

## Provision Specifications

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### Billing Brook Special School

**School:** Penistone Road, Lumbertubs, Northampton NN3 8EZ (01604 773910)

**Sixth Form:** 28 Holmecross Road, Northampton NN3 8AW (01604 773910)

[www.billingbrook.co.uk](http://www.billingbrook.co.uk)

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### Type of Provision

Billing Brook School is an all-through special school for 220 pupils aged 4 to 18 years. It's run as a single academy trust. The school primarily serves Northampton and West Northamptonshire (but not exclusively).

### Billing Brook Special School is for pupils whose primary needs are:

- Cognition & Learning Needs - Severe Learning Disabilities (SLD)

### Pupils may also have (as secondary needs):

- Communication & Interaction Needs - Autistic Spectrum Disorder (ASD)
- Communication & Interaction Needs - Speech, Language & Communication Needs (SLCN)

Pupils are likely to have a combination of special educational needs and disabilities (SEND). However, all pupils will have learning that's significantly below age-related expectations.

### Admission Criteria and Arrangements

Admissions are determined by the Local Authority under the [Special Educational Needs and Disability Code of Practice: 0 to 25 Years \(2015\)](#). All will pupils have an EHC Plan. The Local Authority will follow these documents, consult with the academy, and then decide on the placement.



Most admissions take place at the start of the academic year. If a pupil needs to start at a different point in the year, the Local Authority will liaise with the school. They must ensure the placement will not disrupt the education of other pupils or interfere with the efficient use of resources.

## School Characteristics

Billing Brook School is an inclusive school. It is organised into these phases:

- **Primary Phase:** Early Years, Key Stage 1 (KS1), and Key Stage 2 (KS2)
- **Secondary Phase:** Key Stage 3 (KS3) and Key Stage 4 (KS4). This phase includes a specialist department for pupils with complex needs and/or ASD.
- **Post-16 Phase**

Each phase is managed by a member of the Senior Leadership team under the direction of the Headteacher.

Billing Brook School's main site has a wide range of facilities to deliver its bespoke curriculum. They include facilities for food technology, music, science, horticulture, and sports. Access to the local community enables pupils to use facilities not available on-site (such as a swimming pool).

Billing Brook School caters exceptionally well for pupils who have been diagnosed with an autistic spectrum disorder (ASD). It can provide a highly specialist environment for pupils with severe autism. The school uses a flexible range of techniques and strategies to ensure that all pupils can access the curriculum at an appropriate level. For example, pupils who need to develop their communication skills will receive individual programmes, along with access to visual support systems such as PECS, TEACCH, and Makaton.

The school works in partnership with all agencies involved with individual pupils to meet needs and support families.

Billing Brook School is fully accessible and continues to improve its 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. It makes reasonable adjustments to accommodate the pupils on roll.

## The Curriculum

Billing Brook School delivers a rich, creative, practical curriculum. It considers the subjects within the National Curriculum and focuses on developing life skills (ultimately preparing pupils for adulthood). The curriculum is significantly modified, differentiated, and constantly reviewed to make sure it meets the needs of all pupils.

The school's curriculum ensures that all pupils have the very best opportunities (as appropriate to their age, ability, and entitlement). It has high expectations and sets aspirational targets for all. Billing Brook School believes that by carefully assessing their learning and identifying meaningful next steps, all pupils can achieve.

The curriculum is carefully planned and structured to enable all pupils to develop their personal characteristics, attitudes, and values (to their fullest potential). The school believes in using its local community and its wider community to enhance opportunities.

Outcomes identified in each pupil's Education, Health, and Care (EHC) Plan are delivered either 1:1, small group or, ideally, woven into activities throughout the school day.

External support from specialists enhances opportunities for all. The school uses:

- Music therapists
- Physiotherapists
- Educational psychologist
- Dogs in schools
- Theatre companies
- Specialist speakers
- Poets
- Dancers
- Sports specialists
- Orchestras and other musicians

Older pupils at Key Stage 4 and Key Stage 5 will follow national accredited award schemes such as ASDAN, OCR, Duke of Edinburgh, Prince's Trust, and GCSEs (as appropriate to the pupil's ambitions). These award schemes result in a range of practical qualifications at the end of Years 11 and 13.

All pupils have access to careers education, information, guidance, and work-related learning opportunities. The school also links to local colleges in preparation for life beyond the school.

## **Billing Brook School's Post-16 Provision**

The school has two post-16 provisions. The Sixth-Form Centre is located on Holmecross Road, in Thorplands (a 10-minute walk from the main site). The building comprises a range of work areas to enable older pupils to experience relevant and meaningful learning opportunities and prepare for life after Billing Brook School. This provision is for pupils who have not needed to attend the school's specialist department for pupils with complex learning disabilities and/or ASD. Pupils who have attended the specialist department will access the other post-16 provision (on the main site). There will be opportunities to access the Sixth Form Centre, as appropriate.

The post-16 curriculum offers different experiences for pupils (depending upon individual needs):

- For Pupils with ASD (who may also have a combination of communication and severe learning needs):  
A practical 'Life Skills' programme, which emphasises managing their needs in the world outside of the school.
- For pupils with severe learning disabilities:  
A more detailed 'Life Skills' programme, which offers an extended transition to local colleges (or other providers) and a variety of bespoke work-related opportunities (as appropriate).

Billing Brook School works closely with other special schools so pupils can experience activities in different settings. This promotes the development of positive relationships and extends personalised learning opportunities.

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

### **Reviews**

#### **Role of the School:**

- Review arrangements for pupils with EHC Plans are set out in the SEND Code of Practice. Billing Brook School will adhere to them, ensuring that due process is followed and relevant timeframes are adhered to.

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

- The Local Authority will review a pupil's EHC Plan under the SEND Code of Practice.

It will ensure that due process is followed and relevant timeframes are adhered to.

## **Assessment and Monitoring**

### **Of the Pupils:**

- All EHC Plans are reviewed annually. Annual Reviews (ARs) involve the pupil, their parent/s and/or carer/s, school staff, and other relevant professionals. The AR meeting includes a review of the pupil's progress against each outcome, a review of the provision currently in place, and a discussion of any changes in the pupil's needs.
- Continuous assessment and recording of each pupil's achievements enables teachers to monitor pupil progress and identify the next steps in the pupil's learning journey. Pupil attainment is tracked (and progress measured) throughout the school year.
- A variety of assessment tools are used to track progress, including an online app that can be used to share progress between home and school.
- Where appropriate, Personal Education Plans (PEPs) are in place. These are monitored throughout the year, and adjustments are made when appropriate.
- Transition reviews take place in Years 5, 9, and 11. These reviews consider local and national guidance and include working with other agencies (such as careers advisers, further education colleges, social care, and other schools) as appropriate.

### **Of the School:**

- Billing Brook School's trustees employ an independent school improvement advisor to monitor, support, and challenge school practices to ensure a high-level quality of provision.
- The school is inspected and graded by OFSTED. Latest report: Outstanding (15 October 2019).

## **Exit Criteria and Arrangements**

- Pupils generally leave the school either at Year 11 or Year 13 through well-planned transition programmes. The school works with the pupil, their parent/s, and other professionals to ensure they are prepared for the next stage of their lives.

- All pupils at Billing Brook School have an EHC Plan. It describes their needs and names the most appropriate school for the pupil. The placement is reviewed through the Annual Review (AR) process.

## **Future Plans**

- Billing Brook School continually strives to enhance and improve the education and environment for its pupils to ensure all can succeed to their full potential. A detailed school development plan (SDP) focuses on the continual development of leadership and management, the quality of teaching, personal development, and behaviour and attitudes.
- Development of the premises includes improving the outdoor facilities and reviewing the parking needs of staff, parents, and members of the public.
- Leaders are continually exploring how to increase the school's capacity to either admit or support more pupils with SEND Northamptonshire.

## **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 can access current education initiatives and develop their skills.

To enhance the skills of the staff team, Billing Brook School employs a full-time speech and language therapist (SALT) and commissions two part-time occupational therapists.

**For more information about Billing Brook School, please visit their website:**

**[www.billingbrook.co.uk](http://www.billingbrook.co.uk)**



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[www.westnorthants.gov.uk](http://www.westnorthants.gov.uk)