



Kettering Science Academy
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Kettering Science Academy (Primary Phase)

SEN information report

-in accordance with section 65(3) of the Children and Families Act 2014

From September 2014 the law for children and young people with special educational needs and disabilities changed. The new law (the Children and Families Act 2014) alters the way you and your child receive support from your local council, health and social care services and your child's nursery, school or college.

The new law brings a greater focus on personal goals, increased family involvement and improves rights and protections for young people in further education and training. The changes will be gradually introduced over the next few years.

This SEN Information Report forms part of a wider collection of documents which provide a framework for supporting children and young people with additional needs. Parents may also wish to consider the SEN Policy, Equalities Policy, Complaints Policy and others, all of which can be found at:

<http://www.brookewestontrust.org/page/?title=Brooke+Weston+Trust+Policies&pid=45>

About Kettering Science Academy

Kettering Science Academy (Primary Phase) is an inclusive mainstream setting with approximately 450 pupils, aged 4 – 11. A Nursery is attached, providing up to 60 places for 3 year olds for 15 hours per week.

At Kettering Science Academy we are committed to the equality of opportunity and the provision of the highest standards of education for all our pupils, including those with Special Educational Needs and Disabilities.

Definition of Special Educational Needs (SEN)

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:

- *have a **significantly greater difficulty in learning** than the majority of others of the same age:*
- or

- *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.*

What kind of SEN provision is accessible to pupils at the Primary Phase?

KSA(Primary Phase) is a mainstream setting which aims to make appropriate provision for pupils recognised within the four broad areas of SEN/D:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health difficulties,
- Sensory and/or physical needs.

We provide a Resourced Provision within our Nursery setting for eight children identified with Speech and Language difficulties.

All staff are committed to supporting the progress of all pupils regardless of need.

Who is the named SEN contact?

Mrs Kelly Greaves – SENCo

Assistant Head of Primary

Kettering Science Academy

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How do we identify pupils who may have a SEN?

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 learning difficulty that requires special educational provision will be identified as having SEN.

A SEN may be identified by:

- Concerns and information shared by a pupil and/or their parent.
- Good links and information collated from Nursery settings and the transfer of school files from previous schools.
- Baseline Assessments upon entering Early Years/Foundation Stage,
- Progress Meetings are held for all five times a year from which pupils are identified who are not making expected national progress. Intervention programmes are then implemented, monitored and evaluated. Continued concerns are referred to the SENCo to access further individualised assessment and monitoring.
- Feedback from class teachers and support staff.
- Internal screening tests e.g. Dyslexia, WELCOMM, BPVS.
- Formal diagnosis by Health or SEN professional.
- Liaison with outside agencies, e.g. Educational Psychologists, Speech & Language Therapists, CAMHS, Paediatrician.

Should you believe your child has a special educational need you should contact the SENCo who will be able to undertake observations and appropriate assessments to see if they meet local and national SEN criteria.

How does the Academy evaluate the effectiveness of its provision for pupils with SEN?

All pupils are set learning targets regardless of need as part of our *Assertive Mentoring system* which is monitored and reviewed at least 5 times a year.

All SEN interventions have specific, measurable, achievable targets set to ensure progress is made. If expected progress is not made then the SENCo may refer to other specialist services such as an Educational Psychologist.

How does the Academy assess and review the progress of pupils with SEN?

The progress of all pupils is assessed and reviewed at least five times per year at their *Assertive Mentoring* meeting. Early Years have learning journeys which can be accessed anytime by parents and reviewed five times a year.

This information is shared with each pupil individually and with parents at consultation meetings held three times per year. *Assertive Mentoring* files are always accessible to pupils and parents and profile sheets are shared at consultation meetings and sent home.

SEN pupils accessing an outside agency will have further review meetings co-ordinated by the SENCo when required. Reviews for pupils with Educational Health, Care (EHC) plans or Statements are held annually in accordance with the Local Authority's procedures.

How does the Academy support pupils with SEN?

We are a fully inclusive Academy. Teaching staff are expected to differentiate lessons and resources to suit the needs of individual pupils. The SENCo will ensure that teaching staff have access to advice, guidance and support in effectively addressing pupil's needs. When necessary, a pupil may be withdrawn from whole class to receive time limited individual and small group intervention.

Pupils who may require higher levels of support have access to appropriately trained Teaching Assistants. Pupils with EHC Plans or Statements of SEN are supported in class according to the requirements of the Plan or Statement. Our Wellbeing Team provides pastoral care for pupils and their family.

How does the Academy adapt the curriculum and learning environment for pupils with SEN?

All pupils identified as SEN are treated equally and given access to an appropriate curriculum, which may be modified by the teaching staff. We take all reasonable steps to modify/adapt the learning environment to meet the individual needs of pupils. Accessible facilities include disabled parking bays, disabled toilets and shower. It should be noted that the Primary Phase building lies across three levels accessed internally by stairs.

Pupils have access to computers, laptops and iPads within each classroom. Needs of pupils 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.

A wide range of trips and extra-curricular activities are offered. We aim to support all pupils to enable them to attend trips, visits and take part in extra activities where appropriate.

Risk assessments will be completed for each trip and the needs of pupils are considered as part of this process. A decision will then be reached by the SENCo/Leadership Team, in collaboration with parents and class teachers, to decide whether or not it is possible for the pupil to attend. The safety and well-being of all concerned has to be considered as part of this process.

What support will there be for a pupil's overall well-being?

Our team provides teaching assistants in each year group, a well-being mentor and an educational welfare assistant all of whom support the needs of the 'whole child'. We contribute and lead CAFFs (Common Assessment Form for Families) to ensure families are supported to meet all of their child's needs. The academy is currently involved in a project (Targeted Mental Health Service) which aims to equip staff and enrich the provision in order for it to be a 'mentally-healthy' school

What specific expertise is available to pupils with SEN?

Our SENCO is a trained teacher and has experience equivalent with the National SENCo accreditation. A further member of the teaching staff is currently training for the accreditation.

Our Nursery resourced provision provides access to a Speech and Language Practitioner and Assistant at least three times per week, training in this area has been provided to two additional members of staff who can share this expertise throughout the phase. Early Years/Foundation Stage staff are trained in *Cued-Articulation*. A Higher Level Teaching Assistant (HLTA) qualified in the teaching of children with specific learning difficulties.

They are supported by a team of Teaching Assistants who also have expertise in a range of areas including speech and language, specific learning difficulties, behavioural and emotional difficulties and autism.

Alongside the expertise within the Academy we also use the services of Educational Psychologists; School Nurse and Paediatrician, Advisory Teachers, Child and Adolescent Mental Health Services (CAMHS), to support the pupil's academic and social progress. The Academy will only commission external assessments if the considered special educational need is having a negative impact on the pupil's progress despite Academy interventions.

Where can I access other information around support for children, young people and families with SEN/D?

Northamptonshire County Council, along with other local authorities, 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 (SEN/D). 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.

For further information about the Northamptonshire Local offer please visit:

www.northamptonshire.gov.uk/localoffer

What are the arrangements for parents of pupils with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the SENCo regarding their complaint; they will also be advised to seek support and advice from Northamptonshire's Parent Partnership Service – www.npps.info. If the issue cannot be resolved at this level or the complaint is regarding the SENCo the parent should speak to the Principal. If the issue is still not resolved parents would be directed to the Academy's complaint procedure.