



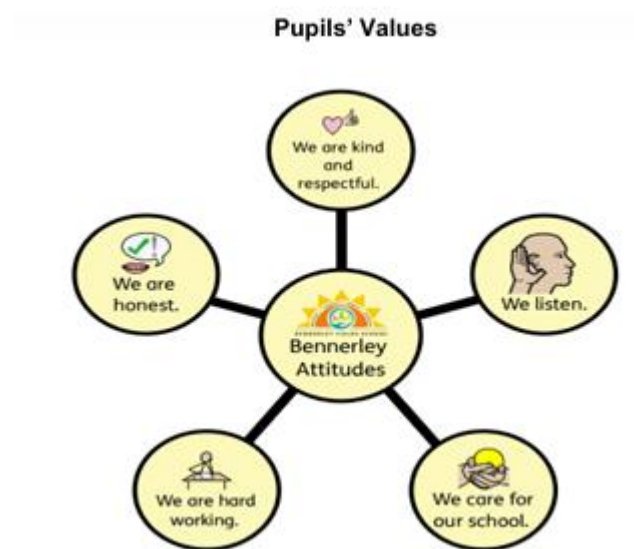
Bennerley Fields School Information Report

Part of the Derbyshire Local Offer for Learners with SEND and Esteem Multi - Academy Trust

At Bennerley Fields we are committed to working together with all members of our school community to provide the best opportunities for our pupils. Our aim is that all pupils achieve their potential, become confident individuals living fulfilling lives as independently as possible and make a successful transition into adulthood.

What are Bennerley Field's vision and values?

Bennerley Fields School recognise the unique journey of our pupils who all have communication and learning difficulties. We foster an inclusive and supportive educational environment that empowers every learner to achieve their potential. This is



through a bespoke curriculum, and an integrated therapeutic offer that provides enriching experiences and prepares our pupils for life Beyond Bennerley.

Our educational philosophy is rooted in the understanding that education goes beyond classroom learning. It also encompasses emotional, social and personal development.

Together we can achieve amazing things.

What types of SEN provision does Bennerley Fields offer?

We provide education for approximately 129 pupils aged 2-16 with a wide range of learning difficulties and diverse needs. We provide places for children who live in

Derbyshire, Derby City, Nottingham and Nottinghamshire. We currently have 15 classes in school, each with access to an outdoor learning space.

All pupils attending the school have an Educational Health Care Plan (EHCP) clearly detailing their special education needs, approaches to meeting these needs and required provision. All pupils will have a recognised learning need and be working well below their chronological age and will also have communication difficulties.

Needs we can meet:

- speech, language and communication difficulties
- cognition and learning need well below their chronological age e.g., dyslexia, global delay
- moderate learning difficulties
- severe learning difficulties
- autistic spectrum disorder
- some sensory and/or some physical needs
- some behaviour, emotional and social development needs
- visual impairment
- hearing impairment
- multi-sensory impairment
- some physical disabilities
- some other needs depending on provision needed and learning level of the pupil

We aim to meet the specific needs of all our pupils by offering a range of personalised learning approaches and pathways. Bennerley Fields is a welcoming, sensory rich learning environment and staff are highly trained in supporting the needs of all our pupils.

We have strong links with therapeutic agencies such as Physiotherapy, Occupational Health, Sensory Occupational Health, Speech and Language Therapy, The Visual Impairment Service, The Hearing-Impaired Service as well as Early Help and Social Care.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. Through the curriculum provided we ensure that we meet the statutory guidance detailed within the 'Special Educational Needs and Disability Code of Practice 0-25 years (2015)'. The specific objectives of which are as follows:

- To accurately identify pupils' special educational needs and disabilities and ensure that their needs are met through appropriate educational programmes.
- To ensure that pupils with special educational needs and disabilities have access to all the activities of the school.
- To ensure parents are kept informed of their child's special needs and that there is regular and effective communication between parents and school.
- To ensure that learners are given opportunities to express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.
- To ensure that the EHC Plan is reviewed in line with statutory guidance on a yearly basis.

What is the school's approach to teaching pupils with SEN?

Classes are taught in mixed year groups in Primary, KS3 and KS4. Pupils are grouped in classes according to learning ability and need.

The intent of our curriculum is to provide all pupils with the knowledge, skills, understanding and breadth of experience to allow them to develop independence to be valued, respected and to be the best that they can be.

The curriculum is designed with pupils at the centre, to prepare them for life beyond Bennerley Fields and to reflect the school's vision and values.

Progressing through EYFS, Primary and Key Stage 3, there are five curriculum stages following a three-to-four-year cycle. These Curriculum Stages implement cross curricular projects, so topics are exciting, varied, relevant and meaningful. Each curriculum stage builds on substantive and disciplinary knowledge from the previous one. The centrist pedagogy leads to the project's knowledge-engaged approach.

The projects in Curriculum Stage 1 'Nurture' incorporate learning for English, Communication, Language and Engagement, How My World Works, My Physical Development, My Creativity, My Community, in addition to Maths, PSHE/ RSE and RE. This also incorporates learning towards the Early Learning Goals for EYFS pupils.

Our Curriculum Stage 2 'Support' consists of three pathways: early engagement, engagement and progression. The early engagement pathway supports complex learners working within the Engagement Framework to begin to access subject specific learning through holistic, sensory approaches used in Stage 1. Our engagement pathway has a greater focus on subject specific learning with outcomes tailored to show how pupils are beginning to work towards knowledge and skills linked to Stage 2 Progression. For Curriculum Stage 2 Progression 'Support' and Stage 3 'Aspire' projects

incorporate English, Science, Creative, Humanities, Technologies and in addition to maths, PE, PSHE, RSE and RE.

During Stage 4 'Achieve' for Key Stage 4 pupils, the curriculum offer is broad and balanced whilst providing opportunities for pupils to achieve and improve their skills, knowledge, understanding, social and emotional development, wellbeing and physical development. Stage 4 consists of two pathways: pre-entry and entry. Pupils on the pre-entry pathway access the same subjects and coverage as pupils on the entry level pathway but with a greater focus on life skills and community experience. We support our pupils to attain the highest level of recognised qualification relevant to themselves. They are encouraged to be proactive learners through planned tasks, independent learning and problem solving. The core offer comprises of accredited courses in Entry Level Certificate in English, Functional Skills in Maths, Science AQA Unit Award Scheme certificates, as well as bespoke Careers, PSHE, RSE, RE and PE schemes of learning. In conjunction with Culture Studies and Pathway to Adulthood this prepares pupils for further study, training and employment. Accredited courses are offered at varying levels dependent on the needs of the pupils ranging from Pre-Entry through Entry Level up to and including Level 1, where appropriate.

Our bespoke curriculum builds on individual strengths and needs whilst supporting pupils to achieve and succeed. The curriculum allows pupils to be fully prepared and best equipped for life beyond Bennerley Fields to help our pupils, become independent and successful young adults.

How do we decide which pupils come to Bennerley Fields School?

The admission policy for our provision can be found on our website. Decisions about which pupils are placed at the school are ultimately taken by the placing local authorities; however, in each case a local authority will consult with the school before making a placement decision.

Bennerley Fields will advise on whether the school can meet the pupils' needs, and whether the school has a place available. Enquiries for places may derive from many sources, including professional suggestions; local authority recommendation; parent/carers contacting the school independently; or local authority may directly request consideration of pupil admission. Wherever a request originates, the formal offer of a place by a local authority requires them to consult with the school as described above.

How does the school assess and review pupils' progress towards their outcomes?

The school works in collaboration with other agencies to ensure a holistic approach and aims to ensure that all aspects of a pupil's development are addressed. Upon entry

all pupils are baselined for core subjects to enable us to develop and formulate a targeted programme of development. Pupil progress is continually assessed against set outcomes and summative progress data is gathered three times a year to ensure pupils are on track to achieve their individual targets.

The school uses a bespoke assessment tool to monitor progress, set challenging targets and record evidence to provide a formative assessment throughout the year. All pupils have Interim Targets, which are set as part of the Annual Review process, linked to their EHCP outcomes and evidence is gathered and recorded termly to monitor progress towards these.

Parents and Carers are included in their child's assessment and review process through the annual review meetings, through parents' and carers' evenings and through their child's end of year report. In between these times, parents and carers are welcome to meet with the school if they wish to discuss progress of their child.

The school receives a Pupil Premium Grant, and additional funding is allocated for students who are looked after, to raise the attainment of disadvantaged students and to close the gaps between them and their peers. The Pupil Premium strategy can be found on the school website.

The Virtual School Strategy is a service provided by dedicated professionals within the Children, Schools and Families Directorate whose work is to promote and co-ordinate educational support for Looked After Children. The virtual school oversees the use of funding and impact on progress for students who are looked after.

Our Designated Teacher for looked after and previously looked-after children is Anna Shelton. Anna is also our SENCo to ensure a detailed knowledge of all aspects of our pupils' lives. Anna supports all staff to ensure that they understand the intersection of a pupil's looked-after or previously looked-after status and their SEN, and the implications for teaching and learning. Looked-after or previously looked-after children receive support similar to other children with SEND.

Looked-after pupils also have a personal education plan (PEP), which aligns with and complements any SEN support or EHC plans. For additional details, please refer to our Looked after Children and previously Looked after Children policy on our website or request a copy from the school office.

There are three meetings a year lead by the School Designated Teacher for Looked After Children, to discuss attainment and progress with all the professionals involved with the family.

How does the school consult with parents/carers and involve them in their child's education?

The success of our pupils relies on strong links between school staff, governors, trustees, pupils, parents and carers, and other professionals.

We encourage all parents and carers to engage with school as 'together we achieve amazing things'. Correspondence from school to home includes school website, emails, home/school diaries, telephone conversations, annual review meetings, parents' and carers' evenings, social media and newsletters. We have parent governors on the governing body to ensure parents are represented when decisions are made relating to the development of the school. Where possible, parents are involved through consultation about changes in school through informal and formal discussions.

Parent and Carer questionnaires are sent out at least once a year to gather parent and carer views on the school's effectiveness in different areas. The school holds various events, such as coffee mornings, fayres and sports days throughout the year to encourage parents to be actively involved in the wider school.

The school is very pleased to speak with parents/carers when the need arises.

How does the school consult with pupils and involve them in their education?

Bennerley Fields promotes positive relationships with our pupils and value and respect their views. To support this relationship the school promotes a range of means of communication so that we can better provide for all the pupils' needs, including their learning, physical, and emotional needs.

The School Council enables pupils to contribute and decide on aspects of school life. The school encourages pupils to contribute to school decisions, such as; what to do on a fundraising day, what charities to support and what to spend any fundraising on, improvements to the school environment and themed days. Pupil views are collected and acted upon each year. The assessment and annual review process of EHC plans includes the choices and views of pupils.

How does the school support pupils moving between different phases?

Bennerley Fields has a detailed transition programme at all stages of transition. Prior to joining Bennerley Fields, we liaise closely with the pupils' school/setting and parents/carers to open channels of communication so that the transition is as seamless as possible. There are planned transition meetings for parents/carers to meet the class team as well as transition days for the pupils.

All transitions are well planned throughout the school as pupils move from class-to-class and phase-to-phase. Information is shared with the new class team through discussions and sharing of pen portraits to ensure that the transition process supports the pupil to ensure that it a successful integration into their new class or phase.

The school works closely with a range of post-16 providers to support successful progression pathways. Ongoing liaison helps ensure suitable placements are identified and information is shared effectively to support smooth transitions. Pupils are supported to attend transition visits to post-16 settings to become familiar with new environments, routines, and expectations once places have been confirmed. These visits help reduce anxiety while promoting confidence and readiness for transition. Once placements are confirmed, the school works closely with providers to organise individualised visits tailored to each pupil's needs.

Furthermore, extra transition can be organised on an individual basis to best meet the needs of each pupil.

How does the school support pupils preparing for adulthood?

We respond proactively and positively to changes in legislation and supporting young people and their families/carers in preparation for adulthood. At Bennerley Fields, we believe that students and parents/carers benefit from advice, guidance and support in working towards, and planning for, the future.

Parental/carer involvement is seen as an integral part of the Careers education programme, ensuring that the programme is personalised and relevant to the students at the appropriate stage in their learning. The programme will ensure it meets the statutory requirements and guidance from DfE and the eight Gatsby Benchmarks. We value and ensure pupils are being supported towards greater independence and employability.

Our bespoke Beyond Bennerley curriculum is incorporated into every stage of curriculum to ensure that pupils are prepared for life beyond Bennerley and have the essential skills to be successful.

We also deliver Skills Builder across our whole school approach which emphasizes the importance of essential skills for future success for academic achievement, resilience and self-confidence, forming the foundation for lifelong learning and personal growth. By embedding frequent opportunities to practice and refine the essential skills, our pupils are well equipped for adulthood. They develop capabilities in collaboration, communication, and maintaining a positive outlook.

The curriculum's strong emphasis on applying skills to real world contexts ensures pupils are prepared for life beyond Bennerley Fields. "Together we support every child to achieve their full potential, instilling academic, social and independence skills in order for them to flourish in their future pathway."

In practice, our vision translates into:

- Helping students gain qualifications
- Moving students into further education and employment
- Developing the skills for independent living
- Having friends and relationships and being part of the community
- Being as healthy as possible

How does the school evaluate the effectiveness of its provision for pupils with SEN?

The school is inspected by Ofsted, with the most recent inspection January 2023), rating the school as Good in all areas. The school is continually on a cycle of evaluating its effectiveness and its purpose. All aspects of school life are rigorously monitored through ongoing self-evaluation of its progress and has an innovative School Improvement Plan.

Stakeholders feed into the process and it is regularly reviewed by governors and senior leaders. The school has regular improvement visits from within Esteem MAT, who set challenging goals for middle and senior leaders.

How does the school ensure the safety and wellbeing of pupils with SEN?

Bennerley Fields is committed to safeguarding and promoting the welfare of its children and young people and ensures that all staff, agency staff, volunteers and visitors share the same commitment. Staff receive regular safeguarding training and are kept up to date with legislation changes.

Every member of staff across school has an obligation to report any concerns which they may have via My Concern (online safeguarding system), which allows staff to record information and concerns for child protection, safeguarding and a whole range of pastoral and welfare issues. It provides a central record and alerts safeguarding leads. They are then able to build a chronology around a pupil and respond and monitor accordingly.

We have a zero tolerance for any form of bullying and all pupils are listened to and any concerns are recorded and responded to as needed. Pupils are encouraged to talk to a member of staff if they are worried or concerned. Each classroom has a poster of who they can talk to if they are worried, and child friendly policies for anti-bullying, staying safe and complaints policy.

Bennerley Fields is THRIVE school of excellence. All staff have regular THRIVE training to support pupils' mental health and wellbeing. There are trained THRIVE practitioners who deliver specialised intervention and ensure that this approach is embedded as part of the school curriculum to support children and young people's social and emotional development by developing confident, curious, creative and capable children and young people.

We have staff that have completed the Attachment and Relationship Aware Schools Programme (ARAS). This programme enabled staff to improve the teaching and learning environment for children in care, those who have experienced care and all vulnerable learners in schools. We are now part of the Derbyshire ARAS networking community and benefit from ongoing training and support from Virtual School. Together with the THRIVE approach we ensure that our pupils have good support for their social and emotional development. We pride ourselves on providing provision that enables pupils to grow and feel good about themselves. Building their self-esteem and confidence is paramount and all staff aim to develop the whole child.

How does the school enable pupils to engage in activities with other pupils who do not have SEN?

Residential educational visits, vocational activities and many other opportunities are offered to pupils in order that they experience life beyond the classroom walls. We feel this is an essential part of building and developing resilience so that they become well developed and rounded individuals, ready for the world beyond school. All activities are assessed to ensure suitability for the pupils, and we take time to plan activities which enable full participation, no matter the pupil need.

As a special school, all of our pupils have SEN, so for us this is about ensuring all of our pupils have access to suitable experiences if risk assessed as safe for their needs.

What expertise and training do school staff have to support the pupils?

Bennerley Fields strives to enable all pupils to overcome barriers to learning and fulfil their potential. Because of the unique challenges faced by our pupils, we rely upon highly skilled staff to use a specialist environment, knowledge and curriculum to support pupils in overcoming these barriers. All staff receive training in a variety of different areas. This includes:

- Safeguarding
- Moving and Handling (where appropriate)
- Epilepsy, Asthma and Diabetes (where appropriate)
- Zones of Regulation
- Makaton

- TEACCH
- Administrrating Medication and First Aid
- Autism and Sensory
- Active Hands
- Rebound Therapy
- Thrive Practitioners
- Attention Autism
- TAC PAC
- Lego Therapy
- Sensory Circuits
- Peer Massage
- Supporting pupils with behavioural needs
- Team Teach approach

How does school secure specialist expertise?

Working with other professionals is crucial in meeting the needs of our pupils. We have access to a range of professionals, these include:

- Educational Psychologists (EP's)
- Speech and Language Therapists (SALT) twice weekly school funded and NHS
- Physiotherapists
- Occupational Therapists, twice weekly school funded and NHS
- Community Paediatrician
- Early Help Team (MAT FASST Team)
- Children and Mental Health Services (CAMHS)
- Learning Disability and Locality Social Workers
- Early Help Team
- Virtual School
- Visual Impairment Services
- Moving and Handling Services

- Epilepsy Nursing Team
- Dietician
- Music Therapist, Sensory and Movement Therapists and Play Therapists

How does school secure equipment and facilities to support pupils with SEN and how accessible is the school setting?

The school is accessible to all our pupils and where appropriate provision is adapted to meet the changing needs of some of our pupils. We ensure that specialist equipment is regularly checked and its use is monitored by such professionals as Physiotherapists, Moving and Handling Experts and Occupational Therapists.

We continue to make alterations and improvements to ensure that we provide a safe purposeful learning environment for pupils. The school has a multi-purpose hall, sensory rooms and life skills room.

Outside, the pupils have access to outdoor play equipment on all three playgrounds and a Forest School Area.

How does school adapt the curriculum and learning environment?

Our whole school curriculum across all seven Curriculum Stages is adapted to meet the needs of our pupils. We do not have anyone working at their chronological age ability, and the way our curriculum stages are constructed ensures that the curriculum is right for the pupils' ability, while ensuring progress throughout their time at school.

We also have an accessibility plan in line with the Equality Act 2010, which can be found on our school website. This plan ensures that Bennerley Fields:

- Increases the extent to which pupils with SEN can participate in the curriculum.
- Improves the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improves the availability and accessible information to disabled pupils.

What Early Help does the school offer?

Bennerley Fields employs Family Support Workers (FSW) to help meet our pupils needs and support our families:

- Shirley Sewell.
- Lisa Hart (am)
- Julie Addison (Zero Hours).

They can be contacted at: familysupport@bennerleyfields.derbyshire.sch.uk

Together, with the pastoral and wellbeing lead (Anna Shelton) and the Middle Leaders Pastoral Team (Claire Dunne and Gemma Cox) we ensure that families and pupils are supported effectively. We aim to work closely with families to resolve any issues quickly and efficiently and support the pupil at home and school.

We encourage you to talk to us and no issue is too small to share. The support we provide can include:

- Information on services available to support the family.
- Information on funding options available.
- Tailor-made support for home to help with routines and preparation for changes.
- Opportunities for sharing experiences with other parents/carers.
- Parent/Carer sessions with outside speakers or staff who can offer training and advice.

We are available to offer help about a variety of things that may be worrying you or you wish to discuss personally. This may lead to home visits and on-going advice. If families need more support than we can offer, we will refer families on to relevant agencies as needed. This support is detailed below.

How does school involve other organisations in meeting the needs of pupils with SEN and supporting their families?

Derbyshire Information, Advice and Support Service (DIASS) for Special Educational Needs and Disabilities provide free, impartial and confidential information to parents/carers and children and young people on issues around education, health and social care, relating to special educational provision.

<https://www.derbyshireiass.co.uk/parents-and-carers/information-for-parents-and-carers.aspx>

Social workers may be allocated by the disabled children's team or locality and their work with the school is based on each individuals/ families' requirements. The school also work closely with CAMHS and LD CAMHS to ensure pupils and their families get the correct support to promote emotional and behavioural wellbeing.

Transport is organised by the local authority and transport staff are employed by the different companies.

Where can the LA's local offer be found? How has school contributed to it?

There is a link on our website to Derbyshire County Councils Special Educational Needs and Disabilities offer.

<https://www.localoffer.derbyshire.gov.uk/about-us/about-us.aspx>

Derbyshire local offer includes leisure and activity providers, health care services, education providers and support groups. The local offer simply aims to pull information about available services into one place and make it clear and accessible for families.

Bennerley Fields contributes to the local offer by providing education for special education for pupils with an EHCP.

Who is the Special Educational Needs Co-ordinator (SENCO) and how can they be contacted?

Anna Shelton: Deputy Headteacher info@bennerleyfields.derbyshire.sch.uk

How does the school handle complaints from parents/carers?

We have a complaints policy on our website that outlines how to make a complaint or express a concern. The governing body encourages parents/carers to resolve issues with school and the senior leadership team in the first instance. If this is not possible, or the parent/carer is still unsatisfied, a complaint can be put in writing to the Headteacher. The response to a complaint should be within 10 working days. If the complaint is against the Headteacher or the Headteacher is too closely involved with the issues, the governing body will deal with the complaint.

Glossary

ARAS	Attachment and Relationship Aware School
CAMHS	Child and Adolescent Mental Health Services
CIN	Child in Need
CP	Child Protection
DIASS	Derbyshire Information, Advice and Support Service for Special Education needs
DT	Designated Looked After Teacher
DSL	Designated Safeguarding Lead
EHCP	Education, Health, Care, Plan
EP	Educational Psychologist
FAAST	Family and Student Support Service
FSW	Family Support Worker
Interim Targets	School set small set targets that are in line with the EHCP outcomes that are evidenced during the year.
MAT	Multi Academy Trust
My Concern	Online recording system for any safeguarding concerns
OFSTED	Office for Standards in Education Children's Services and Skills
OT	Occupational Therapist
Pastoral Support	to ensure the physical and emotional welfare of pupils
Pen Portrait	Information regarding each individual pupil regarding their needs, learning styles, medical needs, likes and family.
SALT	Speech and Language Therapist
SEND	Special Educational Needs and Disabilities.
TAF	Team Around the Family
THRIVE	An approach to support pupils with their emotional resilience.