

Northamptonshire Special Schools: Provision Specifications 2018

Special Schools			
Location	School	Needs	Places
Corby	Maplefields Academy <i>3-18 years</i>	<ul style="list-style-type: none"> • Social, Emotional & Mental Health Needs (SEMH) 	104
Corby	Red Kite Special Academy <i>4-18 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Profound & Multiple Learning Disability (PMLD) • Severe Learning Disability (SLD) 	100
Daventry	Daventry Hill School <i>4-18 years</i>	<ul style="list-style-type: none"> • Profound & Multiple Learning Disability (PMLD) • Severe Learning Disability (SLD) • Moderate Learning Disability (MLD) • Autistic Spectrum Disorder (ASD) with Learning Disability 	175
Kettering	Kingsley School <i>3-11 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Moderate Learning Difficulty (MLD) • Profound & Multiple Learning Disability (PMLD) • Severe Learning Disability (SLD) 	132
Kettering	Isebrook SEN Cognition & Learning College <i>11-18 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Complex Learning Disability (CLD) • Severe Learning Disability (SLD) • Significant Learning Disability (SigLD) 	156
Kettering	Wren Spinney Community Special School <i>11-18 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Complex Learning Difficulties (CLD) • Profound & Multiple Learning Disability (PMLD) • Severe Learning Disability (SLD) • Visual Impairment (VI) 	60
Northampton	Fairfields Community Special School <i>3-11 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Profound & Multiple Learning Disability (PMLD) • Severe Learning Disability (SLD) • Significant Learning Difficulties (SigLD) 	90
Northampton	Billing Brook School <i>4-18 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Complex Learning Difficulties (CLD) • Severe Learning Disability (SLD) • Significant Learning Difficulties (SigLD) • Speech, Language and Communication Needs (SLCN) 	193
Northampton	Kings Meadow School <i>5-11 years</i>	<ul style="list-style-type: none"> • Social, Emotional & Mental Health Needs (SEMH) 	40
Northampton	Purple Oaks Academy <i>5-11 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Severe Learning Disability (SLD) 	50
Northampton	Greenfields Specialist School for Communication <i>11-18 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Profound & Multiple Learning Disability (PMLD) • Severe Learning Disability (SLD) • Speech, Language and Communication Needs (SLCN) 	100

Northampton	Northgate Specialist Arts College <i>11-18 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Hearing Impairment (HI) • Moderate Learning Difficulty (MLD) • Physical Disability (PD) • Severe Learning Disability (SLD) • Visual Impairment (VI) 	200
Rushden	Rowan Gate Special School <i>2-11 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Severe Learning Disability (SLD) • Significant Learning Difficulties (SigLD) 	56
Tiffield	The Gateway School & Specialist Technology College <i>11-18 years</i>	<ul style="list-style-type: none"> • Social, Emotional & Mental Health Needs (SEMH) 	63
Wellingborough	Rowan Gate Special School <i>2-11 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Severe Learning Disability (SLD) • Significant Learning Difficulties (SigLD) 	100
Wellingborough	Friars School & Sports College <i>11-18 years</i>	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Complex Learning Disability (CLD) • Significant Learning Difficulties (SigLD) 	145

School Provision Specifications

Billing Brook Special Academy Trust School

Penistone Road, Northampton, NN3 8EZ, 01604 773910

Type of Provision

Billing Brook is an all age special school for pupils between the ages of 4 to 18 years in Lumbertubs, Northampton. The school is designated to offer 193 full time places (including 24 post 16). The school's specialism is Communication and Interaction.



Billing Brook provides education and specialist facilities for pupils whose Education Health Care (EHC) plan identifies significant or severe learning difficulties; Autistic Spectrum Disorder; speech language and communication difficulties, complex needs and/or generalised learning difficulties. For those pupils with severe Autism, the school provides a highly specialist provision. All pupils who attend the school are likely to have a combination of learning needs

Billing Brook primarily serves, but not exclusively, Northampton, south Northamptonshire and Daventry.

Admission Criteria and Arrangements

All admissions, in partnership with the school are determined by the Local Authority in accordance with the 'SEN and Disability Code of Practice' July 2014- Consultation with the school will be in accordance with these documents, before the Local Authority makes a final decision about placement.

Admissions take place throughout the year, although the majority of pupils are admitted at the beginning of each academic year. Should further admissions to the school be required, these are considered carefully by both the school and local authority to ensure the placement would be compatible with the efficient education of the other students with whom the pupil would be educated, or with the efficient use of resources.

School Characteristics

The school is organised into the following departments Early Years (ASD) Primary (5– 11), Secondary (11 – 16) ASD (4 – 18) and Post 16 each managed by a member of the Senior Leadership team under the direction of the Headteacher.

The main site has access to a wide range of accommodation to deliver the creative and practical curriculum. This includes Food Technology (a core subject for all pupils up to the age of 16); Music; Science and Sports facilities. Access to the local community enables the pupils to use facilities not available on site i.e. swimming pool.

The school is fully accessible and continues to improve facilities through careful planning and identification of the needs of the pupils. The school has taken into account access to the environment and the curriculum for all pupils, and makes reasonable adjustments to accommodate the pupils on role.

The Curriculum

The school delivers a rich, creative, practical curriculum, with an emphasis on the development of life skills and ultimately preparing pupils for adulthood. The curriculum is significantly modified, differentiated and constantly reviewed to make sure it meets the needs of all pupils. Individual personalised learning programmes are a feature of the school and are continually reviewed with parents to ensure progress and support.

The school employs two permanent full time Speech and Language Therapists and a full time Occupational Therapist. In addition to this specialist external support including music therapists; physiotherapists; educational psychologist and dogs in schools are regular visitors.

.In addition to external specialists, the school regularly invites speakers; poets; dancers; sports specialists;

orchestras or other musicians to enhance the opportunities for all.

Older pupils, at **Key Stage 4 and 5** follow national accredited award schemes i.e. ASDAN; BTEC; OCR; City & Guilds; Duke of Edinburgh and GCSE's as appropriate to a pupil's needs and ambitions which result in a range of practical qualifications at the end of Year 11 and 13. All pupils have access to Careers Education, information and guidance, work related learning opportunities and links to local college in preparation for life beyond Billing Brook.

Billing Brook Post-16 provision

The Post 16 provision is located on Holmecross Road, in Thorplands, a 10 minute walk from the main site. The specialist building comprises of student work areas; a common room and medical facilities and an **Employability Café and Retail area** which is open to the public, enabling our older students to experience first hand work related learning opportunities and prepare for life after Billing Brook.

For those ASD students who generally are more anxious in new settings, their provision remains on the mainsite, with opportunities to experience the Sixth Form Centre, as appropriate.

The curriculum for Sixth Form offers three different routes for our students including:

- Specialist provision for students with autism who may also have a combination of communication and severe learning needs. A Life Skills creative curriculum, with an emphasis on managing themselves in the world around them.
- Specialist Provision for pupils with significant learning difficulties who require a more detailed life skills programme offering a longer transition to local colleges or other providers. Closely working with other Special Schools extends the opportunity to experience activities in other settings, in order to develop positive relationships and extend personalised learning opportunities.
- A short intensive course lasting either a year or two years, with the emphasis on work related learning skills (employability) in a number of settings, including our own café and retail area

All students have the opportunity to gain further qualifications including access to Functional Skills if appropriate.



Specialist ASD

Our Autism provision is a highly specialist area of the school and provides a highly specialist environment for pupils with severe autism. Within this department all pupils have either significant or severe autism; learning difficulties and many are non-verbal. The school believes that a flexible range of techniques and strategies need to be used to ensure that all pupils can access the curriculum at an appropriate level. For example, those pupils who require support and assistance in the development of their communication skills receive individual programmes, access to Picture Exchange Communication System (PECs); TEACCH; SCERTS and Makaton signing and other visual support systems to help access to the curriculum.

Those pupils for whom the specialist provision is not suitable, there are specific autism groups which are based within the other departments, to meet the needs of the more able, verbal autistic pupil. The school works in partnership with all agencies involved with individual pupils in order to meet need and support families.

Staffing Details

Many staff working within the school hold additional specialist qualifications and have a wide range of experience in working with children with special needs. Through in-service training and opportunities for external accreditation, staff have access to current education initiatives in order to further develop their skills.

The school is also committed to training new teachers and generally has two trainees each year and a number of specialist students from various universities training to become medical practitioners; child care assistants; educational psychologists or speech and language therapists.

EHC Reviews

Role of the school:

Review arrangements for pupils with EHC plans are set out in the SEN Code of Practice. Billing Brook School Academy Trust adheres to these, ensuring that due process is followed and that relevant timeframes are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC plan in accordance with the SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For students:

- All EHC's are reviewed annually, involving parents, school staff and other professionals. The meeting includes a review of educational progress, placement, opportunities for inclusion activities and transport.
- Progress is regularly assessed and recorded and informs the annual review report and assists in setting new targets and objectives. Ongoing progress and assessment throughout the year takes place using a wide range of assessment tools.
- Where appropriate Personal Education Plans (PEPs) are in place.
- Transition reviews take place in Year 6, 9 and 11. These reviews take into account local and national guidance and include working with other agencies i.e. Careers Advisers; Further Education Colleges, Social Care and other schools, as appropriate.

For the school:

- The school is included within the Local Authority's monitoring cycle, however, as an Academy, the trustees employ an independent School Improvement Advisor to monitor and Professional Partner who support and challenge our practices to ensure high level quality provision is maintained. A report is written and the school incorporates recommendations within the whole school development plan.
- The school is inspected regularly by OFSTED. Currently the school is outstanding in all areas.

Exit Criteria and Arrangements

- Students generally leave the school either at year 11 or 13. Through well planned transition programmes the school works with the child, parents and other professionals to ensure that they are prepared for the next stage of their lives. The majority of pupils remain in the school until 18, however, this is continually kept under review.
- All pupils have an EHC plan, which reflects their needs and names the most appropriate provision for each child. The placement is kept under review through the annual review process.

Future Plans

- Billing Brook is continually striving to enhance and improve the education and environment for its pupils to ensure all can succeed to their full potential. A detailed school development and improvement plan focuses on the continual development of Leadership and Management, Quality of Teaching, Pupil Achievement and Behaviour and Safety.
- The premises development includes improving the outside facilities and reviewing the parking needs of staff; parents and members of the public.
- In addition to this the Academy would like to acquire or rent another site for ASD Sixth Form pupils which has more rural opportunities.
- The Academy is working with other secondary Special Schools to investigate the possibility of developing 19 – 25 provision

For more information, please visit the school's website: <http://www.billingbrook.northants.sch.uk>

Special School Provision Specifications

Daventry Hill School (EE4A Academy Trust)

Ashby Road, Daventry, Northamptonshire NN11 0QE



Type of Provision

The school is designated to offer 175 places across ages 4 to 18 years. The school primarily serves the areas of Daventry and South West Northamptonshire.

Daventry Hill School provides education for pupils with learning disabilities of a significant to severe nature. All pupils will have additional needs that may include: profound & multiple learning disabilities (PMLD), severe learning disabilities (SLD), moderate learning disabilities (MLD), and autistic spectrum disorder (ASD) where there's a learning disability too.



Admission Criteria and Arrangements

- Admission to the provision normally follows completion of a statutory assessment and students will have an Education Health Care Plan.
- The Local Authority determines admission to the provision, considering parental preference and following consultation with the governing body and executive head teacher.
- The majority of admissions will take place at the start of the academic year.
- Should further admissions be required, these are considered carefully by the local authority and the school to ensure the placement would not be incompatible with the efficient education of the other pupils with whom the pupils would be educated or with the efficient use of resources.
- A small number of pupils will attend the school as part of the assessment process for an EHCP. A placement of this nature should be for no longer than 20 weeks.

School Characteristics

The school is organised into year groups and Key Stages with discreet provision for ASD and PMLD pupils across all key stages.

The school site has specialist rooms for the delivery of Science, Food Technology, Music and Performance Arts and Art and Design. Physical Education will be taught in the main hall and outside spaces. The school also has a hydrotherapy pool, physiotherapy room and sensory room to support individual pupils exercise needs.

The school aims to develop all pupils' full potential through access to a broad based curriculum in line with national guidelines with appropriate modification and differentiation. This is achieved through accurate assessment of individual pupil levels and consistent monitoring and recording of progress. The curriculum reflects the individual needs of pupils and incorporates the development of a wide range of life-skills. These include personalised learning programmes, access to vocational skills training and work related learning. There is an emphasis on helping pupils to learn self-respect, confidence and communication skills alongside a sense of responsibility towards others and the environment.

Pupils are encouraged to develop individual learning skills and skills for life. In Key Stage 4 pupils have access to a range of externally accredited courses including GCSE's, Entry Level qualifications, ASDAN and Functional Skills.

In Key Stage 5, young people have the opportunity to access enterprise and vocational activities alongside real-life work related learning. AIM Awards are one of the methods used to accredit learning between Entry Level 1 and Level 3.

The school will have close links with the local colleges to support students with transition placement.



The school is part of the Special School Consortium of Post 16 provision.

The Post 16 provides learning packages that are individually tailored to facilitate successful transition to further education or work-based training.

The principles of TEACCH are followed across the whole school for pupils with ASD. This is of particular relevance with the discreet provision.

The school works with a wide range of support services and staff within the school work closely with these professionals.

Review

- Role of the school: Reviews arrangements for pupils with EHC Plans are set out in the SEN Code of Practice. Daventry Hill School will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.
- Role of the Local Authority: Northamptonshire Local Authority will review a pupil's EHC Plan in accordance with the SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant timeframes are adhered to.

Assessment and Monitoring

For students:

- Accurate and on-going assessment of pupils' individual needs and levels of working forms an essential part of the schools recording and reporting process. Detailed records are kept of pupils' learning to indicate progress and inform planning. This is supported by the use of Baseline Assessment tests. Annual reports which outline achievements over the year are collated and distributed in the Summer Term.
- In line with statutory procedures every pupil has an Annual Review of their EHCP. This includes parents/carers, school staff and other professionals. The school works closely with parents/carers, the professional support services and Local Authority to ensure continuity of provision.

For the school:

- The school is included within the Local Authority's monitoring cycle. A report is written and the school incorporates recommendations within the whole school development plan.
- The school will be inspected by OFSTED.

Exit Criteria and Arrangements

The needs of individual pupils are paramount. It should not be assumed that all pupils attending Daventry Hill School require specialist provision at a particular time will do so permanently. The presumption of mainstreaming is based on the premise that there is benefit to students when their inclusion with their mainstream peers is properly prepared, well supported and takes place in mainstream schools, colleges or academies which demonstrate a positive ethos towards SEN inclusion.

Staffing Details

The school has experienced specialist staff who deliver a creative and innovative curriculum. The teaching team includes staff that has both subject expertise and specialist skills in teaching pupils with special educational needs (including specialist ASD). A team of Learning Support Assistants (LSAs) that includes Higher Level Teaching Assistants (HTLAs) to support learning across the school. Cover Supervisors and Specialised support personnel to ensure all pupils have the opportunity to access all aspects of school life. A number of LSAs are training to support and deliver programmes set by external therapists.

For more information, please visit the school's website: <http://www.daventryhillschool.co.uk>

Special School Provision Specifications

Fairfields School

Trinity Avenue, Northampton, Northamptonshire, NN2 6JN

Type of Provision

Fairfields is a community day special school for pupils aged 3 years to 11 years. The school caters for a total of 90 pupils.



The school meets the needs of pupils who:

- Have significant or severe or profound learning difficulties.
- Have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem, sensory impairment and under developed social skills.
- Have a diagnosis of an Autism Spectrum Disorder that requires structured teaching.

Admission Criteria and Arrangements

- All admissions will be determined by the Local Authority in accordance with the 'SEN and Disability Code of Practice', July 2014 the pupil has an EHC plan
- Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement.

School Characteristics

The school moved from a model of pupils being grouped according to their need, to more inclusive, mixed ability grouping based upon chronological age. Small classes and high staffing ratios enables Fairfields School to meet the learning needs of their pupils on an individual basis or in a very small group teaching basis. Fairfields provides a balanced curriculum based on clearly defined individual teaching programmes, appropriately targeted group work and carefully planned opportunities for pupils to consolidate and extend their knowledge, skills and understanding. A skills based, thematic curriculum approach is used to promote learning and thinking skills, personal social and emotional skills as well as transferrable English, Maths and ICT skills. The school uses adapted content of the national curriculum as the context within which they teach.

Conductive Education, or Movement Education is a specialism of the school. Movement Education encourages pupils to learn to control their movements and to use these movements to assist daily living skills. The school provides either movement groups or class based programmes based on the principles of Conductive Education. In addition the school runs a 'School for Parents' which enables children from 10 months to 4 years to join them weekly for half a day to work with one of the teacher/conductors and parents to begin to develop their physical skills as early as possible.

Specific approaches and programmes e.g. conductive education, intensive interaction, TEACCH, speech and language programmes are embedded into everyday practice, so that they have a real-life, functional significance.



Classroom environments are organised and presented to communicate clearly to pupils. Structure and routine, visual timetabling, PECs systems and use of British Sign Language are a consistent offer to those pupils who require them.

Specialist facilities at Fairfields include a hydrotherapy pool, a large soft play room, a multi-sensory room and a music room. There is also a library and dedicated movement, PE and ICT facilities. Outside areas include class play areas, a music garden and a covered play area for Foundation Stage pupils.

If a pupil has a medical need then a detailed Health Care Plan is compiled by the school nurse in partnership with parents/carers and if appropriate the pupil themselves. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within 'Supporting pupils at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014.

Review

Role of the school:

Review arrangements for pupils with EHC Plans are set out in the SEN Code of Practice. Fairfield's School will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan in accordance with the SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For pupils:

- Continuous assessment and recording of each pupil's achievements enables teachers to monitor pupil progress and identify the next steps in the pupil's learning journey. Pupil attainment is tracked and progress measured at the end of each term.
- In addition to Fairfield's internal assessments, review and monitoring, each pupil has a statutory review of their EHCP. This offers a formal setting for the discussion and review of the progress and provision of the EHC plan.
- Pupils have an ECHP provision sheet detailing objectives and intended outcomes which are reviewed three times a year.

For the school:

- The school is included within the Local Authority's monitoring cycle. A report is written and the school incorporates recommendations within the whole school development plan.
- The school is inspected by OFSTED, and was judged as Outstanding in March 2014.

Exit Criteria and Arrangements

The needs of individual pupils are paramount. If reintegration into mainstream school is appropriate, at whatever age, this will be discussed in full with parents/carers at the Annual Review, and a plan drawn up. If reintegration into mainstream school is not appropriate, pupils usually transfer to secondary special schools at 11+.

Staffing Details

- The staff includes Teachers, Higher Level Teaching Assistants, Cover Supervisors, and Learning Support Assistants; all of whom are highly trained and well supported to meet the needs of the pupils.
- There are appropriate numbers of staff for each group of pupils.
- The Leadership and Management structure comprises of: the Headteacher, the Deputy Headteacher, the Teaching School Manager, the Assistant Headteacher, the School Business Manager and two phase leaders.
- A Home-School liaison worker offers support to parents and carers.
- Office and site staff work hard to support the smooth running of the school.

Future Plans

The school aims to:

- Maintain the current high standards of achievement and attainment.
- Further develop its skills based, thematic curriculum and assessment approaches.
- Develop the learning environment, both indoor and outdoor to facilitate high quality learning.

Fairfield's is the lead school of the Fairfield's Teaching School Alliance and prioritises working in a creative way to support learning and inclusion.

For more information, please visit the school's website: <http://fairfields.northants.sch.uk>

Special School Provision Specifications

Friars Academy

Friars Close, Wellingborough Northants NN8 2LA



Type of Provision

Friars Academy is a secondary setting which provides for students from 11-18 years old designated to offer 145 places (including 6 post 16) with a range of educational needs. The Academy caters for students whose Education Health and Care Plan (EHCP) identifies learning difficulties that may be complex including provision for Autism.

Friars meets the needs of pupils who:

- Have attainments well below the expected range of their peers with additional difficulties that may include speech and language delay, low self-esteem or physical difficulties.
- Have significant learning difficulties.
- Have a diagnosis of Autistic Spectrum Disorder that requires structured teaching and may require discreet provision. Pupils will usually be working above 'P' scale levels

Admission Criteria and Arrangements

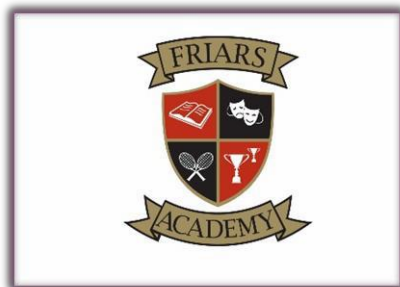
Admission to the provision follows completion of a statutory assessment and students will have a Education Health Care plan. The local authority determines admission to the provision, considering parental preference, needs and following consultation with the governing body and head teacher.

The majority of admissions will take place at the start of the academic year. Should further admissions be required, these are considered carefully by the Local Authority and the Academy to ensure the placement would not be incompatible with the efficient education of the other pupils with whom the pupils would be educated or with the efficient use of resources.

Academy Characteristics

The Academy is organised into a mixture of age and needs appropriate class bases. Teachers in Key Stage 3 teach their own group for up to 50% of the week. In Key Stage 4 this decreases to ensure pupils have the security of being with their base teacher for a period of every day.

In addition to well-equipped classrooms there are specialist teaching areas in science, computing, art, music, expressive arts, cooking, design technology and PE. The Academy has excellent provision for pupils with good access to all areas of the school. There is a large playing field.



Pupils with greater needs will be taught in smaller base groups or with a higher staff pupil ratio. All pupils follow a creative curriculum taught in a way that reflects individual ability, needs and learning styles. There is a strong complementary curriculum which recognises the personal and social needs of the pupils and which offers a wide range practical experience throughout their time in school. A range of after-school activities are available to all pupils.

All pupils are encouraged to take responsibility for their learning. This is encouraged through supporting pupils to manage routines and change, to comply with expectations and develop a positive attitude to learning. There is a strong emphasis on developing collaborative working and being part of a team. Learning is taught through practical approaches and real experiences both within the academy and in the wider community.

Pupils with Autistic Spectrum Disorder (ASD) are supported for the delivery of the curriculum. Some pupils are taught in discrete provision. This offers a highly structured environment enabling pupils to access all areas of the curriculum. Throughout their Academy career, pupils are offered access to appropriate accredited courses.

All pupils at Key Stage 4 participate in enterprise activities and have access to work experience appropriate to their needs and ability.

Friars Post-16 unit is a separate learning environment for young people with learning difficulties of a severe nature, who demonstrate a profile that will challenge their ability to remain successfully in further education/training or work-based learning at aged 16 years. In addition to the teachers and learning support staff employed at the Academy, additional specialists are involved in the education and assessment of the pupils as appropriate.

Review

Role of the Academy:

Review arrangements for pupils with EHC Plans are set out in the SEN Codes of Practice. Friars Academy will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For students:

- Pupils are admitted to Friars with up-to-date assessment information about their special educational needs, accompanied by a recently issued C plan. Initial objectives are agreed with parents/carers based upon the information received.
- The statutory review of each pupil's plan is carried out at least annually at a formal meeting with parents/carers and other concerned professionals.
- As pupils progress through the school, transition meetings take place, taking into account local and national guidance and include working with other agencies to plan for the future and life beyond school.
- The parent consultation evenings allow for discussions on all aspects of a pupil's academy life.
- The academy uses person-centred approaches to their reviews, family members/carers are included.
- This holistic approach generates person-centred information which is used to create a one page profile and communication chart to facilitate planning for their future.
- The school curriculum allows for accurate assessment and monitoring of pupil progress in all subjects.
- Teacher assessments are used to record, track and monitor students' attainment levels and progress over time. Data is reviewed five times during each academic year. Achievement is exported to CASPA [Comparison and Analysis of Special Pupil Attainment] where it is analysed and evaluated to provide a robust picture of individual student progress and outcomes and specific cohort / group achievement.

Of the Academy:

- The school is inspected by OFSTED.

Exit Criteria and Arrangements

The needs of individual students are paramount. It should not be assumed that all students attending Friars requiring specialist provision at a particular time will do so permanently. The presumption of mainstreaming is based on the premise that there is benefit to students when their inclusion with their mainstream peers is properly prepared, well supported and takes place in mainstream schools, colleges or academies which demonstrate a positive ethos towards SEN inclusion.

Future Development of the Provision

Partnership with Maplefields Teaching School Alliance (Maplefields, Wrenn Spinney, Kingsley, Isebrook, Friars, Pen Green).

Staffing Details

The well-qualified and experienced staff are able to meet the wide range of pupils' personal, educational and social needs and are trained in positive handling (Team Teach).

The academy is further supported by a parent support worker.

For more information, please visit the school's website: <http://www.friarsacademy.org>

Special School Provision Specifications

The Gateway School and Technology College

St John's Road, Tiffield, Northamptonshire, NN12 8AA

Type of Provision

The Gateway School and Technology College caters for 55 at KS3 & 3, and 8 Post-16 students who's Education Health Care Plan (EHCP) identifies social emotional and mental health (SEMH) as their primary need.



Pupils placed in special schools on account of their SEMH will span a wide range of ability. Many may have significant learning difficulties as a result of their emotional and behavioural problems, and are less likely to become spontaneously involved in learning activities. Their attitudes towards and capacities for learning will vary considerably.

In addition to the above a significant number of our pupils exhibit or have been diagnosed as having organic behavioural disorders such Attention Deficit and Hyperactivity Disorder, Tourettes Syndrome etc. The Gateway School does not usually admit pupils diagnosed with Autistic Spectrum Disorder (ASD) as their primary need but we recognise that some of our pupils are diagnosed with ASD during their time with us. We also recognise that our main SEMH primary feeder school will have some ASD pupils on roll. As such we will consider each case individually.

Admission Criteria and Arrangements

All admissions will be determined by the Local Authority in accordance with the 'SEN Code of Practice', July 2014 if the pupil has an EHC plan. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement.

The local authority will determine admission to the provision, considering parental preference and following consultation with the governing body and Headteacher.

Placements are made throughout the year although most admissions take place at the start of the academic year.

Wherever possible, a member of staff will attend the Year 6 review of special educational needs and liaise with the current school, prior to transfer. In addition to this, Year 6 pupils will attend a week-long transition placement in the summer term to ensure the best transition possible.

School Characteristics



The School is a specialist provision. It offers students an appropriate curriculum based upon the National Curriculum.

Where possible students are taught in Key Stage groups. The individual needs and learning styles of students will determine the methodologies used.

Each student has a Teacher who co-ordinates their pastoral and curricular needs and the SENCO ensures the EHCP Provision targets are implemented, monitored and reviewed. The school is committed to offer carefully structured access, with the appropriate support, to a mainstream school curriculum if this is appropriate to the students' needs.

Review

Role of the school:

Review arrangements for students with EHC plans are set out in the SEN Code of Practice. The Gateway School and Technology College will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan in accordance with the SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For students:

- In addition to school internal assessments, review and monitoring, each student has a statutory review of their EHCP. This offers a formal setting for the discussion and review of the progress and provision of the EHC Plan.
- Students have an ECHP provision sheet detailing objectives and intended outcomes which are reviewed three times a year.
- Should a student make significant levels of progress and it felt by all professionals and parents that the EHCP is no longer required the school will work with the LA to ensure appropriate provision is identified.
- Pupils presenting particularly high levels of challenge may also be the beneficiary of a 'Support and Intervention Plan' (SandI) which provides detail on strategies and arrangements which might better support the student to succeed.
- Children who are looked after (CLA) will undergo review of progress and placement via LAC reviews, Personal Education Plans (PEPs) and via the SandI process outlined above.
- We have very rigorous arrangements in place to assess the progress made by our students. Progress is measured against a four point scale of 1, Outstanding, 2, Good, 3, Satisfactory and 4, Cause for Concern. Targets are set for each pupil to make 'Good' progress in every subject and this is assessed three times a year with a report sent to parents each time. In this way we are able to determine which of our pupils are making good or outstanding progress.

For the provision:

- The School is included within the Local Authority's monitoring cycle.
- The School is inspected by OFSTED and is currently graded Outstanding (1) (June 2015).

Exit Criteria and Arrangements

The needs of individual students are paramount. It should not be assumed that all students attending The Gateway School requiring specialist provision at a particular time will do so permanently. The presumption of mainstreaming is based on the premise that there is benefit to students when their inclusion with their mainstream peers is properly prepared, well supported and takes place in mainstream schools, colleges or academies which demonstrate a positive ethos towards SEN inclusion.

Future Plans

Currently The Gateway School and Technology College is a maintained school within the Local Authority. There are no immediate plans to make moves towards gaining academy status but this will always be an option if the Head teacher and governors feel that it would benefit the school in the future.

We already open up sections of our Vocational Learning Centre to other schools and we enable access for other special schools who may wish to access our state of the art facilities such as Construction, Motor Vehicle and Hair and Beauty.

Staffing Details

The school includes Teachers, Instructors and Learning Support Assistants. All staff are experienced in meeting the identified needs of students for whom social emotional and/or mental health issues are a concern. There are appropriate numbers of staff for each group of students. There may, exceptionally, be additional support for named students from the Pupil Support Co-ordinator, the Home School Partnership Officer and Individual Support Staff who act as key workers for identified pupils.

Training and induction is given to all staff across the school with the aim that they will be able to work with all students.

The Management structure comprises of the Headteacher, Deputy Head Teacher, Assistant Head Teacher and School Business Manager.

For more information, please visit the school's website: www.thegatewayschool.co.uk

Special School Provision Specifications

Greenfields Specialist School for Communication

Prentice Court, Northampton, NN3 8XS

Type of Provision

GSSC is a Special Secondary School, Single Trust Academy for pupils aged from 11-18. The school caters for a total of 100 pupils.



Admission Criteria and Arrangements

GSSC provides education for pupils that will have Severe or Profound Learning Difficulties, Communication, Physical, ASD, Multi-Sensory Impairment and Complex Medical Health Needs.

- All pupils will have a EHC Plan and the Local Authority will have identified their needs as requiring placement at GSSC.
- The local authority will determine admission to the provision, considering parental preference and following consultation with the governing board and Executive Head and Head of School, in accordance with the 'SEN and Disability Code of Practice', January 2015, if the pupil has an EHC plan
- Placements are made throughout the year although most admissions take place at the start of the academic year.
- Staff will liaise with any previous or future education establishments to enable a smooth transition.

School Characteristics

GSSC is a purpose built school set in its own grounds in the Goldings area of Northampton. The accommodation offers a friendly environment and provides many modern facilities for pupils. Facilities include fully equipped music and drama studio, a sensory room, conductive education suite, music therapy suite, a hydrotherapy pool and an interactive classroom called the 'Clubhouse' which all provide the latest in visual and sensory stimulation. This state of the art technology supports the whole curriculum and provides pupils with opportunities to control their environment. We also have appointed an artist in residence for this academic year to work with pupils on emotions, self-esteem and wellbeing.

The Accessibility Plan describes the actions the school has taken to increase access to the environment and the curriculum. Further information is available via the school website.

GSSC provides specialist teaching for pupils within the Autistic Spectrum. ASD classes are organised using TEACCH principles. The multisensory impairment provision provides appropriate specialised learning environments that minimise the effects of dual impairment and maximise the opportunities for learning and consider the impact of the environment on the learning of the deaf/blind pupil. Curriculum delivery uses specialised deaf/blind techniques which focus on the development of communication and self-help skills. Technological aids and a range of communication methods are used. These include adapted body signing, objects of reference, raised Moon text and POPAT reading techniques. The enhanced curriculum includes specialist learning programmes, independence and therapies such as physiotherapy and speech and language delivered under instruction from the therapists.



The school has a policy of total communication so that every child's individual communication skills are recognised as an integral part of their educational life. Alternative and Augmentative Communication (AAC) methods, including the use of technologies, are a strong feature of the school.

Pupils are taught in class groups identified by age, key stage and primary need. Key Stage 5 (Post 16) pupils are taught in a discrete provision. Sometimes it is necessary to have mixed age groupings. Throughout the day pupils may change groups for specific subject teaching as appropriate to their individual needs.

For pupils for whom it is appropriate, integration opportunities are offered in local mainstream schools. Through the P.E. curriculum pupils have opportunities to take part in sporting events with

other local special schools e.g. Billing Brook and Northgate. Pupils from mainstream schools also come into GSSC to work in conjunction with the pupils.

If a pupil has a medical need then a detailed health care plan is compiled by the school nurse in partnership with parents/carers and if appropriate the pupil themselves. Staff who provide medicine administration complete training that is overseen by the school nurse we have four full time Health Aides; they follow the LA policy/DfE guidelines included within 'Supporting pupils at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014.

Review

Role of school:

- Reviews arrangements for pupils with EHC Plans ~~and for pupils with Statements of SEN~~ are set out in the relevant SEN Code of Practice. GSSC will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

Role of the Local Authority:

- Northamptonshire Local Authority will review a pupil's EHC Plan ~~and Statement of SEN~~ in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For pupils:

The progress of pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils.
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil).
- At least half termly evaluation of whether pupils with EHC plan are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (January 2015).

For the school:

- The School is included within the Local Authority's monitoring cycle undertaken by the local authority.
- The School is inspected as part of the whole school Ofsted inspection.

Exit Criteria and Arrangements

Staff at GSSC work with all agencies to ensure a smooth transition for 'life after GSSC' to a range of settings, including local colleges, day care centres, residential placements, to name but a few. A transition passport is put into place for the pupils by the AAC team and staff work to ensure all information is transferred to the new setting to provide consistency for each individual. School supports the transition alongside parents and carers as well as hosting careers events at school to provide parents and carers with information to make informed choices for their young person's future placements.

Future Plans

We became an academy in February 2015 and continue to develop our outside area.

Staffing Details

The school is led by the Executive Head teacher Ms Lisa Atack BA (Hons), PGCE and MA (Linguistics and Literature), assisted by the Senior Leadership Team comprising of the Head of School, Mrs Tracy Phillips, BA (Hons), QTS; Deputy Head of School Ms Claire Frogley; Assistant Head teacher, Helen Blight and Mr Terry Hollowell, School Business and Resource Manager. GSSC has a very experienced AAC Team who are all qualified at Post-Graduate level, as well as a Teaching Staff with a wide range of skills and experience from a variety of backgrounds, including SEND, Autism, PMLD, MSI, Primary and Secondary provisions. Teaching and learning is supported by Teaching Assistants with a range of specialist skills and the school has appointed its own Health Aides who work alongside the Special School Nursing Team to support the medical needs of our pupils. Multi-Agency staff are also based at the school, including physiotherapists and we have access to other specialist support when necessary to support the complex needs of all of our pupils.

For more information, please visit the school's website: <http://www.gsscacademy.org/>

Special School Provision Specifications

Isebrook SEN Cognition & Learning College

Eastleigh Road, Kettering NN15 6PT

Type of Provision

Isebrook SEN College is a secondary special academy which has 156 students aged 11-18 years old with a range of cognition and learning needs. Most of the students are operating within a range that is below what is expected, but above 'P' scale level. Many of the students also have additional needs such as: Autism Spectrum Conditions; Dyslexia; Dyspraxia; Dyscalculia; ADHD; Attachment Conditions; Speech Language & Communication issues. Some students also demonstrate risk-taking and challenging behaviours.

Isebrook specialises in cognition and learning with a focus on learning difficulties which include:

- Low levels of attainment
- Difficulty in acquiring literacy and numeracy skills
- Difficulty in dealing with abstract ideas
- Difficulties with fine and/or gross motor skills
- Sequencing, organisation, phonological or short-term memory abilities
- Language skills and following instructions
- Delays in forming concepts

Admission Criteria and Arrangements

- All pupils will have an Education Health and Care Plan (EHCP) and the Local Authority will have identified their needs as requiring placement at Isebrook SEN College
- The local authority will determine admission to the provision, considering parental preference and following consultation with the governing body and Head teacher, in accordance with the 'SEN and Disability Code of Practice', July 2014, when the pupil has an EHCP.
- Placements are made throughout the year although most admissions take place at the start of the academic year.
- Staff will liaise with any previous or future education establishments to enable a smooth transition.

School Characteristics



We believe that people learn in different ways and we also recognise the need to develop specific strategies that allow all students to learn in ways that best suit them. The main styles recognised are linguistics, logical/mathematical, kinaesthetic, visual/spatial, musical, interpersonal/group working, and interpersonal/reflective. The college takes into account these forms of intelligence when planning teaching and considering learning styles.

We offer opportunities for students to learn in different ways. These include; creative activities, whole college/group/ pair work, use of ICT and media resources, debates, role plays, oral presentations, field work and visits to places of educational interest, research, designing and making things, participation in physical activity, independent work, investigation and problem solving and reflection on learning.

Students are encouraged to take responsibility for their own learning; to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. Self-review and peer review strategies are used as well as planned plenaries at the end of lessons to review the key learning aims, targets and objectives and to assess the level of understanding - this is Assessment for Learning [AfL].

Review

Role of the college:

- Reviews arrangements for students with EHC Plans are set out in the SEN Code of Practice. Isebrook SEN College will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

- Northamptonshire Local Authority will review a student's EHC Plan in accordance with the SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

Of students:

- Isebrook have implemented a new assessment scheme based on recent guidance from the DfE and the Rochford Review, ensuring expectations for outcomes are based on accurate baselines, (either from previous settings or in-house) and aligned to age expected outcomes.
- Students are tracked throughout the year, and year-on-year, to ensure that they are on track to meet aspirational targets. The tracking enables students to be pushed even further, or timely interventions to be implemented for those at risk of underperformance.
- End of year summative data (progress and achievement) is analysed and evaluated to provide a robust picture of individual student progress and outcomes as well as specific cohort / group achievement.
- A wide variety of standardised assessment tools combined with diagnostic testing, are used to inform achievement targets for Reading and Spelling Ages, Levels of Comprehension and Writing Ability, Verbal and Non-Verbal Reasoning, Phonological Skills, Processing Speeds, Numeracy, and specific learning disabilities including dyslexia and dyspraxia. Occupational therapy, sensory integration and praxis assessments further inform the holistic nature of our target setting process.

Of the college:

- The college is included within the Local Authority's monitoring cycle. A report is written and the college incorporates recommendations within the whole college development plan.
- The college is inspected by OFSTED.

Exit Criteria and Arrangements

The needs of individual students are paramount. It should not be assumed that all students attending Isebrook requiring specialist provision at a particular time will do so permanently. The presumption of mainstreaming is based on the premise that there is benefit to students when their inclusion with their mainstream peers is properly prepared, well supported and takes place in mainstream schools, colleges or academies which demonstrate a positive ethos towards SEN inclusion.

Future Development of the Provision

- Strategic partner of the Maplefields Teaching School Alliance
- The Bungalow Project: Life Skills & short-term Respite Facility
- 18-25 Provision [pending / exploring options]
- Phase II Premises Development: new build to increase capacity and provide specialist subject rooms
- Sensory Integration Facility / Outreach
- ASC Outreach Audits / Support

Staffing Details

We have 15 qualified teachers, 7 instructors and 47 teaching assistants (5 x Level 4, 13 x Level 3, 17 x Level 2 and 12 x 1:1 Support). The Senior Leadership team comprises of the Head teacher, the Deputy Head teacher, 2 Assistant Head teachers and the Business Manager. The college is further supported by Pastoral & Welfare team (Senior and Assistant Welfare Leads, Parent Support Advisor, Behaviour Support Assistant) and a therapy team (Occupational Therapist and Therapy Assistant). All staff members working alongside students receive specific special needs training.

For more information, please visit the school's website:

www.isebrooksen.co.uk

Special School Provision Specifications

Kings Meadow School

Manning Road, Moulton Leys, Northampton, NN3 7AR

Type of Provision

Kings Meadow School is a Local Authority (LA) community day primary special school for 35 pupils aged 5 - 11 years. Kings Meadow primarily serves Northampton, Daventry and the south and west of the county.

The school is designated to meet the full time educational needs of 35 pupils with social, emotional and mental health difficulties, which may include autism and other complex needs. Although severe social, emotional and mental health difficulties, with resulting challenging behaviours, is the most significant disability in respect of educational progress, it is recognized that pupils may have associated or significant learning difficulties. All pupils at Kings Meadow need close monitoring, consistent management and high levels of professional support and guidance. All pupils need help with the development of social competence and emotional maturity.

Admission Criteria and Arrangements

All admissions will be determined by the Local Authority in accordance with the 'SEN and Disability Code of Practice', July 2014, when the pupil has an EHC plan. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement.

Where possible a member of staff from Kings Meadow School visits the pupil in their current placement and pupils are invited to visit the school prior to admission.

School Characteristics

The school is organised into family class groups. A variety of factors are taken into consideration when forming class groups, such as age; academic ability and readiness for learning; social and emotional maturity.

The school believes that familiar and established routines and procedures can support learning. They provide a 'road map' that helps pupils know what to expect. They can support social interactions and establish a sense of security for children (e.g. established procedures around arriving in the classroom, routines for registration, book changing, and circle time). Structure and routines throughout the day helps to provide consistency and a feeling of security for the pupils.

The layout of the classroom, organisation of the outdoor learning environment and provision of resources support inclusive teaching approaches.

Lunchtimes are considered an important part of the pupils' social education. Members of staff eat with pupils in small family groups. Hot meals are available. During the lunch break pupils may participate in a lunchtime group run by staff. The aims of these organised activities are to help pupils to develop their range of social skills including team work, turn-taking, sharing, co-operation and collaboration. Such activities can include football, cricket, playground games, computing, art and craft, and indoor games.

The school aims to provide a broad and balanced curriculum. This includes access to programmes of study within Key Stage 1 & 2 of the National Curriculum.

Teaching and learning styles reflect the needs of the pupils; personalised and individual learning is of high status. Work is appropriately differentiated and curriculum content carefully considered. Staff build on success not failure.

Kings Meadow recognizes the need to teach pupils social, emotional and behavioural skills and understanding and as such have developed and produced a Primary Curriculum for social and emotional needs supported by the Local Authority. This curriculum enables staff to plan and deliver social and emotional lessons as well as capitalising on

opportunities throughout the day.

By teaching social and emotional skills, pupils at Kings Meadow School are encouraged to develop life-long skills that will help them become more rounded individuals, able to understand and communicate their own feelings and be sensitive to those of others.

Review

Role of the school:

Reviews arrangements for pupils with EHC Plans are set out in the SEN Code of Practice. Kings Meadow School will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan in accordance with the SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For students:

- During the first half term of a pupil's entry, staff use a variety of assessment tools to ascertain the pupil's strengths and needs including their social and emotional development. Individual targets are set and shared with the pupil and parents/carers. Throughout the year pupils' progress is carefully tracked to ensure that any underachievement is quickly noticed and put right.
- Pupils will have a post admission meeting within eight weeks to set initial targets.
- Results from regular standardised testing, teacher predictions and assessment are used to inform planning, teaching and the target setting process.
- All Education, Health and Care plans are reviewed at least annually. This gives the opportunity to consider the EHC plan and the progress the pupil has made over the previous period.
- During the summer term the school provides a written report on each pupil detailing progress made throughout the year.

For the school:

- The school is included within the Local Authority's monitoring cycle. A report is written and the school incorporates recommendations within the whole school development plan.
- The school is inspected by OFSTED.

Exit Criteria and Arrangements

The needs of individual pupils are paramount. It should not be assumed that all pupils attending Kings Meadow School requiring specialist provision at a particular time will do so permanently. The presumption of mainstreaming is based on the premise that there is benefit to pupils when their inclusion with their mainstream peers is properly prepared, well supported and takes place in mainstream schools, colleges or academies which demonstrate a positive ethos towards SEN inclusion.

Staffing Details

Kings Meadow School has a dedicated staff team who are committed to ensuring effective learning. All teachers have considerable experience and expertise in this particular area of special education. Teaching assistants, committed to meeting the needs of the pupils support the teaching throughout the school.

For more information, please visit the school's website:

<http://www.kingsmeadow.northants.sch.uk>

Special School Provision Specifications

Kingsley School

Churchill Way, Kettering, NN15 5DP

Type of Provision

Kingsley Special Academy Trust is a primary school for pupils aged from 3 to 11. The school offers provision for up to 132 pupils.

In its last three OFSTED inspections the school has been rated outstanding, the most recent in July 2016. The school is part of the Maplefields Teaching School Alliance, the Pen Green Teaching School Alliance and the Ashfield Teaching School Alliance.



Admission criteria and arrangements

The school caters for pupils aged 4-11 whose Education Health Care Plan (EHCP) identifies severe and profound learning difficulties including Autism. The school will also make provision for children with moderate learning difficulties where there are additional complexities e.g. where the child's learning is inhibited by high levels of anxiety.

- All pupils will have an EHCP and the Local Authority will have identified their needs as requiring placement at Kingsley
- The local authority will determine admission to the provision, considering parental preference and following consultation with the governing body and Headteacher, in accordance with the 'SEN and Disability Code of Practice', July 2014, the pupil has an EHC plan
- Placements are made throughout the year although most admissions take place at the start of the academic year.
- Staff will liaise with any previous or future education establishments to enable a smooth transition.

School characteristics

Kingsley school provides a specialist and individualised learning setting for children with a wide range of special needs. We have extensive facilities on-site, including a large hydrotherapy pool, gym, physical well-being space (The Ark), and sensory studio and extensive grounds. We have an adapted teaching kitchen to promote independence and two buses to enable the children to access the wider community.

Our curriculum is founded on the belief that children learn best when they are engaged on activities that interest and motivate them and when the learning process takes account of their specific individual needs. We work to a structure of 'Wow' themes, based on the National Curriculum, to excite curiosity and we make individualised adaptations to learning content and experiences to optimise the child's opportunities and to overcome the barriers to their achievement. We track and monitor the children's development in respect of their cognition, well-being and engagement and in respect of their specific obstacles related to diagnosed conditions.



Each student has a Teacher who co-ordinates their pastoral and curricular needs and ensures the EHCP Provision sheets are implemented, monitored and reviewed. In general, classes will be staffed by one teacher and two Learning Support Assistants. Where appropriate, additional staffing will be deployed, reflecting the level of need in the class. The classes will work within a department, headed by an Assistant Head teacher under the direction of the Head teacher. There are four departments across the school: Foundation (years N, R & 1) Middles (Years 2,3 & 4) Uppers (Years 4,5 & 6), ASD (years N-6 for children with a complex ASD presentation, using discreet methodologies).

Our Autism-specific department uses the KALM approach (Kingsley Autism Learning Model), which draws on specific ASD methodologies (TEACCH, SCERTS, PECS etc) to ensure well-rounded development academically and socially.

In recent years the school has grown its family support service offering training and advice for parents, as well as providing equipment enabling them to mirror specialist aspects of the provision at home.

Our comprehensive extended school provision includes the offer of three days of play-scheme in every holiday week throughout the year (currently limited to 30 children per day), after-school club on Tuesdays and Thursdays and breakfast club on Wednesday mornings.

Review

Role of the school:

Review arrangements for pupils with EHC Plans are set out in the relevant SEN Code of Practice. Kingsley School will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

The Local Authority will review a pupil's EHC plan in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For students:

- In addition to Academy/Schools internal assessments, review and monitoring, each student has a statutory review of their EHCP.
- This offers a formal setting for the discussion and review of the progress and provision of the EHCP. Reviews arrangements for pupils with EHC plans are set out in the relevant SEN Codes of Practice
- ECHP objectives and intended outcomes are reviewed at least three times a year. Should a student make significant levels of progress and it is felt by all professionals and parents that the EHCP is no longer required then Academy/School will review whether the individual's needs can be addressed within a mainstream provision. If suitable then an appropriate transition plan will be drawn up in consultation with the L.A.
- Individual learning programmes are written to ensure quality first interventions and are reviewed on a needs basis.
- Care Plans and Behaviour Plans are written and reviewed at least three times per year.
- There is a school policy with regard to parents' evenings and reports.
- The school tracks progress and sets targets using P Scales and our own descriptors (for those children who have progressed beyond P Scales).

For the provision:

- Kingsley School is included within the Local Authority's monitoring cycle undertaken by the Local Authority.
- Kingsley School is inspected by OFSTED.

For more information, please visit the school's website:

www.kingsley.northants.sch.uk

Special School Provision Specifications

Maplefields Academy

Tower Hill Road, Corby, Northants, NN18 0TH

Type of Provision

The school caters for students who's Education Health Care Plan (EHCP) identifies social emotional and mental health (SEMH) as their primary need, with associated challenging behaviours.



The School caters for a total of 104 students including places in post 16 provision

Admission Criteria and Arrangements

All admissions will be determined by the Local Authority in accordance with the 'SEN and Disability Code of Practice', July 2014, if the pupil has an EHC plan. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement.

- All students will have an EHCP and the Local Authority will have identified these needs as requiring placement at Maplefields Academy.
- The Local Authority will determine admission to the provision, considering parental preference and following consultation with the governing body and Headteacher.
- Placements are made throughout the year although most admissions take place at the start of the academic year.
- Wherever possible, a member of staff will attend the Year 6 review of special educational needs, prior to transfer.
- Staff will liaise with the current school to enable a smooth transition

School Characteristics

- The School is a specialist provision. It offers students an appropriate curriculum based upon the National Curriculum.
- Where possible students are taught in Key Stage groups.
- The individual needs and learning styles of students will determine the methodologies used. This may include 1:1 and small group learning, integrated individual programmes of work as suggested by therapists and other professionals for part of the time.
- Each student has a form teacher who co-ordinates their pastoral and curricular needs and ensures the EHCP provision is implemented, monitored and reviewed.
- The school is committed to offer carefully structured access, with the appropriate support, to a mainstream school curriculum if this is appropriate to the students' needs.
- The management structure is: Headteacher, Deputy Headteacher, Head of Finance and Assistant Headteachers.

Review

Role of the school:

Review arrangements for pupils with EHC Plans are set out in the relevant SEN Codes of Practice. Maplefields will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.



Assessment and Monitoring

For students:

- In addition to Academy/School internal assessments, review and monitoring, each student has a statutory review of their EHCP. This offers a formal setting for the discussion and review of the progress and provision of the EHCP.
- Should a student make significant levels of progress and it felt by all professionals and parents that the EHCP is no longer required the school will work with the LA to ensure appropriate provision is identified.
- Individual learning programmes are written to ensure quality first interventions and are reviewed on a needs basis.
- Behaviour Plans are written and reviewed on a needs basis.
- A full range of targets are used from P Scales through to Stages that are equivalent to the year group they are working at and GCSE.

For the school:

- The School is included within the Local Authority's monitoring cycle undertaken by the Local Authority. A report is written and the school incorporates recommendations within the whole school development plan.
- The school is inspected by and graded Outstanding by OFSTED.

Exit Criteria and Arrangements

The needs of individual students are paramount. It should not be assumed that all students attending Maplefields School requiring specialist provision at a particular time will do so permanently. The presumption of mainstreaming is based on the premise that there is benefit to students when their inclusion with their mainstream peers is properly prepared, well supported and takes place in mainstream schools, colleges or academies which demonstrate a positive ethos towards SEN inclusion.

Equally, for many students, the specialist placement is the most appropriate and offers the best opportunities for future employment and life skills.

Future Plans

- The school evaluates the needs of pupils in relation to the staffing ratio on an ongoing basis.
- The preparation for adulthood and work is a high priority.
- The school is now able to take pupils from Year R (reception) to Year 13 (sixth form) depending on overall capacity to deliver options.
- Maplefields is the lead school of the Maplefields Teaching School Alliance and prioritises Initial Teacher Training to provide the best teachers and build capacity. The school also provides behaviour outreach and school to school support to mainstream and special schools.

Staffing Details

- The school includes Teachers, Cover Supervisors, Higher Level Teaching Assistants and Specialist Teaching Assistants. All staff are experienced in meeting the identified needs of students with emotional, social and mental health difficulties
- There are appropriate numbers of staff for each group of students.
- The Management structure comprises of: Headteacher, Deputy Headteacher, Head of Finance and Assistant Headteachers.
- Individual support staff training and induction is given to all staff across the school with the aim that they will be able to work with all students.

For more information, please visit the school's website:

<http://www.maplefieldsacademy.co.uk/>

Special School Provision Specifications

Northgate School Arts College (Academy Trust)

Queens Park Parade, Kingsthorpe, Northampton, NN2 6LR

Type of Provision

The school is designated to offer 200 places across two sites. The school primarily serves the areas of Northampton and South West Northamptonshire.

Northgate provides education for pupils with learning difficulties of a moderate to severe nature. All pupils will have additional needs that may include: Autistic Spectrum Disorder (ASD), Physical Disability, Hearing Impairment (HI), or Visual Impairment (VI).

Admission Criteria and Arrangements

- Admission to the provision normally follows completion of a statutory assessment and students will have an Education Health Care Plan.
- The Local Authority determines admission to the provision, considering parental preference and following consultation with the governing body and executive head teacher
- The majority of admissions will take place at the start of the academic year
- Should further admissions be required, these are considered carefully by the Local Authority and the school to ensure the placement would not be incompatible with the efficient education of the other pupils with whom the pupils would be educated or with the efficient use of resources.

School Characteristics

At the Northgate School site the school is organized into year groups and key stages with discreet provision for ASD and SLD pupils in KS3 and KS4. The site has specialist rooms for the delivery of Science, ICT, Food Technology, Design Technology, PE/Sports and Performing Arts.

The school aims to develop all pupils' full potential through access to a broad based curriculum in line with national guidelines with appropriate modification and differentiation. This is achieved through accurate assessment of individual pupil levels and consistent monitoring and recording of progress. The curriculum reflects the individual needs of pupils and incorporates the development of a wide range of life-skills in preparation for adulthood. These include personalized learning programmes, access to vocational skills training and work related learning. There is an emphasis on helping pupils to learn self-respect, confidence and communication skills alongside a sense of responsibility towards others and the environment.

Pupils are actively encouraged to develop individual learning skills and skills for life. In KS4 pupils have access to a range of externally accredited courses including GCSE's, Entry Level qualifications, ASDAN and Functional Skills.

Northgate Post-16 units, The Bee Hive and Sweet Bee, are separate learning environments for young people with learning difficulties with an emphasis on the development of employability skills. The Bee Hive is on a separate site and is a 6th form education provision alongside a community business and operates a café, catering kitchen, retail outlets and well-being centre. Young people have the opportunity to access enterprise and vocational activities alongside real-life work-related learning. AIM Awards and B.Tech courses are some of the methods used to accredit learning between Entry Level 1 and Level 3.

The majority of young people will have transferred from Northgate School but places are available for young people from other schools who have an appropriate EHCP. The unit is unable to make suitable arrangements for those students who require constant medical care/intervention facilities.

The Sweet Bee is an independent shop based in a local shopping area that sells sweets and sweet based gifts. It offers work experience places to young people following the employability pathway and opportunities to develop entrepreneurial skills. The school is part of the Special School consortium of post 16 provision. The post 16 curriculum provides learning packages that are individually tailored to facilitate successful transition to either further education, supported internships, work based training or apprenticeships.

The structure and principles of TEACCH are followed across the whole school for pupils with ASD. This is of particular relevance within the discreet provision.

The school works with a wide range of support services and staff within the school work closely with these professionals.

Review

Role of the school:

Reviews arrangements for pupils with EHC Plans are set out in the relevant SEN Codes of Practice. Northgate School Arts College will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For students:

- Accurate and on-going assessment of pupils individual needs and levels of working forms an essential part of the schools recording and reporting process. Detailed records are kept of pupils' learning to indicate progress and inform planning. This is supported by the use of Baseline Assessment tests. Annual reports which outline achievements over the year are collated and distributed in the Summer Term.
- In line with statutory procedures every pupil has an Annual Review of their EHCP. This includes parents/carers, school staff and other professionals. The school works closely with parents/carers, the professional support services and LA to ensure continuity of provision.

For the school:

- The school is included within the Local Authority's monitoring cycle. A report is written and the school incorporates recommendations within the whole school development plan.
- The school is inspected by OFSTED and is currently Outstanding

Exit Criteria and Arrangements

The needs of individual students are paramount. It should not be assumed that all students attending Northgate requiring specialist provision at a particular time will do so permanently. The presumption of mainstreaming is based on the premise that there is benefit to students when their inclusion with their mainstream peers is properly prepared, well supported and takes place in mainstream schools, colleges or academies which demonstrate a positive ethos towards SEN inclusion.

Future Plans

- Build on the partnership with the Teaching Schools Alliance
- Premises development to build capacity on both sites
- Development of the 19 to 24 provision
- Development of additional work based learning opportunities (Sweet Bee – sweet shop)

Staffing Details

The school has experienced specialist staff who deliver a secondary style curriculum. The teaching team includes staff that has both subject expertise and specialist skills in teaching pupils with special educational needs (including specialist ASD)

A team of Learning Support Assistants (LSAs) that includes Higher Level Teaching Assistants (HTLAs) support learning across the school. Cover Supervisors and Specialist support personnel ensure all pupils have the opportunity to access all aspects of school life. A number of LSAs are trained to support and deliver programmes set by external therapists.

For more information, please visit the school's website:

<http://www.northgate.northants.sch.uk>

Special School Provision Specifications

Red Kite Academy

Corby, Northants NN17 2UJ

Type of Provision

Red Kite Academy is a new all through special school for pupils aged from 4 to 18 years. The school offers provision for up to 100 pupils.

Red Kite Academy has not been subject to Ofsted inspection yet but in its last three OFSTED inspections its partner school Kingsley Special Academy has been rated outstanding, the most recent in July 2016. The school is part of the Maplefields Teaching School Alliance.

Admission criteria and arrangements

The school caters for pupils aged 4-18 whose Education Health Care Plan (EHCP) identifies severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), ASD and Higher Functioning Autism (HFA). The school will also make provision for children with moderate learning difficulties where there are additional complexities.

- All pupils will have an EHC Plan and the Local Authority will have identified their needs as requiring placement at Red Kite Academy.
- The local authority will determine admission to the provision, considering parental preference and following consultation with the governing body and Head teacher, in accordance with the 'SEN and Disability Code of Practice', July 2014, if the pupil has an EHC plan
- Placements are made throughout the year although most admissions take place at the start of the academic year.
- Staff will liaise with any previous or future education establishments to enable a smooth transition.

School characteristics

Red Kite Academy provides a specialist and individualised learning setting for children and young people with a wide range of special needs. We have extensive facilities on-site, including a hydrotherapy pool, gym, and extensive grounds. Our curriculum is founded on the belief that children learn best when they are engaged in activities that interest and motivate them and when the learning process takes account of their specific individual needs. We work to a structure of 'Wow' themes, based on the National Curriculum, to excite curiosity and we make individualised adaptations to learning content and experiences to optimise the child's opportunities and to overcome the barriers to their achievement. We track and monitor the children's development in respect of their cognition, well-being and engagement and in respect of their specific obstacles related to diagnosed conditions. We offer a child-centred secondary curriculum which may incorporate GCSEs and ASDAN/AQA qualifications.

Each student has a teacher who co-ordinates their pastoral and curricular needs and ensures the EHCP Provision outcomes are implemented, monitored and reviewed. In general, classes will be staffed by one teacher and two Learning Support Assistants. Where appropriate, additional staffing will be deployed, reflecting the level of need in the class. The classes will work within a department, headed by an Assistant Head teacher under the direction of the Head teacher.

Our Autism-specific department uses the KALM approach (Kingsley Autism Learning Model), which draws on specific ASD methodologies (TEACCH, SCERTS, PECS etc) to ensure well-rounded development academically and socially.

The school has its own family support service offering training and advice for parents, as well as providing equipment enabling them to mirror specialist aspects of the provision at home.

The school will have extended school provision which will include the offer of play scheme in every holiday week throughout the year and after-school club.

Role of the school:

Review arrangements for pupils with EHC Plans are set out in the relevant SEN Codes of Practice. Red Kite Academy will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

The Local Authority will review a pupil's EHC plan in accordance with the relevant SEN Codes of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For students:

- In addition to Academy's internal assessments, review and monitoring, each student has a statutory review of their EHCP.
- This offers a formal setting for the discussion and review of the progress and provision of the EHCP. Review arrangements for pupils with EHC plans are set out in the relevant SEN Codes of Practice
- EHCP objectives and intended outcomes are reviewed at least three times a year. Should a student make significant levels of progress and it is felt by all professionals and parents that the EHCP is no longer required then Academy will review whether the individual's needs can be addressed within a mainstream provision. If suitable then an appropriate transition plan will be drawn up in consultation with the L.A.
- Individual learning programmes are written to ensure 'quality first' interventions and are reviewed on a needs basis.
- Care Plans and Behaviour Plans are written and reviewed at least three times per year.
- There is a school policy with regard to parents' evenings and reports.
- The school tracks progress and sets targets using P Scales and our own descriptors (for those children who have progressed beyond P Scales).

For the provision:

- Red Kite Academy is included within the Local Authority's monitoring cycle undertaken by the Local Authority.
- Red Kite Academy is inspected by OFSTED.

For further information about the school, please visit its website:

redkitespecialacademy.co.uk

Special School Provision Specifications

Rowan Gate Primary School

Finedon Road, Wellingborough, Northamptonshire, NN8 4NS
Hayway, Rushden, Northamptonshire, NN10 6AG

Type of Provision

Rowan Gate is a community day special school for pupils aged 2 to 11 designated to offer 100 places in Wellingborough and 56 places in Rushden.



The school meets the needs of pupils who:

- Have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem, sensory impairment and under developed social skills.
- Have significant or severe learning difficulties.
- Have a diagnosis of an Autism Spectrum Disorder that requires structured teaching and may require discrete provision.

Admission Criteria and Arrangements

- Admission to the provision normally follows completion of a statutory assessment and students will have an Education Health Care plan.
- The local authority determines admission to the provision, considering parental preference and following consultation with the governing body and head teacher.
- The majority of admissions will take place at the start of the academic year unless there are particular circumstances. Should further admissions be required, these are considered carefully by the Local Authority and the school to ensure the placement would not be incompatible with the efficient education of the other pupils with whom the pupils would be educated or with the efficient use of resources.

School Characteristics

The school is organised into age and ability appropriate class bases. The school aims to meet the needs of each child as far as possible, within their local community.

Facilities in Wellingborough include a hydrotherapy pool, soft play room, sensory room, a Nurture group class, a therapy room for physiotherapy, occupational therapy and speech therapy use, a well-equipped medical room, splash room, a music room and a library. In addition there is a large school hall, which is a multi-purpose area. There is a parents' room which is used by the pre-school group and the various parent groups that meet in school. The school has extensive grounds for outdoor educational and play pursuits, including playgrounds with adventure and climbing play equipment and a wheelchair roundabout. The school also has an outdoor covered area for younger pupils and a sensory courtyard.



Facilities in Rushden include a soft play room, sensory room, a Nurture Group class and a library. Each class base has access to a quiet room for individual or small group activities. There are specific rooms which can be used by visiting therapists, including Speech and Language Therapists, Occupational Therapists and Physiotherapists. There is a large parents' room. The school in Rushden has two playgrounds which include equipment for climbing for older pupils, as well as an outdoor covered area for younger pupils.

The school has two minibuses, both with a tail lift and equipment to clamp wheelchairs. The buses are used to extend the pupils' education in the community. Staff are MIDAS trained.

The curriculum at the school is underpinned by The Roots to Growth, a framework developed at the school. The achievements of the pupils are celebrated as they gain awards for each of the Five Keys to improvement.

The Five Keys are fundamental areas of learning at Rowan Gate Primary School and each pupil is awarded with a coloured wristband for achievements in the following:

Personal Success

Working Together

Courage to be Creative

Decisions and Choices

Curiosity and Wonder

Children in the Nursery and Early Years department work towards the Early Learning Goals, which has been designed to develop children's skills and knowledge in preparation for the National Curriculum.

The Curriculum is divided into eight areas of learning:

- Personal, social and emotional development
- Physical development
- Literacy – Reading
- Literacy – Writing
- Communication and language
- Understanding the world
- Mathematics
- Experiencing art and design

At Key Stages 1 and 2, pupils follow the National Curriculum, which is modified or differentiated to suit individual needs so that children are taught at levels appropriate to their ability. Children are assessed using the Foundation stage assessment materials in the Foundation Stage. At the end of Key Stage 1 and Key Stage 2 children undergo statutory assessment or teacher assessments as applicable. All children are assessed annually using P-scale criteria and performance is monitored using the B Squared assessment tool.

Throughout the school, responsibility for learning is encouraged through making choices and demonstrating an ability to understand routines and reach expectations. The ability to work independently is directly taught where appropriate. There is a strong emphasis on learning through practical approaches and real experiences. For the youngest children the curriculum is delivered through the medium of play with activities carefully planned and structured with specific objectives in mind in order to develop the child's learning.

Children with profound and multiple learning difficulties follow a highly structured timetable designed to help them understand or recognise familiar elements in the day. The curriculum is delivered through a multi-sensory approach with support from the whole range of professionals who work together to support the children's learning.

Children with autism are taught using the methods of TEACCH. As the children have good visual skills, they are taught to follow visual information to help them become independent. TEACCH is used to enable pupils with autism to access the curriculum. They may be taught in a structured class or as part of the main school.

Education staff work closely with the range of therapists to develop children's programmes and ensure they are well integrated into their day. Children with physical disabilities, including delayed co-ordination development are supported by the teacher, in conjunction with the therapists, who structures programmes to improve their co-ordination, dexterity and organisational skills.

The National Curriculum is taught incorporating QCA modules and the Equals Schemes of work particularly for pupils with Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Every child has an Individual Education Plan, which is devised with parents, and colleagues at review meetings.

Parents are regarded as essential "partners" in their child's development and regular involvement is encouraged through formal and informal meetings to discuss a child's progress, though use of home/school books, telephone calls, parents evenings, workshops, social events and parent groups. Theraplay is available to families, and several staff members are trained to deliver support in this way.

In addition to the Teachers and Learning Support staff employed at the school, additional specialists are involved in the education of the pupils as appropriate.

Some pupils are able to access Art Therapy, Music Therapy and Drama Therapy if this is considered appropriate. Creative activities are very important at Rowan Gate Primary School, and the school ensures high quality provision is made for Drama and Music.

There are PE specialists at the school and each child has access to high quality PE activities, including swimming during their time at the school.

Review

Role of the school:

Review arrangements for pupils with EHC Plans are set out in the SEN Code of Practice. Rowan Gate will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan in accordance with the SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For students:

- Pupils are admitted to Rowan Gate Primary School with up-to-date assessment information about their special educational needs, accompanied by a recently issued EHC plan. Initial objectives are agreed with parents/carers based upon the information received.
- The statutory review of each pupil's plan is carried out at least annually at a formal meeting with parents/carers and other concerned professionals.
- The school curriculum allows for accurate assessment and monitoring of pupil progress in all subjects. The parent consultation evenings allow for discussions on all aspects of a pupil's school life.
- Transition reviews take place in Year 6.
- The first set of objectives are agreed at the Admissions meeting and thereafter at review meetings. Reviews of individual EHCP plans take place at least annually and are accompanied by advice detailing the child's achievements and progress. Where a child's needs have changed significantly, further advice may be requested.
- At the annual review meeting the priority areas for the coming year are agreed and objectives set to meet these needs. Teaching staff then devise Individual Educational Programmes to plan for and monitor the small steps of progress that will lead to the achievement of the agreed objectives. The recommendations from the Annual Review are forwarded to the Local Authority team for approval. Performance is monitored by class teachers termly. Performance data (Bsquared) is evaluated annually by the Senior Leadership Team and is shared with staff and governors.

For the school:

- The school is included within the Local Authority's monitoring cycle. A report is written and the school incorporates recommendations within the whole school development plan.
- The school is inspected by OFSTED, and was judged as Outstanding in March 2014.

Exit Criteria and Arrangements

The needs of individual students are paramount. If reintegration into mainstream school is appropriate, at whatever age, this will be discussed in full with parent at the Annual Review, and a plan drawn up, which will be forwarded to the Special Needs Assessment Panel for agreement. If reintegration into mainstream school is not appropriate, pupils usually transfer to secondary special schools at 11+.

Future Plans

The school aims to maintain the current high standards of achievement and attainment.

The school aims to continue and further develop the new provision in Rushden.

Staffing Details

The well-qualified and experienced staff is able to meet the wide range of pupils' personal, educational and social needs. Staff who support children with Autism have undertaken extensive further training in the TEACCH method and the use of PECS. All staff are trained in positive handling (Team Teach).

The school has a Family Liaison Teacher on both sites, who offers support for parents and carers.

For more information, please visit the school's website:

<http://www.rowangateprimary.co.uk>

Special School Provision Specifications

Wren Spinney School

Westover Road, Kettering, Northants, NN15 7LB Tel: 01536 481939

Type of Provision

Wren Spinney School is a Secondary School for pupils aged 11-18. The school caters a total of 60 pupils.

In its last 2 Ofsted inspections (most recent March 2014) the school has been rated 'Outstanding'. The school is part of the Maplefields Teaching School Alliance.



Admission Criteria and Arrangements

Wren Spinney provides education for pupils that have complex needs and associated sensory, physical, communication and behavioural difficulties including A.S.D. and multi-sensory impairment.

- All pupils will have an Education, Health and Care Plan (EHCP) and the Local Authority will have identified their needs as requiring placement at Wren Spinney
- The local authority will determine admission to the provision, considering parental preference and following consultation with the governing body and Head teacher, in accordance with the 'SEN and Disability Code of Practice', July 2014,-when the pupil has an EHC plan
- Placements are made throughout the year although most admissions take place at the start of the academic year.
- Staff will liaise with any previous or future education establishments to enable a smooth transition.

School Characteristics

Wren Spinney School is set in a residential area on the western fringe of Kettering, overlooking open countryside. The accommodation offers a friendly environment and special facilities include a warm water pool, a sensory room, a vestibular room, food technology room, art & craft room and a life skills room. Three 'Safe Place' environments are available to support pupils, as and when required.

The school has two off-site satellite bases, in the heart of Kettering Town Centre. These bases comprise an award-winning sweet shop, simply called 'The Shop', and 'The Studio' which consists of 'The Wardrobe' selling pre-loved clothes for babies, children and adults, and an arts, crafts and gifts outlet. Both places provide vocational and life skills learning opportunities for Post-16 pupils and also for pupils in KS4. Students at these bases learn vital skills for life, not least customer service and interpersonal/social skills through daily interactions with the general public.

The school's Accessibility Plan describes the actions the school has taken to increase access to the environment and the curriculum. Further information is available via the school website.

Wren Spinney provides specialist teaching for pupils within the Autistic Spectrum. ASD classes are organised using TEACCH principles and the Picture Exchange Communication System (PECS) is used to support learners' communication. Additional classroom space is provided to ensure an appropriate learning environment for all ASD learners.

The PMLD provision offers an appropriate specialised learning environment which maximises the opportunities for multi-sensory learning. The specialist curriculum for PMLD pupils focuses on the development of communication and self-help skills. Technological aids, switches and a range of communication methods are used to facilitate learning. The PMLD classrooms and changing areas are equipped with ceiling hoists. Professional therapy instruction, support and advice is drawn upon for individual pupils, as required.

The school has a policy of total communication so that every child's individual communication skills are recognised as an integral part of their education. Alternative and Augmentative communication methods including signing, PECS, communication aids, symbols software and switches are a strong feature of the school.

Pupils are taught in class groups identified by age, key stage and primary need. Sometimes it is necessary to have mixed age groupings. For those whom it is appropriate in KS5, provision is made for pupils to join other learners in other special schools, through the Northamptonshire Special Schools Consortium; usually pupils will access another school's curriculum offer for one day per week for 1 year.

If a pupil has a medical need then a detailed Health Care Plan is compiled by the school nurse in partnership with parents/carers and if appropriate the pupil themselves. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within 'Supporting pupils at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England, February 2014.

Regarding staff organisation and integration opportunities, each class has a teacher who oversees all of their learning programmes. Whilst the class teacher spends the majority of their time with their class, teachers in the different key stages may have some regular designated sessions where they teach in other classes, or where pupils are mixed from across a key stage or across ASD groups.

Similarly, pupils may be brought together from across different groups/keys stages for specific activities such as swimming, horse-riding, and PE. KS4/ASD/PMLD staff work together to offer work-related learning (WRL)/Enterprise activities in mixed groups; this enables pupils to work with their peers whilst having the reassurance and comfort of a tutor group for stability which meets their physical/complex needs. Where appropriate, Post-16 PMLD pupils may attend sessions at The Studio and/or The Shop.

A broad range of special activities are held annually, enabling pupils to engage with the wider community. These include our Scarecrow Convention, MacMillan Coffee morning, Christmas Carol Service (and carol singing at a local elderly people's home), Sport Relief/Comic Relief, Wren Spinney school performance, May Day, WrenFest, and our leavers' party.



The school has an effective School Council, elected annually in the autumn term and which meets every half term. There are always a good range of after-school clubs offered throughout the year, which are led by school staff and sometimes by external providers.

Review

Role of school:

Reviews arrangements for pupils with EHC Plans are set out in the relevant SEN Codes of Practice. Wren Spinney will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For pupils:

The progress of pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
- Ongoing tracking of pupils' progress against the IEP targets agreed at annual review
- Twice-yearly use of the B-Squared assessment materials in Core Subjects
- Annual tracking of progress in all Foundation Subjects
- Comparison with pupils of similar ability in other schools using CASPA
- Cross-school moderation ensures similar marking and assessment criteria operates across the county special schools

- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)
- External accreditation opportunities using a variety of modular courses from different awarding bodies: ASDAN in KS4, and ASDAN/AIM Awards in KS5

For the school:

- The School is inspected as part of the whole school Ofsted inspection.

Exit Criteria and Arrangements

The needs of individual students are paramount; although the vast majority of pupils do stay at Wren Spinney throughout their Secondary education, pupils' needs change over time so it should not be assumed that Wren Spinney will necessarily be the best placement for all pupils throughout their Secondary years.

Future Plans

To further develop and enhance provision for pupils with PMLD and ASD.

To improve the facilities at the school through extensive renovation and new build.

Staffing Details

The well-qualified, experienced and dedicated staff are able to meet the wide range of pupils' personal, educational and social needs and most are trained in positive handling (Team Teach.). All teaching assistants are at least Level 2; where possible classes will be supported by a designated Level 3 or 4 Teaching Assistant. A NHS nurse is almost always on site and the school employs a part-time Parent Support Worker to ensure effective support for parents. In addition an ICT technician supports technology resources in the school. Wren Spinney is committed to a process of continuous improvement so ongoing opportunities are provided to all staff for their professional development.

For more information, please visit the school's website:

www.wrenspinney.northants.sch.uk

Wren Spinney works in association with:

[Cube Disability](#)

[Creative Support](#) (Wellingborough) previously known as DELOS:

[Foundations Day Service](#) (Corby)

[Moulton College:](#)

[NAS Resource Centre](#) (Irthlingborough):

[Olympus Care](#)

[Rothwell SENSE:](#)

[Teamwork Trust](#) (Corby; Kettering; Wellingborough)