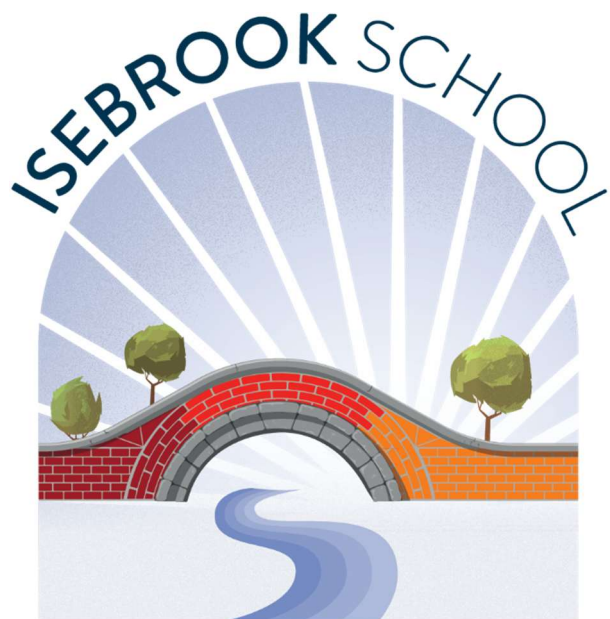




Isebrook School Special Educational Needs and Disabilities (SEND) Information Report 2024/2025

Compiled by:	Lynn Johnston SEND & Inclusion Lead	Date:	3.11.25
Agreed by Governors:		Review Cycle:	Annually
		Next Review:	November 2026

Wellbeing within Creating Tomorrow Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner. Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff.

The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support through Education Support:

Telephone number 08000 856148 or website www.educationsupport.org.uk

Introduction

This document sets out Isebrook School's approach to supporting students with Special Educational Needs and Disabilities (SEND).

We know that every student's needs are unique, so this report aims to explain how Isebrook School support SEND needs and the provision available to students, families and staff.

The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN information report.

This can be found at: [The Special Educational Needs and Disability Regulations 2014](#)

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more, please read our SEND policy. You can find it on our website:

[Isebrook School - Policies](#)

Context

Isebrook School proudly supports students aged 11 to 18 (Years 7 to 13), with a specialist focus on Cognition and Learning.

Our curriculum is built around the key principles of 'Preparation for Adulthood', helping every student develop the skills and confidence they need for life beyond school. We understand that each learner is unique, so we adapt our approach in a variety of ways to meet individual needs.

We offer a wide range of on-site therapies, including:

- Occupational Therapy
- Physiotherapy
- Access to privately provided speech and language therapy
- Pastoral support

This ensures that every student receives what they need for their holistic development.

Our facilities and strong partnerships with families, local professionals, and the community enable us to deliver high-quality education and care for all our students.

We celebrate our students' achievements passionately and work collaboratively to prepare our learners for adulthood, fostering independence, confidence, and a lifelong love of learning.

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What types of SEND does Isebrook School provide for?

To be considered for a place at Isebrook School, the primary need as stated in a child's education, health and care plan (EHCP) must be Cognition & Learning. Our students are generally working significantly below their chronological age (at least 5 years). Some students may have additional needs such as ASD, ADHD, sensory difficulties (such as visual, or hearing impairment), physical disabilities, or difficulties with their social, emotional, and mental health needs

Our school currently provides for students with the following needs:

ADHD	Attention Deficit Hyperactivity Disorder	PD	Physical Difficulty
ASC	Autistic Spectrum Condition	SCD	Social Communication Disorder
DD	Developmental Delay	SEMH	Social, Emotional or Mental Health Difficulties
DS	Down Syndrome	SL	Speech and Language Difficulties
HI	Hearing Impairment	MED	Specific Medical difficulties alongside Cognition and Learning challenges.
MLD	Moderate Learning Difficulties	SpLD	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
MSI	Multi-Sensory Impairment	VI	Visual Impairment

2. Which staff will support my child, and what training have they had?

Therapies are an essential part of our approach, and we are passionate about meeting our students developmentally rather than chronologically.

Our Therapy Team is led by the SEND & Inclusion Lead and consists of a full-time Occupational Therapist and Therapy Assistant. With their wide range of expertise, they deliver a range of one-to-one therapies, and support classroom staff in providing ongoing therapeutic support throughout the school day.



Viv Leonard - Specialist Child & Adolescent Occupational Therapist

Viv holds the following qualifications: *Advanced Professional Practice MSc, Occupational Therapy BSc (Hons)* , *PG cert Ayres Sensory Integration*, *Fieldwork Practice Educator OT BSc*, *Practice Assessor Nursing BSc*.



Connor Lansdale Morris – Assistant Occupational Therapist and Therapy Assistant

Connor holds the following qualifications: Bsc Hons in Psychology with Clinical Psychology, Advanced Drawing and Talking Practitioner Understanding Behaviour that Challenges, Level 2 Qualification

Trauma Informed Practice

The Thrive Approach is an intervention that has its basis in neuroscience, attachment, and child development to help support a young person's overall social and emotional development.

Thrive practice is a structured approach designed to help children and young people develop healthy, secure attachments and manage their emotions effectively. It focusses on understanding and addressing the emotional needs of students, promotes positive mental health, and supports learning.

Thrive helps identify and support the unique emotional and social needs of each young person, ensuring that these needs are met appropriately. It creates a supportive and nurturing school environment where young people feel safe, understood, and valued.

Isebrook School have 2 Qualified Thrive Practitioners:



Jade Mahoney – Thrive Practitioner



Anthea Hayes – Family Support Worker, Thrive Practitioner and Family Thrive Practitioner.

The School Senior Leadership Team, SEND & Inclusion Lead have also attended extensive Trauma Informed Practice training and Thrive Leadership training.

Our Special Educational Needs Co-ordinator/SENCO



Lynn Johnston and is our SEND & Inclusion Lead and holds the designation of SENCO. She has been in role since April 2022. Previous to holding this position, Lynn was a Teacher at a school in Northamptonshire and also engaged in outreach work and training on behalf of Northamptonshire County Council in supporting schools in the field of Attachment in her role as a Specialist Leader of Education.

Lynn holds the following qualifications:

BA (Hons) in Primary Education (QTS) with History.
Post Graduate Certificate in Special Educational Needs Co-ordination (NASENCo)
Specialist Leader of Education (SLE) in Attachment and Wellbeing
NPQSL
Mental Health First Aider
Member of the Chartered College of Teaching

The role of SEND & Inclusion Lead is a full-time role and a member of the School Leadership Team.

Classroom Teachers , Classroom Support Staff and Specialist Subject Teachers

All of our teachers receive weekly in-house training, and are supported by the Leadership Team, Therapies Team and our Special School Nurse, to meet the needs of students.

Staff receive the following training as required:

- Child protection and Safeguarding
- Communication and Sign A Long
- Interoception and Sensory Integration.
- Augmentative and Alternative Communication (AAC) (where necessary)
- Team Teach (De-escalation and physical interventions)
- Manual handling
- Accessibility
- Data protection
- AET training

Whole School teaching strategies such as:

- Attention Autism
- TEACHH
- Attachment and Trauma Informed Practice
- EQUALS curriculum training

In addition, all staff receive ongoing training to help them meet the varied needs of individual students. Our comprehensive Staff Development program uses both internal expertise and external providers and also includes opportunities for online (webinar) training. This demonstrates our commitment to ensuring all staff are trained and confident to meet the needs of our students.

Staff are also supported by weekly updates and information from our Safeguarding, Communication and Thrive Leads on specific areas of expertise relevant to students at Isebrook School.

Teaching assistants (TAs)

We have a team of specialist higher-level teaching assistants (HLTAs) and Pastoral Staff who are trained to deliver specific SEND interventions such as:

Literacy Intervention

Maths Intervention

Coding for Success

PolEd Community Inclusion

External agencies and experts

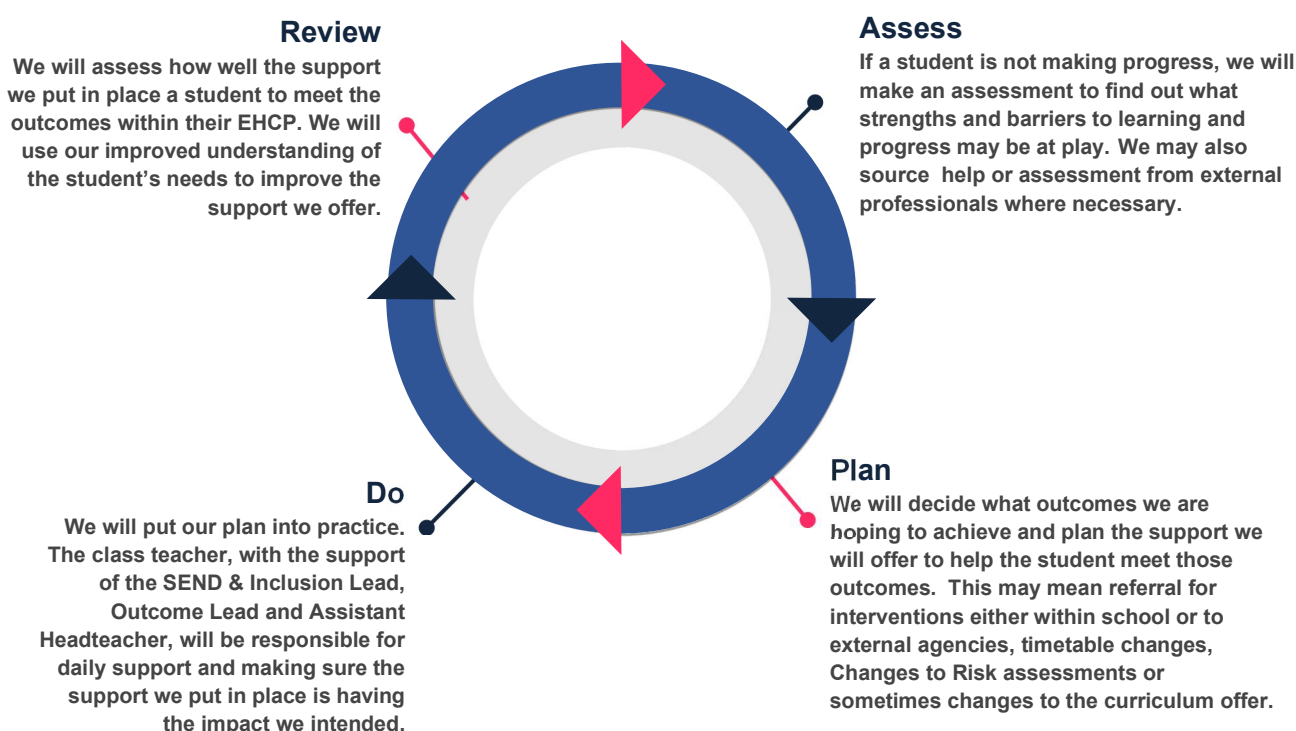
Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapist
- Educational psychologist
- Play Therapist
- School nurse
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Services (MHST)
- Social services and other local authority (LA)-provided support services

How will Isebrook School measure my child's progress?

As an overarching principle, we will follow the 'Graduated Approach' to meeting our student's needs.

The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**.



Our students targets are based on the Outcomes set for a student within their EHCP. These form the overall areas of development which our curriculum offer will support through adaptation to meet individual need.

This process is supported by tracking of these Outcomes on Evidence for Learning, which enables real time capture of student's achievements and progress. A report from Evidence for Learning is issued to Parents and Carers three times a year.

Whenever we run an additional intervention with a student, we will assess them before the intervention begins. This is known as a pre- assessment. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional intervention. For others, the cycle will continue and targets, strategies and provisions will be reassessed and refined.

How are decisions made about which or how much support a student receives?

All students at Isebrook School have an Education Health and Care Plan; in the first instance decisions regarding the support required will be reached by consulting the EHCP and allocating resources available in school on a needs basis.

Annual Reviews of a student's EHCP are held in school and form an integral part in establishing the level of support and intervention needed to ensure progress. Parents/Carers, School staff and any other relevant professionals will be invited to attend the Annual Review and contribute to discussions on current Outcomes or changes to the EHCP provision information as required.

For students who are also looked after by the Local Authority (Children in Care- CIC), further decisions about the amount of support they will receive will be discussed and agreed upon at Personal Education Plan (PEP) meetings. The decisions will then be recorded in the PEPs and reviewed three times a year.

How will Parents and Carers be involved in decisions?

This may be done in a variety of ways, including:

- Discussions with the class teacher via Class Do Jo or email.
- Annual Review Meetings
- PEP meetings or other multi-agency meetings (*where appropriate*)
- Discussions with a member of the Leadership Team on a particular matter.

Isebrook School will provide Termly reports on student progress. These will be in the form of Learning Journey's from Evidence for Learning.

Class Teachers will meet with you either face to face or virtually twice yearly to:

- Discuss how your child is accessing learning in school and current progress.
- Identify next steps to support future progress and emotional wellbeing.

We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what works best for your child.

We also want to hear from you if there are any changes to personal circumstances, home arrangements, diagnosis or medical concerns which could affect your child. This helps us to build a picture of how the support we are providing can complement and support your child's overall wellbeing.

After any discussion or meeting regarding a student's provision or a change in need that we have with you, we will make a record of any outcomes, actions and support that have been agreed. This will be shared with all relevant staff, and if appropriate, you will be given a copy.

If you have concerns that arise between these meetings, Parents/carers are welcome to communicate with Class teachers at any time via Class DoJo or email if they have any questions or concerns. If further assistance is needed, then the matter should be escalated to the Outcome Leader, Assistant Headteacher for the student's Outcome, or the SEND & Inclusion Lead for further assistance.

How are students involved in decisions made about their education?

Our vision is to champion each child, helping them become confident, capable, and successful in their own way, ready for adulthood and for life, whatever their future pathway.

We are committed to empowering every student, ensuring they are valued, have a voice, and feel valuable, while supporting them to:

- Grow in confidence and independence
- Develop essential life and social skills
- Discover their talents, aspirations, and interests
- Prepare for a happy, fulfilling, and meaningful future

The level of involvement that a student is comfortable in having in discussions, will depend on a their ability a level of ability or capacity to engage, however our Total Communication Approach means that **ALL** students are able to communicate their wishes and be involved in decisions which affect them. We recognise that no two students are the same, so we decide with the student on the best way for them to be involved in decisions which affect them.

We gain our student's voice by:

- Inviting them to attend meetings to discuss their Annual Review meeting
- Inviting them to attend PEP, Child in Care or meetings with Parents involving them.
- Gaining their student voice prior to meetings using a variety of ways including Communication in Print (CIP), Social Stories, activities, presentations, drawings or written statements.
- Opportunities to discuss their views with a trusted member of staff who can act as a representative during the meeting if the student feels unable to attend.
- House Captain opportunities
- Anti Bullying Ambassadors
- Mental Health Champions
- Arts Council Membership

We are also proud to have achieved the Rights Respecting Schools Bronze Award from UNICEF UK, marking our commitment to placing the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's values and ethos.



Which Interventions have been offered at Isebrook School in the last year?

[illegible]

How does Isebrook School support students' Mental Health, Emotional and Social development?

At Isebrook School, we are embarking on a journey of embedding a trauma-informed approach to ensure that we are fully supporting students and staff by removing any barriers that may have been caused by trauma.

Trauma-informed practice aims to increase awareness of how trauma can negatively impact individuals and communities, and their ability to feel safe or develop trusting relationships with services and their staff.

The purpose of trauma-informed practice is not to treat trauma-related difficulties, which is the role of trauma specialist services and practitioners. Instead, it seeks to address the barriers that people affected by trauma can experience when accessing services.



One element of this approach is

The Thrive approach is an intervention that has its basis in neuroscience, attachment, and child development to help support a young person's overall social and emotional development.

Thrive practice is a structured approach designed to help children and young people develop healthy, secure attachments and manage their emotions effectively. It focusses on understanding and addressing the emotional needs of students, promotes positive mental health, and supports learning.

Thrive helps identify and support the unique emotional and social needs of each young person, ensuring that these needs are met appropriately. It creates a supportive and nurturing school environment where young people feel safe, understood, and valued.

We provide support for students to progress in their emotional and social development in the following ways:

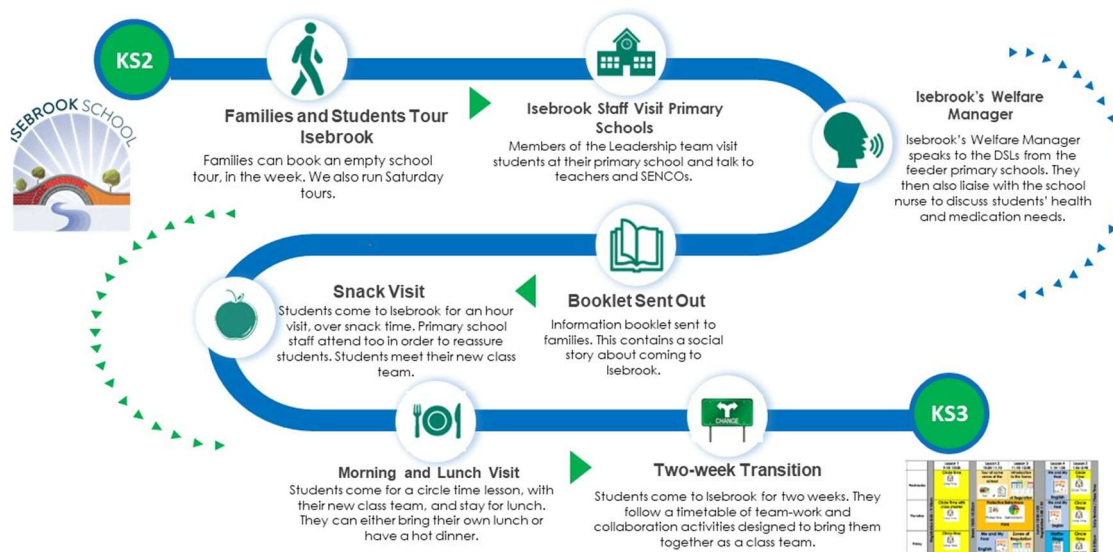
- Opportunities to discuss their views with a trusted member of staff who can act as a representative during the meeting if the student feels unable to attend.
- Access to interventions to support Mental Health and Emotional wellbeing
- House Captains opportunities
- Anti Bullying Ambassadors
- Mental Health Champions
- Arts Council Membership

What support is available as students transitioning to Isebrook School, between year groups or in preparing for adulthood?

Transitioning to Isebrook School:

We understand how important a smooth and supportive transition is for every student. Once a place has been confirmed, we work closely with families and current schools to ensure each child feels confident and prepared for their new journey with us.

Isebrook School's Road Map to Successful Transition



Full information regarding Year 6 – Year 7 Transition support can be found on the school website: [Isebrook School - Transition Support](#)

Between years

To help students prepare for a new school year we:

- Transition students to their new Teacher for the last 2 weeks of the Summer term

Moving on at Year 11 or Year 13

When your child is moving on from our school, we will ask the student, in consultation with Parents and Carers, what they want the next step to look like and support the family in making the transition



Sarah Lowe is the Transition Leader at Isebrook School and supports students and families/carers with planning for the future and moving on from Isebrook. Sarah can offer impartial information, advice and guidance about further education, training, employment and social care provision. Sarah can be contacted via:

Email: SLowe@isebrookschool.co.uk

What support is in place for looked-after and previously looked-after children?



Isebrook School's SEND & Inclusion Lead, Lynn Johnston is also the Designated Teacher for LAC and Designated Safeguarding Lead for LAC at Isebrook School. Her role is to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might impact learning and progress. In addition, Lynn is a Specialist Teacher for Attachment and Wellbeing, Trainer and author of training materials in the field of Attachment, Early Childhood Trauma, Adverse Childhood Experiences and their effects on whole child and neurological development.

Students who are looked-after or previously looked-after will be supported in much the same way as any other student. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint regarding SEND support?

Questions and queries should be made to the Class Teacher in the first instance. If you are not satisfied with the response, you can escalate the complaint.

They will then be referred to the Outcome Leader, Assistant Headteacher for the Outcome or SEND and Inclusion Lead, then onto the Headteacher as necessary.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

Creating tomorrow Trust's Complaints Policy can be found here: [Isebrook School - Policies](#)

What support is available for me and my family?

If you have questions or are struggling to cope, please get in touch to let us know. We want to support our students and their families.

Isebrook Family Support

Anthea Hayes is Isebrook School's Family Support Worker. Her role is to make sure every student feels safe, happy, and ready to learn, and she works closely with families to offer the right support at the right time. She can be contacted via ahayes@isebrookschool.co.uk



My Commitment

I'll work alongside you every step of the way — offering guidance, encouragement, and practical help. Whether it's support at home, in school, or with other services, I'm here to make sure you and your child feel supported and never face challenges alone.

To see what support is available to you locally, have a look at North Northamptonshire Council Local Offer.
[North Northamptonshire SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[SEND Information Advice Support Service | North Northamptonshire Council](#)

Local Services that offer information and support to families of children with SEN are:

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/special-educational-needsdisability-support/pages/default.aspx>

Education Entitlement Service:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/EducationEntitlement-Service.aspx>

CAMHS

<http://www.nht.nhs.uk/main.cfm?type=CONTENTCAMHS>

Special Needs Index

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/Pages/snix.aspx>

Northampton Parents Forum Group

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

FACT Northampton (for ASC & ADHD)

<http://www.factnorthants.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary of Terms

- › **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHCP
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **EHCP** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- › **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- › **SENCO** – the special educational needs co-ordinator
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEND
- › **SEN support** – special educational provision that meets the needs of students with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages