

SEND Information Report – Stimpson Avenue Academy

Reviewed and updated January 2025



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Our aims for pupils with special educational needs or disabilities

We aim to:

- Raise the aspirations of and expectations for all pupils with SEND.
- Focus on outcomes for pupils rather than on hours of provision.
- Support pupils to make progress in line with or exceeding expectations.
- Encourage pupils to become more independent in their learning in order to prepare them for life after school.
- Support pupils to make a successful transition from primary to secondary school.

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. A child with a disability is covered by the SEND definition if they require special educational provision.

Reduce barriers to learning

Support medical needs

Make reasonable adjustments

Support engagement in all activities

Secure specialist provision as needed

Work cooperatively with parents, young people and outside agencies

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Objectives:

- To identify and provide effective support for pupils who have special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate an inclusive, holistic approach to the management and provision of support for special educational needs
- To provide a SENDCo who will manage, monitor and review the SEND Policy
- To provide support and advice for all staff working with pupils with special educational needs



Identifying Special Educational Needs

There are four broad areas of need:

Cognition and Learning

Communication and Interaction

Physical and Sensory

Social, Emotional and Mental Health

Children, or young people, who require teaching or support that is **additional**, or **different**, in order to make progress in line with their peers, are classified as having special educational needs. This may in some cases include a specifically diagnosed condition or disability. Identification may be via transition information from previous schools, via reports from external professionals, or through assessment carried out in school.

Admission procedures consider any specific needs for children and the school then plans the provision required to support those needs. This includes an assessment of:

- Physical accessibility and environmental resources
- Accessibility of the curriculum
- Inclusion in extra-curricular activities

Cognition and Learning needs cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), global difficulties, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as some physical disability or sensory impairments.

Includes: dyslexia, dyspraxia, dyscalculia, visual stress

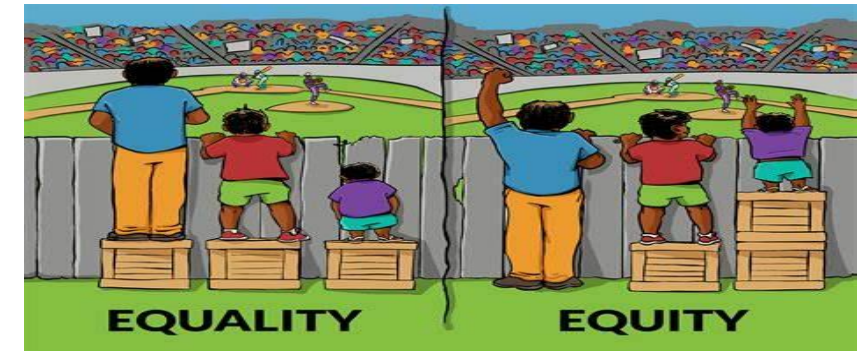
Social, emotional and mental health needs can manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse or eating disorders. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Communication and Interaction needs present a difficulty in communicating with others. This may be due to difficulty saying what they want to, understanding what is being said, or not understanding the rules of communication.

Includes: Autism Spectrum Condition, Speech and Language Communication needs, some physical disabilities, attachment needs.

Physical and/or Sensory needs include disabilities that prevent or hinder children or young people from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. This includes vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Pupils with a MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access the opportunities available to their peers.

Behaviour is seen as an indicator of a possible underlying need. As a school, we will recognise and identify clearly any behaviour that stems from an underlying need, and work with each child or young person to support their individual needs.



Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

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Support

Our pupils study a broad and balanced curriculum. We have high expectations and ambitious outcomes for all pupils, including those with SEND

Stimpson Avenue Academy has an ethos of inclusion. We are committed to ensuring that every child has the opportunity to achieve their best, to become confident individuals with fulfilling lives and make a successful transition into secondary school. We aim to enable secure basis from which to thrive and have ambitious outcomes for all of our pupils, including those with SEND.

Quality First Teaching (QFT) is a measure of effective practice. Teachers assess the needs of all pupils and plan how they will meet their needs in the classroom to allow pupils to make expected progress or better. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality first teaching is part of the graduated response cycle of assess, plan, do and review.

The graduated response



There are three broad tiers of support. This is not a linear model; some pupils with SEND will receive a personalised programme of support that may encompass one or more tiers

Support is reviewed at least three times per year. Provision specified within an Education, Health and Care Plan is formally reviewed in the Interim Review(s) and Annual Review.

Wave 1 Support from class teacher All pupils with SEND	Wave 2 Support from both inside and outside the classroom Some pupils with SEND	Wave 3 Support from specialist practitioners Some pupils with SEND
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Assess

Identification of SEND:

- Transition information
- Internal assessment
- Parental referral
- External assessment

Plan

Planning support:

- Discussions with parents
- Discussions with pupil
- Discussions with teachers
- Advice from specialists

Do

Ensuring support:

- Key information for teachers
- Reasonable adjustments
- Specialist interventions
- Additional adult support

Review

Evaluation of support:

- Subject assessment data
- Specialist assessment data
- Discussions with teachers, pupils and parents

School based support

All pupils with SEND

- IEPs (individual education plans)
- One Page Profiles
- Effectively planned lessons
- Reasonable adjustments in lessons to reduce barriers to learning

Some pupils with SEND

- Specialist equipment or additional adult support
- Additional time in core subjects like English and Maths
- Small group or individual specialist interventions

External support

- Sensory Impairment Service
- SEND Support Service
- Professionals: Educational Psychology, Occupational Therapy, Physiotherapy, Speech and Language Therapy
- Mental Health Support Team (MHST), Child and Adolescent Mental Health Services (CaMHS)
- Health care – includes health visitors, school nurse, services at Northampton General Hospital (NGH) or the Northamptonshire Healthcare Foundation Trust (NHFT)
- Hospital and Outreach Education (HOE)

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The graduated approach

Our approach to Teaching and Learning and the SEND Ranges

We follow the EMAT Teaching and Learning Framework with all of our learners as part of Quality First Teaching:



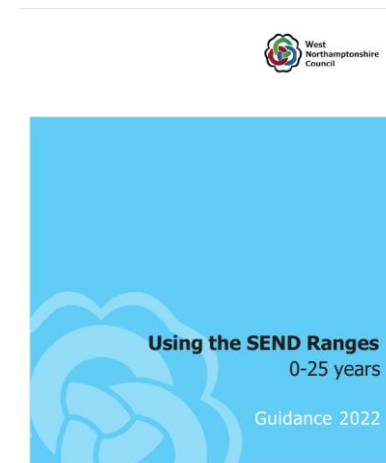
We use the SEND Ranges as our graduated approach to SEND provision.

Please ask the SENDCo if you would like further information on this, or follow the link below:

[WNC - Guide to the Special Educational Needs and Disabilities Ranges, 2022 \(PDF 3MB\).pdf \(d2kgyw8u6fo2v.cloudfront.net\)](#)

The SEND Ranges are West Northamptonshire's approach to the Graduated Approach.

The SEND range descriptors are based on national best practice in determining and describing the needs of children and young people with special educational needs and disabilities. They are based on the four areas of the SEND Code of Practice (2014) and on the 'golden thread' of the graduated approach – of assess, plan, do and review - that pervades all best practice.



Transition and Partnerships

Please note, for pupils with an Education Health and Care Plan transferring from another authority, the Local Authority may choose to carry out a new needs assessment before confirming the details of the EHCP.

- ### From Nurseries / Pre-Schools
- Members of the EYFS Team may visit nurseries, conduct home visits and meet pupils and their parents.
 - Pupils are invited to spend induction days in the school, where they will meet with their class teacher.
 - For pupils with SEND, the SENDCo will meet with key staff, pupils and parents wherever possible.
 - If appropriate, there is the opportunity for an extended induction for SEND pupils, allowing them to visit the school several times before they start.

Partnerships

Stimpson Avenue Academy actively seeks links with local projects and organisations to provide enrichment opportunities for pupils with Special Educational Needs and Disabilities.

For pupils where an alternative pathway may be needed, we will work with a range of providers.

- ### From Other Schools
- For pupils who join the school at other points, parents will be invited to meet with the class teacher and the SENDCo as appropriate to discuss the pupils' needs.
- Tours of the school and taster days can be arranged as required.



- ### To Other Schools
- For pupils who are leaving the academy to transition to a new school, a full handover of information is completed.
- Accompanied visits can be arranged as required
- If a pupil would be helped by a social story to support them in understand moving on, one will be made for them.

- ### To Secondary Schools
- Members of the Year 6 team will meet with secondary school staff. Where possible, discussions should be about the child holistically and include their strengths as well as SEND and Pastoral needs.
 - Pupils are invited to spend transition days in the secondary school, where they will meet with their class teacher.
 - Where necessary, meetings may also be arranged with the SENDCo from the secondary school to ensure best practice is shared and that the school is fully informed about the pupil's needs
 - Extra SEND visits may also be arranged in addition to the main transition days. This provides further opportunities for familiarisation with the school layout and routines as well as also meeting key members of the Secondary Inclusion Team (often known as Factfinder Days).
 - All pupils with an Education Health Care Plan will have a transfer review to ensure the EHCP accurately describes the child or young person's needs and provides the support they will require in their next placement. Parents/carers and pupils are always invited to contribute to these meetings.



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Staying Informed

Pupils are assessed in lessons regularly. Each term, assessment data is formally recorded and tracked, so that pupil progress can be closely monitored. Reports on pupil progress are published to parents and each year there are two TLCs (teacher learner conferences) where progress can be discussed. **The SENDCo is available to speak to at the TLCs.**

Interim Review(s) and Annual Review meetings are offered to the parents of pupils who are supported through an Education Health and Care Plan. These meetings, which prioritise the voice of the child, will discuss what is going well and what needs support to improve.

There are a number of ways that parents can be involved in the school:

- Meetings with the SENDCo and Class Teachers run throughout the year and can be requested by parents
- Teacher / Learner Conferences)with Class Teachers
- Key information published by the school
- School newsletters
- Inclusion events
- Support, advice and guidance sessions
- Parent support groups and family learning events
- Email and phone calls
- Parents can apply to become Governors when vacancies arise

We are proud of the strong partnerships we have created with parents, pupils and the community and place a high value on the comments and feedback that they provide as this help us to improve our school even further.

Other sources of information (available via our website, or use the links provided):

EMAT Intimate Care Policy

EMAT Supporting Children with Medical Conditions and Administering Medication Policy

EMAT Accessibility Policy – Stimpson Avenue Academy

EMAT SEND Policy – this provides further information about our aims for supporting pupils with special educational needs and disabilities.

SEND guide for parents - this is a government document outlining information for parents around special educational needs and disabilities.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is the Local Offer?

This is where information about services available for children and young people (aged 0 to 25) with special educational needs and disabilities in West Northamptonshire is published:

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk/local-offer)

If you wish to discuss your child's progress further, then you can speak to us directly at drop off / pick up, email or call to arrange an appointment with:

- Class Teacher (this is the first person you should try to contact as all teachers are teachers of pupils with SEND)
- SENDCo
- Deputy Headteacher
- Head of School

At Stimpson Avenue Academy, we have an open door policy, This means that we are always willing to listen to your concerns and discuss them together.

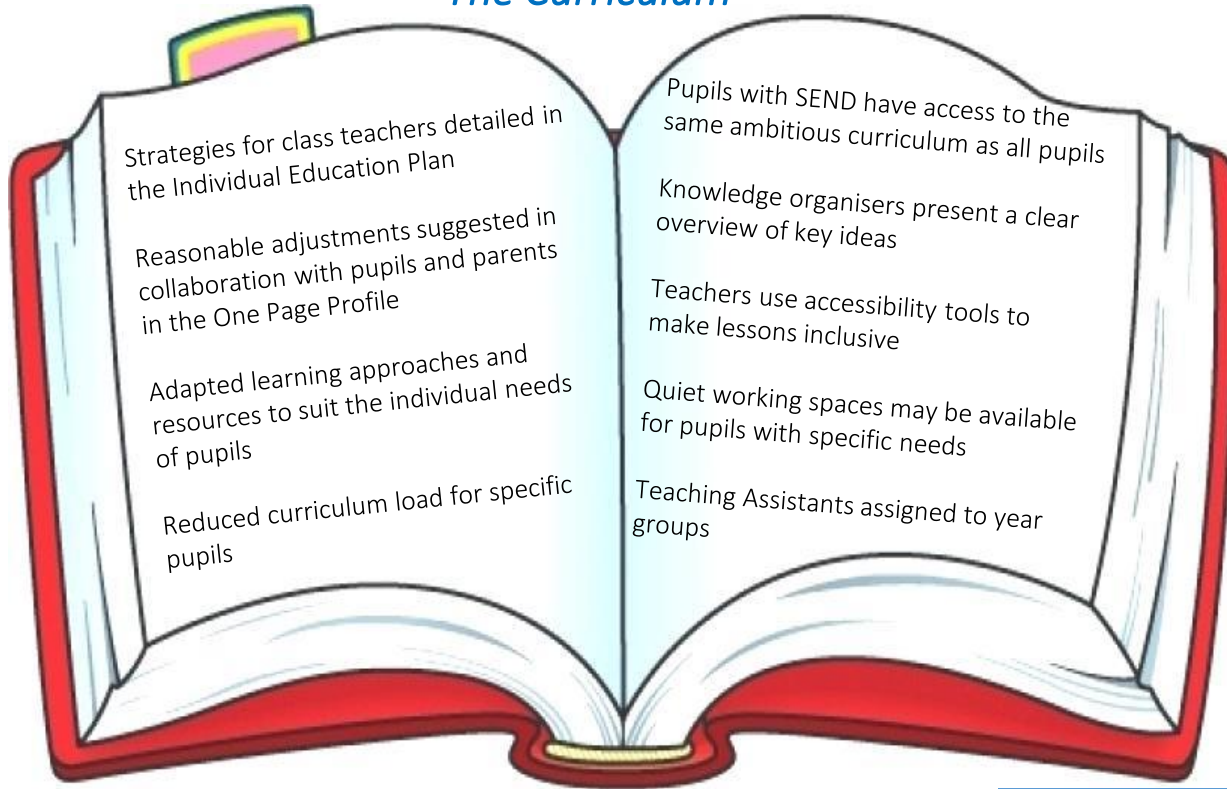
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Inclusive Education

We welcome pupils of all abilities and backgrounds into our caring and challenging learning environment and, through our highly skilled and compassionate team of staff, seek to create an exceptional learning community where everyone can excel.

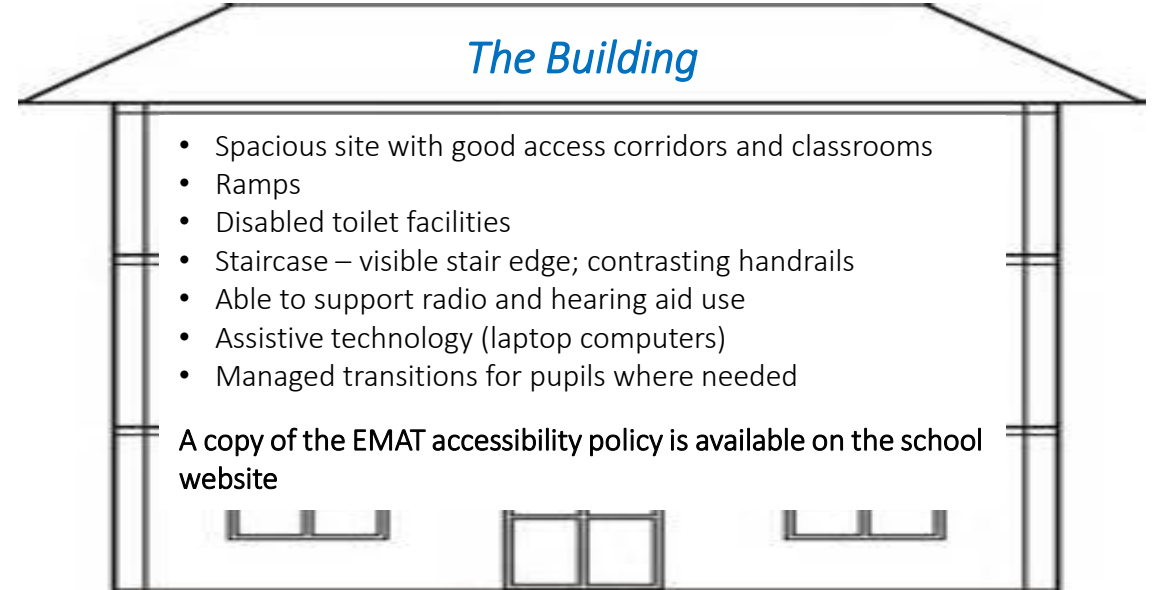
The Curriculum



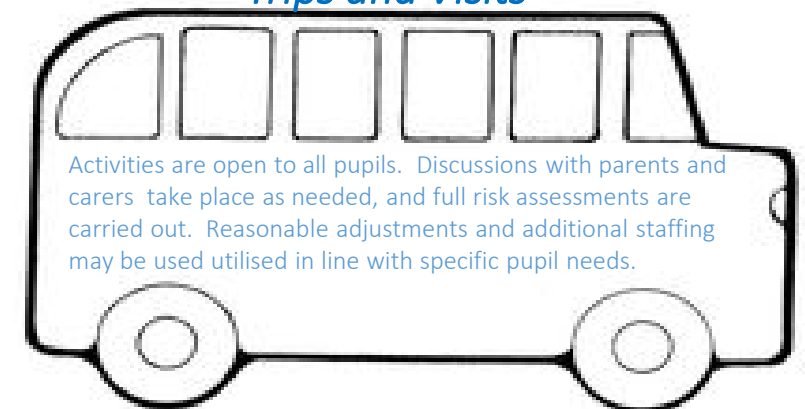
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The Building



Trips and Visits



Who to contact in school

SEND Team

Carol Hamblett
(SENDCo)
01604 346800
carol.hamblett@stimpson.emat.uk

Complaints

Any complaints relating to SEND provision at Stimpson Avenue Academy should be addressed to Carol Hamblett, SENDCo in the first instance .

If you do not receive a satisfactory response within 10 school days, contact the Head Teacher.

Should your complaint remain unresolved you may wish to follow the Trust complaints process as set out in the EMAT Complaints Policy, available via the academy website or the school office

School Office

Stimpson Avenue Academy
01604 346800
office@stimpson.emat.uk



Other useful contacts

SEND Information, Advice and Support Service (SENDIASS)
www.iassnorthants.co.uk
SENDIASS@westnorthants.gov.uk
0300 12 61039

Northants Parent Forum Group (NPF) [NPF](#)
[Northants Parent Forum Group](#)

All local authorities are required to have a Local Offer which details information about services available for children and young people (aged 0 to 25) with SEND.

The Local Offer for West Northamptonshire can be accessed at: [Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](#)

Pastoral Support Team

James Mackness
(Pastoral Lead)
01604 346800
james.Mackness@stimpson.emat.uk



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*What is Pastoral support?

Pastoral care/support focuses on the whole child (personal, social, and academic) and it engages all members of the school community as providers of pastoral care. It actively involves the school community (in class, group or 1:1 situations) to support the child in an area of their general wellbeing. This could be done through discrete checking in with the child, individual programs (early intervention), and casework.

