

SEN Provision Specifications

Simon de Senlis

Hilldrop Road, Northampton, East Hunsbury, NN4 0PH

Type of provision

The SEN Unit offers an integrated learning environment within a mainstream primary school for pupils with complex learning difficulties, including speech and language needs. The provision is established for 14 pupils aged 4-11 years.



The provision offers arrangements over and above that which a mainstream provision can provide through a Statement of Special Educational Needs (SEN) or an Education and Health Care Plan (EHC plan).

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.

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

Characteristics of the School

Simon de Senlis is a large primary school located in and serving the East Hunsbury area of Northampton.

Description of Provision

The SEN unit is a specialist provision. It offers pupils an appropriate curriculum based upon the National Curriculum. Where possible students are taught in Key Stage groups. Some students with Profound and Multiple learning needs may be taught in a mixed key stage group.

Students will be attached to mainstream classroom and will register with this group. They will spend the morning accessing the learning and teaching within the provision and return to their mainstream class for all afternoon lessons.

The individual needs and learning styles of students will determine the methodologies used. This may include 1:1 and small group learning, integrated individual programmes of work as suggested by therapists and other professionals, teaching in small steps and if necessary the use of Alternative Augmented Communication (AAC).

All pupils follow the National Curriculum differentiated to their age and ability. Each pupil will have an educational programme of work based on his or her specific individual needs and requirements and reflecting the objectives set linked to their statement of special educational needs or their Education and Health Care Plan.

The programmes are devised collaboratively by teachers, speech therapist and other professional and 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 that have a variety of uses including speech therapy and individual and small group work. These rooms provide a quiet distraction free environment.

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

Arrangements for Including Students in Mainstream

The pupils are part of a mainstream class and are mainly taught within the SEN Unit bases for literacy and numeracy lessons. These lessons will also include a focus on speech and language development, social and emotional development. During the afternoon lesson, as part of the creative curriculum, the pupils will be supported within their mainstream classes. The pupils will also take part in class PE lessons if timetabled for a morning lesson.

Review Arrangements

Role of School:

Reviews arrangements for pupils with EHC plans and for pupils with Statements of SEN are set out in the relevant SEN Codes of Practice. Simon de Senlis 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 pupil'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:

- The Statement of SEN/ 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.
- CASPA will be used to set targets for each pupil's attainment and this will be used to plot the progress.
- Progress is monitored on a day to day basis by the SEN Unit teacher and fed back to the SLT. The progress of pupils will be monitored within the school's CAPPs document and at progress meetings x 3 per year. This progress of pupils will also be discussed by the class teacher and Head Teacher during progress meetings x 3 per 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 Unit follows the whole school policy with regard to parents' evenings and reports.
- A full range of targets are used from P Scales through to National Curriculum Levels.

For the provision:

- The Unit 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 Unit is inspected as part of the whole school OFSTED inspection

Exit Arrangements

There may be times when a child's needs can be met more appropriately at a more specialist setting and these needs will be discussed at an Annual review or Interim review in conjunction with parents and all professionals.

Should a student make significant levels of progress and it is felt by all professionals and parents that the Statement/EHCP is no longer required then the school/unit will review whether the individual's needs can be addressed within a mainstream provision. If suitable then an appropriate transition plan will be drawn up and the student will join a mainstream setting.

Future Development of the Provision

The school/unit will meet the needs of all students. It will have specialist core accommodation and planning has involved careful consideration to ensure smooth transition and meet the needs of the students throughout the school.

Staffing details

Each child within the provision will have an experienced SEN unit teacher plus a mainstream class teacher who will liaise closely with professionals to ensure the needs of the child are being met. Teaching Assistants will be employed to support the child within the SEN unit and the mainstream classroom to develop independence and to work towards targets set each term.

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

www.simondesenlis.org