

Kettlebrook Short Stay School (KSSS) (also known by its former name of Kettlebrook Pupil Referral Unit/PRU) aims to provide both students and staff with a positive and supportive learning experience which promotes success and achievement in academic, social, moral and personal development.

KSSS's Mission statement is:

**All students to believe in themselves,  
Realise their potential and achieve a successful social and academic future,  
That can sustain them throughout their lives.**

At KSSS we believe every student has a fundamental right to education and must be given the opportunity to achieve and maintain their learning at the highest level possible. Every student has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet these needs.

At KSSS we are committed to working together with all members of our school community. This policy and local offer has been produced with pupils, parents/carers, Management Committee and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact are:

Name of SEND Management Committee – Jane Gentles

Name of SENCO – Lynn Georgiou

Name of Deputy Headteacher – Lynn Georgiou

Name of Headteacher – Kirsty Rogers

We provide education and support for young people with a wide range of needs. The majority of students have either been permanently excluded from school or are at risk of permanent exclusion. However we have a growing roll of students who have effectively "excluded themselves" from school by refusing to attend. In addition any student of secondary school age in Tamworth not on a school roll is placed on KSSS roll. The needs and profile of these young people vary tremendously. Our role is to assess their needs, help identify the best educational setting for them and prepare them for the next stage of their education. This could be a return to mainstream school, a specialist provision placement or a timetable that allows them to access their education through alternative providers.

Our staff team takes full responsibility to support the needs of all children throughout the school day. We strive to ensure that every student experiences success. A young person may be described as having a special educational need if he / she has a

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream settings.

This policy has been updated in response to the Children and Families Act 2014 and the SEND Code of Practice 0-25 (2014) and has due regard to legislation, including, Health and Social Care Act 2012, Equality Act 2010 and the Mental Capacity Act 2005.

**The following principles underpin this policy:**

- The early and effective identification of young people's needs.
- The joint involvement of parents and young people in identifying needs, discussing aspirations, setting targets and making decisions for their future.
- Collaboration between education, health and social care services to provide high quality, personalised provision to meet the needs of young people with SEND.
- Successful preparation for adulthood, including independent living and employment

**1. Areas of special educational need:**

At KSSS we specialise in making provision for children who are experiencing behavioural, emotional or social difficulties. We also make it a priority to identify if children have additional needs in the following areas

- Communication and interaction.
- Cognition and learning
- Sensory and / or physical impairments.

This policy has adaptations for those children with additional educational needs who may need to undergo an assessment

**2. Admissions:**

At KSSS we will ensure that there is no discrimination against young people deemed to have a special education need or disability. Referral to KSSS is via District Inclusion Panel normally although occasional referrals come via other routes ( ie via Hospital Schools, Local Authority officers)

**3. Roles and responsibilities:**

**The Management Committee has a responsibility to:**

- ♣ Ensure that school engages parents and / or young people with SEND during all decision making.
- ♣ Designate an appropriate member of staff (SENCo) as having responsibility for co-ordinating provision for students with SEND.
- ♣ Ensure that there is a designated teacher for 'looked after' children.
- ♣ Ensure that the SENCo and team Identifies, assesses and makes appropriate provision for all young people with SEND.
- ♣ Ensure that the school makes reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- ♣ Ensure that students with disabilities are not discriminated against, harassed or victimised.
- ♣ Publish annual information on the SEND Policy and available facilities to support students with SEND including a review the accessibility plan every three years.
- ♣ Ensure that complaints/appeals procedures are made known to parents and students through a single point of access including SEND tribunal.

**The Head teacher has a responsibility to:**

- Ensure that all teachers and appropriate staff are aware of the needs of SEND students and are fully competent in meeting these needs
- Ensure that teachers monitor and review the student's progress every half term
- Ensure that the SENCo. has sufficient time and resources to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for students at risk of disengagement or underachievement, as a core part of performance management arrangements.
- Ensure that teachers are skilful in understanding the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.

**The SEND Coordinator (SENCO) must:**

- Be a qualified teacher with an appropriate postgraduate qualification or working towards this.
  - Collaborate with the management committee and head teacher as part of the senior leadership team, to determine the strategic development of SEND policy and provision. Ensuring that KSSS meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy and ensure all records are up to date.
- Coordinate the specific provision made to support individual children with SEND.
  - Liaise with the relevant designated teacher where a looked after student has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the delegated budget and other resources to meet students' needs effectively.
- Liaise with the parents of children with SEND whenever necessary.
- Liaise with schools, Academies, educational psychologists, health and social care professionals, as well as other appropriate support agencies.
- Liaise with the potential future providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned.
- To add specific information to children's individual learning plans which identifies additional learning needs.
  - To ensure all children with SEND have a pupil passport which is reviewed every half term.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
  - Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
  - Ensure that children with SEND are provided with equal opportunities to peers and are able to participate in all activities.
    - Keep up to date with national and local initiatives and regulations.
- manage the SEND budget.

**Class / subject teachers must:**

- Create an accessible and engaging learning environment
- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the student themselves.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons using assessment data to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

#### **4. Involving students and parents in decision making**

All parents/ carers of young people with SEND will be treated as partners and fully supported to play an active and valued role in planning for their child's educational provisions. Every student is treated as an individual and consideration is given to the student's interests, strengths and abilities as well as their additional learning needs. Half termly opportunities are planned to ensure that parents and young people with SEND can express their needs, wishes and goals. This is done via performance review day. Bespoke provision is designed to meet the needs of each student as an individual. Young people are fully involved in the assessment, target setting, monitoring and review of their own progress.

#### **5. Identification**

KSSS staff will liaise with schools and other professionals in order to identify whether a young person has any additional learning needs. Some of the students will have been identified as having a SEND previously within a mainstream school setting. Further information will be obtained using a range of evidence collected through normal assessment and monitoring arrangements: if these assessments indicate that the learner is not making the expected progress, a referral can be made to the SENCo who will consult with the young person, parents and teachers. Evidence from these consultations and/or standardised assessments will help us to decide if additional and/or different provision is necessary.

#### **6. Graduated approach**

Young people referred to KSSS have experienced difficulties that may have resulted in them becoming 'at risk' of permanent exclusion from school or excluded. Furthermore KSSS also caters for students who have effectively "excluded themselves" from education by refusing to attend school. KSSS will employ a graduated approach to meeting each SEND student's needs. All support needs and provision will be reviewed and evaluated half termly to determine the impact on progress, development or behaviour. Effective intervention should ensure that the young person's level of engagement with education improves. Each student has access to broad balanced curriculum that is highly differentiated to meet their individual learning needs. If further intensive support is required then support from the Educational Psychologist will be sought and possibly an application would be made to the Local Authority for a complete Statutory assessment of the young person's learning needs. If it is agreed that the young person will be supported with an Education, Health and Care (EHC) plan then KSSS will support the transition to an appropriate educational setting.

#### **7. SEND and Disability Tribunal**

The Head teacher will meet any request to attend a SEND Tribunal and explain any departure from the duties and obligations under the SEND Code of Practice (This duty may be delegated to Deputy Headteacher/SENco).

#### **8. Preparing for adulthood**

KSSS will ensure that it meets its duty to secure independent, impartial careers guidance for students aged 11-16. All review meetings from year 9 onwards will have focus on preparation for adulthood. Support will be made available to students and their families during this decision making and we will ensure that careers advice and information provides high aspirations and a wide range of options for all students with SEND.

## 9. Data and record keeping

KSSS will record all details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all students. KSSS will maintain an accurate and up-to-date register of the provision made for students with SEND.

## 10. Confidentiality

KSSS will not disclose any information without the consent of the young person and parents with the exception of disclosure to the SEND and Disability Tribunal; to the Secretary of State if a complaint is made under the Education Act 1996; or on the order of any court, or to Ofsted inspection teams.

## 11. Local Offer

KSSS's local offer can be found on Page 8 of this policy and on the school website.

### **How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

Prior to joining our school each individual undergoes assessments in core subjects to ascertain level of ability and highlight individual needs. We will also have detailed information from the child's feeder school upon referral. Referrals are made from schools to assist pupils who are having significant issues with their behaviour for learning. We are a short term school. We provide an initial interview with prospective parents where individual issues can be addressed. If you have any concerns about your child parent partnership can be contacted to provide advice and further support.

### **How will early years setting/school/college staff support my child/young person?**

Each student has an Individual Learning Plan ( ILP), students are individually assessed and parents and feeder schools are actively involved in providing a holistic support package for each individual.. Our behaviour policy is key to our children's success and individual personalised targets are given to each child which they are assessed on in each lesson.

### **How will the curriculum be matched to my child's young person's needs?**

All staff are made aware of each child's individual needs after the initial assessment and any changes are communicated through effective staff communication. Specialist subject staff deliver differentiated lessons with individual tailored activities to meet the needs of the learners.

### **How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

Parents receive regular telephone updates on progress from key workers. Staff, work hard to ensure that feedback is positive and useful. There are performance review days every half term and these are accompanied by school reports. Reporting is done in detail 3 times per year and interim overviews are produced 3 times a year. Reports and overviews are done alternately so that any student who is in school for a short period of time will have access to an at least one report.

### **What support will there be for my child's/young person's overall well being?**

KSSS pride themselves on creating individual and holistic packages of support for the individual child. We have nominated safe guarding staff and all staff appointed have a particular empathy with hard to reach young people. We continually receive training to ensure we are up to date with all the latest policies to effectively safeguard children. We work closely with external agencies such as CAMHS, Midland Psychology and school nurse service. As well as with Local Authority Specialist Staff (Educational Psychology Service/Autism Outreach Service). Staff at KSSS endeavour to provide holistic support by engaging with the child and their family enabling us to signpost and refer to appropriate agencies.

#### **What specialist services and expertise are available at or accessed by the setting/school/college**

We work with a wide range of agencies across Tamworth such as: Staffordshire T3, Social Care, Education Psychology, SEND service, CAHMS, Local Support teams, Youth Offending Team, Midland Psychology Service . Children and families can be sign posted to the most appropriate agency to meet their needs.

#### **What training are the staff supporting children and young people with SEND have had or are having?**

Staff have completed, safeguarding training refreshers, SEND updates, mindfulness training etc.

#### **How will my child/young person be included in activities outside this classroom including school trips?**

All children have the opportunity to earn reward trips through our behaviour policy. All children have access to a range of enrichment activities e.g. walks, mountain biking, Zoo Lab, dog walking, trips to the Theatre, workshops and presentations in school etc.

#### **How accessible is the setting/school/college environment**

We are an old Victorian school with issues and difficulties which the age of the building presents.

#### **How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life**

We have a full time transition support worker. She works with each individual in their new setting to ensure a continuation of support. There is no pre determined length of support – it is based entirely upon individual need. In Key Stage 4, students are tracked and monitored after leaving KSSS to ensure they remain in Education or in Employment with Training. Students are also encouraged to participate in relevant work experience. Upon leaving KSSS we operate an open door policy that any student can come back to us for help and advice.

#### **How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?**

Individual needs are addressed through the initial interview and the on-going assessment process. Resources are then allocated accordingly.

#### **How is the decision made about what type and how much support my child/young person will receive?**

Through initial assessment and after consultation with parents and schools, support plans are agreed by the Headteacher and Deputy.

#### **How are parents involved in the setting/school/college? How can I be involved?**

Parents are invited to initial meetings after the referral to KSSS. Parents are invited to be part of the Schools' Management Committee. Regular communication takes place with parents in the form of telephone conversations, informal meetings and performance review day meetings.



### HOW DOES KSSS MEET MY CHILD'S NEEDS?

Every student is an individual and so their needs are considered on an individual basis and provided for on a personalised level. KSSS determine these needs in consultation with the student, parents/carers, previous schools and other agencies who work with the student (& family unit). KSSS has a clear induction plan for each student which will occur detailed on entry assessments for Literacy, Numeracy, social, emotional & behavioural needs. KSSS works closely with and refer to other specialist agencies as appropriate. We have regular staff training and constantly evaluate the progress of all our students. OFSTED say our provision is "GOOD"; IQM say "They don't tell you what's on offer, they match what the student needs by assessing and understanding".

### HOW DOES KSSS COMMUNICATE WITH ME?

- Regular phone calls, invites into school, emails, letters etc.
- Planned and impromptu meetings with staff.
- Through the website.
- Half termly Performance Review Days.
- 3 interim reports and 2 full written reports.

### WHAT TYPE OF SUPPORT IS AVAILABLE FOR MY CHILD?

- Keyworker & Tutor.
- Small teaching groups.
- Quality teaching.
- Individual Learning Plan that is reviewed each term.
- 1:1 sessions.
- Quality IAG into Post 16.

### WHAT SUPPORT WILL THERE BE FOR MY CHILD'S WELL BEING AT KSSS?

- Each student is an individual
- A named Keyworker
- 1:1 sessions
- School Counsellor
- Regularly reviewed learning plans
- Progressive learning pathways
- Working closely with many external agencies
- Appropriate Work Experience placements
- Good Health & Safety; Child Protection and Safeguarding measures in place.

### HOW DOES KSSS SUPPORT MY CHILD WITH TRANSITION?

**ON ENTRY:** to design an Individual Learning Programme

- Home Visit
- Pre-Admissions meeting
- Supported Visits (if needed)
- Induction timetable

**ON EXIT:** to support the next phase of learning

- Transition plans & meetings
- Supported visits
- Post 16 support packages

### WHO CAN I TALK TO ABOUT MY CHILD'S NEEDS?

- Keyworker / Tutor – various staff
- Deputy Headteacher & SENCO – Mrs L Georgiou
- Headteacher – Mrs K Rogers
- Management Committee – Mrs J Gentles



Other relevant policies:

- Inclusion
- Equality
- Teaching & Learning
- Student, Parent/Carer Induction pack