

Baginton Fields School

"Dedicated to delivering inspirational learning experiences"

SEND INFORMATION REPORT

VISION STATEMENT:

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ETHOS and VALUES:

Our vision and ethos are at the core of everything we do and should be read in conjunction with our Baginton Values.

1. Baginton Fields School will strive to create a respectful, safe, positive learning environment where the dignity of all students is prioritised.
2. Our unique curriculum recognises individual talents and personalities which encourages all to flourish and enables us to celebrate student achievement.
3. Through genuine opportunities to make choices our students will feel valued, confident and happy knowing their voice matters.
4. We aim to build and sustain positive and trusting relationships with students, parents, carers and the whole school community.
5. Baginton Fields School will provide the stepping stones for students to develop life long learning skills that will encourage independence and resilience in preparation for adulthood.

Identifying the particular special educational needs of students:

All students attending Baginton Fields School already have an Education, Health and Care Plan.

The school is described as admitting students with a *broad range of special educational needs and disabilities*. Learning is influenced by Autism, Sensory Impairment, Physical Disability, Communication Difficulties and Challenging Behaviours.

The school offers full time education from Year 7 to Year 14. Students usually attend fulltime or, in some special cases, part time. A minority of students will occupy an assessment place before an Education, Health and Care Plan is finalised. Students may participate in Work Related or Work Experience activities in community settings i.e. local nurseries, local care homes, the Herbert Art Gallery.

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Consulting/working in partnership with parents of students with special educational needs:

Consultation with parents/carers is achieved through:

- An Annual Education, Health and Care Review is held every year to which parents / carers and all agencies involved with the student are invited to attend. These reviews are person centred and include the views of the young person.
- Our Parent Support Advisor regularly contacts parents and carers, organising coffee mornings, transition and SEN workshops, Citizen Advice Bureau clinics, Parents Evening "Market Place" of providers and services.
- Home visits are undertaken by the Deputy Headteacher, coffee mornings and school tours held as a precursor to students starting at Baginton Fields.
- Home school diaries ensure daily opportunities for communication.
- Regular opportunities for meetings with the class staff at Annual Reviews, Parents Evening, Structured Conversations (2 per year) and Transition Meetings to discuss student progress.
- Multi-agency meetings held on site.
- Annual Stakeholder Questionnaires (Student/Parent/Staff).
- Annual Reports to Parents.
- Appointments with medical professionals and therapists.
- Parents are actively encouraged to contact school to discuss support required.

Services that are provided within the school include:

- ***By Health:***
 - Nursing Team.
 - Speech and Language Therapy / Occupational Therapy and Physiotherapy.
 - Clinics with Consultant Paediatricians and Psychiatrists.
 - Feeding programmes for students.
 - Dietitian's clinic.
 - CAMHS LD.
 - Community Dental.
 - Community Ophthalmic clinics.
- ***By Local Educational Authority:***
 - Specialist teachers for Vision and Hearing Impairment.
 - Coventry Monitoring Officer.
 - SEN Management and Support Team.
 - Home/School Transport.

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- **By Social Care:**
 - Disability Social Work Team – childrens.
 - All Age Disability Adult Social Care.
- **Equipment:**
 - Wheelchair Services.
 - Occupational Health for accessibility equipment.
 - Specialised equipment and hoists to support toileting needs of all students.
 - Sensory Room.
 - Hydrotherapy pool on site.
 - Sensory Garden.
 - IT suite.
 - The Farm.
- **Out of school activities:**
 - Residential Visits.
 - Duke of Edinburgh Award Scheme
 - Community visits.
 - Creative Arts and Leisure activities.
 - PE club on site, ran by SEND Active.

Transition between phases or provision in education is accomplished through:

- A comprehensive induction programme for students transitioning from primary school is implemented that includes schools visits, home visits, coffee mornings and staff exchanges. Additional student visits are organised if required by individual students.
- Part time placements, if required, for students joining BFS as agreed by the LA.
- Support from our Prospects (Careers) Advisor.
- Transition Co-ordinator leads transition meetings with Social Care, colleges and commissioned services.
- Professionals from post 19 colleges visit Key Stage 5 students to undertake assessments for placement.
- Adult Social Care allocates a named worker from Year 13 / 14.
- Our Parents Support Advisor supports parents in a wide variety of ways i.e. looking at adult respite provision, accompanying parents on visits to day provision centres.
- Transition from school to colleges is supported by assessments in school / taster days at college / induction programme /
- Attendance by post school placement representatives at EHC reviews for Year 14 students.

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Learning Pathways at Baginton Fields:

Curriculum for Key stage 3 & 4 SLD/MLD students:

- Key Stage 3 and 4 students access a broad and balanced curriculum that explores a topic of investigation each term. The curriculum for students is sequential and builds on prior knowledge and skills.
- Lesson planning addresses personal needs to ensure inclusion.
- Enrichment activities includes science days, visiting theatre companies, history days, music specialists, art workshops with visiting artists and cultural dance days.

Curricular for PMLD and ASD Students:

- Each curriculum identifies 6 areas of development pertinent to improving personal skills, knowledge and understanding.
- Key Performance Indicators respond to idiosyncratic behaviours and learning styles.
- Staff identify learning opportunities based on individual student need.
- Enrichment activities includes science days, visiting theatre companies, history days, music specialists, art workshops with visiting artists and cultural dance days.

Key Stage 5 Curriculum:

- ASDAN accreditation programme for all Key Stage 5 students.
- Enterprise programme.
- Post 16 provision includes work experience, work related learning, community and life skills, and preparation for further education which supports students in achieving a variety of accreditations.
- Enrichment activities includes science days, visiting theatre companies, history days, music specialists, art workshops with visiting artists and cultural dance days.

Enrichment:

- Residential visits.
- Duke of Edinburgh Award Scheme.
- Horticulture.
- Animal care.
- Swimming in Coventry.
- Enterprise activities.
- Local community visits.
- Rambling.
- Physical Education

A large number of sports / leisure activities are offered which engage and include students with a variety of special needs, such as:

- Rebound Therapy
- Boccia

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- Swimming
- Yoga
- Cycling
- Competitive sports with other special schools.

We use ICT Technology such as ipads, touch screens, magic carpet and Eye Gaze with specialist programmes to promote:

- Understanding of cause and effect.
- Communication for students with specific speech and language needs through the use of apps.
- Adaptation of curriculum resources for students who rely on symbols to support their understanding i.e. Widgit online/communicate in Print.

Teachers make active use of:

Laptops, interactive whiteboards and iPads for students' curriculum use.

Communication is supported by:

- A Makaton lead.
- Total Communication environment.
- Signs and symbols used for timetables and lesson prompts.
- Music cues.
- Objects of Reference.

Sensory Impairment is supported by:

- Specialist teachers of the visual and hearing impaired.
- Technology and aids.

Students demonstrating challenging behaviour are supported by:

- Praise and celebration.
- Positive re-enforcement.
- Individual Behaviour Support programmes.
- Team Teach intervention – all staff trained.
- Team Teach co-ordinator.
- Sensory diets.
- Therapeutic play.
- CAMHS LD.
- LINKs therapy where appropriate.
- A key member of staff to talk to.

Additional personalised support:

- Individual timetables.
- 1:1 staffing resource where appropriate and the result of assessment.
- Flexible school day.

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- Cross phase learning.
- Home tuition support

The additional learning support available to young people with special educational needs are:

The appropriate staffing to student ratios enables engagement and access for students to progress their learning. Other professionals also provide advice and guidance to support personalised learning including:

- The specialist advisory teachers for Visual and Hearing Impaired.
- Music specialists.
- Creative Art specialists.
- Sports partnership specialist coaches.
- 1:1 intervention provision.

Assessment at Baginton Fields is relevant and rigorous. It includes:

- Daily assessment against curriculum and IEP / EHCP targets (Individual Educational Plans)
- Formative Assessment for Learning remains a high priority for all staff.
- Students included in self and peer assessment utilising an appropriate strategy.
- Termly Summative Assessment completed with the aid of SOLAR software.
- Application of MAPP (Mapping and Assessment of Personal Progress) for Key Stage 5 students.
- Students are assessed in subject / activity areas using Progress Walls and their attainment recorded on SOLAR.
- Teachers report to parents on student progress against Structured Conversation targets during these meetings.
- The school commits to internal and external moderation programmes.
- Key Stage 5 students assessed against ASDAN criteria.
- Key Stage 5 modules moderated internally and externally.

How the effectiveness of special educational provision will be assessed and evaluated, including information about how students, and their parents will take part in any assessment and evaluation:

- Parents and students are fully involved in the annual review of the EHC Plan, recording and sharing their views within the meeting.
- All parents invited to participate in 2 Structured Conversations per year. This means with the EHCP review all parents are offered a termly meeting to discuss their child's progress and needs so that school and home can work in partnership.
- Senior Leaders and Governors undertake termly review of the School Development Plan.
- Self-Evaluation Form updated regularly with governors.
- Coventry Monitoring Officer visits termly to monitor improvement.

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- All staff included in Performance Management to maintain focus on school vision.
- Active Student Council.
- Enhanced Student Voice programme.

How facilities that are available can be accessed by students with special educational needs:

Baginton Fields School endeavours to pursue the principles of inclusion at all times by providing all students with an education that allows for them to achieve and make progress.

Teachers and Teaching Assistants apply a very personalised approach to ensure inclusion and seek the input of specialist provision and advice to provide an holistic environment.

Staffing ratios enable access to a wide range of appropriate activities and facilities. Adapted minibus enables students to access a range of community settings to the benefit of all students.

What activities are available for students with special educational needs in addition to the curriculum?

- Daily Lunchtime Clubs.
- PE ASC.
- Challenge Days.
- Participation in art projects i.e. Open Orchestra and Rivers of the World for 2020-21.

What support is available for students with special educational needs?

- High classroom staffing ratio.
- Parent Support Advisor.
- Wide range of Health, Social Care and Educational specialists.
- Staff have continuing professional development in areas of teaching students with special needs
- Specialised training in physical intervention, first aid, rebound therapy, etc.
- 1:1 staffing for Work Experience, intervention and community visits.
- Access to external professionals as required.

How expertise in supporting students with special educational needs is secured for teaching staff and others working with those children and young people:

- Annual CPD (Continuing Professional Development) programme.
- Teacher and TA Performance management programme.
- Twilight training during academic year.
- Weekly INSET programme of professional development for teachers and teaching assistants.
- 5 termly INSET sessions for teachers.

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- Specialised training for minibus driving, lifesaving, Team Teach intervention, Manual Handling, medical competencies.
- Whole staff training is organised for training days to progress School Development priorities.
- Individual professional development priorities.
- BFS is a strategic partner of the Coventry Special Schools Network to manage professional development.

How the emotional and social development of students with special educational needs will be supported and improved:

- Appropriate curriculum and provision underpins the social and emotional wellbeing of the students.
- Positive support plans are drawn up to support individual students.
- Specific focus for IEP / EHC plans.
- Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject.
- PHSE is a subject with a high profile throughout the whole school.
- Achievement and success is regularly celebrated.
- Access to Consultant Psychiatrist.
- Access to therapeutic play sessions.

Revised September 2020.