

SEN Provision Specifications

Studfall Junior, Infant and Nursery School

Rowlett Road, Corby, NN17 2BT

Type of Provision

Studfall Junior, Infant and Nursery School has a Resourced Provision for children with significant to severe learning difficulties including Autism, serving Corby and the surrounding villages. Studfall offers an inclusive provision for pupils who require arrangements over and above that which a mainstream school can provide through an Education, Health and Care Plan (EHC Plan).

Pupils are admitted if their EHC Plan identifies developmental difficulties of a significant to severe nature but are able to integrate and be part of a large school community. These may be particularly characterised by communication difficulties, which may show themselves in speech and language difficulties as well as in more complex interactions with both adults and peers. There may also be a more fundamental social or cognitive basis to the difficulties.



The total number of places across the nursery and infant school is 12 and the Junior School is 24. This equates to no more than four children per year group in the infant school and six children per year group in the junior school. Should further admissions be required, these are considered carefully by the school and the local authority.

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, if the pupil has an EHC plan. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement.

The majority of admissions take place at the start of the academic year. Additional places may be made throughout the year.

Characteristics of the Schools

Studfall Junior, Infant and Nursery is a larger than the average-sized primary school with a split site located in Corby. In September 2012, the two schools entered into a hard federation. There are two head teachers that manage both schools, overseen by a single governing body. The school is becoming an Academy September 2018 with Greenwood Academy.

Description of the Provision

Studfall offers an inclusive provision with integration geared to the needs and abilities of the individual pupil. There is a whole school approach to meeting special educational needs. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Pupils will follow the National Curriculum with appropriate differentiation and modification or if necessary dis-application.



There is the facility to support children in individual or small teaching groups. The individual needs and learning style determine to a great extent the methodologies used. This would include some 1:1 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 children receive is flexible. It is not unduly intrusive and does not result in over-reliance; children are encouraged to work increasingly independently.

Studfall offers TEACCH provision (Treatment and Education of Autistic and related Communication handicapped Children) for pupils with Autism, as appropriate. Pupils spend as much of their time as possible supported in mainstream but with the opportunity to withdraw to a small group if and when appropriate.

There is also an acoustically treated room in both buildings, a therapy room, sensory room and withdrawal facilities. 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 children. Secure play facilities for lunchtime and playtime are supervised.

The school has close links with the full range of Local Authority (LA) and Health services available. The children who require Speech and Language, Physiotherapy or Occupational Therapy are seen by the therapists in school for treatment which is then followed up in school through individual and / or small group programmes. The school supports this work for example, by providing speech and language sessions in small groups and individually, working from the programmes set by the therapist.

Arrangements for Including Students in Mainstream

Every effort is made 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 a variety of groupings in areas of minimal distraction to enhance the learning environment for all the children.

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 lunch times.

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

Review arrangements

Role of School:

Review arrangements for pupils with EHC plans are set out in the 'SEN and Disability Code of Practice', July 2014. Studfall Junior, Infant and Nursery School will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

The Local Authority will review a pupil's EHC plan in accordance with the 'SEN and Disability Code of Practice', July 2014. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Monitoring and Evaluation

For students:

- Soon after a child enters the Resourced Provision an interim review meeting is held with the parents and relevant professionals to discuss how the child is settling in and to set short term targets.
- The individual educational plan (IEP) has an in built system of assessment, monitoring and review, co-ordinated by a designated teacher. Interim reviews are held as required and parents are always invited.
- There are annual reviews of each child's EHC plan in line with L.A. policy.

For the provision:

- The Resourced Provision is included within the Local Authority's monitoring cycle. A report is written and the school incorporates recommendations within the whole school development plan.
- The Resourced Provision is inspected as part of the whole school OFSTED inspection.

Exit Arrangements

Transfer is discussed at the annual review of the Educational Health and Care plan in Year 1 and 5. Parents will be invited by the Local Authority to express a preference in the year of the child'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 opportunities are available to ensure a smooth transition.

Staffing Details

Studfall has developed a skilled and experienced team of staff who are trained and experienced in working with pupils whose needs match with the range admitted to the provision.

Resourced provision staff, both teaching and non-teaching, will be experienced in meeting the needs of children with significant to severe learning difficulties. All staff are actively encouraged to seek professional development opportunities and are highly trained.

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

For further information about the school, please visit its website:

<http://www.studfallschool.co.uk>