



SEND Information Report 2025-2026

The name and contact details of the Special Educational Needs Coordinator (SENCo): Angie James - Kettering Park Junior Academy

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The name and contact details of the Designated Teacher for Looked After Children: Angie James - Kettering Park Junior Academy

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

<p>The kinds of Special Educational Needs which are provided for in our school</p>	<p>At KPJA 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 as well as others placed on our SEN register or need healthcare support. We actively encourage our children to have high aspirations, that enable them to become fully immersed in learning opportunities. We openly promote our school values through assemblies, whole class, small group work and in everyday practice in our classrooms.</p> <p>We are conscious that waiting times for specialist appointments, educational psychology assessments and referral outcomes are often long and in response to this we provide access to privately commissioned services, that work in partnership with our children, families and staff. Accessible professionals provide targeted support and offer a broad array of continuing professional development opportunities for all staff. We work closely with outreach services from Rowangate and Maplefields and are supported on and off site with relevant CPD. The school additionally works with the specialist support service and emphasizes the importance of services, families and school working in partnership to share information and ensure advice is implemented.</p> <p>As a school we have welcomed many children who have experienced a difficult time in a previous setting, working hard to provide a supportive team that promotes the value of positive relationships between staff and children. We value the concept of providing our children with a ‘team around the child,’ developing positive and mutually respectful relationships with our teachers and Learning Partners.</p> <p>We work in partnership with other schools in our trust to support the needs of our children and use other professional services to help support, guide and identify emerging needs. We are whole-heartedly committed to building trusting relationships with our families. The school meets the needs of children who may have experience difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning – Dyslexia, Development Co-ordination Disorder (Dyspraxia), Dyscalculia, Memory and varying degrees of learning difficulties • Communication and Interaction – Speech, Language and Communication Needs, Autistic Spectrum Disorders • Social, Emotional and Mental Health-Attachment disorders, ADHD, ADD including children with anxiety difficulties • Sensory or physical difficulties- Hearing Impairments, Physical disabilities, Visual Impairments (this includes supporting and understanding a range of medical needs, including those that may require specialist training.) <p>We have 15 children at KPJA who have an Educational Health Care Plans (EHCP) produced by North Northamptonshire County Council. Requests for Statutory Assessment are in place for a further 3 children and these have been granted. A further 10 children have been identified as possibly requiring an RSA and evidence is being gathered in these cases.</p> <p>Children who do not have an EHCP may have a learning plan, One Page Profile or Early Help Locality funding to ensure their needs are met.</p>
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Early Help Locality funding within North Northamptonshire Council. Support is provided for parents wishing to request an EHCP, and the SENCO provides information requested by the EHCP team to support applications. When requests for statutory assessment have been made, outreach services working within the panel may observe children within their classes to gather information and an understanding of

	<p>the support required. In these cases, written permission may be sought by the SENCO and further outreach support may be provided.</p>
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We fully comply with:

SEN Code of Practice 2015

Equality Act 2010

Children and Families Act 2014

Our school's policies for identifying children and young people with SEN and assessing their needs

KPIA monitors any child where the teacher raises concerns, in the first instance through a Cause for Concern document. The teacher creates the document and makes observations, recording their findings, the teacher may instigate intervention or procedures to support the child over a 6-week period. The document is then reviewed by the teacher and the SENCo with next steps and or further action taken to address the concerns or identify the barriers to learning. Children who are being monitored are added to our SEN monitoring register, teacher will notify the SENCo by email.

Where concerns are identified and raised by parents or carers, the teacher will create a Cause for Concern document – recording the parent’s concerns. It is often requested that children’s eyesight and hearing should be checked to ensure that this is not a barrier to learning for the child. To further support the evidence gathering process, families are politely requested to share any written correspondence from professionals linked to their child as this is often not circulated to schools and key information can be missed. Children who are being monitored are added to our SEN monitoring register, teacher will notify the SENCo by email.

The teacher will then begin a period of observations, gathering evidence and monitoring the child over a 4 – 6 week period, pupil voice will also be taken. At the end of the monitoring period, the teacher will share the document with the SENCo and a meeting will take place to discuss the outcomes of the monitoring phase. The teacher or the SENCo will contact the parent to share the findings. If further investigation or intervention is deemed necessary, the SENCo will add the actions to the Cause for Concern form. Where concerns and identified difficulties are not observed within the school environment, parents and carers will be advised to seek the support of their GP as a first point of call.

In cases where a child’s needs are being met through quality first teaching and the school’s universal support offer a learning plan or IEP will not be necessary at this time and an IEP should only be used in cases where high levels of support are required to meet a child’s needs. IEPs comprise of a number of clearly identified SMART targets that target identified areas of concern. Targets are supported at home and at school in partnership and are closely monitored over time. Input from professional services may be used to inform target setting practices. 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.

Parent referral requests should be made directly to the SENCo in writing.

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 incidences’ parents will be notified in writing of this change. These children’s needs will not be met by the school’s universal offer or high quality first teaching. All children identified on our SEN register will work in partnership with school staff and their family to create a pupil passport as a first point of support. This focusses on their strengths, pupil and parent voice and aspirations for the year and future. These documents are essential to

ensuring that staff are aware of barriers to learning and adaptations that should be made within the school day. We actively promote parent

and child voice and are planning to hold regular SEND coffee mornings during the next academic year to build upon existing community support.

Where high levels of additional support or interventions may be in place, teachers, learning partners and the school's SENDCO work in partnership to create learning plans that ensure the cycle of assess, plan, do and review is clearly evident. High quality teaching is understood to be paramount for all children, especially those with additional needs and this is rigorously monitored by the headteacher, deputy head, senior leadership team and members of the academy trust. The school actively promotes the Graduated response and training and continuing professional development is provided during regular SENDCO meetings. Waves of intervention are utilised to ensure our children are succinctly tracked and opportunities for accelerated progress are identified. Children may move between these to develop independence or provide greater levels of support. All staff receive opportunities for regular professional development, and this has and continues to be a primary focus. Where children have made good or accelerated progress over time they may no longer be placed on our SEN or SEN monitoring register and support will be provided by the school's universal offer.

Learning plans take account of parental views and parents are offered the opportunity to respond to these using Edukey, our online provision mapping system. Targets are individual to each child and carefully monitor the progress they are making and the levels of support that they require. Parents are able to add comments and communicate directly through the internal messaging system.

Where SEMH/mental health concerns are raised children will be supported using the processes consistently applied to any other area of SEND. Staff work in partnership with a range of outside agencies and where required referrals can be made to Rowangate or Maplefields outreach. In these cases, a Boxall profile or SDQ may be required. Where high levels of sustained support are required children and families will be supported by regular family support meetings, individual healthcare plans or pupil passports. Learning plans/IEPs may be used where targets or points of action have been clearly identified by specialist professionals or outside agencies or high levels of support are required during the school day. At KPJA we recognise that wellbeing and mental health support is crucial to our children and that this can impact significantly upon a child's academic and personal development. The Family Support Worker is responsible for early help assessments and these can be opened with parental consent to provide support. All children have access to supportive and nurturing members of staff and are provided with the opportunity for daily wellbeing check-ins. Concerns regarding well-being and mental health are recorded clearly and tracked using the school's safeguarding system- Myconcern.

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

For all children at KPJA, progress is reviewed via parent's evenings, interim reports and written reports 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. Parents have access to Edukey and are able to view their child's plans. They are able to comment on their child's progress and can communicate directly with the school's SEN team. Staff at KPJA school will share learning plans and progress made during parent consultations, before continuing the cycle of assess, plan, do, review.

Where children may have a diagnosis of need but do not require high levels of support, a learning plan may not be necessary, in these cases children will still have a pupil passport. All children follow our yearly PIXL 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 each individual. 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. This may include the arrangements as listed above and may also include movement breaks or 'chunking' of assessment questions to ensure that each child has the opportunity to achieve to their full potential. The SENCO/Deputy head, raising standards lead, class teachers and headteacher review data regularly ensuring that any concerns in levels of progress are raised quickly and intervention and support is applied.

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
- CAMHS – Mental Health Support Team
- The school nursing service

- Other key agencies accessed via the referral management centre

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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 wellbeing team. This may lead to Strengths and Difficulties (SDQ) and or Boxall assessments being completed. EHC applications are submitted by the schools SENCOs. 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.

Annual reviews are held for EHCP children as per the guidelines and dates placed by North Northamptonshire County Council. 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 will form a large part of this process as will observations made by class teachers and the SENCO. The school provides high levels of support for parents with regards to completing paperwork and regularly signposts families to outside agencies that can provide further support where specialist support is provided.

<p>How our school evaluates the effectiveness of its provision for children and young people with SEN</p>	<p>The monitoring and evaluation of the effectiveness of our SEN provision is carried out as follows:</p> <ul style="list-style-type: none"> • Pupil voice is collected in One Page Profile's and or Pupil Passports • Edukey Provision Mapping software is used. This keeps track of whole school, class and individual progress • Discussion with parents and carers, at parents evenings and via 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. • End of year progress reports are written by class teachers • Book scrutiny completed by senior leaders/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 • EHA meetings - where an Early Help Plan is relevant to the family • Analysing of attendance records • Analysing of behaviour logs or class records • Through the use of intervention trackers and teaching assistant intervention records made the pupils Learning Journey books • Governor learning walks • Creation and regular reviewing of the SEN action plan - led by the SENCO
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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 KPJA we understand high quality first teaching is crucial to the development of all of our children. For children with SEN it is important that 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.

The school runs a very successful Sensory Circuit's programme daily, which is led by one of the wellbeing team.

Other key approaches may include:

- An attachment focused 'Team around the child approach' to support children who may find establishing trusting relationships difficult
- Pastoral Team who check in regularly with identified individuals
- Worry books and feeling books
- Sensory boxes and baskets within classrooms.
- Zones of Regulation stations in each classroom with a toolkit of resources to support regulation.
- Sensory/heavy work breaks during learning to support concentration and attention
- Specialist equipment including the use of technology where children find recording work difficult
- Access to outside agencies, counsellors, nurture support
- Safe zones
- Lessons planned to meet a range of learning styles and active practical learning opportunities
- The opportunity to learn through experiences such as visitors and Educational Visits
- Interventions designed to support resilience, self-esteem and confidence led by Wellbeing
- Personalised reward systems to support motivation
- Outreach work with alternate provisions where specialist support is needed

- Access to the curriculum via scaffolds and adaptation.

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| | <ul style="list-style-type: none">• Access to pastoral support and the support of support staff with a broad range of expertise and skills • The use of visual timetables and resources• Lunch club for children who find accessing the playground difficult• Focused targeted intervention to support with core skills in reading, writing and maths |
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<p>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</p>	<p>The children at KPJA 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, Pastoral Lead and Inclusion Assistant 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. During the past year staff have received CPD from a number of professionals and from the SENCo linked to challenging behaviours, ASD, ADHD and dyslexia.</p> <p>The school uses the MyConcern system for safeguarding and additionally this is used to monitor where wellbeing and emotional concerns may be present and to create a SEN chronology.</p> <p>All staff follow a code of conduct and the school's behaviour policy which is rooted in restorative practices. It encompasses an understanding of the impact of consequences for our children and ensuring that 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.</p> <p>IEP's and Pupil Passports ensure that adults working with specific children with SEN understand how best to communicate with them to understand any concerns or worries they may have. Children have access to a calm area in each classroom including Zones of Regulation resources a worry box and classrooms around the school 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. Adults focus on providing 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, CAMHs Mental Health Support Team and the Specialist Support Service, referrals can be made to support with emotional concerns. The school has access to a range of services via the Referral Management Centre.</p>
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<p>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.</p>	<p>At KPJA our children have access to NHS professionals and the support of other outside agencies.</p> <p>We have continued to commission Blossom Occupational Therapy to support and advise with identification of needs. As part of the commissioned work, staff are supported with training opportunities.</p> <p>Teaching Assistants and teachers continued to receive training focussed on Colourful Semantics and this has been incorporated as an adaptation into daily writing lessons and as an intervention. Some of our teaching assistants attended SALT sessions with identified children, allowing skills and further training to be modelled and individual programmes applied.</p>
<p>And</p> <p>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</p>	<p>This academic year we continue to fund 10 dyslexia assessments to support a deeper understanding and identification of needs.</p> <p>KPJA works with Outreach services from Specialist Provisions and some classroom teachers have received training on the importance and use of visual aids.</p> <p>Maplefields have been enlisted this academic year to deliver whole school training to support Trauma Informed Practice.</p> <p>We have several staff who have received training on Autism Spectrum and attachment awareness.</p> <p>The school's Pastoral lead, the 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, working alongside outside agencies and other professionals.</p> <p>The SENCO holds regular teaching assistant meetings where in-house training is provided on a broad range of topics linked primarily to SEN. During staff meetings and teaching assistant meetings last year in house training was delivered by the SENCO and focussed on areas of need, funding and accountability and support in the classroom. Training was also delivered to help staff understand Executive Functioning</p> <p>The school continues to work with the Educational Psychology service and other key outside agencies and readily accepts support where needed.</p>

<p>Arrangements for consulting young people with SEN involving them in education</p>	<p>Pupil voice is crucial, supporting an understanding and empathy for how children attending KPJA perceive school. Opportunities are regularly taken to talk to children with SEN, our children with SEN talk openly and proudly about their experiences, difficulties and strengths. At the beginning of the year, members of staff in each class spend time with identified children to create their IEP, One Page Profile and or Pupil Passport. This document highlights strengths, difficulties, adaptations, aspirations and key information about routines during unstructured times of the day. IEP's/One Page Profile's and Pupil Passports can be accessed by all members of staff and staff covering absences are directed towards these.</p> <p>Relationships with pupils, especially regarding those with SEMH difficulties are established and trusting. Identified children are allocated a key member of staff who regularly 'checks in 'with their child, this could be the TA, teacher, Pastoral Lead or Inclusion Assistant.</p> <p>The family, support worker is readily available and facilitates opportunities to talk and listen where this is needed. Where supportive resources are needed or suggested by specialist professionals, children are offered a choice and time is taken to ensure that the type of resource used is as supportive as intended. During SEN transition days, there are additional visits and a booklet to take home for those children who need preparation time for the new school year – time is taken to alleviate any worries.</p>
<p>Arrangements for consulting parents of children with special educational needs and involving them in their child's education</p>	<p>Parents of children who have been placed on the school's SEN register have parental access to the Edukey Provision mapping system. This allows them to view and comment on learning plan's and pupil passports that are created for their children. Children's progress is monitored closely across the school and parents are offered consultations via parent's evenings with the class teacher, school reports and review meetings with the SENCO. Parents have access to the SENCO's email address and communication is handled sensitively and promptly. Parents are additionally able to communicate with class teachers via Class Dojo. If a child experiences a challenging day, parents are made aware of this and information is logged on MyConcern. Following challenging behaviours that may be experienced, children are offered time in a safe space before incidences are calmly discussed. During annual review meetings parental voice is recorded.</p>

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

The majority of children leaving KPJA in year 2 attend Kettering Park Junior Academy. Teachers in year 2 work collaboratively with members of KPJA 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 offered, and in some cases, children may work directly with the KS2 Pastoral Lead, Inclusion Assistant and or SENCO. For those children who are finding transition particularly difficult, a transition booklet is completed and taken home so that this can be reviewed with parents over the summer holidays in preparation for the year 3 transition.

At KPJA school we understand that transition from primary to secondary school can be an anxious time for our families. The SENCO has a positive working relationship with the SENCOs at each of the secondary schools within Kettering. Information is readily shared between settings. Parents are advised to contact local secondary schools to arrange to visit provisions and to arrange meetings with the KS3 SEN team to alleviate any worries or concerns. Where a child with an EHCP is moving to a new key stage, annual reviews are held in advance and secondary schools may be invited to attend where appropriate. Where a family may be appealing against a school place decision, the headteacher, SENCO or Family Support Worker may be required to support this process and provide supporting evidence.

The majority of children leaving KPJA in year 6 attend Kettering Buccleuch Academy school. Teachers in year 6 work collaboratively with members of the secondary team to plan opportunities for children to participate in on site activities. During the Summer term, key members of staff meet with the secondary school SENCO and transition meetings are held. Additional tours and visits are offered and in some cases, children may work directly with the KS3 SENCO. Transitional work is completed as the summer term progresses. Files and key documentation are handled sensitively and securely between settings. In cases where a child with an EHCP may be moving to a specialist provision, an end of key stage annual review is completed and KS3 staff are invited to attend. In these cases, transitional arrangements often differ, and children may be offered additional transition days that have been arranged by their new school.

<p>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.</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 complains procedures that KPJA has detailed in the relevant policy.</p>
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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

[Educational Psychology Service | North Northamptonshire Council](#)

Education Inclusion Partnership Team: Contact number: [Attendance, behaviour and home schooling | North Northamptonshire Council](#)

IASS support for parents: Contact number: 0300 373 2532

[SEND Information Advice Support Service | North Northamptonshire Council](#)

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

[Virtual School | North Northamptonshire Council](#)

(See Local Offer website link below for contact details in relation to Locality Funding Applications and Education Health and Care Plans) Information on where the local authority's local offer is published.

[North Northamptonshire SEND Local Offer](#)