

SEN Information Report

Corby Technical School



Approved By	Kieron Chatfield		
Last reviewed on	23/09/19	Next review due by	23/09/20

Corby Technical School Special Educational needs (Information) Regulations

Clause 65

1. The kinds of special educational needs for which provision is made at the School.

Corby Technical School is a mainstream comprehensive Free School within the Brooke Weston Trust. The school employs teachers and support staff at the School all of whom have been trained to support students with special educational needs. Corby Technical 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. All staff are committed to supporting the progress of all students, regardless of need.

2. How does the School identify and assess students with special educational needs?

Information about previous special educational needs will usually accompany students upon entry to the School and this will be used by the SENCO to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school and during transition meetings which are held with all feeder primary schools, in the summer term, before students start in year 7. If necessary a strategy sheet will be drawn up for each student with SEN.

On entry all students, including mid-year entry, are assessed and the data from these tests is then analysed by the SENCO and Directors of Subjects to identify any potential areas of need. Students may then be added to the SEN Record in line with the Code of Practice guidance for SEN. The assessments taken by students upon entry include:

- Progress in Maths/Progress in English tests
- Reading and Spelling tests
- Baseline assessments in each department
- Concerns/information received from a parent/guardian and outside agencies.

Ongoing identification is also completed alongside the School reporting process as data is collected and analysed in all subject areas by Directors of Subjects. If a student has not made expected progress then interventions will be put in place regardless of need.

If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed. At this point information will be gathered. It will be decided whether it is appropriate to further monitor the student. A strategy sheet will be drawn up by the SEN team with copies shared with all staff concerned with the student's progress.

On-going assessments are completed throughout your child's time at the school. These include:

- Reading tests
- Internal assessments for each subject.

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents
- Observations
- Access for exams testing (Year 9, 10, 11, 12 & 13)

- Dyslexia screening
- Liaison from outside agencies e.g. Educational Psychologists, Speech and Language Therapists, Specialist teacher advisors.

Should you believe your child has special educational needs then you should contact the SENCO (details in section 4) who will be able to undertake investigations and appropriate assessments to see if they meet national SEN criteria.

3. Information about the school's provision for students with special educational needs whether or not students have EHC Plans.

3a) How does the School evaluate the effectiveness of its provision for students with SEN?

All students regardless of needs are set targets. Data collated during the School report process is analysed and strategies are put in place to support those that are not achieving as expected.

All SEN interventions delivered outside of the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. If expected progress is not made then the SENCO may refer to a specialist services such as an Educational Psychologist.

3b) How does the School assess and review the progress of students with SEN?

The use a variety of ways to assess and review student progress regardless of need. These methods include:

- School reports
- Parents Evenings
- Annual Reviews for those students with EHC Plans or Statements of Special Educational Needs.

3c) How does the School support students with SEN?

Corby Technical School ensures that all lessons are fully differentiated to address the needs of all students. The School is committed to a Continuous Professional Development Programme for all staff. Resources are used to ensure that all students access lessons as independently as possible.

The School has a clear Pastoral support process in place. The staff involved in this process include:

- Tutor
- Class Teacher
- Learning Support Assistants
- Keyworker, as appropriate
- Directors of subject
- SENCO
- Senior Leadership Team

3d) How does the School adapt the curriculum and learning environment for students with SEN?

Corby Technical School is a truly inclusive school and all students regardless of need are provided with access to a broad balanced curriculum that is differentiated to address the needs of all. All staff are responsible for the progress students make within their classroom. Within lessons the subject teacher is responsible for differentiating learning. Strategies to

support students identified with SEN are included on strategy sheets which are linked to the SEN record for all staff to access.

Teachers have high expectations and plan carefully to meet the learning needs of all our students. We give all students the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for student's learning by providing:

- a common activity that allows the students to respond at their own level
- an enrichment activity that broadens a student's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for students to progress through their work at their own rate of learning

Within subject areas students are set targets. Students that are not at expected levels within English during year 7 and 8 will access McGraw Hill Corrective Reading sessions as part of their English lessons. Students that are not at expected levels within Maths during year 7 and 8 will access Springboard sessions as part of their Maths lessons. These are intensive programmes that have enabled students to progress and close the gap between themselves and their peers. Reading groups also take place to support in small intervention groups. At Key Stage 4 (year 9-11) students choose the appropriate courses. Each year the School considers the needs of the students and appropriate courses are on offer to address their needs. The School will consult with students and when appropriate parents to ensure that the most appropriate courses are considered by all students.

3e) What additional support is available to students with SEN?

Students with EHC Plans or Statements of SEN are supported in class according to the requirements of the Plan or Statement. If a student does not have a Statement or EHC Plan in class support is not routinely offered, however, this can be considered in extreme cases if deemed necessary by the SENCO and teaching staff.

Interventions

At Corby Technical School we have a variety of additional interventions that we use to support students. These include small group interventions to support social, emotional needs, reading, literacy, numeracy and dyslexia. Students are identified for additional interventions according to; the assessments discussed in section 2; the progress they have made; recommendations by teachers and learning support assistants and concerns raised by parents.

Access Arrangements (exam support)

From entry into the School data is analysed and students are identified that may require additional support. The student will then be asked to complete additional assessments to determine what support is required. The support a student can have is dependent on the scores they receive in these tests alongside the history of need. Additional support may include; a reader, writer, extra time, prompter, transcript. When internal assessments are taking place subject teachers will request support from the SEN team to enable students to develop the skills to use this form of support during external examinations. It is important to note that there is clear criteria set by exam boards for this support so as your child makes

progress this support may not be available for the duration of their study at Corby Technical School.

3f) What activities are available for students with SEN in addition to those available in accordance with the curriculum?

Corby Technical School offers a wide range of trips and extra curricular activities for all students, as found on our website. We aim to support all students to enable them to attend trips, visits and take part in extra activities where appropriate. Risk assessments will be completed for each trip and the needs of individual students are considered as part of this process. A decision will then be reached by the SENCO/Director of Unit and Senior Leadership Team, in collaboration with parents and class teachers, to decide whether or not it is possible for the student to attend. The safety and well-being of all concerned has to be considered as part of this process.

3g) What support is available for improving the emotional and social development of students with SEN?

Corby Technical School, as part of the Pastoral support, has a SENCO which meets weekly to address the needs of any students that have been referred for concerns with mental, emotional and social concerns. The SENCO works closely with external agencies including; Educational Psychology, Social Services support teams, Looked After Children teams.

Students identified with complex behavioural needs are given a Behaviour Plan. Held centrally, linked to the SEN record, this Behaviour Plan communicates their individual needs to their class teachers including strategies for supporting them in lessons. A dedicated SEN team work with students who have these specific needs.

A range of interventions are in place as outlined in part 3e.

4. Name and contact details for the SEN Co-ordinator (SENCO)

Mr Kieron Chatfield SENCO
kchatfield@corbytechnicalschool.org

5. What training is provided for staff in relation to children and young people with special educational needs and how will specialist expertise be secured?

All staff at Corby Technical School are highly trained and have a wide range of qualifications to enable them to support students. The SEN team have expertise in a range of areas including speech and language, literacy, numeracy and autism.

Alongside the staff that work within the School we work with outside agencies to support students. These include Physiotherapists, Occupational Therapists, Social Services, Educational Psychologists, a school nurse and the Child and Adolescent Mental Health Services (CAMHS)

6. What equipment and facilities does the School have to support children and young people with special educational needs?

Corby Technical School works with the Health team including physiotherapists and occupational therapists to ensure that students have access to the appropriate equipment in order to support students with appropriate levels of independence.

Each year the accessibility of the site is reviewed in line with the needs of the existing and new students. We have experience of working with students with both physical disabilities, hearing impairment and visual impairment.

Accessible facilities include; disabled parking bays, disabled toilets; and a lift to all floors. It should be noted that the school is carpeted throughout.

How are parents involved in the School?

Over the academic year there are a range of opportunities for parents to formally meet with staff to discuss the progress of their child. These include; parents evening, year 7 tutor evening, curriculum events, report cycle. With the current changes to SEN the School are also committed to providing SEN information evenings to inform parents of the current changes to legislation.

7. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

All students within the School are involved with target setting whether academic or SEN related. All students are welcome at Parents Evenings.

Students with EHCPlans or Statements of SEN are involved in their Annual Reviews and their thoughts are central to the process. They are encouraged to contribute actively to the process. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets

8. What are the arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the School?

Any concerns relating to the learning support provision should be directed to the SENCO. Complaints relating to a specific subject should be directed to the class teacher or the Director of Subject.

The policy can be found on the School website.

9. How does the governing body involve other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students?

Corby Technical School has successful links with the Local Education and Health Authority. The School commissions Educational Psychologist at times to support students needs and is committed to working with families to provide support across home and school if necessary.

Should you feel it necessary for your child to be referred to an external agency please contact the SENCO and they will advise you about the procedures for this and the role you will play in the process. Please note that the School will only commission external assessments if the considered special educational need is having a negative impact on the students' progress despite School interventions.

10. The contact details of support services for the parents and students with special educational needs including those for arrangements made in accordance with clause 32.

The SENCO, as listed in section 4, should be contacted in the event of any query relating to the provision of learning support for both for existing and potential new mainstream students.

Support for parents of students with SEN is also provided by the Northamptonshire's Parent Partnership Service. Details about the support they provide and how to contact them can be found on their website: www.npps.info

11. The School's arrangements for supporting students with special educational needs in transferring between phases of educational in preparing for adulthood and independent living.

During the year 6 to year 7 transition process all feeder primary school are visited by a member of the transition team. Liaising with the year 6 teachers and primary school's SENCO, information about SEN or emotionally vulnerable students is collected. This is then shared with the SENCO to identify suitable secondary teaching strategies. Information is shared with all teaching staff in preparation for the student's arrival in September.

During year 9 and 11 the SENCO works with Connexions to support students within EHCPlans or Statements with transition to 6th form or further education. If necessary support plans are drawn up and passed to the relevant colleges so they are aware of how to support a student from entry.

For those students that do not have an EHCPlan or Statement of SEN the SENCO, Progress Co-ordinator or Tutor may refer the student to Timely Advice, a service commissioned by the School to support students. They will work with the students and their family in choosing a suitable course/career for the future.

Information/advice is provided by the Head of 6th Form and 6th Form Progress Co-ordinator during year 11 to ensure all students are successful with applications for their next steps.

12. Information on where the local authority's local offer is published

Northamptonshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND).

This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and

transparency for families. For further information about the Northamptonshire Local Offer please visit: <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>