



**CORBY
PRIMARY
ACADEMY**

Corby Primary Academy
SEND Information Report

Reviewed September 2025

Corby Primary Academy Values



Corby Primary Academy is committed to ensuring that every child has access to a provision that enables them to develop their abilities and ambitions, supporting them to grow as successful learners and members of our community.

Introduction

The purpose of this document is to clarify to the Academy staff and parents how the special educational needs of pupils are managed at Corby Primary Academy and how the Greenwood Academies Trust policy is put into practice.

Definition of Special Educational Needs

The Special Educational Needs and Disability Policy takes into account the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2015, the Equality Act 2010, the policy of the Local Education Authority and the aims of the Academy.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The SEND Code of Practice defines SEND as:

6.15 – A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

6.23 – Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties or disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

We follow the fundamental principles of the SEND code of Practice, and these are:

- A child with SEN should have their needs met.
- The SEN children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and considered.
- Parents play a vital role in supporting the child's education.

- Children with SEN should be offered full access to a broad-balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be made to support children with SEN or disabilities, including a clear approach to identifying and responding to SEN.
- Being aware and alert to emerging difficulties and responding early.

The SEND Code of Practice 0-25 (2015) can be located here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Corby Primary Academy Objectives

- To effectively identify additional needs at the earliest opportunity
- To set bespoke targets for children based on their individual next steps
- To adapt teaching and learning to meet the needs of individual children
- To work closely with families to ensure a cohesive approach to support
- To work effectively with external agencies in the best interests of the child

Rationale

Corby Primary Academy is an inclusive learning community committed to removing barriers to learning, welcoming all pupils, staff, and families, regardless of ability, race, or social background. We believe that all people are of equal value and that we have a responsibility to provide a provision that removes barriers to learning, to help them achieve their full potential and secure their best outcomes.

At Corby Primary Academy, staff work cohesively together, to identify children with Special Educational Needs (SEND). These children are entered onto our SEND register, highlighting the category of SEND that is appropriate to the individual child. The SEND register is monitored frequently to ensure it is up to date and accurately reflects the children within the school who are receiving SEND support.

The SEND Code of Practice (2015) recommends a Graduated Approach response to special needs. At Corby Primary Academy we provide a graduate cycle – **assess, plan, do and review**, which is fully embedded across our school and monitored using Learning Plans and Positive Support Plans. We provide quality first teaching to all pupils; some pupils will need additional support through school to help remove their learning barriers, whilst other pupils may need further support through external professionals.

Graduated Response at Corby Primary Academy

Universal	Curriculum, policies and structures that are available to all children in all year groups across the school.
Wave 1: Targeted Intervention/Support	Classroom based adaptations and interventions. Interventions are time limited and tracked with baseline and exit data (Insight). In-class strategies tried to be tracked on class spreadsheet with links to professional development/reflection opportunities.
If no/limited evidence of progress from Wave 1 then SENDCo will be made aware	
Wave 2: SEND Support	Any child added to SEND support should be with parental consent. SENDCo directed interventions, external support and referrals. Individual learning plan put in place by class teacher with SENDCo input/support and reviewed termly.
If no/limited evidence of progress from Wave 2 (3 rounds of Assess, Plan, Do, Review) then SENDCo (with parents) will consider statutory assessment	
Wave 3: EHCP	Provision outlined in Section F of the EHCP as well as any of the above. Individual learning plan put in place by SENDCo for new plans and reviewed by class teacher termly

Corby Primary Academy is a mainstream school, and we provide support for children with a range of special needs and disabilities under the four categories of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs
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Identification of pupils with SEND

Identification will come from a range of sources:

- Class teacher in liaison with the SENCO – observations and discussion
- Parents / carers
- Previous setting
- Liaison with outside professional / agency
- Speech and Language assessment on entry to school
- Senior Leadership monitoring of data patterns which may lead to further investigation

Progress and Assessment

Progress of children with identified SEND is monitored closely by the SENDCo and Senior Leadership Team. Children are assessed against the National Curriculum objectives for their year group. Where children are working below their chronological year group, we will assess them against the appropriate year group to ensure we can evidence even the smallest steps of progress. Some children may be monitored using the Autism Education Trust objectives (AET) alongside or instead of the National Curriculum. The AET objectives allow us to track key areas such as independence, communication and play/learning skills, which are more appropriate for some children with SEND.

School Inclusion Funding

Some pupils will require a high level of provision. When the level of provision goes beyond the expected level that a school is to provide, the school can make an application for additional funds to support the pupil. This funding is called School Inclusion Funding (SIF).

SIF intends to provide the most appropriate support package for children and young people with special educational needs and disabilities in a range of settings. As a school we submit evidence to the SIF panel to provide evidence of the support we have in place and how we have undertaken a graduated response to meet the child's needs. The panel meets monthly during term-time to consider applications, and each application is discussed to determine whether the child meets high needs criteria.

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/send-information-for-professionals/Pages/high-needs-funding.aspx>

Education Health and Care Plans (EHCPs)

An Educational Health Care plan identifies a child's special educational needs, together with health and social care provision when these services are involved.

The EHC plan includes the aspirations of and outcomes for the child or young person as well as a description of their needs, barriers to learning and provision required to overcome these. An EHC Plan must be created in a person-centered way. This means that the information is written from the perspective of the child and family, and it monitors the support provided to achieve the young person's outcomes. The plan, if agreed, can then be shared with other practitioners so that you only need to tell your 'story' once and practitioners do not duplicate assessments and information.

The plan may cover health and social care services alongside education, if appropriate, for the individual child or young person. An EHC Plan can, under certain circumstances, continue until the young person is 25 years old. Therefore, it can support them in training, further education and apprenticeships.

EHC plans must be reviewed by the local authority a minimum of every twelve months. These reviews must focus on the child and young person's progress towards achieving the outcomes specified in their plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

An EHC plan can be requested by school, a health or care professional or the parent.

Further information can be found here:

<https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehc-plans>

Staff Development

The person responsible for the day-to-day teaching and learning of children with SEND is their class teacher. They are supported by the SENDCo to meet the needs of all children in the best way possible – all teachers are teachers of SEND. As such, we acknowledge that teachers require opportunities to learn and develop their understanding of specific areas of SEND and we tailor our CPD opportunities for all staff to ensure they are confident in their roles. We engage with local, specialist outreach services (Maplefields and Rowan Gate Outreach) to provide recommendations and advice for specific children, or to facilitate staff training.

Working Together

We acknowledge that parents and carers know their children best and welcome opportunities to meet and discuss progress and next steps. In the first instance, a child's class teacher should be the first port of call for anything concerning their learning and progress. They may wish to consult with the SENDCo or invite the SENDCo along to a parent meeting. In the first instance, this will normally be fact-finding and planning a way forward. Individual Learning Plans are written by the class teacher, with SENDCo support as required, and shared with parents. We encourage parents and children to comment and give feedback on Learning Plans when they are shared and reviewed at the end of each term. When EHCPs are reviewed on an annual basis we encourage both parents/carers and children to contribute to the meeting either by attending in person or providing written feedback. Some children may not yet be able to express their views, but every effort will be made to gather the child's voice

Where the academy requires the advice of external agencies we will always ask for parent/carer consent to make a referral. Referrals are part of our graduated response and can support evidence building for SIF or EHCP assessment requests.

We endeavour to work effectively with other schools and academies in the best interests of the child. This may be where a child has just moved into Corby Primary Academy and we require information from their previous setting to best meet their needs. Where children move on to another setting we will share information to make the transition as smooth as possible. This is particularly important when children move on to secondary school at the end of Year 6.

Monitoring and Review

The SENDCo and Principal are responsible for the monitoring of the policy into practice document as well as analysing data and progress of SEN pupils.

Activities outside of the classroom

Activities and school trips are available to all. Risk assessments are carried out, and all reasonable adjustments are made to enable children to participate as fully as possible. Where this is the case parents will be fully involved in the process.

The role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo):

The qualified SENDCo at Corby Primary Academy is Mrs Emma Adams. Mrs Adams holds the National Award for SEN Co-ordination, which was gained in 2013 from Sheffield Hallam University. Mrs Adams can be contacted directly by email: eadams@corbyprimaryacademy.org or by calling the school office on 01536 430510

The SENDCo:

- Manages the day-to-day operation of the policy
- Monitors and update children's provision using the assess-plan-do-review cycle (Graduated

Approach).

- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues by providing or directing them to relevant training.
- Maintains the school's SEN Register and Provision Map.
- Contributes to and manages the records of all children with special educational Needs.
- Ensures the annual reviews for children with EHCPs are completed.
- Manages the school-based assessment and completes the documentation required by professionals including external and the local authority.
- Communicates with parents and provides relevant information.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the special educational needs provision and reports to stakeholders.
- Liaises with other schools to share transitional information.
- Monitors attendance and number of exclusions.
- Reviews data for pupils with SEND and other vulnerable pupil groups.

Useful Contacts

SEND Support Service – parent referral link

[Make a referral to the SEND Support Service | North Northamptonshire Council](#)

If you are a parent and would like to refer your child, the team will only provide support for you at home. Support within an educational setting needs to be requested by that setting.

Special Educational Needs and Disabilities, Information, Advice and Support Service (SENDIASS)

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

SENDIASS provide free, confidential, impartial advice, guidance, and support to children and young people with SEND, and their parents and carers and help them understand their entitled rights, fulfil their aspirations and reach their potential.

Enfold

[About Us - Autism Service Charity Northampton - Enfold](#)

Enfold is a growing charity providing an important range of support services to help improve the lives of those living with Autism Spectrum Condition and their families, whether diagnosed or undiagnosed, adult or child.

Parental Requests for EHC Needs Assessment – Parent Portal

[Parent portal | North Northamptonshire Council](#)

Parents/carers need to sign up to use this service. Email: synergy.admin@northnorthants.gov.uk if you need support using the portal