Birkett House SEN Report 26-27



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School Name	Birkett House school
Address:	Station Road, Wigston LE18 2DT
Telephone Number:	0116 2885802
Name of Head teacher :	Tom Harrup
Head teacher contact details:	0116 2885802
Website address:	www.birketthouse.leics.sch.uk
Facebook account details:	Birkett House School
Twitter Feed details:	N/A
School/College Specialism:	Special Educational Needs
Age Range of students (start and finish) to include Post 14 onwards where relevant	4-19
Date of Last Inspection:	June 2022
Outcome of last inspection:	Good
Does school have a specialist designated unit /additional learning support department?	No
Total number of students with special educational needs at the school	250
Total number of students receiving additional learning support	250

The kinds of special educational needs for which provision is made at Birkett House School

Birkett House School is an Area Special School providing for a wide range of young people with a range of learning difficulties including

- Young People with severe learning difficulties
- Young people with moderate learning difficulties
- Young people with profound and multiple learning difficulties
- Young people with a diagnosis of autism

The local Authority is responsible for admissions to the school as all young people have a Special Educational need

The school has bases on 5 sites

- Main site at Wigston – young people of all ages attend this site. The young people at this site in key stages 4 and 5 are likely to have more complex sensory and physical needs
- Senior Department – a standalone base on the campus of Countesthorpe Academy
- Thomas Estley Community College – 2 groups of up to 22 young people in key stage 3 are based in the Centre within the college
- Thistly Meadow School – 12 students at Ks 2 who benefit from improved social inclusion opportunities and some mainstream teaching in addition to our specialist approaches
- Little Hill School - 12 students at Ks 1 who benefit from improved social inclusion opportunities and some mainstream teaching in addition to our specialist approaches

The young people are all on the role for Birkett house and all staff are employed by Birkett House

Information about Birkett House School policies for the identification and assessment of pupils with special educational needs

All the young people attending Birkett House school have an Education Health and Care plan which describes their needs and the provision requires to meet these needs. A list of our policies to support learning is on our website but this is not exhaustive and additional information can be obtained by contacting the school office

We work closely with a range of specialist teachers and professionals which could include

- Speech and Language
- Physiotherapists
- Occupational therapists
- Teachers for the visually impaired
- Teachers for the hearing impaired
- Child and Adolescent Mental health teams (CAMHs)
- Social Care
- Prospects
- Transitions teams
- Public Health – school nurse
- Diana Nurses
- Autism Outreach
- Educational psychologists

How does Birkett house School evaluates the effectiveness of provision for Young people with special Educational needs?

- All pupils at the school have an EHCP
- Occasionally a pupil is placed for prior to statutory assessment
- The school leadership carry out formal lesson observations and moderate their judgments internally and externally. Feedback is shared appropriately with Individuals and all teachers.
- Informal observation are regularly carried out by the leadership team on a daily basis, staff are appropriately challenged during these times
- Formal work scrutiny is carried out across all sites –
- Moderation of levels and expectation are carried out internally and externally
- The Quality Committee of the Governing body monitors provision and they will carry out observations and report back and interrogate the data and feedback from the schools analysis
- The school has an annual health check, an external evaluation (resumed post pandemic lock downs in 2021) the findings are reported back to the school governors.

The arrangements for assessing and reviewing the progress of pupils at Birkett House School

- There is an annual review for all young people with an EHCP where the progress towards outcomes are reviewed, new outcomes set which includes education, health and social care
- Annual targets are set for the young people based on prior learning and expectations. The school has moved to SOLAR – a monitoring package which is able to highlight progress or areas that action might need to be taken
- Teachers moderate levels internally and externally to ensure that all teachers judgements on pupils progress are accurate and consistent with other good practice across the school, county and nationally.
- Parents receive an annual report and are invited to at least one parents evening per year. We have also begun sending home termly IEP targets so parents are aware of our priorities and have chance to amend or offer a different focus.
- Homework is set in line with the schools policy on homework

What is our approach to teaching pupils with Special Educational Needs

- Our curriculum is varied and practical. It is personalised to meet the needs of the individuals at each stage of their school life from EYFS to Post 16. We look at each stage leading directly into the next with a whole school overview.
- The curriculum follows three pathways which focus on a student's learning style as well as their knowledge and understanding of concepts.
- We aim to encourage young people to be as independent as possible
- We aim to prepare young people for life beyond school and readiness for work as appropriate
- We aim to look at holistic learning to ensure that all aspects are provided for and acknowledged as success
- Young people work towards appropriate and relevant qualifications and accreditations, this can include working in partnership with our mainstream colleagues
- Young people could have a personalised timetable to meet their highly individual needs as required
- All teachers use assessment for learning to ensure challenge for all young people at an appropriate level
- The school uses high staffing ratios and a range of interventions to target specific needs in addition to small step

progression, , individualised learning plans and personalised learning opportunities

- A total communication environment is implemented across the school , within which all young people are able to fully develop their communication potential;
- Teachers and support staff have access to continuous programmes of training and work closely with together professional agencies to ensure that they are aware of the very latest educational practices

How we adapt the curriculum and learning environment

- All young people work towards individual and personalised targets delivered through a broad and balanced curriculum along three pathways
- We use a range of interventions for groups and individuals supported by a range of specialist support staff
- Young people have the opportunity to be based on mainstream sites when appropriate which supports all aspects of learning and especially socialisation and communication

Our new main site opened in September 2017 where all aspect of the learning environment have been specially adapted

- Purpose built classrooms with hoists
- Accessible toilet's and hygiene rooms
- A heated swimming pool with additional sensory features
- A multisensory room
- A soft play rooms
- Trampoline for rebound therapy
- Immersion room
- Music/ drama studio
- Large hall
- Library
- Cookery room
- Common room
- Small work rooms
- Extensive playgrounds with a range of play equipment
- IT across the school with specialist adapted software to support teachers

Ks 1 Little Hill

Specialised teaching space with hoists
Access to mainstream facilities as appropriate for learning opportunities

Ks 2 Thistly Meadow

Specialised teaching space with hoists
Access to mainstream facilities as appropriate for learning opportunities

Ks 3 Thomas Estley

Specialised teaching space with hoists
Access to mainstream facilities as appropriate for learning opportunities

Senior department – Countesthrope

- Specialist classrooms
- Common room area
- Social skills area
- Pupil garden

How we will provide additional support for learning

- Interventions and support from specialist support staff for behaviour, sensory integration, rebound therapy, communication and autism
- Lunchtime clubs e.g. singing, Lego therapy etc.
- Makaton tutor to support signing across the whole school
- Teacher for AAC (Alternative and Assisted communication)
- A range of specialist equipment e.g. Eye gaze
- High staffing levels
- Access to the community
- Fleet of transport to support wider opportunities
- Physiotherapy and postural management programmes
- Heath support worker and Diana Team to ensure young people are well
- Additional resources e.g swimming pool. Rebound therapy, soft play
- Forest School Area

Activities that are available for pupils in addition to those available in accordance with the curriculum

- Lunchtime clubs e.g. Lego club , signing / music club, art clubs
- Specialist playgrounds and outdoor learning environments
- Inclusion and socialisation opportunities at mainstream schools
- Specialist equipment e.g bikes , tricycles
- Independent travel training for some young people

Support that is available for improving the social and emotional development of pupils

- A class based approach in primary and key stage 3 classes where the teacher leads a team who are consistent for the young people
- A tutor based approach for older, more able students who work with a range of staff
- Young people identify who they want to talk to in specific situations
- Liaison with public health and CAMHs
- Health support and liaison with Diana Team to ensure that pupils are well and medication is well managed
- Excellent facilities to meet the individual needs e.g. dignified changing rooms with good access.
- Highest expectation for behaviour though a positive approach and encouraging young people to learn to manage

their own behaviour

- All staff trained in EDR (Engage Disengage Re-engage- positive behaviour handing)
- Liaison with parents through Class Dojo, school diary, phone calls and an open-door policy. Meetings can also be scheduled in person or via Teams to support access as required.
- Rigorous safeguarding procedures and support for pupils re on-line safety etc.
- Gaining the views of parents through feedback and annual parent questionnaire

The name of and contact details of SEN coordinator

The first point of contact for a parent would always be the class teacher re any questions or concerns. If these cannot be addressed a Deputy Headteacher would be able to support further. The Headteacher can be contacted directly regarding any concerns or questions:

Tom Harrup
Birkett House School
Station Rd
Wigston
LE18 2DT
tharrup@birketthouse.leics.sch.uk

Information about the expertise and training of the staff and how specialist expertise will be secured

- A comprehensive training programme for staff provides the highest standards of training.
- Statutory training ensures high quality standards are maintained e.g. health care, safeguarding, communication, moving and handling feeding and drinking etc.
- Professional development is identified though performance management which links to the School Improvement Plan in addition to personal and group targets
- Trained staff deliver in house training in behaviour management, moving and handling, feeding and drinking, health care needs, minis driving, communication including PECs and Makaton signing
- Liaison with parents and specialist support as required
- Close working relationships with professional's e.g physio and occupational therapist, teachers for visual and hearing impaired etc.
- The school has access to an Educational Psychologist on a needs led basis.
- Working with the Local Authority to access further specialists as required

Information about how equipment and facilities will be secured

- The main site is a purpose built facility, which was designed to ensure access and opportunities to meet the wide range of young people. This includes long wide corridors that encourage independence, specialist classrooms and rooms.
- All areas have ceiling track hoists to ensure that young people can access equipment
- The playground has equipment for all users including wheelchair users
- Minibuses and a fleet of vehicles that ensure all pupils can access the community safely and staff are trained to drive these vehicles
- Adaptable furniture which can be raised or lowered

- Purpose built changing facilities on all sites
- Specialist changing facilities to our swimming pool
- Excellent acoustics
- Access to multisensory and specialist rooms
- Access to technology of the highest specification e.g. touch screen computers, adapted keyboards, iPad etc
- Specialist equipment e.g. eye gaze and sound beam

Our arrangements for consulting and involving parents and carers

- Annual reviews are well attended by parents either in person or via Teams
- Parents evening on all sites to meet formally with parents
- An open door policy where parents can contact the class team or members of the leadership team
- Daily contact with parents via a home school diary or Class Dojo
- Regular phone calls to and from parents as required
- Coffee mornings for parents – especially at our senior site
- Transition meetings supported by external links
- Performances e.g. at Christmas
- Multiagency meetings are often held in school
- Meetings planned in liaison with other agencies wherever possible to support parents and carers
- A website which is kept up to date and a Facebook page which is very active

Our arrangements for consulting young people and involving them in their education

- Pupils, submit their views as part of the annual review process. Where appropriate they will attend the annual reviews. Older students and leavers will plan their own review meeting.
- The opportunity to make choices are embed in all aspects of the school day and learning to be responsible for those choices
- Young people contribute to their one page profile thought targeted work all about myself
- A school council at both Wigston & Seniors and makes decisions and is included in the interview process for new staff
- Liaison with other professionals and parents

Arrangements made by the governing body relating to the complaints from parents and carers of our young people concerning the provision made at the school

- We believe that this school provides an excellent education and that the Headteacher and school personnel work very hard to build positive relationships with all parents and others. However, we are obliged under section 29 of the Education Act 2002 to have in place clear procedures to deal with complaints made against the school or individuals connected with it.

- We are aware that under the Education Act 1996 parents have the right to complain directly to the Local Authority about any matter relating to the school's curriculum and any issue relating to the general educational that we

provide.

- We have a duty to publish the complaints procedure in the school handbook and on the school website with hard copies available from the school office on request

- We believe that we can keep complaints to a minimum by forging strong positive relations with everyone connected with the school and by having in place very good lines of communication.

- The Headteacher logs all concerns received by the school and records how they were resolved which is shared with governors

- Parents are encouraged to raise any concerns with the class teacher as soon as it becomes **a** concern, most are resolved at this stage and if needed a Deputy HeadTeacher will support. However, any concerns can be raised directly with the HeadTeacher and governors. Such complaints are rare ,however we ensure that any concerns are addressed quickly and aim to resolve issues successfully for all concerned

How the governing body includes other bodies, including health and social services , local authority and voluntary organisations in meeting the needs of pupils

The school engages with a range of partners to provide support to young people and their families. These include

- CAMHs
- Diana Nursing service
- Speech and Language Therapy
- Specialist teaching Service
- Leicestershire & Rutland Teaching School Hub
- Social care
- Transitions team
- Early Help
- Supporting Leicestershire Families
- Physiotherapists
- Occupational therapists
- Autism Outreach
- Specialist communication teacher
- Prospects
- Colleges of Further Education
- LSBCC
- Public Health

The contact details of support services for parents and carers, including those for arrangements made in accordance with clause 32

The school works in partnership with a range of professionals. We aim to support parents by signposting them and young

people to organisations. The signposting is through the school website -

www.birketthouse.leics.sch.uk

Liaison with the health support provides appropriate signposting.

The school arrangements for supporting pupils when transferring between phases of education or preparing for adulthood and independent living

- We work closely with a range of nurseries and preschool providers. A full transition and induction programme is planned for each pupil with parents and professionals
- Young people transitioning between sites will be supported by visits to meet their specific needs and their parents will be included in these visits and pre visits as appropriate
- Professional support in transitions e.g. transition teams etc.
- Young people are prepared through a range of opportunities, work experience, college link courses and visits. A range accreditation and qualifications. Independent travel opportunities pathways e.g performing arts, independence etc.

Information on the schools contribution to the publication of the Local Authority's local offer

We are a specialist provision for young people with learning difficulties and aim that they leave us having reached their potential and are as independent as possible in readiness for the next phase of their life

The local offer is available at -

https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer