



SEND Information Report 2023-2024

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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 the 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
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood.

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

Aileen Hosty is the school SENCO and Co-Headteacher.

Laura Rzepinski is the school Co-Headteacher.

Laura Gillespie is the school Chair of Governors.

All members of the Senior Leadership Team.

All members of the teaching staff and support staff.

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

Bents Green School is a special school on 3 sites, Ringinglow Road site, Geadless site and Westfield Hub.

The Ringinglow Road and Gleadless sites cater for students aged 11-19 with ASD and/or Speech, Language and Communication Difficulties. Students at Bents Green School have additional learning needs and most operate academically at a level well below their mainstream peers. All students at Bents Green School have 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 Hub caters for students aged 11-16 who will benefit from access to 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.

How Students' Special Educational Needs are supported at Bents Green School

All students at Bents Green School have an Educational Health and Care Plan.

Bents Green School is a Trauma-informed School, and all staff have had training to support this approach throughout the school.

Students at Bents Green School are all taught in small classes or between 8-6 and 14-12 students. 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 modify 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 stress and anxiety levels 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.

All students at Bents Green School take part in a Preparation for Adulthood curriculum supporting them towards developing independence and their readiness for the next steps in their lives.

Where students are recognised to need personalised 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, Outdoor Learning opportunities and alternative provision. 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.

The Designated Safeguarding Lead, Behaviour Lead, Behaviour Managers, Learning Mentor and Safeguarding Deputies, supported by the school's Co-Headteachers, Special Educational Needs Coordinator (SENCO) and Assistant Head teachers, provide pastoral support to students and class groups to enable improved access to learning.

The staff 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.

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 assistances and behaviour managers or 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.

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 to contribute three times per year to discuss their child's progress and to contribute to decisions about their child's educational targets and provision (two parents evenings and one Annual Review). 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.

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 personal profiles and review these formally with staff three times per year. These are then discussed with parents/carers at termly parents' evenings.

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.

- There are four Team Teach Tutors at school.
- All teaching and support staff employed by school are trained in TEAM TEACH (de-escalation skills and safe Restrictive Physical Interventions).
- 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.

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 the Advice and Conciliation Service based. Contact details are provided below.

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 are also provided with 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 in to 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.

For students moving on to 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.

How accessible is the school both indoors and outdoors?

Bents Green at Ringinglow Road 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 at Gleadless has three separate buildings. The new modular building is on one level and wheelchair accessible with disabled toilet. The hall and dining room building is on one level and wheelchair accessible with disabled toilet. The old building is on two levels and has limited access. All specialist rooms (food tech, science, sensory, ICT) are situated on the ground floor to enable disabled access. The outside space is fully accessible, and there is disabled parking available.

Bents Green at Westfield Hub is located on the ground floor and is fully accessible to wheelchair users, there is a lift enabling access to all the other areas of Westfield school. All outdoor spaces are wheelchair accessible.

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.

Who can I contact for further information?

For more information about the school contact school directly:

0114 2363545

Decisions regarding placement of students is through the Sheffield SENDSARS:

0114 2736394

For Advice and Support for parent's contact SENDIAS (Sheffield SEN & Disability Information, Advice and Support), formerly parents partnerships:

0114 2736009

ed.parent.partnership@sheffield.gov.uk

For complaint about the school please follow the Sheffield Local Authority Model Complaints procedure:

<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/sheffield/fsd/localoffer.page>