



Northampton School for Boys

SEND Annual Information Report – Academic year 2023-2024

SEN Information Report (Clause 65 new SEN Code of Practice revised 2015)

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Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The provisional Key Performance Measures (academic year 2023-2024) for all schools nationally were released in October 2023:

Progress 8

NSB Progress 8 All boys: +0.55

England all students Progress 8: -0.03

England Boys Progress 8 2022: -0.21

NSB Progress 8 all SEN: +0.1

England all SEN Progress 8: -0.62

NSB Attainment 8 (average grade): 5.9

NSB all SEN Attainment 8 (average grade): 5.37

NSB English and Maths Grade 5+ (percentage of cohort achieving this threshold): 77.9%

NSB all SEN English and Maths Grade 5+ (percentage of cohort achieving this threshold): 73.7%

National A8: 4.62

National all SEN A8: 2.80

National English and Maths Grade 5+: 45%

National all SEN English and Maths Grade 5+: 5.94%

Attainment 8: top 10% of all SEN results

The link to the full set of NSB GCSE results can be found here: [Northampton School for Boys - Find school and college performance data in England - GOV.UK \(find-school-performance-data.service.gov.uk\)](https://www.gov.uk/find-school-performance-data)

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 1685 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 SEN 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.

Current SEND data 2022-23 cohort:

SEND Code	Number of students
Education and Health Care Plan (Code E)	17
SEN Support (Code K)	310
Total number of students with SEND	327

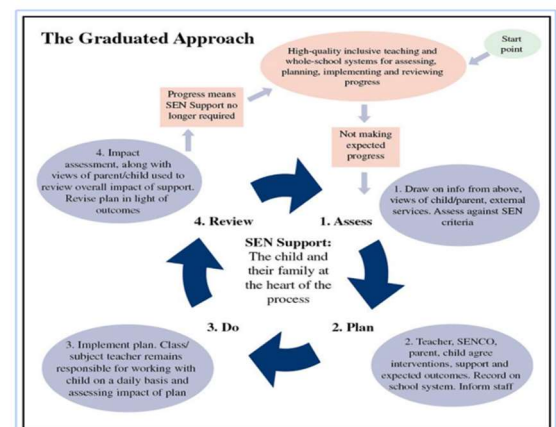
(Data accurate at the time of publishing)

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, Additional Intervention Team Leader or the Transition Manager.
- Additional transition visits offered where required for all SEND students.
- Information collated from Additional Intervention 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/ Additional Intervention 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 Additional Intervention Team and the SENDCos, 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.

Regular SEND newsletters are released to staff focusing on how to support students with SEND. In addition, dedicated Research Bites focusing on strategies to support students across all four broad areas of need are also released throughout the year.

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, Disciplinary literacy and reading across the curriculum (In addition to other CPD training as identified through subject needs.)
Members of the Additional Intervention Team (AIT)	Mental Health First Aid Autism awareness Youth Mental Health First Aid Mental Health and Stress awareness ADHD Awareness Effective Behaviour Management Mental Health and Wellbeing Supporting Students' Transition from Year 6 to Year 7 Attachment Disorder Autism Dyslexia
All staff complete the KCSiE training annually. All staff have also completed compulsory Judicium training.	

During this year the SENDCos have completed CPD in areas such as: Talking success – SLCN in Secondary School, Dyslexia, Safeguarding, Literacy and Phonics, ADHD, SEND Ranges, SEND and AP Strategy and Introduction to the JCQ changes for 2023/2024.

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 Additional Intervention Team
- The Special Educational Needs and Disability Co-ordinators (SENDCo)
- Heads of Year
- Curriculum Team Leaders
- Senior Leadership Team

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

The Additional Intervention Team (AIT)

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

The AIT team are currently deployed as follows:

- Social Emotional and Mental Health Leader and Deputy Designated Safeguarding Lead for Child protection
- Autistic Spectrum Disorder Leader
- Literacy Intervention Leader
- Numeracy Intervention Leader
- KS2 – KS3 Transition Manager
- Autistic Spectrum Disorder Mentor
- Social, Emotional and Mental Health Mentor who also supports the LAC/PLAC students in school.
- Mental Health Practitioner
- Learning Mentor (LM)
- School based counsellors

How are the Additional Intervention Team deployed at the school?

AIT staff were deployed in a number of roles:

- Targeted interventions
- Transition planning
- Examination Access Arrangements
- Small group interventions
- Targeted support in the classroom
- Lunchtime support
- Supporting at Afterschool Clubs
- Running Afterschool Clubs including Home Learning Zones
- Supporting students with assistive technology

The AIT 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 AIT practice, including the planning and delivery of interventions.

How accessible is the site?

Please refer to our accessibility policy on our website.

How will Northampton School *for Boys* embed 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](#) If you have any questions or would like to discuss the SEND Ranges, please contact lbernard@nsbtrust.school or espencer@nsbtrust.school

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All parents and students	Daily
Parents’ Evenings/Reports	All parents and students	Termly
Team Around the Child/Family Meetings	Individual students	As required or requested
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 personalised Pupil Passports. 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 complete 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 Matt Kneeshaw:

mkneeshaw@nsbtrust.school

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

carmstrong@nsbtrust.school

West Northants Local Authority's Offer can be found [Here](#)

North Northants Local Authority's Offer can be found [Here](#)

SENDIASS contact details can be found [Here](#)

Northamptonshire County Council Special Educational Needs can be found [Here](#) (This link will direct you to both West Northants and North Northants information)

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.