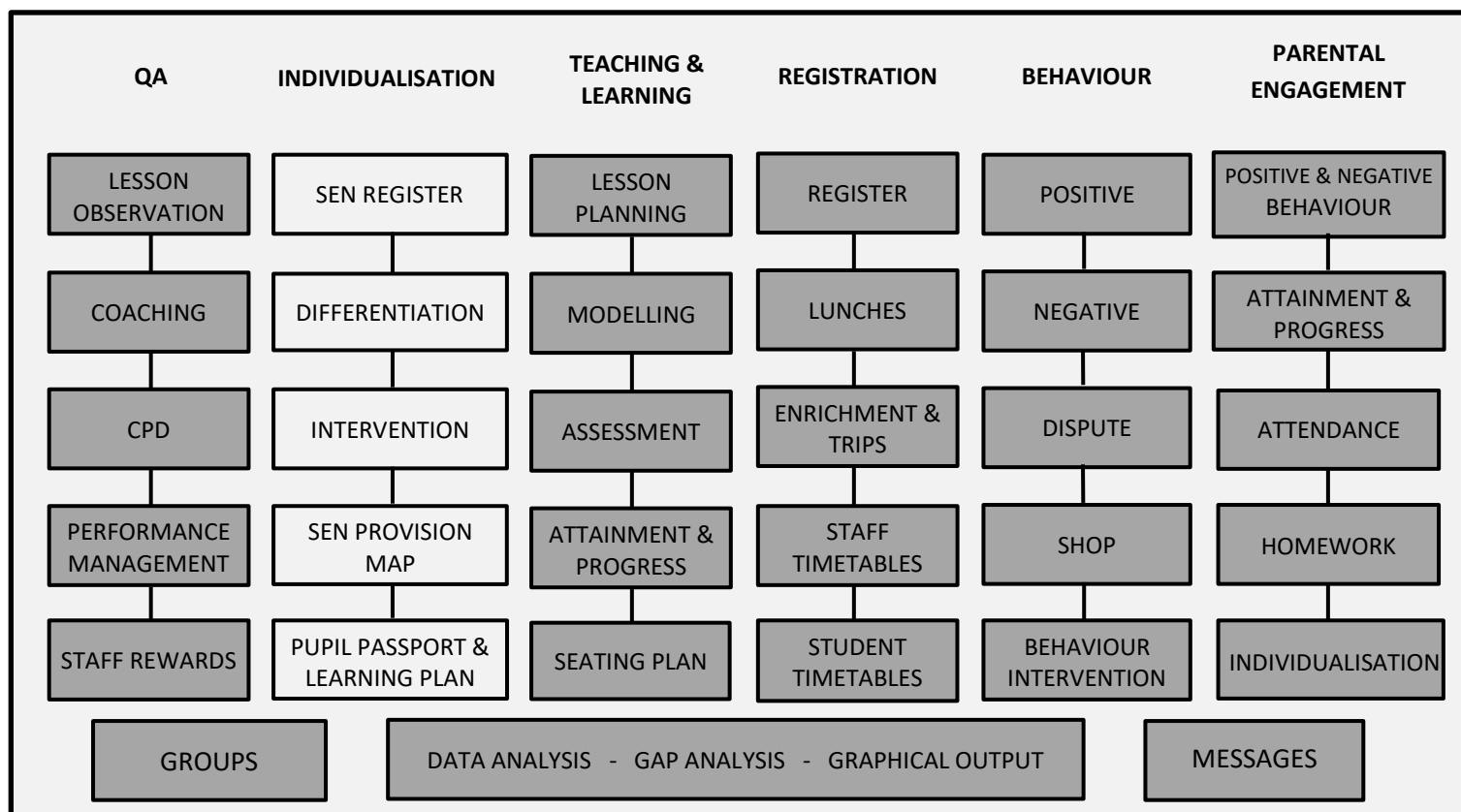


KANDA.CARE OVERVIEW

KANDA.CARE is a low cost, high impact tablet based MIS for schools, with core data stored on Google Drive allowing any number of tablets to be supported. To keep costs low and to allow maximum customisation, user data analysis and accessibility we use Google Sheets to store data rather than a commercial database. This was not easy to do efficiently but it was worth it, allowing a level of personalisation to school, cluster or trust that is simply not possible with other systems. For the teacher at the sharp end great effort has been taken to create maximum user friendly usability in a small hand held tablet. KANDA.CARE was designed to be USED.

KANDA.CARE consists of several modules, each consisting of a number of elements. While some modules can be used independently, a school will see maximum benefit from the cross-module interaction in using the complete suite.



KANDA.CARE INDIVIDUALISATION

Excellent SEN education is excellent education for all and KANDA.CARE is focused around clear identification and removal of barriers to learning and enabling access for all. The system cuts out bureaucracy and takes the lead from the directions given in the Code of Practice 2014 and additional DFE guidance, effectively linking planning and assessment elements to differentiation and pupil passports. This is completely 'labour saving' for teachers, as their SEN students' needs are met in an integral way, not relying on additional information or plans, as was traditional – KANDA.CARE is the future of SEN provision.

SEN REGISTER & PUPIL PASSPORT

This element displays your complete whole school SEND register, with students, SEND category (from the SEND Code of practice), SEN major and specific needs and SEND status code (K/ NSA).

This enables staff to have quick, easy reference to the SEND Register so they can use this knowledge to inform their differentiation practices and planning for individuals within their teaching groups. When you click on a name in the SEND register, it immediately takes you to their.....

PUPIL PASSPORT

In line with good practice and 'SEND Support and the Graduated Approach' (NASEN 2014), Pupil Passports are advocated as the most effective and efficient way to implement the ASSESS-PLAN-DO-REVIEW cycle via an IEP. The Pupil Passport in KANDA.CARE combines all the key questions involving teachers, parents and children reflecting on the child's/ young person's strengths and needs, and identifying strategies that work for them. KANDA.CARE allows the immediate capture of new strategies as they emerge in class, and enables the passport to be contributed to and developed, by teachers, TAs and pupils- increasing ownership of learning and empowering self- knowledge. SLT and

teachers can call up a Pupil Passport at the touch of a button to remind them of any individual's needs and to check they are being met. KANDA.CARE also couples this with attainment and progress, enabling the setting of SMART targets alongside core subjects and the SEND categories in the

LEARNING PLAN

The SEND Learning Plan also forms part of the newly formed IEP. It enables teachers to set SMART, pupil specific learning targets and also in areas related to the SEND Category and the pupil's SEND major needs. Targets can be selected from earlier steps from the NC Programmes of Study and P scales where needed. These can then be monitored termly/ half termly and impact comments added. Over time this builds the evidence needed to show incremental, small steps progress and inform successful applications for EHCPs (Education, Health and Care Plans), which currently stipulate evidence of at least two cycles of ASSESS-PLAN-DO-REVIEW. Again, anyone visiting the classroom can quickly access learning progress information to check it against a current activity or work evident in books.

DIFFERENTIATION, INDIVIDUALISATION & PERSONALISATION

Good differentiation practices adapt how children and young people are given access to learning to meet a learning objective or question. This can and should be much more than differentiation by outcome, more by activity, resource, method, equipment, strategy, setting clear expectations. Opportunities that are planned and integrated in to lessons- assessing 'on the go', grouping and re-grouping students to extend or consolidate learning, are dynamic and impactful. KANDA.CARE brings these aspects together in an element which ties planning in to meeting individual needs. A variety of key learning strategies are identified and can be made bespoke to any school. They include indicating, for example, specific learning strategies, methods, equipment and resources. The relevant strategies are allocated to each child's needs and these can be monitored and modified as pupils make progress and develop. This enables effective differentiation (planning for groups), and individualisation (planning for individuals), and can be used alongside the KANDA.CARE seating plan to great effect. Over time pupils learn their own key learning strategies that work for them, and can use these to adapt their own learning questions or lesson aims/ outcomes, work schedules to enable effective personalisation.

INTERVENTION

The intervention element in this module links directly with the TEACHING AND LEARNING module. The ASSESSMENT and ATTAINMENT elements reveal the gaps in learning for individuals and groups. The INTERVENTION element enables target groups to be set up, activities to bridge the gap to be set up and recorded, and impact information recorded straight away and quickly after the intervention has taken place. This provides invaluable guidance for planning that build on assessment and enables accelerated progress to be planned for effectively, delivered and captured.

SEND PROVISION MAP

This element enables planning for 'targeted intervention', that is, specific interventions which are planned and implemented in direct response to pupils' needs, for those children/ students who are identified as K (SEND Support needed with an identified/ diagnosed need) on the SEND Register. It also enables a planned response and intervention for major needs in the context of the school. For example, where the area of major need in the school (e.g. highest % of SEND cohort is SEMH (Social, emotional and mental health needs), targeted intervention is planned for all these pupils. Many of these types of intervention involve withdrawal from lessons for pupils to access a 'block' of sessions, over, say a 6 week period. This element allows this to be recorded and monitored directly from the tablet, to ensure up to date and accurate records of interventions and their impact are captured. The data provided can clearly identify the impact and usefulness, or not, of interventions used.