SEND Annual Information Report – Academic year 2026-2027

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

Key contacts:
Rachael Myring: Special Educational Needs Co-ordinator (SENDCo)
Emily Spencer: NSB Trust SENDCo
Gemma Shields (NS LAB Governor)
Mary Kay (Trustee for SEND)

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014. This SEND Information Report is reviewed and updated annual and approved by the Trustee for SEND.

Introduction – Northampton School

Northampton School is an inclusive mixed mainstream school for 11-16 year olds. The current Published Admissions Number (PAN) for intake is 874 students. Northampton School 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 does not seek to closely define the special educational needs for which we will make provision. Historically, the NSB Trust has had success in providing for a wide range of different needs and we aim to continue to meet these challenges today. This includes students who are identified as having needs in the four broad areas of need as outlined in the SEN Code of Practice. Northampton School recognises that a student's needs may fall into one or more categories.

Definition of Special Educational Need

A child or young person has Special Education Needs 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 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice 2015: Page 15)

Special Educational Needs at Northampton School

Students at Northampton School may have a range of needs as identified in the SEND Code of Practice as: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties. Northampton School recognises that a student's needs may fall into one or more categories. SEND data 2025-26 cohort:

SEND code	Number of students
Education and Health Care Plan (Code E)	19
SEN Support (Code K)	116
Total number of students with SEND	135

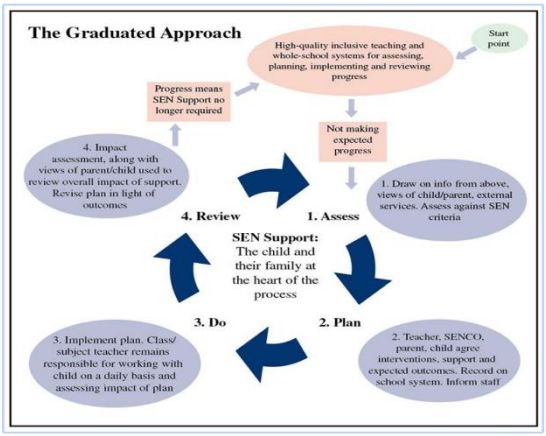
(Data accurate at the time of publishing.)

How does Northampton School identify and assess students with SEND?

The SEND Code of Practice (2015) states that 'all schools should have a clear approach to identifying and responding to SEN'. It also defines the Graduated Approach as a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs.

At Northampton School early identification of SEND and the Graduated Approach is at the embedded in our SEND provision this includes:

- Identifying and tracking the progress of children/young people that require support to catch up by specialist support teacher.
- Identification of children/young people requiring SEND Support and initiation of the Graduated Approach (assess, plan, do, review) cycle.
- Consideration of application for an Education, Health and Care Plan.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are monitored on our SEND database.



Identification & Assessment:

The following methods are used to help us identify students with Additional Needs:
Year 6-7 transition:

- Information sharing with primary partners.
- Liaison with primary schools during transition visits in Year 6.
- Attendance at Year 6 Annual Reviews or transition planning meetings by the SENDCo or a member of the Additional Intervention Team.
- Additional transition visits offered where required for all SEND students.
- Information collated from Inclusion Team staff who visit Year 6 students in their primary setting.

Identification and use of baseline data:

- Analysis of the Lucid Exact reading and spelling baseline assessment tool data which Year 6 students take on the town wide transition day before entry into Northampton School for Boys.
- Cognitive Ability Tests (CATs)
- Baseline assessments of each subject team
- Accelerated Reading Star Tests – Termly
- On-going monitoring of progress during the first term
- Class teacher refers to SENDCo/ Additional Intervention Team Leader
- Ongoing curriculum assessment
- Tracking progress using data
- Further assessments by specialists, including those from external agencies
- Concerns/information received from a parent/guardian and/or external agencies

Should parents, guardians of carers feel their child has an additional need or special educational need they should contact their child's tutor or email their concerns to the SENDCo: sendparentNS@nsbtrust.school
We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out on our school website.

How does the school evaluate the effectiveness of provisions for students with SEND?

All interventions and support offered to students are tracked on our provision map. These provisions are regularly monitored and evaluated by members of the Additional Intervention Team and the SENDCo, adjustments are then made accordingly. Effectiveness of provision for students with SEN is evaluated in the following ways:

- Provision maps – the school uses Edukey Provision Map to record and monitor the interventions and provisions for students.
- Quality Assurance (QA) - the school has a robust QA process that monitors the effectiveness of teaching and learning of all students including those with SEND.
- Termly reports
- Pre and post intervention testing and analysis of the data collected
- Parent's evenings

How does the school assess and review the progress of students with SEND?

All students regardless of needs are set both minimum and aspirational targets. Data collated during the school report process is analysed and strategies are put in place to support students who are not achieving as expected.

- Termly reports
    - All students complete assessments in terms 2, 4 and 6.
    - Progress and attainment data for students is analysed regularly at Curriculum Team Leader and Curriculum meetings this includes students with SEND.

- Quality Assurance (QA) - the school has a robust QA process that monitors the effectiveness of teaching and learning of all students including those with SEND.
- Parent's evenings
- Annual reviews for students with an Education, Health and Care Plan
- Monitoring of attendance data
- Discussions with students and/or parents/guardians

What is the schools approach to teaching students with SEND?

Northampton School ensures that Quality First Teaching is at the heart of every lesson. The school is committed to a Continuous Professional Development (CPD) Programme for all staff which includes support and training for teaching and working with students with SEND. A variety of strategies are used to ensure that all students are able to access lessons as independently as possible.

Staff involved	Continued professional development
All Teaching Staff	SEND Ranges Retrieval practice in lessons Adaptive teaching Scaffolding
Planned training for all staff	Teaching and Supporting Pupils with Dyslexia Dyslexia-friendly Approach to Teaching & Learning
Members of the Inclusion Team have accessed a range of CPD throughout the year including but not limited to:	Mental Health and wellbeing check-ins Autism awareness Supporting Students' Transition from Year 6 to Year 7 Paired Writing strategy. Phonics to support early writing.
Planned training for Inclusion Team	Mediating Learning Support Assistant (MeLSA) training with WNC Educational Psychologists Emotional Literacy Support Assistant (ELSA) training Certificate in SEND code of practice

	Managing behaviour in Students with SEND (Secondary) Sensory Activities and Brain Breaks for SEND Pupils (Secondary) Secondary Maths: Adapting Provision for Pupils with SEND Secondary English: Adapting Provision for Pupils with SEND Secondary Science: Adapting Provision for Pupils with SEND Supporting the Mental Health and Well-being of Autistic Pupils Understanding and Supporting Autistic Girls SEND Support: Tools to develop motor skills (Secondary) Neuro-affirming practice / EBSA training with WNC assistant Educational Psychologists
All staff complete the KCSiE training annually. All staff have also completed compulsory Judicium training.	

How does the school support students with SEND?

There will be key individuals within the school who share a responsibility for those students identified as having SEND:

- Tutor
- Subject Teachers
- Members of the Inclusion Team
- The Special Educational Needs and Disability Co-ordinator (SENDCo)
- Head of Year
- Senior Leadership Team

SEND information is shared with all teaching and support staff, information is available via various platforms. Staff are continually updated with information regarding students and provisions in place to support students with SEND.

The Inclusion Team

The school employs specialist support staff to assist the SENDCo and NSB Trust SENDCo in delivering targeted interventions to students with a variety of needs.

The Inclusion team are currently deployed as follows:

- EBSA Support Worker
- SEMH Support Worker
- Inclusion mentors with specialisms in mental health and wellbeing and occupational therapy
- Access Arrangement Co-ordinator / SENDCo administrator
- Sports Mentor – basketball specialism
- School based counsellors

How are the Inclusion Team deployed at the school?

They are deployed in a number of roles:

- Targeted interventions
- Transition planning
- Examination Access Arrangements
- Small group interventions
- Targeted support in the classroom
- Before school support
- Lunchtime support
- Supporting in lunchtime clubs

- Supporting students with assistive technology

The Inclusion team, work with individual students and/or with small groups on specific and targeted intervention programmes. The Graduated Approach of assess, plan, do, review, is embedded in our practice, including the planning and delivery of interventions.

How accessible is the site?

Please refer to our accessibility policy on our website.

How will Northampton School embed West Northants SEND Ranges in their practice?

West Northants SEND Ranges was launched on 17th November 2022. The SEND Ranges are West Northamptonshire's approach to the Graduated Approach as outlined in the SEND Code of Practice 2015. West Northants continue to share that they will be collaborating across all services including families, to ensure that these are fully embedded in all our schools, colleges and settings. There has been extensive training opportunities across the spring and summer terms to ensure that all staff and families are familiar with the SEND Ranges and can ask those pertinent questions that 'make inclusion happen'. The vision is that 'we can all work together to ensure that all our children and young people get the right support at the right time.'

For further information please follow this link: Here

How does the school listen to the views of students and their parents?

What	Who	When
Informal Discussions	All students	Daily
Parents' Evenings/Reports	All students	Termly
Assess, Plan, Do, Review meetings	Students on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual students	As required or requested
Student Council	Representatives from all form groups	Half termly
EHCP Review Meeting	All parents and students with an EHCP	Annually

How do you support students with SEND with transitions?

The arrangements for supporting students with SEND transitioning from Year 6 to Year 7 consists of:

- Primary schools will be asked to complete an online questionnaire to gather information on each student who will be transferring to NS.
- Information about SEND or emotionally vulnerable students is collected.
- The Inclusion Team at Northampton School will contact primary schools to discuss any information gathered. Where appropriate, or deemed necessary, a visit to the primary school will be arranged.
- Questionnaires are sent to the parent and student with SEND to help collate information to support in creating Pupil Passport. This information is shared with all teaching staff in preparation for the student's arrival in September. This includes Quality First Teaching strategies that provide support for individual students' needs.
- All Year 6 students have a transition day prior starting in September.
- Some students with SEND will have additional visits to the school during the summer term to familiarise themselves with key staff, the building and school routines.

The arrangements for supporting students with other key transitions:

- Students making decisions about their Key Stage 4 subjects are supported through PSHE lessons, discussions with their form tutors, during parent evenings and assemblies. They also access to the school careers advisor.
- Students from Year 9 onwards with an EHCP have also completed the LA transition form as part of their annual review.
- We work with our young people in preparing for transition from school to further education or training. Individual careers guidance meetings are scheduled with the school's careers advisor for all students including those with SEND.

What are the contact details of support services for parents of students with SEND?

The Senior Designated Safeguarding Lead in our school is Farid Charidine.
The Designated Teacher for Looked After Children in our school is Farid Charidine.

West Northants Local Authority's Offer can be found Here
North Northants Local Authority's Offer can be found Here
West Northants SENDIASS contact details can be found Here
North Northants SENDIASS contact details can be found Here
West Northants Children with Special Educational Needs and Disabilities website can be found Here
North Northants Children with Special Educational Needs and Disabilities website can be found Here
West Northants SEND Ranges information can be found Here

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be accessed on the school website.