

Information

SEN Information Report (Clause 65 new SEN Code of Practice 2015)

Name and contact details for the Director of Inclusion & SEND Coordinator (SENCo)

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2015-2016 results Year 11 SEN EHC plan or SEN diagnosis

Attendance total Y7-Y11 absence = School 96.7% National 95.9%

2015-2016 results Year 11 SEN EHC plan and/or SEN diagnosis

PROGRESS 8

| | |
|----------------------------------|-------|
| National all students Progress 8 | =0.0 |
| National Boys progress 8 | -0.17 |
| NSB Progress 8 score all | +0.26 |
| NSB Progress 8 SEN | +0.33 |
| English Element | +0.13 |
| Maths Element | +0.47 |
| EBACC | +0.35 |
| Open Element | +0.35 |

2015-2016 results Year 11 SEN EHC plan and/or SEN diagnosis

Attainment 8

| | |
|---------------------------------------|-------|
| National all students Attainment 8 | 49.34 |
| NSB Attainment 8 score all | 58.97 |
| NSB Attainment 8 SEN support | 59.75 |
| English Element national all students | 10.41 |
| English Element NSB SEN/EHCP | 10.65 |
| Maths Element national all students | 9.71 |
| Maths Element NSB SEN/EHCP | 10.4 |

Introduction

Northampton School *for Boys* is a single sex mainstream school for 11-18 year old boys. The current intake has approximately 1600 students. Northampton School *for Boys* is committed to the equality of opportunity and the provision of the highest standards of education for all our students, including those with Special Educational Needs and Disabilities

Northampton School *for Boys* has a higher proportion of students with a statement of special educational needs or Education Health Care Plan than most schools locally and as a result we do not seek to closely define the special educational needs for which we will make provision.

Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included students with:

Autistic Spectrum Disorders
Visual Impairment
Hearing Impairment
Dyslexia
Dyspraxia
Attention Deficit Hyperactivity Disorder
Emotional and Social Difficulties

In admitting students with special educational needs we would expect to have informative discussions with both the student's family and the Local Authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a student with Special Educational Needs through a devolved SEND budget.

Thereafter we are aware of the process of applying for High Needs Funding if the student's and the schools needs make that a necessity. As a mainstream school, it would clearly be difficult for us to

make provision for students whose needs and/or demands are significant, severe or profound - to the extent that it could be argued that they would be most appropriately placed in a special school.

Definition of Special Education Need

The 2015 SEN Code of Practice defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age
or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

How does Northampton School *for Boys* identify and assess students with Special Educational Needs?

The following methods are used to help us identify students with Special Educational Needs:

- liaison with primary schools during transition visits in Year 6
- attendance at Year 6 Annual Reviews by the SENCo
- additional visits offered where required for all SEND students
- information sharing with primary partners within Northampton's Area Improvement Partnership
- information collated from NSB staff who visit Year 6 students in their primary setting
- analysis of the Lucid Exact reading and spelling baseline assessment tool data which year 6 students take on the town wide transfer day before entry into Northampton School *for Boys*
- Cognitive Ability Tests (CATs)
- baseline assessments of each subject team
- on-going monitoring of progress during the first term
- concerns/information received from a parent/guardian and/or external agencies

Should you believe your child has a special educational need you should contact the SENCo (details above) who will be able to undertake investigations and appropriate assessments to see if they meet local and national SEND criteria.

How does our school evaluate the effectiveness of its provision for students with SEND?

All interventions offered to students are tracked. They are regularly monitored and evaluated by the SENCo, the Additional Intervention Team (AIT) and Director of Inclusion. Adjustments are then made through weekly review meetings and in more difficult cases, our Pupil Welfare Panel.

Effectiveness of provision for students with SEND is evaluated in the following ways:

- provision mapping
- analysis of literacy and numeracy levels termly
- observations of teachers
- pre and post intervention testing using bespoke tools to analyse the data collected
- termly reports

How does Northampton School *for Boys* assess and review the progress of students with SEND?

- termly reports six times per year

- reading and spelling tests
- parents/guardian parents evenings
- annual review for those students with a Statement or Education Health and Care Plan
- internal target setting data
- attendance data

How does Northampton School for Boys support students with SEND?

Students have the right to be involved in making decisions and exercising choice. In each subject, students are involved in monitoring and reviewing their progress through the use of target setting. Each student has a Minimum Achievement Grade (MAG) and an aspirational grade (TAG). We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning as a response to teacher identified areas of improvement
- through targeted intervention, share the responsibility of individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- for those receiving an intervention, monitor their success at achieving the targets in six week reviews

The Headmaster

- the Headmaster is responsible for making strategic decisions which will maximise students opportunity to learn
- the Headmaster and Director of Inclusion with guidance from the Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs and Disability Coordinator (SENCo)

The Headmaster and Director of Inclusion will be informed of the progress of all vulnerable learners and any issues with regard to the provision in this regard through:

- analysis of the whole-school student progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- regular meetings with the SENCo
- discussions and consultations with students and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- coordinating provision for students with Special Educational Needs
- liaising with and advising teachers
- overseeing the records on all students with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review Meetings for all students with a statement of Special Educational Need, Educational Health Care Plan (EHCP) or Transfer Review Meetings for statement conversions to Education Health and Care Plans
- maintaining and analysing provision mapping for vulnerable learners
- identifying on this provision map a staged list of students with Special Educational Needs - those in receipt of additional SEND support from the devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health Care Plans
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a Special Educational Need which will require significant support

- overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with Special Educational Needs)
- liaising and consulting sensitively with parents and families of students on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SEN network meetings and training as appropriate
- liaising with the SEN Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs
- liaising closely with a range of outside agencies to support vulnerable learners

Class teacher

- liaising with the SENCo and AIT staff
- using class profiles to identify which students in the class are vulnerable learners
- knowing which students are underachieving and need to have additional interventions (but do not have special educational needs)
- which students require additional support because of a special educational need and need to go on the SEND list for an additional intervention
- securing good provision and good outcomes for all groups of vulnerable learners by providing differentiated teaching and learning opportunities
- ensuring there is adequate opportunity for students with Special Educational Needs to work on targets which are "additional to" or "different from" those normally provided. (SEN Code of Practice 2015)
- ensuring effective deployment of resources, including AIT members, to maximise outcomes for all groups of vulnerable learners

How does Northampton School for Boys adapt the curriculum and learning environment for students with SEND?

Where students are underachieving and/or identified as having Special Educational Needs, Northampton School for Boys uses a targeted intervention 'ladder' of support based on the level of need. Intervention might include one or more of the following:

- teachers differentiate work as part of quality teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- targeted 1:1 intervention to promote rapid progress within a defined area of need
- individual class support is rarely used at Northampton School for Boys but is utilised at times
- individual withdrawal from some subjects
- further differentiation of resources
- teachers have high expectations and plan carefully to meet the learning needs of all our students
- a setting structure that allows the students to respond at their own level but pushes and supports success and progress
- the opportunity for students to progress through their work at their own rate of learning but with an expectation of success

We offer a vast range of extra-curricular activities for our students. These activities offer our very able and/or talented students the opportunity to further extend their learning in a range of activities. They also embrace students regardless of their SEN or Disability. Opportunities include an extensive range of sporting and musical clubs, science, technology, IT and literary based clubs and to activities simply just for fun or leisure.

The monitoring and evaluation of the effectiveness of our provision for SEN students is carried out in the following ways:

- classroom observation
- ongoing assessment of progress made by interventions
- work sampling on a termly basis
- scrutiny of a variety of aspects of classroom delivery
- curriculum team and teacher meetings with the SENCo and AIT
- informal feedback from all staff
- student progress tracking using assessment data (whole-school processes)
- liaison with the Education Entitlement Service when appropriate
- regular meetings about students' progress between the SENCo and the Director of Inclusion
- Annual Statement or EHC Plan review meetings

What additional support is available to students with SEND?

- all students will have access to quality teaching
- some students with disabilities will have access to carefully differentiated activities or approaches directly related to the curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates
- all students will be included on a detailed tracking which outlines and monitors all additional interventions in place

The tracking directs the school to:

- plan strategically to meet students' identified needs and track their provision
- audit how well provision matches need
- recognise gaps in provision
- highlight repetitive or ineffective use of resources
- cost provision effectively
- demonstrate accountability for financial efficiency
- demonstrate to all staff how support is deployed
- guide the requirement to inform parents, LA, external agencies and Ofsted about resource deployment
- direct expertise of staff

The Additional Intervention Team (AIT) who deliver many of our interventions include:

An Autistic Spectrum Disorder Leader

An Autistic Spectrum Disorder Mentor

An Emotional and Social Difficulties Leader

An Emotional and Social Difficulties Mentor

A Literacy Leader

A Numeracy Leader

A specialist in Access Arrangements

A Physical Difficulties specialist

A Behaviour, Emotional and Social Difficulty advisory teacher

A linked careers specialist

Three mentors who also have a wide range of expertise supporting across the learner needs

We have two trained counsellors available to all students

A Family Support Worker

External expertise is also available through the Educational Psychology Service and Mental Health Services (CAMHS)

Equipment and facilities to support students with Special Educational Needs or Disability

Accessible facilities include disabled parking spaces, disabled toilets throughout the school and four lifts to all floors. There are a number of disabled ramps across the school but it should be noted access to the older section of the school is not direct and might present difficulty for wheelchair users

Students have access to computers throughout the school. Needs of students are reviewed and where additional equipment or changes to facilities are required these are discussed with the Headmaster and Director of Inclusion and decisions made with regard to reasonable adjustment. We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- be involved in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets set as part of an intervention
- the SENCo will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements)

We seek to respond quickly to emerging need and work closely with other agencies including :

EHA team

CAMHS

Educational Psychology Service

Information Advice and Support Service

Northamptonshire County Council Sensory Impairment Service

Local NHS services

Targeted Prevention Team

Education Entitlement Service

Multi-agency safeguarding hub

In accordance with the SEND Code of Practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students with Special Educational Needs in our school. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies often at the request of families. We liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific (e.g. autism, visual impairment etc.).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each student. Most often this will be the SENCo or Designated Teacher for Looked After Children (the Director of Inclusion), but in some cases it can be another member of staff who we have identified as the Key Worker

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a student's next phase of education and, in year 6, the year in which they leave, offer transition meetings or visits to all students with Additional SEN needs and all those with statements of Special Educational Needs or an Educational Health and Care Plan. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at the plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits if required. Students will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Students and parents will be encouraged to consider all options for the next phase of education and the School will involve outside agencies, as appropriate, to ensure information is not only comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

Any complaints relating to the support provision should be directed to the SENCo. Complaints relating to a specific subject should be directed to the Curriculum Team Leader. Complaints can be made by telephone, in writing or in person. Any complaints relating to staff should be directed to the Headmaster.

The arrangements for supporting students with Special Educational Needs in transferring between Year 6 to Year 7

All feeder primary schools are visited or contacted by a member of staff. Information about SEND or emotionally vulnerable students is collected. The SENCo identifies suitable secondary teaching strategies. Information is shared with all teaching staff in preparation for the student's arrival in September. All Year 6 students have two transition days before starting in September and some students with specific Special Educational Needs have several visits to the school to familiarise themselves with key staff and the building.

Where is the local authority's local offer 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. The Local Offer can be found on the Local Authority website.