

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 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