Northampton School *for Boys*

SEND Annual Information Report – Academic year 2026-2027
SEND Information report (Clause 65 SEND Code of Practice 2015)

Key contacts:
Emily Spencer - NSB Trust Special Educational Needs and Disabilities Co-ordinator (SENDCo) / Senior Staff
Liana Bernard - Special Educational Needs and Disabilities Co-ordinator (SENDCo)
Ilona Farkas - Deputy SENDCo
Angela Watson - NSB LAB Governor
Mary Kay -Trustee for SEND

Our Inclusion Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010, the SEND Code of Practice 2015 and the Children and Families Act 2014. This SEND Information Report is reviewed and updated annual and approved by the Trustee for SEND.

Introduction – Northampton School *for Boys*

Northampton School *for Boys* is an inclusive single sex mainstream school for 11-18 year old boys with girls in attendance in Years 12&13. The current intake is approximately 1760 students. Northampton School *for Boys* is committed to the equality of opportunity and the provision of the highest standards of education for all our students, including those with Special Educational Needs and Disabilities. Northampton School *for Boys* does not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs and continue to meet these challenges today. This includes students who are identified as having needs in the four broad areas of need as outlined in the SEND Code of Practice. Northampton School *for Boys* recognises that a student's needs may fall into one or more categories.

Definition of Special Educational Need

A child or young person has Special Education Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

(SEND Code of Practice 2015: Page 15)

Special Educational Needs at Northampton School *for Boys*

Students at Northampton School *for Boys* may have a range of needs as identified in the SEND Code of Practice as: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

SEND data 2024-25 cohort:

SEND code	Number of students
Education and Health Care Plan (Code E)	30
SEN Support (Code K)	158
Total number of students with SEND	188

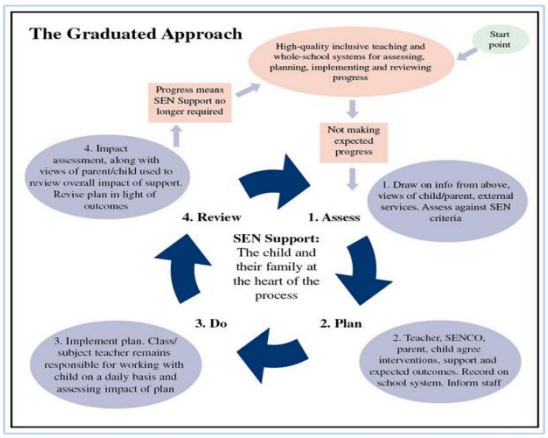
(Data accurate at the time of publishing.)

How does Northampton School *for Boys* identify and assess students with SEND?

The SEND Code of Practice (2015) states that 'all schools should have a clear approach to identifying and responding to SEN'. It also defines the Graduated Approach as a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs.

At Northampton School *for Boys* early identification of SEND and the Graduated Approach is at the embedded in our SEND provision this includes:

- Identifying and tracking the progress of children/young people that require support to catch up by specialist support teacher.
- Identification of children/young people requiring SEND Support and initiation of the Graduated Approach (assess, plan, do, review) cycle.
- Consideration of application for an Education, Health and Care Plan.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are monitored on our SEND database.



Please see our SEND Policy on our website for further details.

Identification & Assessment:

The following methods are used to help us identify students with Additional Needs:
Year 6-7 transition:

- Information sharing with primary partners.
- Liaison with primary schools during transition visits in Year 6.
- Attendance at Year 6 Annual Reviews or transition planning meetings by the SENDCo, a member of the Inclusion Team or the Transition Manager.
- Additional transition visits offered where required for all SEND students.
- Information collated from Inclusion Team staff who visit Year 6 students in their primary setting.

Identification and use of baseline data:

- Analysis of the Lucid Exact reading and spelling baseline assessment tool data which Year 6 students take on the town wide transition day before entry into Northampton School for Boys.
- Cognitive Ability Tests (CATs)
- Baseline assessments of each subject team
- Accelerated Reading Star Tests – Termly
- On-going monitoring of progress during the first term
- Class teacher refers to SENDCo/ Inclusion Team Leader
- Ongoing curriculum assessment
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

- Concerns/information received from a parent/guardian and/or external agencies

Should parents, guardians of carers feel their child has an additional need or special educational need they should contact their child's tutor or email their concerns to: SENDparent@nsbtrust.school

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out on our school website.

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

All interventions and support offered to students are tracked on our provision map. These provisions are regularly monitored and evaluated by members of the Inclusion Team and the SENDCo, adjustments are then made accordingly. Effectiveness of provision for students with SEN is evaluated in the following ways:

- Provision maps – the school uses Edukey Provision Map to record and monitor the interventions and provisions for students.
- Quality Assurance (QA) - the school has a robust QA process that monitors the effectiveness of teaching and learning of all students including those with SEND.
- Termly reports
- Pre and post intervention testing and analysis of the data collected
- Parent's evenings

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

All students regardless of needs are set both minimum and aspirational targets. Data collated during the school report process is analysed and strategies are put in place to support students who are not achieving as expected.

- Termly reports
    - All students complete assessments in terms 2, 4 and 6.
    - Progress and attainment data for students is analysed regularly at Curriculum Team Leader and Curriculum meetings this includes students with SEND.
- Quality Assurance (QA) - the school has a robust QA process that monitors the effectiveness of teaching and learning of all students including those with SEND.
- Parent's evenings
- Annual reviews for students with an Education, Health and Care Plan
- Monitoring of attendance data
- Discussions with students and/or parents/guardians

What is the schools approach to teaching students with SEND?

Northampton School *for Boys* ensures that Quality First Teaching is at the heart of every lesson. The school is committed to a Continuous Professional Development (CPD) Programme for all staff which includes support and training for teaching and working with students with SEND. A variety of strategies are used to ensure that all students are able to access lessons as independently as possible.

Staff involved	Continued professional development
All Teaching Staff	SEND Ranges Autism Dyslexia Attachment Disorder Explicit instruction Questioning Retrieval practice in lessons Scaffolding Supporting students with SEND and low literacy, (In addition to other CPD training as identified through subject needs.)
Members of the Inclusion Team have accessed a range of CPD throughout the year including but not limited to:	Mental Health First Aid Autism awareness Youth Mental Health First Aid Mental Health and Stress awareness ADHD Awareness SEND Code of Practice training Mental Health and Wellbeing Supporting Students' Transition from Year 6 to Year 7 Attachment Disorder Autism Dyslexia Emotional Literacy Support Assistant (ELSA) training Anna Freud Autism and wellbeing in schools training PG Cert in SEMH
All staff complete the KCSiE training annually. All staff have also completed compulsory Judicium training.	

During the last academic year the SENDCos have completed CPD in areas including: Nurture UK, Dyslexia, Safeguarding, Literacy, ADHD, SEND Ranges, SEND and AP Strategy, Therapeutic Thinking and Introduction to the JCQ changes for 2024/2025.

How does the school support students with SEND?

There will be key individuals within the school who share a responsibility for those students identified as having SEND:

- Tutor
- Subject Teachers
- Members of the Inclusion Team
- The Special Educational Needs and Disability Co-ordinators (SENDCo)
- Heads of Year
- Curriculum Team Leaders
- Senior Leadership Team
- Headteacher

SEND information is shared with all teaching and support staff, information is available via various platforms including Provision Map and Class Charts. Staff are continually updated with information regarding students and provisions in place to support students with SEND.

The Inclusion Team

The school employs specialist support staff to assist the SENDCos in delivering targeted interventions to students with a variety of needs.

The Inclusion Team are currently deployed as follows:

- Emily Spencer - NSB Trust SENDCo - Years 9-13 / Senior Staff
- Liana Bernard - NSB SENDCo – Years 7&8
- Ilona Farkas - Deputy SENDCo - Social Emotional and Mental Health specialism and Deputy Designated Safeguarding Lead
- Inclusion Leader - Literacy specialism
- Inclusion Leader - Numeracy specialism
- Family Support Worker
- KS2 – KS3 Transition Manager
- Inclusion Lead - Autistic Spectrum Disorder specialism
- Inclusion Lead - Social, Emotional and Mental Health who also supports the LAC/PLAC students in school.
- Inclusion Lead – Visual Impairment
- Inclusion Mentors including an Inclusion Mentor with responsibilities for Young Carers
- Appointed Person for First Aid
- Access Arrangement Co-ordinator
- Sports Mentor – basketball specialism
- School based counsellors

How are the Inclusion Team deployed at the school?

The Inclusion Team are deployed including but not limited to:

- Targeted interventions across all four broad areas of needs
- Transition planning including meet and greet
- Examination Access Arrangements
- Small group interventions
- Timely targeted support in the classroom
- Lunchtime support
- Supporting at Afterschool Clubs
- Running Afterschool Clubs including Home Learning Zones
- Supporting students with assistive technology

The Inclusion team, work with individual students and/or with small groups on specific and targeted intervention programmes. The Graduated Approach of assess, plan, do, review, is embedded in our practice, including the planning and delivery of interventions. All provisions are recorded on Provision Map.

How accessible is the site?

Please refer to our accessibility policy on our website.

How have Northampton School *for Boys* embedded West Northants SEND Ranges in their practice?

West Northants SEND Ranges was launched here at Northampton School *for Boys* on 17th November 2022. We were heavily involved in the SEND Ranges including hosting the entire WNC and NNC

conference and piloting the initiative. The SEND Ranges are West Northamptonshire's approach to the Graduated Approach as outlined in the SEND Code of Practice 2015. West Northants continue to share that they will be collaborating across all services including families, to ensure that these are fully embedded in all our schools, colleges and settings. There has been extensive training opportunities across the spring and summer terms to ensure that all staff and families are familiar with the SEND Ranges and can ask those pertinent questions that 'make inclusion happen'. The vision is that 'we can all work together to ensure that all our children and young people get the right support at the right time.'

For further information please follow this link: Here

How does the school listen to the views of students and their parents?

What	Who	When
Informal Discussions	All students	Daily
Parents' Evenings/Reports	All students	Termly
Targeted meetings held with members of the Inclusion Team	Students with SEND	As required or requested by either school or parents
Team Around the Child/Family Meetings	Individual students	As required
Student Council	Representatives from all form groups	Half termly
EHCP Review Meeting	All parents and students with an EHCP	Annually

How do you support students with SEND with transitions?

The arrangements for supporting students with SEND transitioning from Year 6 to Year 7 consists of:

- Primary schools will be asked to complete an online questionnaire to gather information on each student who will be transferring to NSB.
- Information about SEND or emotionally vulnerable students is collected.
- The Transition Manager at Northampton School for Boys will contact primary schools to discuss any information gathered. Where appropriate or deemed necessary, a visit to the primary school will be arranged.
- Questionnaires are sent to the parent and student with SEND to help collate information to use in a One Page Portrait. This information is shared with all teaching staff in preparation for the student's arrival in September. This includes Quality First Teaching strategies that provide support for individual students' needs.
- All Year 6 students have a transition day prior starting in September.
- Some students with SEND will have additional visits to the school during the summer term to familiarise themselves with key staff, the building and school routines.

The arrangements for supporting students with other key transitions:

- Students making decisions about their Key Stage 4 subjects are supported through PSHE lessons, discussions with their form tutors, during parent evenings and assemblies. They also access to the school careers advisor.

- Students from Year 9 onwards with an EHCP have also completed the LA transition form as part of their annual review.
- We work with our young people in preparing for transition from school to further education or training. Individual careers guidance meetings are scheduled with the school's careers advisor for all students including those with SEND.

What are the contact details of support services for parents of students with SEND?

The Senior Designated Safeguarding Lead in our school is Mr Craig Armstrong:
The Designated Teacher for Looked After Children in our school is Mr Craig Armstrong:

West Northants Local Authority's Offer can be found Here
North Northants Local Authority's Offer can be found Here
West Northants SENDIASS contact details can be found Here
North Northants SENDIASS contact details can be found Here
West Northants Children with Special Educational Needs and Disabilities website can be found Here
North Northants Children with Special Educational Needs and Disabilities website can be found Here
West Northants SEND Ranges information can be found Here

Details about our curriculum, including how it is made accessible to children/young people with SEND can be accessed on the school website.
Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be accessed on the school website.