

KSSS SEN Information Report

DRAFT

Kettlebrook Short Stay School

Date the policy was agreed by Management Committee – this will be apart of the new Federation rolling programme to be ratified from June 2018 onwards.

Kettlebrook Short Stay School is part of the Staffordshire Council Local Offer (the package of services available in the authority for young people with SEN and their families).

Kettlebrook Short Stay School is a fully inclusive place of learning which ensures that all students achieve their potential personally, socially, emotionally, physically and educationally. As a Pupil Referral Unit, KSSS welcomes young people in KS3 and KS4 from across Tamworth when they are unable to continue to attend their present school. This may be because they are permanently excluded or at risk of this, struggling to maintain attendance because of anxiety or crisis or new to the area.

KSSS provides placements according to individual needs. These may be time-limited where pupils are supported to return to their own or another school or longer term, where pupils require a multi-agency assessment of their needs or are unable to return to school as a result of continued anxiety.

Parents cannot apply directly to KSSS because we are a Pupil Referral Unit. Professionals complete a referral form – this is generally managed by the District Inclusion Partnership (DIP) – who consider placements at specific agreed dates throughout an academic year. KSSS has close links with the High Schools in Tamworth as well as other outside agencies.

Our Mission Statement is: ‘

**All students to believe in themselves,
realise their potential and achieve a successful social and academic future,
which will sustain them throughout their lives.**

We use the term “STEP” in many ways in Kettlebrook. All staff have a firm belief that young people are “stepping forward” from their referral point to a more successful future. Behaviours are observed and monitored using the acronym STEP where

S = Stay

T = Task

E = Equipment

P = Polite

We believe that these positive behaviours are not limited by the classroom but are transferable behaviours expected in society generally.

For example any area of future employment requires an individual to STAY where they should be, to complete the TASK they have been set, to look after EQUIPMENT and to be POLITE. As we encourage many Key Stage 4 students to experience life outside the classroom via work experience we can further demonstrate the importance of these key expectations in work placements.

The term ‘stepping forward, caring, sharing and aspiring’ can also be linked to our firm belief that students are not working in isolation – but belong to a partnership between their home, their “home school (when appropriate) KSSS and themselves. They are stepping forward to a brighter future with greater chance of academic success and secure in a sense of belonging to the school.

Our SEN Provision shows you how we support pupils with special educational needs and disabilities.

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make ***reasonable adjustments*** for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that all young people with SEN engage in the activities of the school. Many young people arrive in school with a very negative perception of school and themselves. We work tirelessly to try to boost self-belief and self-esteem. Our young people do not consider that they have additional needs and we refrain from using “labels” but work on the sense of belonging for all and working hard with young people to be tolerant of one another.

- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2 What are special educational needs (SEN) or a disability?

- At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:
- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Home Contact

- At KSSS we welcome and value positive communication with parents/carers. We find that many families have experienced significant distress during their time in referring schools and have become used to negative contact as behaviour and/or attendance has deteriorated. One of our initial intentions is to try to reverse this. Our Key Workers are the initial point of contact and can either signpost themselves or refer to other staff in school to help in supporting a family unit

We consult with pupils and their families on our provision through:

- The home visit : After a referral is made to KSSS a member of the leadership team makes a visit to the home to have an informal open discussion with the family and young person
- The Induction Meeting for parents/carers, the pupil and any other supporting adults to talk with the Head teacher or members of the Leadership team as well as representatives from referring schools. At this time, information is shared and plans made
- Regular Performance Review day meetings at KSSS and Target Setting where parents/carers are invited to meet key workers and other staff. These occur approximately 5 times per academic year
- SEN Reviews as needed
- Statutory Annual Reviews of EHCP
- LST/CIN/Core group meetings
- Contact by text, phone or face to face as and when needed, usually with the named Key Worker in the first instance. We aim to contact home a minimum of once per week – and endeavour to make contact positive.

Identifying students with SEN:

Some of our students have already been identified as having SEN by their referring schools. Other needs are diagnosed whilst at KSSS.

Our protocol for identifying SEN is that all pupils are given Baseline tests on arrival. Some difficulties (such as Reading ability) are identified during these tests. Other needs (such as processing difficulties) may be highlighted by our staff. Any member of staff can highlight a concern via staff meetings/staff daily de brief/email communication/one to one discussion. The overarching ethos of the staff team is one of collaborative solution focussed approach. As such discussions about learning and hypothesising about potential reasons for behaviour forms an integral part of the daily discussion.

The SENCO will then carry out tests or ask other staff to carry out observations to determine the category of need and advice on what type of support is needed.

Assessment and Review:

The annual cycle of review requires staff to upload data on levels and a professional opinion as to whether or not the student is on target. All data is entered on a spreadsheet. Senior staff analyse all data to identify gaps in progress for different groups of children, including those with SEN.

Data tracking and descriptions of teaching and learning strategies as well as successful ways of working from learning support are recorded. Reports are written and shared with students and families at the performance review day meetings which are held five times in an academic year.

Supporting Pupils with Special Educational Needs/Disabilities and their Families:

We will let families know about any concerns about the pupil's learning through texts/phone calls as needed and invitations to come to talk about issues as they arise. Meetings are arranged promptly and someone is usually available at short notice to see parents/carers if they wish to come in to KSSS to discuss issues. We also liaise closely with pupils' own schools where they are dual-registered.

All students on role are considered vulnerable and in need of additional support in their learning. Some students may be identified as needing an EHCP (Education, Health and Care Plan). Staff work hard to prepare a comprehensive referral and collect information from other services such as CAMHS and Speech and Language. The process is very person-centred - we work in partnership with the Local Authority and parents and carers/ pupils are involved at every stage.

Transition to post-16 education:

All pupils in Year 11 have a Transition plan which is prepared after they have had support through Entrust. Our Entrust partner – Kelly Wright – visits KSSS

every week to work with young people building relationships and looking at appropriate post 16 options. We work hard to ensure all pupils have a realistic and aspirational post-16 placement (education, employment or training).

All students are offered additional transition visits to FE providers; accompanied by familiar staff. We have very close relationships with local colleges and Post-16 provision is discussed at reviews from an early age. We encourage all our students to have high aspirations for their future and set appropriate learning goals.

Inclusion and Student Voice:

All students at KSSS are taught in mixed ability groups and some are taught in mixed age groups. We try wherever possible to ensure that y11 groups are more homogenous-

The size of these groups may vary according to the needs of students.

Due to the fact that we have a cohort of quite differing needs we aim to group young people according to emotional and social need as well as academic need.

Reasonable adjustments are made to curricular and extra-curricular activities to allow all pupils with SEN to play a full part in all aspects of school life. We are extremely committed to equality of all kinds, therefore all school trips/ activities and extra-curricular activities are open to all eligible pupils unless a risk assessment has identified that a child's participation would cause a Health and Safety risk to themselves, other students or staff.

Pupils with SEN have regular opportunities to formulate their own targets and, with support from staff, contribute their own views at reviews. Pupils with SEN are representatives on Student Voice.

There are a number of other people who come to KSSS to work with young people. They include:

- Educational Psychologists-. Students are generally referred to this service by the SENCO or by the student's original school.
- Child and Family Mental Health Services (CAMHS)
- Health Services i.e. school nurse
- Local Support team
- EHA team
- Tamworth safeguarding
- Police and PCSOs –have close links with KSSS and visit regularly to keep staff and young people up to date with local issues affecting us. They will also give advice to individuals if needed.
- Staff from pupils' dual registered school may come to KSSS to visit pupils and work with them in our setting.
- Entrust (who provide support with Post-16 education and training)
- Speech and language Services
- Midland Psychology Services
- Staffordshire T3 (substance misuse team)
- Staffordshire Youth Offending team

We work in partnership with other education providers to make sure that young people make a successful transition to the next stages of their learning, through careful and co-ordinated planning. For the students at KSSS this may not be at the end of a school year or Key Stage as pupils move to other provisions or back to school depending on individual needs. Parents/carers are fully involved in decisions about transition. At KSSS we provide reports for the student's school to show progress and specific areas to work on. We also support the re-integration of pupils back to school. This is carefully planned and bespoke to the needs of the student.

We find that a gradual “small steps” transition in which student voice is considered tends to be more successful.

- At KSSS we have a number of support staff who work alongside teachers in the classrooms to ensure pupil progress and independence. There are two members of staff in each classroom for 5 out of 7 groups and because a number of our pupils have behaviour difficulties, all pupils are

supervised by adults for the whole time they are in the building in order to keep everyone safe.

Staff Training

All staff have completed and continue to receive ongoing training in special needs and disabilities.

Our fully qualified and experienced Special Needs Co-ordinator provides advice and guidance to staff and pupils. She is: Mrs Lynn Georgiou (BA (Hons), PGCE, SENCO).

In KSSS, ALL teachers are teachers of SEN. Our provision starts with the philosophy that, regardless of ability, all pupils deserve access to a broad and balanced curriculum which is differentiated to their own needs. As well as special provision for SEN, we realise that all young people learn in different ways. Therefore teachers try to incorporate different learning styles into their lessons. Many of our students are kinaesthetic learners (students who prefer to learn whilst moving about) and enjoy hands-on learning with regular movement breaks.

KSSS staff incorporate the principles of nurture into all activities and learning. The very heart of what we do is a belief that “all behaviour is a form of communication”. We are further guided by the 6 principles of nurture

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

Supporting Families

KSSS works in partnership with families to help them support their children's learning outside school. Families are also signposted to services/organisations through the Staffordshire Local Offer.

Alongside the Senior Leadership team we have dedicated Key Workers with specific responsibility for groups of pupils and they are in close contact with families to assist them in finding appropriate support. Our EHA Coordinator, Lynn Georgiou completes EHAs (Early Help Assessments) with families.

Emotional Health and Well-being

We recognise that students with SEN often experience difficulties with Mental Health.

All members of staff are trained to observe issues surrounding the Emotional Health and Wellbeing of students. There is a daily de brief in which student emotional health is often discussed.

Every Thursday the student counsellor Sarah Heward has a “drop in session” in which staff can request that a student be seen. This works best when the student is aware of the referral and the member of staff introduces the young person to Sarah in a discrete manner.

KSSS has a mindfulness practitioner on the staff and mindfulness is on the curriculum as a taught subject. Young people are exposed to mindfulness techniques and are encouraged to extend learning out of the classroom and to utilise these strategies in everyday life in order to assist in understanding what makes things difficult for them and in finding solutions.

Every week there is a counsellor for staff.

Staff are also signposted to organisations within the Local Authority for additional support if needed as we recognise that working with young people

with challenging behaviours – who are often traumatised – can impact significantly upon staff.

Behaviour

At KSSS, some of our pupils may demonstrate challenging behaviours on occasions and staff are prepared for this.

We work very hard to keep everyone safe and we endeavour to make KSSS a calm and purposeful environment in which to work.

All students at KSSS have positive behaviour support plans. This process begins at induction and student voice is important as we attempt to teach young people about emotions and to elicit some specific strategies to assist with behaviour planning

Behaviour and anti-bullying policies are regularly reviewed. Our student voice have worked really hard on producing a young person friendly version of our behaviour policy which is accessible to all students.

Daily records are completed by teachers and support staff working together following regular de-briefs so patterns of behaviour and difficulties can be identified and responded to.

A number of the pupils at KSSS have risk assessments in place to help staff and pupils respond appropriately to specific behaviours which may be exhibited.

Evaluating effectiveness

SEN provision at KSSS is monitored by the Headteacher and management committee through performance management. We also carry out audits and questionnaires to establish student and parent confidence in our procedures.

Complaints

Any parent (or in the case of Looked After Children - designated carer) who wishes to make a complaint about SEN provision at KSSS should, in the first instance, make an appointment to meet with the head of School. We will make every effort to resolve issues informally and accommodate parental wishes. If a parent feels that the issue has not been resolved to their satisfaction they should approach the Executive Head teacher and/ or the Chair of Management Committee; Mr John Brodie. Representatives of Looked After Children can also approach the Head of the Virtual School for Looked after Children;

We are happy to provide copies of the KSSS's SEN policy on request. Our practice is guided by the 2015 Code of Practice for SEND - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424261/cop-2015.pdf

The SEND Code of Practice 2015 (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations, and applies to England. It came into force in September 2014 and was last revised in January 2015.

Students with medical needs are planned for in line with current advice

Supporting pupils at school with medical conditions Sept 2014.

Needs or Disability	Support available in school
Communication and Interaction Needs	Visual Timetables

<p>E.g.:</p> <p>Autistic Spectrum Conditions</p> <p>Speech, Language and Communication Needs</p> <p>Social Communication difficulties</p>	<p>Areas of low distraction/ calming rooms.</p> <p>Constant support/supervision (2 adults in every class)</p> <p>Social skills programmes</p> <p>Specialist support including strategies for anger management and improvement of self esteem</p> <p>Small group work to improve skills</p> <p>ICT to support learning where appropriate</p> <p>Strategies/programmes to support speech and language development (as directed by Speech and Language and Team.</p> <p>Strategies to reduce anxiety and promote emotional well-being</p> <p>Planning, assessment and review</p> <p>Work with pupils, parents, carers and staff to develop and review plans based on the need(s) of the pupil</p> <p>Teaching resources are routinely evaluated to ensure they are accessible to all pupils</p> <p>Differentiated curriculum and resources</p> <p>Use of social stories/ narratives</p> <p>Very clear expectations and boundaries/ preparation for change.</p>
<p>Cognition and Learning Needs</p>	<p>1:1 interventions to promote/develop literacy and numeracy</p>

<p>E.g.:</p> <p>Moderate Learning Difficulties</p> <p>Specific Learning Difficulties</p>	<p>Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas: reading/numeracy skills, comprehension skills and exam technique.</p> <p>ICT is used to reduce barriers in learning.</p> <p>Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</p> <p>Planning, assessment and review</p> <p>Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process.</p> <p>Data is rigorously analysed to identify pupils who are not making expected progress.</p> <p>Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</p> <p>Work with pupils, parents and carers and staff to develop and review plans based on the need of the pupil.</p> <p>Differentiated curriculum and resources.</p> <p>Readers and scribes are used routinely in lessons for students with identified need.</p>
<p>Social, Mental and Emotional Health</p> <p>E.g.:</p>	<p>KSSS ethos values all students</p> <p>Behavioural management systems encourage pupils to make positive decisions about behavioural choices. This is adapted to meet the needs of individuals so all children can succeed.</p>

Behavioural issues	The school's behaviour policy identifies where reasonable adjustments can be made to minimise the need for exclusions.
Social needs	
Mental health needs	Risk assessments are used and action is taken to increase the safety and inclusion of all pupils.
Emotional Health and Wellbeing	<p>The school provides effective pastoral care for all students</p> <p>Nurturing model within classrooms.</p> <p>Key workers are allocated to all students</p> <p>Some students have greeters who escort them into the building and settle them.</p> <p>Staff are being trained as "Mindfulness champions" who will teach students Mindfulness strategies.</p> <p>Support and advice is sought from outside agencies to support pupils where appropriate.</p> <p>Pupils are placed in small groups at KSSS with two key members of staff.</p> <p>Small group programmes are used to improve social skills and help pupils deal more effectively with stressful situations.</p> <p>Outdoor learning is used to offer different approaches to the curriculum.</p> <p>A robust reward system is in place with Friday assembly offering a chance to win a raffle prize for those who have earned them.</p>

	<p>STEP points accrue credits within our “learn2 Earn” system. This personalised reward programme whereby young people can make choices about what to purchase from the online company ”prezzy box” has proved popular</p> <p>Special arrangements are put in place for exams to minimise anxiety for pupils.</p> <p>Information and support is available within school for behavioural, emotional and social needs.</p> <p>Close liaison with CAMHS to share strategies for Mental Health.</p> <p>.</p>
<p>Sensory and Physical Needs E.g.:</p> <p>Hearing/Visual impairment</p> <p>Multi-sensory impairment</p> <p>Physical and Medical Needs</p>	<p>Support and advice is sought from outside agencies to support pupils where appropriate</p> <p>ICT is used to increase access to the curriculum</p> <p>Support to access the curriculum and develop independent learning</p> <p>Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs</p> <p>Access to Medical interventions</p> <p>Referral to Occupational Therapy as needed</p> <p>Access to programmes to support Occupational Therapy/Physiotherapy</p> <p>Adapted materials/ exam papers for students with visual impairment.</p>

	<p>Staff receive training to ensure they understand the impact of sensory need upon teaching and learning.</p> <p>Specific staff administer medicines in school</p> <p>All staff understand the medicine administration policy</p> <p>The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</p> <p>The school has disabled toilets which are also gender neutral.</p>
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