

BAGINTON FIELDS SCHOOL

Policy for

SPECIAL EDUCATIONAL NEEDS



"Dedicated to delivering inspirational learning experiences"

Baginton Fields is a broad spectrum special school for secondary aged students (11-19yrs). Students have a wide range of special educational needs and learning is influenced by physical disabilities, moderate, severe or profound and multiple learning difficulties, multi-sensory impairment, and autistic spectrum disorder. The school provides an educational and caring environment and we value the opportunity to work co-operatively with professionals and parents.

AIMS/RATIONALE

Working alongside a range of professionals, we will meet the individual needs of all our students and ensure students receive the provision identified in Education Health and Care Plans. We offer a broad and balanced curriculum, that is relevant and differentiated, and that demonstrates progression and coherence.

Strong links with local schools; training providers and work placements further enrich the educational opportunities available to our students.

Our Vision Statement is:

“Dedicated to delivering inspirational learning experiences”

And we aim to:

- Ensure all students are accurately assessed and their needs are reflected in the objectives described in Education, Health and Care Plans.
- Create a learning environment that meets the specific needs of each student.
- Ensure all students have equal access to a broad, balanced and differentiated curriculum.
- Promote education in a safe and secure environment within an atmosphere where children can learn effectively, improve their confidence, develop their self-esteem and independence as individuals within the school and wider community.
- Enable students to take increasing responsibility for their own learning.
- Make clear the expectations of all partners in the process and provision of education for our students.
- Actively seek ways of improving the involvement of parents and carers in the care, development and education of their child.
- Ensure parents and carers are kept fully informed and engaged in productive communication about their child's education.
- Extend and afford our services to partner schools, adopting the principle of inclusion as a two way process.
- Support the professional development aspirations of staff and governors in relation to appropriate training.

OBJECTIVES

The objectives of our policy are to:

- Organise all our activities to facilitate the inclusion of all students in the life of the school and local community.
- Work closely with parents and carers to the benefit of students.

- Continuously improve our work to provide the highest quality of provision for all our students within the resources available.
- Facilitate a pupil's learning by identifying his/her individual needs within the context of the National Curriculum, and the wider school and personal curriculum.
- Respond to students flexibly according to the nature of their needs.
- Provide resources, budget allowing, to facilitate access for all students.

PRACTICE

Teachers and Support Staff respond to student needs by:

- Providing personalised support in all curriculum areas.
- Planning to meet individual needs through setting appropriate EHCP and learning targets.
- Developing each pupil's understanding through a variety of teaching strategies and learning experiences.
- Planning for full participation in learning activities.
- Planning to manage behaviour, enabling students to participate effectively and safely in learning.
- Monitoring and reviewing progress on a regular basis with support from colleagues, Subject Leaders and senior staff.
- Ensuring that all students, regardless of ability, have equality of access to all aspects of the curriculum.

The concept of "parents as partners" is central to our work at Baginton Fields. We seek to work with parents by:

- Applying a range of methods to maintain clear, productive communication.
- Arranging Structured Conversations to facilitate joint planning of students learning.
- Giving parents open access to the school community.
- Joint transition planning with parents when students join, progress through school and progress to future destinations on leaving school.

We recognize that it is vital to provide staff with the skills, knowledge and expertise they require to work with students with a wide variety of special educational needs.

We seek to support staff through an induction programme for new staff, a rolling programme of whole school staff development, a programme of training days on themes relating to school improvement and individual training needs identified through Appraisal / Performance Management.

Working with other professionals / agencies is crucial to support our students.

We seek to:

- Work with specific agencies to identify/set specific targets.
- Hold planning/review meetings with other professionals as required.
- Work alongside other professionals for the benefit of our students.
- Commission the expertise of professionals to support the therapeutic, educational and personal needs of students.

REVIEWING STUDENT PROGRESS

In response to school self-evaluation and amendments to the National Curriculum the school reviewed the curriculum offer for all students. Consequently, there are now 4 curricula threads running through school. New curricula were introduced for Group 1 (ASD) and Group 2 (PMLD) students in September 2016 supported by our "Progress Walls". Our more independent learners - Group 3 and Group 4 students follow a NC curriculum supported by our Progress Walls whilst Key Stage 5 students undertake ASDAN accredited diplomas and, for some, OCR Functional Skills.

Group 1 (ASD) students: ASD Progress Wall supported by SOLAR.

Group 2 (PMLD) students: PMLD Progress Walls supported by SOLAR.

Group 3 and 4 (KS 3 and 4) students: NC Progress Walls supported by SOLAR.

Key Stage 5 students: ASDAN and Functional Skills accreditation, objectives assessed by MAPP – (Mapping and Assessing Personal Progress).

- Our **Assessment and Achievement Framework** provides a clear insight into our increasingly personalised approach to student progress and achievement.
- **SOLAR** (Special On-Line Assessment Records) which contains our **Progress Walls** tracks, records and reports personalised progress and achievement.
- Progress descriptors are supported by our **Student Progress Profile** that rates the potential impact of factors influencing learning.
- Teachers identify aspirational targets for progression based on our target setting protocol, historical data, detailed knowledge of students and identification of priority areas for improvement.

MONITORING AND EVALUATION

- We seek feedback from parents/carers, students and governors.
- We monitor and improve provision through the School Improvement Plan and School Self-Assessment Process.
- We review the contribution of staff and support their professional development

EQUAL OPPORTUNITIES

The school supports the rights of all students to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

The school promotes an ethos of respect for everyone as described in our *Baginton Values*.

COMPLAINTS

Any complaints to the Governing Board concerning provision are dealt with under the procedures of BFS Complaints Procedure to be found on the school website www.bagintonfields.coventry.sch.uk