

Babington Community College

Special Educational Needs and Disability Information Report



1. Ethos and Values

Babington Community College is an 'Outstanding School' (OFSTED 2013).

Our vision is for all of our students, whatever their needs or abilities is: 'outstanding, and being the best that we can be'.

In addition the staff of the college make this pledge to the students:

'We all want the best for you, to help shape your future and make a positive difference to you. We want your eyes opened to the many opportunities that there are in life so that you aim high and believe that you can achieve anything. We want your horizons broadened through Building your Learning Power and by promoting self-belief and self-esteem. We will recognise and nurture the talents, skills and abilities of each and every one of you to enable you to grow and develop and become learners for life'.

2. What kinds of special educational needs does the college provide for?

Babington Community College is a newly built BSF mainstream 11 – 16 inner city school. The college has been purpose built to suit the needs of 21st century learners whatever their needs and abilities. We welcome students with special educational needs as defined by the SEND Code of Practice 2014.

The college has a dedicated suite of rooms for students with SEND. We expect students to access mainstream lessons and activities, with support, where necessary. We believe in quality first teaching for all students but where students require additional support we adapt resources and differentiate lessons to ensure expected progress or better for all SEND students.

Students with a Statement for Special Educational Needs or Educational Health Care Plan have access to our Designated Specialist Provision for Speech Language and Communication Needs and Autism where appropriate.

As an inclusive college we are committed to meeting the needs of all students with Special Educational Needs and Disability. On very rare occasions it may not be possible to meet the needs of a particular student, but we will work closely with you to ensure that your child can access the specialist provision that he or she may require.

In meeting these responsibilities Babington Community College has due regard to the SEND Code of Practice 2014, the Equality Act 2010 and the Disability Discrimination Act 2001.

3. How does the college know if a student needs extra help and what should I do if I think my child/young person may have special educational needs?

Progress and achievement is rigorously tracked and the data is used to identify both underachievement and lack of progress.

We gather information from:

- KS2 teacher assessments including SATs results
- Primary Annual Reviews and transition meetings
- Statement and EHC Plan documentation
- Information from outside agencies including SES, Behaviour Support Service, Educational Psychology Service and the Complex Needs and Communication and Interaction Team
- Baseline Assessment including the NGRT (National Group Reading Test) and, where appropriate, CATs (verbal, nonverbal and quantitative skills)
- Students who transfer to the college mid-term have additional national curriculum assessments in English Maths and Science

Where we have concerns about progress we will seek advice from other agencies as appropriate.

4. How will both you and I know how my child/young person is doing?

Monitoring and tracking progress is vital to ensure positive outcomes for all of our students and we recognise the importance of keeping you informed of your child's progress. We monitor and track progress as follows:

- the SENCO tracks and monitors students' data from subject teachers
- progress checks are completed every six weeks and a copy will be sent to you
- progress is reviewed formally during Parents' Evenings
- your child's teachers or form tutor will contact you with information regarding progress
- the progress of students with a statement or EHCP (Education Health Care Plan) will be formally reviewed at an Annual Review with the student and all adults involved present
- the SENCO, in consultation with appropriate staff members, will also check that your child is making good progress within any individual or group work they take part in

If your child is still not making expected progress the college will discuss with you any concerns that you may have. A range of methods will be used to keep you informed, including a telephone call, text message, letter or email or by holding a meeting at the college. Please contact the college if you feel that you need any additional information about your child.

5. How will the curriculum be matched to my child/young person's needs?

At Babington we provide highly personalised learning opportunities to meet the needs of all of our students. The key stage 3 pathways, 'nurture, 'championship' and 'premiership,' meet the needs of individual students and also focus on raising their aspirations. Promotion to the next level encourages students of all abilities to strive for success. Likewise at Key Stage 4 students follow a curriculum pathway designed to equip them with the appropriate qualifications for next steps. There are also an additional range of sports and leadership opportunities available for all students.

Placement in class groups is dependent on assessment data. Students are grouped according to ability and are promoted to a higher group wherever possible. At key stage 4 students follow a curriculum pathway matched to need and that will give them the best opportunity to achieve a range of appropriate qualifications.

Students with special educational needs have access to our 'nurture provision'. Here they follow a bespoke and supported curriculum with additional opportunities to improve their literacy and numeracy skills. Students with speech, language and communication skills and autism have additional specialist support as part of our 'designated specialist provision'. There is an expectation that all DSP students attend mainstream lessons. Additional teaching assistant support will be provided for these students where necessary.

6. How will school staff support my child/young person?

Staff at Babington pride themselves in providing Quality First Teaching through differentiation, effective feedback and marking, and by ensuring that student's needs are met within the classroom. The quality of teaching at Babington is described as 'Outstanding' by OFSTED. Subject teachers are responsible for all of the students that they teach. For those students identified with additional needs, teaching assistant support may be provided in some lessons. Faculty and subject teaching assistants are also available to support students in specific subject areas.

Students who require specific interventions for literacy, numeracy or speech, language and communication skills, are withdrawn from mainstream lessons as appropriate. Interventions are specific to need and time related with clear targets. Progress is tracked by relevant staff and successes are shared and celebrated with parents and carers. Our interventions include:

- Lexia Reading
- RM books – reading on line
- Ruth Miskin – Read Write Inc. Phonics
- Catch Up Literacy – Reading
- Word Shark
- Accelerated Accelewrite
- Social and Communication Skills
- Spellzone

Governors play an active role in strategically monitoring the quality of our Special Education Needs and Disability provision. The link SEND governor meets regularly with the SENCO throughout the year.

7. How is the decision made about what type and how much support my child/young person will receive?

All students attend mainstream lessons. They are supported individually, in small groups or in mainstream lessons.

For students with a statement or EHC plan, support will be allocated according to need and the demands within a subject area or activity. Students at SEN SUPPORT access high quality first teaching which is differentiated and matched to need. Teaching assistants are available to support students if required.

Students within the DSP are supported by specially trained teaching assistants under the supervision of the DSP Lead Teacher.

Each faculty has its own teaching assistant who is a specialist in that area.

A number of students follow specific interventions, tailored to their needs, as part of a bespoke curriculum.

When deciding what support a student will need to make progress, we will look at the statement or EHC plan, review a student's progress data and meet with Progress Managers and subject teachers. We will also contact Parents and Carers.

8. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

We believe that learning outside the classroom and extended learning opportunities are essential for all of our students to make progress and achieve. We provide an extensive range of activities, trips and visits for all of our students. As a sports college physical activities and PE are an essential part of our curriculum. Our vision is to 'nurture the talents, skills and abilities of each and every one of our students to enable them to grow and develop and become learners for life.'

Where students have a specific need that may require specialist support an assessment meeting will be held with Parents and Carers and, where feasible, an individualised package of support will be put in place.

Detailed information concerning learning outside the classroom, extra-curricular activities and opportunities supported through Pupil Premium can be found on our website: www.babington.leicester.sch.uk

9. What support will there be for my child/young person's overall wellbeing?

At Babington we are aware that students may need additional support for health reasons or for their emotional and general wellbeing. Students have access to the following support:

- A Pastoral system which is managed by our Vice Principal and includes a team of 'student welfare officers'
- House system and vertical tutoring
- Attendance tracking and monitoring
- Restorative Approaches and anti-bullying
- E- Safety including Cyber-mentoring
- Form tutors who liaise with key staff, Parents and Carers
- Specific staff to support EAL students
- Behaviour Support Room (BSR) which provides a range of support for students experiencing short-term behavioural issues
- Key Stage 3 'Destinations Room' to track students who need support for issues such as, behaviour, attendance and general self-management skills
 - Breakfast Club
 - Activities Afternoon
 - Medical support
 - Healthy Schools, Healthy Eating, and specific dietary needs
 - School Counsellor
 - Health Shop
 - Well Being Week – Mental Health Ambassadors
 - Vulnerable Student Group support
 - Social Care and Health Support
 - EWO

'Students say that they feel safe and greatly value the care and support they receive that enables them to achieve'. OFSTED 2013

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

The college works closely with a range of outside agencies and specialist services as appropriate. These include:

- Special Education Service
- Educational Psychology
- School Health including Hearing and Visual Impairments and School Medical Team
- CAHMS
- Student Behaviour Support team
- LSCB – Safeguarding
- Open Door
- Speech and Language including NHS Speech and Language Support
- Complex Needs and Communication and Interaction Team
- Social Care and Health
- ADHD solutions
- Ashfield Special School – Micro Technology assessments
- Specialist Assessments for Access Arrangements
- Virtual School Team

If students require additional advice and support to make expected progress we will meet with Parents and Carers to agree a way forward. A plan will be agreed and outside agencies will be invited to the college to discuss next steps. A plan of action will be drawn up and regularly reviewed. Where a student requires Element 3 support funding or statutory assessment leading to an EHC plan we will call an assessment meeting.

11. What training have the staff supporting children/young people with SEND had?

All teachers at the college are teachers of students with special educational needs. The college runs an extensive professional development programme for all staff with a strong focus on teaching and learning including behaviour for learning skills and cooperative learning and Building Character for Learning strategies.

Babington Community College Training for 2015/16 includes:

- Teaching and Learning
- Effective Feedback
- Building Character for Learning
- Behaviour and Pastoral Care including 'Team Teach'
- Code of Practice for SEND
- Safeguarding and SEND
- Supporting Special Educational Needs in the Classroom e.g. Autism, Speech and Language, Specific Learning Difficulties and Behaviour and Mental Health Difficulties
- New Technologies

Our teaching and learning Leadership Team are also researching a variety of educational issues, designed to ensure progress and achievement through outstanding teaching and learning.

Staff working within the Learning Support Department regularly attend in house, and local and national training.

The Learning Support team at Babington is experienced and well qualified. Our SENCO, Kim Kent is also Assistant Principal and has twenty years of experience and training in teaching and supporting students with special educational needs. Anne Marie Fenton, our Assistant SENCO will be awarded the NASCO award in 2015 and Susan Boda, who is responsible for our Speech and Language Designated Special Provision is studying for an MSc in Language and Communication Impairment in Children. All of our teaching assistants have recently passed the DfE Developing Good Autism Practice course at Level 2

In addition we have the following trained Learning Support staff:

- SEN Manager
- 3 HLTA
- 12 level 3 Teaching Assistants
- 18 level 2 Teaching Assistants

12. How accessible is the school environment?

Babington Community College is a BSF school. The new building, which opened in September 2014, complies with current DDA and Building Regulations (Part M).

We have a dedicated suite of rooms within our new school building for working with and supporting students with special educational needs. Within the area is a Designated Specialist Provision for students with Speech Language and Communication Needs and students with Autism. Lifts provide access to all areas and the building is fully wheelchair accessible. Disabled toilets are in place throughout the building and we have a hygiene room located within the Learning Support area. We also have a sensory room for students with speech language and communication needs.

Where a child has a specific disability or special need we will liaise with Parents, Carers and relevant agencies, to ensure that a transition plan is in place and to secure necessary equipment and ongoing advice.

13. How are parents and young people themselves involved in the school?

At Babington we actively encourage both students and parents to be involved in learning and the life of the college. We run a number of groups involving parents and students throughout the year; the aim being to provide parents with a range of information and strategies to support students with learning at home. These include 'Together with Parents' curriculum evenings, 'Success on a Plate' family learning for Year 7, reading and spelling, and Key Stage 4 GCSE examination preparation sessions.

Student Voice operates in a number of ways at Babington; the views of our students on the curriculum, teaching and learning and wider aspects of school life are extremely valuable. Ultimately, we aim to actively take into account the views of all students in important decision making. This is facilitated by the Student Council, who effectively line manage small 'hubs' of students responsible for providing feedback in their respective areas (curriculum, environment, faith and so on). This feedback is then shared with middle management and senior leadership so that, where appropriate, actions can be put into place.

14. Who can I contact for further information?

In the first instance, please speak to your child's form tutor. Further information can be obtained from your child's Progress Manager.

If you require information about Special Educational Needs please contact:

Mrs Kim Kent Assistant Principal and SENCO: 0116 2221616 ext. 135 KKent@babington.leicester.sch.uk

Mrs Anne Marie Fenton Assistant SENCO: 0116 2221616 ext. 135 AFenton@babington.leicester.sch.uk

Mrs Susan Boda DSP Speech and Language: 0116 2221616 ext.133 SBoda@babington.leicester.sch.uk

E mail: office@babington.leicester.sch.uk

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

If your child is moving to another school we will:

- contact the SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child
- make sure that all records about your child are passed on as soon as possible

If your child is transferring from Year 6 with a statement or EHC Plan we will:

- attend the annual review or a transfer review meeting
- organise transition sessions for your child to attend in the summer term

Where a student with a statement or EHC Plan transfers to the college mid-term we will discuss this with you, the Special Education Service and any other relevant agencies.

Transfer review meetings will also be held in Year 9 and Year 11. We will invite outside agencies including School Health and Connexions to attend these meetings. In addition we will ensure that all students with SEN receive advice and support to complete their 'UCAS' on line forms for college and Post 16.

16. What other support is available?

For more information about the Local Offer:

- <http://families.leicester.gov.uk/local-offer/>
- Tel: 0116 454 4772
- Email: localoffer@leicester.gov.uk