



Introduction to the School

Thomas Bewick School is a Foundation Special School in Newcastle upon Tyne for children and young people between three and nineteen years with autistic spectrum conditions. All pupils have a Statement of Special Educational Needs/ Education Health and Care Plan or are in the assessment process. They have a range of learning difficulties; some will require a high level of adult support to access the curriculum, whilst others achieve close to age-related expectations in some areas. The school offers a broad and balanced curriculum across Foundation Stage, Primary, Secondary and Post 16. Pupils are supported by autism specific strategies and approaches to meet their individual needs and learning styles. We currently have 156 pupils on roll.

At Thomas Bewick School we aim to enable each pupil to:

- communicate and interact effectively with others and the world around them
- become independent learners
- value themselves and their own achievements and accept and show tolerance of others
- enjoy being part of the school community
- participate in and contribute to the wider social community
- lead a safe, happy and fulfilling lifestyle

Core to these aims is the development of outstanding teaching and learning, an excellent partnership between home and school, positive relationships and networks within the multi-agency setting and the commitment to sharing of our expertise on autism with the wider community.

The school was purpose built in 2008 and all classroom based staff have relevant teaching qualifications or other appropriate qualifications in education. All staff participate in a continuous programme of autism specific training. A wide range of professionals support pupils' education and well-being at school. The school motto 'Growth Through Understanding' reflects the individualised approach we adopt and our high aspirations for each pupil.

<p>How does a child get a place at Thomas Bewick School?</p>	<p>Parents and carers are welcome to contact school to arrange a visit. They will have an opportunity to view the school and to talk with a member of the Senior Leadership Team about their child's SEN and the provision available at the school.</p> <p>New admissions to our school will have either a Statement of Special Educational Needs, an Education Health and Care Plan or be undergoing the statutory process towards an Education Health and Care Plan. Newcastle upon Tyne Local Authority is the Admissions Authority for Thomas Bewick School and parents/carers interested in a place for their child should consult with the SEN Office at the Civic Centre Newcastle upon Tyne.</p> <p>Prior to commencing at Thomas Bewick School we endeavour to set up a transition plan appropriate to the child's needs. The transition plan may include: a home visit, a visit to the child's current placement, the child visiting Thomas Bewick and a phased admission where appropriate.</p>
<p>What type of placement is available at the school?</p>	<p>Pupils may attend Thomas Bewick School on a part time basis for a nursery placement; part time through shared placement arrangement between Thomas Bewick and the child's local mainstream school; or a full time basis.</p>
<p>How much support will my child receive?</p>	<p>All pupils are taught in small classes with the usual class size being eight pupils. Each class has a teacher and usually three teaching assistants. This helps to ensure that all pupils receive a balance of whole class, small group and individual teaching.</p> <p>The class teacher ensures that all staff that work with pupils in their class enjoy positive relationships and the staff meet regularly to ensure that they are using consistent and effective approaches for the education and care of each pupil.</p> <p>If a child's needs are assessed as exceptional, even within our specialist school setting, the School Leadership Team will ensure that appropriate strategies and support is available to them.</p>

<p>How accessible is the school?</p>	<p>All doors are wide enough to accommodate wheelchair access and we have two lifts that give accessibility to the first floor. Due to the needs of our pupils doors are electronically locked, unlocked using a fob and opened by hand.</p> <p>Our building is light and spacious with large well equipped classrooms and a number of specialist teaching rooms.</p> <p>The site is safe and secure. All external and many internal doors have 'maglocks' that are unlocked using a fob. Pupils are allowed temporary use of a fob after a risk assessment has been carried out by the class staff.</p>
<p>What resources are available to the school?</p>	<p>All classrooms have high quality ICT facilities to support pupils' learning including interactive whiteboards and personal computers (PCs). Pupils also have access to laptops, iPads and interactive floors.</p> <p>Each classroom has a small 'quiet' room that can be used when pupils need somewhere that is distraction free.</p> <p>Pupils have regular access to specialised teaching rooms such as sensory, soft play, occupational therapy room, food technology, music, art, school allotment and sensory pool.</p> <p>Small and large outdoor spaces and play equipment is available to all pupils.</p>
<p>How do pupils travel to school?</p>	<p>The majority of pupils of statutory school age are eligible for free home to school transport which is provided by Newcastle Local Authority.</p> <p>Pupils may travel on a minibus or a taxi with other children. In addition to a driver all home to school transport have an escort who is employed to support the children throughout their journey.</p> <p>At an appropriate time in the secondary department we discuss with parents/carers whether their child may benefit from Independent Travel Training. This will depend on the individual child and can range from learning how to cross the road or experience different modes of transport to travelling from school to home independently.</p>

<p>What specialist services are available at the school?</p>	<p>A number of professionals work at the school to support our pupils' health and education including; Speech and Language Therapists; Occupational Therapists; School Health Advisor; swimming teacher.</p> <p>Clinics are also held in school for pupils and their families- Medical appointments with the Consultant Paediatrician, dental clinics etc.</p> <p>Specialist musicians, artists and sports coaches visit school in order to enrich the curriculum.</p>
<p>What will my child learn at school?</p>	<p>Our curriculum is based on the Early Years Framework, the subjects of the National Curriculum and a broad and varied Post 16 curriculum which offers Functional Skills (English, Maths ICT), Personal and Social Development, Creative Arts, Sport and Leisure, enterprise and work related learning.</p> <p>Every child is offered a broad and balanced curriculum that is appropriate to their age and stage of development. The curriculum is personalised and differentiated for each pupil to take account of their needs and abilities.</p> <p>All pupils are well prepared for the next stage of their education and life. There is a strong emphasis on giving the pupils the skills and knowledge that will allow them to contribute to society and live a good quality of life as young adults and in the future.</p> <p>Specialised approaches are used to support pupils' individual learning needs:</p> <p>Picture Exchange Communication System (PECS)</p> <p>TEACCH (Autism specific teaching and learning environment)</p> <p>Visual supports such as timetables to aid understanding of concepts in lessons.</p> <p>Rebound therapy</p> <p>Intensive Interaction</p> <p>Halliwick Swimming Therapy</p>

	<p>Makaton Signing by adults to support a pupil's understanding of spoken language</p> <p>Horse riding for the disabled</p> <p>Speech and language programmes as advised by the speech therapist</p> <p>Occupational therapy programmes as advised by the occupational therapist</p> <p>A sensory based curriculum for some pupils</p> <p>Music therapy</p>
<p>How will I know what progress my child is making at school?</p>	<p>Teachers assess pupils' attainment three times per year in October, January and May using 'Performance Indicators for Value Added Target Setting' (PIVATS) which is a system to inform target setting for pupils of all ages whose performance is outside national expectations. As well as being linked to National curriculum, PIVATS are linked to P Scales which are used nationally. P Scales give a set of performance descriptions which have been written for use with pupils who have a range of special educational needs. There are eight descriptions from P1 to P8 that lead up to Level One of the National Curriculum. Pupils working beyond P Levels in our school are assessed on National Curriculum Levels using PIVATS.</p> <p>The Early Years foundation Stage Profile is used to assess the attainment of pupils in nursery and reception. Post 16 are entered for externally accredited qualifications such as:</p> <p>Arts Award</p> <p>Duke of Edinburgh Award</p> <p>Functional Skills (Maths, English, ICT)</p> <p>ASDAN</p> <p>Personal Progress</p>

At Thomas Bewick we also use B Squared to record and measure the progress of some pupils. B Squared is a detailed assessment tool that supports teachers to identify strengths and weaknesses in a pupil's knowledge.

SCERTS (Social Communication, Emotional Regulation and Transactional Supports) is an autism specific approach that we use across the school. The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children with ASD, and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any programme, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings. At Thomas Bewick SCERTS targets are set three times per year. Each target is worked on at home and school. Progress towards the achievement of the target is monitored daily. A multidisciplinary team set targets.

These processes allow us to monitor the progress of pupils and provide us with a yearly measurement of added value, which in turn informs the setting of new targets for pupils.

A pupil's progress is discussed with parent/carers at Parent/Carer consultation evening each term. Progress towards SCERTS targets and Statement objectives is also discussed at Annual Review meetings (EHC plan meeting).

Progress is discussed on an ongoing basis by class teachers with parents/carers. A home/school diary is used to communicate a snapshot of the child's experience that day and to communicate essential information between school and home. Class teams endeavour to write in the diary each day. Pupils have varying levels of homework according to age and ability. All pupils from KS1 onwards take a reading book and reading diary home if it is appropriate.

A 'Star of the Week' certificate is presented to one child from each class in the whole school assembly on Friday of each week.

<p>How will my child's health and well-being be supported?</p>	<p>The overall health and well-being of our pupils is of paramount importance to us. We take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us.</p> <p>We provide on-going pastoral and social support for all of our pupils. Where required, personal care is provided in a respectful manner, with a view to promoting independence in the long term.</p> <p>If a pupil has any medical needs a health care plan is put in place according to advice given from a doctor or nurse and in partnership with the pupil's parents. Medication is stored safely and administered according to the schools policies and procedures.</p> <p>There is a school health advisor on site for 2 hours per week and the school nurse is available via a referral system. The school nurse carries out statutory health screening and immunisations (with parental consent). The dentist visits once per year. All children have key indicators of health assessed at primary school entry, when they are four to five years old. This is called the School Entry Health Check. This check will only be done if a parent consents. It consists of three parts: growth (height and weight), hearing and vision.</p> <p>Staff treat pupils with respect and have high expectations of them. Much emphasis is placed on developing pupils' confidence and self –esteem, ensuring that all feel valued.</p> <p>All pupils have a Pupil Profile which ensures that everyone working with the child adopts consistent approaches to support them. Individual Behaviour Management Plans and risk assessments are put in place where there is an additional need. These documents ensure a consistency of behaviour management and risk around a pupil.</p>
<p>What training do the school staff have?</p>	<p>Staff are trained to a high level.</p> <p>On commencing their employment at school teachers and teaching and learning assistants (TLA) take part in an induction programme including information and training on safeguarding, health and safety Code of Conduct, autism awareness, PECS etc. All staff receive an induction booklet.</p> <p>All TLAs and teachers, who are permanently employed by the school, will access a 2 day PECS (Picture</p>

	<p>Exchange Communication System) workshop and Team Teach (positive behaviour support strategies) training. All teachers attend a 3 day TEACCH course.</p> <p>All staff have access to a rolling programme of continuing professional development including:</p> <ul style="list-style-type: none"> • PECS • Makaton • SCERTS (Social Communication Emotional Regulation Transactional Supports) • Behaviour management • The key differences that autism presents • Communication and interaction • Intensive interaction • Supporting teaching and learning • Assessing pupil work <p>Teachers and teaching and learning assistants have individual appraisals which identify any training needs. These training needs may be met either in school or at other venues.</p>
<p>How does the school support families?</p>	<p>School establishes a relationship with parents/carers prior to their child starting at Thomas Bewick and we work hard to ensure that this is a positive experience for parents/carers and other family members. Parents/carers are encouraged to play an active role in their child's education. Information is communicated via the home school diary. Other information is sent via Parentmail, the school website, Facebook or by letter for those who do not have access to mobile phones or computers.</p> <p>Parents/carers are encouraged to attend three Parents' Evenings each year and their child's annual review meeting. These meetings give parents an opportunity to find out, both about their child's progress in school and contribute to the identification of key learning priorities for the future.</p> <p>School runs the NAS EarlyBird and EarlyBird + programmes to support parents and their children.</p> <p>School, along with our multi-agency colleagues, run a variety of parental information/support courses</p>

	<p>such as PECS, Feeding, Confident Parenting, Transition Planning.</p> <p>Thomas Bewick School also works closely with the National Autistic Society which has a Resource Base in our building and provides a service giving advice and support to parents. The NAS have drop in coffee mornings fortnightly so that parents can support each other. They also have guest speakers on topics requested by parents.</p> <p>Parent views are sought at annual reviews and through a parent questionnaire on an annual basis.</p> <p>School holds coffee mornings to showcase curriculum events and raise money for charity.</p>
<p>What links does the school have with the local community?</p>	<p>Pupils in school are involved in a wide range of activities which give them the opportunity to work with and participate in activities both in and out of school involving the wider community. Our community is not restricted to our locality. Our pupils are keen to engage with a wide variety of adults and other children and young people from a range of organisations, schools and colleges.</p> <p>Post 16 pupils are given the opportunity to experience the world of work in the community through our work experience programme. We participate in the Project Choice programme led by Sunderland Health Authority which provides work experience on a sequential, weekly basis. This can involve placements in hospitals, business, offices, cafes and horticulture centres.</p> <p>All pupils regularly access the local community; this includes the library, supermarkets, shops, swimming pool and gym. Our five minibuses are used to access the wider community of Newcastle upon Tyne and the North East such as arts centres, museums and leisure centres.</p> <p>The school supports local charities such the People's Kitchen and goes carol singing at a nearby Care Home for the elderly.</p>

<p>What activities are available to pupils outside of the school day?</p>	<p>School operates after school clubs on Monday and Wednesday evenings from 3:20 to 4:20 p.m. After school clubs typically offered are drama, music, art, film, sport and sensory activities. Pupils and their parents are invited to identify the clubs they wish to attend. However, pupils may not always get their first choice of club because it may be over-subscribed. Parents/carers are required to collect their child from the after school clubs.</p> <p>Some pupils access Easter and Summer play schemes which are funded by the 'Friends of Thomas Bewick'. Parents apply for places on the play schemes for their children. The play schemes can be over-subscribed.</p> <p>Pupils across the school access educational residential visits. Last year for example, pupils made visits to Daleby House in Beadnell, as well as outside the UK to Holland, Finland and Greece.</p>
<p>How will the school support my child during transition?</p>	<p>Whenever possible Thomas Bewick staff visit children at home, in their pre-school setting or at their previous school prior to their admission to Thomas Bewick School. Time is spent talking with parents/carers as we respect that they know their child best. Information is also sought from the previous educational settings and other professionals so that school staff have as much information as is possible in order to support a child's admission to the school. An individual transition programme is put in place appropriate to the child and family's needs.</p> <p>When pupils move class at Thomas Bewick we endeavour to ensure that a member of staff who knows the child well moves class with them and that they have some familiar peers. Parents/carers are invited to meet their child's new staff team in July (prior to their child's move in September).</p> <p>Pupils are able to remain at Thomas Bewick until the July following their nineteenth birthday if the school continues to be able to meet their needs. Transition reviews are held from Year 9 onwards with the support of the Connexions Advisor. This provides the opportunity to find out about the pupil's aspirations for the future and plan the steps that are needed for the pupil to get there. Parents/carers and pupils are encouraged to visit post- school provisions so that they are well informed about what is available to them.</p>

	<p>On leaving school the majority of our pupils go into further education either at mainstream (Newcastle and Tyne Metropolitan) or independent colleges (ESPA, Thornbeck, Dilston).</p> <p>Whenever possible a plan is in place which includes visits to the pupil's new provision and information sharing with the pupil's new setting, to ensure that the young person is well prepared for their move to their next placement.</p>
<p>What can a parent do if they feel that the above services are not being delivered or if they feel that their child's needs are not being met?</p>	<p>If a parent has concerns about the provision available to their child at Thomas Bewick School they are invited to discuss these promptly with their child's teacher or a member of the leadership team in the first instance. If concerns raised by a parent/carer cannot be resolved through these discussions the school has a Complaints Policy. Copies of the school's complaints policies and procedures are available on the school website and in the parents' room.</p>
<p>How will this SEN information be reviewed?</p>	<p>The School Information Report will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year.</p>
<p>Who can I contact to find out more information about the school?</p>	<p>Head Teacher: Diane Scott Thomas Bewick School Linhope Road West Denton Newcastle upon Tyne NE5 2LW Tel: 0191 2296020</p> <p>Email admin@thomasbewick.newcastle.sch.uk</p>