

KETTERING PARK INFANT ACADEMY

SEND REPORT

DATE: SEPTEMBER 2021

Special Educational Needs at Kettering Park Infant Academy.

Our SENCO is Mrs C. Pooley, who works Tuesday to Friday every week in school.

Our SEN Governor is Ms S. Lambert.

SEN PROFILE

Stage 1: SEN Support which is different to or additional to our existing provision

Stage 2: HNF applied for / RSA Submitted

Stage 3 (EHCP) EHCP in place

Pupils registered as **Stage 1** 13

Pupils registered as **Stage 2** 4

Pupils registered as **Stage 3 (EHCP)** 6

Number of pupils targeted for additional support and specific intervention (IEP in place) **with additional children supported as identified by the class teacher (changeable each half term)**

(These figures are accurate for September 2021)

Provision Mapping

Provision for children is organised on the different intervention support we offer, and the expenditure of these activities are recorded each term. The impact of intervention is measured in terms of a child's social, emotional and cognitive development and their general sense of wellbeing and engagement. Provision mapping is used on Excel currently. However, Edukey has been purchased and from this Academic year Edukey will be used for provision mapping across the school. Edukey will be also be used to track and support with EHC annual review. This is then used to track the hours (and money) spent on each child, and can help to track the effectiveness of their interventions and targets which are set. This can also be used as evidence when making any future referrals.

At Kettering Park Infant Academy we use a staged approach to identifying a pupil's additional need or level of SEN.

- 1. Class teacher input – targeted classroom teaching with Quality First Teaching.** This first level of support and it is available for all children, including those with special educational needs (SEN). Differentiated activities are planned by the class teachers. A range of teaching strategies are in place to ensure an inclusive learning environment. Children's progress will be monitored carefully, and gaps identified will be targeted with specific support, ensuring strategies are implemented to enable them to make the best possible progress. All vulnerable learners will be tracked carefully on provision maps and those children who require it may be given an IEP – Individual Education Plan. This level of support also involves the deployment of learning support staff to work with children on differentiated activities that support the development of key skills.
- 2. Additional SEN Support (including specialist groups run by outside agencies)** The second level of support is focussed on specific intervention strategies that are designed specifically to support key development areas that each pupil needs. This intervention may take place in the classroom in the form of small group support or working on a one to one basis. When a child has specific targets – for example Speech and Language intervention – this support is usually provided by withdrawing from class in order to focus on those targets in a suitable space. Intervention support is provided by the learning support staff in class. Intervention work to support learning is tracked in an intervention book implemented by the class teacher and then will be monitored by the SENCO.

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3. Education Health and Care Plan. The third level of support is intended for pupils who have an Education Health Care Plan. The SENCO will set out provision ideas and a success criteria for each target and then meet with the class teacher to discuss the targets outlined in the plan. All staff members who work with the identified child are all involved in working towards the targets set on the health and education plan objectives. Group, class and extra-curricular provision may also be involved at this level. As with all areas of special needs intervention, progress that the pupil makes is recorded thoroughly. Any children with an Education Health Care Plan in place will have an Individual Education Plan (IEP) which will be used to set and track targets, this can then be used as evidence in the annual review of the ECHP. Parents will be updated throughout the school year (at least three times) on how their child is progressing with their targets, and the support which they are receiving.

At Kettering Park Infant Academy, to get the best support in setting targets and supporting children with SEN we may at times seek support from outside agencies and professionals. Examples of this provision which our academy currently uses include: Autism outreach support (SSS), Occupational therapy, Speech & language therapy, Jo-go behaviour support, Thrive OT support and Educational psychology.

Pupil Achievement Priorities

Our development priorities to secure continuous progress for pupils with special educational needs include:

- To act on the advice of external providers to ensure that the children are being supported as needed so that we can give advice to parents and carers.
- To ensure that the provision in school supports the needs of the children and targets the needs of the children from the data that is provided.
- To ensure that English and Mathematics are being taught appropriately throughout the school and children are being supported according to their individual needs.
- To close the achievement gap for SEN and vulnerable students through interventions provided, this will be compared to the national percentages.
- To support the children with their approach to learning to enable them to engage fully in learning.

Our school's policy for identifying children and young people with SEN and assessing their needs

- At Kettering Park Infant Academy, we work closely together as staff, to ensure that the needs of all the children are being met in a range of different ways.
- We carry out assessments within school e.g. termly tracking, observation, data analysis, and work with vulnerable groups and in close discussion with staff and parents.
- Due to the COVID-19 school closures over the last two academic years where a majority of children have been absent from school for long periods, each year group are completing a 'baseline' assessment. From this, interventions can be planned and provided for those who have gaps in their learning. This will also help to inform the school when assessing if someone has SEN.
- When needed, external agencies (such as Speech and Language therapy and Thrive occupational therapy) are bought in to carry out their own assessments and this information is then used to help set targets for children's individual learning, and can also be used as evidence when making applications for higher needs funding.
- Observations by the class teacher, teaching assistants, SENCO and head teacher enable the school to ensure that the best possible provision is in place for the child.
- Close liaison between school and home is paramount for the child's development. Parents will be informed of any interventions which their children have received.
- IEPs are being implemented across the whole school from the start of the Autumn term for children who are working significantly below the age related expectation. IEPs are written and shared with the child and their parents/carers. IEPs will be tracked and monitored by the class teacher and then

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overseen by the SENCO. Any changes to targets are discussed and shared with the child and parents/carers.

Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.

Annual reviews are held yearly for children with an Education Health and Care Plan. The parents, children and staff review the progress made by the children and identify next steps for the year ahead. Children are assessed at three times over the year (once per term) looking at their academic achievement. This is analysed by the SENCo, with evidence and discussion from the Class teacher, and IEP targets are changed accordingly. The use of the school's tracking systems (school's own system, Itrack, Edukey and Tapestry) allow the teacher and SENCo to ensure that the children are being supported as necessary within the class.

EHCs and IEPs are reviewed at least three times a year or as and when the provision needs changing for the child. The targets are monitored by the SENCo to ensure that targets being written are SMART and use the advice given from external agencies.

Our approach to teaching children and young people with SEN

All children at Kettering Park Infant Academy are taught through an inclusive and creative curriculum. The children's needs are identified with strategies and approaches being given to enable them to achieve their individual potential. Lessons use a range of teaching and learning styles to ensure that all children can access the learning. Children are included in all lessons and various levels of support are given to vulnerable children on all occasions to ensure that they can access all elements of the provision provided.

How adaptations are made to the curriculum and learning environment of children and young people with SEN

- All children have access to a broad and balanced curriculum. Work is differentiated in all lessons and the children are given support in order for them to achieve. Teaching Assistants (TA's) ensure that the children are able to complete the work given and scaffold their learning, so that the children feel successful in their learning.
- Learning environments are stimulating and informative encouraging the children to develop independence when working.
- Adaptations are made to teaching strategies as and when recommended by other professionals to ensure that learning is achieved and the student feel successful in their learning.
- For this Academic year (from September 2021), Kettering Park Infant Academy have created a 'SEN Hub' to support the learning of a number of our new EYFS cohort who have come to us with an EHC or awaiting an EHC plan and a diagnosis of ASD. There are between six and eight children who will access the Hub at one time. They have varying levels of need, however the majority are on the ASD pathway and are non-verbal. During their learning time in the Hub, they will have access to a highly differentiated curriculum which is based on the same topic and key texts of the EYFS planning which is aid transition to the mainstream classroom when the children are ready for this move. Adults within the Hub provision will also work with the children on targets outlined within their EHC plans. This is overseen and monitored by the SENCO and the Head teacher.

How our school evaluates the effectiveness of its provision for children and young people with SEN.

- Baseline assessments are completed before target setting to ensure that support is targeted effectively for each child – for example the use of PiXI tests and interventions which may be appropriate and completing speech sound assessments for SALT interventions.
- Looking at the outcomes of the children on a day to day basis through: observations, marking, book looks, discussions with the class teacher, teaching assistant and child.
- Looking at the academic achievement of the child throughout the year with the use of the School's tracking systems – Schools own system, ITrack and PiXL.

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- SENCO will meet with SLT at regular points across the year termly, to ensure that all staff have an up to date awareness of the children's needs and their areas of development. At the end of each term, these meetings will give SLT members a detailed analysis for SEN, any changes in the register and to discuss data.
- Targets for SEN pupils are changed accordingly to ensure that the children are being supported appropriately and are able to make progress.
- ASP (Analyse School Performance) as well as the FFT Aspire online data is looked at each year ensure that the children identified with SEN aim to make progress in line with national expectations.
- Termly tracking of all children on the SEN register looking at the provision in place and the progress that the children have made. New targets are written ensuring that the children are able to make small steps of progress.
- For children with an EHC plan, review meetings are planned for each term with both parents and staff enables the school to see what has worked well in order for the children progress further, and what needs working on further. These meetings will be more regular if they are needed. Information from these meetings will help to inform the annual review process.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- As an inclusive academy, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. We endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity. However, it may be in the best interests of the child and their needs to be withdrawn from the classroom environment for short periods of time.
- Our deployment of additional staff and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class, the different needs are highlighted on planning. When curriculum leaders monitor planning, work and progress data and when they carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive, and how pupils are supported in their learning.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms.

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The school has a **FSW** (Family Support Worker) to support the children and parents with different social, emotional and behavioural (wellbeing) needs.

The **FSW** is responsible for;

- identifying (through the use of a whole-school well-being tracking system) children and/or families with wellbeing needs or concerns and putting into place appropriate interventions or support strategies
- keeping detailed records and details of the progress of all children/families receiving wellbeing support, and to discuss these with the Safeguarding leader.
- evaluating regularly the impact and effectiveness of all additional interventions for children identified with wellbeing needs
- liaising and consulting sensitively with parents, families and pupils identified with wellbeing needs
- liaising with and working closely with a range of outside agencies to support children and families identified with a range of wellbeing needs, for example school nursing team, educational psychologist, and other providers.
- contributing to the training of staff – for example using the 'MyConcern' to be able to record relevant information so that it is help centrally for staff to access and monitor.

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Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- The SENCO will attend InMAT cluster meetings, and will sometimes attend local network meetings (if they fall on a work day) to ensure they are up to date with new information and this will be cascaded to all staff during staff meetings.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school, as far as possible, services available as part of the Local Offer. Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- Specific training will be put in place to address a specific need so that the child is supported correctly and the adults working with that child can meet their needs appropriately and confidently fulfilling all objectives.
- External agency support will be regularly used in school to ensure that the children are receiving the most up to date support available, an example of this in our school is the use of our Link Therapist for Speech and Language.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will receive the nominal SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Higher Needs Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Arrangements for consulting parents of children with special educational needs and involving them in their child's education

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education and making them feel welcome at the school
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets (such as those with EHCPs)
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

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- We seek to respond quickly to emerging need and work closely with other agencies including:
 - EHA team
 - CAMHS
 - Educational Psychology Service
 - Autism Awareness - Now – Specialist Support Services
 - School Nurse
 - Specialist Community Nursing team –for medical training if needed
 - Northamptonshire Parent Partnership Service
 - NCC Sensory Impairment team
 - Local NHS services
 - Education Entitlement Service
 - Early Years SEN support service (Inc Portage team)
 - Speech and Language Therapists
 - Occupational Therapists
 - Physiotherapists
 - Referral Management Centre

- In accordance with the SEND Code of practice 2014, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo.

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

- We will ensure smooth transition into our school academy from nursery or pre-school and from our school into the Junior school of choice as some children move to other Junior schools within the area.
- We will ensure early and timely planning for transfer to the next year group, or to the Junior school and will offer earlier transition meetings to all pupils with an Education and Healthcare Plan.
- Pupils with Education Health and Care Plans will have transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SEN Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an

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unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

**The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.
(Please refer to our school's Safeguarding Policy for details of how we access the EHA team and Multi-Agency Safeguarding Hub)**

Information on where the local authority's local offer is published.

localoffer@northamptonshire.gov.uk

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>