

Special Educational Needs and Disability Information Report – 2021 - 22

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Introduction and Contact Information

In line with the fundamental ethos and values of East Midlands Academy Trust and the aspirations of Northamptonshire Children's Trust, our intent for SEND provision at Northampton International Academy is:

- To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision within an inclusive all-through setting.
- To instil in every child and young person the DNA values of collaboration, responsibility, respect, care, excellence, and aspiration which are the building blocks of learning at NIA.
- To engage with children, young people, and their families to promote early identification and provide high quality support that meets their specific needs.
- To collaborate on high quality and impactful multi-agency assessments and quality of plans for those who require specialist levels of support.
- To tailor our whole-school curriculum offer to enhance opportunities for our young people with SEND.
- To develop smooth transition through each key stage and progression to adulthood for all young people with SEND.

We are committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.

We have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children to enable them to make progress from early years to secondary.

Contact us: If your child has a special educational need and/or a disability and you would like to know more about what we offer at Northampton International Academy contact the SEND team on: 01604 212811 or email us at: SEND@nia.emat.uk

Definition of Special Educational Needs and Disability

The Code of Practice (Jan 2015) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions


A copy of the DfE SEND Code of practice can be accessed on the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Northampton International Academy SEND Team

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|---|--|---|--|--|
|  |  |  |  | AWAITING PHOTO |
| Tony Rogerson Deputy Headteacher: Inclusion & Prospect Lead Oversight of SEND | Fiona Ager Whole Academy SENDCO | Kath Shea Middle Phase SENDCO, Interventions and Support | Kelly Steele SENDCO: Examinations, Assessments & Access Arrangements | Michelle Leah SENDCO: Access Arrangements |
|  |  |  |  | AWAITING PHOTO |
| Danielle Edmunds Assistant SENDCO | Kelly Shears: Trainee SENDCO | Gloria Augustine SEND Administrator | Claire Reeves HLTA Primary Phase | Jenny Nimmo Governor with responsibility for SEND |

At Northampton International Academy the SEND Team supports students from Early Years all the way through to Sixth form. In addition to the staff listed below, each class in Early Years, Key Stage 1 and Key Stage 2 have additional adults in the classroom to support learning needs.

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|--|--|---|--|---|
|  |  |  |  |  |
| Linzi Coles Learning Support Assistant Year 7 | Ana Gomez Learning Support Assistant Year 7 | Hollie Muskin Learning Support Assistant Year 8 | Flavia Abraham Learning Support Assistant Year 8 | Angela Jeffrey Learning Support Assistant Year 9 |
|  |  |  | | |
| Dawn Brinklow Teaching Assistant Year 10 | Agnieszka Ekstowicz Learning Support Assistant Year 11 | Mireille Anderson Learning Support Assistant The Hive | Kajetan Maczka SEND Learning Support Assistant Year 2 | Susan Alexander SEND Learning Support Assistant Year 3 |

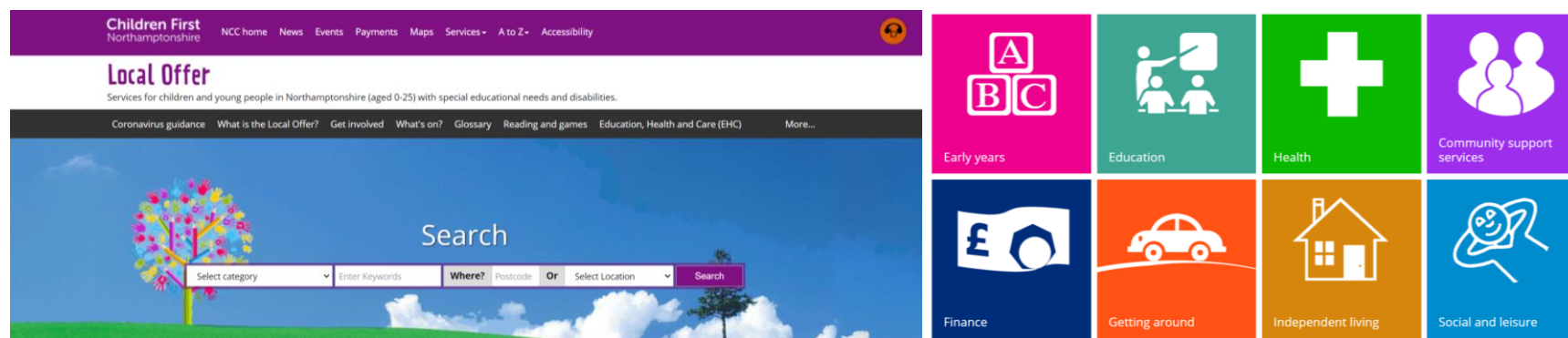
Northamptonshire Local offer

What is the Local Offer?

The *Children and Families Bill*, enacted in 2014 requires Local Authorities and schools to publish, and keep under review, information about services they expect to be available for children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Northamptonshire Local Offer can be accessed by using the link below:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>



Children First Northamptonshire can cater for different needs. If you need this information in a different format, email them at LocalOffer@northamptonshire.gov.uk or if you are having trouble finding a service, contact them for help on 0300 126 1000, option 5.

What SEND Needs are provided at NIA? Special educational needs and provision can be considered as falling under four broad areas:

| | |
|--|---|
| <p style="text-align: center;">Communication and interaction</p> <p>Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, social interaction, and imagination, which can impact on how they relate to others.</p> | <p style="text-align: center;">Cognition and Learning</p> <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or SEND sory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.</p> |
| <p style="text-align: center;">Social, Emotional and Mental Health (SEMH)</p> <p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> | <p style="text-align: center;">Sensory and/or Physical needs</p> <p>Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with a visual impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single Sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p> |

Identification of students with SEND Needs

At **Northampton International Academy** we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

NIA Identification Process for SEND students

1. Initial concerns are raised about a student's need. This could be identified in any of the following ways.

- Transition - File from the student's previous school identifies SENDCO Need
- Teacher, Teaching Assistant, SENDCO or SLT raise a concern
- Parent or Carer /external agency working with the family raise a concern

2. Check that High Quality Teaching (HQT) is in place

- If HQT is not evident - Offer support via HFT strategies and a differentiated curriculum. Review in 6 weeks of implementation to assess if a learning barrier is still in place.
- If HQT is evident but there is still a barrier to learning after 6 weeks continue to the next stage. If there is no barrier to learning continue with HQT.

3. Class teacher or Teachers complete an initial concerns identification referral form with all the evidence of QFT strategies implemented. SENDCO and or SEND Team to complete observations and inform Parents /carers.

4. SENDCO adds student to the SEND Register (SIMs and Internal) as K SEND Support. Parents are informed in writing. A student Passport and Learning Plan is generated, and the SEND Team implement the graduated approach. ASSESS, PLAN, DO, REVIEW. Parents/ carers and students to be consulted in this.

Targeted interventions and provision to support student learning and progress is implemented.

5. SENDCO/SEND team to make appropriate referrals to outside agencies; school nurse, Speech and Language, NELFT, Paediatrician to add to the provision.

6. Discussion with SENDCO, class teachers, parents, and outside agencies regarding the benefit and appropriateness of request for Higher Needs Funding (HNF) or an EHCP. SENDCO to complete application in consultation with teacher, student, parents, and external agencies and SEND t to Statutory team.

7. if the HNF or EHCP is refused, continue to monitor and offer provision and re-apply if further evidence of need can be supported.

If the EHCP or HNF is accepted, the SENDCO will hold annual reviews to monitor the students progress. SIMs and Internal SEND register will be updated to reflect as an "E".

Removal from the SEND Register.

When additional or different provision is no longer needed then a student can be removed from the SEND Register. Please ensure a date is added to SIMs on the date of removal. Parents should be informed in writing of any students removed from the SEND register. If the student begins to show additional or the same difficulties, the process needs to be repeated.

Consulting and Involving Parents/Carers

We will have an early discussion with the students and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents or carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of the early discussions will be added to the student's records and given to their parents or carers.

We will formally notify parents when it is decided that a student will receive SEND support and will be placed on the SEND Register.

Parents and carers will also communicate and feed into regular review meetings held during the graduated approach of

Assess, Plan, Do Review.

Contact us

Parents and carers of a child, who have a special educational need and/or a disability can, also contact us outside of these scheduled reviews on 01604 212811 or by email at: SEND@nia.emat.uk

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of the learners needs. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Communication of learners needs to NIA staff

All students on the SEND register will be coded as K (additional support) or E (Educational Health Care Plan). All staff will be able to access data from SIMs, our data system to identify children on the SEND Register.

In addition to this, a central register will be stored securely on the internally school database. This will identify the student's broad area of need.

More detailed passports and learning plans can then be accessed securely via our online platform Edukey. (<https://edukeyapp.com/account/login>)

Below outlines the information staff will have about each students' individual needs.

Student Passports

All students on the SEND Register will have a pupil passport that is reviewed every year. This identifies the following things:

- Student details
- Area of need
- Additional information
- Things that are important to them
- Things to avoid
- How the child would like to be supported
- Individual differentiated teaching strategies
- Access arrangements
- External agency involvement.

Individual Learning Plans

Students with a greater level of need, such as those with an Education and Health Care Plan (EHCP) or in receipt of Higher Needs Funding (HNF) will also have an Individual learning plan that will be reviewed at least termly.

These plans include the graduated approach

Assess

- Identifying areas of strength
- Identifying areas of concern
- Reasonable adjustments that need to be planned for by teachers and staff

Plan

- For identified areas of concern ensuring that their targets, outcomes and strategies to address these and the identified staff that will action these.

Do

- The plan is shared and identified actions are implemented

Review

- The learning plan is reviewed the following term, or before if necessary to measure impact of interventions and support.

Educational Health Care Plans (EHCP)

An EHC (Education Health and Care) plan identifies a child's special educational needs, together with health and social care provision when these services are involved.

The focus of an EHC plan is on what is important for the child or young person – what they want to achieve now and in the future.

The EHC plan includes the aspirations of and outcomes for the child or young person as well as a description of their needs, barriers to learning and provision required to overcome these.

EHC plans must be reviewed by the local authority a minimum of every twelve months. These reviews must focus on the child and young person's progress towards achieving the outcomes specified in their plan.

The review must also consider whether these outcomes and supporting targets remain appropriate.

High Needs Funding (HNF)

High needs funding is intended to provide the most appropriate support package for children and young people (from early years up to aged 25) with special educational needs and disabilities in a range of settings, taking account of parental and student choice.

Our approach to teaching pupils with SEND

Waves of Intervention

At NIA we use a system known as 'Waves of Intervention'. Support for children with special educational needs is expected to be delivered through in three successive levels or 'waves'.

Wave 1 – Universal Provision

This is the expectation of 'High Quality' teaching, where good quality teaching and work to suited to the individual children means that every pupil is included. The needs of all children are considered, with high expectations for them all. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

'High Quality' teaching is our first step in responding to pupils who have SEND. All teaching staff have access to high quality teaching strategies and individual passports to support universal provision

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Using appropriate strategies to support the learners needs
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing time, chunking tasks, using visuals to support understanding, pre-teaching of key vocabulary and rephrasing key instructions

Wave 2 – Targeted Provision

This is more targeted at students with SEND. There could be access to specialist resources within the school and access to identified interventions.

We provide the following interventions:

Additional support for learning

- In class targeted support
- Reading interventions
- Phonics interventions
- Numeracy interventions
- Lexia Reading Programme
- Targeted behaviour support
- Speech, Language and Communication support
- Emotional literacy support
- Development of social skills
- Specific resources, coloured overlays, coloured books, laptops, wobble cushions, writing frames, reading pens, dictionaries.

Wave 3

This is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support.

In addition to this we work alongside the following agencies:

- Child Adolescent Mental Health Service
- Educational Psychology Service Northamptonshire County Council
- NHS Community School Nurse
- Community Pediatrician
- Northamptonshire County Council Specialist Support Service
- Multi-agency safeguarding hub (MASH)
- Education Welfare Services
- Service Six
- Anger Management and Behaviour support services.

Some of our staff have additional qualifications and specialisms which can be used in the individual planning to help students access the curriculum. These include:

- First aid and defibrillator trained
- Evacuchair training
- English as an additional language (EaL)
- Speech, Language and Communication Needs (Primary)
- Assessing for exam access consideration (Primary, Secondary and Sixth Form)
- Supporting students with visual and Hearing impairment. (Primary, Secondary and Sixth Form)
- Specialist diabetic training
- ASD (Autism Spectrum Disorder) Specialism

Evaluating the effectiveness of SEND provision

We monitor and evaluate the effectiveness of provision for pupils with SEND by:

- Classroom observations
- Work sampling
- Informal feedback from staff
- Student progress tracking (whole school)
- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEND or EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All students are encouraged to go on our residential trips

All students are encouraged to take part in sports day/school plays/special workshops, etc

No student is ever excluded from taking part in these activities because of their SEND or disability.

The East Midlands Academy Trust (EMAT) Accessibility policy can be located at:

https://eastmidlandsacad.s3.amazonaws.com/uploads/key_information/EMAT-Accessibility-policy-2020-23.pdf?t=1603884243

Support for improving social, emotional and mental health needs

We recognise that some of students have emotional and social needs that need to be developed, nurtured and supported. Some students may also have mental health needs. These needs can manifest themselves in several ways, including behavioural difficulties, anxiety, anger, being withdrawn and struggling to communicate effectively.

All students follow a structured PSHCE curriculum to support their emotional and social development during their tutor time.

In addition to this:

- Students with SEND are encouraged to be part of the school student voice
- Students with SEND are also encouraged to take part in extra-curricular clubs and social skills groups to promote teamwork/building friendships etc.
- The Hive is an intervention space used to support students during lesson times
- The Nest is a safe, quiet space and is available to students at break times and lunch times
- The school has Pastoral staff and a Pastoral system that incorporates Form Tutors and Heads of House whose role is to maintain the health and wellbeing of its students
- The Mental Health Hub is onsite, and students can be referred to this team for additional support.
- The school had a dedicated member of staff who promotes health and well-being amongst students.

If your child still requires extra support, with your permission we can access further support through outside agencies.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to Tony Rogerson in the first instance anthony.rogerson@nia.emat.uk .

Students, staff, parents/carers are expected to listen carefully and respectfully to each other. Where an issue arises, parents/carers in the first instance are encouraged to make an appointment to speak with the classroom teacher to seek and resolve any concerns. (Stage 1)

If the parent/carer feels that their concern has not been resolved to their satisfaction or is of a more serious or SEND sitive nature, an appointment should be made to speak to Headteacher (Stage 2)

East Midlands Academy Trust Complaints policy can be located from the link below.

https://eastmidlandsacad.s3.amazonaws.com/uploads/key_information/EMAT-Complaints-procedure-2021-2022.pdf?t=1636021960

Monitoring Arrangements

The information contained in this report will be reviewed by **Tony Rogerson – Deputy Headteacher: Inclusion** annually. It will also be updated if any changes to the information are made during the year.

The SEND information report will be approved by the governing board.