



**CORBY
PRIMARY
ACADEMY**

Corby Primary Academy

SEND Information Report

Reviewed September 2023

Corby Primary Academy Ethos

Respect Each Other

Treat others as you would expect to be treated yourself. Ensure you are polite, sensitive, thoughtful and caring. Communicate in a positive way: in person and in the digital world.

Respect Our Environment and Community

Value our academy community by respecting our learning environment and property. Keep our academy a safe, welcoming and inspirational place to work and learn. Make a positive contribution to your own learning, the learning of others, our Academy and our community.

Respect Yourself

Take pride in being a responsible, aspirational and ambitious person. Have the courage to be yourself. You are unique. Demonstrate perseverance, honesty and integrity in all aspects of your life.



Corby Primary Academy is committed to ensuring that every child has access to a provision that enables them to develop their abilities and ambitions, supporting them to grow as successful learners and members of our community.

Introduction

The purpose of this document is to clarify to the Academy staff, Academy Advisory Councillors and parents how the special educational needs of pupils are managed at Corby Primary Academy and how the Greenwood Academies Trust policy is put into practice.

Definition of Special Educational Needs

The Special Educational Needs and Disability Policy takes into account the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2015, the Equality Act 2010, the policy of the Local Education Authority and the aims of the Academy.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The SEND Code of Practice defines SEND as:

6.15 – A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

6.23 – Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties or disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection,

emotional or behavioural difficulties.

We follow the fundamental principles of the SEND code of Practice, and these are:

- A child with SEN should have their needs met.
- The SEN children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad-balanced and relevant education including an appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be in place to support children with SEN or disabilities, including a clear approach to identifying and responding to SEN.
- Being aware and alert to emerging difficulties and responding early.

The SEND Code of Practice 0-25 (2015) can be located here:

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

Corby Primary Academy Objectives

- To effectively identify and assess the needs of **ALL** children.
- To set appropriate targets and accelerate progress.
- To monitor and review learning and raise achievement.
- To liaise and involve parents and value their contribution to their child's education.
- To listen and respect the views of the child.

Rationale

Corby Primary Academy is an inclusive learning community committed to removing barriers to learning, welcoming all pupils, staff and families, regardless of ability, race or social background. We believe that all people are of equal value and that we have a responsibility to provide a provision that removes barriers to learning, to help them achieve their full potential and secure their best outcomes.

At Corby Primary Academy, staff work cohesively together, in order to identify children with Special Educational Needs (SEN). These children are entered onto our SEN register, highlighting the category of SEN that is appropriate to the individual child. The SEN register is monitored on a termly basis to ensure it is up to date and accurately reflects the children within the school who are receiving SEN support.

The SEND Code of Practice (2015) recommends a Graduated Approach response to special needs. At Corby Primary Academy we provide a graduated cycle – **assess, plan, do and review**, which is fully embedded across our school. We provide quality first teaching to all pupils, some pupils will need additional support through school to help remove their learning barriers, whilst other pupils may need further support through external professionals.

At the Corby Primary Academy, we are able to cater for children with a range of special needs and disabilities:

- Communication and Interaction *for example – Autism Spectrum Disorder, Speech and Language difficulties*
- Cognition and learning *for example – Dyslexia, Dyscalculia, Dyspraxia, Moderate Learning Difficulties*
- Social, Emotional and Mental Difficulties *for example – ADHD, Attachment disorder, Mental Illness or depression*
- Sensory and/or physical needs *for example – Vision/ hearing impairment, Motor skill difficulties*

Identification of pupils with SEND

Identification will come from a range of sources:

- Class teachers – through their regular monitoring of pupil progress
- Senior Leadership Team – through discussions held with class teachers in pupil progress meetings.

- Parents / carers
- Previous setting
- Liaison with outside professional / agency
- Speech and Language assessment on entry to school.
- Corby Primary Academy has applied to be part of the WellComm Early Years Pilot to screen children and use the WellComm Early Years toolkit which will support professionals to quickly and easily identify children aged 6 months to 6 years who may benefit from speech and language support and provides practitioners with 'The 'Big Book of Ideas', which details play-based activities to support children's development in speech, language, and communication.

Provision

Universal provision:

- Quality first-class teaching
- Learning assistant support
- Learning mentor support
- Differentiated curriculum / extension activities
- Adaptions such as visual timetables / workstations within classrooms
- School Nurse support

SEND provision

- Individual education plan
- Speech and Language therapy
- Autism Outreach
- Education Psychology Service
- Visual Impairment Service
- Hearing Impairment Service
- Occupational Therapy Support

Early Help Locality Funding

Some pupils will require a high level of provision. When the level of provision goes beyond the expected level that a school is to provide, the school can make an application for additional funds to support the pupil.

If schools seek extra provision beyond their own resources, or an assessment for an Education, Health and Care Plan, there must be clear evidence that appropriate intervention as described in the Provision Guidance has been put in place and reviewed at the previous levels of the graduated approach.

Further information on Early Help Locality Funding can be found at:

[Early help locality funding | North Northamptonshire Council \(northnorthants.gov.uk\)](https://www.northnorthants.gov.uk/early-help-locality-funding)

EHC Plans

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

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. An EHC Plan must be created in a person centred way. This means that the information is written from the perspective of the child and family, and it monitors the support provided to achieve the young person's outcomes. The plan, if agreed, can then be shared with other practitioners so that you only need to tell your 'story' once and practitioners do not duplicate assessments and information.

The plan may cover health and social care services alongside education, if appropriate, for the individual child or young person. An EHC Plan can, under certain circumstances, continue until the young person is 25 years old. Therefore, it can support them into training, further education and apprenticeships.

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.

An EHC plan can be requested by school, a health or care professional or the parent.

Further information can be located:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/ehc/Pages/default.aspx>

Progress and Assessment

Progress will be measured against the national age-related expectations. Where children have complex needs the use of the Engagement Model will be used to measure attainment and progress from KS1.

External professionals may be involved in more extended, detailed assessments to support the planning and next steps for an individual child.

Staff Development

The staff involved in the support of pupils with SEND are:

- Special Education Needs coordinator
- Principal
- Class Teachers
- Learning Assistants
- Learning Mentors
- Lunchtime supervisors (in some cases)

These staff have experience in:

- Autism
- Dyslexia
- Dyspraxia
- Speech, language and communication needs
- Emotional and behavioural needs
- Visual impairment
- Hearing impairment
- Attachment Difficulties

Staff are provided with training opportunities to enable them to be able to support the needs of pupils at the Academy.

Involving Parents and Children

Parents who have a concern about their children or who would like to discuss their child's SEND provision should contact the class teacher or the SENDCo in the first instance. Parents will be invited to termly meetings with the class teacher and SENDCo, if appropriate, to review their child's progress. Parents receive an annual written report.

Depending on the age and ability of the child we will involve children where possible in the review and setting of targets and provision.

Transition

The Academy will liaise with transfer schools, pre-schools, nurseries and other outside agencies. A transition plan will be implemented when this is deemed necessary to support a child in moving into the Academy or onto another school.

Monitoring and Review

The SENDCo and Principal are responsible for the monitoring of the policy into practice document as well as analysing data and progress of SEN pupils.

Activities outside of the Classroom

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are made to enable children to participate as fully as possible. Where this is the case parents will be fully involved in the process.

The role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo):

The qualified SENDCO at Corby Primary Academy is Mrs Tracy Sheridan.

The SENDCo:

- Manages the day-to-day operation of the policy
- Monitors and update children's provision using the assess-plan-do-review cycle (Graduated Approach).
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues by providing or directing to relevant training.
- Maintains the school's SEN Register and Provision Map.
- Contributes to and manages the records of all children with special educational Needs.
- Ensures the annual reviews for children with a EHCPs are completed.
- Manages the school-based assessment and completes the documentation required by professionals including external and the local authority.
- Communicates with parents and provides relevant information.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the special educational needs provision and reports to stake holders.
- Liaises with other schools to share transitional information.
- Monitors attendance and number of exclusions.
- Reviews data for pupils with SEND and other vulnerable pupil groups.

The local offer:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Educational Psychology

<https://www.northnorthants.gov.uk/educational-psychology-service/educational-psychology-service-support-families>

Referral Management Centre for children and young people

<https://www.nhft.nhs.uk/cyprmc/please-note-1720/>

Autism

<https://www.nhs.uk/conditions/autism/>

ADHD

<https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>

Speech and Language (SALT)

<https://www.nhft.nhs.uk/childrens-salt>

Community Paediatrics

<https://www.nhft.nhs.uk/community-paediatrics>

Children's services 0-19

<https://www.nhft.nhs.uk/0-19>

Our Attendance, Anti-Bullying and Behaviour and Exclusion policies are available from the Academy office or are published on our website.

SEND at CPC

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