



Billing Brook SEN Information Report 2016 – 2017

Billing Brook is an all age Special school for pupils aged 4 – 18 years. All pupils have a Statement of Special Educational Need or an Education, Health and Care (EHC) plan that identifies Communication and Interaction; Cognition and Learning or Sensory and Physical Needs according to the SEN Code of Practice 2014

It is recognised that pupils may also have a range of other associated or additional learning difficulties.

This SEND Information Report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a supportive, caring and aspirational environment.

The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN information report. This can be found at <http://www.legislation.gov.uk/ukxi/2014/1530/schedule1/made>

This Report is Reviewed Annually.

1. What kinds of Special Educational Needs does the school provide for?

Billing Brook provides primarily for pupils aged 4 – 18 with Communication and Interaction; Cognition and Learning or Sensory and Physical Needs.

All pupils have a Statement of Special Educational Needs or an Education, Health and Care (EHC) Plan. It is recognised that all pupils have complex needs and many have identified associated and significant learning difficulties.

2. How will I know how the school supports my child?

During the first six weeks of a pupil's entry, staff use a variety of assessment tools to ascertain the pupil's strengths and needs, which includes both their learning and social, emotional and mental health development.

Individual targets are set and shared with the parents/carers at a post-admission planning meeting, where the pupil is also encouraged to attend. Throughout the year, pupils' progress is carefully tracked to ensure that any underachievement is quickly noticed and addressed.

Results from testing, professional judgements and formative assessment are all used to inform planning, teaching and the target setting process.

All Statements of Special Educational Needs or Educational, Health and Care (EHC) Plans are reviewed at least annually. This gives the opportunity to consider whether the Statement or EHC Plan is still appropriate and to review the progress the pupil has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on a pupil's progress and to provide advice and guidance if necessary.

Each term, the school hosts a Parent/Carer consultation evening, where Individual Learning and Progress Maps (ILPM's) are shared with the opportunity to share progress throughout the year.

The school is also subject to the Ofsted framework.

3. How will the curriculum be matched to my child's needs?

At Billing Brook School we believe in a creative, practical and exciting curriculum.

Our curriculum structure ensures that all our pupils have the very best opportunities, as is appropriate to their age, ability and entitlement. We have high expectations and set aspirational targets for all – we believe that all pupils can achieve, and through our creative approach we ensure they have opportunities to do this by promoting our core values of positive attitudes, supportive relationships and respect for everyone.

Our curriculum is very carefully planned and structured to enable all pupils to develop their personal characteristics, attitudes and values, to their fullest potential. We believe in using our local and wider community to enhance opportunities.

Our curriculum is very carefully planned and structured to enable all pupils to reach their full potential. It incorporates learning intentions to develop their personal characteristics, attitudes and values and is enhanced by using facilities and opportunities in our local and wider community.

The curriculum is based on:

- Early Years Foundation Stage, Early Learning Goals;
- The Billing Brook ASD Curriculum, including SCERTS and Autism Education Trust approaches;
- Creative Curriculum Framework
- Accreditation at an appropriate level at Key Stage 4 and 5

4. How will I know how my child is doing?

Your child's progress and attainment is shared with you in a variety of ways, including:

- The home/school diary
- Annual reviews for Statements and EHC plans
- LAC/ PEP meetings for Looked After Children
- Annual and termly reports
- Through informal contact with staff
- Regular Open Day events – Parents and Carers in school

5. What support will there be for my child's overall wellbeing?

The school has a variety of ways of supporting your child's wellbeing.

They include:

A high ratio of adults to children; access to a familiar adult is particularly important to build relationships

Access to a range of intervention programmes to develop skills and knowledge with regard to individual well-being

Analysis of individual children's social and emotional abilities using the Boxall profile and other assessment tools

A safe and calm environment with structured and organised learning opportunities

Opportunities for our pupil voice to be heard via the School Council

The Team Around the Child team (TAC Team) includes two speech & language therapists; Speech & language assistantan occupational therapist, Pupil Support Coordinator; An Educational Health Care lead and a LAC lead who play a key role in monitoring and promoting pupil wellbeing.

6. Students with medical needs

All staff are trained in the administration of medicines, and follow the DfE guidelines 'Supporting pupils at school with medical conditions' Statutory guidance for Governing Bodies of maintained schools and proprietors of academies in England February 2014'

Those pupils who require specific medical interventions, specialist training is given by our School Nurse to ensure correct procedures are followed. This includes working with Physiotherapists and other visiting specialists.

Individual medical care plans are developed in conjunction with parents and carers, as well as medical professionals. These are reviewed regularly and staff awareness

7. What training are the staff supporting children with SEND given?

All staff receive the following training:

- Child Protection, Safeguarding including The Prevent Duty
- Team Teach
- Autism training
- Speech & Language training
- ADHD

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual pupils. This training uses both internal expertise and external providers.

Billing Brook Academy is a strategic partner with The Fairfield's Teaching School Alliance, and is committed to continuous professional learning and school to school support.

8. How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as much as is reasonably practicable to do so.

Our ethos is one of inclusion so we will always endeavour to make whatever adaptations are necessary to enable pupils to be included in all educational opportunities, including school trips.

The school has a named Educational Visits Coordinator, who undertakes regular training in the management of visits. There are stringent procedures in place relating to the planning and preparation for any trip or event.

The school runs a scheme called "Premium Points" to support those families who are on low income, to enable trips to be financially accessible.

9. How accessible is the school environment?

Our school is a safe and accessible building. Over the years the school has continued to develop areas to improve accessibility for all. Recent developments include improvement of pathways; access routes and outside areas. The horticultural area and a pathway around the outside of the school are due to be upgraded in the coming academic year.

All safeguarding procedures and risk assessments are in place and adhered to by all staff.

For those pupils who need support with communication, the school uses Communication in Print and Makaton signing.

10. How will the school support my child when joining Billing Brook or transferring to a new school?

Information will be obtained from the pupils' previous placement and from Parents and Carers. This information will include:

- Assessment data
- Individual Learning Plans
- Annual Review/EHCP Targets
- Individual Behaviour Support Plans
- Individual Autism Support Plan (if required)

A number of strategies are in place to enable effective student's transition. These include:

- The transition process may include all or some of the following actions:
- Staff undertake a visit to the current school
- School staff attend Annual Review meetings when invited
- Staff attend other multi-agency meetings when invited such as EHA meetings
- Prospective pupils and their Parents/Carers visit Billing Brook at least once
- An individual supported transition plan, if agreed with all parties, to enable pupils with high levels of anxiety to transition safely over a longer period of time
- Transition Week – during July each year

For pupils transitioning out of Billing Brook to other schools or local colleges placements, close liaison is established between staff in order to develop supported individual transition plans to ensure successful transfers.

11. How are decisions made about how much support my child will receive?

For pupils with a Statement or an Education Health and Care Plan, the decision regarding the support required will be reached and agreed when the EHC Plan is being produced or at an annual review of a statement and recommendations have been accepted by the ECHP Team.

Parents/Carers, school staff and any other relevant professionals will be able to contribute to this decision making process.

For pupils who are also looked after by the Local Authority (LAC pupils), further decisions about the amount of support they will receive will be discussed and agreed at Personal Education Plan (PEP) meetings. The decisions will then be recorded in the PEP's and reviewed three times a year.

12. How will I be involved in discussions about and planning for my child's education?

This may be done in a variety of ways, including:

- Discussions with the Head of Department (a member of the Senior Leadership team), either in person or via telephone
- During Parent/Carer consultation meetings

- During ECH Plan and/Statement review meetings or post-admissions meetings
- During other meetings with school staff such as Parent & Carer consultation meetings, LAC/ PEP meetings or other multi-agency meetings
- Discussions with Transitions Providers or
- Attendance at our Careers Event.

13. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have concerns about something regarding your child's schooling please contact one of the following in the first instance:

- Your child's head of department on 01604 773910
- Team Around The Child manager: Ms Tracey Moulton
- Head teacher: Mrs Caroline Grant
- Chair of Governors (Mr Matthew Lister) via the school office

14. What specialist services and expertise are available at or accessed by the school?

The school uses the EHA process when appropriate to do so, EHA lead is Mr Paul Wheeler.

As a school we can also refer to a range of services including Child and Adolescent Mental Health Service (CAMHS); Community Team for Pupils with Learning Disabilities (CTPLD); Referral Management Centre for Specialist Services (RMC); Social Care; Educational Psychology Service; Prospects – Choices Advisers; Speech and Language Service; Physiotherapist Service; Sleep Solutions and Education Entitlement Service.

These services are contacted when necessary and appropriate, according to your child's needs.

The following services may also be of assistance to you:

Information Advice Support Service (IASS) for SEND Northamptonshire

www.iassnorthants.co.uk

Telephone 01604 636111 Email: contact@iassnorthants.co.uk

Autism Concern:

<http://www.autismconcern.org/>

Special Educational Needs:

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/Pages/snix.aspx>

Education Entitlement Service:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/>

Early Help Assessment (EHA):

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/>

Child and Adolescent Mental Health Service:
<http://www.nht.nhs.uk/main.cfm?type=CONTENTCAMHS>

Northampton Parents Forum Group:
<http://www.northantspfq.co.uk/>

FACT Northampton (support group for ASD & ADHD):
<http://www.factnorthants.org.uk/>

Young Minds:
<http://www.youngminds.org.uk/>

Links to the Local Authority Local Offers:

For parents/carers of pupils living in **Northamptonshire**, the link to their local offer is:
<http://www3.northamptonshire.gov.uk/councilservices/educationandlearning/send/local-offer/Pages/default.aspx>

For parents/carers of pupils living in **Milton Keynes**, the link to their local offer is:
<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

For parents/carers of pupils living in **Leicestershire**, the link to their local offer is:
http://www.leics.gov.uk/local_offer