

# Northampton School

## SEND Information Report

As an independent school for young people aged 11-16 with ongoing social, emotional and mental health and complex needs. Northampton School is committed to the process of removing barriers to achievement for children who may require additional provision and resources to support their learning. We aim to be an inclusive school and believe that all children, including those identified as having special educational needs or a disability, have a common entitlement to a broad, balanced, academic and social curriculum. This should be accessible to them and fully include them in all aspects of school life and to ensure they can have a positive pathway into adulthood.

Currently, the school provides for a range of additional needs. These may include:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (Attachment, ADHD)

Children with social emotional and mental health needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

When your child comes to this school it is our role to ensure that they develop skills that are essential to life, learning and work. We work on **BRAVE:**

- **B Behaviour**
- **R Resilience**
- **A activity**
- **V vocation**
- **E education**

### **How do we identify the young person's needs?**

- Educational health care plans
- Observations by experienced staff
- Liaison with previous school(s) prior to transition
- Cognitive abilities testing
- Baseline assessments
- Student and parent/carer concerns
- Monitor progress and other data such as attitude to learning points

## **What we do at Northampton School to support learners with SEMH?**

- Robust pastoral support with strong focus on transition and integration.
- All students will have access to accredited courses in Key Stage 4
- Individualised timetables to ensure continuity and progression are working at the pace and level that suits their mental health and SEN needs.
- All pupils benefit from a personalised bespoke curriculum
- Pupils are taught in small mixed ability groups (five or less) subject to their level of ability and pastoral needs
- Our teachers use various strategies to adapt the curriculum to ensure access to learning for all children in their class.
- Pupils are supported through Individual Education Plans (IEP) and Individual Behaviour Plans (IBP)
- We carry out 1:1 keyworker session to review progress and discuss issues.
- We offer specialist 1:1 support sessions for needs such as anxiety, behaviour support and self-esteem
- Specialist assessor to carry out various assessments for exam access arrangement and additional support
- Relevant and timely interventions
- High staffing levels across the school to ensure high level of supervision and monitoring of safety.

**Good teaching takes place in all classrooms and the provision is adapted to meet the needs of the individual student. All teachers take account of a child's additional needs when planning or assessing, including:**

- Providing appropriate support for pupils with communication, language or literacy needs;
- Planning to develop children's understanding through the use of all available senses and experience;
- Planning to enable children to take full part in learning, including physical and practical activities;
- Managing children's behaviour in order to take part in learning effectively and safely;
- Helping children to manage their emotions in order to take part in the learning effectively.
- Northampton school always acts upon advice received from external agencies and we endeavour to ensure that all classrooms are inclusive. For example, by providing:
- labelled resources, word walls, prompt mats, highlighting pens and reading rulers
- Visual timetables, quiet workstations, areas of retreat etc.
- Visual feedback, 'chunking' of instructions
- All extra-curricular activities are available to all of our students, including breakfast club. Trips and external visits are planned to allow access to all students. Activities at lunchtime are provided to engage all pupils

- Targets set for pupils with an additional need are reviewed with the pupil. These targets are achievable but also challenging. Pupils' self-reflection is actively encouraged throughout the school and children are supported to think about their learning and how best to develop in school and at home.

### **What other opportunities are available for learning?**

- At Northampton School we have a range of opportunities for learning.
- There are lots of opportunities to participate in fundraising and volunteering opportunities.
- We will invite guest presenters from the community including Police services, Fire services, business managers, Mayor, drugs officers, nurses, sexual exploitation advocate, careers advisors and representative from charitable organisation.
- This links with our assembly topics that cover a wide range of SMSC, PSHE and topical education.
- Work experience, visits to place of work is arranged where appropriate.
- We have regular trips both educationally focused and life skills based.
- Where appropriate, part time college courses are arranged to complement our timetable.
- Support sessions are given in school time

### **How will we prepare and support pupils for next steps?**

- High level of transition work, visits and activities
- Career action planning including support from a careers advisor and Fast Tomato
- Progressive accredited qualifications
- Support with choosing options and alternatives are offered
- Preparation for working life course
- Guest speakers from different areas
- College applications and interview support
- Providing in-depth report for next placement

### **What we do at Northampton School to support Learners to improve their overall wellbeing?**

- Strong pastoral support
- SEN Statement/Education, Health and Care Plan (EHCP) support and advice.
- Mindfulness
- Positive conversation strategies
- Disabled access toilet
- Art and music therapy sessions
- Animal therapy

- Life skills
- Pupil voice
- PSHE sessions
- Key working sessions
- Emotional literacy work

### **Key work sessions**

Specialist support is provided for pupils to support their emotional and social development. This includes a variety of activities planned by keyworkers. The keyworker uses assessment tools and a range of intervention programmes, such as SEMH tracker and key folders

### **How do we communicate progress to parents and stakeholders?**

- Progress is reported in the weekly report that is sent to parents and other relevant stakeholders. The attendance and any incidents are also communicated.
- Termly reports are sent that detail attendance and academic progress. Two of these are short data reports and one is a full written report
- LAC reviews, PEPs and EHCP reviews are also used to discuss progression with parents and other professionals. Targets are set to ensure progress for the overall well-being of the child.
- Parents are invited to call, email or visit school to discuss any concerns.
- The school also uses the Local Authority's Early Support system and MASH whereby help and support is offered to children and their families when low level issues emerge and before problems escalate.

### **How do we find out if this support is effective?**

- Monitoring progress is an integral part of teaching and leadership within Northampton School.
- Parents/carers, pupils and staff are involved in reviewing the impact of what we do.
- All students have their progress measured on an on-going basis. Progress is also measured using Individual Education Plan (IEP) targets, Attendance, Curriculum, Behaviour and Emotional Literacy progress.
- Data on how each child's progress can be compared to similar children nationally using the governments National Progression Guidance.
- The SEN Statement or EHC plan will also be formally reviewed annually at the Annual Review meeting.
- LAC reviews are also held where parents and carers discuss progress and set targets.
- Progress data of all learners is collated by the whole school and monitored by Senior Leadership Team.
- Pupil progress meetings are held and gaps are monitored.
- We also moderate our pupils' work using other specialists from other schools
- Our school improvement and development plan emphasises developing learning

for all and takes on board ideas and comments from our wider community to improve outcomes for our students.

### **Staff Training;**

The school has a comprehensive programme of CPD learning which is used to deliver the school's strategic development plan and provide for personalised training for staff. Specialist information gained through research / training is disseminated via staff meetings, briefings and updates.

All staff have mandatory training in:

- A vision for Cambian Children's Services
- Safeguarding Adults & Children
- Protecting Our Health & Safety
- Responding To Emergencies
- Food Safety
- Equality and Diversity
- The Cambian Story
- MAPA
- Child Protection & Safeguarding

### **All staff have on-going training which includes:**

- Child Sexual exploitation
- E- safety
- PREVENT training
- SEND Code of Practice
- Using ICT to increase engagement in the classroom
- Behaviour management and de-escalation techniques
- Fire safety
- Health and safety
- Keyworker
- Recording and reporting
- Effective questioning
- Planning for outstanding
- Whistleblowing
- ADHD/ADD
- Female Genital Mutilation
- Dyslexia & dyscalculia assessment
- Differentiation and assessment
- Risk Assessment
- Safer recruitment

**How accessible is the school environment?**

- Two sites will be in operation from March 2021, one for KS3 and nurture, one for KS4
- The school has up to date technology to ensure maximum impact for SEN students.
- Disabled toilet access on both sites KS3/4 site
- The school offers a safe environment with secure fittings
- Generic and personal risk assessments are kept updated and health and safety precautions are in place.

### **Complaints procedures**

Parents, Carers and stakeholders who are not satisfied that their child's special educational needs are being adequately met by the school have the right to complain to the Head Teacher. Guidelines for the resolution of disagreements over provision for SEND are contained in the Code of Practice policy.

### **Policies**

All policies by Cambian are embedded into Northampton School routines  
<https://www.cmbiangroup.com/specialist-education/our-schools/>

### **Contact for further information :**

Leanne Dodds - Head Teacher

[Leanne.Dodds@cmbiangroup.com](mailto:Leanne.Dodds@cmbiangroup.com)

01604 719711