

Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

Information Report Regulations

How will you know if my child or young person needs extra help? *(IRR)*

- *Information from the students current/previous school, PEX notification/ dual registration forms.*
- *The Head of School will welcome the student and their families/carers before they attend Kettlebrook Short Stay School during a pre-admissions meeting. This meeting is to; address any concerns by the student or their families, gain a broader picture of their experiences, how we can help to address their needs, ambitions etc in order to gain a holistic overview.*
- *An on-entry baseline strengths and difficulties questionnaire will be completed together with the student.*
- *Academic baseline testing, will also be conducted within the first four weeks of a student attending the school.*
- *A needs analysis Iceberg will be completed by the SENCO and shared with staff. This document will explore their likes, dislikes, triggers, Post 16 ambitions etc.*
- *Professional observation, shared daily during morning and afternoon briefings. These are an important information sharing tool and enable all staff to gain a deeper understanding of students and their families.*
- *Additionally, staff can fill out a Student Cause for Concern form to share concerns with the SENCO at any time for additional in-house professional guidance.*
- *Close collaboration with any professionals or agencies involved with the student and their families.*
- *Our SENCO is also a qualified Exams Access Arrangements Assessor and will if required assess KS4 students for access arrangements and reasonable adjustments both in class and exams.*

What should I do if I think my child or young person needs extra help?

- *An induction meeting is held with all students and families starting at KSSS where initial concerns can be raised.*
- *Keyworkers are the first point of contact and conduct at the very minimum weekly check ins with all parents and carers.*
- *At Kettlebrook we offer an 'open door' policy and we encourage parents and carers to maintain regular contact with the school.*
- *Our SENCO's email address is, jeanette.mansell@kettlebrook.staffs.sch.uk*

Where can I find the setting/school's SEND policy and other related documents? PLEASE REFER TO THE SCHOOLS WEBSITE FOR THESE DOCUMENTS/POLICIES AS THEY WILL CHANGE.

- **SEND policy, Accessibility plan, Assessment Policy, Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion/Suspensions, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy - [Policies](#)**

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? (IRR)

- *On admission to our PRU each young person is automatically considered to have an additional need requiring support that is above and beyond the first wave of provision that of 'Quality First Teaching', this decision is based on their being referred to a Pupil Referral Unit. Therefore, all of our students are placed on our 'Additional Needs Register' and for that reason they are considered to be on the second tier of provision, known as 'SEN Support'. This listing sits alongside a basic outline of the nature of their needs. The nature of such needs will typically come under the umbrella term 'social, emotional and mental health needs' but may also include a specific learning need.*
- *Whilst Kettlebrook Short Stay School is not a designated specialist provision for young people with an Education Health Care Plan, it does make provision on a short to medium term basis for young people with special educational needs and disabilities at this level. However, a PRU cannot be legally named on an EHCP. For single -registered students all Annual Reviews will be organised by KSSS and for dual-registered students the expectation requires that the young persons home school will plan and organise the Annual Review with the SENCO from KSSS in attendance.*
- *Emotional Needs - We are a recognised by SCC Oct 2021, as an Attachment Aware and Trauma informed school and as such our staff receive regular training around social, emotional and mental health issues, we are an IQM fully inclusive Flagship school and a recognised ADHD friendly school. We have designated Mental Health First Aiders among our staff and ALL staff follow a restorative practices approach that includes Emotion Coaching. We have a registered ELSA and our SENCO in close collaboration with the young person will formulate a personalised 'Iceberg', this will help inform all staff of any emotional or behaviour support needs that the young person feels are relevant. There is also an on-site counsellor who is available to all young people. If the young person requires more than KSSS can offer relevant referrals to outside agencies will be made.*
- *Educational Needs - are initially addressed by the first tier of provision, 'Quality First Teaching'. All students are taught English, Mathematics, Science, PSHE, PE, and Art by experienced teachers with qualified teacher status (QTS). In addition, there is also a team of highly qualified Teaching Assistants – who deliver other curriculum areas – Food cooking skills, Life Coaching etc. Students who go to College for vocational lessons – a member of our staff works alongside the College staff. Our staff, receive regular training around specific areas of special educational needs such as Autism, ADHD, Speech & Language and dyslexic-type difficulties etc. A variety of differentiation and scaffolding takes place within lessons on a day to day basis, including differentiation by task type, by resources and by outcome. The types of differentiation are informed by observation, by baseline testing carried out on a student's arrival, by progress reviews by any previous information from their referring schools and of course by the students voice.*
- *If students require additional interventions this will be planned by the SENCO and the most appropriate member of staff (with the required skills) will carry out the intervention. These interventions could include personalised timetables, access to 1:1 support either in school or at our satellite site, ELSA, literacy & numeracy support. Please note that this list is not exhaustive as we have a highly trained staff team led by our Head of School who has extensive experience SEND experience and who are able to personalise support accordingly*
- *A Personalised Learning Plan (PLP) is designed by staff and shared with students, parents/carers.*
- *This PLP will be reviewed with parents alongside academic/attendance and general presentation within school at student review days over the year.*

Teaching, Learning and Support

- *There will be academic tracking, based on subject progress data provided by teachers every half-term to enable them to plan the most appropriate learning experiences.*
- *Before considering any additional approaches to SEN, beyond the small nurturing provision that is naturally provided at our school our first step in meeting pupils' needs is through Quality First Teaching (QFT). Through QFT, the class teacher is responsible for providing for all pupils in their class, an engaging, personalised and appropriately challenging learning experience. Any additional planned intervention is aimed to supplement, not replace, QFT.*
- *Baseline tests are reviewed each term to review progress and inform planning.*
- *Key workers will conduct a weekly check in with all parents and carers to share any information and address any new concerns.*
- *A written 'Progress Report', collecting the views of teachers and progress data, published for each student on review days (to include review of PLP's) over the academic year.*
- *Ongoing professional observation, shared daily during morning and afternoon briefings. These are an important information sharing system and enable all staff to gain a deeper understanding of students and their families and to continue the professional dialogue at whole school level.*
- *Close collaboration with any professionals or agencies involved with the student and their families.*
- *If further interventions are needed an individual intervention plan will be discussed/implemented.*
- *Interventions include (please note that this list is not exhaustive), personalised timetables, use of another quieter site, ELSA, restorative practices/conversations.*
- *Alongside the student and families initial induction meeting with a member of SLT and weekly check-ins by keyworkers we offer an open-door policy at KSSS and parents are encouraged to share any concerns as they arise. Additionally, the students PLP will be shared with parents and there is a student review day each term. Our SENCO's email address is, jeanette.mansell@kettlebrook.staffs.sch.uk*
- *Alongside personalised interventions (see above) we also offer opportunities to gain job specific skills at Work Experience (KS4) and/or study at alternative provisions (subject to availability).*
- *Through Quality First Teaching (QFT), the class teacher is responsible for providing for all pupils in their class, an engaging, personalised and appropriately challenging learning experience. Any additional planned intervention is aimed to supplement, not replace, QFT. The class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

How will the curriculum and learning environment be matched to my child or young person's needs? (IRR)

- *At Kettlebrook we offer a high level of personalisation designed to meet the individual student's needs. Some of our students may benefit from a higher level of support such as, access to our smaller satellite site, exam access arrangements and adapted timetables.*
- *Some off-site part-time learning at other recognised centres may be appropriate for some of our students and work experience will be arranged where possible for KS4 students.*
- *The setting of teaching groups will be led as far as possible by the students varying needs whether that be learning or SEMH needs.*

Teaching, Learning and Support

- *We are a recognised ADHD friendly school and as such all classrooms have fidget/concentration tools. Staff plan movement breaks into lessons and the school day as a whole.*
- *Class sizes are small and have a TA where possible to support.*
- *The curriculum is often personalised to adapt to the needs and interests of the students e.g.WEX opportunities in their chosen post 16 aspirations to create a holistic learning experience*
- *All teaching materials are adapted for the individual student and pre-teaching is used as and when appropriate.*
- *Catch up sessions are offered during the academic year*

If concerns are raised that KSSS feel cannot solely be met by our staff we may refer to outside agencies for access to a wide range of services not only for learning needs but also for Social Emotional Health needs, these include;

- *Educational Psychologists-. Students are generally referred to this service by the SENCO or by the student's home school.*
- *Access to our School Councillor (funded by the LMG)*
- *Child and Family Mental Health Services (CAMHS), Mental Health Support Team ((MHST) etc.*
- *Health Services i.e. school nurse*
- *Autism Outreach Team are referred to for specific cases.*
- *Speech and Language Services*
- *EHA team / Malachi etc.*
- *Tamworth safeguarding*
- *Catch 22- A service that helps with missing episodes, students at risk of criminal or sexual exploitation*
- *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)*
- *Midland Psychology Services*
- *Staffordshire T3 (substance misuse team)*
- *Staffordshire Youth Offending team*

Some of these services offer direct support or advice and can help to further identify and clarify a young person's needs. At KSSS we place the upmost importance on equipping each young person with the necessary skills to enable a reintegration into mainstream or specialist provision, further education and employment. Through the collaborative assessment and review processes outlined above, we aim to ensure all pupils at KSSS access the support that they need.

- *A Personalised Learning Plan (PLP) will be formulated within the first four weeks of arrival at KSSS, this will include the teaching group allocated, SMART targets based on information gathering (please see SEND policy for more detail) and will be overseen by the SENCO in collaboration with SLT and the key worker.*

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Teaching, Learning and Support

- *Our SENCO is a qualified Exam Access Arrangements Assessor and as such KS4 students will be assessed for access arrangements and reasonable adjustments if required. Information used to inform this will come from staff discussion, discussions with the student and families/professionals involved, normal way of working within the classroom and during mock exams.*
- *Information on subjects and qualifications available at KSSS can be found on the website: [Curriculum Overview](#) e.g Curriculum road maps and Intent, Implement and Impact overviews.*

How resources are allocated to meet children or young people's needs?

As mentioned above, through the information gathering process during the initial 4 weeks of a student's arrival at KSSS and with the collaboration of the students, their families and any professionals, a personalised plan will be formulated and resources will be allocated on a needs led and where possible personal preference.

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

- *As stated above the decision-making process is based around the individual student's needs and where possible wishes. Decisions will then be made in collaboration with the student, their families and any professionals by the SENCO and Senior Leadership Team.*

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

Resources available to support our students are numerous and include;

- *All staff are trained in restorative practices such as restorative conversations/conferences, emotion coaching and are attachment and trauma informed and aware.*
- *Registered experienced ELSA.*
- *Mental Health first aiders. (due to KSSS being a PRU many of the staff are fully aware of mental health first aid, attachment and trauma etc)*
- *Access to the school counsellor and nurse.*
- *Vocational and alternative education placements to enrich timetables. Transport to and from these placements (subject to availability).*
- *Assessment and application for access arrangements relating to examinations and other controlled assessment activities.*
- *Referral to outside agencies include but are not exhaustive, Speech and Language Team, Autism service, CAMHS, specific mental health services such as, Action for Children, St Giles Hospice, SARAC etc, the Early Help Team, Catch 22, Malachi, T3 and other appropriate services.*
- *Solution based interventions such as Circle of Adults, this helps staff to collaboratively get to know and understand better the needs and voice of specific students.*
- *Intervention and support from Staffordshire Educational Psychology Service and other EP's.*

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Teaching, Learning and Support

- *Where additional funds are required to secure resources, the school will endeavour to cover costs but if this is not available then additional funds will be requested and or applied for appropriate sources*

How will you and I know how my child or young person is doing? (IRR)

Ongoing assessment and identification of needs.

- *There will be academic tracking, based on subject progress data provided by teachers every half-term.*
- *Baseline tests will be reviewed each term or when deemed appropriate to review progress.*
- *Key workers will conduct, at the minimum a weekly check in with all parents and carers to share any information and address any new concerns.*
- *A written 'Progress Report', collecting the views of teachers and progress data, published for each student every term alongside a student review day with parents and student invited into school (to include review of PLP's).*
- *Ongoing professional observation, shared daily during morning and afternoon briefings. These are an important information sharing tool and enable all staff to gain a deeper understanding of students and their families.*
- *Close collaboration with any professionals or agencies involved with the student and their families.*
- *All plans and concerns are communicated to the families and KSSS offer an 'open door' policy to all families and carers and their professional agencies to make positive connections and empower them on their journey.*

How will you help me to support their learning? (IRR)

- *During family meetings it will be discussed how families can support their children at home. Further support and resources will be provided if required.*

How do we consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)

- *Kettlebrook's ethos is child centred and ALL students are encouraged to discuss their concerns with staff on a daily basis to help deepen connections.*
- *All students on the main site have keyworker time every morning where in addition there is breakfast available. This time is essential to student well-being, the students are encouraged to discuss any concerns and if concerns are raised these are passed on to the relevant team in school, safeguarding, SEN etc.*
- *Students at our smaller satellite site often have 1:1 sessions with staff and the SENCO visits regularly.*
- *During induction students have at the very minimum one 1:1 session with our SENCO. Additionally, all students know that the SENCO offers an open-door policy to discuss any concerns.*
- *All students are encouraged to speak to whichever member of staff they feel comfortable with. The school site is very small and students have the opportunity to see any member of staff most days.*

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Teaching, Learning and Support

- *This is in addition to Student Review days at the end of most terms.*

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (IRR)

- *As above student progress is constantly monitored through discussions with staff, students and families.*
- *All progress data is reviewed half termly and parental progress reports are shared on student review days with the families, students and external agencies.*
- *Additionally, families with students with EHCP's will be invited to either attend or contribute to the Annual Review process.*

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Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- *Parents are asked to call the school as soon as possible if a concern has arisen within the community.*
- *Our pastoral/behaviour lead or a member of SLT meets all students in reception in the morning and ensures that they leave safely at the end of the day. Moreover, this time offers the opportunity for any parents or carers to discuss any concerns with staff.*
- *Students are asked to hand in all phones, vapes etc before they enter the main body of the school. The students are then scanned using a security wand to ensure theirs and their peers' safety. In this way we all remain safe and they are getting used to examination procedures and the world of work.*
- *Students are encouraged to spend breaks and lunches in our canteen where there are always staff available. Additionally, there are also staff around the corridors and if the students are outside taking part in sports they are fully supervised at all times. Moreover, there are also quieter spaces available, again with members of staff to supervise.*
- *During lesson change over staff members are with our students. There is also CCTV throughout the building and most of the grounds, (under GDPR only named senior leaders can review the CCTV).*
- *During school trips we tend to have a higher than average staff to pupil ratio, often with 2 members of staff per 3 pupils on average. The school uses EVOLVE to support outside the classroom learning experiences and RPA insurances etc.*

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

- *As the whole school offers an 'open door' policy to parents this also applies to all students. ANY member of staff is available to talk to and this will then be passed onto the SENCO/ safeguarding team or SLT if required. The SENCO also offers an 'open door' policy in her office and this is a quiet space where students feel comfortable to talk or sit quietly.*
- *As above the students are encouraged to talk to staff and if an issue arises it is addressed immediately and shared with families. This could include restorative conversations/conferences, intervention around friendships and empathy.*

Safety and wellbeing

- *If appropriate, buddy systems are put into place to encourage peer support and friendships.*
- *As mentioned above, the students are asked to complete a personal iceberg and a PRU SEMH baseline during induction to encourage self-esteem and confidence, this is then monitored periodically throughout the year and appropriate interventions put into place by either the SENCO, trained school staff or outside agencies if deemed necessary.*
- *At KSSS we also offer an enhanced PSHE provision where friendships, social skills and other relevant topics are re-visited on a regular basis or when needed.*
- *If the wider family need support we regularly make referrals to outside services such as the Early Help Team.*
- *All students have access to the on-site school counsellor and nurse.*
- *Please refer to the policies section on the website: [Policies](#)*

How will you manage my child or young person's medicine or personal care needs?

- *At KSSS we have trained First Aiders who administer medicines on school site – please refer to the policies section of the website: [Policies](#). Administration of Medication & First Aid Policy. Basically, First aid is offered & administered, recorded, parents/carers informed if it is a head injury or needing NHS medical attention etc. These forms are monitored by SLT and Governors and if severe recorded and logged on SCC My H&S for further monitoring etc. All medicine is stored in individual sections of a locked first aid boxes in restricted areas of school.*
- *As a Pupil Referral Unit, KSSS is unlikely to have students who need personal care, but if it does then staff will be trained to undertake it and it would be recorded, shared with parents/carers and monitored by SLT etc as above.*
- *If a student needs to take time off school to attend a medical appointment etc – then we request parents/carers to provide the information and attend. As a direct result of medical intervention – then school will assist in supporting this if we can. E.g. train staff to use EpiPen's etc.*
- *If a student is needing a care plan then KSSS works closely with the student, family and health professionals to design an individualised care plan that is regularly reviewed as directed by the health professionals. This is shared with staff and again if staff need training to receive it to support the care plan.*

What support is there for behaviour, avoiding exclusions and increasing attendance?

- *At KSSS we are a relational and restorative school and we provide emotional regulation, conflict resolution and restorative conversations/conferences and a fully personalised approach as standard practice.*
- *Additionally, alongside the enhanced PSHE curriculum we also have a highly qualified staff team to deliver additional interventions such as ELSA.*
- *Our staff team are all trained in Circle of Adults interventions which are a solution focussed tool. During this all staff are involved with creating a fully personalised approach to trying to understand and support our students.*
- *Behaviour and attendance team (BATS)- weekly welfare visits*
- *SLT review provision for some students on a weekly basis.*

Safety and wellbeing

- *As above we also refer to outside agencies if required.*
- *Please refer to the policies section on the website: [Policies](#)*

How do you support children who are looked after by the local authority and have SEND?

- *We have a Designated teacher for Looked After Children Mrs Jefferson who is also Head of School.*
- *All professionals and carers are encouraged to keep in close contact with the school.*
- *For students who are reluctant to attend meetings, KSSS offers the use of the school in order for the student to feel more at ease.*
- *A member of staff from KSSS attends all PEP's.*
- *An extensive team of DSL's to support positive safeguarding on & off site.*

Working Together

Who is involved in my child's education?

- *All teaching staff will be involved in your child's education at Kettlebrook, we are a small school and all staff teach all students. This is alongside close liaison with the SENCO and the Senior Leadership Team.*
- *Contact details are:*
SENCO: jeanette.mansell@kettlebrook.staffs.sch.uk
Executive Headteacher Mrs Rogers: headteacher@kettlebrook.staffs.sch.uk
Head of School: kerry.jefferson@kettlebrook.staffs.sch.uk
Keyworkers and other members of Senior Leadership can be contacted via receptionist@kettlebrook.staffs.sch.uk

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- *All relevant information is shared in staff briefings at the beginning and end of every day.*
- *Reports etc from professionals are shared via email, planned inset sessions, conversation and pinned to the student's profile on Arbor.*
- *A Needs Iceberg, pen portrait and PLP are also shared in the above way.*

What expertise do you have in relation to SEND? (IRR)

- *At KSSS we are a recognised Attachment and Trauma informed school since 2020, we are an IQM flagship school since 2018, we are an Emotion Coaching and Restorative Practice school, a member of Attachment Research Community (ARC) and an ADHD friendly school and ALL of our staff have taken part in the above training.*
- *All staff receive on-going training in the above and in all areas of SEN either from the SENCO or outside facilitators.*
- *Our training programmes tend to be personalised to our cohort and any pertinent current issues. These include but are not exhaustive: supporting self-harm, prevention of knife-crime, communication skills, speech and language etc.*

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)

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Working Together

- Educational Psychologists-. Students are generally referred to this service by the SENCO or by the student's original school.
- Access to our School Councillor (funded by the LMG)
- Child and Family Mental Health Services (CAMHS)
- Health Services i.e. school nurse
- Autism Outreach Team
- Speech and Language Services
- EHA team / Malachi
- Tamworth safeguarding
- Catch 22- A service that helps with missing episodes, students at risk of criminal or sexual exploitation
- 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)
- Midland Psychology Services
- Staffordshire T3 (substance misuse team)
- Staffordshire Youth Offending team

Who would be my first point of contact if I want to discuss something?

- Your child's keyworker is your initial point of contact. They will contact you at least once per week but please contact them sooner if you feel that you need to. Their contact details will be shared with you once your child's keyworker group has been conformed. If you need to contact anyone at the school before this please contact **receptionist@kettlebrook.staffs.sch.uk** or call **01827 312840**.

Who is the SEN Coordinator and how can I contact them? (IRR)

The SENCO is Ms Jeanette Mansell contact details are: jeanette.mansell@kettlebrook.staffs.sch.uk

What roles do your governors have? And what does the SEN governor do?

Our SEND/LAC etc governor is Mrs Jane Gentles a retired SENCO and specialist assessor. Mrs Gentles monitors all SEN provision and regularly visits the school.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

Working Together

- *As stated throughout this report our students are at the centre of our decision making and their voice is encouraged from the very first induction meeting and our overriding ethos is that relationships with our students and their families is our most important aim.*
- *During induction there are a number of ways that we ensure that the students voice is heard and produce a series of needs-based documents that are created in collaboration with the student. These include a personalised Iceberg, a Strengths and Difficulties questionnaire, a PLP amongst others.*
- *Students are encouraged to voice any concerns to any member of staff but, in particular have timetabled keyworker time every morning.*
- *In addition, both SLT and the SENCO offer an open-door policy to all of our students*
- *In KS4 the students have a number of 1:1 meetings with our Careers Advisor who also liaises with families.*

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

At KSSS we have an 'open door' policy and welcome all parents/carers (& professionals who are working with our families) to come and discuss their child and or their concerns. We work in full partnership with them. In addition to our open-door ways of working, we have regular Performance Review Days to discuss their child's academic and social progress and their next steps along their learning journey. As a PRU, we have a Management Committee of Governors where a parent/carer can be elected onto this Committee.

What help and support is available for my family through the setting? (IRR)

- *Staff and families work closely at KSSS and families are encouraged to share any concerns with staff. If needed and agreed staff can also make referrals to outside agencies for support such as, Malachi.*
- *Where appropriate the school will endeavour to help families with any forms and paperwork.*
- *If the student requires travel assistance this will be applied for by KSSS.*
- *The most appropriate member of staff will assist with any of the above as staff have different specialisms.*

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- *KSSS is an IQM flagship school and our Executive Headteacher is an IQM assessor, as such, inclusion is at the core of any offer at our school*
- *All of our students can attend all of our extra-curricular activities regardless of any SEND.*
- *As with any activities at KSSS, any extra-curricular activities will have a high staff to pupil ratio and the students SEMH needs will be taken into account for any activity offered.*

Provide details of the physical accessibility of the setting IRR

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Our building is a small Victorian Primary School and as such there are different levels on the ground floor, we do however have wheelchair ramps if required and there are accessible toilets available on the ground floor. We do not have a lift to the first floor.

Are disabled changing facilities available? Yes

No

Details (if required)

Are disabled toilet facilities available? Yes

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Inclusion & Accessibility

No

Details (if required)

As above Accessible toilets are available on the ground floor

Do you have parking areas for pick-up and drop-offs? Yes

No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes

No

Details (if required) N/A

How accessible is the setting's environment? IRR

- *Link to Accessibility Plan: [Additional Educational Needs and Accessibility](#)*

What forms of communication does the setting use to ensure inclusivity? IRR

- *If parents/carers have EAL we will try our upmost to provide a suitable translator for key meetings.*
- *Equality of access to the curriculum for all students, including those for whom English is an Additional Language is important at KSSS and is a whole-school approach. We ensure a learning environment that encompasses a varied range of teaching and learning strategies, multicultural resources and a whole school wider curriculum that embraces a range of world cultural events.*
- *We recognise the importance of home language.*
- *As described above we have strong home and school links.*

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Inclusion & Accessibility

- *We offer a rich curriculum that is often adapted to be relevant to our current cohort.*
- *At induction we will always encourage parents and carers to share their preferred methods of communication. This could be phone calls, emails, letters or text.*

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Joining and moving on

Who should I contact about my child or young person joining your setting? (IRR)

KSSS is a Staffordshire County Council Pupil Referral Unit and so can only be admitted at the direction of the LA – usually as they have been permanently excluded etc or by agreement with the home school in the school's district for a set period of time.

KSSS work's closely with its home secondary schools in its district which can result in Managed Moves – if it is suitable and both schools agree. KSSS, as a Quality in Career Standards school – work tirelessly to enable students to move onto their chosen POST 16 placement.

How can parents arrange a visit to your setting, school or college? What is involved?

- *As we are a referral only setting we do not offer traditional open days but, both students and families are required to attend a pre-admissions meeting where a tour of the school will be arranged.*

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)

- *Our induction process is outlined above.*
- *All of our students undertake up to a 2 week induction period where they will have the chance to meet all staff and if appropriate begin to meet other pupils. After this period the Headteacher, SLT and the SENCO will, in close collaboration with the student, families and professionals set out a plan moving forward.*
- *When our students move on to another provision a full handover will be undertaken between KSSS staff and the student's new provision. This could include accompanied visits to the new setting.*
- *All appropriate information will be passed on to the student's new provision in order to fully prepare the setting to meet the students needs.*
- *As stated above, at KSSS we endeavour to offer Work Experience and or access to vocational studies at KS4.*
- *We will always endeavour to offer travel training if required.*

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Joining and moving on

- *At KSSS we have a dedicated Careers Advisor on our staff who is there to advise on post 16 provision, possible careers, help with applications and interview preparation.*

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

- *For students with an EHCP there will be a designated SEND keyworker at the local authority.*
- *KSSS can refer families to other outside support agencies such as, Malachi, the Early Help Team, mental health services etc.*
- *Staffordshire's Special Educational Needs and Disabilities Information, Advice and Support Service provide free, impartial, confidential advice and support around Education, Health and Social Care and supports parents and carers of children and young people with SEND (0-25) and also children and young people with SEND.*
<https://www.staffs-iass.org/home.aspx>

When was the above information updated, and when will it be reviewed?

February 2024.

This report will be updated by February 2025,

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at **www.staffordshireconnects.info**

What can I do if I am not happy with a decision or what is happening? *(IRR)*

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Additional Information

- 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, Mrs Kerry Jefferson. 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 Mrs Kirsty Rogers and then if required, 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 2014 Code of Practice for SEND.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Type of Setting (tick all that apply)

- | | | | | |
|--|--|--------------------------------------|---|----------------------------------|
| <input type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input checked="" type="checkbox"/> Other (Please specify below) | | | | |

Pupil Referral Unit

DFE Number: 860 1109

District

- | | | | |
|------------------------------------|------------------------------------|---|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input checked="" type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range 11-16

Number of places: funded to have up to 60

Which types of special educational need do you cater for? (IRR)

- | | |
|--|---|
| <input type="checkbox"/> inclusive mainstream school | <input type="checkbox"/> special school |
|--|---|

Additional Information

Offer specialisms in. Pupil Referral Unit

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input checked="" type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment: KSSS caters for all those students that have been permanently excluded in the district of Tamworth.

- | | |
|--|---|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input type="checkbox"/> Sensory room/garden | |