



Thrapston Primary School SEND Information Report

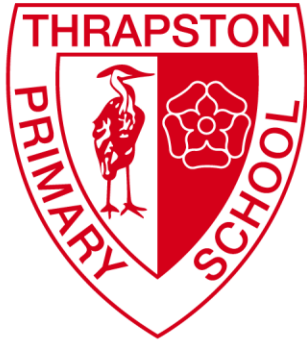
SEND INFORMATION REPORT

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Date: September 2023



Thrapston Primary School SEND Information Report

Since September 2014 the law for children and young people with special education 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 SEND 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:

www.brookewestontrust.org/page/?title=Brooke+Weston+Trust+policies&pid=45

Thrapston is a Primary School in Kettering, Northamptonshire. At Thrapston Primary School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential.

Definition of Special Educational Needs (SEN):

The 2015 SEN Code of Practice defines SEN as:

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A pupil of compulsory school age or a young person as a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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What are special educational needs?

The definition of special educational needs and disabilities (SEND) is taken from Section 20 of the Children and Families Act 2014. A child or young person has SEND 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:

- a) Have a significantly greater difficulty in learning than the majority of others the same age: or
- b) 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. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. The four main areas of SEND, as detailed in the Code of Practice (2014 p86) are:

COMMUNICATION AND INTERACTION

This includes children with speech, language and communication needs (SLCN) and those who are on the autistic spectrum (ASD)

COGNITION AND LEARNING

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

SOCIAL, EMOTIONAL AND MENTAL HEALTH

This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties e.g. anxiety, depression. Other children may have hyperactivity, concentration difficulties or attachment issues

SENSORY AND/OR PHYSICAL

This includes children with sensory impairments, visual impairments, learning impairments or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment

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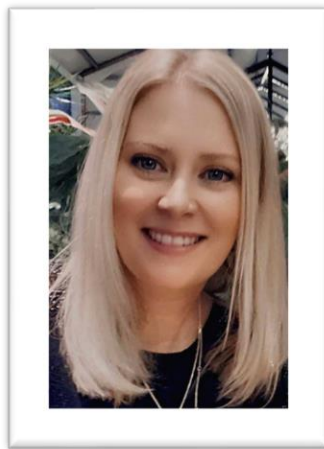
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1.
Who is the SEN contact?

The school SENCO is Mrs Sharon Webb.

She can be contacted at the school's address or via swebb@thrapston.net





2.
What kind of SEN provision is accessible to pupils?

Thrapston Primary School is a fully inclusive mainstream school catering from foundation stage through to year six. We aim to make appropriate provision for pupils recognised with the four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All teachers and support staff in the school have been trained to support pupils with special educational needs and are committed to supporting the progress of all pupils, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Thrapston Primary School also has a Specialist Unit Provision. The Specialist Unit Provision currently caters for 14 children with an Education Health Care Plan (EHCP). The Education Health Care Plan (EHCP) must meet the required criteria of need – moderate/severe learning difficulties including social communication difficulties/a diagnosis of Autism.

In our provision, the children are at the heart of everything we do. We pride ourselves on developing close and caring relationships with our children and families, where all staff take time to get to know each individual child's needs, unique personalities and capabilities. All children are supported to become independent learners. Our dedicated and passionate team have high expectations for our children; they approach their needs in a very personalised and tailored way, supporting each individual child to make steps towards reaching their full potential. Children not only achieve academically through their learning opportunities but also flourish physically, socially and emotionally.



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3.
How do we identify pupils who may have a SEN?

We will assess each pupil's current skills and levels of attainment on entry.

We have good links with pre-school settings which means that information about special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCO and class teacher to make sure that appropriate provision is continued.

Transition meetings are held with nurseries and pre-schools and a Reception transition meeting is offered to parents in the summer term to discuss specific concerns with the SENCO and the class teacher.

For pupils transferring into the school at any other phase of their education, this information will be collated from the transfer of files from the previous school. If necessary, a transition plan will be drawn up for each pupil with SEN to ensure a smooth transition into the school and ensure that individual needs are met.

Class teachers make on-going and regular assessment of progress for all pupils and identify those who progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

If you believe your pupil has special educational needs, then you should contact the SENCO (as outlined above) who will be able to undertake the investigations and appropriate assessments to see if they meet national SEN criteria.





4. How does the school evaluate the effectiveness of its SEN provision?

a) How will school staff support a pupil?

b) Who will oversee, plan work with pupils and parents?

c) How often will this happen?

d) Who will explain to parents what is happening for the pupil?

e) How does the School assess and review the progress of pupils with SEN?

f) How is the decision made about the type and how much support a pupil will receive?

g) How does the school listen to pupil's views?

All pupils regardless of need are set targets using robust systems.

The SENCO will work with all parties involved. The SENCO will also work closely with the class teacher and any support staff to ensure all needs of the pupil are being met.

The class teacher is responsible for overseeing the work the pupils do in class and liaising with parents.

Ways in which we support a pupil:

Interventions: At Thrapston Primary School, we offer a variety of additional interventions that we use to support pupils. These include small group interventions to support social, emotional needs, friendship skills, speech and language, English and maths. Pupils are identified for additional interventions according to the assessments completed; the progress they have made; the recommendations from teachers and support staff and concerns raised by parents. Interventions available include Catch Up Literacy and Maths, Numicon, Number Stacks, IDL and Nessy. Staff have also had the opportunity to take part in Emotion Coaching training, dyslexia training and specific mental health training to support children's SEMH needs. We have a member of staff that has completed ELSA (Emotional Literacy Support) training, and we have a teaching assistant trained to provide speech and language intervention.

We have based our interventions using the three tiers or "waves" (levels of support) of increasingly individualised support based on educational outcomes and needs.

- **Level 1:** inclusion of all pupils in high-quality lessons through quality first teaching
- **Level 2:** small-group intervention/closing the gap sessions, designed to support pupils to 'catch up' with their peers
- **Level 3:** one-to-one targeted interventions for pupils identified as requiring academic support e.g. children with EHCPs.

Where a child is having a high level of personalised, specific and targeted provision a SEND learning plan will be put in place. Our approach to learning plans, which we recognise are no longer prescribed in the SEND Code of Practice 2014:

Learning plans will provide a graduated approach to target setting and review. They will be used as a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working documents which can be constantly refined and amended.

Plans will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.

Targets will address the underlying reasons why a child is having difficulty with learning and may target the gaps preventing the child making progress.





Plans will be accessible to all those involved in their implementation, including parents and children should have an understanding and ownership of the targets. Plans will be based on informed assessment and will include the input of outside agencies where necessary. They will have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly at each designated SEND review. Reviews will be carried out as required, but at least on a termly basis.

Plans will have SMART targets set for or by the child. They will specify how often the target(s) will be covered and will state what the child is going to learn, what the child will need to do and how the target will be taught. Plans will be clear about what the child should be able to do at the end of the given period.

Parents and children will also be invited to review targets and provide feedback at regular intervals.

Children with an Education Health and Care Plan will have access to all arrangements for children on the SEND register (as above) and, in addition to this, will have an Annual Review of their plan. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NNC policy and guidance - particularly with regard to the timescales set out within the process. School will refer to the Northamptonshire Descriptors for Special Educational Needs.

Access arrangements:

The support a pupil can have is dependent on the support levels that they currently require in class. Additional support may include a reader, writer, extra time, prompter or a transcribe as appropriate and will be arranged according to the SATS arrangements identified by the DfE for that year. When internal assessments are taking place, class teachers will request support from the SENCO to enable pupils to develop their skills to use this form of support during external examinations. It is important to note that there is clear criteria set by exam boards for this support.

Parents evenings take place twice over the year where the progress of each pupil is shared with their parents. Any interventions or extra provisions in place for the pupil is shared with the parents during this time and the progress the pupil is making towards these. Reports are sent home to parents three times a year to all pupils. If a pupil has additional needs, further meetings can be arranged between parents, the class teacher and SENCO to discuss the progress of their child.

Each pupil is treated as an individual. The amount and type of support a pupil receives is based on the individual needs. This decision is made by the class teacher and in liaison with (if needed) the SENCO. Some interventions may also be advised by outside professionals e.g. speech and language interventions.

Support for a pupil can be in many ways, these include:

- Intervention groups/work (academic or well-being related)
- Work to be adapted to enable them to access it independently (e.g. for visual impairment needs)





This is always under constant review and all interventions and additional support is outlined on the school provision map which is overseen by the SENCO. This is reviewed half termly, but may be reviewed more regularly depending on the need of the pupil.

We recognise that children with special educational needs often have a unique knowledge of their own needs and have the right to be involved in making decisions and exercising choice about what sort of help they would like to help them make the most of their education. In most lessons, all children are involved in monitoring and reviewing their progress through the use of self-assessment. They will be encouraged to participate in the decision-making processes where appropriate and contribute to the assessment of their needs, the review and transition processes. We endeavour to fully involve all children by encouraging them to:

- Have an individual child passport to express their views, updated regularly throughout the year
- State their views about their education and learning
- Identify their own needs

Pupils with ECHPs are involved in discussions about their annual review and are encouraged to contribute actively to the process, where appropriate.

All pupils in the school are involved with setting themselves targets whether academic or SEND related. The school has an active School Council where pupils from each year class is represented in a group to share thoughts and concerns from their classes. These meetings occur regularly and the representatives from each class are asked to feedback to their classes after each meeting.





5. How does the school support pupils with SEN?

a) will the curriculum be matched to a pupil's needs?

b) What is the school's approach to differentiation?

c) How are the school's resources allocated and matched to pupils' special educational needs?

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

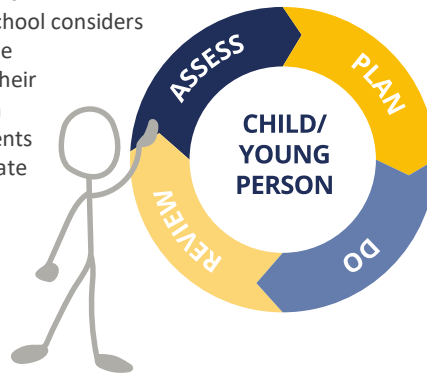
e) Pastoral, medical, social emotional in and out of school?

We are a truly inclusive school and all pupils regardless of need are provided with access to a broad and balanced curriculum that is differentiated/scaffolded to address the needs of all. The school take reasonable steps to modify or adapt the learning environment to meet the needs of the individuals. The SENCO is part of termly planning sessions with each year group to ensure children with SEND are discussed at the initial planning stage and are at the heart of the curriculum design.

All pupils within the school are set targets in reading, writing and maths. Pupils that are not at expected levels within reading, writing and maths will be identified on a provision map and will be given additional sessions or interventions to support them out of the usual timetabled sessions. These are intensive programmes which are there to enable the pupils to progress and close the gap between themselves and their peers.

Throughout the school year, the school considers

the needs of pupils and appropriate interventions on offer to address their needs. The school will consult with pupils and where appropriate parents to ensure that they most appropriate interventions are on offer to all pupils. Some pupils may be placed on APDRs, these are personalised to the needs to the pupil and targets are worked on in class and through additional provisions or interventions.



In the Specialist Unit Provision, we use the Equals subject specific curriculums for English, Maths and Science and the Semi formal curriculum for all other subjects. Children have an identified curriculum pathway dependent on their needs, academic and social abilities. The Curriculum has three branches:

- EYFS
- Pre-formal
- Semi-Formal

Children can work within one branch or across a number dependent on their needs and abilities including inclusion within the mainstream classrooms where appropriate. All children follow an Individual Curriculum Pathway, which is regularly reviewed with teachers and families. Assessment within the Special Provision is crucial in identifying progression, next steps and informing a child's Individual Curriculum Pathway and Education Health Care Plans, enabling them to grow into successful independent individuals.

Within the Special Provision children are assessed against:

- B Squared, Education Health Care Targets and Small Steps





Thrapston Primary School works with the Health team including Physiotherapists and Occupational Therapists to ensure that the pupils have access to the appropriate equipment in order to support them with appropriate levels of independence. Each year, the accessibility of the site is reviewed. We have experience of working with pupils with physical disabilities, visual impairment and medical needs.

At Thrapston Primary School, we have a well-established well-being team which meets regularly to address the needs of any pupils that have been referred for concerns with mental, emotional and social concerns. Initial meetings with parents may be offered to address any concerns the child/family may be having and further support could be offered for the family such as through an EHA (Early Help Assessment). Following on from this, additional support may be offered to these specific children through 1:1 time with our well-being team including our Senior Student Support Officer and our Student Support Officer. The well-being team work closely with a wide range of individuals such as accessing support from the SENCO and other external agencies including; Educational Psychology, Social Services support teams, our in-house Play therapist and the Looked after Children teams.

Thrapston Primary School supports the holistic development of the child, providing social and emotional care throughout the school day.

The HUB (Helpful, Understanding Base) was established in 2019 as the school felt it would benefit from:

- A room where children could go if they needed some time to calm down or talk to someone;
- A dedicated area where we can deliver small supportive group sessions;
- A room to be able to meet with parents and carers.

Thrapston Primary School already achieved the Northamptonshire Targeted Mental Health in Schools (TAMHS) Bronze and Silver awards and in January 2023, we were delighted to achieve the nationally recognised Well-being Award with Optimus Education.



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We provide support for children to improve their emotional and social development in the following ways:

- Access to the HUB.
- A full time Pastoral care Team

At Thrapston Primary School we want everyone involved with our school to feel well supported. We believe that good pastoral support focuses on nurturing the individual needs of each child. We aim to build trusting relationships with all our children and their families, with our school REACH values (Respect, Empathy, Ambition, Collaboration, Honesty) at the heart of everything we do.

- Children with SEND are encouraged to be part of the school council.
- Children with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc.
- Children are encouraged to take part in small social group games and activities.
- Some children have differentiated behaviour/reward plans in place.
- Staff provide support 1:1 and in small groups to develop Emotional Literacy.
- The Pastoral Manager and Pastoral Support Assistant provide support 1:1 and in small groups to support emotional well-being such as protective behaviours and drawing and talking.
- Teaching assistants support children with a 'meet and greet' on the playground in the morning to support them to come into school if required.
- Counselling services from external professionals, including CHAT, take place on site each week.
- Play therapy 1:1 sessions are offered in the community room.
- Breakfast Club and after school club are available in The Hive.
- Staff support children on the playground to resolve issues and listen to concerns.
- A lunch time nurture group is available.
- Anxiety workshops, using a cognitive behavioural therapy approach, are offered to children in years 5 and 6 and this can be on a self-referral basis.
- Positive play leaders and bully busters to support their peers on the playground. Friendship stops are also on all playgrounds.
- 'Worry Monsters/Worry boxes' in every class in KS1 and KS2, so children can feel safe to share any worries.

Pupils identified with complex behavioural needs are identified on a Risk Assessment and Behaviour Management plan. This plan communicates the individual needs of the pupil to their class teachers including strategies for supporting them in lessons. Our SENCO and well-being team work closely with these students who have these specific needs.

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The well-being team have their own interventions where they work closely with small groups of pupils on a range of areas including anger management, emotional literacy, Protective Behaviours, Lego Therapy and social skills. They also contribute and lead Early Help Assessments (EHA) to ensure families are supported to meet all of their pupil's needs.



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6. How does the School adapt the curriculum and learning environment for pupils with SEN?

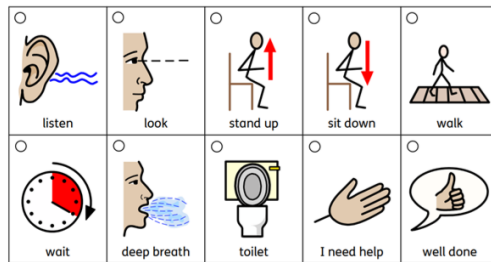
How will pupils be included in activities outside the classroom, including school trips?

As an inclusive school, we do all we can to ensure that children of all abilities and needs are fully included in the life of the school.

All lesson planning seeks to address the learning needs of all children in the class. Teachers receive regular training and support to ensure they are skilled in supporting vulnerable learners. When subject coordinators monitor planning, work or progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive. Children are encouraged to analyse how they themselves learn and there is ongoing dialogue about this in our classroom. Children are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

All children identified as having SEND Support have a 'Child Passport' that provides information to staff about them as a learner.

Environmental adaptations are considered for individual children for example dyslexia friendly fonts, the use of visual timetables using Widgit symbols.



All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. Our deployment of additional staffing and resources funded from our notional SEND budget strives to ensure that all curriculum experiences are available to all children in the school (e.g. educational visits, extracurricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010. Risk assessments will be completed for each trip and the needs of individual pupils are considered part of this process. A decision will then be reached by the Senior Leadership team/SENCO, in collaboration with parents and class teachers, to decide whether or not it is possible for the child to attend. The safety and well-being of all concerned has to be considered as part of this process.





7. Parent/Carer Involvement

a) How will both the school and parent know how a pupil is doing?

b) How will the school support parents to help their child's learning?

c) When will parents be able to discuss their child's progress?

d) How are parents involved in the school, and how can they become involved?

e) Who can parents contact for further information, or raise concerns?

The school aims to work in partnership with parents and carers. We do so by:

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately. We will have an early discussion with the child and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a child will receive additional SEND support. On-going assessments will be carried out throughout a child's time at school and at key points throughout the year. These include:

- Assessment towards the Early Learning goals for EYFS, Foundation Stage
- Reading, writing and maths formal assessments each term
- Pupil progress meetings and discussions held at every data point to track and monitor pupils and identify pupils who are not making the expected progress.
- Interventions or support programmes are then implemented and monitored to ensure that the child makes progress.

Reports are sent home to parents three times a year to all children.

Parents Evenings take place twice over the year where the progress of each is shared with their parents. Any interventions or extra provision in place is shared with the parents during this time and the progress the child is making towards these. Reports are sent home to parents three times a year to all children.

If a child has an Educational Health Care Plan then an annual review is held where parents, SENCO, class teacher and any outside agencies involved meet to discuss how the child is getting on.





Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents
- Observations
- Liaison from outside agencies e.g. Educational Psychologists, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Specialist teacher advisor (such as teacher of the deaf or visually impaired team, or the Specialist Support Services).

Reports from these services are shared with parents and school whenever there are updates.

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; parents evenings, curriculum, events, home/school diaries, reports as well as staff being available both before and after school to support with concerns.

There are also many events involving parents over the year including Stay and Play sessions, open afternoons, school shows and assemblies. More information is available on the school website.

Parents who have concerns are urged to speak with the SENCO regarding their complaint. If this cannot be resolved, or is regarding the SENCO, the parent should speak to the Principal. If the issue is still not resolved parents would be directed to the school's complaints procedure, a link to this can be found on the school's website.





8. What specific expertise is available to children with SEN?

What training will the staff supporting children and young people with SEND have had or receive?

What specialist services and expertise are available or accessed by the school?

Our SENCO is a trained teacher and was awarded the National SENCO Qualification with Northampton University in October 2018.

All staff are highly trained and have a wide range of qualifications to enable them to support all children. There is a team of experienced teaching assistants who have expertise in a range of areas including speech and language, English, maths, phonics, English as an additional language, behaviour and autism. The well-being team are highly qualified to support as with mental, social and emotional needs.

In the last academic year, all staff have been trained in further approaches to support children with managing anxiety and supporting children's well-being and mental health. Approaches to de-escalate behaviour and scaffolding techniques to support learning have also been revisited. Specific staff have been trained to support children with autism by completing NVQ's in Autism Awareness and training to use the TEACCH approach - an autism support, research and training program. Further training has been provided to support children with dyslexia and speech and language difficulties such as the use of PECS (Picture Exchange Communication), intensive interactions and colourful semantics.

Specific training needs are identified through the needs of the children. These can include manual handling, and medical training specific to individual needs.

Alongside the staff that work within the school, we work with outside agencies. These include Physiotherapists, Occupational Therapists, Sensory Impairment Team, Social Services, Educational Psychologists, Speech and Language, School nurses, Child and Adolescent Mental Health Service (CAMHS) and Specialist Support Services and any other available agencies.

Alongside the expertise within the school, we also use the services of Educational Psychologists; School Nurse and Paediatrician, Advisory Teachers and Child and Adolescent Mental Health Services (CAMHS), to support the pupils academic and social progress. We also use specialist staff for additional support such Sam Foster (SEND Support Service) Fiona Taylor (Speech and Language Therapy), Clare Carter (Teacher of the Deaf), Emma Putman (Occupational Therapist), Kerry Mattock (Play Therapist), Nicola Thomson (Counselling). The school will only commission external assessments if the considered special educational need is having a negative impact on the pupil's progress despite school intervention.





9.
How accessible is the school environment?

The school is housed in four separate buildings. Three buildings are single-storey and fully accessible, but the Crown building is split over 5 levels. Two levels are inaccessible due to stairs. All front entrances to the school are either flat or ramps have been installed and all have wide or double doors fitted. The main entrance features a secure lobby. Whilst we acknowledge that the size of the school site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises. There are disabled toilet facilities available in our buildings. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Further information regarding the accessibility of the school environment can be found in the accessibility plan.

The specialist unit provision environment is adapted to meet the needs of the children as required. This includes wider corridors, a disabled parking bay, a disabled toilet and changing facilities, outside play areas accessible to wheelchair users and a wide entrance.

Some children who require it have their own routes and evacuation procedures outlined in their personal emergency evaluation plans (PEEPs).

Within the school, if there is a need, children will have access to specialist equipment. This will be part of external agency advice and specialist training is provided to staff around the use of this equipment.

10.
Transitions

a) How will the school prepare and support a child to join the school.

b) Transfer to a new school or the next stage of education or life?

We work hard to ensure smooth transitions for all children when moving through the school. Transition days are provided to all children where they spend time with their new class teacher and peers in their new classroom. Additional transitional sessions are arranged depending on the needs of the child. When moving mid-year, we can also offer a gradual transition if school and parents/carers feel that it would be beneficial to the child.

At the end of an academic year, all staff complete a transition meeting with the new class teacher to share information in preparation for the child's arrival in September. The SENCO and well-being team will also share recent information from external agencies and updates.

When moving onto secondary school, transition meetings happen in school with all secondary schools. Transition forms are also completed by Year 6 staff with information about the child and any strategies teachers find useful when supporting that child. Visits are arranged with local schools and extra transition visits are arranged for pupils with SEND or who may be vulnerable. Transition interventions also take place for all Year 6 children.





11.

Governance

a) Who are Governance Contacts?

b) How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?

The Chair of Governors is Fiona McGill. The SEND governor is Paul Quenby.

We share reports to Governors with respect to attainment and progress, provision mapping, interventions, attendance, exclusions, behaviour, impact of pupil and sports premium and curriculum. The Governors also attend school meetings and monitor and challenge provisions through talking to staff, children and parents. The SENCO has regular meetings with the SEND governor.





12. Admissions

How do pupils gain admission to the School or any specialist units/provision on the school site?

For admissions into our early years foundation stage, then applications are via the usual means of the Northamptonshire County Council School Admissions and pupils will then be allocated a school place. Looked after pupils or pupils of the armed forces are considered first, followed by SEN needs.

If there are mid-year transfers, then this is again done via the NNC School Admissions.

To apply for a place within the Specialist Unit Provision, you must contact the EHC Team at North Northamptonshire Council:
ehckettering.ncc@northnorthants.gov.uk.



13. Where can I access other information around support for pupil, young people and families for SEN and disabilities (including the LA's Local Offer)?

Northamptonshire County Council, along with all other authorities, are required to publish information about services they expect to be available in their areas for pupils and young people from birth to 25 who have special educational needs and/or disabilities (SEND). 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 Northamptonshire Local offer please visit:
<https://www3.northamptonshire.gov.uk/councilservices/pupils-families-education/SEND/local-offer>

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