



Provision Specifications

Simon de Senlis Primary School - SEN Unit

Hilldrop Road, Northampton, Northamptonshire NN4 0PH

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Type of Provision

Simon de Senlis Primary School serves pupils aged 4-11 years in the East Hunsbury area of Northampton. It is part of the Northampton Primary Academy Trust.

The school has an SEN unit for 20 pupils. It provides an integrated learning environment within the mainstream school and offers provision over and above that which a mainstream school could provide.

Simon de Senlis Primary School's SEN unit is for pupils whose primary needs are:

- Cognition & Learning Needs - Profound & Multiple Learning Disabilities (PMLD)
- Cognition & Learning Needs - Severe Learning Disabilities (SLD)
- Communication & Interaction Needs - Speech, Language & Communication Needs (SLCN)

Admission Criteria and Arrangements

All pupils in the SEN unit will have an EHC Plan. The Local Authority will determine admission to the unit 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 \(2015\)](#).

Admission at the beginning of the Reception year will be on a part-time basis (in accordance with admission for all pupils).



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Description of Provision

The SEN unit is a specialist provision that offers pupils an appropriate curriculum based upon the National Curriculum. Where possible, pupils are taught in Key Stage groups. Some pupils with PMLD may be taught in a mixed key stage group.

There will be opportunities for pupils to access their mainstream year group for physical education (PE), educational trips, and other curriculum experiences where appropriate.

The individual needs and learning styles of pupils will determine the methodologies used. These may include:

- One-to-one and small group learning
- Integrated individual programmes of work (as suggested by therapists and other professionals)
- Teaching in small steps
- Alternative Augmented Communication (AAC), if necessary

All pupils follow the National Curriculum differentiated to their age and ability. Each pupil will have an educational programme of work based on their individual needs and requirements and reflecting the objectives set linked to their EHC Plan.

The programmes are devised collaboratively by teachers, speech and language therapists (SALT), and other professionals. They run alongside the rest of the pupils' classroom work. They may be undertaken individually, in pairs, or in small groups. There will be a specific focus on developing social skills and independence along with protective behaviours.

There are two bases with various uses, including speech and language therapy (SALT), individual work, and small group work. The bases provide quiet, distraction-free environments.

The SEN unit has a variety of constantly updated resources to support the curriculum. These include dedicated computers, two interactive whiteboards, and internet access.

Arrangements for Including Pupils in the Mainstream School

On the whole, the pupils will spend 95% of their week accessing their learning within the SEN unit. Their lessons will focus on literacy and numeracy skills, speech and language development, and social and emotional development. Lessons encompass the wider curriculum. There are opportunities for pupils to access their mainstream year group for physical education (PE), trips, and other curriculum experiences where appropriate.



Reviews

Role of School:

- Review arrangements for pupils with EHC Plans are set out in the SEND Code of Practice. Simon de Senlis Primary School 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 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.

Monitoring and Evaluation

Of the Pupils:

- The EHC Plan is reviewed at least annually. Parents and all involved are invited to discuss progress. Progress towards previously set objectives are reviewed, and new objectives are set.
- Progress is monitored daily by the SEN unit teacher and then fed back to the SLT. The pupils' progress is monitored within the school's CAPPs document and at progress meetings three times a year. The class teacher and the headteacher will also discuss this progress of pupils during progress meetings which are held three times a year.
- 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.
- The SEN unit follows the whole school policy with regards to parents' evenings and reports.
- A full range of targets are used from 'P Scales' through to National Curriculum levels.

Of the Provision:

- The SEN unit is inspected and graded as part of the whole school OFSTED inspection. Latest report: Good (23 March 2018).

Exit Arrangements

There may be times when a pupil's needs can be met more appropriately in a more



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specialist setting. These needs will be discussed at Annual Review meetings or interim reviews in conjunction with parents and all professionals.

Sometimes, if a pupil makes significant progress, the professionals and parents might decide that the EHC Plan is no longer required. If this happens, the school will review whether the pupil's needs can be addressed within a mainstream provision. If a suitable provision is found, the school will draw up a transition plan, and the pupil will join the new setting.

Future Development of the Provision

Simon de Senlis Primary School and its SEN unit will meet the needs of all pupils. It will have specialist core accommodation. Planning has involved careful consideration to ensure a smooth transition and meet the needs of the pupils throughout the school.

Staffing Details

Each pupil within the SEN unit will have an experienced SEN teacher. They will liaise closely with professionals to ensure the needs of the pupil are met. Teaching assistants (TAs) support the pupil within the SEN unit and in the mainstream classroom. They aim to develop independence and work towards set targets set each term.

For more information about Simon de Senlis Primary School, please visit their website: www.simondesenis.org.



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