

SEN Provision Specifications

Corby Business Academy

Gretton Road, Corby, NN17 5EB

Type of Provision

The Unit Provision caters for students whose Education Health Care Plan (EHCP) identifies learning difficulties that are complex, severe and profound including Autism. It offers discrete provision and inclusion into mainstream as appropriate. The Unit will cater for a total of 75 students including ten places in post 16 provision and 8 within the ASD base.

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. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement. Students will have complex learning needs which results in the need for small groups and specialist teaching.

All students will have an EHCP and the Local Authority will have identified their needs as requiring placement at Corby Business Academy Unit Provision.

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

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.

The Post 16 Provision caters for students with SLD and PMLD that are working below NC Level 1 across the curriculum. It will cater for up to ten students in years 12 and 13.

Academy Characteristics

- The Unit Provision is a specialist provision seen as an integral part of Corby Business Academy. It offers students an appropriate curriculum based upon the National Curriculum.
- Where possible students are taught in Key Stage groups. Some students with profound and multiple learning needs may be taught in a mixed key stage group.
- Students may be attached to a main school tutorial group and may register with this group.
- 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, signing and teaching in small steps, the use of Alternative Augmented Communication (AAC) and structured teaching using the TEACCH approach.
- Each student has a Base Teacher who co-ordinates their pastoral and curricular needs and ensures the Statement/EHCP Provision sheets are implemented, monitored and reviewed.
- The Academy is committed to offer carefully structured access, with the appropriate support, to the main school curriculum if this is appropriate to the students' needs.
- Management structures are across the whole Academy including the Unit Provision.

Academy's Arrangements for Including Students in Mainstream

All students have access to a broad, balanced and relevant curriculum. Access to the main school curriculum for students is actively promoted, according to the needs of the student by:

- An EHCP Provision sheet for each student.
- Teaching staff within the Unit Provision working with main school staff on joint curriculum initiatives and team teaching.
- Ensuring that all students are involved in the general life of the school.
- Using opportunities to involve main school students in the life of the Unit Provision.

- When possible Mainstream and Unit Provision timetables run parallel to facilitate transition with individual timetables best suited to the student's levels of attainment.

Assessment, Review and Monitoring

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

For students:

- In addition to Academy 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.
- 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 then Corby Business Academy will review whether the individuals needs can be addressed within the mainstream provision. If suitable then an appropriate transition plan will be drawn up and the student will join full-time mainstream provision.
- 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 on a needs basis.
- Unit Provision follows the whole school policy with regard to parents' evenings and reports.
- A full range of targets are used from P Scales through to National Curriculum Levels.

For the provision:

- The Unit Provision 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 Unit Provision is inspected as part of the whole school OFSTED inspection

Local Authorities Role in Reviewing EHC Plans

The 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.

Future Plans - The Academy

Corby Business Academy will meet the needs of all students who currently attend Corby Business Academy and the Unit Provision is one of the planned faculties within the Academy. It will have specialist core accommodation and planning has involved careful consideration to ensure smooth transition and address the needs of the students throughout the school.

Staffing details

The Unit Provision includes Teachers, Instructors, Higher Level Teaching Assistants and Learning Support Assistants. All staff are experienced in meeting the identified needs of students with complex, severe, profound or multiple learning difficulties including Autism. There are appropriate numbers of staff for each group of students.

The Unit Management structure comprises of: a Director and an Assistant Director who oversee the day to day management of the provision and a Senior Assistant Principal and a Senior Vice Principal who manage the strategic responsibilities of the provision.

There may, exceptionally, be additional support for named students from Communication Support Workers, Individual Support Staff/or interveners. 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 further information about the school, please visit its website:

www.corbybusinessacademy.org