



SEN Information Report

*All policies are electronically signed and available on Governor Hub
Ratified by the Board of Trustees

Signed by the Board of Trustee

Date:

To be reviewed annually

Date: June 2026

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1. Introduction

The SEN Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the Academy in order to reflect any changes that have taken place or are planned to take place.

It is intended as a response to specific questions identified within the Act and should be read in conjunction with the Academy prospectus and additional information available on the Academy website such as the SEN policy. If you have any further questions or would like to seek clarification with regard to the content of this document then please don't hesitate to contact the Academy.

Telephone: 02476 303854

Email: v.king@bagintonfields.thrive.ac

Website: <https://www.bagintonfields.thrive.ac/>

2. School Introduction

Who are we? 	What is important to us: 
What we do:  Respect  you  as an individual.  Value  your  opinion.  Make  leaning  fun.  Help  develop  your  communication  and  confidence.  Develop  your  skills  so  you  are  ready  for adulthood.  Help  you  develop  a  life  long  love  of learning.	
Who attends our school?  Young people  between  11  and  19.	When are we open?  Monday,  Tuesday,  Wednesday,  Thursday,  Friday
Contact us: <u>Baginton Fields Academy</u> <u>Sedgemoor Road</u> <u>Coventry</u> <u>CV3 4EA</u>	 <u>02476 303854</u> Phone  https://www.bagintonfields.thrive.ac/ Website

Ethos & Vision

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

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

Our Vision Statement is:

“Dedicated to delivering inspirational learning experiences”

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.

3. Our Objectives:

- 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 and external agencies to the benefit of students.
- Continuously strive to develop provision to the highest quality for all our students within the resources available.
- Facilitate a pupil's learning by identifying his/her individual needs and ensure they follow an appropriate curriculum pathway.,
- Ensure the curriculum is personalised and that there are wider school opportunities for inclusion.
- Respond to students flexibly according to the nature of their needs.
- Provide resources, budget allowing, to facilitate access for all students

4. Admission

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.

Our commissioned numbers are 126, with an increase to 200 pupils from September 2027. All learners have an Education, Health and Care Plan (EHCP).

Baginton Fields Academy works closely with Coventry Local Authority in its admission of students. Having an Education Health and Care Plan is a condition of entry to the Academy.

All school admissions for Coventry LA are requested via SEN Coventry 024 7683 1614 SEN@coventry.gov.uk Please see Baginton Fields Admission Policy for further details.

5. Provision

5.1 Our Curriculum

Students are arranged in 3 Key Stages determined largely by chronological age. Each Key Stage comprises 4-5 classes and students are grouped according to a number of factors - learning style, attainment level and SEND.

There are 5 curricula pathways running through school.

Explorers (ASC) students: These students follow a bespoke curriculum

The Explorers curriculum aims to:

Recognise the unique needs of each learner by providing a range of opportunities and experiences that allow them to fulfil their potential while responding to their preferred learning style/s.

Provide learning experiences that minimise the ASC Triad of Impairments and individual barriers to learning.

Develop student communication and interaction with the world and others around them.

Encourage flexibility so that students are able to accept changes to routine.

Make learning enjoyable and utilise the 'yellow thing', the personal motivator for each student.

Improve student ability to attend and sustain engagement on a task.

Encourage student curiosity by offering opportunities to explore and find their voice, to make their own decisions.

Support students prepare for life beyond school by being active participants in their community.

Discoverers (PMLD) students: These students follow a bespoke curriculum.

PMLD students at Baginton Fields School experience an immersive multi-sensory approach to their learning. These students often have in addition to their very severe learning needs other difficulties such as a sensory impairment, physical disabilities and/or a complex medical condition. Multi-sensory learning is adopted to encourage and deepen student awareness of visual, auditory and tactile experiences supporting them to make sense of their lives and the world around them.

PMLD learners are at the very early stages of development. It is essential therefore that the curriculum they follow is personalised and allows for recognition and celebration of the small steps in learning they make. A

combination of high-quality teaching, careful planning and constant review of activities ensures students access a curriculum that is accessible and relevant to their individual needs.

To contextualise learning and to allow students to make connections between discrete areas of study students in KS 3 & 4 explore different topics of interest each term. Students participate in a wide variety of imaginative, age-appropriate tasks that make learning engaging and enjoyable by stimulating all senses. To consolidate and embed learning, activities offered are regularly repeated to instil confidence as learners and ensure students experience success.

Venturers (SLD):

This pathway has been designed for students who have severe learning difficulties often combined with ASC.

In KS 3 students follow a three-year rolling cycle while students in KS 4 follow a two-year rolling cycle.

Students will develop functional communication skills and apply these in all areas of their learning.

Students will develop social communication skills that support them to work alongside and with their peers.

Students will develop the basic skills of language & literacy, numeracy and problem solving.

Students will develop their understanding of the world around them and the part they play within the school and the wider community.

Students will develop their creativity through access to the arts.

Students will develop their independence as learners and their personal independence skills.

Students will develop the life skills that will support them in adulthood.

Students will develop their self-esteem and confidence.

Students will be inspired to engage in learning.

Investigators (SLD/MLD):

This pathway has been designed for students who have severe learning difficulties often combined with ASC.

In KS 3 students follow a three-year rolling cycle while students in KS 4 follow a two-year rolling cycle.

Students will develop functional communication skills and apply these in all areas of their learning.

Students will develop social communication skills that support them to work alongside and with their peers.

Students will develop the basic skills of language & literacy, numeracy and problem solving.

Students will develop their understanding of the world around them and the part they play within the school and the wider community.

Students will develop their creativity through access to the arts.

Students will develop their independence as learners and their personal independence skills.

Students will develop the life skills that will support them in adulthood.

Students will develop their self-esteem and confidence.

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

5.2 Assessment

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

- Daily assessment against curriculum targets.
- Formative Assessment for Learning remains a high priority for all staff. Students are informed of their progress through lesson feedback and are aware of what the next steps are in their learning.
- Teachers report to parents on student progress at Parent Evenings.
- The school commits to internal and external moderation programmes.
- Parents and students are fully involved in the annual review of the EHC Plan, recording and sharing their views within the meeting.
- Senior Leaders and Governors undertake termly review of the Academy Development Plan.
- Self-Evaluation Form updated regularly.
- All staff included in Performance Management to maintain focus on school vision.

5.3 Transition

Transition between phases or provision in education is accomplished through an induction programme for learners transitioning to/from Baginton Fields Academy. The programme implemented includes school/college visits, coffee mornings, staff exchanges and interview preparation for KS 5 students moving to college. Additional student visits are organised if required by individual students.

5.4 Working with Parents/Carers

Baginton Fields Academy works in partnership with families as we believe this is the only way to secure success and positive outcomes for students.

- An Annual Education, Health and Care Review is held every year to which parents/ carers and all agencies involved with the learner are invited to attend. These reviews include the views of the young person.
- Our Parent Support Officer regularly contacts parents and carers, organising coffee mornings, signposting services and workshops.
- School Tours, Coffee Mornings and some home visits are undertaken by SLT, prior to learners attending Baginton Fields Academy.
- Class Dojo allows for daily opportunities for communication.
- Multi-agency meetings held on site.
- Annual Reports to Parents.
- Parents are actively encouraged to contact school to discuss support required.

5.5 Facilities, Services and Activities that are provided within or in collaboration within Baginton Fields Academy.

- Speech and Language Therapy / Occupational Therapy and Physiotherapy.
- Clinics with Consultant Paediatricians and Psychiatrists.
- Dietitian's clinic.
- CAMHS LD.
- Community Dental Team.
- Specialist teachers for Vision and Hearing Impairment.

- Home/School Transport
- Open Theatre
- Community visits.
- Sporty Minds – SEND Active
- CDT/ADT

5.6 Support for Communication

Communication is supported by:

- A Speech and Language Therapist.
- Total Communication environment including; Makaton Signs, symbols, visual schedules, music cues, objects of reference and communication boards/books.

5.7 Support for Sensory Processing, Emotional and Social Wellbeing

- Appropriate curriculum and provision underpin the social and emotional wellbeing of the students. RSHE/PSHEE/CC are crucial subjects.
- Positive support plans are drawn up to support individual learners.
- Achievement and success are regularly celebrated.
- Access to the Thrive Approach.
- Key worker.
- Sensory diets.

Sensory Processing is supported by:

- Commissioned Occupational Therapist from Links Therapy

5.8 Support for Behaviour

We believe that positive relationships are the key to managing students successfully regulate their feelings therefore staff:

- Adopt a positive approach to managing student regulation/dysregulation. All staff are Team Teach trained.
- Ensure routines and structures are embedded.

- Use positive re-enforcement consistently.
- Implement individual Support Plans for identified learners.
- Implement Sensory diets.
- Use Therapeutic interventions.
- Utilise advice of CAMHS LD.

Additional personalised support:

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

5.9 How expertise in supporting learners with special educational needs is secured for teaching staff and others working with our learners.

- Annual CPD (Continuing Professional Development) programme.
- Teacher and TA Performance Management programme.
- Weekly INSET programme of professional development for teachers and teaching assistants.
- 6 half-termly twilight sessions for teachers and teaching assistants.
- Specialised training for Team Teach intervention, Manual Handling and Medical competencies.
- Individual professional development priorities.

6. Coventry City Council Local Offer

The requirement for Coventry City Council providing information falls under the Students and Families Act 2014, the SEND Code of Practice 0-25 June 2014 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for students who have SEN or are disabled, including those who do not have Education, Health and Care Plans:

<https://letstalk.coventry.gov.uk/coventry-send-local-offer>

7. Outlined below are some of the useful sites and contact details;

The SEND Code of Practice 0-25 years June 2014 lists the following:

Contact a Family: www.cafamily.org.uk

National Network or Parent Carer Forums:

www.councilfordisabledchildren.org.uk

Students' Education Advisory Service: (CEAS) www.gov.uk/studentss-education-advosiry-service

Family Information Service www.daycaretrust.org.uk/nafis

National Parent Partnership Network <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service: <http://tinyurl.com/PALservice>

Autism Education Trust www.autismeducationtrust.org.uk

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust www.thecommunicationtrust.org.uk

Dyslexia SpLD Trust www.thedyslexia-spldtrust.org.uk

I CAN (Students' communication charity) <http://www.ican.org.uk>

MindEd www.minded.org.uk

National Sensory Impairment Partnership www.natsip.prg.uk

Specifically for post 16

Disabled Students Allowance (DSA) <http://tinyurl.com/SFE-DSA>

8. Changes

Description	Date	Page	Section
New	June 2024		
Changed designated PAN number to 200 from Sept 27.	June 2026	5	4
Changed 'school' to 'academy' in 2 places.		9	5.3
Changed 'positive support plan' to 'support plan'		11	5.8
Changed 'termly' to 'half-termly' for twilight sessions		11	5.9