

Stepping Stones to Transition 2012/2013

A guide for parents

This guide is for parents of pupils
with Special Educational Needs
during school transition





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Top Tip! Parents/Carers say:

“You know your own child better than anyone... what may seem obvious to you about your child may not be obvious to other people – you will need to explain what your child needs, and why.”

Top Tips • Top Tips • Top Tips • Top Tips



1 Foreword

Transferring from one setting to another is a time of change for all children and their parents/carers. For families supporting a child with Special Educational Needs (SEN), it can be a particularly challenging time.

To support and help you with this process, this booklet aims to provide a helpful guide to the things you need to know about your child moving into

full time schooling and transition from one school to another. This booklet is the first in a series we plan to develop to support parents of children with special educational needs.

We've included information that we hope will be helpful to guide you through the process, and thought provoking questions to help you consider your options.



Sonia Sharp
Executive Director
Children, Young People & Families



This booklet has been developed in consultation with the Sheffield Parent Carer Forum

2 Introduction

This booklet is written for parents of children who are already accessing specialist provision, have a statement or are undergoing statutory assessment. Whilst specialist provision will be the most appropriate choice for some children, with the right support and development of inclusive practice, many parents choose for their children to attend their local community school or learning setting. In Sheffield, the majority of children with a statement of Special Educational Needs access mainstream provision rather than specialist provision.

If you are undecided about the most appropriate next step for your child, and/or you are considering applying for specialist provision, then this

booklet will help. If your child is currently in mainstream provision and you would like to change to specialist provision, then please contact the SEN Assessment and Placement Team (contact details on page 14) as soon as possible. They will be able to advise you.

We've included a helpful glossary of terms towards the end of the booklet. The words you'll find in the glossary are highlighted throughout.

For further detail on mainstream provision, please refer to 'A guide for parents' which is available from the Admissions Team. We are currently developing a separate guide for parents about Early Years provision.

Our Commitment to You

In Sheffield, every child, every young person, every family and every community matters.

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We have developed the Inclusive Learning Strategy to improve the way that we meet the individual needs of those children and young people who have additional educational needs.

When considering which school(s) may be appropriate for your child, please bear in mind our vision for the future (shown on page 7).

The Local Authority is currently undertaking a review of options for students with additional needs and disabilities when they reach 16+ years. Young people with additional needs share many of the aspirations of their wider peer group. Their voice is an important element in ensuring appropriate choice is available to match their range of needs.



Our Vision for the Future

“Wherever possible, all children and young people, including those with additional needs will:

- be welcomed at the their local community school or setting and be supported alongside their friends and peers;
- through their setting, be able to access and benefit from additional targeted and specialist support when required, commissioned by or through a service or setting;
- be able to access specialist services and provision within Sheffield’s Special Schools and Integrated Resources, in a strong partnership with their local community school;

- wherever possible, attend one of Sheffield’s own mainstream or specialist provisions rather than placements outside of the city so long as this is consistent with fully meeting their individual needs;
- have a voice and influence in shaping services to meet their needs.”

Sheffield’s Inclusive Learning Strategy, March 2011

A copy of the strategy can be found online at:
www.sheffield.gov.uk/education

Click on :

- About Us
- Consultation
- Inclusive Learning Strategy (The document appears at the bottom of the page)

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Transition: The Admission Process

The Special Educational Needs Assessment & Placement Team and Admissions Team work closely together to ensure a seamless and timely transition programme for all children in Sheffield.

Step 1

The information contained in this booklet will provide you with information on the different special schools and the learning needs of the children who attend each one. You should then speak to the Special Educational Needs Coordinator (**SENCO**) in your child's school, who will be able to offer you professional advice and support on the transition process. The SENCO will lead your child's transition review and will have a good understanding of your child's needs. The SENCO will also be able to advise you on suitable ongoing provision.

We advise you to think about the schools that you are interested in your child attending (mainstream or special) and make contact early in the academic year to enquire when their open day is scheduled. This will provide you with the opportunity to look around the school and ask questions that you feel are relevant to your child. You should express your preference at the transition review meeting.

Step 2

You may have already identified your preferred school at your child's last **Annual Review**, but you are required to formally express your three preferences to the Local Authority via the standard application form. **Please note**, you are advised to express your preference for a mainstream school, even if you wish your child to attend a

special school. If your application for specialist provision is unsuccessful, your mainstream preference will be taken into account.

Parents may also wish to send their child to a non-maintained provision. A list of independent providers in the area is available upon request. If you have any queries or questions, please don't hesitate to contact the SEN or Admissions team for help – their contact details are provided on page 14.

The application form is available either online or as a paper copy, whichever is easier for you. You will receive a letter from the Admissions Team providing information on your catchment area and a leaflet providing guidance on how to apply. You must indicate your preference for a special school, or an integrated resource if applicable, on this form. The timescales that both teams work to are illustrated on pages 12 and 13.

What Happens Next?

Once you have made your application, there will be a fairly lengthy wait, so we ask you to be patient. The final decision about where your child will be placed will not be taken until the end of January 2012. You will find out which school, mainstream or special, by 15th February when a final amended version of your child's statement naming the school will be posted to you. (Please note these dates do not apply to children entering Reception).

Where possible, we will try to meet your preference if what you have chosen is judged to be a suitable provision to meet your child's needs. We will prioritise the children according to their needs. Of course, to you, your child is the priority. It's our responsibility to try to meet the needs of as many children as possible.

If we are concerned that we will not/may not be able to place your child in your preferred school, we will contact you as soon after the closing date as is possible and

begin the process of trying to arrange suitable alternatives.

You should not assume that your application has been successful if you have not been contacted. There are a number of factors which will influence the final decision including children arriving new to the city, children who obtain a new statement or other factors such as health needs may change.

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What do I do if I don't get the school I wanted?

Upon receipt of the proposed amended statement in January, you have 15 days in which to tell the Local Authority if you disagree with the content of the statement. You also have the right to lodge an appeal with SENDIST (Special Educational Needs and Disability Tribunal) within 2 months from the date of receiving the final amended statement from the Local Authority.

Before deciding to lodge an appeal with SENDIST however, we strongly advise you to engage with the SEN

Assessment and Placement Team and to work with them to find a solution which you are comfortable with. This can often result in a speedier outcome and reduce the amount of stress involved in making an appeal to SENDIST. Please be aware, however, that the 2 months statutory time limit for tribunal appeals still applies.

Parent Partnership of Sheffield City Council can provide impartial advice on these matters, as can a number of national organisations such as IPSEA and SOS!SEN.

If you are contacted, you may be invited to attend a meeting with an officer from the SEN Assessment and Placement team or you may be invited to attend a meeting along with a number of other parents/carers who are in a similar position to you.

The best thing to do is to keep in contact with the SEN Assessment and Placement team throughout the process. It is their job to help and support you.

Feedback

We always ask for feedback so that we can improve the service we offer.

When you get the statement you will also receive a short feedback form which we ask you to return to us.

Top Tip!

The SEN Assessment and Placement Team say:

- **Remember!** Parents are strongly advised to apply for a mainstream school place for their children, even if they wish their child to attend a special school. If your application for specialist provision is unsuccessful, your mainstream preference will be taken into account.
- **Plan in advance!** We encourage parents to attend school open days at the start of Y1 when their child is due to move to Juniors (at the end of Y2) and again at the start of Y5 when their child is due to move to secondary school (at the end of Y6). Once parents have done this, it's important that they let us know their preferred school before the end of the school year (usually via the Annual Review).
- It's a good idea for parents to take a copy of their child's latest statement with them as they visit schools so that they are better informed to answer any questions the school may have.

Top Tips • Top Tips • Top Tips • Top Tips

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Timescales for transition September 2012

Action	Nursery – Infant Transition (entry to primary school)	Infant – Junior Transition	Primary – Secondary Transition (entry to secondary school)
Admissions Team send a letter to parents indicating catchment area and leaflet on how to apply	End of September/ Beginning of October	End of September/ Beginning of October	Allocation date for non-statemented children is 1 March 2012 (for children starting in 2012)
Admissions Team send a letter to a second cohort of parents (related to birth date of child) Nursery Age only	End of December	N/A	Allocation date for children with a statement of special educational needs is 15 February 2012
Closing Date for Applications	Paper applications: 16 January 2012 Online applications: 9 December 2011	Paper applications: 16 January 2012 Online applications: 9 December 2011	(Parents of children in this cohort should follow the admissions process described in the letter dated 31 March 2011, which was sent to all parents of children with a statement of special educational needs)
Allocation Date (the outcome of your application)	Locally determined deadline 28 March 2012 (for children with SEN) 11 April 2012 (for all other children)	Locally determined deadline 15 February 2012 (for children with SEN) 11 April 2012 (for all other children)	

Timescales for transition September 2013 – Please note these are **provisional dates**. A decision will be taken by Cabinet in March 2012. All dates also subject to any changes in the new Admissions Code of Practice.

Action	Nursery – Infant Transition (entry to primary school)	Infant – Junior Transition	Primary – Secondary Transition (entry to secondary school)
Admissions Team send a letter to parents indicating catchment area and leaflet on how to apply	End of September/ Beginning of October	End of September/ Beginning of October	End of June
Admissions Team send a letter to a second cohort of parents (related to birth date of child) Nursery Age only	End of December	N/A	N/A
Closing Date for Applications	Paper applications: 16 January 2013 Online applications: 10 December 2012	Paper applications: 16 January 2013 Online applications: 10 December 2012	National, Statutory Deadline Paper applications: 31 October 2012 Online applications: 17 October 2012
Allocation Date (the outcome of your application)	Locally determined deadline 28 March 2013 (for children with SEN) 11 April 2013 (for all other children)	Locally determined deadline 15 February 2013 (for children with SEN) 11 April 2013 (for all other children)	National, Statutory Deadline 15 February 2013 (for children with SEN) 1 March 2013 (for all other children)

Who can I contact for help and advice?

The Special Educational Needs Assessment & Placement Team

Telephone: 0114 273 6394

Website: www.sheffield.gov.uk/sen

Email: ed-sensupportteam@sheffield.gov.uk

Address:

Special Educational Needs Assessment & Placement Team
Children's Commissioning Services
Children, Young People & Families
Floor 3, Howden House
1 Union Street
Sheffield S1 2SH

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The Admissions Team

Admissions Officers:

Telephone: 0114 273 5766 (primary)

0114 273 5790 (secondary)

Website: www.sheffield.gov.uk/pupiladmissions

Email: ed-admissions@sheffield.gov.uk

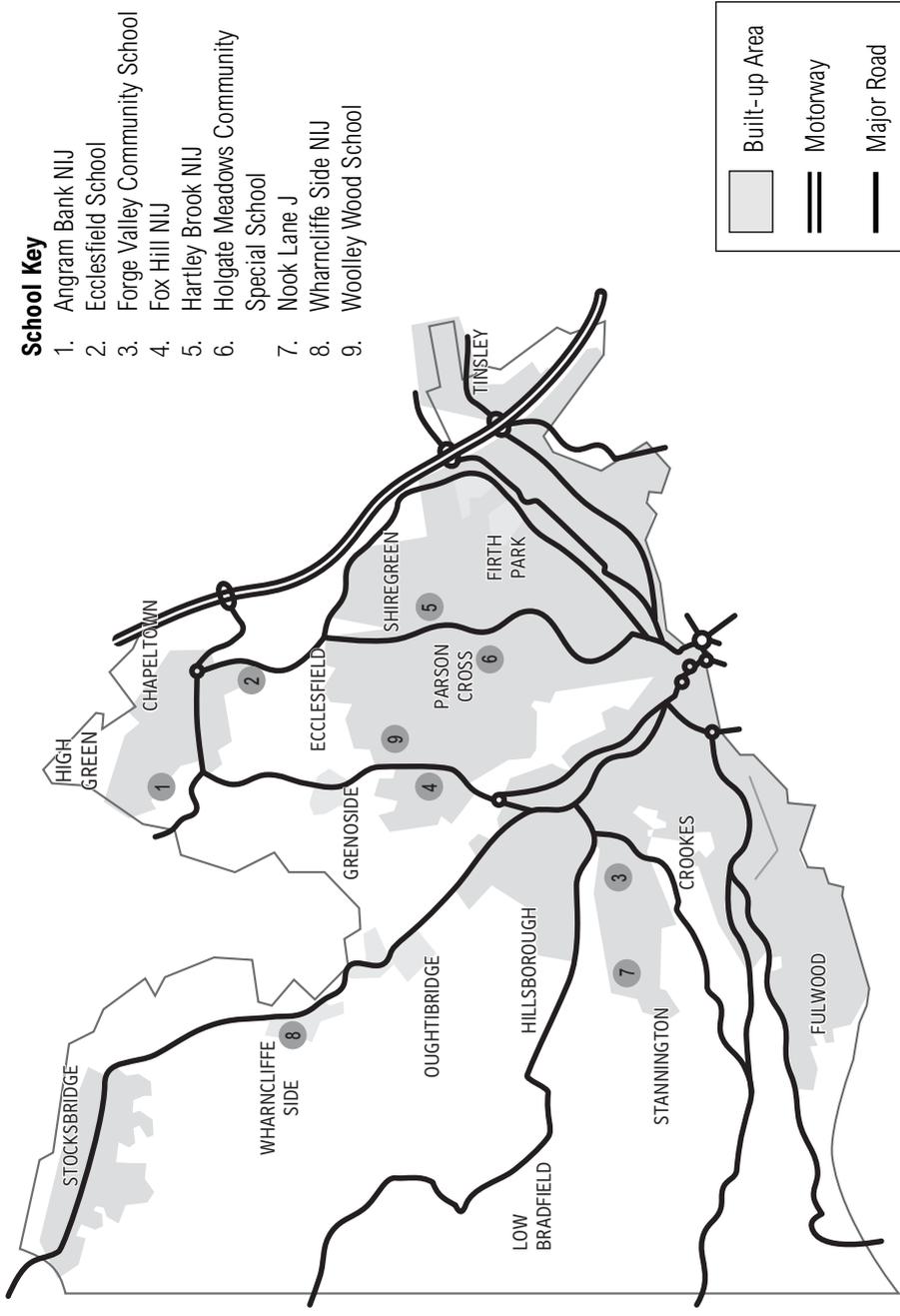
Address:

Pupil Admissions
Children's Commissioning Services
Children, Young People & Families
Floor 3, Howden House
1 Union Street
Sheffield S1 2SH

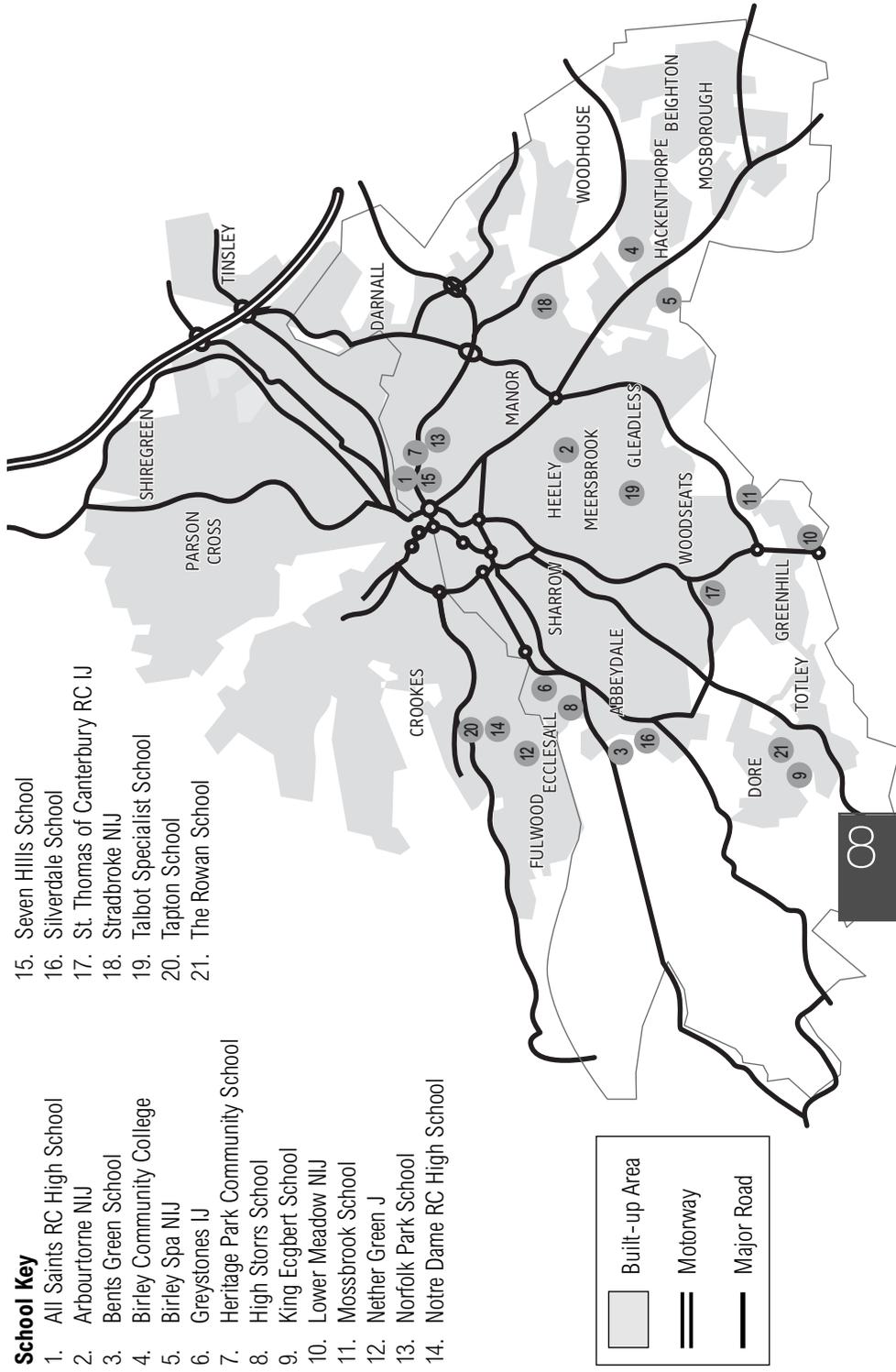


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Map showing location of Special Schools and schools with Integrated Resources in the North of the city



Map showing location of Special Schools and schools with Integrated Resources in the South of the city



Special Schools

Norfolk Park Primary Special School

Woolley Wood Primary Special School

These two schools jointly cater for the needs of children with severe or profound multiple learning difficulties. Some of the children who come to these schools also have Autistic Spectrum Disorder (ASD) and physical disabilities (PD), where these are accompanied by severe learning difficulties (SLD).

The majority of pupils in these schools are working at levels below Level 1 of the **national curriculum** (sometimes called 'P-Levels'). Both schools offer a highly personalised curriculum which responds to the individual learning needs of every child. Sensory experiences can be provided and both schools can support children who use **augmentative communication** and **Makaton** signing systems.

Woolley Wood is co-located with Mansel Primary School. It primarily serves children living in the north of the city.

Norfolk Park Special School is located close to Park Grange Road, near the Supertram and Norfolk Heritage Park. It primarily serves children living in the south of the city. Both schools offer nursery provision.

Norfolk Park NIJ School
Headteacher:
Jane Vickers

Norfolk Park Primary School
Park Grange Road
Sheffield S2 3QF

Tel: 0114 272 6165
Fax: 0114 272 5932

Email: enquiries@norfolkpark.sheffield.sch.uk
Website: www.sheffield.schooljotter.com/norfolkpark

National Curriculum Year/

National Curriculum Years: Nursery- 6

Age Group

Age: 2-11

School Designation

Profound & Multiple Learning Difficulties (PMLD)

Learning Needs

- Most pupils are working at levels at least 2 below age-related expectations, but in practice often much lower.
- The school has a nursery and some pupils who come and then move out in mainstream.

Accommodation/ Facilities

- The school meets the needs of children with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and can accommodate children with complex health needs.

Additional Information

Ofsted Report

Inspection Dates: 9–10 February 2009
(Inspection Number 324542)

Overall Effectiveness (how good is the school?):
Rated 'Outstanding'
The School's capacity for sustained improvement:
Rated 'Outstanding'

A copy of the school's Ofsted report can be found at the following web address: <http://www.ofsted.gov.uk>
Type the school's unique reference number **107177** into the home page search bar (top right).

Additional Information Cont	<p>Ofsted Report</p> <p>In a summary letter to the children of Norfolk Park School, here are some of the observations inspectors made:</p> <ul style="list-style-type: none"> • you enjoy learning and make lots of friends • you all have lots of lovely things to do in lessons and at playtimes • you learn how to talk and communicate in your own special way • you feel safe because the staff look after you so carefully.
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Top Tip! Parents/Carers say:

“After attending open days, visit the schools you think may be appropriate and ask questions specific to your child’s needs. Identify what features a school should have to meet your child’s needs. Think about:

- Environment
- Curriculum
- Level of sensory stimulation
- Adaptations made in school
- Dining arrangements

... We then devised a questionnaire and asked the same questions to each school. We then ‘scored’ each school according to their answers to help us make a decision about which was the most appropriate school for our child.”

Top Tips • Top Tips • Top Tips • Top Tips

Woolley Wood School	<p>Woolley Wood School Mansell Crescent Sheffield S5 9QS (from April 2012)</p> <p>Headteacher: Dean Linkhorn</p> <p>Tel: 0114 245 6885 Fax: 0114 257 0269 Email: enquiries@wolleywood.sheffield.sch.uk</p>
National Curriculum Year/ Age Group	<p>National Curriculum Years: Nursery-6</p> <p>Age: 2-11</p>
Date School Opened	1971 (new school building opens in April 2012)
School Designation	Severe Learning Difficulties and Profound Multiple Learning Difficulties (PMLD)
Learning Needs	<ul style="list-style-type: none"> • The majority of children attending have Severe Learning Difficulties (SLD) or Profound Multiple Learning Difficulties (PMLD)
Accommodation/ Facilities	<ul style="list-style-type: none"> • The new building (from April 2012) has been specifically designed to be fully accessible, DDA compliant (compliant with the Disability & Discrimination Act 1995) and to include specific adaptations for providing additional therapy and health services. • The categories of need catered for and the profile of the children is not expected to change when the school relocates.
Additional Information	<p>Ofsted Report</p> <p>Inspection Dates 11-12 June 2009: (Inspection Number 324543) Overall Effectiveness (how good is the school?): Rated ‘Outstanding’ The School’s capacity for sustained improvement: Rated ‘Outstanding’ A copy of the school’s Ofsted report can be found at the following web address: www.ofsted.gov.uk Type the school’s unique reference number 107180 into the home page search bar (top right).</p>

Additional Information Cont

Ofsted Report

In a summary letter to the children of Woolley Wood School, here are some of the observations inspectors made:

There are many things that are really outstanding in your school. These include:

- the excellent care and support which you are given so that **you feel safe and learn very well**
- the excellent progress which you make in learning to communicate and in developing your **social and independence skills**
- all the interesting things you do, especially the creative work in art and music
- the **exceptionally good teaching** which enables you to learn extremely well in lessons.

Mossbrook Primary Special School
The Rowan Primary Special School

Both these schools are located in the South/South West of the City and cater for pupils with Autistic Spectrum Disorder, other complex communication and interaction difficulties and learning difficulties.

All the pupils at Mossbrook School have learning difficulties – some with autism, others without.

At Rowan school, all children have either Autistic Spectrum Disorder or Speech, Language and Communication needs, with some pupils also having learning difficulties or challenging behaviours.

Both schools use a variety of communication methods, including Makaton signing and **Rebus**. Pupils access a tailored curriculum which can be adapted to meet each child's individual needs. Both schools provide access to a range of health professionals, including access to speech and language therapists who regularly work in the school.

There is sensory provision at both schools, in addition to class bases and other specialist rooms for food technology, science and art/messy play.



Top Tip! Parents/Carers say:

“... we kept a notebook full of details of every phone call or meeting about the transition process. I noted down names, contact numbers and relevant comments or deadlines – it helped me keep on top of things and remember where we'd got to in the transition process.”

Top Tips • Top Tips • Top Tips • Top Tips

Mossbrook Infant & Junior School (Day and Residential) Headteacher: Mrs M Brough	Mossbrook Special School Bochum Parkway Sheffield S8 8 JR Tel: 0114 237 2768 Fax: 0114 283 9253 Email: enquiries@mossbrook.sheffield.sch.uk
National Curriculum Year/ Age Group	National Curriculum Years: Reception-6 Age: 4-11
School Designation	Learning & Complex Communication Difficulties
Learning Needs	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) is the primary area of expertise within the school. • Most children have Severe Learning Difficulties (SLD) rather than Moderate Learning Difficulties (MLD)
Accommodation/ Facilities	<ul style="list-style-type: none"> • The building is large and has lots of small rooms and different spaces. • There are specialist rooms for music, wet play/ messy art, food technology and science along with spaces for health workers (professionals from Speech and Language Therapy visit the school several times per week and professionals from the Physiotherapy Service also provide support on site). • There is a small swimming pool used mainly by the younger children, with older children accessing swimming lessons at a full size pool offsite. • There is a soft play area with ball pool and a sensory room. • The accommodation is generous and flexible, with the school having adapted and changed the use of rooms as the needs of the school population have changed.

Accommodation/ Facilities Cont	<ul style="list-style-type: none"> • There are three separate outdoor play areas and all classrooms have areas which can be equipped as continuous provision, extending the EYFS approach throughout the school, where this is helpful. • There are changing areas and a sluice room; the school caters for pupils who are not fully continent. • The school is all on one level.
Additional Information	<p>Ofsted Report Inspection Dates: 2–3 March 2009 (inspection number 324544) Overall Effectiveness (how good is the school?): Rated ‘Outstanding’ The School’s capacity for sustained improvement: Rated ‘Outstanding’</p> <p>A copy of the school’s Ofsted report can be found at the following web address: www.ofsted.gov.uk Type the school’s unique reference number 107182 into the home page search bar (top right). In a summary letter to the children of Mossbrook School, here are some of the observations inspectors made:</p> <ul style="list-style-type: none"> • It was very clear from the discussions with you and the questionnaire replies we received from your parents that you enjoy school and think that you are safe and very well cared for. • You attend a very special school that is providing you with an outstanding education. This was very clear in the stirring assembly we joined which celebrated all your achievements. • All this happens because your school is exceptionally well led and has first rate staff. • This means teaching is outstanding so you learn at a remarkable rate. • Your teachers provide really exciting lessons so learning is enormous fun. • You are extremely well behaved, work very hard and care for each other. • Mosshouse is equally excellent.

The Rowan Primary School
 Headteacher:
 Avril Young

The Rowan Primary School
 4 Durvale Court, Furniss Avenue
 Sheffield S17 3PT

Tel: 0114 235 0479
 Fax: 0114 235 0478

Email: enquiries@rowan.sheffield.sch.uk
 Website: www.rowan.sheffield.sch.uk

National Curriculum Year/ Age Group
 National Curriculum Years: Reception-6
 Age: 4-11

School Designation **Complex Communication Difficulties**

- All children have either Autistic Spectrum Disorder (ASD) or SLCN (Speech, Language and Communication Needs). Some pupils also have learning difficulties or challenging behaviour.
- The school supports a number of pupils who could return to mainstream or Integrated Resource (IR) placements – usually these are children e.g. with Aspergers, who are high-functioning, but lack the social and communication skills to manage in an IR or mainstream environment. Some of these children have been successfully integrated following a year or so at The Rowan.

Learning Needs

- There is a spread of ability from Level P3 to NC4 but all pupils have an **Individual Education Plan (IEP)** and the curriculum is entirely personalised.
- All children have either ASD or SLCN, with some pupils also having learning difficulties or BESD needs.

Learning Needs Cont

- Our creative curriculum is designed to foster children's social/emotional, physical, cognitive and language development and to enhance learning in literacy, maths, science, social studies, the arts and technology.
- Children experience learning opportunities in areas such as dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers and outdoors.
- A minimum of 25% of all teaching and learning is outdoors.

Accommodation/ Facilities

- There are 8 classrooms and the school has 8 classes organised according to need. This includes one class in Key Stage 2 for children with more complex needs - those at the early stage of sensory development and with very limited verbal communication.
- The classrooms accommodate a maximum of 10 pupils.
- The environment includes specialist workstations.
- There is a sensory room.
- There are specialist teaching rooms for food technology and a library plus a 'nurture room' for pupils who need support outside the mainstream classroom.
- All staff have experience and training in autistic spectrum disorders and strategies for developing speech, language, communication and social interaction skills.
- The school is a '**Team Teach**' school, so all staff have regularly updated Team Teach training and are skilled in managing challenging behaviours.
- Some individual staff have training in specific learning difficulties, art or play therapy, Dawn Therapy (children coping with loss) in quality circle time etc.. As pupil needs change with each cohort, individual staff attend specific training each year to extend our range of ability to meet individual needs.

Secondary Special Schools

Talbot Specialist School

Talbot caters for pupils aged 11-19 with a range of learning difficulties including those with severe profound and multiple learning difficulties. Some of the pupils also have autistic spectrum disorders and physical disabilities, in addition to severe learning difficulties.

The majority of pupils at Talbot are working below Level 1 of the **national curriculum** (sometimes called 'P-Levels') and all are working at least two levels below the expected level for their age. The school offers a highly personalised curriculum which responds to the individual learning needs of every pupil. The school delivers a specially adapted Sensory curriculum and can support children who use augmentative communication and Makaton signing systems.

The school hosts a number of specialist facilities, including a range of rooms to deliver therapies with visiting and on-site health staff supporting the school.

Talbot is co-located with Newfield Secondary School, a mainstream school for 11-16 year olds. The two schools collaborate closely to extend learning for pupils in both schools. Each pupil's curriculum is designed to maximise their opportunities and support their independence. Most pupils remain at Talbot for post-16 provision up to the age of 19. Following person-centred transitions planning, some pupils transfer to courses at Sheffield College or a range of other providers.

Additional Information

Ofsted Report

Inspection Dates: 16–17 March 2011
(Inspection Number 356101)
Overall Effectiveness (how good is the school?):
Rated 'Outstanding'
The School's capacity for sustained improvement:
Rated 'Outstanding'

A copy of the school's Ofsted report can be found at the following web address :

www.ofsted.gov.uk

Type the school's unique reference number **107171** into the home page search bar (top right).

In a summary letter to the children of Rowan School, here are some of the observations inspectors made:

- Your school is an **amazing place** which gives you outstanding opportunities to succeed and, most importantly, to have fun.
- you are making **excellent progress** because of the outstanding teaching.
- you enjoy **excellent relationships** with your teachers and support assistants, who care very well for you.
- you have a really **exciting curriculum** which helps you to learn about all sorts of interesting things.

Talbot Specialist School	Talbot Specialist School Lees Hall Road Sheffield S8 9JP Headteacher: Judith Smith
	Tel: 0114 250 7394 Fax: 0114 250 7857
	Email: enquiries@talbot.sheffield.sch.uk
National Curriculum Year/ Age Group	National Curriculum Years: 7 - 14 Age: 11-19
Date School Opened	1976 (Current school building opened in 2009)
School Designation	Learning Difficulties and Complex Needs <ul style="list-style-type: none"> The school caters for children with a wide range of needs working from P1 Levels to L2/3. There are increasing numbers of children with a diagnosis of Autistic Spectrum Disorder (but this is usually in addition to the child having a primary need of Severe Learning Difficulties (SLD))
Learning Needs	<ul style="list-style-type: none"> The majority of children have SLD (Severe Learning Difficulties) or PMLD (Profound Multiple Learning Difficulties). Parents are always encouraged to consider support offered in mainstream (some children are now in Newfield supported by a specialist teacher and Teaching Assistant from Talbot).
Accommodation/ Facilities	<ul style="list-style-type: none"> The new building has been specifically designed to be fully accessible, DDA compliant (compliant with the Disability & Discrimination Act 1995) and to include specific adaptations for providing additional therapy and health services. School currently organised on 16 form groups. There are 16 generic rooms able to function as form bases. Staff have expertise in working with young people with a range of severe and complex learning difficulties including autism, complex medical needs, physical disabilities etc.

Accommodation/ Facilities Cont	<ul style="list-style-type: none"> The school delivers training in the areas of Team Teach, positive handling techniques, Makaton signing and Moving and Handling. Talbot works in partnership with colleagues in mainstream schools in meeting the needs of a range of pupils with additional needs.
Additional Information	<p>Ofsted Report Inspection Dates: 9–10 December 2009 (Inspection Number 336822) Overall Effectiveness (how good is the school?): Rated ‘Outstanding’ The School’s capacity for sustained improvement: Rated ‘Outstanding’</p> <p>A copy of the school’s Ofsted report can be found at the following web address : www.ofsted.gov.uk Type the school’s unique reference number 107178 into the home page search bar (top right).</p> <p>In a summary letter to the children of Talbot School, here are some of the observations inspectors made:</p> <ul style="list-style-type: none"> Everyone is so proud of belonging to the school; it makes a very special atmosphere. Talbot is an outstanding school. All the staff and governors make sure that you can do your very best because they think very carefully about what they plan to make sure that each person is happy and successful. This means that you learn very well and have a lot of fun doing so.

Seven Hills School

Seven Hills caters for pupils aged 11-19 with a range of learning difficulties. Pupils' needs include moderate and severe learning difficulties, speech, language and communication needs, autistic spectrum disorder and profound and multiple learning difficulties.

The majority of the pupils at Seven Hills are working at least 2 levels below the expected level for their age. The school offers a highly personalised curriculum which responds to the individual learning needs of every pupil. Seven Hills has a dedicated area for post-16 and around half of the pupils in Y11 generally remain at the school for one or two years before transferring to courses at Sheffield College or other providers.

Seven Hills has just moved into a new building, co-located with All Saints Catholic High School. The new building includes some rooms with sensory provision, a health suite and a swimming pool which can also be used for hydrotherapy. The co-location means that pupils can access some of the curriculum within All Saints where this is appropriate. Seven Hills also works closely with Sheffield College, with the majority of pupils in Y11 and above accessing specialist work-based learning courses offsite. Each pupil's curriculum is designed to maximise their opportunities and support their independence.

Seven Hills School	Seven Hills School
Headteacher:	Granville Road
Clare Scott	Sheffield S2 2RJ
	Tel: 0114 274 3560
	Fax: 0114 276 5371
	Email: enquiries@sevenhills.sheffield.sch.uk
National Curriculum Year/	National Curriculum Years: 7 - 14
Age Group	Age: 11 - 19
Date School Opened	Current school building opened in 2011
School Designation	Learning Difficulties and Complex Needs <ul style="list-style-type: none">• Post 16 caters for students typically for 2 years, however where appropriate, students may transfer to college after just one year.• A relatively small number of students have PMLD and they are taught as a group within a fully sensory classroom with its own access to outdoor space.• A small number of pupils whose primary need is Autistic Spectrum Disorder (ASD) are taught as a group with a modified curriculum.
Learning Needs	<ul style="list-style-type: none">• Most pupils have Severe Learning Difficulties (SLD) but the range is currently more towards MLD (Moderate Learning difficulties) than PMLD (Profound & Multiple Learning Difficulties).• Most pupils are working at P levels upon entry to the school in Year 7.
Accommodation/ Facilities	<ul style="list-style-type: none">• There are three sensory classrooms but currently only one group follows a fully sensory curriculum.• There are 5 hygiene rooms.• Specialist spaces are shared (Music/Drama/Dance, Science/IT, Art/Design & Technology, Food Technology and life skills) to allow each group to have their own defined class base which is used for approximately half of the teaching time.

**Accommodation/
Facilities**

- The school shares a swimming pool with All Saints, which also allows hydrotherapy and sensory activities to take place.
-

**Accommodation/
Facilities Cont****Ofsted Report**

Inspection Dates 7–8 July 2010:

(Inspection Number 341632)

Overall Effectiveness (how good is the school?):

Rated 'Satisfactory'

The School's capacity for sustained improvement:

Rated 'Satisfactory'

A copy of the school's Ofsted report can be found at the following web address :

www.ofsted.gov.uk

Type the school's unique reference number **135287** into the home page search bar (top right).

In a summary letter to the children of Seven Hills School, here are some of the observations inspectors made:

- Your **behaviour is good**.
 - **Teaching is good**.
 - The adults **look after you well** and give you **good support**.
 - The **sixth form is good**; it really helps students to become independent.
-

Bents Green Secondary School

Bents Green is a specialist secondary school catering for pupils with social communication and Autistic Spectrum Disorder (ASD) and learning difficulties. All pupils are working at least 2 levels below the expected level for their age. The curriculum and school environment are specifically designed to respond to the needs of children with autistic spectrum disorder with statements that record learning difficulties in addition to an ASD diagnosis.

Bents Green recently moved into a new building close to

Silverdale School. Each year group has a class base, with specialist teaching rooms, social areas and calm (non-stimuli) rooms available in each area of the school. There is also a purpose built area for post-16 and for applied, work-based learning. The grounds and outdoor spaces are also designed to promote pupils' social development and communication skills. Most pupils remain at Bents Green for post-16 provision up to the age of 19, although some pupils transfer to courses at Sheffield College or other providers.

Top Tip! Parents/Carers say:

“Find out who your SEN Development Officer is at the Local Authority and make contact with them. Don't hesitate to ring them for information to find out what's happening, or to tell them any relevant information. Find out when decisions are being made – and by whom – this allows you the opportunity to contribute to the discussion and submit evidence to support your preference.”

Top Tips • Top Tips • Top Tips • Top Tips

Bents Green Secondary School
 Bents Green Secondary School
 Ringinglow Road
 Sheffield S11 7TB
 Headteacher: Jan Wiggins
 Tel: 0114 236 3545
 Fax: 0114 262 1904
 Email: enquiries@bentsgreen.sheffield.sch.uk

National Curriculum Year/ Age Group
 National Curriculum Years: 7-14
 Age: 11-19

Date School Opened
 Current school building opened in 2011

School Designation
Communication Needs and Autism

- Children are all autistic and this is the primary determinant of the provision needed for them.
- All children also have learning difficulties
- Most pupils have difficulties with emotional regulation rather than behavioural difficulties

Learning Needs

- Autistic Spectrum Disorder causing social and communication difficulties
- Emotional regulation difficulties
- Learning Difficulties – most children are working at least 2 levels below age-related expectations.

Accommodation/ Facilities

- The building is designed specifically for pupils with Autistic Spectrum Disorder who have difficulty with emotional regulation.
- Each year group is organised of 2 forms of 10-12 pupils, with a year group base comprising 2 form rooms, a smaller group room, a social area and a 'calm room' (low sensory input environment). In very large year groups there is a need to create 3 forms rather than 2.
- The school also has an outdoor water feature, which contributes to the sensory environment and can help children to calm down.
- The calm rooms in every teaching area are used as a withdrawal space for pupils who are struggling to cope in class because of sensory overload.

Accommodation/ Facilities Cont

- The whole building is fully accessible and DDA compliant (compliant with the Disability & Discrimination Act 1995).
- Teaching and non-teaching staff hold qualifications in their subject area, and in special educational needs – specifically Autistic Spectrum Disorders. Subject specific includes **Thraxs**, music, art, drama, sports leadership.
- All staff have training in Team-Teach, child protection, Autism and ICT.

Additional Information
 The school is developing links with the Integrated Resource at King Egbert and is also developing a relationship with Silverdale.

Ofsted Report
 Inspection Dates: 4–5 November 2009
 (Inspection Number 336821)
 Overall Effectiveness (how good is the school?):
 Rated 'Outstanding'
 The School's capacity for sustained improvement:
 Rated 'Outstanding'

A copy of the school's Ofsted report can be found at the following web address: www.ofsted.gov.uk
 Type the school's unique reference number **SC003049** into the home page search bar (top right).
 In a summary letter to the children of Bents Green School, here are some of the observations inspectors made:

- We were **extremely impressed** by everything that was going on during our visit.
- It was a **joy to see you being so well taught**, to see you working so hard and to notice how much you were enjoying your classes. This is why you are **making outstanding progress**.
- Your **behaviour was excellent**.
- One of us spent a morning in the sixth form. You know it better as Post-16. Whatever it's called it is mightily impressive and it is clearly **achieving great success** in helping you to become more independent, sociable and extremely well prepared for adult life.

Through-phase Special Schools

Heritage Park School

Holgate Meadows Community School

These two schools cater jointly for pupils with behavioural, emotional and social difficulties and those whose learning difficulties make it hard to regulate their behaviour, including those with Autistic Spectrum Disorder (ASD). Both schools take children from the beginning of Key Stage 2 (Year 3) to the end of Year 11, although a significant number of pupils join the schools in Year 7 and some in other year groups. The ability range in each school is very broad, with some pupils' difficulties including specific learning difficulties and/or Autistic Spectrum Disorder (ASD). The schools organise groups flexibly and offer a high degree of personalisation so children can be admitted at any point during the year.

There is close liaison with mainstream schools and other specialist provision, with some children moving back into mainstream as their needs change.

Both schools operate in new buildings which were purpose-built when the schools were established in 2005. Heritage Park is located in Norfolk Park and serves the south of the city, while Holgate Meadows is located in Southey Green and serves the north of the city. As the majority of pupils who require places in these schools are boys, girls are usually allocated to Heritage Park wherever they live in the city.

Heritage Park Community School	Heritage Park Community School Norfolk Park Road Sheffield S2 2RU Headteacher: Wendy Birch
	Tel: 0114 279 6850 Fax: 0114 275 8476 Email: enquiries@heritagepark.sheffield.sch.uk Website: www.heritageparkcommunityschool.co.uk
National Curriculum Year/ Age Group	National Curriculum Years: 3-11 Age: 7-16
Date School Opened	Current school building opened in 2005
School Designation	BESD (Behavioural, Emotional, Social Difficulties) <ul style="list-style-type: none"> Approx 10% of children have Autistic Spectrum Disorder (a significant and growing number of high-functioning ASD pupils) Often children have more complex learning needs including significant communication needs.
Learning Needs	<ul style="list-style-type: none"> Ability range is very broad, across and within all key stages. Children are usually referred to Heritage Park from mainstream (plus a small number from Integrated Resources).
Accommodation/ Facilities	<ul style="list-style-type: none"> One classroom designated the 'Art Room'. The school has also developed specialist areas for drama and ICT. Limited break out/small group spaces and limited social spaces between the classrooms. Key Stage 2 – Pupils spend approx 90% of their time in the base with some additional specialist teaching Key Stage 3 – Some time in class base, but taught by subject specialists and spend more time in the specialist rooms Key Stage 4 – Pupils access a significant amount of off site provision including work based learning, extended curriculum and college provision. The school is fully accessible and DDA compliant (compliant with the Disability & Discrimination Act 1995)

Additional Information**Ofsted Report**

Inspection Dates: 9-10 June 2010
(Inspection Number 341001)
Overall Effectiveness (how good is the school?):
Rated 'Outstanding'
The School's capacity for sustained improvement:
Rated 'Outstanding'

A copy of the school's Ofsted report can be found at the following web address :

www.ofsted.gov.uk

Type the school's unique reference number **126705** into the home page search bar (top right).

In a summary letter to the children of Heritage Park School, here are some of the observations inspectors made:

- you make **outstanding progress** and leave school with a wide range of **examination successes**.
 - your behaviour improves greatly so the school is a **calm and happy place** in which to learn.
 - you learn extremely well because **teaching is outstanding** at your school.
-

Top Tip! Parents/Carers say:

“Keep good communication and contact with the Local Authority SEN Assessment and Placement Team. Keep talking to them. Don't be afraid to ask questions, ask for details behind the decision-making process and whether or not you could supply any additional evidence to support your preference.”

Top Tips • Top Tips • Top Tips • Top Tips

Holgate Meadow Community School

Headteacher:
Tony Middleton

Holgate Meadow Community School
Lindsay Road
Sheffield S5 7WE

Tel: 0114 245 6305

Fax: 0114 257 6761

Email: enquiries@holgatemcs.sheffield.sch.uk

Website: www.holgatemcs.co.uk

National Curriculum Year/

National Curriculum Years: 3-11

Age Group

Age: 7-16

Date School Opened

Current school building opened in 2005

School Designation

BESD (Behavioural, Emotional, Social Difficulties)
- 88% of children on role
Autistic Spectrum Disorder (ASD)
- 8% of children on role
Speech, Language and Communication Needs
- 4% of children on role

Learning Needs

- Ability range is very broad, across and within all Key Stages.
 - The school has an approach to learning which is focussed on gaining key skills – reading, writing and number – and accreditation – exams and qualifications.
 - The school personalises the learning of all pupils so they access opportunities and experiences at their level: - a stage not age approach.
 - Pupils have their progress regularly reviewed so their learning is best suited to their ability, behaviour and emotional development.
 - The school curriculum aims to challenge and inspire and is committed to excellence and achievement. The learner is central to the curriculum which combines rich learning experiences, early intervention, positive behaviour management and mental health support.
-

Accommodation/ Facilities

- The school is organised into 5 teams:
- **The Lower School** - Provides a Primary style model of learning. Classes are small and pupils work with a smaller number of staff. Pupils from Lower School also have some lessons in the specialised classrooms of the Upper School.
 - **The Upper School** - Provides more specialised teaching and learning opportunities up to and including qualifications. We offer GCSE, Functional Skills and Entry Level qualifications in a range of subjects including English and Maths, and vocational qualifications.
 - **The Pupil Support Team** - The Pupil Support Team maintains our continual focus on pupils' learning and listening. The team are available to offer help to pupils at all times and are also available to support parents. The team includes a counsellor and a family support worker.
 - **The Inclusion Team** - Provides learning for pupils off the school site including 1 to 1 tuition. We also have a separate provision based at a local church. Pupils' programmes, placements and vocational learning is also organised through the Inclusion Team.

There are specialist teaching areas for Art, Design Technology, Food Technology, Science, a gym and a fitness suite. The school is fully accessible and DDA compliant (compliant with the Disability & Discrimination Act 1995).

Additional Information

Ofsted Report
Inspection Dates : 23–24 March 2010
(Inspection Number 341002)
Overall Effectiveness (how good is the school?):
Rated 'Good'
The School's capacity for sustained improvement:
Rated 'Good'

Additional Information Cont

- A copy of the school's Ofsted report can be found at the following web address : www.ofsted.gov.uk
Type the school's unique reference number **126712** into the home page search bar (top right).
In a summary letter to the children of Holgate Meadows School, here are some of the observations inspectors made:
 - there are excellent arrangements to **keep you safe**.
 - your **behaviour improves** a great deal during your time at the school.
 - you told us how much you enjoyed visits and clubs; we agree that **you have a good curriculum**.
 - **teaching is good**.
-



Table below indicating feeder schools for each mainstream Integrated Resource and details of specialist provision

Primary Schools

Schools with an Integrated Resource (IR)	National Curriculum Year (not age of child)	Specialist IR Provision	Mainstream Secondary Feeder School (by catchment)
Angram Bank Primary	Nursery-6	Hearing Impaired	Ecclesfield Secondary
Arbourthorne Primary	0-6	Learning difficulties & Complex Needs	Springs Academy
Birley Spa Primary	3-6	Communication Needs and Autism	Birley Community College
Fox Hill Primary	0-6	Learning Difficulties / Other Complex Needs	Yewlands Secondary
Greystones Primary	0-6	Hearing Impaired	High Storrs School
Hartley Brook Primary	Nursery-6	Learning Difficulties / Complex Needs	Firth Park
Lower Meadow Primary	Nursery-6	Hearing Impaired	Meadowhead
Nether Green Junior	3-6	Learning Difficulties / Complex Needs	King Edward VII
Nook Lane Junior	3-6	Communication Needs and Autism	Bradfield Secondary
St Thomas of Canterbury	0-6	Physical Difficulties	All Saints
Stradbroke Primary	0-6	Learning Difficulties & Complex Needs	City
Wharncliffe Side Primary	Nursery-6	Learning Difficulties & Other Complex Needs	Bradfield

Please note: Subject to Governor's approval, we intend to commission provision for hearing impaired children in the north of the city from September 2012. Further details will be available during the academic year.

Table below indicating Integrated Resources and details of specialist provision

Secondary Schools

Schools with an Integrated Resource (IR)	National Curriculum Year (not age of child)	Specialist IR Provision
Birley Community College	7-11	Communication Difficulties
King Egbert School	7-13	Communication Difficulties
Forge Valley School	7-13	Communication Difficulties
Ecclesfield Secondary School	7-11	Hearing Impaired
High Storrs School	7-13	Hearing Impaired
Silverdale School	7-13	Hearing Impaired
All Saints Catholic High School	7-13	Physical Difficulties
Notre Dame Catholic High School	7-13	Physical Difficulties
Tapton Secondary School	7-13	Visual Impaired

Signposting for Parents

– helpful contacts

Sheffield Parent Carer Forum

The Sheffield Parent Carer Forum is an independent group of Sheffield parents and carers of children and young people (0-19) with a wide range of disabilities and special educational needs. The Forum has been meeting since October 2008 with the aim of giving parents and carers in Sheffield a strong voice in influencing local developments that affect their children.

The Sheffield Parent Carer Forum can advise and signpost parents to other providers and services across the city.

Their contact details are:
Sheffield Parent Carer Forum
c/o Sheffield Carers Centre
7 Bells Court
Bells Square
Sheffield
South Yorkshire
S1 2FY

Tel: 0114 252 1913

Website: www.sheffieldparentcarerforum.org.uk

Email: enquiries@sheffieldparentcarerforum.org.uk

Sheffield Parent Partnership Service

Sheffield Parent Partnership Service (SPPS) provides impartial, confidential information, advice and support to parents and carers of children with special educational needs on all matters relating to their child's education.

SPPS offer support to parents of children with any level or kind of difficulty or disability, from mild to multiple, severe conditions. SPPS operates across the city and across the age range 0-19 and only take referrals from parent/carers and not from other professionals. Using this service is completely voluntary.

Their contact details are:
Sheffield Parent Partnership Service,
Darnall Education Centre,
Star Works,
212 Darnall Road,
Sheffield S9 5AF

Tel: 0114 261 9191

Email: ed-parent.partnership@sheffield.gov.uk

Web: www.parentpartnership.org.uk/

Sheffield Information Link (SIL)

SIL can help you find childcare, after-school activities, special needs support, family services and much more.

Special Needs Support: SIL offers support for families with disabled children through an extension to its service called Sheffield Information Giving Network (SIGN).

SIL works all over Sheffield to help families find the local services they need. We hold information for children and young people aged 0-19+.

The drop-in at Leopold Street has now closed but you can still contact the team on:

Tel: 0114 275 6699

E-mail: info@sheffinfoolink.org.uk

Web: www.sheffinfoolink.org.uk

The Sheffield Autism Service

The Sheffield Autism Service works with children in mainstream schools and nurseries who have a diagnosis of an Autistic Spectrum Disorder (ASD). This includes Autism and Asperger Syndrome. The Ryegate Children's Centre sometimes refer children who are undergoing assessment to the team.

The team:

- Promote the inclusion of children with Autistic Spectrum Disorder (ASD) within mainstream schools and ensure that they are enabled to fulfil their potential.
- Provide support for families and carers.
- Raise awareness within schools and communities.

- Work closely with all other agencies.

Their contact details are:

Inclusion & Learning Services
575 Queen Mary Road
Sheffield S2 1EE

Tel/Fax: 0114 239 8336

Footsteps (at Ryegate)
Tel: 0114 226 0603

The Sheffield Education Psychology Service

The Education Psychology Service is part of Sheffield City Council's Children, Young People and Families (CYPF). Through the application of psychology and child development principles Educational Psychologists provide a service to children, young people and their families, as well as to staff in educational settings within the City of Sheffield. Building a sense of belonging for every child and young person and removing barriers to effective learning are central to all the work undertaken by Educational Psychologists.

The Service may be able to offer helpful ideas, advice on strategies to try and suggest where families might be able to get further or more specific information or support – for example, managing bedtime routines, supporting children where a death or family break-up has occurred.

When Educational Psychologists are directly involved with children and young people, these will be those with the most complex needs and the prior agreement and views of parents or carers will be an essential requirement.

Their contact details are:

Sheffield Educational Psychology Service
Bannerdale Centre
125 Carterknowle Road
Sheffield S7 2EX

Opening Hours: Monday -
Thursday 8.45am - 5.15pm,
Friday 8.45am - 4.45pm

Tel: 0114 250 6800

Fax: 0114 250 6811

Hearing Impaired Service

Sheffield offers a wide range of support options for hearing impaired children and their families and is therefore able to respond individually to the various needs of different children.

You can contact us at:
Service for Hearing Impaired Children
Inclusion and Learning Services
575 Queen Mary Road
Sheffield S2 1EE
Tel/Fax: 0114 239 8336
E-mail: tina.wakefield@sheffield.gov.uk

Website for further information:
www.sheffield.gov.uk/education

The individual needs of the child are looked at in detail to decide on the communication system to be used. In Sheffield, there is a **signing unit** based at Lower Meadow Primary School, and two aural/**oral units** as shown below. Subject to Governors approval, we intend to commission provision for hearing impaired children in the north of the city from September 2012. Further details will be available during the academic year.

Units in the North of the City

Aural/Oral Units

- Angram Bank Unit, Angram Bank Nursery and Primary School, Kinsey Road, High Green, Sheffield S35 4HN
Tel: 0114 284 8853
E-mail: angrambankunit@yahoo.co.uk
- Ecclesfield Unit, Ecclesfield Secondary School, Chapeltown Road, Ecclesfield S35 9WD
Tel: 0114 246 1156
E-mail: gclarke@ecclesfield.sheffield.sch.uk

Units in the South of the City

Aural/Oral Units

- Greystones Unit,
Greystones Primary School,
Tullibardine Road,
Sheffield S11 7GL

Tel: 0114 267 0271

E-mail: greystonesunit
@hotmail.co.uk

- High Storrs Unit,
High Storrs Secondary
School,
High Storrs Road,
Sheffield S11 7LH

Tel: 0114 267 0000

E-mail: highstorrsunit
@yahoo.co.uk

Signing Units

- Lower Meadow Unit,
Lower Meadow Nursery and
Primary School,
Batemoor Road,
Sheffield S8 8EE

Tel: 0114 237 2700

E-mail: kdurbin@
lowermeadow.sheffield.sch.uk

- Silverdale Unit,
Silverdale Secondary School,
Bents Crescent,
Sheffield S11 9RT

Tel: 0114 236 9991

E-mail: silverdaleu@
yahoo.co.uk

Visually Impaired Service

Sheffield offers a wide range of support for visually impaired children and their families and is therefore able to respond individually to the various needs of the different children.

We are a team consisting of Specialist Teachers, Mobility Workers, Teaching Assistants and Technicians who work together to support the needs of visually impaired children and their families from birth until they leave school.

You can contact us at:

Service for Visually Impaired
Children

Inclusion and Learning Services
575 Queen Mary Road
Sheffield S2 1EE

Tel/Fax: 0114 239 8336

E-mail: mbroadhurst@
taptonschool.co.uk

Website for further information:
www.sheffield.gov.uk/education

Independent Parental Special Education Advice (IPSEA)

IPSEA is a registered charity offering free and independent advice to parents of children with special educational needs in England and Wales on:

- local authorities' legal duties to assess and provide for children with special educational needs;
- exclusions of children with special needs/disabilities;
- actions or inaction by local authorities and/or schools which discriminate against children with disabilities.

Their contact details are:

Hunters Court,
Debden Road,
Saffron Walden, CB11 4AA

Tel: 01799 582030

Website: www.ipsea.org.uk

SOS!SEN

SOS!SEN operate a free, friendly, confidential telephone helpline for parents and others seeking information and advice on special educational needs

They can offer advice on:

- getting the right help for your child
- dealing with your school and local authority
- interpreting official letters
- getting a statement for your child
- finding independent professional advice
- appealing to the Special Educational Needs and Disability (SEND) Tribunal

Their contact details are:

Tel: 0208 538 3731

(Mondays to Fridays 9.30am -
12.30pm and 2.00pm -
5.00pm)

Website: www.sossen.org.uk

Helpful Glossary of Terms

Annual Review: The review of a statement of special educational needs which a Local Authority must make within 12 months of making the statement or, as the case may be, of the previous review.

Augmentative Communication: Augmentative communication is most often used with those who have significant disabilities impacting language or those who do not have the ability to speak. Augmentative communication can be accomplished through assistive technology devices e.g computers or low technology e.g picture communication systems.

Early Education Practitioners: All the adults who work with children in early education settings, whatever their qualifications.

Group Education Plan: where pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up rather than Individual Education Plan (IEP) for each child.

Independent School: A school that is not maintained by a Local Authority and is registered under section 464 of the Education Act 1996. Section 347 of the Education Act 1996 sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with statements of special educational needs.

Individual Education Plan: The IEP is a planning, teaching and reviewing tool. It is a working document for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class. The interventions will be provided Early Years Action, Early Years Action Plus, School Action, School Action Plus and statements of SEN.

Integrated Resources are set up in mainstream schools and they:
a) cater for a small proportion of pupils with certain types of very significant Special Educational

Needs which cannot be easily met at their local school; b) have extra staff with specialist knowledge; c) have specialist equipment.

Learning Mentors: school staff who work with teaching and pastoral staff to assess, identify and work with those pupils who need extra help to overcome barriers to learning inside and outside school. They are a single point of contact for accessing specialist support services, such as the Social Services, Youth Services, Education Welfare Services etc.

Learning Support Assistant (LSA): A widely used job title for an assistant providing in-school support for pupils with special educational needs and/or disabilities. An LSA will normally work with a particular pupil or pupils providing close support to the individual pupil and assistance to those responsible for teaching him/her. Some assistants specialising in SEN may also be known by titles other than LSA as these matters are decided locally. LSAs are one of a group of assistants coming within the broader DfES classification of "teaching assistant".

Maintained School: Schools maintained by the Local Authority - any community, foundation,

voluntary schools, community special and foundation special schools.

Makaton Language Programme: Makaton is a language programme using signs and symbols to help people communicate. Signs are used, with speech, in spoken word order. Using signs can help people who have no speech or whose speech is unclear. Symbols can be used to support communication in many different ways. Using symbols can help people who have limited speech and those who cannot, or prefer not to sign.

Modification: Amendment or alteration of a programme of study, attainment target, assessment or any other component of the National Curriculum in order to give the child access to that area of the Curriculum (see also Disapplication and National Curriculum Inclusion statement).

SEN Development Officer: The named officer from the Local Authority who liaises with parents over all the arrangements relating to statutory assessment and the making of a statement. Local Authorities must inform parents of the identity of the named officer when they issue a notice of a proposal to make a statutory assessment of a child.

National Curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Non-maintained Special School: Schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.

Occupational Therapy: Occupational therapy is the use of purposeful activity and play to help a child attain maximum levels of functional performance, thus gaining self-esteem and independence. Motor, sensory, perceptual, social, emotional and self-care skills are assessed. Working with the child, parents and teachers, occupational therapists use therapeutic techniques (advising on equipment and environment adaptations where appropriate) to improve a child's ability to access the physical and learning curriculum.

Ofsted: Office for Standards in Education: a non-ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) forms their professional arm.

Oral Unit: Children and Young People use speech as their main method of communication.

Parent Partnership Services: Provide advice and information to parents whose children have special educational needs. They provide neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education. Although funded by the Local Authority they provide a service to parents and are often either run at arms length from the authority or by a voluntary organisation to ensure parents have confidence in them.

Physiotherapy: Physiotherapy is a health care profession that emphasises the use of physical approaches in the promotion, maintenance and restoration of an individual's physical, psychological and social well-being. Following assessment, a treatment plan is developed in partnership with the client/carers; this plan is constantly evaluated to ensure that it is

effective and relevant to the individual's changing circumstances and health status.

Rebus Symbols: Symbols have been used to support the face to face communication of those with little or no speech since the early 1970's. More recently symbols have been used to support the development of literacy skills and the use of text by those whose experience of text is limited.

SEN Coordinator (SENCO): Member of staff of a school or early education setting who has responsibility for coordinating SEN provision within that school. In a small school the head teacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

Signing Unit: Children and Young People use British Sign Language (BSL) as their main form of communication.

Special School: A school which is specially organised to make special educational provision for pupils with special educational needs. Special schools maintained by the Local Authority comprise of community special schools and foundation special schools, and non maintained special schools are approved by the Secretary of State under section 342 of the Education Act 1996.

Speech and Language Therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable adults and children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Team Teach: Team-Teach provides training to staff groups in children's and adult services and Health Care Trusts in behaviour supports and interventions. The training combines both theory and practice, emphasising the need for staff to show restraint rather than apply it.

THRASS: THRASS stands for Teaching Handwriting, Reading And Spelling Skills. THRASS is a whole-school synthetic phonics programme for teaching learners of all ages and abilities using pictures and keywords.

Transition Plan: A plan devised following the Year 9 annual review and updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan coherently for the young person's transition to adult life.

Notes



This document can be supplied in alternative formats, please contact 0114 273 6394

Sheffield City Council
Children, Young People and Families
www.sheffield.gov.uk



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