

# School Provision Specifications

## Billing Brook Special Academy Trust School

Penistone Road, Northampton, NN3 8EZ, 01604 773910

### Type of Provision

Billing Brook is an all age special school for pupils between the ages of 4 to 18 years in Lumbertubs, Northampton. The school is designated to offer 193 full time places (including 24 post 16). The school's specialism is Communication and Interaction.



Billing Brook provides education and specialist facilities for pupils whose statement or Education Health Care (EHC) plan identifies significant or severe learning difficulties; Autistic Spectrum Disorder; speech language and communication difficulties, complex needs and/or generalised learning difficulties. For those pupils with severe Autism, the school provides a highly specialist provision. All pupils who attend the school are likely to have a combination of learning needs

Billing Brook primarily serves, but not exclusively, Northampton, South Northamptonshire and Daventry.

### Admission Criteria and Arrangements

All admissions, in partnership with the school are determined by the Local Authority in accordance with the 'SEN and Disability Code of Practice', July 2014, if the pupil has an EHC plan or in accordance with the 'SEN Code of Practice', November 2001, if the pupil has a statement of SEN. Consultation with the school will be in accordance with these documents, before the Local Authority makes a final decision about placement.

Admissions take place throughout the year, although the majority of pupils are admitted at the beginning of each academic year. Should further admissions to the school be required, these are considered carefully by both the school and local authority to ensure the placement would be compatible with the efficient education of the other students with whom the pupil would be educated, or with the efficient use of resources.

### School Characteristics

The school is organised into the following departments Early Years (ASD) Primary (5 – 11), Secondary (11 – 16) ASD (4 – 18) and Post 16 each managed by a member of the Senior Leadership team under the direction of the Headteacher.

The mainsite has access to a wide range of accommodation to deliver the creative and practical curriculum. This includes Food Technology (a core subject for all pupils up to the age of 16); Music; Science and Sports facilities. Access to the local community enables the pupils to use facilities not available on site i.e. swimming pool.

The school is fully accessible and continues to improve facilities through careful planning and identification of the needs of the pupils. The school has taken into account access to the environment and the curriculum for all pupils, and makes reasonable adjustments to accommodate the pupils on role.

### The Curriculum

The school delivers a rich, creative, practical curriculum, with an emphasis on the development of life skills and ultimately preparing pupils for adulthood. The curriculum is significantly modified, differentiated and constantly reviewed to make sure it meets the needs of all pupils. Individual personalized learning programmes are a feature of the school and are continually reviewed with parents to ensure progress and support is

The school employs two permanent full time Speech and Language Therapists and a full time Occupational Therapist. In addition to this specialist external support including music therapists; physiotherapists; educational psychologist and dogs in schools are regular visitors.

In addition to external specialists, the school regularly invites speakers; poets; dancers; sports specialists; orchestras or other musicians to enhance the opportunities for all.

Older pupils, at **Key Stage 4 and 5** follow national accredited award schemes i.e. ASDAN; BTEC; OCR; City & Guilds; Duke of Edinburgh and GCSE's as appropriate to a pupil's needs and ambitions which result in a range of practical qualifications at the end of Year 11 and 13. All pupils have access to Careers Education, information and guidance, work related learning opportunities and links to local college in preparation for life beyond Billing Brook.

### **Billing Brook Post-16 provision**

The Post 16 provision is located on Holmecross Road, in Thorplands a 10 minute walk from the main site. The specialist building comprises of student work areas; a common room and medical facilities and an **Employability Café and Retail area** which is open to the public, enabling our older students to experience first hand work related learning opportunities and prepare for life after Billing Brook.

For those ASD students who generally are more anxious in new settings, their provision remains on the mainsite, with opportunities to experience the Sixth Form Centre, as appropriate.

The curriculum for Sixth Form students offers three different learning routes :

- Specialist provision for students with autism who may also have a combination of communication and severe learning needs, in a Life Skills creative curriculum, with an emphasis on managing themselves in the world around them.
- Specialist Provision for pupils with significant learning difficulties who require a more detailed life skills programme offering a longer transition to local colleges or other providers. Closely working with other Special Schools extends the opportunity to experience activities in other settings, in order to develop positive relationships and extend personalized learning opportunities.
- A short intensive course lasting either a year or two years, with the emphasis on work related learning skills (employability) in a number of settings, including our own café and retail area

All students have the opportunity to gain further qualifications, including access to Functional Skills if appropriate.



### **Specialist ASD**

Our Autism provision is a highly specialist area of the school and provides a highly specialist environment for pupils with severe autism. Within this department all pupils have either significant or severe autism; learning difficulties and many are non-verbal. The school believes that a flexible range of techniques and strategies need to be used to ensure that all pupils can access the curriculum at an appropriate level. For example, those pupils who require support and assistance in the development of their communication skills receive individual programmes, access to Picture Exchange Communication System (PECs); TEACCH; SCERTS and Makaton signing and other visual support systems to help access to the curriculum.

For the pupils whom the specialist provision is not suitable, there are specific autism groups which are based within the other departments, in order to meet the needs of the more able, verbal autistic child. The school works in partnership with all agencies involved with individual children in order to meet need and support families.

### **Staffing Details**

Many staff working within the school hold additional specialist qualifications and have a wide range of experience in working with children with special needs. Through in-service training and opportunities for external accreditation staff have access to current education initiatives in order to further develop their skills.

The school is also committed to training new teachers and generally has two trainees each year and a number of specialist students from various universities training to become medical practitioners; child care assistants; educational psychologists or speech and language therapists.

## **Statement/EHC Reviews**

### **Role of the school:**

Review arrangements for pupils with EHC plans and for pupils with Statements of SEN are set out in the relevant SEN Codes of Practice. Billing Brook School Academy Trust adheres to these, ensuring that due process is followed and that relevant timeframes are adhered to.

### **Role of the Local Authority:**

Northamptonshire Local Authority will review a pupil's EHC plan and Statement of SEN in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to

## **Assessment and Monitoring**

For students:

- All Statements of Special Educational Needs or EHC's are reviewed annually, involving parents, school staff and other professionals. The meeting includes a review of educational progress, placement, opportunities for inclusion activities and transport.
- Progress is regularly assessed and recorded and informs the annual review report and assists in setting new targets and objectives. Ongoing progress and assessment throughout the year takes place using a wide range of assessment tools.
- Where appropriate Personal Education Plans (PEPs) are in place.
- Transition reviews take place in Year 6, 9 and 11. These reviews take into account local and national guidance and include working with other agencies i.e. Careers Advisers; Further Education Colleges, Social care and other schools, as appropriate.

For the school:

- The school is included within the Local Authority's monitoring cycle, however, as an Academy, the trustees employ an independent School Improvement Advisor to monitor and Professional Partner

who support and challenge our practices to ensure high level quality provision is maintained. A report is written and the school incorporates recommendations within the whole school development plan.

- The school is inspected regularly by OFSTED. Currently the school is outstanding in all areas.

## **Exit Criteria and Arrangements**

- Students generally leave the school either at year 11 or 13. Well planned transition programmes the school works with the child, parents and other professionals to ensure that they are prepared for the next stage of their lives. The majority of pupils remain in the school until 18, however, this is continually kept under review.
- All pupils have an EHC or statement, which reflects their needs and names the most appropriate provision for each child. The placement is kept under review through the annual review process.

## **Future Plans**

- Billing Brook is continually striving to enhance and improve the education and environment for its pupils to ensure all can succeed to their full potential. A detailed school development and improvement plan focuses on the continual development of Leadership and Management, Quality of Teaching, Pupil Achievement and Behaviour and Safety.
- The premises development includes improving the outside facilities and reviewing the parking needs of staff; parents and members of the public. In addition to this the Academy would like to acquire or rent another site for ASD Sixth Form pupils which has more rural opportunities.
- The Academy is working with other secondary Sepcail Schools to investigate the possibility of developing 19 – 25 provision.

For more information, please visit the school's website: <http://www.billingbrook.northants.sch.uk>