

**Birtenshaw School Bolton**  
**SEN Information Report**

Document Title	SEN Information Report
Version Number	Version 1
Date of Issue	Sept 2019
Latest Revision	Sept 2022
Distribution	Education staff
Owner	Chief Executive
Policy Lead(s)	Head of Service: Head of School
Department	Education

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 specialist school for young people aged 3 to 19 years old with Special Education Needs and/or Disability.

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

We have full accreditation by the National Autistic Society - 2022  
Best Practice in Teacher Assistant Award – 2022  
Excellence in Pupil Development Award - 2021  
The TES Healthy School of the Year Award 2018  
Arts Mark Silver Award  
Green Tree Award  
Eco Schools Platinum 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. We work closely with parents and professionals to ensure a holistic and collaborative approach in assessing a child's needs.

Every child has an individual learning plan and targets which includes both academic and personal development targets. These targets are drawn from the EHCP Long Term Aspirations and are SMART to ensure we can assess progress each half term; introducing interventions when needed in a timely manner.

### **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 used a programme called "SOLAR" to assess academic attainment and progress as well as identifying patterns of behaviour and monitoring progress against the ILP targets.

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 welcome external reviews and 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 will follow one of four curriculum areas depending on age and ability; EYFS, Route One, Route Two or Sixth Form.

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 and carers receive daily handovers, via email or home-school diary. Parents and carers receive a termly written report relating to academic progress alongside EHCP reviews, LAC and PEP meetings. Parents and carers are always welcome to contact the school to discuss academic progress, therapeutic input and SALT.

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

Birtenshaw aim is Transforming Lives' 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. Pupils are able to access the sensory spaces and therapeutic activities throughout the school day to ensure that they are in a regulated and calm state for learning. Lessons are creative, engaging and often practical to ensure that pupils can develop their knowledge and skills in a fun, enjoyable way.

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

Both school buildings have been designed and purpose built to meet the needs of children with Autistic Spectrum Conditions and/or a physical or learning disability. They are fully accessible including tracking hoist system and accessible toilets and changing facilities.

In addition to the accessible classroom spaces, both buildings have a range of therapeutic areas such as the sensory integration room, multi-sensory dark room, immersive room, hydrotherapy pool with multi-sensory sound and light system, soft play area and outdoor classroom with 20 person capacity. The base classrooms are equipped with appropriate furniture to ensure comfort and safety and state of the art technologies such as Clevertouch screens, laptops and iPads.

The school is committed to providing a broad and balanced curriculum, designed to support individual long term aspirations for pupils. The four curriculum areas compliment pupil's Education, Health and Care Plan targets, blended with

opportunities for pupils to develop functional skills, independence skills and skills for working life.

All pupils in sixth form access work experience placements weekly including; plastering, decorating, shop assistant, warehouse operative and café waitress. Pupils also assist in preparing the salad bar for school dinners each day.

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 pupils would like to achieve and what their plans are for any further education.

Many 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.

There are three levels of support –

Level 1 – less than one to one support; classed as 0.5

Level 2 – one to one support

Level 3 – more than one to one support; classed as 1.5

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

We aim to enhance pupil's classroom education by giving pupils practical learning opportunities. 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.

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 and 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 delivers a highly personalised and adapted PSHE and RSE curriculum which is designed to develop pupils understanding of a wide range of topics that are centred on health and well-being.

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. There are four mental health first aiders in school who can be approached to provide advice and support to pupils and staff.

#### **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. Birtenshaw staff complete an additional 5 training days on top of the mandatory 5 INSET days.

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

#### **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.

The school is all on the ground floor with lift facilities to the head office space upstairs.

All doorways are wide enough to accommodate larger wheelchairs and walkers and mobile hoists are available in the rooms where fitted hoists aren't installed.

All bathrooms are single occupancy with wet room facilities are large changing spaces.

## **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 provide daily handovers 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](mailto:school@birtenshaw.org.uk)

The school's policies are available on the website: [www.birtenshaw.org.uk](http://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.

Speech and Language Therapy is provided by Communicate.

<https://communicate-slt.org.uk/>

Occupational Therapy is provided by Shine Therapy.

<https://www.shinetherapyservices.co.uk/>

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](http://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.

Once they reach 16 years of age, pupils will be supported to transition into sixth form. The sixth form provision is on the same site which supports pupils to move up into the next stage of their education in a familiar, secure environment.

For all 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.

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:

<https://www.bolton.gov.uk/sendlocaloffer/>