

2021

## SEND Annual Statement 2021-2022



**Becton School**  
Together We Can

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Becton School  
September: 2021  
Review Date: July 2022

Becton School is as unique as it is wonderful and as complex as it is caring. Over the past 3 years it has grown considerably and the number of pupils it supports has almost quadrupled. Initially Becton School worked solely with patients at the Becton Centre for Children and Young People, a residential Tier 4 CAMHs unit. However, we now encompass 3 other separate complex services (across 4 additional sites) all working with a different cohort of pupils. The staff at the Sheffield Children's Hospital work with patients admitted for a wide variety of medical needs. The Kenwood centre has just completed its 5<sup>th</sup> year and is a site for pupils primarily with SEMH and ASD/communication and interaction difficulties (These pupils require an EHCP and are fully on our roll). Whilst Chapel House supports pupils in Sheffield who are medically too ill to attend school, whether this is due to their Mental or physical health.

## **The Vision and Aims**

“Together We Can”

Together We Can Learn, Together We Can Grow, Together We Can Achieve, Together We Can...

1. Deliver outstanding education to every pupil regardless of age, special educational need, medical need or duration of stay.
2. Ensure that all children are prepared for their next step in life, by offering insightful guidance while developing confidence, self-worth and resilience.
3. Be a national Hub of excellence for supporting children with mental health issues and their families.

## **Admissions**

The Majority of pupils place on roll are dual registered and are with us short term due to their medical needs. The decision to admit a child to the Sheffield Children's Hospital is made by the consultant clinically responsible for the patient. At the Becton Centre all requests go to a panel consisting of a wide variety of NHS professionals including a consultant psychiatrist who make the decision to admit the patient. A number of these admissions are done on a 'Section 2' or 'Section 3' admission. The length of stay of all children and young people in the Sheffield Children's Hospital or the Becton Centre is decided by the consultant in charge.

Admission to the Chapel House work via a referral mechanism. Referrals are made by either a CAMHS professional if the reason the pupils cannot attend school is due to mental health. This referral is then screened by the Executive headteacher, Head of School and a CAMHS Consultant to decide if it is appropriate. In the case of a medical referral a medical consultant makes the referral highlighting how long the pupils will require home education for.

All pupils who attend The Kenwood Centre will have had a Statutory Assessment of their SEND by the Local Authority. Following this assessment, the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.

Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.

Subsequent to Becton School Kenwood Centre being named in the child's (EHC) and the school receiving a copy of this, the school will arrange a home visit to collate the schools Admissions Information.

The child will start their transition into school as soon as is practically possible following the Admissions information being completed and transport arrangements being made.

## **Areas Served**

The Sheffield Children's Hospital generally serves children in South Yorkshire and North East Derbyshire however due to their specialisms they do have patients from all over the country admitted if required.

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Chapel House fulfil the statutory responsibility for Sheffield Local Authority in regards of providing education for children too ill to attend school and thus only works with children who live in Sheffield. The Kenwood Centre admits children from Sheffield and the Surrounding areas.

### Pupil Numbers

The Becton Centre has places for up to 42 pupils. Currently it has 23 pupils on roll. (This roll changes Daily)

The Sheffield Childrens Hospital has over 100 beds and the school is commissioned for 23 places. Currently it has 21 pupils on roll. (This roll changes Daily)

The Kenwood Centre has places for up to 80 pupils. Currently it has 76 pupils on roll.

The Chapel House has places for 72 pupils. Currently it has 63 pupils on roll. (This roll changes Daily and grows throughout the year)

### School Organisation

Due to the different needs of the different cohorts each site has its own curriculum and serves slightly different needs.

Becton Site – Ages 5-18 average stay between 3 and 9 months.

Childrens Hospital Site – Ages 5 -16 average stay between 1 week to 3 months.

Chapel House – Ages 5-16 (much of this teaching is in the home for pupils too ill to travel.) Average stay for Medical needs 6 weeks for Mental Health 6-18 Months.

Kenwood Centre – Ages 11-18 (This centre does not currently have a 6<sup>th</sup> form but does have a number of pupils who are in a year group below that of their chronological age due to them having missed a large part of their education.

### Staffing Structure:

Senior Leadership:

Level	Number	Full Time Equivalent
Executive Headteacher	1	1.0
Head of School	2	2.0
Assistant Headteacher	5	4.4
Business Manager	1	1.0
Pastoral Manager	1	1.0

Teaching:

Level	Number	Full Time Equivalent
Teachers	29	25.20
Unqualified teacher	0	0
Post-16 Tutor	0	0

Teaching Support:

Level	Number	Full Time Equivalent
Learning Mentors	11	7.33
HLTA	7	5.6
TA L3	17	14.5

Administration;

Level	Number	Full Time Equivalent
Admin Grade 6	1	0.8
Admin Grade 5	1	0.8
Admin Grade 4	4	3.8

## Curriculum Intent

The intent of the curriculum varies across the different sites within the school but follows the same principal at its core; to support Young People to prepare for the successful transition to the next stage of their life. Every Young Person is recognised as a unique individual. We celebrate and welcome differences within our school community.

## Site Specific Intent

**Becton Centre** – The curriculum is designed to support Young People aged 7-18 who are inpatients at Sheffield Children's Hospital for their Mental Health. We also provide the education at Amber Lodge, an outpatient assessment unit. The intent of the curriculum is to provide a broad and balanced curriculum, delivered in a therapeutic manner, to support with the recovery of our Young People. The routines of education are an important part of the recovery of the Young People who are admitted to Becton. We aim to provide a nurturing, bespoke, pathway for our Young People. Upon admission, liaison is done with the pupil's main educational provider to ensure that we support the Young Person in the most effective way possible. The curriculum offer, as far as possible, mirrors that of a mainstream school with the addition of therapeutic sessions with Occupational Therapy, for example. School Staff Liaise with the Young Person's main education placement to provide assessment information (which can support with EHCP applications for example). If a Young Person is an in-patient during a formal examination period, then we can host their exam and support their main school in setting this up.

**Kenwood Centre** – The curriculum is designed to support Young People in both their academic, and non-academic development. Our Young People have a primary need of SEMH a diagnosis of ASD/communication and interaction needs. We offer a broad and balanced curriculum that splits the curriculum into 4 major areas; Personal Development, Preparation for Adulthood, Academic, Health and Fitness. Our curriculum provides first hand learning experiences, builds pupil's resilience and enhances cultural capital at every opportunity. We offer GCSE qualifications as well as Entry Level Awards in-house and also work with external providers (where appropriate) in order to build a pathway for each Young Person which suits their individual needs. Our Curriculum is designed to equip our Young People with the skills that they need to contribute positively to their community and be able to live independent, successful and happy lives.

**Chapel House** – We are the only Sheffield City Council provision for meeting the requirements of 'Ensuring a good education for children who cannot attend schools because of health needs' (DFE May 2013) The curriculum is designed to work on both an Out-Reach and In-Reach basis. Our Out-Reach Young People (Y1-11) receive teaching combined with Learning Mentor support (dependent upon Individual need) in the home to support the transition back to education. This support is for 1 hour per day and we focus on English, Maths and Science. Our In-Reach Young People come into our Centre (Y7-11) and we offer between 1 and 5 hours per day depending on year group and need. We focus on English, Maths and Science as well as PSHE, Resilience and Life skills. Some pupils also are offered Art or Health and Social Care. Similarly, to Becton, If our Y11 Young People are being supported during the formal examination period then we can host their exam and support their main school in setting this up.

**Sheffield Children's Hospital** - Teaching is offered to all school age children from Y1 through to Y11 who are in hospital for more than three days. Readmitted children are offered teaching from day one. Lengths of stay vary from a few days to up to a year or longer in some cases. The intent of the curriculum is to support Young People to continue their education whilst an In-Patient at the Acute Site so that they do not fall behind and are able to successfully re-integrate into their main school. Teaching covers all subjects. Similarly, to Becton and Moncrieffe, If our Y11 Young People are being supported during the formal examination period then we can host their exam and support their main school in setting this up.

## Staff Training and development

All staff have access to a programme of Continuing Professional Development which includes mandatory training in safeguarding and a variety of teaching and learning strategies.

The School has a number of staff who have specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the schools work.

Examples of Specialist knowledge and training include:

Self Harm

Intensive interaction

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Key worker training  
Anxiety Support  
Bereavement Training  
Mental Health First Aid  
Sex and Relationships Education (SRE)  
Child Protection  
Medication administration  
Behaviour Management  
National Professional Qualification in (Middle / Senior / Headteacher) Leadership

### **Partnerships with other schools.**

As a member of a Multi Academy Trust the school has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources. We are also part of the National Association of Hospital Education which allows us to benchmark ourselves against similar schools nationally. We also play a key role within the Lear Sheffield Community alongside our local mainstream partner schools.

### **Partnerships with families.**

We believe that pupils families are key partners in the education of their child. The views of families are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child.

It is the policy of this school to actively engage with families and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

### **Assessment, recording and reporting**

Assessment, recording, and reporting will:

- Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
- Advance the learning process.
- Enable Teachers to plan more effectively.
- Support parents to be involved in their children's learning.
- Provide schools with information to evaluate work and set appropriate targets.
- Undertake tasks using specific skills and transfer these in new situations.

### **Transport Arrangements**

Every pupil at the Kenwood Centre has offered transport to and from school. The relevant Local Education Authority in which the child lives make transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses and independently. Generally, an escort is provided on home-school transport. Some parents/carers choose to bring and collect their child from school. Transport is not provided at any other site.

### **Complaints**

Becton School offers a high level of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people.

All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent/carer feels that it should be with the Head of School or Senior Leadership Team.

Pupils are encouraged to speak to any member of staff regarding any concern or complaint. A specific team of staff are designated to deal with pupil's complaints and every pupil has a nominated 'safe person' in which they can speak to. The pupils can also make their complaint known to the school council whereby it will be dealt with by the Executive Headteacher.

Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake a full investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue, then parents are urged to contact the Chair of Governors or the Chief Executive Officer using the Trust Complaints Policy found on the school website.

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### **Monitoring and evaluation.**

The senior leadership team, Governing Body and Trust Directors will measure the success or otherwise of Becton School by consideration of, for example:

Achievement and outcomes for pupils and students

Happy, contented children in which incidents of disruptive behaviour are minimal.

Inspection reports or external reviews

Review of Curriculum development.

Quality and regularity of Home-School liaison

Quality of assessment, planning, record keeping and records of achievement

The school's financial management

Reviewing Action Plans as part of the School Improvement Planning process.

### **Transition**

As the majority of our pupils are dual registered and only with us for a limited period of time, transitions into and out of the school are key in providing the excellent education we strive for. Transition meetings are held between staff and families regardless of the duration of stay.

In Year 11 students and families are supported to prepare for the transition at 16 onto their next placement whether that be Sheffield College or another setting. Person Centred Planning processes are utilised to gather the aspirations and views of students and parents.

### **Pupil Voice**

The term pupil voice refers to a way of listening to the views of children and young people and/or involving them in decision making; at Becton School we promote the use of modified and adapted devices to ensure ALL pupils are provided with the opportunity to express opinions and to communicate, in all aspects of their own lives.

### **Collaboration with other agencies**

- We work closely as part of an Multi Disciplinary Team (MDT) to ensure that all pupils are getting the medical, educational and social support that they require.

Collaboration with the families is viewed as essential. Families who are involved in the decision making process are more able to extend use of the strategies into the child's home and social networks.

- Collaboration with other agencies (including SALT) may be required where the scope and experience of the school staff is limited; this collaboration may take the form of a referral for a particular service or an outside agency visiting school to provide support and training.

- Ensure pupils have a voice for safeguarding policies and procedures.

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