

SEN Provision Specifications

Headlands Primary School

Bushland Road, Northampton, NN3 2NS

Type of Provision

Headlands Primary School has a Resourced Provision catering for 26 children, aged from 3 to 11 years, who have severe and significant learning and communication difficulties including autism.

The Provision offers an enriched, individually orientated curriculum within an integrated setting where the child can learn alongside their peers at a pace which suits their needs.



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 or in accordance with the 'SEN Code of Practice', November 2001, if the pupil has a statement of SEN. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement. There may be admissions throughout the year depending on circumstances.

If appropriate, the school will complete an observation to determine whether Headlands can meet the needs of the child. Furthermore careful consideration will be given to the numbers already in each year group and their capacity to meet the needs of every child.

Characteristics of the School

Headlands is a large primary school with a nursery unit, serving the Northampton area. A private day nursery is also established on site, providing day care, before and after school care and holiday play schemes. Headlands also benefits from a SureStart Centre on site.

The organisation in the school makes for small group numbers ideally suited to meeting the needs of children within the SEN Unit Provision. There are two classes in each year group throughout the school. Facilities include large outdoor playing areas with a trim trail, a computer suite, a soft play room and a trainer swimming pool. There is a whole school approach to meeting special educational needs.

Description of the Provision

The aim of the Unit Provision is to provide an education appropriate to each child's needs within the mainstream classes or Unit groups and classroom. This is delivered using a range of one-to-one tasks, small group and whole class tasks with support and by offering pupils a broad and balanced curriculum.

Each child has access to and experience of the National Curriculum, at their own level, pace and understanding, using an individualised work programme. The individual needs and learning style may determine the methodology used. This included close working both within the school and with other professionals to produce individual education plans.

The Unit Provision has a base of three rooms for children to work on specific skills. Where it is appropriate, all children on roll in the Unit have access to this base, either on an individual or small group basis, for some part of their school day.



Speech and Language Therapy provision is in place and the School Educational Psychologist provides advice where appropriate. Other professionals, including the Physiotherapist and Occupational Therapist, are involved as necessary.

Children also participate in weekly swimming lessons in the school's own training pool.

Arrangements for Including Students in Mainstream

The school is committed to offer carefully structured access, with the appropriate support, to the main school curriculum if this is appropriate to the students' needs.

Maximum opportunity is provided for children to interact with peers from mainstream within the school class and within the Unit Provision where reverse integration (i.e. mainstream children coming into the Unit Provision groups and classrooms) takes place to develop both communication and social skills for all children involved.

Integration according to each child's individual needs varies from 10 to 95 %. New intake children begin a structured programme in the Unit Provision class and in accordance with their needs, gradual integration into mainstream class, with support, commences.

Review arrangements

Role of School:

Review arrangements for students with EHC plans and for students with statements of SEN are set out in the relevant SEN Codes of Practice. Headlands Primary 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 student's EHC plan and statement of SEN in accordance with the relevant SEN Codes of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Monitoring and Evaluation

For students:

- Termly Learning Conferences are held three times a year. Each child has an annual written report and two interim reports each year in line with school policy. These are in addition to their annual review report.
- A child's progress is evaluated three times a year in line with school policy. CASPA is used to track children's progress over time. Progression materials are used as guidance.

For the provision:

- The Head Teacher, Inclusion Manager and Special Educational Needs Governor hold regular monitoring meetings throughout the year. Other professionals are invited accordingly.
- As part of the school's monitoring processes, the Inclusion Manager meets with the Special Educational Needs Governor at least termly to review the Unit Provision.

Exit Arrangements/Transition

Transfers are addressed at the Annual Review and parents are supported by staff throughout the transfer process. A transition plan is arranged for pupils if appropriate to their needs.

An annual review to assess the needs of the cohort in the base, the flexibility of transition and exit arrangements for pupils takes place to ensure that pupil numbers do not escalate within the Unit.

Future Development of the Provision

Governors review the workings and effectiveness of the specialist unit on an ongoing basis and liaise with the LA. Any planned improvements or changes will be reflected in the school development plan.

Staffing Details

The Inclusion Manager oversees the organisation of the Unit Provision (UP).

The resource is currently staffed by two teachers who work in the UP for part of the week. Teachers work with literacy, numeracy and life-skills groups. Teaching Assistants, who act as allocated key workers, for two or three children, support learning in both mainstream classes and small group settings. There is also a full time senior Nursery Nurse who works with both teachers and assistants across a range of year groups.

The staff are trained and experienced in working with children with special educational needs and use the TEACCH Approach where appropriate.

For more information, please visit the school's website:

www.headlandsprimary.co.uk