

## SEND Information Report 2023-2024



### The name and contact details of the SENCo-Ordinator:

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### The name and contact details of the Designated Teacher for Looked After Children:

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All teachers at Kettering Park Infant Academy share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

<p>The kinds of Special Educational Needs which are provided for in our school</p>	<p>At Kettering Park Infant Academy we support a diverse range of Special Educational Needs and we pride ourselves on the nurture that we offer every individual child in our care. We support children with Educational Healthcare Plans in addition to others who have been placed on our SEN register or who require healthcare support. We work in partnership with other schools in our trust to support the needs of our children and use other professional services to help to support, guide and identify emerging needs. We are whole-heartedly committed to building trusting relationships with the families of the children we support. The school meets the needs of children who may experience difficulties with:</p> <ul style="list-style-type: none"><li>• Cognition and Learning - Dyslexia, Development Co-ordination Disorder (Dyspraxia),</li><li>• Communication and Interaction - Speech, Language and communication needs, Autistic Spectrum Disorder</li><li>• Social, Emotional and Mental Health - Attachment Disorders, ADHD, children with different anxiety difficulties</li><li>• Sensory or physical difficulties - Hearing Impairment, significant delays in self-help and independence skills, an understanding of a range of medical needs - some of which would require specialist training and support</li></ul> <p>We currently have 11 children (4.4%) at Kettering Park Infant Academy who have an Educational Healthcare Plans (EHCP) which have been produced by North Northamptonshire County Council. There are also two more plans which are pending and</p>
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	<p>two more children identified by the school who will need to have an RSA submitted this academic year. If all of these are successful, then it would take the total to 15 EHCP for the school - which would take the school to above national percentage for children with an EHCP. In addition to this, there will also be children who are supported through an Individual Education Plan (IEP), or have Early Locality Funding in place to ensure that their needs are met.</p>
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	<p>We fully comply with:  SEN Code of Practice 2015 Equality Act  2010  Children and Families Act 2014</p>
<p><b>Our school's policies for identifying children and young people with SEN and assessing their needs</b></p>	<p>All children identified on our SEN register will have an IEP created in partnership with themselves, parents and the class teacher. This focusses on their strengths, areas of focus and also parent and pupil voice about aspirations for the year. These documents are essential to ensuring that staff are aware of difficulties and adaptations associated with the school day. Where additional support or interventions may be in place, teachers, support staff and the school's SENCo work in partnership to create learning plans that ensure the cycle of assess, plan, do, review is clearly evident. Learning plans take account of parental views and parents are offered the opportunity to respond to these. Targets are individual to each child and closely monitor the progress they are making as well as the levels of support that they will require. Annual review meetings for children with EHC plans are held annually and documentation will be submitted to North Northamptonshire County Council for review and agreement. Parent and child views form a large part of this process, as do observations made by the class teacher, teaching assistant and SENCo.</p> <p>KPIA monitors any child who raises concerns, initially with the teacher or Wellbeing and Behaviour Lead. The concerns are then reviewed and action is taken to address the issues which could involve anyone of our Inclusion Team. The inclusion Team consists of the Head Teacher, Deputy Head Teacher, SENCo, Pupil Premium Lead and Behaviour Lead. Where concerns are identified by parents or carers, it is requested that the SENCo will be made aware of the difficulties, behaviours and reasons for referral requests in writing as a first action. This will be reviewed by our Inclusion Team and a period of observation and evidence gathering will begin. Where identified difficulties are not observed in the school environment then parents and carers will be advised to seek the support of their GP in the first instance. It is often requested that children's eye sight and hearing should be checked to ensure that this is not a barrier to learning for the child.</p>

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

- For all children at KPIA, progress is reviewed via parents evenings and a written report at the end of the academic year. Children who may be placed on our SEN register will additionally have progress reviewed through their termly learning plan updates. Staff at KPIA will share learning plans and progress made during their parent consultations before continuing the cycle of “assess, plan, do, review”. Where children may have a diagnosis of need but do not require a high level of support, a learning plan may not be necessary.

Children in KS1 follow our yearly PIXL assessment plan to assess progress in relation to their stage of development. Where specialist assessment is required, evidence of need will be gathered and referrals made to outside agencies, including:

- Educational Psychology
- Specialist Support Service
- NHS Speech and language
- Community Paediatrics
- CAMHS
- School Nursing Service
- Rowan Gate Outreach
- Maplefields Outreach
- Other key agencies accessed via the referral management centre

Where concerns, observations and assessment meet the criteria for an EHCP assessment, evidence is collated in partnership with staff, the family, the child and the Behaviour Lead. This may lead to a Strengths and Difficulties (SDQ) or a Boxall assessment being completed. EHC applications are submitted by the SENCO. All work with specialist professionals is agreed in advance with parents and where full assessments have taken place, reports and next steps are discussed in formal meetings.

	<p>Annual review meetings are held for EHC children as per the guidelines and dates placed by North Northamptonshire County Council.</p>
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**How our school evaluates the effectiveness of its provision for children and young people with SEN**

- The monitoring and evaluation of the effectiveness of out SEN provision is carried out as follows:
  - Pupil voice is collected on a One Page Profile document as part of the evaluation of learning plans
  - End of year progress reports are written by the class teacher
  - Edukey Provision Mapping software is used. This keeps track of individual progress
  - Discussion with parents and carers at parents evenings and appointments made with staff members or the SENCO
  - Observations and learning walks carried out by the Head Teacher, subject leaders, senior leaders, SENCO or colleagues from INMAT trust schools
  - Book scrutiny completed by senior leaders and curriculum leads
  - Pupil progress meetings between class teachers and members of the senior leadership team
  - Tracking and monitoring of pupil progress using PIXL and iTrack primary online tools
  - Annual Review meetings for EHC children
  - EHA meetings - where an Early Help Pan is relevant to the family
  - Analysing of attendance records
  - Analysing of behaviour logs or class records
  - Governor learning walks
  - Creation and regular review of the SEN Action Plan - led by the SENCO

**Our approach to teaching children and young people with SEN. Including how adaptations are made to the curriculum and learning environment of children and young people with SEN.**

- At KPIA we understand high quality first teaching is crucial to the development of all our children. For children with SEN it is important they feel part of our whole school community, in addition to the community they are part of in their classroom.

Access to teaching opportunities led by a qualified teacher are important and we work to ensure that where possible time spent out of the classroom environment is minimal. To enable our children to fully access learning opportunities, key adaptations and intervention is applied.

During the last year we have worked hard to develop the provision for learners who experience complex difficulties. We transformed an intervention room into a safe space and incorporated a sensory room which is predominantly used by our EHC children, however it can also be accessed by other children from across the school to support self-regulation.

Other key approaches used may include:

- Key adults who check in regularly with identified individuals, supporting specific programmes which are led by the Wellbeing and Behaviour lead
- Emotional literacy knowledge understanding and language through ‘Zones of Regulation’
- Calming / quiet area in each classroom
- Sensory baskets within classroom to aid regulation
- Sensory or heavy work breaks during learning to support concentration and attention
- Access to outside agencies, counsellors, nurture support
- Lessons planned to meet a range of learning styles and active practical learning opportunities
- Opportunities to learn through experiences such as visitors or Educational visits
- Interventions designed to support resilience, self-esteem and confidence are led by the Wellbeing and Behaviour Lead

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|  | <ul style="list-style-type: none"><li>• Personalised reward systems to support motivation</li><li>• Outreach work with alternate provisions where specialist support is needed</li><li>• Access to the curriculum via differentiated activities and outcomes</li><li>• Access to pastoral support and the of Teaching assistant staff with a broad range of expertise and skills</li><li>• Use of visual timetables and resources</li><li>• Opportunities to use the library or a quieter space at lunch time for children who find accessing the playground difficult or support on the playground from the Wellbeing and Behaviour Lead</li><li>• Focused and targeted intervention to support with core skills in reading, writing and maths</li></ul> |
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**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 children at KPIA are appreciative and understanding of the uniqueness of others. Differences and individuality are celebrated. Children attending our school have open access to our Family Support Worker, Wellbeing and Behaviour Lead and an array of experienced support and teaching staff. The SENCO and Head Teacher provide training opportunities for staff to support their understanding of SEN and professional development.

The school uses 'Myconcern' system for safeguarding and additionally this is used to monitor where wellbeing and emotional concerns may be present to create a SEN chronology.

All staff follow a code of conduct and the school's Positive Relationships and Behaviour Policy.

IEP's ensure that adults working with specific children with SEN understand how best to communicate with them and understand any concerns or worries they may have. Children have access to a calm area in each classroom which is set up with 'Zones of Regulation' display and resources. The classrooms use a daily wellbeing check-in to ensure that children are emotionally ready to learn. The school has an anti-bullying policy which is managed by the Head Teacher and wellbeing and Behaviour Lead. Adults focus on providing the children with positive social role models and encourage children to be respectful, tolerant and kind. The school has good links with the School Nursing Service and the Specialist Support Services and referrals can be made to support with emotional concerns. The school has access to a range of services via the referral management centre.

**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.**

**And**

**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**

KPIA have continued to work with outside agencies and professional services including: Educational Psychology, Speech and Language, Maplefields outreach and Rowan Gate outreach and readily accepts support where needed. Staff are able to access reports from these professionals to understand best practice in supporting children to access the learning and curriculum. If any training needs are identified through working with outside agencies, then the school will work with them to seek training programmes and identify key staff to attend. The school's Wellbeing and Behaviour Lead, SENCO, and the Family Support Worker have a range of experience regarding children's SEMH need and they support other key members of staff in implementing interventions and programmes to support. The SENCO, Head Teacher and Deputy Head Teacher work in partnership to hold regular teaching assistant meetings where in house training is provided on a broad range of topics linking primarily to SEN - for example training on how to use 'Colourful Semantics'.

At KPIA, our children and their families have access to NHS professionals and the support of other outside agencies, including outreach services. The SENCO is also creating links with the IASS service to provide support to parents through coffee mornings.

<p><b>Arrangements for consulting young people with SEN and involving them in their education</b></p>	<p>Pupil voice is crucial, supporting an understanding and empathy for how children attending KPIA perceive school. Opportunities are regularly taken to talk to out children with SEN. Our children with SEN can talk openly and proudly about their experiences, difficulties and strengths.</p> <p>IEPs and One Page Profiles highlight strengths and difficulties, adaptations and aspirations and also key information about routines during unstructured times of the day. Relationships with pupils, especially regarding those with SEMH difficulties are established and trusting. Identified children receive regular check-ins with the Wellbeing and Behaviour Lead. The Family Support Worker is readily available and facilitates opportunities to talk and listen to families. During transition days, SEN children can create transition booklets and opportunities to meet the staff within their year group and time is taken to answer any questions which they may have and alleviate any worries that they may have.</p> <p>The new pupil voice template for EHC annual review meetings is now being used - which has been set by the North Northamptonshire County Council.</p>
<p><b>Arrangements for consulting parents of children with special educational needs and involving them in their child's education</b></p>	<p>Children's progress is monitored closely across the school and parents are offered consultations via parents evenings with the class teacher. Families of children with SEN are also offered an extra appointment to meet with the SENCO at these times too. Parents are also offered an annual school report and review meetings are held by the SENCO for children with SEN.</p> <p>Parents have access to the SENCO's email address and communication can also be via Class Dojo. Communication with parents is handled sensitively and promptly.</p> <p>During EHC annual review meetings, parents voice is recorded and now collected using the new template which has been set by the North Northamptonshire County Council.</p>

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

The majority of children that leave KPIA in Year 2 transition to Kettering Park Junior Academy. The teaching staff in Year two work collaboratively with members of the Junior school team to plan opportunities for children to participate in on site activities. During the summer term, key members of staff meet with the junior school SENCO and transition meetings are held. Additional tours and visits are arranged and offered to some children and families. In some cases, children may then work directly with the KS2 Learning mentor and/or SENCO. Transitional work is completed as the summer term progresses.

Files and key documentation is handled sensitively and securely between settings. In cases where a child with an EHCP is moving to KS2 or a specialist provision, an end of Key stage annual review is completed and the KS2 staff are invited to attend. In these cases, transitional arrangements can often differ and children may be offered additional transition days which are arranged by their new school placement.

Prior to children joining us at KPIA in the EYFS year group, the SENCO and members of the Foundation stage team will visit pre-school settings a number of times. Children quickly become familiar with these visits and are keen to introduce themselves. The SENCO will often observe sessions led by specialist professionals and adaptations which may be required are discussed. Parents of children with medical needs are invited to attend a meeting to enable healthcare plans to be put into place. Where training may be needed, KPIA will endeavor to have this in place prior to the child attending, or as close to the start of the year as possible. Where toileting needs are present the school has a toileting plan in place.

<p>transition)</p>	
<p><b>Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</b></p>	<p>Complaints made are treated sensitively and seriously by the head teacher and the governing body. Where parents wish to pursue this, they will be directed to the complaints procedures that KPIA has detailed in relevant policy.</p>

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 Early Help Team and Multi-Agency Safeguarding Hub)*

### **Links with Other Services**

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

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

Parent Partnership Service: Contact Number: 01604 636111 <http://www.npps.info/>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

### **Local Offer - Local Offer - North Northamptonshire**

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

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

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>