

Northampton International Academy

Special Educational Needs and Disability Information Report – 2026-27



Northampton International Academy is Part of East Midlands Academy Trust (EMAT)

If you are reading this SEND Information Report online, you can hit ctrl and click on any of the headings to take you to the relevant section of the report.

<u>Introduction & Contact Information</u>	<u>Definition of SEND & Code of Practice</u>	<u>Meet the NIA SEND Team</u>
<u>Northamptonshire Local Offer</u>	<u>4 Broad areas of SEND Needs</u>	<u>Identification of SEND Needs</u>
<u>Consulting and Involving Parents/Carers</u>	<u>Assessing and reviewing pupils' progress</u>	<u>Communication of Students SEND Needs to Staff</u>
<u>Student Passports</u>	<u>Individual Learning Plans</u>	<u>Education and Health Care Plans (EHCP) and Higher Needs Funding (HNF)</u>
<u>NIA approach to teaching SEND Needs</u>	<u>Evaluating the effectiveness of SEND provision</u>	<u>Extra – Curricular opportunities</u>
<u>Support for improving emotional and social development</u>	<u>Complaints about SEND provision</u>	<u>Monitoring of this document</u>

Introduction and Contact Information

In line with the fundamental ethos and values of East Midlands Academy Trust and the aspirations of Northamptonshire Children's Trust, our intent for SEND provision at Northampton International Academy is:

- To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision within an inclusive all- through setting.
- To instil in every child and young person the DNA values of collaboration, responsibility, respect, care, excellence, and aspiration which are the building blocks of learning at NIA.
- To engage with children, young people, and their families to promote early identification and provide high quality support that meets their specific needs.
- To collaborate on high quality and impactful multi-agency assessments and quality of plans for those who require specialist levels of support.
- To tailor our whole-school curriculum offer to enhance opportunities for our young people with SEND.
- To develop smooth transition through each key stage and progression to adulthood for all young people with SEND.

We are committed to providing an appropriate and high-quality education to all the children and young people living in our local area. We believe that all children, including those identified as having special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.

We have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for students to enable them to make progress from early years through to secondary.

Contact us: If your child has a special educational need and/or a disability and you would like to know more about what we offer at Northampton International Academy contact the SEND team on: 01604 212811 or email us at: SEND@nia.emat.uk

Definition of Special Educational Needs and Disability

The Code of Practice (Jan 2015) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has 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 or mainstream post-16 institutions

A copy of the DfE SEND Code of practice can be accessed on the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Northampton International Academy SEND Team

				
Matt Lee: Head of school: Inclusion and Safeguarding	Kath Shea: SENDCO Years 7-8 & Cognition and Learning Needs Lead Practitioner	Kelly Shears: SENDCO Year 10 & Communication and Interaction Needs Lead Practitioner	Kelly Steele: SENDCO Years 11 – 13 & Sensory and Physical Needs Examinations, Assessments & Access Arrangements Lead Practitioner	Chantelle James: SENDCO Primary
				
Danielle Edmunds: Assistant SENDCO (Primary)	Marisa Mayes: SEND Administrator	Amanda Carroll: Hub Lead Practitioner	Lizanne Hudson School Counsellor	Russell Norton: Vice chair of LAB

At Northampton International Academy the SEND Team supports learners through interventions in the four broad areas of need. Our ISP (Inclusion support Practitioners) plan and deliver interventions to support the needs of SEND students under the direction of a SENDCO. Interventions are delivered by the SEND team for learners in Early Years foundation Stage, through to the sixth form.

Primary ISP staff.

Savitha Ajesthnath
Laura Walker
Paul Freeland
Jaqui Breeding
Katie Coles
Jeri Love

Secondary ISP

Dominika Duda
Clare Reeves

Inclusive Curriculum

Alongside our mainstream offer at NIA, we have developed an inclusive offer, based on the principles of nurture, which provides support for targeted SEND learners and those with potential unidentified need. Within this offer there are two pathways:

SEMH Pathway Lead teacher – Helen Child

- SEMH pathway (Trauma Informed) – this offer includes a blended curriculum in English and Maths, bridging gaps in KS1 through to KS4 to allow access to GCSE examinations and access additional Functional Skills Qualifications. A preparation for adulthood programme, focussing on independence and post-16 pathways alongside an enhanced PSHE offer to help support and strengthen learners social emotional and mental wellbeing. The Nurture Provision aims to be a holistic approach to education to reduce all barriers to learning and ensure appropriate support and services are in place for the child and their family prior to post-16.

Cognition and Learning Pathway Lead teacher – Kath Shea (SENDCO)

- Cognition and Learning Pathway – a specifically targeted intervention tailored to those with significant cognition and learning needs. An additional curriculum, including transferrable skills to bridge gaps in literacy and numeracy and ensure pupils are able to access the mainstream curriculum successfully.

These provisions are internally monitored through a tailored assess, plan, do review (APDR) approach, where progress is carefully tracked as there is an explicit entry and exit criteria that allows pupils to graduate the programme.

What is the Northamptonshire Local offer?

The *Children and Families Bill*, enacted in 2014 requires Local Authorities and schools to publish, and keep under review, information about services they expect to be available for children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The West Northamptonshire Council (WNC) Local Offer can be accessed by using the link below:

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk/local-offer)



Welcome to West Northamptonshire's Local Offer. This website was launched in August 2023 and was co-produced with parents and partners during the summer months.

The Local Offer:

- provides information for families with children who have a special educational need or disability
- improves choice and transparency for these families
- helps professionals to understand the range of local services and provision
- improves joint commissioning arrangements for services by setting out (in a single place) what is available locally

Children First Northamptonshire can cater for different needs. If you need this information in a different format, email them at LocalOffer@northamptonshire.gov.uk or if you are having trouble finding a service, contact them for help on 0300 126 1000, option 5.



What SEND Needs are provided at NIA?

Special educational needs and provision can be considered as falling under one of the following four broad areas:

Cognition and Learning Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.	Communication and interaction Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives. Children and young people with an Autistic Spectrum Disorder are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, social interaction, and imagination, which can impact on how they relate to others.
Social, Emotional and Mental Health (SEMH) Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or escalating behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder.	Sensory and/or Physical needs Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with a visual impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single Sensory impairment. Some children and young people with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.



Identification of students with SEND Needs

At **Northampton International Academy** we will assess each pupil's current skillset and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



NIA Identification process for SEND students

1. Initial concerns are raised about a student's need. This could be identified in any of the following ways.
 - Transition - File from the student's previous school identifies SENDCO Need
 - Teacher, Teaching Assistant, SENDCO or SLT raise a concern
 - Parent or Carer /external agency working with the family raise a concern
 - As a result of the outcome of a screening tool and wider further investigations

2. Check that High Quality Teaching (HQT) is in place

- If HQT is not evident - Offer support via HQT strategies and a differentiated curriculum. Review in 6 weeks of implementation to assess if a learning barrier is still in place.
- If HQT is evident but there is still a barrier to learning after 6 weeks continue to the next stage. If there is no barrier to learning continue with HQT.

3. Class teacher or subject teachers complete an initial concerns identification referral form with all the evidence of QFT strategies implemented. SENDCO and or SEND Team to complete observations and inform Parents /carers.

Head of Year, Teaching Staff, and Pastoral Staff can also make a referral

4. SENDCO investigates possible SEND need and adds student to the SEND Register (SIMs and Internal) as SEND Support (K). Parents are informed of placement on the SEND register. A student Passport and Learning Plan is generated, and the Teacher and SENDCO implement the graduated approach. ASSESS, PLAN, DO, REVIEW. Parents/carers and students to be consulted and views sought through-out the process.

5. SENDCO/SEND team to make appropriate referrals to outside agencies; School Nurse, ADHD/ASD team, Speech and Language therapist, Occupational Therapist, MHST or Paediatrician. Continuation of the graduated approach to meet the needs of the student.

6. If the student makes no progress following significant intervention. There will be a discussion with SENDCO, class teachers, parents, and outside agencies regarding the benefit and appropriateness of request for Higher Needs Funding (HNF) or an EHCP. SENDCO to complete application in consultation with teacher, student, parents, and external agencies and SEND to Statutory team.

7. if the HNF or EHCP is refused, continue to monitor and offer provision and re-apply if further evidence of need can be supported.

If the EHCP or HNF is accepted, the SENDCO will hold annual reviews to monitor the students progress. SIMs and Internal SEND register will be updated to reflect as an "E".

Removal from the SEND Register.

When additional or different provision is no longer needed then a student can be removed from the SEND Register. A date is added to SIMs on the date of removal. Parents should be informed in writing of any students removed from the SEND register. If the student begins to show additional or the same difficulties, the whole process needs to be repeated.



Consulting and Involving Parents/Carers

We will have an early discussion with the students and their parents/carers when identifying whether a student need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents or carers concerns
- Everyone understands the agreed outcomes sought for the child / young person
- Everyone is clear on what the next steps are

Notes of the early discussions will be added to the student's records and given to their parents or carers.

Parents and carers will also communicate and feed into regular review meetings held during the graduated approach of Assess, Plan, Do Review.

Contact us

Parents and carers of a child, who have a special educational need and/or a disability can, also contact us outside of these scheduled reviews on 01604 212811 or by email at: SEND@nia.emat.uk



Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- The students previous progress, attainment and behaviours
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of the students' needs. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Communication of students needs to NIA staff

All students on the SEND register will be coded as K (additional support) or E (Educational Health Care Plan). All staff will be able to access data from Arbor (our Management Information System), to identify children on the SEND Register.



In addition to this, a central register will be stored securely on the internally school database. This will identify the student's broad area of need.

More detailed passports and learning plans can then be accessed securely via our online platform Edukey. (<https://edukeyapp.com/account/login>)

Below outlines the information staff will have about each SEND students' individual needs.

Student Passports

All students on the SEND Register will have a pupil passport that is reviewed at least annually. This identifies the following things:

- Student details
- SEND Ranges
- Area of need
- Additional information
- Things to avoid
- How the child would like to be supported
- Individual differentiated teaching strategies
- Access arrangements
- External agency involvement
- High Quality Adaptive Teaching Strategies
- Personalised High Quality Teaching Strategies



Individual Learning Plans

Students with a greater level of need, such as those with an Education and Health Care Plan (EHCP) or in receipt of Higher Needs Funding (HNF) will also have an Individual learning plan that will be reviewed at least termly.

These plans include the graduated approach

Assess

- Identifying areas of strength
- Identifying areas of concern
- Reasonable adjustments that need to be planned for by teachers and staff

Plan

- For identified areas of concern ensuring that their targets, outcomes and strategies to address these and the identified staff that will action these.

Do

- The plan is shared and identified actions are implemented

Review

- The learning plan is reviewed the following term, or before if necessary to measure impact of interventions and support.



Educational Health Care Plans (EHCP)

An EHC (Education Health and Care) plan identifies a child's special educational needs, together with health and social care provision when these services are involved.

The focus of an EHC plan is on what is important for the child or young person – what they want to achieve now and in the future.

The EHC plan includes the aspirations of and outcomes for the child or young person as well as a description of their needs, barriers to learning and provision required to overcome these.

EHC plans must be reviewed by the local authority a minimum of every twelve months. These reviews must focus on the child and young person's progress towards achieving the outcomes specified in their plan.

The review must also consider whether these outcomes and supporting targets remain appropriate.

High Needs Funding (HNF)

High needs funding is intended to provide the most appropriate support package for children and young people (from early years up to aged 25) with special educational needs and disabilities in a range of settings, taking account of parental and student choice.



Our approach to teaching pupils with SEND

Waves of Intervention

At NIA we use a system known as 'Waves of Intervention'. Support for children with special educational needs is expected to be delivered through in three successive levels or 'waves'.

Wave 1 – Universal Provision

This is the expectation of 'High Quality' teaching, where good quality teaching and work to suited to the individual children means that every pupil is included. The needs of all children are considered, with high expectations for them all. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

'High Quality' teaching is our first step in responding to pupils who have SEND. All teaching staff have access to high quality teaching strategies and individual passports to support universal provision.

To ensure all pupils' needs are met High Quality Teaching is delivered through:-

- Scaffolding our teaching, for example, giving longer processing time, chunking tasks, using visuals to support understanding, pre-teaching of key vocabulary.
- Explicit instruction to ensure students are clear about the work they are completing
- Scaffolding our lessons to ensure all students can access and achieve the learning objective. for example, by grouping, 1:1 work, small group work, task management boards, manipulatives, visual instructions
- Using recommended aids including ICT, such as laptops, coloured overlays, visual timetables, larger font, etc.



Wave 2 – Targeted Provision

In addition to Universal provision, the student may need intervention and access to specialist resources within the school and access to identified interventions.

We provide the following interventions:

Additional support for learning

- In class targeted support
- Reading interventions
- Phonics interventions
- Numeracy interventions
- Lexia Reading Program
- Targeted pastoral support
- Speech, Language and Communication support
- Emotional literacy support
- Development of social skills

Wave 3 – Specialist Provision

This is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support.



In addition to this we work alongside the following agencies:

- Anger Management and Behaviour support services
- Blossom – Occupational Therapist (OT) and Speech and Language Therapist Service (SALT)
- Children Adolescent Mental Health Service
- Community Pediatrician
- Education Welfare Services
- Educational Psychology Service Northamptonshire County Council
- Educational Psychology Service – Psychology 4 Learning
- Multi-agency safeguarding hub (MASH)
- NHS Community School Nurse
- Northamptonshire County Council Specialist Support Service (SSS)
- Service Six

Some of our staff have additional qualifications and specialisms which can be used in the individual planning to help students access the curriculum. These include:

- First Aid and Defibrillator trained
- Evacuchair training
- English as an Additional Language (EAL)
- Speech, Language and Communication Needs (Primary)
- Assessing for Exam Access consideration (Primary, Secondary and Sixth Form)
- Supporting students with visual and Hearing impairment. (Primary, Secondary and Sixth Form)
- Specialist diabetic training
- ASD (Autism Spectrum Disorder) Specialism



Evaluating the effectiveness of SEND provision

We monitor and evaluate the effectiveness of provision for pupils with SEND by:

- Book Reviews
- Classroom observations
- Holding annual reviews for students with EHC plans
- Informal feedback from staff
- Monitoring by the SENDCO's
- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions
- Student progress tracking (whole school)
- Using provision maps to measure progress
- Using student questionnaires

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All students are encouraged to go on our residential trips

All students are encouraged to take part in sports day/school plays/special workshops, etc

No student is ever excluded from taking part in these activities because of their SEND or disability.

The East Midlands Academy Trust (EMAT) Accessibility policy can be located at: [Trust policies \(emat.uk\)](https://www.emat.uk/trust-policies)



Support for improving Social, Emotional and Mental Health needs (SEMH)

We recognise that some of students have emotional and social needs that need to be developed, nurtured and supported. Some students may also have mental health needs. These needs can manifest themselves in several ways, including behavioural difficulties, anxiety, anger, being withdrawn and struggling to communicate effectively.

All students follow a structured PSHE and RLE curriculum to support their emotional and social development during their tutor time.

In addition to this:

- Students with SEND are encouraged to be part of the school student voice
- Students with SEND are also encouraged to take part in extra-curricular clubs and social skills groups to promote teamwork/building friendships etc.
- The Hive is an intervention space used to support students during lesson times
- The Nest is a safe, quiet space and is available to students at break times and lunch times
- The school has Pastoral staff and a Pastoral system that incorporates Form Tutors and Heads of Year whose role is to maintain the health and wellbeing of its students
- The Mental Health Hub is onsite, and students can be referred to this team for additional support.
- The school had a dedicated member of staff who promotes health and well-being amongst students.

If your child / young person still requires extra support, with your permission we can access further support through outside agencies.



Complaints about SEND Provision

Students, staff, parents/carers are expected to listen carefully and respectfully to each other. Where an issue arises, parents/carers in the first instance are encouraged to make an appointment to speak with the classroom teacher/subject teacher to seek and resolve any concerns.

If the concern is about SEND provision in our school should be raised to Matt Lee, Deputy Headteacher in the first instance Matt.Lee@nia.emat.uk.

If Matt Lee is unable to resolve the situation or if the parent/carer feels that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to speak to Headteacher, Mr Martin Serrao, through his Personal Assistant, Mary Van Deventer Mary.van-deventer@nia.emat.uk

East Midlands Academy Trust Complaints policy can be accessed via [Trust policies \(emat.uk\)](#):

Monitoring Arrangements

The information contained in this report will be reviewed by **Matt Lee – Deputy Headteacher** annually. It will also be updated if any changes to the information are made during the year.

The SEND information report will be approved by the governing board.