

SEND Information Report 2025-2026



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All teachers at Kettering Park Infant Academy share responsibility for maximising achievement of all pupils and making individual arrangements accordingly. The school have worked to promote a positive working relationships with families and external professionals that support the children within our school.

The kinds of Special Educational Needs which are provided for in our school

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 (EHCP) 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:

- Cognition and Learning - e.g. Dyslexia, Dyspraxia, Dyscalculia and varying degrees of learning difficulties.
- Communication and Interaction - e.g. Speech, Language and communication needs, Autistic Spectrum Condition
- Social, Emotional and Mental Health - e.g. Attachment Disorders, ADHD, ADD, children with different anxiety difficulties
- Sensory or physical difficulties - e.g. Hearing Impairment, significant delays in self-help and independence skills, and understanding of a range of medical needs - some of which would require specialist training and support.
- Medical needs- e.g. epilepsy and ARFID. Assigned members of staff have received specialist training to understand how

to support Epilepsy and how to administer rescue medication if required.

We currently have 20 children (8.9%) identified as SEN support and 23 children (10.2%) classed as SEN monitoring. We have another 15 children (6.7%) at Kettering Park Infant Academy who have Education Health and Care Plans (EHCP) which have been produced by North Northamptonshire County Council. There is also one other plan currently which is pending in draft stage. We have an additional five children who may require a Request for Statutory Assessment (RSA) and evidence is being gathered in these cases. In addition to this, our school has started to use a platform called 'Edukey' where Individual Education Plans (IEP) are created. Children who have an EHCP or are undergoing an assessment for an EHCP will have a Learning Plan created by their class teacher. There may be other children on the SEN register who do not have an EHCP who will also have a learning plan created.

School may also apply for School Inclusion Fund (SIF) to ensure that learner's needs are met. School Inclusion funding is accessible within North Northamptonshire Council and can be applied for by the school SENCO to support learners that do not have an EHCP.

Support is provided by the SENCO to parents who wish to make a request for statutory assessment for an EHCP. The SENCO will gather information and observations as requested by the EHCP team. Written consent will be sought by the SENCO to refer to Outreach teams such as Rowan Gate and Maplefields so that they may observe children within their classes to aid the information gathering process.

	<p>We fully comply with:</p> <p>SEN Code of Practice 2015 Equality Act 2010 Children and Families Act 2014</p>
<p>Our school's policies for identifying children and young people with SEN and assessing their needs</p>	<p>Where concerns may be raised 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 via email. The SENCO will then contact parents or carers to arrange a meeting to discuss the concerns further. A meeting between the SENCO and class teacher will then take place to share and communicate any concerns. The class teacher is then asked to monitor the concerns and share any feedback with the SENCO by completing a 'cause for concern' form. During a 6-week period, teachers will gather information, and observations may take place within the class setting to gather information within the classroom environment.</p> <p>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. Parents can often also be signposted to access a parent consultation with the SEND Support Service (SSS) who can support both at home and in school if needed. Referrals to services can be completed by professionals via the Referral Management Centre and GPs can also access this. Referrals for ADHD/ASD are made through this pathway. School is unable to refer to the 'right to choose pathway' but can sign post parents to GP service for this. It may be requested that a child's eyesight and hearing is checked to ensure that this is not a barrier to learning for the child. These referrals are to be sought by parents and carers as school is unable to refer for sight or hearing checks. Unfortunately, some written correspondence from professionals is not shared or circulated to schools, so it is politely requested that parents and carers share any written correspondence which they may have so that key information is not missed.</p> <p>Children who are placed on our SEN register will have a learning plan created in partnership with themselves, parents and teachers. Learning plans focus on the children's strengths, areas of focus and parent and pupil voice about aspirations for the year. These documents are essential to ensure 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</p>

by the class teacher, teaching assistant and SENCo.

Children who are on our monitoring register may receive additional support in the classroom or wider school environment. In cases where a child's needs are met through quality first teaching and the school's universal support, offering a learning plan or IEP will not be necessary at this time and an individual learning plan should only be used in cases where high levels of support are required to meet a child's needs. IEPs comprise of a few clearly identified SMART targets that target identified areas of concern. Where high levels of support are required within year groups children may complete targeted work in small groups or as part of whole class teaching, if targeted 1:1 support is required then applications for additional funding will be considered. Independence is key for our children and staff have worked alongside outreach teams to develop systems to avoid over-reliance on adult support.

Where a child has a specific diagnosis of need, requires a very high level of support, is not making expected levels of academic progress or requires high levels of outside agency involvement, they may be added to the school's SEN register. In these circumstances the child's parents or carers will be notified of this change and permission will be sought.

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

For all children at Kettering Park Infant Academy, 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 Kettering Park Infant Academy 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. All children in Key Stage one follow our yearly assessment plan to assess progress in relation to their stage of development. Where children may be assessed at a stage different to their peers, this will be completed discretely, considering self-esteem and confidence of everyone. During statutory assessments applications are made to provide children with individual access arrangements, including readers, scribes and additional time. Outside of statutory assessments, identified children may still be offered additional time to support their needs. Access arrangements are not only applied to end of key stage assessments and children have access to these where needed in regular classroom assessments in each year group. This may include the arrangements listed above and may also include movement breaks or 'chunking' of assessment questions to ensure that each child has the opportunity to achieve their full potential

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
- Blossom OT and SALT
- Other key agencies accessed via the referral management centre

	<p>Where concerns, observations and assessment meet the criteria for an EHCP assessment, evidence is collated in partnership with staff, the family and the child. This may lead to Strengths and Difficulties (SDQ) or a Boxall assessment being completed. Applications for a Request for Statutory Assessment (RSA) 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>
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	<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 our SEN provision is carried out as follows:

- Pupil voice is collected on a Pupil passport document.
- End of year progress reports are written by the class teacher.
- Edukey Provision Mapping software is used. This keeps track of class and 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 of School, 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 Plan is relevant to the family.
- Analysing of attendance records.
- Analysing behaviour logs or class records.
- Governor learning walks.
- Creation and regular review of the SEN Action Plan - led by the SENCO.
- Visits from the school improvement lead from the trust.
- Working collaboratively with other SENCOs within the trust.

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 Kettering Park Infant Academy, we understand that high quality first teaching is crucial to the development of all our children. Access to teaching opportunities led by a qualified teacher is 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 for learning are made and intervention is applied.

Other key approaches used may include:

- Key adults who check in regularly with identified individuals, supporting both cognition and learning skills as well as Social, Emotional and Mental Health needs.
- 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 Family Support Worker.
- Personalised reward systems to support motivation.
- Outreach work with alternate provisions where specialist support is needed,
- Access to the curriculum via differentiated activities and outcomes.
- Access to pastoral support and the use of Teaching assistant staff with a broad range of expertise and skills.
- Use of visual timetables and resources.
- Opportunities to use the library or a quieter space at lunch time for children who find accessing the playground difficult.

- Focused and targeted intervention to support with core skills in reading, writing and maths

Over the last academic year, we worked hard to develop our 'Rainbow Room' provision for learners who have complex SEN needs and who predominantly had EHC plans in place. This room has been developed with support from Rowan Gate Outreach team and has been designed to be a safe space for these learners with access to visual structures, workstations and a high ratio of adult support, based on the needs of the room. The Rainbow Room Provision is overseen by the school's SENCo and has a qualified teacher who leads the planning and assessment. There are currently three Teaching Assistants within the Rainbow Room, with plans to increase this and recruit two more Teaching Assistants to fully support the range of needs within the provision.

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 SENCO, Family Support Worker, SLT and an array of experienced support and teaching staff.

The SENCO and Head of School provide training opportunities for all staff to support their understanding of SEN and professional development. Over the last academic year this has included training provided by external professionals such as Rowan Gate Outreach team. Looking forward to this academic year we are looking to have training provided by Rowan Gate and Maplefields outreach teams and also a private Speech and Language Therapist.

The school uses the '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. Staff understand that behaviour is communication. Adaptations for specific children are made as necessary. Consistent routines and boundaries are promoted across school and all classrooms contain visual timetables for whole class and individual use.

One page profiles called 'Pupil Passports' are set up on 'Edukey' and 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 school has an anti-bullying policy which is managed by the Head of School. 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. The SENCO has worked closely with the teams at both Rowan Gate Outreach and Maplefields outreach team which has been an invaluable source of support.

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.

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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, Occupational and Physiotherapy services, Maplefields outreach and Rowan Gate outreach and readily accepts support where needed. This academic year a commission to Blossom Occupational Therapy has been made and will be another valuable support for the school. Staff working with specific children can access reports from these professionals to understand best practice in supporting them 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 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 of School and Assistant Head of School 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 teams such as the IASS service and the Send Specialist Support (SSS) team to provide support to parents through coffee mornings throughout the academic year.

<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>Pupil voice is crucial, supporting an understanding and empathy for how children attending Kettering Park Infant Academy perceive school. Opportunities are regularly taken to talk to our children with SEN. Our children with SEN can talk openly and proudly about their experiences, difficulties and strengths. Our SEN children who are non-verbal are supported to share their experiences by working with staff who can help them to communicate through using visual aids.</p> <p>IEPs and Pupil passports highlight strengths and difficulties, adaptations and aspirations and key information about routines during unstructured times of the day. Relationships with pupils, especially regarding those with SEMH difficulties, are established and trusting. The Family Support Worker is readily available and facilitates opportunities to talk with and listen to families. The family support worker is also the lead on Early Help Assessments and provides support for families within this process. 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. Again, this has been adapted by the school to enable all children with an EHCP - even those who have limited language to be able to share their experiences and to fully gain their pupil voice.</p>
<p>Arrangements for consulting parents of children with special educational needs and involving them in their child's education</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 transition)

The majority of children that leave Kettering Park Infant Academy leave at the end of Year 2 to 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 SENCO. Transitional work is completed as the summer term progresses, and this is shared with families.

Files and key documentation are handled sensitively and securely between settings. In cases where a child with an EHCP is moving to another Key Stage 2 setting 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, Kettering Park Infant Academy 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 and intimate care policy in place.

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.

Complaints made are treated sensitively and seriously by the Head of School and the governing body. Where parents wish to pursue this, they will be directed to the complaints procedures that Kettering Park Infant Academy has detailed in relevant 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 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>