



## Provision Specifications

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### Type of Provision

Isebrook SEN College is a secondary Academy setting which provides for students from 11-18 years olds with a range of cognition and learning needs. Most of the students are operating within a range that is below what is expected, but above 'P' scale level. Many of the students also have additional needs such as: Autism Spectrum Conditions; Dyslexia; Dyspraxia; Dyscalculia; ADHD; Attachment Conditions; Speech Language & Communication issues. Some students also demonstrate risk-taking and challenging behaviours.



Isebrook specialises in cognition and learning with a focus on learning difficulties which include:

- ✓ Low levels of attainment
- ✓ Difficulty in acquiring literacy and numeracy skills
- ✓ Difficulty in dealing with abstract ideas
- ✓ Difficulties with fine and/or gross motor skills
- ✓ Sequencing, organisation, phonological or short-term memory abilities
- ✓ Language skills and following instructions
- ✓ Delays in forming concepts

### Admission Criteria and Arrangements

All admissions will be determined by the Northamptonshire Local Authority (LA) 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 2011, if the pupil has a statement of SEN. Consultation with the college will be in accordance with these documents, before the Local Authority makes a decision about placement. Students must have a Statement of Special Educational Needs or an Education Health & Care Plan [EHC Plan], raised and maintained by the Local Authority. The LA will request a statutory assessment of SEN for the child if it identifies long term learning needs / difficulties. The assessment may involve observation, tests, medicals and interviews with the parent/carer, the child/young person and SEN specialists. If, after assessment, the SEND Team / Local Authority decide that the student has significant long-term learning needs, it will issue an Education Health & Care Plan. This outlines the student's educational needs, what help they should get and how they should get it – whether it be attending a mainstream school, special school or medical provision – in order to meet their long term educational needs.

### College Characteristics



We believe that people learn in different ways and we also recognise the need to develop specific strategies that allow all students to learn in ways that best suit them. The main styles recognised are linguistics, logical/mathematical, kinaesthetic, visual/spatial, musical, interpersonal / group working, and interpersonal/reflective. The college takes into account these forms of intelligence when planning teaching and considering learning styles. We offer opportunities for students to learn in different ways. These include; creative activities, whole college/group/ pair work, use of ICT and media resources, debates, role plays, oral presentations, field work and visits to places of educational interest, research, designing and making things, participation in physical activity, independent work, investigation and problem solving and reflection on learning. Students are

encouraged to take responsibility for their own learning; to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. Self-review and peer review strategies are used as well as planned plenaries at the end of lessons to review the key learning aims, targets and objectives and to assess the level of understanding - this is Assessment for Learning [AfL].

## **Review**

### Role of the college

Reviews arrangements for students with EHC Plans and for students with Statements of SEN are set out in the relevant SEN Codes of Practice. Isebrook SEN College will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

### Role of the Local Authority

Northamptonshire Local Authority will review a student's EHC Plan and Statement of SEN in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

## **Assessment and Monitoring**

### Of students

- B Squared Connecting Steps [BSCS] are used to record, track and monitor students' attainment levels and progress over time. Data is reviewed / collected three times during each academic year. Achievement data from BSCS is exported to CASPA [Comparison and Analysis of Special Pupil Attainment] where it is analysed and evaluated to provide a robust picture of individual student progress and outcomes as well as specific cohort / group achievement.
- A wide variety of standardised assessment tools combined with diagnostic testing, are used to inform achievement targets for Reading and Spelling Ages, Levels of Comprehension and Writing Ability, Verbal and Non-Verbal Reasoning, Phonological Skills, Processing Speeds, Numeracy, and specific learning disabilities including dyslexia and dyspraxia. Occupational therapy, sensory integration and praxis assessments further inform the holistic nature of our target setting process.
- Both Transition Matrices [for students working from NC Level 1 and above] and Progression Guidance [for students working in the P Scales] are used to further add rigour to the target setting process.

### Of the college

- The college is included within the Local Authority's monitoring cycle. A report is written and the college incorporates recommendations within the whole college development plan.
- The college is inspected by OFSTED.

## **Exit Criteria and Arrangements**

The needs of individual students are paramount. It should not be assumed that all students attending Isebrook requiring specialist provision at a particular time will do so permanently. The presumption of mainstreaming is based on the premise that there is benefit to students when their inclusion with their mainstream peers is properly prepared, well supported and takes place in mainstream schools, colleges or academies which demonstrate a positive ethos towards SEN inclusion.

## **Future & Ongoing Development of the Provision**

- Strategic partner of the Maplefields Teaching School Alliance
- The Bungalow Project: Life Skills & short-term Respite Facility
- 18-25 Provision [pending / exploring options]
- Phase II Premises Development: new build [pending]
- Sensory Integration Facility / Outreach
- ASC Outreach Audits / Support

## **Staffing Details**

We have 15 qualified teachers, 7 instructors and 47 teaching assistants (5x Level 4, 13x Level 3, 17 x Level 2 and 12 x 1:1 Support). The Senior Leadership team comprises of the Headteacher, the Deputy Headteacher, 2 Assistant Headteachers and the Business Manager. The college is further supported by a SENCo, Occupational Therapist, a Pastoral & Welfare Lead, a Learning Mentor, a Family Support Advisor and a Pastoral Support Assistant. All staff members working alongside students receive specific special needs training.

● **compassion** ● **achievement** ● **responsibility** ● **respect**

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