









``Kettering Buccleuch Academy

SEND Information Report - September 2024

At Kettering Buccleuch Academy, all pupils are valued equally, regardless of where their abilities lie, with the Academy being committed to developing 'the best in everyone'. All students are entitled to have access to a broad and balanced curriculum. Within its aims, Kettering Buccleuch Academy is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

-  *Be treated as individuals where their individual needs, interests and aptitudes are recognised.*
-  *Be entitled to have an emerging or evident special educational need identified and assessed.*
-  *Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.*
-  *Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the Academy.*
-  *Be encouraged to achieve their full potential, whatever their abilities.*
-  *Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.*
-  *Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.*
-  *Be encouraged to see education as a life-long process to the benefit of all aspects of their life.*

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

*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: <https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>*

Regulation	Question	School response
1. The kinds of special educational needs and disabilities for which provision is made at the school	<i>What areas of SEND do you have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than most children of the same age, or have a disability which prevents or hinders them from making limited, or no progress (SEND Regulations 2014).</p> <p>Students at Kettering Buccleuch Academy have a range of difficulties including students with Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory or Physical difficulties.</p>

<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs and disabilities</p>	<p><i>How do you know if a pupil needs extra help?</i></p>	<p>When your child first joins Kettering Buccleuch Academy, we use information from a range of sources to help identify SEND needs. This includes information from parents/carers; nursery and primary school teachers; end of key stage levels and base line testing; literacy and numeracy tests; application form information; specialist colleagues and external agencies such as the Specialist Support Services (SSS) and Educational Psychology (EP).</p> <p>All class teachers and Leaders, closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Kettering Buccleuch Academy will further identify pupils with a special educational need. This identification may come from class teachers, tutors, subject teachers, Teaching Assistants, Heads of Year, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them or an Early Help Assessment (EHA) maybe lead by one of our welfare team.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, teaching assistants, or others concerned, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does make expected progress.</p> <p>All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
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<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's assessment procedures. Teachers formally assess and review progress and attainment twice a year which is communicated to parents/carers by a report that is sent home. In the Primary phase, children on the SEN register are closely monitored via their class teacher, through observation and assessment. Additionally, academic parents' evenings are held once a year in secondary and twice per year in primary, where there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan have an Annual Review. Primary SEND students who are on the SEND register will also have a termly review with their teacher.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. Additionally, progress and attainment data for students is analysed for impact and to inform future planning.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>Class teachers and Leaders monitor and review your child's levels and pick up on any subjects where your child is making limited, or no progress. An intervention can be investigated and put into place. At the next reporting time we will check whether progress has been made or whether different intervention or support is needed.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; direct discussion at the start and end of the day; email; telephone calls; appointments made with individual teachers and Annual Reviews/termly reviews (for those on the SEND register). Primary pupils on our SEN register will have an individual support plan (APDR) that will be shared with you and regularly reviewed.</p> <p>The school provides information for parents through newsletters; information on the website; twitter Open/Information days; Parents Evenings and letters home. Secondary provide Knowledge organisers outlining curriculum topics delivered per half term are published on the website for parents to access.</p>

<p>3c. The school's approach to teaching pupils with special educational needs and disabilities</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Quality first teaching is at the centre of our inclusive ethos. Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>A student may be identified as needing additional help or intervention, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>Pupils sitting S.A.Ts in Year 6 may be entitled to exam access arrangements. When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications (JCQ) for exam regulations.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of our students follow the national curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include; additional literacy; nurture sessions; intervention groups and the number of qualifications studied.</p> <p>Our school is a safe and accessible building, and it is welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift in Primary and a lift in Secondary to access all areas; Disabled toilets; wide corridors and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our academy website.</p>

<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p> <p><i>What triggers the consideration of an EHCP?</i></p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes the SENDCO, Assistant to the SENDCO, SEMH lead professional, Teaching Assistants and a SEND Administrator.</p> <p>When referring to our Behaviour Policy, we understand that we need to make 'reasonable adjustments' to support students with SEND. We work alongside the leadership team, parents and external agencies to ensure we fulfil our role as outlined in the current DFE guidance.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHC Plan have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support students in and outside of the lessons depending on their area of need.</p> <p>Students with EHCPs will have targets and strategies set by their class teacher or their form teacher in conjunction with the SENDCO. Annual Reviews involving the student, parents/carers, subject staff, form tutor or class teacher and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p> <p>When a student's needs are more complex, we may consider requesting an EHCP. We work alongside external professionals and parents and gather evidence to support this request. Parents are also able to submit an application for an EHCP via the North Northants EHCP Team website.</p>
<p>3f. How the school enables pupils with special educational needs and disabilities to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and disabilities</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>A large range of academic and hobby/interest clubs are available at Kettering Buccleuch Academy. They are open to all students, including students with SEND. The Extra-Curricular timetable is available on the academy's website.</p> <p>Additionally, we run a wide range of activities to support SEND students including Homework Club, Lunch, Break Time quiet area and breakfast club. We also run homework and revision sessions for secondary students. Further clubs are on offer within the primary phase for all pupils.</p> <p>All children in the Academy are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>

<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs and disabilities</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At Kettering Buccleuch Academy, we take our pastoral responsibilities seriously. We respond to concerns of student well-being promptly (including bullying) providing a high level of student support and guidance</p> <p>There are additional members of staff who can provide pastoral support, these include: the welfare team, class teachers, teaching assistants and a SEMH Lead. We also have excellent relationships with external agencies, for example: Hospital Outreach; CAMHS and the Specialist Support Services (SSS).</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEND coordinator</p>	<p><i>Who should I contact if I want to find out more about how Kettering Buccleuch Academy supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The Primary SENDCO's are Sarah Huseyin and Emily Allsopp Contact details: Email primarysendco@kba.uk or telephone 01536 515644</p> <p>The Secondary SENDCO is Clare Henderson Contact details: Email clarehenderson@kba.uk or telephone 01536 515644</p> <p>Please speak to your child's teachers and/or form tutor in the first instance, if you wish to raise any concerns regarding your child's progress.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>Across the Academy staff have a wide range of experience and training covering various SEND needs including the National SENDCO Qualification, United Learning Teaching Assistant Level 3, Counselling Skills Level 4 and Level 6 qualifications, Senior Mental Health Leads, Emotional Literacy Support Assistant (ELSA).</p> <p>Training is provided to all staff, including teachers and Teaching Assistants, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.</p> <p>As an Academy we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p>

<p>6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As an Academy we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the appropriate SENDCO or discuss the issue at the next review/parents evening.</p>
<p>7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ➤ Helping them to be organised for their day (including bringing the right equipment and books) ➤ Full attendance and good punctuality ➤ Completion of homework ➤ Attending parents' meetings ➤ Attending any meetings specifically arranged for your child <p>In secondary, knowledge organisers will be made available for you to access and support your children with their learning at home. In primary, curriculum maps are available for parents on the web-site.</p>
<p>8. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>We regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements. Pupil voice is key in ensuring our students views are heard and valued. This is gathered during learning walks when talking with our pupils or communicated via a written format.</p>

<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school</p>	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Please see the Academy's Complaints Policy. The Academy's complaints procedure is available on the school's website.</p> <p>In the first instance contact the class /subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. The Academy's complaints procedure is available on the academy's website.</p>
<p>10. 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 pupils with special educational needs and disabilities and in supporting the families of such pupils</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As an Academy we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Prospects; Visually Impaired Team, Hearing Impaired Team, Physiotherapy Service, Targeted Prevention Team; Service Six; Speech and Language Service; Education Entitlement and Occupational Therapy Service, Maplefields and Rowan Gate outreach services. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Northamptonshire County Council and use the EHA process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist, please contact the Primary or Secondary SENDCO's to discuss at the next review/parents evening.</p>

<p>11. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>Information, Advice and Support Service: SEND Information Advice Support Service North Opening hours: Monday - Friday, 9am - 5pm. Telephone: 0300 3732532. Email: sendiass@northnorthants.gov.uk</p> <p>Northamptonshire County Council Specialist Support Services:</p> <p>SEND Support Service North Northamptonshire Council</p> <p>Early Help Assessment (EHA): Early Help Assessment</p> <p>Child and Adolescent Mental Health Service (CAMHS): CAMHS in the Community NHFT</p> <p>Special Needs Index : Special educational needs and disabilities (SEND) and inclusive practice within</p> <p>Northampton Parents Forum Group Parent Carers forum </p> <p>National Autistic Society: What is autism</p> <p>FACT Northampton (support group for ASD & ADHD) http://www.factnorthants.org.uk/</p> <p>Young Minds https://www.youngminds.org.uk/</p>
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12. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Northamptonshire County Council Local Offer information: https://www.northnorthants.gov.uk/schools-and-education/local-offer
13. Complaints Procedure	<i>How will the school deal with a grievance/complaint?</i>	Please refer to our Complaints Policy that can be found on our schools website.

Key Staff

Vice Principal: Ms Sophie Dale (SLT link for SEND)

Family Welfare Co-ordinator and Associate Assistant Principle: Mrs Laura Terrett

Secondary SENDCO: Ms Clare Henderson

Primary SENDCO's: Mrs Sarah Huseyin and Mrs Emily Allsopp

SEND Administration: Mrs Marie O'Sullivan

SEND Governor: Andy Sawford: andysawford@kba.uk