



## **Northampton School**

### **SEND Annual Information Report – Academic year 2023-2024**

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

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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.

#### **Examination Outcomes**

Northampton School is a brand new, co-educational, 11-16 school which opened to Year 7 students for the first time in September 2023. The school already has 210 Year 7 students and will grow by a similar number annually until it reaches full capacity by September 2027.

The school currently has no GCSE/Level 2 examination data on which to report. The first academic year in which external exams will be taken is 2027-2028 with examinations being taken in the summer of 2028.

#### **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 210 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.

Current SEND data 2023-2024 cohort:

SEND Code	Number of students
Education and Health Care Plan (Code E)	1
SEN Support (Code K)	29
Total number of students with SEND	30

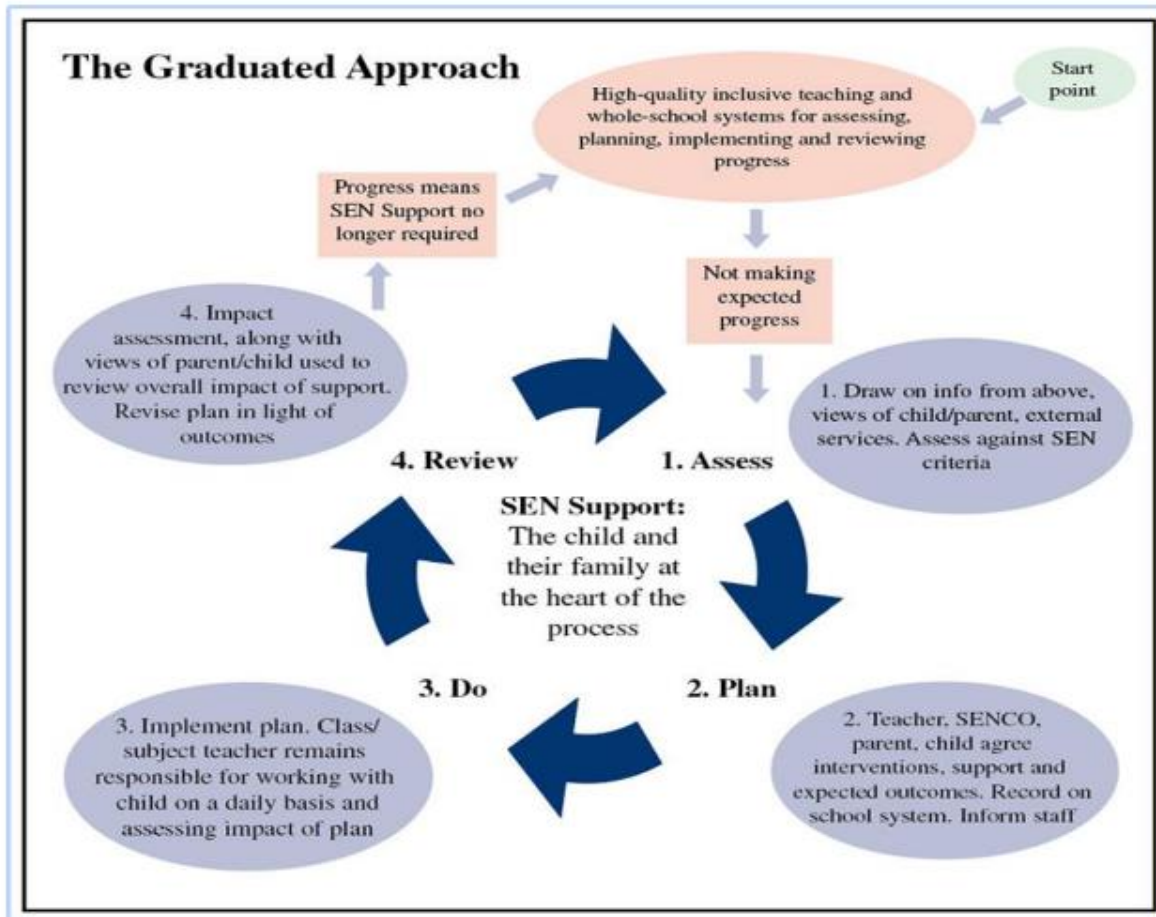
(Data accurate at the time of publishing)

## **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 (see below) is 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 Inclusion 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
- 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 [espencer@nsbtrust.school](mailto:espencer@nsbtrust.school).

We take a holistic approach with 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 our Inclusion 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
- Parents' 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 which are based on performance in Key Stage 2 SATS. This model is the same as the Department for Education use when assessing student progress following GCSE exams. 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 by the Senior Leadership team and Head of Year 7. As the school grows, this will also be analysed at Curriculum Team Leader and Curriculum meetings. This includes an analysis of 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.
- Parents' 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 school’s 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	Continuous Professional Development
All Teaching Staff	SEND Ranges
Members of our Inclusion Team	Mental Health First Aid Autism awareness Youth Mental Health First Aid Mental Health and Stress awareness ADHD Awareness Effective Behaviour Management Mental Health and Wellbeing Supporting Students’ Transition from Year 6 to Year 7 Attachment Disorder Autism Dyslexia
All staff complete the KCSiE training annually. All staff have also completed compulsory Judicium training.	

During this year the SENDCo has completed CPD in areas such as:

Talking success – SLCN in Secondary School, Dyslexia, Safeguarding, Literacy and Phonics, ADHD, SEND Ranges, SEND and AP Strategy and Introduction to the JCQ changes for 2023/2024.

**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 our Inclusion Team
- The Special Educational Needs and Disability Co-ordinator (SENDCo)
- Head of Year
- Senior Leadership Team
- Curriculum Team Leaders (when employed at the school from September 2025)

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 Trust employs specialist support staff to assist the SENDCo in delivering targeted interventions to students with a variety of needs. This includes specialist leaders, mentors, a Mental Health Practitioner and school-based counsellors.



Northampton School is currently staffed by members of the Additional Intervention Team. This includes staff with specialisms across all four board areas of need. Students are supported through the delivery of a number of targeted interventions.

### **How are our Inclusion Team deployed at the school?**

Inclusion Team staff were deployed in a number of roles:

- Targeted interventions across all four broad areas of need as identified following the Graduated Approach.
- Transition planning
- Examination Access Arrangements
- Small group interventions
- Targeted support in the classroom
- Lunchtime supervision of specific need-led activities
- Supporting at Afterschool Clubs
- Running Afterschool Clubs including Learning Zones
- Supporting students with assistive technology

Our 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 inclusion 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 17<sup>th</sup> 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 state 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](#). If you have any questions or would like to discuss the SEND Ranges, please contact [espencer@nsbtrust.school](mailto:espencer@nsbtrust.school)



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

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	All students	Daily
Parents' Evenings/Reports	All students	End of terms 2, 4, 6
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
Student Survey	All students	Annually
Parent Survey	All parents	Annually
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 Northampton School.
- Information about SEND or emotionally vulnerable students is collected.
- The Transition Manager 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 use in a Pupil Passport on Edukey Provision Map. 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 will be supported through PSHE lessons, discussions with their Form Tutors, during Parents' Evenings and assemblies. They will also have access to the school careers advisor.
- Students from Year 9 onwards with an EHCP will have also completed the LA transition form as part of their annual review.
- We will work with Year 11 students in preparing for transition from school to further education or training. Individual careers guidance meetings will be 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 Mrs Wilkins:

[kwilkins@nsbtrust.school](mailto:kwilkins@nsbtrust.school)

The Designated Teacher for Looked After Children in our school is Mr Charidine:

[fcharidine@nsbtrust.school](mailto:fcharidine@nsbtrust.school)

West Northants Local Authority's Offer can be found [Here](#)

North Northants Local Authority's Offer can be found [Here](#)

SENDIASS contact details can be found [Here](#)

Northamptonshire County Council Special Educational Needs can be found [Here](#) (This link will direct you to both West Northants and North Northants information)

West Northants SEND Ranges information can be found [Here](#)

Details about our curriculum, including how it is made accessible to children/young people with SEND can be accessed on the school website.

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