

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

Each pupil at Birtenshaw has individual and unique needs and abilities so we plan accordingly to ensure that all pupils are enabled to achieve their full potential.

d) How does the curriculum and learning environment support children with SEN?

The school building which opened in September 2012 is airy and spacious. It has been designed and purpose built to meet the needs of children with Autistic Spectrum Conditions and/or a physical or learning disability. It is fully accessible including tracking hoist system and accessible toilets and changing facilities.

In addition to the accessible classroom spaces, the school has a range of therapeutic areas such as the sensory integration room, multi-sensory dark room, hydrotherapy pool with multi-sensory sound and light system and soft play area. The base classrooms are equipped with appropriate furniture to ensure comfort and safety and state of the art technologies such as touch screens and iPads.

The school is committed to providing a broad and balanced curriculum, designed to support individual long term aspirations for pupils. The three pathways complement each pupil's Education, Health and Care Plan targets and is based on the National Curriculum for those children of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life.

We also offer work experience placements where appropriate and have links with the local college for pupils to enhance their learning opportunities off site.

We are a registered exam centre and make the necessary arrangements for additional support for exams as required. We offer a range of accreditations – GCSE and Entry Level Qualifications in Functional Skills as well as BTEC, ASDAN, Arts Award and the AQA unit award scheme. Qualifications and accreditations are identified on a pupil by pupil basis and are dependent on what the pupils would like to achieve and what their plans are for any further education.

Our pupils have complex learning needs. In addition to the academic curriculum their individualised timetables provide opportunities for pupils to withdraw from some lessons to participate in therapy sessions with our Occupational Therapist and Speech and Language Therapist.

We operate a Total Communication Approach, and use objects of reference, symbols and signs – PECS and Signalong to assist with communication. We ensure that our structures and routines are clear to support the children to feel safe and happy.

e) How much support will my child receive?

Prior to placement an initial assessment is completed which determines the level of staff support required. This is subject to review if the needs of the child change.

The level of additional support by therapy staff will be assessed during the first 12 weeks of placement.

f) Will my child be able to access extra-curricular activities, and visits?

There are a number of opportunities for extra-curricular/enrichment activities; regular visits in the local community linked to learning outcomes include pony riding, shopping, visits to local parks, museums, places of interest.

PE and Arts are timetabled and are differentiated to meet need and ensure inclusion.

All pupils attend a weekly Work Skills session which has a specific focus each term such as gardening and enterprise. These sessions are designed to encourage social interaction, develop communication skills and work together, with their peers, as a team; all whilst learning skills for work.

Lunchtime activities are planned for pupils and they can choose to opt in or out of a range of activities. There is no charge made to parents for regular activities.

On occasion there are additional visits to places such as Indoor ski-ing, participation in regional disability sports days, the theatre, Zoo, beach.

g) What support is there for my child's well-being?

Our aim is to promote a sense of well-being at all times by celebrating small steps progress in a caring and supportive environment.

Planning is person-centred. All pupils have a tailored timetable to support their individual needs: this will include therapeutic input at various points during the week as we recognise that children learn best when their emotional, physical and sensory needs are met.

The school has facilities to promote a sense of well-being and provides a therapeutic environment.

We work closely with local health partners and staff are trained to meet the personal care and medical needs of individuals.

Each class has a nominated pupil council representative who collates the views

and wishes from each pupil and attends pupil council meeting to share these with the Head of School.

Section 4&5 – Staff expertise and training

What qualifications, training and experience do the staff have?

All class teachers have qualified teacher status. Our on-going programme of CPD for all staff ensures that we maintain “best practice” standards.

Some of the topics covered: Safeguarding, roles and responsibilities, personal care, administration of medication, epilepsy, communication, autism awareness, behaviour management, Team Teach, First Aid, What makes an outstanding lesson, assessment for learning, recording and reporting.

Learning Support Assistants are supported by Birtenshaw to complete a Level 3 qualification in supporting teaching and learning

The training plan is drawn up in consultation with school staff and in response to identified needs.

Section 6 – Equipment and facilities

How accessible is Birtenshaw School?

Birtenshaw School is fully accessible. It has state-of-the art equipment and facilities to support children with special educational needs.

In addition to the accessible classroom spaces, the school has a range of therapeutic areas such as the sensory integration room, multi-sensory dark room, hydrotherapy pool with multi-sensory sound and light system and soft play area. The base classrooms are equipped with appropriate furniture to ensure comfort and safety and state of the art technologies such as touch screens and iPads

Additional resources have been secured via pupil premium where appropriate

Section 7 & 8 – Consultation with pupils and parents

How can I be involved in my child’s education and what decisions can my child be involved in?

From the outset of any placement, we ensure that parents know that we value the relationship between school staff and parents. During the referral and induction process, parents meet with the head teacher and the class teacher.

We offer daily or weekly communication by email or home/school diary – whichever is most useful to parents. We also send photographs of pupils’ work and achievements at significant points.

In addition to the statutory review meetings, there are also celebration assemblies and regular scheduled parents' consultation evenings.

Parents/carers are welcome to contact the school at any time to discuss their child's progress, specific needs or any concerns they may have.

There are two parent representative positions on the school's governing body.

We take a person-centred approach to planning, with the child's interests, aptitudes and development targets leading as far as is possible the planning of their timetable.

Our pupils are encouraged to be involved in all decisions which impact upon them and we have a pupil council meeting once a half-term.

Section 9 – Concerns and complaints

What would I do if I was concerned about the school's provision for my child?

Parents/carers are welcome to contact the school at any time to discuss their child's progress, specific needs or any concerns they may have.

We would expect any concerns to be dealt with in discussion with the class teacher and/or head teacher.

In the unlikely event that a concern is not resolved in this way, a formal complaint may be made and would be dealt with under the procedures of Birtenshaw's Complaints Policy. Contact can be made via the email address:

school@birtenshaw.org.uk

The school's policies are available on the website: www.birtenshaw.org.uk

Section 10 & 11– Involvement of other agencies

How does the school involve other agencies to meet the needs of my child and support the family?

We have strong links with other agencies who provide support to our pupils.

We have links with Bolton Health Partners who provide training and support as required for children with complex health needs. We also have good links with CAMHS.

We have links with other schools and the local college to provide additional opportunities for our pupils.

We are able to offer advice and guidance on various issues and "sign-post" to other organisations where appropriate.

Section 12 – Transition

**How will the transition into school be managed?
How will my child be prepared when the time comes to move on?**

Our Transition and Induction Policy sets out the processes of transition in detail. See www.birtenshaw.org.uk

Our approach to transition and induction is person-centred. Planning with parents/carers is important to ensure that the first few days and weeks of the placement are a positive experience. Once an initial plan is in place, we adapt as we go to ensure that the process is meeting the pupil's needs and is at the right pace.

For older pupils we are proactive in preparing them for adulthood and future placements. This includes participation in all local authority planning meetings, discussions with parents/carers, transition planning into new placements, supporting transitions by working with staff in the new provision, college visits and work experience placements.

Our core curriculum includes life skills and independence training. Literacy, Communication and Numeracy lessons are grounded in real life experiences where possible.

Pupils all have access to the life skills area and are involved in preparation of food and learning about the importance of good hygiene. Pupils can work towards Level 1 or Level 2 Cooking Skills BTEC.

Section 13 – The Local Offer

Where can I find further information about the services available for my child?

Information about the services available in Bolton can be found in the SEND Directory:
<http://www.localdirectory.bolton.gov.uk/send.aspx>