

SEND Information Report – Stimpson Avenue Academy

Reviewed July 2023



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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 just 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, to include the use of assistive technology
- Inclusion in extra-curricular activities

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.

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.

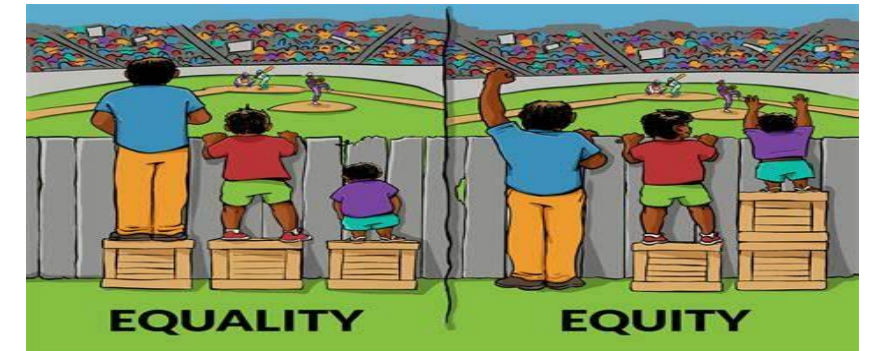
Includes: dyslexia, dyspraxia, dyscalculia, visual stress

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.



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; in some cases more frequently. 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

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 programmes
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



The graduated approach

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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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 try to 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 hand over 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.
- Pupils are invited to spend transition days in the secondary school, where they will meet with their class teacher.
- Meetings are also 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.
- All pupils with an Education Health Care Plan will have a transfer review to ensure placement in secondary school is best to meet their needs. Both parents/carers and pupils are invited to contribute to these meetings.



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Arrangements for Remote Learning

Alternative Provision arrangements are put in place for individual pupils as needed. We do not currently have any pupils who access Alternative Provision (Academic year 2022-3).
Off-site alternative provision will not exceed the hours of school-based or school-managed provision.

Stimpson Avenue Academy understands that for some pupils, attendance full time in school or in lessons is not possible. This may be due to specific medical or ongoing health needs.

Quality First Remote Learning is our first wave of support. We aim to try and ensure that all learners have access to high quality learning materials even when they cannot be based in school. This will be achieved through one or more of the following:

Access to high quality teaching materials from class teachers via email or the Teams platform

Principles of Accessible Learning

Specific guidance for our teachers on the setting of remote learning activities to ensure that they are fully accessible.

Literacy

Make sure that worksheets and PowerPoints are not overcrowded; use colour/bold to highlight key words; include meanings of key words; provide guidance on structuring free-writing tasks

Numeracy

Provide guidance/modelling on breaking down problems into their basic operations

Processing

Include shorter tasks; use numbered lists rather than bullet points; repeat key ideas / core knowledge; provide audio explanations alongside text and visual images

Organisation

Model expectations (e.g., give examples); use words like first, next to make the order clear; suggest a timescale to complete a task

Access to high quality, alternative learning resources

- Additional resources that link with the learning that may be offered.

Enrolment with alternative provision support, events or partnerships

- In-house programmes overseen by teachers
- Support from SENDCo and Teaching Assistants
- Programmes delivered via relevant alternative providers

Academic and Pastoral Care Systems

Each pupil is assigned a lead professional in school, who maintains the responsibility for that child’s pastoral welfare.

Arrangements may include:

- Providing a laptop computer to allow access to online resources
- Regular contact via Teams, phone or email
- Invitation to use an in-school learning space away from the main classroom
- Support from our Pastoral Lead
- Engaging support from external professionals, such as psychologists or therapists
- Agreed outcomes for pupils tracked and reviewed
- For pupils with an EHCP, drawing up a plan to target specific outcomes

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Staying Informed

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.

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 is a parents evening where progress can be discussed. **The SENDCo is available to speak to at parents evening.**

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
- Parents evenings (or Teacher / Learner Conferences) with Class Teachers
- Key information published by the school
- School newsletters
- Support, advice and guidance sessions
- Support groups and family learning events
- Email and phone calls
- Parents can apply to become Governors when vacancies arise

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

EMAT Accessibility Policy

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?

Information about the Local Offer scheme can be found at:

<https://www.westnorthants.gov.uk/local-offer>

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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:

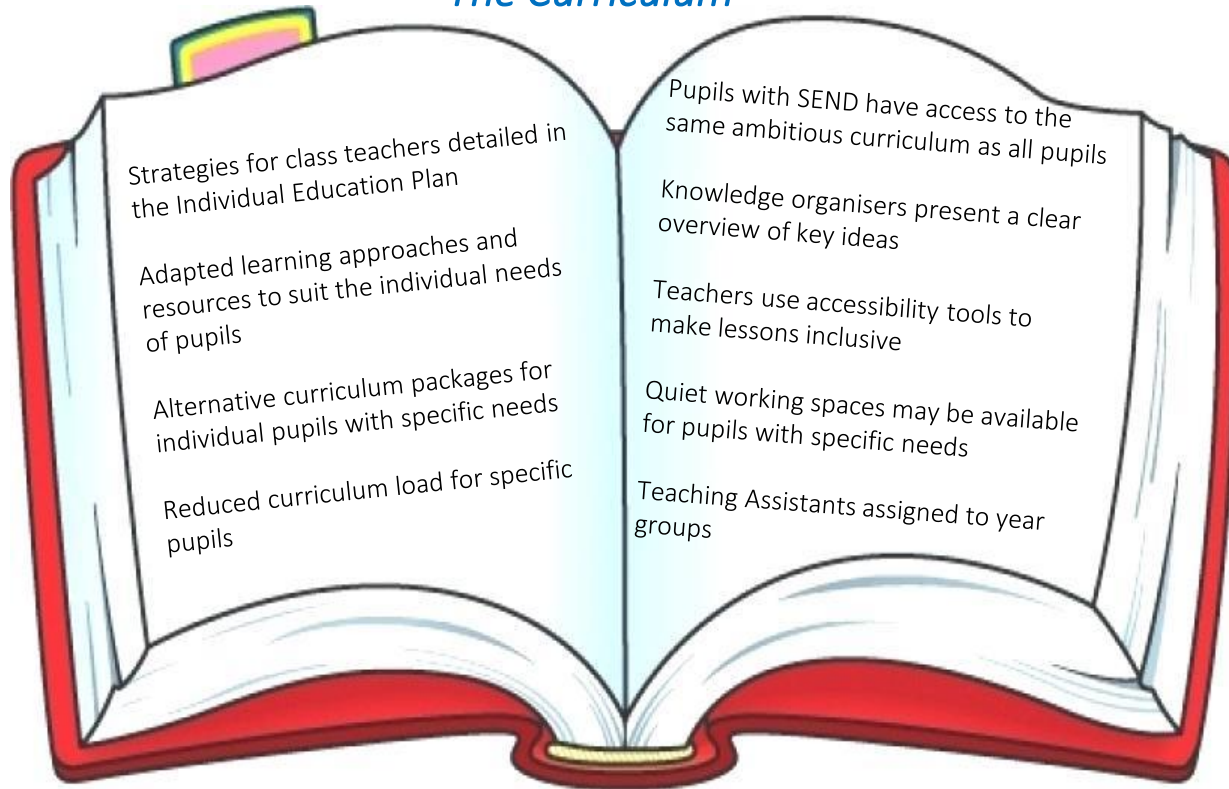
- Class Teacher (this is the first person you should try to contact as all teachers are teachers of pupils with SEND)
- SENDCo
- Deputy Headteacher
- Head of School

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.

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



Strategies for class teachers detailed in the Individual Education Plan

Adapted learning approaches and resources to suit the individual needs of pupils

Alternative curriculum packages for individual pupils with specific needs

Reduced curriculum load for specific pupils

Pupils with SEND have access to the same ambitious curriculum as all pupils

Knowledge organisers present a clear overview of key ideas

Teachers use accessibility tools to make lessons inclusive

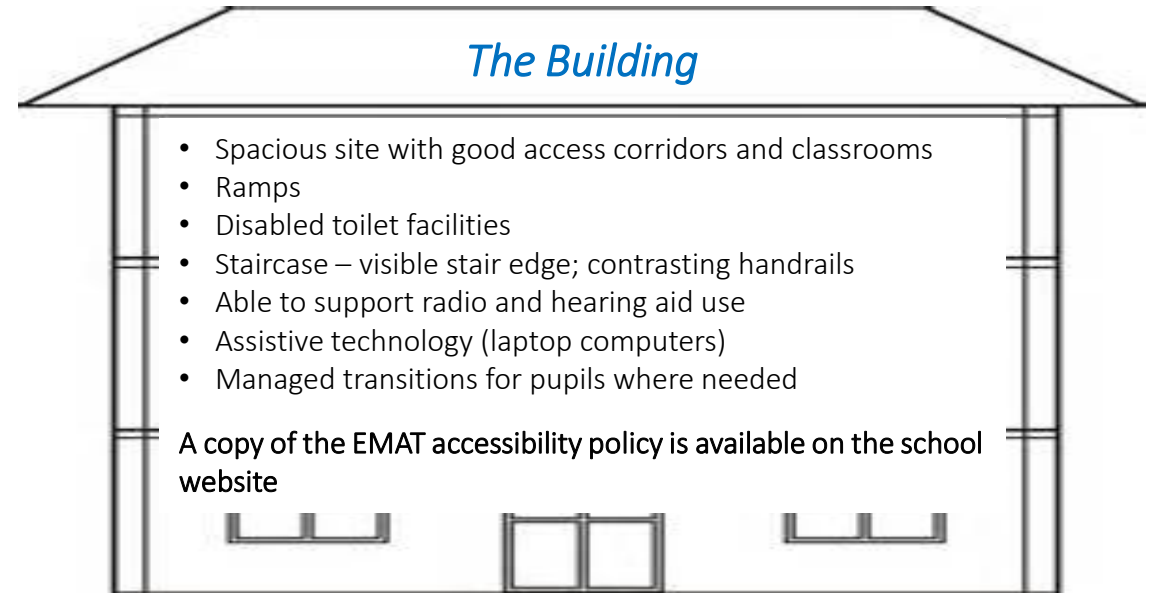
Quiet working spaces may be available for pupils with specific needs

Teaching Assistants assigned to year groups

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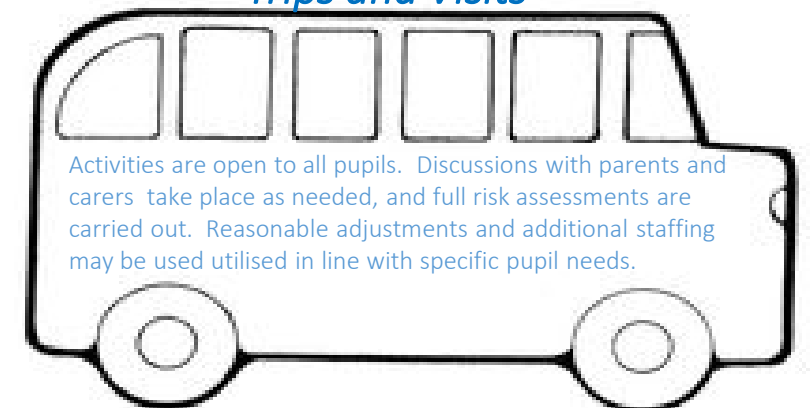
The Building



- Spacious site with good access corridors and classrooms
- Ramps
- Disabled toilet facilities
- Staircase – visible stair edge; contrasting handrails
- Able to support radio and hearing aid use
- Assistive technology (laptop computers)
- Managed transitions for pupils where needed

A copy of the EMAT accessibility policy is available on the school website

Trips and Visits



Activities are open to all pupils. Discussions with parents and carers take place as needed, and full risk assessments are carried out. Reasonable adjustments and additional staffing may be used utilised in line with specific pupil needs.

Who to contact in school

SEND Team

Carol Hamblett

(SENDCo)

01604 346800

carol.hamblett@stimpson.emat.uk



School Office

Stimpson Avenue Academy

01604 346800

office@stimpson.emat.uk



Pastoral Support Team

James Mackness

(Pastoral Lead)

01604 346800

james.mackness@stimpson.emat.uk

*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.



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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 (NPFG) [NPFG 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:

<https://www.westnorthants.gov.uk/local-offer>