

SEN INFORMATION REPORT

Vision, Ethos and Values of Baginton Fields School

VISION STATEMENT:

“Working Together for Outstanding Achievement”

ETHOS and VALUES:

- The holistic needs of students will be paramount to the organisation of their education and care. Every effort will be made to ensure that students benefit from a dynamic, innovative and safe environment that is responsive to their changing needs and to the advancements of knowledge and understanding within the education and care of students with special educational needs.
- Equality of opportunity is regarded as the cornerstone of the school’s organisation regardless of ethnicity, gender, sexuality, disability or social standing. The school community will foster an ethos in which honesty; sharing, caring and trust are central to the conduct of members of the community and actively encourage a sense of individual and collective responsibility towards that end. The contributions and qualities of students will be recognised and celebrated.
- All students will deserve the right to differentiated teaching and learning ensuring access to an inclusive and stimulating curriculum, appropriate to their level of understanding. They will be treated with dignity and respect and be as closely involved in the implementation of their care and education as possible. They will be encouraged to develop personal and social qualities appropriate to post school placements.
- The school will promote a pro-active relationship with the family to encourage mutual respect and, in doing so; strive to establish a genuine collaborative relationship to the benefit of all concerned.

Identifying the particular special educational needs of a child or young person:

All students attending Baginton Fields School already have a Statement of Special Educational Needs or Education, Health and Care Plan.

The school is described as admitting students with a *broad range of special educational need and disability*. 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 establishing an Education, Health and Care Plan. Baginton also has close links with local secondary mainstream and special schools and some students attend these alternative settings for specific subjects, lessons or for social interaction

opportunities. Students may also participate in Work Related or Work Experience activities in community settings such as the Belgrade Theatre and Herbert Art Gallery.

Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs:

Consultation with parents/carers is achieved through:

- An Annual Review / Education, Health and Care Review which is held every year to which parents 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 contacting parents and carers and organising coffee mornings, transition and SEN workshops, Citizen Advise Bureau clinics, Parents Evening “Market Place” of providers and services.
- Home visits by the Deputy Headteacher, coffee mornings, school visits etc as a precursor to students starting at Baginton Fields.
- Home school diaries.
- Regular opportunities for meetings with the class staff at Annual Reviews, Parents Evening, Achievement for All Structured Conversations (3 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.

Services that are provided within the school include:

- ***By Health:***
 - Nursing Team.
 - Speech and Language Therapy / Occupational Therapy and Physiotherapy.
 - Clinics with Consultant Paediatricians.
 - Feeding programmes for students.
 - Dietitians clinic.
 - Community Learning Difficulties Team.
 - Community Dental.
 - Community Ophthalmic clinics.
- ***By Local Educational Authority:***
 - Educational Psychologist.
 - Specialist teachers for Vision and Hearing Impairment.
 - Coventry Improvement Advisor.
 - SEN Management and Support Team.
 - Home/School Transport.
 - Youth Services Youth Club.
- ***Social Care:***
 - Disability Social Work Team - childrens.

- All Age Disability Adult Social Care.
- Youth Support Service
- **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:**
 - After School Clubs - 2 days per week
 - Youth Club - 2 evenings per week.
 - Residential Visits.
 - Duke of Edinburgh Award Scheme
 - Community visits.
 - Creative Arts and Leisure activities.
 - Summer School on site.

Transition between phases or provision in education is accomplished through:

- A comprehensive induction programme from primary schools that includes schools visits, home visits, coffee mornings and staff exchanges.
- Part time placements, if required, for students joining BFS.
- Support from our Prospects (Careers) Advisor.
- Transition Co-ordinator leading Transition meetings with Social Care, colleges and commissioned services.
- Person Centred Planning commissioned from Grapevine, Coventry and Warwickshire.
- 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.
- 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.

Learning Pathways at Baginton Fields:

Themed and Core Curriculum:

- Key Stage 3 and 4 students participate in a Themed Curriculum that addresses Foundation Subjects. Core subjects are taught discretely.
- Lesson planning addresses personal needs to ensure inclusion.
- 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 theatre trips, science days, visiting poets, 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.

Key Stage 5 Curriculum:

- Accreditation programme for all Key Stage 5 students.
- Enterprise programme or work related learning.
- Work Experience activities.

Enrichment:

- Residential visits.
- Duke of Edinburgh Award Scheme.
- Horticulture.
- Animal care.
- Swimming in Coventry.
- Enterprise activities.
- Local community visits.
- 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
 - Swimming
 - Yoga
 - Cycling
 - Competitive sports with other special schools.

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

- Cause and effect programmes.
- Communication apps for students with specific speech and language needs.
- Specialist designed programmes e.g. Communicate in Print that creates and adapts curriculum materials for students who need symbols.
- Laptops, interactive whiteboards and iPads for students' curriculum use.

Communication is supported by:

- A Makaton Tutor.
- Total Communication environment.

- Sign and Symbols 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.
- Community Learning Disabilities Team.

Additional personalised support:

- Individual timetables.
- 1:1 staffing resource where appropriate and the result of assessment.
- Inclusive learning in alternative settings.
- Flexible school day.
- Cross phase learning.
- Home tuition support

The additional learning support available to children and 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 this personalised learning including:
 - The specialist advisory teachers for Visual and Hearing Impaired.
 - Music specialists.
 - Creative Art specialists.
 - Sports partnership specialist coaches.
 - HLTA Managers for Autism and Sensory Learning.
 - 1:1 intervention provision.

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

- Daily assessment against curriculum and IEP / EHC 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 and students with Autism.
- Students are assessed in subject / activity areas using Progress. Attainment recorded on SOLAR. Reporting student progress against Structured Conversation targets.
- 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 children, their parents and young people will take part in any assessment and evaluation:

- Parents and students are fully involved in the annual review of statement or EHC Plan, recording and sharing their views within the meeting.
- All parents invited to participate in 2 Structured Conversations per year.
- Senior Leaders and Governors undertake termly review of School Improvement Plan progress.
- Self-Evaluation Form updated termly with governors.
- Coventry Improvement Partner visits to monitor improvement.
- 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 children and young people 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 extensive use made of community settings to the benefit of all students.

What activities are available for children and young people with special educational needs in addition to the curriculum?

- After School clubs.
- Daily Lunchtime Clubs.
- Summer School.
- Youth Club

What support is available for children and young people 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, water therapy, physiotherapy etc.
1:1 staffing for Work Experience, intervention and community visits.

How expertise in supporting children and young people 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.
- 12x 1 hour twilight training sessions during academic year.
- Weekly INSET programme of professional development for teachers.
- Specialised training for minibus driving, lifesaving, Team Teach intervention, Manual Handling, medical competencies.
- Whole staff training is organised for training days to progress School Improvement priorities.
- Individual professional development priorities.
- BFS is a strategic partner of the Castle Phoenix Alliance and Coventry Special Schools Network to manage professional development.

How the emotional and social development of children and young people 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.