

BAGINTON FIELDS SCHOOL

Policy for SPECIAL EDUCATIONAL NEEDS



"Dedicated to delivering inspirational learning experiences"

Reviewed by:	Alison Francis	Date: September 2023
Approved by:	Governing Board	Date: October 2023
Last reviewed on:	September 2022	
Next review due by:	September 2024	

Review: Autumn 2023

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 their Education Health and Care Plans. We offer a broad and balanced curriculum, that is sequential, relevant, 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 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.

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 and carers as partners" is central to our work at Baginton Fields. We seek to work with parents and carers 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

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

Consequently, there are 5 curricula pathways running through school.

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

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

Venturers (SLD): Students in these classes broadly follow national curriculum subjects where appropriate i.e. English & maths, other areas i.e. The World Around Me teaches/presents “a holistic understanding of everyday events, activities and experiences and about making the connections between these events, activities and experiences.” Equals

Investigators (SLD/MLD): Students in these classes follow national curriculum subjects that are differentiated to enable equality of access.

The above are assessed using the Baginton Fields School Progress Walls.

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

All pathways are intended to support the students holistic progress through school and to prepare them for adulthood.

- Our **Assessment and Achievement Framework** provides a clear insight into our personalised approach to student progress and achievement.
- As of **Autumn 2023 school are using Evidence for Learning** as our assessment software to track student progress. Each subject has a number of “I can ...” statements directly related to curriculum content
- Progress descriptors are supported by our **Factors that Influence Learning** document that rates the potential impact of these on individual progress and suggests interventions to support.
- 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.

Student progress is of course also assessed against the outcomes in the individual EHCP plan. These are reviewed by class teams on a termly basis and targets set or adapted according to the progress the student has made.

They are reviewed on an annual basis with school staff, the family and other relevant professionals involved.

Where possible students are involved in reflecting on their progress and self-assessing.

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