



Provision Specifications

Studfall Academies - Resourced Provision

Rowlett Road, Corby, Northamptonshire NN17 2BT

Studfall Infant Academy and Nursery: 01536 264540 www.studfallinfantacademy.org

Studfall Junior Academy: 01536 202621 www.studfalljunioracademy.org

Type of Provision

Studfall Infant Academy and Nursery caters to pupils aged 3-7 years. Studfall Junior Academy caters to pupils aged 7-11 years. Both schools primarily serve Corby (and the surrounding villages) and are part of the Greenwood Academy Trust.

The academies have resourced provision (RP) for pupils who require arrangements over and above that which a mainstream school could provide through an Education, Health and Care (EHC) Plan.

The Studfall Academies' resourced provision is for pupils whose primary needs are:

- Cognition & Learning Needs - Severe Learning Disabilities (SLD)
- Communication & Interaction Needs - Autistic Spectrum Disorder (ASD)

Pupils are admitted to the resourced provision if their EHC Plan identifies SLD and/or ASD, but they are deemed capable of integrating with a large school community. Pupils may have communication difficulties, social difficulties, and/or cognitive difficulties.

The resourced provision for Studfall Infant Academy and Nursery can accommodate 12 pupils. This is the equivalent of four pupils per year infant group. The resourced provision for Studfall Junior Academy can accommodate 24 pupils. This is the equivalent of six



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pupils per junior year group. If further admissions are required, they will be considered by the academies and the Local Authority.

Admission Criteria and Arrangements

The Local Authority will determine admission to the resourced provision. It will consider parental preference and consult with the governing body and headteacher. It will follow the [Special Educational Needs and Disability Code of Practice: 0 to 25 Years \(2015\)](#).

Placements are made throughout the year, although most occur at the start of the academic year.

Characteristics of the Academies

Studfall Junior, Infant, and Nursery are two larger-than-average academies with separate sites (close to each other) in Corby. In September 2012, the two schools entered into a hard federation. Two headteachers manage both schools, overseen by a single governing body. The schools became academies in September 2018.

Description of the Provision

Studfall offers an inclusive resourced provision with integration geared to the needs and abilities of the individual pupils. There is a whole-school approach to meeting special educational needs and disabilities (SEND).

Pupils in the resourced provision will follow the National Curriculum with appropriate differentiation and modification or dis-application (if necessary).

There is a facility to support pupils in individual or small teaching groups. The individual needs and learning style determine the methodologies used. These include one-to-one and small group learning opportunities, close working with therapists and other professionals to produce integrated individual programmes of work, direct teaching to objectives, signing, and teaching in small steps and stages. The support pupils receive is flexible. It is not unduly intrusive and does not result in over-reliance. Pupils are encouraged to work increasingly independently.

Studfall offers TEACCH for pupils with autism, as appropriate. Pupils will spend as much time as possible being supported in the mainstream setting. However, they will also have the opportunity to withdraw to a small group if (and when) appropriate.

There is a therapy room, sensory room, and withdrawal facilities at both sites. There is also an acoustically-treated room in the Junior Academy. The buildings are incorporated on one level, and there is a disabled shower and toilet.

The school maintains a range of materials and equipment suitable to the developmental needs of the pupils. Secure play facilities for lunchtimes and play-times are supervised.

The academies have close links with the full range of Local Authority (LA) and NHS services that are available. Pupils who require speech and language therapy, physiotherapy, or occupational therapy are seen by the therapists in school for treatment. Treatment is then followed up in school through individual and/or small group programmes. The academies support this work by providing sessions in small groups and individually, working from the programmes set by the therapist.

Arrangements for Including Pupils in the Mainstream Provision

Studfall makes every effort to ensure that pupils in the resourced provision follow the same school day as their fellow pupils. Particular care is taken to ensure that withdrawal does not detract from pupils experiencing a broad and balanced curriculum. Withdrawal takes place in various groupings in areas of minimal distraction to enhance the learning environment for all pupils.

Whenever appropriate, support for pupils is given within class groups. Alternative arrangements are made for some pupils to have small group support during unstructured school times such as play-times and lunchtimes.

All pupils are part of a mainstream class group. Additionally, the skills and experience of mainstream pupils are used to enhance the development of pupils with SEND by the use of carefully planned groupings for activities such as music, physical education (PE), life skills, and cooking. The development of all pupils is enhanced by the integration/participation of the SEND pupils and staff.

Reviews

Role of the Academies:

- Review arrangements for pupils with EHC Plans are set out in the SEND Code of Practice. Studfall Junior, Infant, and Nursery will adhere to them, ensuring that due process is followed and relevant timeframes are adhered to.

Role of the Local Authority:

- The Local Authority will review a pupil's EHC Plan under the SEND Code of Practice. It will ensure that due process is followed and relevant timeframes are adhered to.

Monitoring and Evaluation

Of the Pupils:

- Soon after a pupil enters the resourced provision, an interim review meeting is held with the parents and relevant professionals. They will discuss how the pupil is settling in and short-term targets.
- The individual educational plan (IEP) has an inbuilt system of assessment, monitoring, and review, coordinated by a designated teacher. Interim reviews are held as required, and parents are always invited.
- There are statutory Annual Reviews (ARs) of each pupil's EHC Plan.

Of the Resourced Provision:

- The resourced provision will be inspected and graded by OFSTED as part of whole school inspections.

Exit Arrangements

Transfers are discussed at the Annual Review of the EHC Plan in Years 1 and 5. Parents will be invited by the Local Authority to express a school preference in the year of the pupil's transfer (Year 2 and Year 6).

Pupils who are transferring to another school take part in exchange visits, and discussion ensures a smooth transition. For pupils transferring to the provision, steps are taken to ensure a smooth transition.

Staffing Details

Studfall Junior, Infant, and Nursery have developed a skilled and experienced team of

trained and experienced staff working with pupils whose needs match the range admitted to the provision.

Resourced provision staff (both teaching and non-teaching) are experienced in meeting the needs of pupils with severe learning disabilities. All staff are actively encouraged to seek professional development opportunities and are highly trained.

Flexible staffing and physical arrangements enable the academies to offer support during both structured and less structured times of the school day.

For further information about the Studfall academies, please visit their websites:

<https://www.studfallinfantacademy.org>

<https://www.studfalljunioracademy.org>



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