

## KSSS: INTENT, IMPLEMENT & IMPACT OVERVIEW

<b>INTENT</b>	<p align="center"><b>FEDERATION MISSION STATEMENT:</b> To Empower learners to become successful</p> <p align="center">2 KEY PRINCIPLES ARE: <b>Success for all our students</b> – ADAPTING &amp; DESIGNING learning in its broadest sense to enable <b>ACHIEVEMENT</b>  <b>Inclusion</b> – LISTENING, UNDERSTANDING &amp; SUPPORTING our students so that they can engage with learning to <b>ASPIRE &amp; ACHIEVE SUCCESS</b></p>											
	<p><b>FEDERATIONS AIMS:</b></p> <ul style="list-style-type: none"> <li>* All our students to become successful young people through nurture, encouragement and guidance in the most appropriate setting.</li> <li>* Staff to have positive professional relationships with each of our students and their families, agencies and home schools which build trust and cooperation.</li> <li>* We understand our students and deliver Individual Learning Plans to meet their needs and interests.</li> <li>* Educational inclusion for all, ensuring equal opportunities for everyone.</li> <li>* To provide intervention and support to secondary schools within a district, to meet the needs of students, so that they can remain in education.</li> <li>* All our staff are valued and supported and receive high quality training.</li> <li>* Secure high quality leadership at all levels including Governance.</li> </ul>			<p><b>FEDERATION VALUES:</b> TRUST, HONESTY, CARE &amp; RESPECT</p> <p><b>KSSS STRAP LINE:</b> Stepping Forward Together - Caring, Sharing &amp; Aspiring</p> <p><b>DISTRICT MISSION:</b> That across Tawmworth to work together to ensure that all students can access quality provision; be inclusive at all levels and for KSSS to support each Home School to reduce P.Ex.</p>								
	<p align="center"><b>THE CURRICULUM IS DESIGNED TO:</b></p> <p align="center"><b>RE-ENGAGE</b> all students to become positive learners and feel safe at school</p> <p align="center"><b>INSPIRE and motivate</b> all students to foster a curiosity to learn and better themselves as individuals for their future placements</p> <p><b>ENABLE</b> all students to make progress from their individual starting points to achieve a range of qualifications and a better understanding of themselves and the impact that they might have on others.</p> <p align="center"><b>ENCOURAGE</b> all students to lead healthy and safe lifestyles by making positive choices for themselves and others around them.</p> <p><b>SUPPORT</b> all students to develop their skills, behaviours and attitudes that will enable them to be successful in the next phase of their educational career</p> <p align="center">REVIEWED throughout the year - so that students can have access to new courses, new AP etc to enable bespoke learning to happen.</p>											
	KNOWLEDGE		BEHAVIOUR IMPACT		SELF CONTROL		WELL BEING		HEALTH		INDEPENDENCE	
POSITIVE DECISION MAKING			LEADERSHIP SKILLS			EMOTIONAL LITERACY & COACHING						
<b>IMPLEMENTATION</b>	<p><b>APPROACHES TO LEARNING:</b></p> <ul style="list-style-type: none"> <li>* Student centred learning</li> <li>* ILP's &amp; pathways</li> <li>* Have &amp; instill high expectations for each student</li> <li>* Model all aspects of communication to high standards</li> <li>* Its ok to fail, as long as we learn from it.</li> </ul>											
	<p><b>THE CURRICULUM / QUALIFICATIONS:</b></p> <p><b>CORE:</b>    ENG    MATHS    F/S: E&amp;M    SCIENCE    PE    FOOD    ART    PSHE&amp;RSE</p> <p>              ICT    RE    MUSIC    NURTURE</p> <p><b>AP:</b>        WEX    CBE    CARPENTRY    FITNESS</p> <p>              TORC    COLLEGE    TRAINING    INTATIVE    EAGLES NEST</p>											
	<p><b>APPROACHES TO POSITIVE BEHAVIOUR &amp; RELATIONSHIPS:</b> Listen to our students as they have a voice!!</p> <ul style="list-style-type: none"> <li>* Home visits on Entry (COVID)</li> <li>* Pre-admissions meetings with P/C, agencies, Home school etc</li> <li>* Individual Induction period</li> <li>* Positive Pastoral Behaviour Plans</li> <li>* 1:1s</li> <li>* <b>Staff model positive communications:</b> Language, body language, personal interactions, behaviours, requests etc</li> <li>* STEP, pressey box, well done postcards</li> <li>* Address and discuss things as they come up from the students</li> <li>* Keyworker phone calls home.</li> <li>* SLT follow up communications</li> <li>* Clear on entry expectations: hand in mobile, vapes, cigs, lighter, bags, drinks etc</li> <li>* Positive destination: return to mainstream; onto SEND provision; POST 16 destination</li> </ul>											
	<p><b>INTERVENTIONS:</b> 'whatever it takes' 'think outside the box to get the end result' 'POST 16 and work backwards'</p> <ul style="list-style-type: none"> <li>* Social skills</li> <li>* Positive behaviours</li> <li>* Back to basics</li> <li>* Support home strategies; school-home</li> <li>* Work with agencies and refer to agencies</li> <li>* Work holistically with the student and their family (TAC)</li> <li>* 1:1 when it is needed</li> <li>* Alter the TT delivery to meet the students needs</li> <li>* Review the students' day</li> <li>* Breavement; Trauma &amp; Attachment support as and when needed</li> <li>* Therapy: Art, Lego, ICT, Music, cup of tea!</li> <li>* School Counsellor</li> <li>* School Nurse</li> <li>* MHWB of self &amp; others</li> <li>* Speech &amp; Language</li> <li>* EP</li> <li>* SEND HUB</li> </ul>											
	<p><b>ENRICHMENTS:</b> The extended curriculum to experience and show case positive behaviours</p> <ul style="list-style-type: none"> <li>* Trips: Theatre; Fishing; Out door Gym; Conkers; OAA; Mountain biking; University visit; Bosling; Walking;</li> <li>* Collapsed TT events: International day; Esafety; Black History; Food around the world; Students got Talent etc</li> <li>* Guest Speakers/ Visitors: Knife Crime; C.Card; Catch 22; T3; Artist in Residence;</li> </ul>											

<b>IMPACT</b>	For each student to have access to a holistic provision to empower them to have positive outcomes: relationships, make good decisions, better attendance & punctuality, a range of quality of qualifications, remain safe and have a positive destination. To want to be successful life long learners.		
	<b>ACHIEVEMENTS: For each student to leave KSSS with a range of positive data:</b>		
	<p style="text-align: center;"><b>ACADEMIC:</b></p> <ul style="list-style-type: none"> <li>* reach or beyond their academic targets.</li> <li>* Demonstrate more socially acceptable behaviours.</li> <li>* Improve their on entry attendance</li> <li>Work to getting a positive destination</li> </ul>	<p style="text-align: center;"><b>PERSONAL DEVELOPMENT:</b></p> <ul style="list-style-type: none"> <li>* Make right choices.</li> <li>* Know how to and remain safe.</li> <li>* Know how to access help when needed</li> <li>* &amp; act on suitable advice.</li> <li>* Be happy with themselves.</li> <li>Be socially acceptable community citizens.</li> </ul>	<p style="text-align: center;"><b>MHWP development:</b></p> <ul style="list-style-type: none"> <li>* Know how to self sooth.</li> <li>* Be aware of the impact that they have on others.</li> <li>* Be Mindful of themselves, others and each situation.</li> </ul>
	<p><b>TRIANGULATION: ATTAINMENT - BOOKS/WORK - LEARNING WALKS/L.OBS</b>  ATTENDANCE - SAFEGUARDING - NETWORK/DISTRICT  INTERNAL REVIEW - MC MONITORING - EXTERNAL VALIDATIONS</p>		