

## Kettering Science Academy

### SEND information report (Clause 65 - new code of practice 2014)

September 2023



Name and contact details for the SEND Co-ordinator (SENDCo), SEND team members and members of the safeguarding team.

<b>Role</b>	<b>Member of staff</b>	<b>Contact details</b>
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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 SEND 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 at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Brooke Weston Trusts SEND policy can be found at: <https://www.brookewestontrust.org/site/data/files/07D0BDB6F37A6734A828006260A091B7.pdf>

Kettering Science Academy's Accessibility Plan can be found at:

<https://www.ketteringscienceacademy.org/page/?title=SEND+%26amp%3B+Inclusion&pid=80>

<b>About Kettering Science Academy</b>	<p>Kettering Science Academy (KSA) is an inclusive mainstream 11- 18 comprehensive school with approximately 1350 students.</p> <p>At KSA we are committed to the equality of opportunity and the provision of the highest standards of education for all our students, including those with SEND.</p> <p>Our vision for all students, including students who have SEND is '<b>Being the best you can be</b>'. This means that we want students to try their best all of the time and we want them to achieve the best outcomes. We are aspirational and ambitious for all students and especially for students with SEND. We want students with SEND to be confident individuals, living fulfilling lives and make a successful transition to adulthood and independence.</p> <p>Our core values of <b>Knowledge, Strength and Ambition</b> provide the framework for this.</p> <p><b>Knowledge:</b> Provide the essential knowledge for all students to progress successfully at life. <b>Strength:</b> Create resilient learners who are able to tackle their future effectively. <b>Ambition:</b> Stretch and challenge students so they are able to excel in all they do.</p> <p><b>Whole school approach:</b> Every member of staff is an advocate for SEND. Every teacher is a teacher of SEND. SEND is everyone's responsibility.</p> <p>We have a dedicated and highly professional SEND team that supports students with SEND.</p>
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<p><b>The kinds of SEND for which provision is made.</b></p>	<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> <li>• Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties</li> <li>• Cognition and learning, for example, dyslexia, dyspraxia</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs, for example, visual impairments, hearing loss, processing difficulties, epilepsy</li> <li>• Moderate and multiple learning difficulties</li> </ul>
<p><b>Definition of Special Education Need: The 2014 SEN Code of Practice defines SEN as:</b></p>	<p>The 2014 SEND Code of Practice defines SEN as:</p> <p style="text-align: center;"><b>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.</b></p> <p>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"> <li>• have a <b>significantly greater difficulty in learning</b> than the majority of others of the same age: or</li> <li>• 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.</li> </ul>
<p><b>Identification and assessment of students with SEND</b></p>	<p>Learners may fall behind in school for many reasons. Each student is an individual and will have different life (and educational) experiences. They may have been absent from school; have experienced inconsistency in their education provision; may not speak English as a first language or they may suffer from self-esteem issues which prevents progress being made.</p> <p>The learning needs of most students are met by good teaching. If however, a student requires provision or intervention above and beyond that, they will be identified as having special educational needs. Students will either be coded K (SEND Additional Needs) or E (Education, Health and Care Plan). KSA uses the Assess – Plan – Do – Review model for students with identified SEND.</p> <p>Students who have a diagnosis of need which can be met through good teaching and no additional provision is needed, will be coded N and monitored by the SENDCo.</p> <p>We use the following methods to help us identify students with Special Educational Needs:</p> <ul style="list-style-type: none"> <li>• Attendance at year 6 Annual Reviews by the SENDCo</li> <li>• Liaison with primary schools during transition visits in Year 6</li> <li>• Collate information from the transfer of school files from the previous school</li> <li>• Assessments from Primary including KS2 data</li> <li>• Analysis of screening tests taken on entry into school. <ul style="list-style-type: none"> <li>- Performance in English and performance in Maths testing upon arrival</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Reading, spelling and numeracy tests (on entry)</li> <li>- Baseline assessments (each subject)</li> <li>• Ongoing review of progress at progress checks and using our student progress tracker</li> <li>• Concerns/information received from staff, parents/carers and outside agencies</li> <li>• External agencies such as Educational Psychology Service; Speech and Language Therapy, Occupational Therapy amongst others.</li> <li>• Feedback from TA's/classroom teachers/Concern Forms</li> <li>• Observations</li> <li>• Learning Walks and Book Scrutiny</li> <li>• Access Arrangement assessments for exams for KS4 and KS5</li> <li>• Specialised assessments including: CTOPP2, TOMAL2, WRAT4, DRA, DASH</li> <li>• Dyslexia Screening Tests (LASS)</li> <li>• Behaviour and reward logs</li> <li>• Liaison with outside agencies</li> <li>• Staff/parent/carer meetings and parents/carer evenings</li> <li>• SEMH interventions</li> </ul> <p>Should you believe your child has special educational needs you should contact the SENDCo (details above) who will be able to undertake investigations and appropriate assessments.</p>
<p><b>3a) How does the Academy evaluate the effectiveness of its provision for students with SEND?</b></p>	<p>All interventions and support offered to students is regularly monitored and evaluated by the SENDCo. Reasonable adjustments are made as required.</p> <p>Effectiveness of provision for students with SEND is evaluated in the following ways:</p> <ul style="list-style-type: none"> <li>• Observations of teachers and Teaching Assistants (TA)</li> <li>• Learning Walks and Book Scrutiny</li> <li>• The internal QA process</li> <li>• Pre and post intervention testing and analysis of the data collected</li> <li>• Student progress tracker and provision mapping</li> <li>• Progress reviews (Termly)</li> <li>• Annual Review of EHCP's</li> <li>• Analysis of student progress data (three times a year) at progress checks.</li> <li>• SEND department meetings (weekly)</li> <li>• External agency involvement</li> </ul>

<p><b>3 b) How does the Academy assess and review the progress of students with SEND?</b></p>	<p>At KSA we assess and review students with SEND in a number of ways:</p> <ul style="list-style-type: none"> <li>• Progress reports and tracking</li> <li>• Parents evenings</li> <li>• Reading and spelling assessments</li> <li>• Progress on targeted skills following intervention programmes.</li> <li>• Annual Reviews for those students with EHC Plans</li> <li>• Track and monitor behaviour incidents and exclusions.</li> <li>• Attendance data</li> <li>• Specialist reports</li> </ul>
<p><b>3c) What is the Academy's approach to teaching students with SEND?</b></p>	<p>Students with SEND learn within mainstream classes. There are some individual and small group interventions that take place outside of lessons. Some students in year 7 will access our Transition provision, with a focus for becoming 'secondary ready', whilst some other students in year each group will access provision over and above what is ordinarily available within a mainstream school.</p> <p>The Academy also ensures that:</p> <ul style="list-style-type: none"> <li>• All staff members are advocates of SEND. All teachers are teachers of SEND. SEND is everyone's responsibility</li> <li>• The curriculum is ambitious and challenging</li> <li>• All students on the SEND Register (K/E) will have an Individual Learning Profile that informs their teachers of their needs and strategies to support them in lessons.</li> <li>• Teaching staff are expected to scaffold lessons and adapt resources to suit the learning needs of the individual students.</li> <li>• The EEF 5-a-day is consistently used within our teaching practise because what is good for SEND is good for all.</li> <li>• There is a continuous professional development programme for all staff to increase skills in teaching students with special educational needs.</li> <li>• Resources, such as assistive technology (laptops) are used, where appropriate, to enable students to access lessons as independently as possible</li> <li>• Time limited Individual and small group targeted interventions linked to identified needs of students</li> <li>• Some classes may have a TA to support the learning and students</li> <li>• SEND awareness assemblies annually</li> <li>• SEND base, 'The Hub' (NOT a designated provision) – a safe place for our students to go to.</li> </ul> <p>We communicate all necessary information to staff who need it. All information about our students with SEND is accessible to all teaching and support staff as required for their role.</p>

<p><b>3d) How does the school adapt the curriculum and learning environment for students with SEND?</b></p>	<p>All students with SEND have a broad and balanced curriculum. Students are generally set within subject areas. Within lessons, it is the teacher’s responsibility to support and scaffold learning. Strategies to support students with identified SEND are available through Individual Learning Profiles and each department implement subject specific adaptive strategies to improve access and accelerate progress for those with SEND.</p> <p>In Year 7 we have a Transition provision for a small number of students who are not ‘secondary ready’. There is a focus on Literacy – reading, writing and oracy – and some students with literacy difficulties will have additional literacy lessons.</p> <p>Within each year group, a small number of students who are assessed by specialist professionals at working significantly below their peers, will access a higher level of direct and targeted intervention with is additionally resourced for.</p> <p>At KS4, students make 4 option choices. Advice and support are given to support these choices. There is also an option for a Modified Curriculum, which is 3 lessons per week of a Preparation for Adulthood curriculum including ASDAN modules, reinforcement and repetition of functional skills for English and maths, as well as a focus on Future Pathways and career options.</p> <p>All teachers are teachers of students with SEND and are responsible for the progress they make.</p> <p>The learning environment is adapted as required for students with different needs for example visual needs, seating arrangements, layout of the classroom, displays, noise adjustments, furniture and equipment, displays and lighting.</p>
<p><b>3e) What additional support is available to students with SEND?</b></p>	<p>Small group and or 1-1 interventions to support the following:</p> <ul style="list-style-type: none"> <li>• Areas of difficulties within learning; literacy, spelling or working memory.</li> <li>• Difficulties with communication and interaction; social communication, vocabulary knowledge and understanding.</li> <li>• Needs relating to social, emotional and mental health; friendships, self-esteem, safety online and online communication as well as emotional regulation.</li> <li>• Sensory and physical needs requiring exercises, sensory breaks, sensory integration diets.</li> </ul> <p>Literacy and numeracy interventions (facilitated by our Higher-Level teaching assistants with literacy or numeracy as a specialism).</p> <p>Appropriate and relevant adaptations to the curriculum maintaining breadth and ambition.</p>

	<p>Access to support from other agencies/providers such as: Autism Outreach, VI team, HI team, Educational Psychology service, EWO,</p> <p>Prospects advisor for SEN, Timely advice careers service, William Knibb and TORCH learning Centre for individual programmes (alternate provisions).</p> <p>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 students with SEND who do not make expected 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>
<p><b>3f) What activities are available for students with SEND in addition to those available in accordance with the curriculum?</b></p>	<p>A wide range of trips and co-curricular activities are offered for all students. We support all students to enable them to attend trips, visits and take part in extra activities where appropriate.</p> <p>Risk assessments are completed for each trip and the needs of individual students are considered as part of this process. The safety and wellbeing of all concerned has to be considered as part of this process.</p> <p>Homework Club for students with SEND is held on Tuesdays, Wednesdays and Thursdays from 3pm-4pm. This can be booked through EduLINK and support for booking is offered to those on the SEN register to increase attendance. TA's work alongside our students at Homework Club to help support, guide, organise and coordinate homework.</p>
<p><b>3g) What support is available for improving the emotional and social development of students with SEND?</b></p>	<p>Student health and wellbeing is paramount.</p> <p>We have a robust Safeguarding Policy and protocols in place. Alexandra Merry is our Designated Safeguarding Lead with Elizabeth Weller and Beth Corby as Safeguarding Officers. We also have an Early Help Team and Wellbeing Team to work directly with students.</p> <p>All students including students with SEND participate in a PSHE programme. This includes Mental Health and wellbeing sessions. We also have a Higher-Level Teaching Assistant for Medical Needs and a School Counsellor who works with students supporting health and wellbeing. Other interventions include building self-esteem; anger management; building resilience and other bespoke interventions depending on student need. This is on a referral basis. Students can attend 'Drop-in' which runs each day for emotional support and/or advice. There are many self-help resources on the website.</p> <p>We support and celebrate numerous Awareness Day throughout the year (e.g. Children's Mental Health Awareness Week, Mental Health Week, Autism Awareness Day, Diversity Week, Anti-bullying Week, Black History Month etc.)</p>

	<p>The school also accesses outside organisations to support individual need, such as bereavement counselling, alcohol and drug advice and mental health services. Students can also self-refer to Counselling via Youthworks.</p>
<p><b>Expertise and training of staff</b></p>	<p>The SENDCo is a qualified teacher, qualified and has specialised in Deaf Education and has achieved National Award for Special Educational Needs Coordination. She also has the Level 7 Psychometric Testing, Assessment and Access Arrangements qualification, as well as SEND Law via IPSEA.org supporting her previous work with them as a Tribunal Support Line volunteer.</p> <p>KSA's Specialist Assessor has an OCR certificate in the teaching of children with specific learning difficulties (Dyslexia) and PAPAA certificate of access arrangements and specialist assessments.</p> <p>The structure of the SEN Team has allowed for a Higher Level teaching assistant for each of the four broad areas of need to lead, develop, implement and review targeted interventions. In addition to this, is a Higher-Level teaching assistant for the coordination of EHCPs. Her role includes termly review of targets and annual review of outcomes.</p> <p>There is a team of experienced Teaching Assistants who also have expertise in a range of areas and who continue to engage with further learning</p> <p>Alongside the expertise in school, we also use the services of Educational Psychologists; an NHS School Nurse and Child and Adolescent Mental Health Services (CAMHS) and others as required.</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>



<p><b>How equipment and facilities to support students with SEND will be secured</b></p>	<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 when required and there is shared access to individual laptops and 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> <p>Please also see KSA Accessibility Plan.</p>
<p><b>Arrangements for consulting parents of students with SEND and involving the parents in, the education of their child</b></p>	<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> <ul style="list-style-type: none"> <li>• Pre-transition visits and transition booklet</li> <li>• Parents evening,</li> <li>• Curriculum events/options evening</li> <li>• Progress check reports</li> <li>• Parents will be updated on progress of students at the review of intervention programmes</li> <li>• SEND reviews</li> <li>• Annual Reviews</li> <li>• Key workers regularly update parents on progress or concerns via phone or email</li> <li>• Parents are encouraged to email staff to discuss concerns or share information.</li> </ul>
<p><b>The arrangements for consulting with young people with SEND about, and involving them in their education</b></p>	<p>Voice of the child is collected at regular intervals, including in the creation of Individual Learning Profiles and through reviews of progress for SEND, which happens following the release of a student's progress check reports.</p> <p>All students are welcome at Parents Evenings and their opinions are actively sought for any review meetings.</p> <p>Students with EHCPs 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 Teaching Assistants for annual reviews, curriculum options, transition, connexions and external agency meetings.</p>
<p><b>Arrangements for complaints from parents of students with SEND concerning the provision made at school</b></p>	<p>Any complaints relating to the learning support provision should be directed to the SENDCo in the first instance.</p> <p>If you need to make a <b>complaint</b>, please contact us as soon as possible so that your concerns can be resolved.</p> <p>Please submit in writing (by email or letter) your concerns to the Principal, Mrs Jennifer Giovanelli – <a href="mailto:jennifer.giovanelli@ketteringscienceacademy.org">jennifer.giovanelli@ketteringscienceacademy.org</a> detailing:</p>

	<ul style="list-style-type: none"> <li>• Your name</li> <li>• A description of your complaint</li> <li>• Any names or dates you have noted if you have already spoken to someone about your concerns</li> <li>• A contact number and convenient time to contact you</li> </ul> <p>The Principal will appoint a member of the Senior Leadership Team to meet with you to investigate your concerns and seek a resolution. For more information, please read our Complaints Policy by clicking <a href="#">here</a></p> <p>The Complaints Officer is Vice Principal Mark Taylor <a href="mailto:Mark.taylor@ketteringscienceacademy.org">Mark.taylor@ketteringscienceacademy.org</a></p>
<p><b>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 SEND and in supporting the families of such students?</b></p>	<p>At KSA we work closely with our other BWT schools to seek advice and support as necessary. The SENCDCo meets the SEND Governor termly. We also work with a range of external agencies including:</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service.</li> <li>• Social Care including Early Help and Disabled Children’s Team</li> <li>• Education Inclusion Partnership Team (EIPT)</li> <li>• EHC Team</li> <li>• Specialist Service for children with SEND</li> <li>• Sensory Support Service</li> <li>• CAMHS</li> <li>• Occupational Therapy and Speech and Language Therapy</li> <li>• NHS Nursing Team</li> <li>• Youthworks</li> <li>• Service Six</li> <li>• Steps to Success</li> <li>• NGage</li> <li>• Police (including Police Crime Commissioner)</li> </ul>
<p><b>The Academy’s arrangements for supporting students with SEND in transferring between phases or in preparing for adulthood and independent living.</b></p>	<p>Year 6 to year 7 transition:</p> <p>All feeder schools are visited by a member or members of the transition team. Information about SEND and vulnerable students is collected.</p> <p>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 or vulnerabilities have additional visits to the school, to familiarise themselves with key staff and the building.</p>

	<p>During year 9, 10 and 11 the SENDCo works with the schools Careers Advisor to support students with SEND with transition to 6<sup>th</sup> 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. The SENDCo, alongside our Careers Advisor, will actively advise and gather information during year 11 to ensure all students are successful with applications for their next steps.</p> <p>At the end of Year 13 we support students to liaise with their university so that they are supported.</p>
<b>Where does the Local Authority publish the Local Offer?</b>	<p>North Northamptonshire Council, along with all 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 (SEND).</p> <p>Known as the 'Local Offer', this outlines all services and support available across health, education, social care and leisure services. <i>For further information about the Northamptonshire Local Offer please visit:</i></p> <p><a href="http://www.northamptonshire.gov.uk/localoffer">www.northamptonshire.gov.uk/localoffer</a></p>