

## SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

### **1. The kinds of special educational needs for which provision is made at the academy**

Corby business Academy is a comprehensive, inclusive mainstream school with a specialist Unit provision for students with Moderate Learning Difficulties (MLD), Severer Learning Difficulties (SLD), Multiple and Profound Learning Difficulties (PMLD) and Autistic Spectrum Disorders (ASD). It will consider for entry all students, please refer to the Academy Admissions Policy. All teachers and support staff at the Academy have been trained to support students with special educational needs including those with medical conditions and those students who are looked after by the local authority. All staff are committed to supporting the progress of all students, regardless of need.

### **2. How does the Academy identify and assess students with special educational needs?**

Information about previous special educational needs will usually accompany students upon entry to the Academy and this will be used by the SENCO to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school and during transition meetings which are held with all feeder primary schools, in the summer term, before students start in year 7. If necessary a strategy sheet will be drawn up for each child with SEN.

One entry all students, including mid-year entry, are assessed and the data from these tests is then analysed by the SENCO and Directors of Subjects to identify any potential areas of need. Students may then be added to the SEN record in line with the Code of Practice guidance for SEN. The assessments taken by students upon entry include:

- Cognitive Ability Tests (CATS)
- Reading and Spelling Tests

Ongoing identification is also completed alongside the Academy reporting process as data is collected and analysed in all subject areas by Directors of Subjects. If a student has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed. At this point information will be gathered. It will be decided whether it is appropriate to further monitor the student. A strategy sheet will be drawn up by the SEN team with copies shared with all staff concerned with the student's progress.

On-going assessments are completed throughout your child's time at the Academy. These include:

- Reading tests
- Internal assessments for each subject.

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents
- Observations

- Access for exams testing (year 9,10,11,12,13)
- Liaison from outside agencies e.g. Educational Psychologists, Speech and Language Therapists, Specialist Teacher advisors.

Should you believe your child has special educational needs then you should contact the SENCO (details in section 4) who will be able to undertake investigations and appropriate assessments to see if they meet national SEN criteria.

### **3. Information about the school's provision for students with special educational needs whether or not students have EHC Plans.**

#### **3a) How does the Academy evaluate the effectiveness of its provision for students with SEN?**

All students regardless of needs are set targets. Data collated during the Academy report process is analysed and strategies are put in place to support those that are not achieving as expected.

All SEN interventions delivered outside of the classroom have specific, measurable, achievable targets (SMART) set to ensure that progress is made. These are recorded using Student Learning Programmes and are monitored and reviewed. If expected progress is not made then the SENCO may refer to specialist services such as an educational psychologist.

Corby Business Academy has a link Governor for special educational needs that monitors and evaluates the effectiveness of SEN. This governor receives regular CPD on SEN.

#### **3b) How does the Academy assess and review the progress of students with SEN?**

The Academy uses a variety of ways to assess and review student progress regardless of need. These methods include:

- Academy reports
- Parents Evenings
- Student Learning Programmes
- Annual Reviews for those students with EHC Plans or Statements of Special Educational Needs.
- Directors of Learning

Vulnerable students also have access to a key worker who will have regular contact with home via emails and phone calls.

Corby Business Academy runs on open contact for parents of all students including those with SEN

#### **3c) How does the Academy support students with SEN?**

Corby Business Academy ensures that lessons are fully differentiated to address the needs of all students. Quality First Teaching has always been a priority and the Academy runs on a fully inclusive approach. The Academy is committed to a continuous Professional Development Programme for all staff. Resources are used to ensure that all students access lessons as independently as possible.

The Academy has a clear pastoral support process in place. The staff involved in this process includes:

- Tutor
- Class teacher
- Learning support assistants
- Key worker as appropriate
- Student support officer
- Progress Coordinator
- SENCO
- Senior Management team

### **3d) How does the Academy adapt the curriculum and learning environment for students with SEN?**

Corby Business Academy is a truly inclusive school and all students regardless of need are provided with access to a broad balanced curriculum that is differentiated to address the needs of all. All staff are responsible for the progress students make within their classroom. Within lessons the subject teacher is responsible for differentiating learning. Strategies to support students with SEN are included on strategy sheets which are linked to the SEN record for all staff to access.

Within subject areas students are set targets. Students that are not at expected levels within Maths and English during year 7 and 8 will access McGraw Hill Corrective Reading and Numeracy sessions as part of their Maths and English lessons. Interventions are also available by invitation as part of the Academies session 4 programme. These are intensive programmes that have enabled students to progress and close the gap between themselves and their peers. At Key Stage 4 (year 9-11) students choose the appropriate courses. Each year the academy considers the needs of the students and appropriate courses are on offer to address their needs. The Academy will consult with students and when appropriate parents to ensure that the most appropriate courses are considered by all students.

### **3e) What additional support is available to students with SEN?**

Students with EHC Plans or statements are supported in class according to the requirements of their plan or statement. If a student does not have a statement or EHC Plan in class support is not routinely offered, however, this can be considered in extreme cases if deemed necessary by the SENCO and teaching staff.

#### **Interventions**

At Corby Business Academy we have a variety of additional interventions that we use to support students. These include small group interventions to support social, emotional needs, friendship skills, speech and language, literacy and numeracy. Students are identified for additional interventions according to; the assessments discussed in section 2; the progress they have made; recommendations by teachers and learning support assistants and concerns raised by parents.

#### **Access Arrangements (exam support)**

From entry into the Academy data is analysed and students are identified that may require additional support. The student will then be asked to complete additional assessments to determine what support is required. The support a student can have is dependent on the scores they receive in these tests alongside the history of need. Additional support may include a reader, writer, extra time, prompter, and transcript. When internal assessments are taking place subject teachers will request support from the SEN team to enable students to develop the skills to use this form of support during external examinations. It is important to note that there is clear criteria set by exam boards for this support as your child makes progress this support may not be available for the duration of their study at Corby Business Academy.

### **3f) What activities are available for students with SEN in addition to those available in accordance with the curriculum?**

Corby Business Academy offers a wide range of trips and extracurricular activities for all students, as found on our website. We aim to support all students to enable them to attend trips, visits and take part in extra activities where appropriate. Risk assessments will be completed for each trip and the needs of individual students are considered as part of this process. A decision will then be reached by the SENCO/Director of Unit and Senior Management Team, in collaboration with parents and class teachers, to decide whether or not it is possible for the student to attend. The safety and well-being of all concerned has to be considered as part of this process.

### **3g) What support is available for improving the emotional and social development of students with SEN?**

Corby Business Academy, as part of the pastoral support, has a well-being team which meets weekly to address the needs of any students that have been referred for concerns with mental, emotional and social concerns. Staff within the wellbeing team work closely with external agencies including; Educational psychology, Social Services support teams, Looked After children teams.

Students with medical conditions are supported through updated weekly lists going out to staff and plans in place for administering medication without the need to draw attention to the students. Again the Academy draws on the inclusive approach and medical needs are monitored closely. In each faculty at least one member of staff is first aid trained.

Students identified with complex behavioural needs are given a Behavioural Plan. Held centrally, linked to the SEN record, this Behavioural Plan communicates their individual needs to their class teachers including strategies for supporting them in lessons. A dedicated SEN and Pastoral team work with students who have specific needs.

A range of interventions are in places outlined in part 3e.

The Academy has a very committed approach to student voice and the student senate really allows students to be involved in decision making in all aspects of the school. SEN students have representatives on the senate.

#### **4. Name and contact details for the SEN Coordinator (SENCO)**

Mrs Francina Dickinson

Mrs Claire Robinson

Mainstream SENCO

Director of Unit (DSP)

[fdickinson@corbybusinessacademy.org](mailto:fdickinson@corbybusinessacademy.org)

[crobinson@corbybusinessacademy.org](mailto:crobinson@corbybusinessacademy.org)

#### **5. What training is provided for staff in relation to children and young people with special educational needs and how will specialist expertise be secured.**

All staff at Corby Business Academy are highly trained and have a wide range of qualifications to enable them to support students. There is a team of experienced LSAs who have expertise in a range of areas including speech and language, literacy, numeracy and autism. We have a qualified mentor to support students with mental, social and emotional needs.

Alongside the staff that work within the Academy we work with outside agencies to support students. These include Physiotherapists, Occupational Therapists, Social Services, Educational Psychologists, a school nurse and the Child and Adolescent Mental Health Services (CAMHS)

Staff within the specialist provision have the necessary training to support students with MLD, SLD, PMLD and ASD. Staff have been trained to support both academic and personal care needs including manual handling, positive handling (Team Teach) and personal care.

If a young person is transferring to Corby Business Academy whose type of needs have not previously been supported the SENCO will assess those needs and put strategies in place and deliver or arrange appropriate delivery of staff training.

#### **6. What equipment and facilities does the Academy have to support children and young people with special educational needs?**

Corby Business Academy works with the Health team including physiotherapists and occupational therapists to ensure that students have access to the appropriate equipment in order to support students with appropriate levels of independence.

Each year the accessibility of the site is reviewed in line with the needs of the existing and new students. We have experience of working with students with both physical disabilities, hearing impairment and visual impairment.

Accessible facilities include; disabled parking bays, disabled toilets, hoists and accessible showers.

#### **7. How are parents involved in the Academy?**

Over the academic year there are a range of opportunities for parents to formally meet with staff to discuss the progress of their child. These include; parents evening, year 7 tutor evening, curriculum events, report cycle. With the current changes to SEN the Academy are also committed to providing SEN information evenings to inform parents of the current changes to legislation.

If you have concerns about the progress of your child you should contact either the director of subject for a specific area of the curriculum or the Director for Learning allocated to your child for a

full overview. Alternatively for SEN students you can contact the SENCO. All email addresses are available on the Academy's website.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

All students within the Academy are involved with target setting whether academic or SEN related. Students with strategy sheets, behavioural plans and or student learning programmes are involved with the writing of them. All students are welcome at parents evening.

Students with EHC plans or Statements of SEN are involved in their Annual Reviews and their thoughts are central to the process. They are encouraged to contribute actively to the process.

Corby Business Academy takes student voice very seriously. All tutor groups within the school have 2 class representatives that relay the whole groups issues with any aspects of the Academy to a student forum. Issues are prioritised and taken on to Student Senate. Please see our Student Voice Policy available on the Academy website.

**9. What are the arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the Academy?**

Any concerns relating to the learning support provision should be directed to the SENCO/Director of Unit. Complaints relating to a specific subject should be directed to the class teacher or the Director of Subject. The policy can be found on the Academy website.

**10. How does the governing body involve other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students?**

Corby Business Academy has successful links with the Local Education and Health Authority. The Academy commissions Educational Psychologist times to support students needs and is committed to working with families to provide support across home and school if necessary.

Should you feel it necessary for your child to be referred to an external agency please contact the SENCO and they will advise you about the procedures for this and the role you will play in the process. Please note that the Academy will only commission external assessments if the considered special educational need is having a negative impact on the students progress despite Academy interventions.

**11. The contact details of support services for the parents and students with special educational needs including those for arrangements made in accordance with clause 32.**

The SENCO, as listed in section 4, should be contacted in the event of any query relating to the provision of learning support for both existing and potential new mainstream students. The Director of the Unit should be contacted for those requiring access to the Unit provision (DSP)

Support for parents of students with SEN is also provided by the Northamptonshire's Parent Partnership Service. Details about the support they provide and how to contact them can be found on their website: [www.npps.info](http://www.npps.info)

## **12. The Academy's arrangements for supporting students with special educational needs in transferring between phases of education in preparing for adult life and independent living.**

During the year 6 to year 7 transition process all feeder primary schools are visited by a member of the transition team. Liaising with the year 6 teachers and primary schools SENCO/Director of Unit, information about SEN or emotionally vulnerable students is collated. This is then shared with the SENCO to identify suitable secondary teaching strategies. Information is shared with all teaching staff in preparation for the student's arrival in September.

SEN and vulnerable students are invited to 2 extra transition mornings where they get to know the Academy and some key staff. As well as this the Academy runs a two week summer school that all year 6 students can access including those with SEN.

During year 9 and 11 the SENCO works with connexions to support students with EHC plans or Statements with transitions to 6<sup>th</sup> form or further education. If necessary support plans are drawn up and passed to the relevant colleges so they are aware of how to support a student from entry.

For those students that do not have an EHC plan or Statement of SEN the SENCO, Progress Coordinator or Tutor may refer the student to timely advice, a service commissioned by the Academy to support students. They will work with the students and their family in choosing a suitable course/career for the future.

Information/advice is provided by the Head of 6<sup>th</sup> Form and 6<sup>th</sup> Form Progress Coordinator during year 11 to ensure all students are successful with applications for their next steps.

## **13. Information on where the local authority's local offer is published.**

Northamptonshire County Council. Along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND).

This is known as the local offer. The local offer outlines all services and support available across health, education, and social care and leisure services and will improve choice and transparency for families. For further information about Northamptonshire Local Offer please visit:

[www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)

This report was last reviewed: June 2016