

Kettering Science Academy

SEN information report (Clause 65 - new code of practice 2014) – Updated 2018



Name and contact details for the SEN Co-ordinator (SENCO) and SEN team members

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This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND).

*The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>*

The latest SEND code of practice was released in January 2015 and can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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| About Kettering Science Academy | Kettering Science Academy is an inclusive mainstream 11- 18 comprehensive school with approximately 1100 students. At Kettering Science Academy we are committed to the equality of opportunity and the provision of the highest standards of education for all our students, including those with Special Educational Needs and disabilities. We have a dedicated and highly professional SEN team that supports students with SEN and or disabilities. Kettering Science Academy encourages students to 'be the best they can be'. |
| The kinds of special Educational Needs for which provision is made. | Kettering Science Academy aims to make appropriate provision for children recognised within the four broad areas of SEND: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties. • Sensory and or physical needs. |

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| <p>Definition of Special Education Need: The 2014 SEN Code of Practice defines SEN as:</p> | <p>The 2014 SEN Code of Practice defines SEN as: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> • have a significantly greater difficulty in learning than the majority of others of the same age: <p>or</p> <ul style="list-style-type: none"> • have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. |
| <p>Identification and assessment of Students with Special Educational Needs.</p> | <p>We use the following methods to help us identify students with Special Educational Needs:</p> <ul style="list-style-type: none"> • Attendance at year 6 Annual Reviews by the SENCO. • Liaison with junior schools during transition visits in Year 6. • Information is collated from the transfer of school files from the previous school. • Assessments from Primary including KS2 data. • Analysis of screening tests taken on entry into school. <ul style="list-style-type: none"> - Performance in English and performance in Maths testing upon arrival - Reading, spelling and numeracy tests (on entry) - Baseline assessments (each subject) • Ongoing review of progress at progress checks and using our pupil progress tracker • Concerns/information received from staff, parent and outside agencies. • Educational psychologist service. <p>Learners may fall behind in school for many reasons. They may have been absent from school, they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer from self-esteem issues which prevents progress being made. Only those with a diagnosed learning difficulty (or those in the process of) or those not making significant progress in line with their peers with interventions and any students that require special educational provision; will be identified as having SEN. Kettering Science Academy follow the Assess – Plan – Do – Review model for students with identified SEND.</p> <p>Additional Information may also be collated through the following means:</p> <ul style="list-style-type: none"> • Feedback from classroom teachers (round robins) • Observations • Learning walks • Access arrangement testing for exams for KS4 and KS5 • Specialised assessments including: CTOPP2, TOMAL2, WRAT4, DRA, DASH – processing speed, handwriting, working memory. • Dyslexia Screening Tests (LASS) |

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| | <ul style="list-style-type: none"> • CMIS entries for Behaviour concerns • Liaison with outside agencies e.g. Educational Psychologists, Speech and Language Therapists, CAMHS. • Staff/parent meetings/parents evenings • SMEH interventions • TA feedback • SEND concern forms • CPOMS (online concern form) <p>Should you believe your child has special educational needs you should contact the SENCO (details above) who will be able to undertake investigations and appropriate assessments to see if they meet local and national SEND criteria.</p> |
| <p>3a) How does the Academy evaluate the effectiveness of its provision for pupils with SEN?</p> | <p>All interventions and support offered to students is regularly monitored and evaluated by the SENCO. Adjustments are then made accordingly. Effectiveness of provision for pupils with SEN is evaluated in the following ways:</p> <ul style="list-style-type: none"> • Observations of teachers and teaching assistants • Learning walks • Pre and post intervention testing and analysis of the data collected • Pupil progress tracker and provision mapping • Progress reviews (Termly) • Annual Review of EHC. • Analysis of student progress data (four times a year) at progress checks. • SEN department meetings (weekly) • Outside agency involvement (CAMHS/Special Support Service/Educational Psychology/Visual Impairment team/ Hearing impairment team) |
| <p>3 b) How does the Academy assess and review the progress of students with SEN?</p> | <ul style="list-style-type: none"> • Academy progress reports (4 times over the academic year) • Parents Evenings • Pupil progress tracker • Reading and spelling assessments twice yearly (for those on intervention up to 4 times annually) • Progress on targeted skills following Numeracy intervention programmes. • Annual reviews for those students with EHC Plans and Statements of Special Educational Needs. • Use of CMIS to track on monitor behaviour incidents and exclusions. • Attendance data collated and sent to the SENCO weekly. |
| <p>3c) What is the Academy's approach to teaching students with special Educational Needs?</p> | <p>Students with Special Educational Needs are taught within the normal mainstream classes. There are some withdrawal sessions for individual and small group interventions. The Academy also ensures that:</p> <ul style="list-style-type: none"> • Teaching staff are expected to differentiate lessons and resources to suit the learning needs of the individual students. • There is a continuous professional development programme for all staff to increase skills in teaching students with special educational needs. |

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| | <ul style="list-style-type: none"> • Resources, such as assistive technology (ipads and laptops) are used, where appropriate, to enable students to access lessons as independently as possible. • Time limited Individual and small group targeted interventions linked to identified needs of students. Literacy interventions are implemented when students fall below a standardised score of 90 on screening tests. • Students, generally those with EHC plans, have the support of an additional adult within the classroom where possible or where there is a priority need, • Some students are allocated key workers who help with daily organisation needs. • SMEH interventions during Form time • SEN awareness assemblies annually • Whole staff training throughout the academic year • SENCO is first aid trained (certified 2015) • SEN base and The Hub (NOT a designated provision) – a safe place for our students to go to. |
| <p>3d) How does the school adapt the curriculum and learning environment for students with Special Educational Needs?</p> | <p>All pupils identified as SEN are treated equally and given access to an appropriate curriculum. All teachers are teachers of students with special educational needs and are responsible for the progress they make. Students are generally set within subject areas. There will be an opportunity for students who enter significantly below national average or with reading/spelling standardised scores below 85 to be disapplied from Modern Foreign Languages to receive an additional intervention in literacy. A similar model will continue for the remainder of KS3. At KS4, students will make 4 option choices. Advice and support are given with regard to these choices. There is now an option for Modified Curriculum in option block X. This will be 3 lessons per week of Princes Trust and Functional Skills English and Maths.</p> <p>Within lessons it is the teacher’s responsibility to differentiate learning. Strategies to support students identified with SEN are included on a strategy sheet for staff to access. All information about our SEN students can be found on our secure central area including: SEN list, provision map, individual folders with information and strategy sheets for those students as well as one page profiles and reading and spelling ages.</p> <p>Should a student be identified after entry as requiring additional support they will be assessed and their data will be analysed. If it is then felt necessary they will be added to the SEN register. Following this the information is then communicated to relevant parties.</p> |
| <p>3e) What additional support is available to students with SEN?</p> | <p>Small group and or 1-1 interventions to support the following:</p> <ul style="list-style-type: none"> • The Hub lunch club and short term provision working with a TA • Social, emotional needs, and friendship skills (facilitated by our TA’s during CAPS) • Literacy and numeracy interventions (facilitated by our teaching assistants with literacy or numeracy as a specialism). • Functional skills programme at KS4 in literacy, numeracy • Princes Trust awards • AQA unit awards • Adapted or amended timetables which may incorporate time on the 2pm to 5pm School. • Access to support from other agencies/providers such as: Autism Outreach, VI team, HI team, Educational Psychology service, EWO, Prospects advisor for SEN, Timely advice careers service, William Knibb and TORCH learning Centre for individual programmes (alternate provisions). |

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| | <p>Teaching assistant support is active mostly with students who have EHC plans and current statements. TA support is prioritised based on individual need. TA's can be an additional adult in the classroom for lessons where there is a high number of SEN or students who do not make significant progress OR they can be assigned directly to a student, again this is based on need and is reviewed and amended where necessary, the timetable of support is updated weekly and sometimes daily dependent upon need.</p> |
| 3f) What activities are available for students with SEN in addition to those available in accordance with the curriculum? | <p>A wide range of trips and extra-curricular activities are offered for all students. We aim to support all students to enable them to attend trips, visits and take part in extra activities where appropriate.</p> <p>Risk assessments will be completed for each trip and the needs of individual students are considered as part of this process. A decision will then be reached by the SENCO/Vice Principal for SEN and Welfare or the Senior Management Team, in collaboration with parents and class teachers, to decide whether or not it is possible for the student to attend. The safety and well-being of all concerned has to be considered as part of this process.</p> <p>Homework club for SEN students is held on Tuesdays and Thursdays from 3:30-4:30, some students may stay longer depending on travel arrangements. Contact about homework club should be sought through Sarah Wilkins (contact details above). TA's work alongside our students on homework club to help support, guide, organise and coordinate homework.</p> |
| 3g) What support is available for improving the emotional and social development of pupils with special Educational Needs? | <p>We have a robust safeguarding policy and protocol in place. Deborah Thomas is our school safeguarding officer (contact details above). Pupil's health and well-being is paramount. All students including students with special educational needs participate in a PSHE programme (5 times per week) which aids personal and social development.</p> <p>In addition to this the Academy has a behaviour mentor who is also a trained behaviour therapist. Who works with students in building self-esteem, anger management, building resilience and other bespoke interventions depending on student need. This is on a referral basis only and any concerns directed to the SENCO regarding this.</p> <p>The school also access outside organisations to support individual need, such as bereavement counselling, alcohol and drug advice and mental health services.</p> |
| 5. Expertise and training of staff | <p>Our SENCO is a qualified teacher and has the National Award for Special Educational Needs Coordination.</p> <p>HLTA specialist learning has OCR certificate in the teaching of children with specific learning difficulties (Dyslexia) and PAPAA certificate of access arrangements and specialist assessments.</p> <p>The SEN team are a team of experienced teaching assistants who also have expertise in a range of areas including speech and language, literacy, numeracy, visual impairment, EAL, behaviour and autism.</p> <p>Alongside the expertise in school we also use the services of Educational Psychologists; a school nurse and Child and Adolescent Mental Health Services (CAMHS).</p> <p>The school accesses a variety of services to ensure that the skills of the staff match the needs of the current students.</p> |
| 6. How equipment and facilities to support students with Special Educational Needs will be secured | <p>Accessible facilities include; disabled parking bays, disabled toilets on every wing within the Academy. Lift to all floors. It should be noted that the Academy is carpeted throughout, which can present some difficulty for wheelchair users.</p> <p>Students have access to computers within each teaching wing and there is shared access to individual laptops and/or ipads where there is an identified need. Needs of students are reviewed and where additional equipment or changes to facilities are required these are discussed with the Principal and decisions made with regard to reasonable adjustments.</p> |
| Arrangements for consulting parents of students with special | <p>Over the academic year there are a range of opportunities for parents to formally meet with staff to discuss the progress of their child. These include:</p> |

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| <p>Educational needs and involving the parents in, the education of their child</p> | <ul style="list-style-type: none"> • Pre-transition visits and transition booklet • parents evening, • curriculum events/options evening • progress check reports • Parents will be updated on progress of students at the review of intervention programmes. • SEN reviews (non statement and EHC) via email, meeting, telephone, EHA, progress checks. • Students with EHC, statements of Educational need will have termly updates on progress via meeting, telephone conversation or email, all documented on a communication log. • Key workers regularly update parents on progress or concerns via phone or email. • Parents are encouraged to email staff to discuss concerns or share information. |
| <p>The arrangements for consulting with young people with special Educational needs about, and involving them in their education</p> | <p>All students within the Academy are involved with target setting whether academic or SEN related. All students are welcome at Parents Evenings and their opinions are actively sought for any review meetings.</p> <p>Students with EHC Plans or Statements of SEN are involved in their Annual Reviews and their thoughts are central to the process. They are encouraged to contribute actively to the process. Students are supported by key workers and Teaching Assistants for annual reviews, curriculum options, transition, connexions and external agency meetings.</p> |
| <p>Arrangements for complaints from parents of students with special educational needs concerning the provision made at school</p> | <p>Any complaints relating to the learning support provision should be directed to the SENCO. Complaints relating to a specific subject should be directed to the Head of Department. Complaints about the well-being of a student should be directed to the Progress leader for your child's year group. All parties will involve other staff, and if relevant external professionals, as necessary to address any complaints received. Complaints can be made by telephone, in writing or in person. Any complaints relating to staff should be directed to the Principal.</p> <p>A summary of the complaints procedure can be found in the complaints procedure policy found in the Academy website, available either as a hard copy or on the website. http://www.ketteringscienceacademy.org/page/?title=School+Policies&pid=17</p> |
| <p>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students?</p> | <p>The Academy has a service level agreement with the Educational Psychology service. The Academy will make a direct referral to this service should their services be required.</p> <p>Any direct access to social services is generally limited to tier 4 category concerns and referrals would be made by our safeguarding officer.</p> <p>The Academy can make referrals to CAMHS and other health services, although some will not take direct referrals from schools/academies and parent will be advised when this is the case.</p> <p>The Academy makes use Early Help Assessment when families require the intervention or support from one or more agencies. Where the Academy is unable to access support from agencies the case is referred to the complex case forum, where further guidance and support can be accessed.</p> |
| <p>The contact details of support services for the parents of students with special educational</p> | <p>Support for parents of students with SEN is provided by the Northamptonshire's Parent Partnership Service now known as IASS- Information, advice and support services. Details about the support they provide and how to contact them can be found on their website: www.iassnorthants.co.uk</p> |

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| <p>needs including those of arrangements made in accordance with clause 32</p> | <p>Other support services can be found via the Northamptonshire county council website</p> <p>http://www.northamptonshire.gov.uk/en/councilservices/Pages/HomePage.aspx</p> |
| <p>The Academy's arrangements for supporting students with special Educational needs in transferring between phases or in preparing for adulthood and independent living.</p> | <p>Year 6 to year 7 transition:</p> <p>All feeder primary schools are visited by a member or members of the transition team. Information about SEN or emotionally vulnerable students is collected. Information is shared with all teaching staff in preparation for the student's arrival in September; this is usually done via whole staff training. All year 6 have a transition day before arriving in September and some students with specific special educational needs have several visits to the school, to familiarise themselves with key workers and the building.</p> <p>During year 9, 10 and 11 the SENCO works with Timely Advice* to support students with identified special educational needs and/or disabilities with transition to 6th form or further education. Information is passed on to the college or further Education establishments to ensure they are aware of specific needs and strategies to support.</p> <p>The SENCO alongside Prospects or Timely Advice will actively advise and gather information during year 11 to ensure all students are successful with applications for their next steps.</p> <p><i>*Timely Advice is a service, commissioned by the Academy, to support students, and their parents in choosing a suitable course/career for the future.</i></p> |
| <p>Where is the local authority's offer published?</p> | <p>Northamptonshire County Council, <u>along with all other local authorities</u>, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND).</p> <p>This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. <i>For further information about the Northamptonshire Local Offer please visit:</i></p> <p>www.northamptonshire.gov.uk/localoffer</p> |