

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) with additional complex needs, Severe Learning Difficulties (SLD), Multiple and Profound Learning Difficulties (PMLD) and Autistic Spectrum Disorders (ASD) which prevent inclusion in mainstream education. 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. 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 one-page profile will be drawn up for each student with SEND.

On 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 SEND. The assessments taken by students upon entry include:

- Cognitive Ability Tests (CATS)
- Progress in English Tests
- Progress in Maths Tests
- 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 SEND 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, Physiotherapist, Occupational Therapist, 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 SEND?

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 SEND 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.

3b) How does the Academy assess and review the progress of students with SEND?

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

3c) How does the Academy support students with SEND?

Corby Business Academy ensures that lessons are fully differentiated to address the needs of all students. 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 and in agreement with the Academy
- Student support officer
- Head of Year

- SENCO
- Senior Management team

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

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 identified with SEND are included on One Page Profiles which are linked to the SEND record for all staff to access. The SENCO has given all teachers a series of non-negotiables for SEND students for in the classroom: This includes the following: All SEND students should be sat at the front of the class unless otherwise stated in one-page profile, All SEND students are given a print out and/or tick list to have in front of them to follow the lesson, Teachers will go to our SEND students first to make sure they understand and are on track and finally a visual timer will be used in class for SEND student.

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 differentiated support within the classroom and through targeted interventions delivered by the SEND team. 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 SEND?

Students with EHC Plans are supported in class if felt necessary through in class support, however the Academy focuses on quality first teaching through a range of intervention and so in class support is minimal and is used only to address the needs of students for whom progress would not be possible without support within the classroom as a result of specific needs e.g. physical difficulties.

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 their assessments discussed in section 2; the progress they have made; recommendations by teachers and learning support assistants and concerns raised by parents.

Nurture Groups year 7 and 8

Introduced September 21, the nurture groups are to support our SEND students reach their potential as well as develop their peer and teacher relationships, build self-confidence, strengthen their resilience and create a love of learning. The aim is that these students can become more independent learners in the future and can increase their literacy and numeracy skills at a faster rate than would be possible in a larger class. The groups are provided with specialist English and Maths

tuition in a small class environment. They also focus on developing an understanding of the History, Geography and French Curriculum through a multi-sensory approach that supports the individual needs and learning style of the group. Alongside these interventions' students are provided with extra literacy and numeracy support and then they have a rotation of work around protective behaviour, social skills, looking at areas most students would know like Months of the year, the alphabet, time, money and other important ways of learning etc.

Students within the nurture groups will be able to graduate out once their Literacy and Maths is at a level where they can access the lessons their peers are attending. This will be reviewed and determined between SENCO and head of literacy and numeracy every term. By having the interventions for History, Geography and French students who graduate will have a basic knowledge of the work the rest of the year have studied so that they can resume learning with their peers.

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 SEND 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 SEND?

Corby Business Academy, as part of the pastoral support, has a student care 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 student care team work closely with external

agencies including; Educational psychology, Social Services support teams, Looked After children teams.

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 SEND and Pastoral team work with students who have specific needs.

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

The Academy has a very committed approach to student voice and the student senate enables 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 SEND Coordinator (SENCO)

Mrs Francia Dickinson SENCO: francia.dickinson@corbybusinessacademy.org

Mrs Claire Robinson Director of Unit Provision: claire.robinson@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 and disabilities?

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, a hydrotherapy pool, physiotherapy room, light sensory room, 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.

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 and disabilities about, and involving them in, their education.

All students within the Academy are involved with target setting whether academic or SEND 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 are involved in their Annual Reviews and their thoughts are central to the process. They are encouraged to contribute actively to the process.

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.

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 student's 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 student's 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 SEND 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.iassnorthants.co.uk

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 SEND 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.

During year 9 and 11 the SENCO works with Judy Edwards to support students with transitions to 6th 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 the SENCO or Tutor may refer the student to Judy Edwards to further support these students. Judy 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 6th Form 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 theory 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

This report was last reviewed: September 2021

Next review date September 2022