



Corby Technical School Special Educational Needs (Information) Regulations: Clause 65

Reviewed: September 2024

The kinds of Special Educational Needs and Disabilities for which provision is made at the school

Corby Technical School is a secondary school within the Brooke Weston Trust. We are a mainstream, comprehensive, Free School and support all pupils aged between 11 and 18. Pupils with SENd are supported by the SENDCo and Teaching Assistants - who are deployed across the school to work with young adults who are identified as requiring support for SENd, have EHCPs, or would benefit from differentiated (and targeted) ability groups. There are also a significant number of Pupil Premium children, some of whom are not making sufficient progress, or not working at age related expectations, which also require learning support.

All members of student facing staff are trained to support students with special educational needs and disabilities. 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 recognised as having SENd. Moreover, all staff are committed to supporting the progress of all students, regardless of need.

At Corby Technical School, we have a range of Teaching Assistants and Higher-Level Teaching Assistants. There are specifically trained members of staff to ensure we are able to meet all of the four broad areas of need, when considering SENd. We are also fortunate to have a Level 6 BSL trained Communication Support Worker, and a trained ELSA.

We also have two spaces available to support students with their SENd difficulties at CTS; the *Learning Base* has two elements: a classroom, where targeted teaching takes place, and a social side, which is utilised for de-escalation and is our designated "safe space".

Educational needs for which provision is made at Corby Technical School

As an inclusive school, Corby Technical School do not seek to closely define the Special Educational Needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included students with:

- Dyslexia
- Dyscalculia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual Impairment
- EAL
- Hearing impairment
- ADHD
- SEBD

In admitting students with Special Educational Needs, we would expect to have informative discussions with both the student's family and the Local Authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a student with Special Educational Needs through the Academy's devolved SENd budget.

Thereafter, we are aware of the process of applying for High Needs Funding/Early Help Funding, if the student's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for students whose needs and/or demands are significant, severe or profound - to the extent that it could be argued that they would be most appropriately placed in a specialist provision.



Definition of SENd

The 2015 SEND Code of Practice defines SEND as:

*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

How does Corby Technical School identify and assess students with SENd?

Information about previous special educational needs and disabilities will usually accompany students upon entry to the school as part of the transitional process. This will be used by the SENDCo to plan that an appropriate provision is continued. If necessary, a Provision Map will be constructed for each student with SENd: this will outline the support strategies and cycles of ADPR.

On entry, all students (including mid-year entry) are assessed utilising GL Assessments. The data from these tests is then analysed by the SENDCo, and Subject Leads, to identify any potential areas of need. Students may then be added to the SENd Record - in line with the Code of Practice guidance for SENd.

The assessments taken by students upon entry include:

- GL in Reading and CAT4
- Baseline assessments in each department
- Concerns/information received from a parent/carer and outside agencies.

Should a student join in later years, baselines are captured and used to inform provision planning.

Ongoing identification is also completed alongside the school's reporting process; data is collected and analysed in all subject areas by Subject Leads. If a student has not made expected progress, then interventions will be put in place - regardless of need or SENd coding.

If a member of staff identifies a student whose special educational needs and disabilities 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 SENDCo will be informed. At this point, further information will be gathered through observations and dialogue with professionals. It will then be decided whether it is appropriate to further monitor the student.

A Provision Map will be drawn up by the SENd Department 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 to monitor the progress made. These include:

- Reading tests
- Internal assessments for each subject

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Information shared by Parents/Carers
- Observations
- Access for exams testing (Year 9, 10, 11, 12 & 13)
- Dyslexia screening (in accordance with the Dyslexia Policy of BWAT)
- Liaison from outside agencies e.g. Educational Psychologists, Speech and Language Therapists, Specialist teacher advisors (The impairment service: Vision and Hearing)



Should you believe your child has special educational needs and disabilities, then you should contact the SENDCo (details in section 4) who will be able to undertake investigations and appropriate assessments. This will allow us to ascertain to see if they meet national SEND criteria.

How does the school evaluate the effectiveness of its provision for students with SEND?

All students, regardless of needs, are set aspirational 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 interventions and support offered to students is tracked on our provision maps. These maps are regularly monitored and evaluated by the SENDCo. Adjustments are then made accordingly. Effectiveness of provision for students with SEND is evaluated in the following ways:

- provision maps
- Quality Assurance processes for teaching and learning across the school
- pre and post intervention testing and analysis of the data collected
- twice yearly reports

All SEND interventions delivered outside of the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. All interventions are reviewed termly, and the fluid groupings altered accordingly – in accordance with our cycles of ADPR. If expected progress is not made, the SENDCo may refer to a specialist services - such as an Educational Psychologist.

How does the school assess and review the progress of students with SEND?

At CTS, we use a variety of ways to assess and review student progress - regardless of need. These methods include:

- Mode 1, 2 and 3 assessments as part of quality first teaching
- School reports
- Parent/Carer Evenings
- Annual Reviews for those students with EHC Plan or Statements of Special Educational Needs

How does the school support students with SEND?

Corby Technical School ensures that all lessons are scaffolded appropriately to support the needs of all students. The school is committed to a Continuous Professional Development Programme for all staff, which include our SEND Spotlight (circulated twice, termly).

Resources (both physical and staffing) are used to ensure that all students access lessons as independently as possible.

Moreover, Corby Technical School has a clear Pastoral Support Process in place, which is constructed by the Student Support Team (SEND, Behaviour and Safeguarding). The staff involved in this process include:

- Student Support Officer/Manager
- Tutor/Class Teacher
- Learning Support Assistants
- Keyworker, as appropriate (Year Group, SEND, or EHCP)
- Subject Leads
- Pastoral Leaders
- SENDCo
- Senior Leadership Team
- Safeguarding Officers



How does the school adapt the curriculum and learning environment for students with SENd?

Corby Technical School is a truly inclusive school and all students, regardless of need, are provided with access to a broad balanced curriculum. This curriculum pathway 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 adaptive teaching. This may be supported by a member of the SENd Team, if they are deployed to aid a known need.

Strategies to support students identified with SENd are included on Page Profiles, Provision Maps, and the SENd staff handbook. Where students are underachieving and/or identified as having special educational needs and disabilities, the school provides support in a variety of ways and may use a combination of the following approaches:

- Teachers adapt/scaffold work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- In class support
- Further scaffolded resources
- Emotional/Social/reading/dyslexia group work.

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 students learning.

Within the learning environment, a shared language is used by all staff both for the behaviour curriculum, and for modes of learning to ensure consistency and familiarity. At the front of every classroom, the corporate board includes a spin dial, which visually indicates the expectations for students during learning time (e.g. Independent silent study/Quiet partners/Respectful Whole class/Polite Table groups).

The school also offers an extensive range of co-curricular clubs, which students are actively encouraged to participate in to stretch and further their learning, not only academically but socially and emotionally. Clubs with a specific SENd focus include:

- Comic-Book Conversations
- Learning All About Letters (Phonics)
- Construction Club
- Conversation Sign

Implementation of the 5-A-Day strategy

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Each subject, at CTS, has detailrf specific strategies used within lessons of their subject. This is one example of how the SENd provision at CTS is relevant and informed by current practices. It is also one of the factors than enable us to evidence that students with SENd make as much progress as their peers. This is due to the sophisticated and flexible use of these approaches, combined with a good knowledge of each SEND student and how to meet their needs.

The Five-a-day can be broken down into:

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| 1 – Explicit Instruction | Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice. |
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2 – Cognitive and Metacognitive Strategies	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
3 – Scaffolding	When students are working on a written task, provide a supportive tool resource such as a writing frame or a partially completed example. Teachers aim to provide less support of this nature throughout the course of the lesson, week or term.
4 – Flexible Grouping	Groups are allocated temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before rejoining the main class.
5 – Using Technology	Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, Teachers might use a class visualiser to share students' work or to jointly rework an incorrect model.

What additional support is available to students with SENd?

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 SENDCo.

Interventions are also readily available 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, and numeracy. 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/carers.

An additional means of support is **Access Arrangements** (exam support); from the point of entry, 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 and their typical method of working. Additional support may include a reader, writer, extra time, prompter, transcript. When internal assessments are taking place, subject teachers will request support from the SENd 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.

RISE Lessons within KS3, we offer a specialist group across English, Maths and Science. This group follow the same curriculum intent as the wider school. However, this group is taught in the *Learning Base* where resources for regulation, additional scaffold and extensive chunking are woven into the structure of lessons.

What activities are available for students with SENd 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 SENDCo/Subject Leads and Senior Leadership Team, in collaboration with parents/carers 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.



What support is available for improving the emotional and social development of students with SEND?

At Corby Technical School, as part of our Pastoral support, the SENDCo works closely with external agencies (and, our Safeguarding Team) in order to direct support for these students.

Students identified with complex behavioural needs are given a Page Profile. Held centrally, linked to the SEND record, this Profile communicates their individual needs to their class teachers including strategies for supporting them in lessons.

A dedicated member of the SEND team works with students who have these specific needs. Our SEND Department are also linked with Year Groups and offer specialist checkins.

Name and contact details for the SEND Co-ordinator (SENDCo)

- Mr Jacob Toye (SENDCo)
- Jacob.toye@corbytechnicalschool.org

All communication regarding SEND concerns should be made via email.

What training is provided for staff in relation to children and young people with special educational needs and disabilities 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 SEND Team have expertise in a range of areas, including: speech and language, literacy, numeracy and ASD.

The SENDCo is a trained teacher and has completed the National Award for SENCOs.

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). We also have access to an onsite Mental Health Support Hub.

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

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 them with appropriate levels of independence. 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 impairments and visual impairments.

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/carers involved in the school?

Over the academic year, there are a range of opportunities for parents/carers to formally meet with staff to discuss the progress of their child. These include parent/carer evening, year 7 Meet and Greet evening, Learning Insight evenings, and our report cycle. Additionally, the school supports Parents/Carers by working effectively with all other agencies supporting the family. We are passionate in enabling parents and carers to play an active role in the student's education. We encourage parents/carers to inform the school of any difficulties that they perceive their child may be having or needs that may need to be addressed.



We also want to make parents/carers aware of the information advice and support service for SENd, as part of the local offer. This can be found: <http://www.iassnorthants.co.uk/Pages/home.aspx>

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

All students within the school are involved with target setting, whether academic, or SENd related. SENd students are involved with student voice activities that happen through our quality assurance processes, as well as with our student committees. Additionally, all students are welcome at Parent/Carer Evenings and students with EHC Plans, or Statements of SENd, 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
- monitor their success at achieving success towards set targets

What are the arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of students with special educational needs and disabilities concerning the provision made at the school?

Any concerns relating to the learning support provision should be directed to the SENDCo. Queries relating to a specific subject should be directed to the Class Teacher, or the Subject Lead. We encourage parents/carers to seek to resolve concerns with the relevant member of staff at school in the first instance, but should a formal complaint be necessary, the policy that should be followed can be found on the school website.

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 disabilities and in supporting the families of such students?

Corby Technical School has successful links with the Local Education and Health Authority. The school commissions an Educational Psychologist, at times, to support students' needs and is committed to working with families to provide support across home and school – if it is deemed as necessary by the SENDCo. Should you feel it necessary for your child to be referred to an external agency, please contact the SENDCo and they will advise you about the procedures for this and the role you will play in the process.

Please note, the school will only commission external assessments if the considered special educational needs and disabilities are having a negative impact on the students' progress despite School interventions.

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

The SENDCo, 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/carers of students with SENd is also provided by the Northamptonshire's Parent Partnership Service.



Now known as the Information Advice and Support Service for SEND, as part of the Local Offer.

This can be found at: <http://www.iassnorthants.co.uk/Pages/home.aspx> 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 schools' SENDCo, information about SEND, or emotionally vulnerable students, is collected. This is then shared with the SENDCo 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 SENDCO works with the designated careers officer and Careers Lead to support students within EHC Plans with course selections and 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 EHC Plan the SENDCo, Tutor may refer the student to careers officer 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 during year 11 to ensure all students are successful with applications for their next steps.

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. Accordingly, 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, and social care and leisure services and will improve choice and transparency for families.

For further information about the Northamptonshire Local Offer, please visit:

<https://www.northamptonshire.gov.uk/councilservices/children-familieseducation/SEND/local-offer/Pages/default.aspx>

Helpful Links:

- <https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/default.aspx>
- <https://www.iassnorthants.co.uk/Pages/home.aspx>
- <https://www.brookwestontrust.org/site/data/files/07D0BDB6F37A6734A828006260A091B7.pdf>