



Kingsmere School

Unique Resilient Unstoppable
Prospectus
2020 -2021

WELCOME TO KINGSMERE SCHOOL.

Kingsmere School is a small independent school. The school is an education provision for boys aged between 11 – 16 whose primary need is predominantly behavioural, emotional and social difficulties but who also may have a range of associated complex needs such as attachment disorders and other conditions within the autistic spectrum.

Kingsmere School provides an effective provision providing small group or 1to1 education and a carefully structured education programme. The integrated approach is especially beneficial for pupils who may struggle for a range of reasons to adapt to and engage with a mainstream or special school education.

A stable, calm and caring environment combined with high staff to pupil ratios ensures that every pupil at Kingsmere School has the opportunity to develop their ability, share new experiences and reach their full potential in a secure and safe environment.



Our Ethos

At Kingsmere we want every student to be given the opportunity to become aware of themselves as individuals with their own ambitions needs and abilities. Not only recognising differences in each other and accepting them but also understanding this may lead to different expectations but ones which are always fair. We encourage students to be supportive of each other and to help create a caring and nurturing community. While learning and academic progress is expected of all within the school; we recognise that in order for a young person to make this progress meaningfully they need to have developed their self-esteem, confidence and to feel safe and happy in their learning environment. We want our students to develop and move forward as independently as possible whilst celebrating their social and academic

Our Aims

We recognise that to deliver the values ethos of Kingsmere School it is important that the school is a true community with every member working together to bring about individual success. To this end every part of the community has an intrinsic part to play.

Our Students

While following the national curriculum students have individualised learning pathways to encourage, challenge and develop their particular needs and interests.

Pathways are informed by academic attainment, career choices and personal development needs.

To embrace the diversity and richness of their environment educational visits are organised. These are important in creating a better understanding of the world they live in and in the future will study and work in.

Due to the range of subjects taught and the diverse workshops delivered by different agencies, students are exposed and encouraged to consider and discuss a wide variety of themes and topics.

Personal and mutual respect underpin every aspect of the school community and at the heart of this is 'Pupil Voice' where the majority of decisions about the school community are made from academic to social, pupils and staff together agree on changes and innovations.

With the support of the community students are helped to develop and grow in confidence and self-reliance and with this taking on more challenges.

All student pathways lead to college, while students may change career choices the projection from their arrival is a successful transition from school to college and then to a fulfilling career.

Lynne Keating - Head of School

Young people are taught in small classes usually comprising between 2-4 students.

Groups of 3 or more have at least one LSA.

All members of staff are committed to ensuring that the students make progress in their learning.

They are also committed to the spiritual, moral, social and cultural development of the students.

Admissions

The school provides places for up to 12 young people aged 11 to 16 years.

The school is non-denominational and has a secular ethos but respects the cultural needs and religious beliefs of all.

The young people attending the school will have come from a variety of settings before coming into the residential setting. They are referred to the school from the Local Authorities.

The majority of pupils at Kingsmere School will have a Statement of Special Educational Need / EHCP of social, emotional and behavioural difficulties including autistic spectrum disorders (ASD), attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD). However some pupils will not have statements / EHCPs but are unable to engage in mainstream education due to other reasons.

Admission Criteria

Admissions to Kingsmere School are all on an individual basis and are dependent on a detailed assessment of individual needs and our ability to meet those needs.

- Young people will be aged between 11 and 16 years.
- The school is specifically focused on the education of young people who are at risk from permanent exclusion, high risk behaviours and other factors that can impact upon the education of the student.
- We only admit young people whose places are funded by a UK authority.

Admissions Process

- Admission into the school is through a referral for a care placement with the Priory Group or for non-care placements directly through referrals for day placements from Local Authorities. Where necessary. A transition plan will be implemented to enable the young person to have a gradual introduction to education. This is after all consent forms have been received and an individual risk assessment written.
- Baseline assessment will take place within the first couple of weeks of joining the school.

The behaviour of students is continually assessed in class and managed through behaviour management systems underpinned by the education. All staff are trained in Team Teach 'positive handling' physical intervention techniques.

We believe a meaningful educational experience is one of the best ways to ensure that young people move confidently into adulthood and we expect every young person to actively engage in school.

Equal opportunities and the values of the school

The school is committed to a policy of equal opportunities for all young people, staff and others who come into contact with the school regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should feel valued and able to participate fully in the life of the school.

Student Participation SMSC

The development of students is supported by a holistic curriculum which is broad and relevant and ensures students have clear grasp of fundamental British values. Students make excellent progress in a spiritual and moral sense and feel safe and valued in the school. This is evident from their participation and involvement in all aspects of school life through Pupil Voice, which all students and staff attend. Any changes or additions to the school are first spoken about at Pupil Voice. If students have requests or wish to change anything about the school it is discussed and voted on at Pupil Voice. Due to their participation in what happens within the school students have a strong sense of ownership and pride in the school.

The Curriculum

The school's curriculum is broad and balanced and includes all of the statutory requirements of the National Curriculum. There is a particular emphasis on core subjects and on personal skills so as to address significant gaps in previous learning. All students are assessed on arrival enabling IEP to be made, which focus on gaps and weaknesses in their education. Progress is tracked from these baseline assessments and by both regular classroom assessments and external exams and qualifications.

Key stage 3

Learning takes account of the particular barriers and vulnerabilities of each learner. The balance between cross-curricular and subject-specific themes will depend on the engagement and interest of the learner, but assessment and tracking will in all cases relate back to National Curriculum progression. Where appropriate, early entry into accredited programmes such as Functional Skills from Entry level upwards, will be arranged in order to re-engage and motivate.

Key stage 4

At Key Stage 4 students have the opportunity to follow a more flexible curriculum. Academic qualifications are offered via Entry Level and GCSE examinations in a range of subjects. Vocational qualifications are also made available.

Careers education and guidance

All pupils have a CEIG class once a week. This is reinforced by aspects of the PSHE programmes as well as through cross-curricular learning opportunities. Students will access Work Related Learning / World of Work wherever possible.

Curriculum Subjects

A structured timetable is followed and subjects covered include:

Core subjects; English, Mathematics and Science, IT& Computer Studies, Humanities, Art, D.T and Food Technology, Citizenship as well as PE at the local Sports Centre.

Kingsmere School offers opportunities for students to gain qualifications, achieve new skills and develop new, confident attitudes to living and learning. We also readily access local mainstream colleges through partnership links to provide access to vocational and academic courses off site.

Reporting Student's Achievements and Progress

Our focus is to support all learners to make gains in their learning. Throughout the year progress is tracked in all subjects and targets set bi- termly in Individual Education Plans. Parents /Carers are sent Bi-termly reports informing them of progress in both academic subjects as well as their social development and contribution to the school community,

The school acknowledges achievements at all levels, whether in lessons or in particular activities or actions of the student and we will celebrate these events with parents/carers.

Each student in the school will have a student file which provides parents/carers with information about their child's progress. If they are at all concerned about anything to do with their child in relation to his/her progress then they are encouraged to contact the school. We seek to track and celebrate progress both in terms of academic subjects and in terms of personal development.

The school will provide parents/carers with an annual written report of the progress and attainment of their child in the main subject areas taught, except where a parent has agreed otherwise.

The School recognises the need for an education offering creative programmes for young people who require extra care and support in their pastoral and academic situations.

All students who entered for qualifications in the academic year 2017 – 2018 gained them in both English and Maths.

Progress 2019 -2020

Student Exam Results

100% Of the 10 students have taken exams

90%

Passed Exams

10%

Achieved Entry1&2 in English and Maths

20%

Achieved Entry3 Mathematics & English

20%

Achieved Functional Skills Level 1 in English and Maths

20%

Functional skills Level 2 Mathematics and English

20%

Achieved in English and Maths GCSEs

All students have made progress ranging from 1year to 2years from baseline assessments taken on arrival in Spelling, Reading, English and Mathematics.

Special Educational Needs

The School is responsible for ensuring that students with Statements and EHC Plans receive their curriculum entitlement. Students requiring additional support with literacy and numeracy will have targeted learning plans including access to an intervention programme designed to increase their functioning levels.

Individual education plans (IEPs) define clear targets and goals at each stage of the programme to address individual needs as outlined in the Statement of Special Educational Need. Individual plans are reviewed every six weeks to ensure that progress is realised according to the individual's targets, with support being provided at every stage. The Statement of Special Educational Need/EHCP is reviewed annually with the local placing education authority.

Drug Education Policy Statement

Drug Education is part of the KS3 and KS4 curriculum. Within PSHE and Science the following elements of drug education will be taught:

- How the misuse of solvents, tobacco, alcohol and other drugs affects health
- That the body's natural defences may be enhanced by immunisation and medicines
- How smoking affects lung structure and gas exchange
- The effects of solvents, tobacco, alcohol and other drugs on body functions

Religious Education Statement

Religious Education is drawn from individual lessons, schemes of work and mindful of all types of religion within a multi-cultural society. The school aims are to:

- Acquire and develop knowledge and understanding of principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them
 - Reflecting on their own beliefs, values and experiences in light of their studies
 - Develop a positive attitude towards living in a society of diverse religions

We respect the right of parents who may wish to withdraw their child from any activity that involves actual religious worship and this will be discussed as part of the admissions process.

RSE

The updated Government guidance and regulations on the teaching of Relationships and Sex Education [RSE] should become mandatory from September 2020. In response to this the school has put in place a RSE curriculum which will be part of the PSHE programme.

English as an Additional Language (EAL)

The school welcomes and values the cultural, linguistic and educational experiences that students with EAL bring to the school. We implement school wide strategies to ensure that EAL students are supported in accessing the curriculum. Our aim is to help EAL students to become confident and fluent in English, where possible, in order to be able to fulfil their academic potential. We seek appropriate help where a student does not have sufficient command of spoken or written English to enable them to engage with learning and other adults. Young people learning EAL will be part of the whole class sessions and will benefit from a range of teaching strategies that should enable them to participate at their own level.

Bullying

Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour which is deliberately hurtful and frightening and can include both physical and verbal forms. All young people need a safe space in which to develop physically, emotionally and psychologically. A safe place where they can learn, play and socialise. We aim to create an environment that does not tolerate the oppression of one person by another and where both victims and bullies are fully supported.

Our Anti-bullying Policy & Procedures outlines what the school will do to prevent and tackle bullying.

Management of behaviour

We aim to promote good behaviour through a supportive and consistent approach across the curriculum and school day, based on the needs of our students. We do this through the use of positive encouragement, reward and incentives, rather than the imposition of consequences. Our approach is to ensure that students with challenging behaviours are cared for in ways which are sensitive to their needs and to provide safeguards for teachers/ LSAs charged with this responsibility. It is not permitted to use corporal punishment under any circumstances, nor any other consequences which convey disrespect and disregard for the student.

Very occasionally, physical intervention may be required to make a young person safe. This is a last resort when it is absolutely necessary to prevent serious harm to people, serious unrest or damage to property. Our staff are fully trained and certificated in physical intervention techniques approved by Priory Group. Team-Teach training is affiliated to The General Services Association and its courses have been (2006, 2009, 2012) accredited by the British Institute of Learning Disabilities and The Institute of Conflict Management (2015)

However, since the school opened in January 2016 no physical intervention has been necessary.

Exclusions

In only exceptional circumstances will a student be excluded. The decision to exclude a student either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies that have been unsuccessful. No students have been permanently excluded since the school opened. Our preference is always to work with carers and the placing authorities where a placement is experiencing severe difficulties.

If a student is excluded, work will be provided, where possible for them to complete in the home during their absence from school

Rewards and Consequences

We aim to assist our students to regain control over their lives. Students learn to trust staff members because of these consistent responses. Students will be actively involved in identifying some of the behaviour they wish to change and receive informal feedback on a daily basis and formal feedback through a weekly an individual tutorial.

A school currency has introduced as well and supports behaviour management, a reward system and incentive scheme; which has proved successful in helping students to be conscious of their behaviour and attitude to learning. 'Krowns' are earned on a class by class basis. There is an afternoon assembly when the Krowns earned during the day can be given and the day in general discussed. Krowns are banked weekly and students take it in turns to be the banker, supported by a member of staff.

How Krowns are earned

	Per Lesson	Per Day
Attendance	1 Krown	5 Krowns
Attitude to learning to Learning	Up to 4 Krowns	20 Krowns
Behaviour	Up to 4 Krowns	20 Krowns
Discretion reward for kindness. Helping others, or outstanding behaviour	Up to 3 Krowns	3 Krowns
Maximum number of Krowns	9 Krowns x 5 lessons + 3 discretionary Krowns	45 Krowns + 3

How Krowns are valued

	4 Krowns	3 Krowns	2 Krowns	1 Krown	0 Krowns
Attendance				The student arrives on time and attends the class	Non attendance
Attitude to learning to Learning	The student works hard and is focused in order to complete the work set.	The student works hard and is focused for most of the lesson and the majority of the work is complete to the desired standard	The student has completed the majority of the work set. The standard of work is inconsistent as is the presentation.	The student's focus and participation is poor and some work is complete.	There is a lack of real effort and focus and no work or very little work is complete
Behaviour	All staff and other students are treated with respect and classroom expectations are met	Meets classroom expectations for most of the lesson but may need regular prompts and reminders	Majority of the lesson restless and needs constant 1to1 support to complete the work	The student has difficulty following expectations and instructions but may do so for some of the lesson	None of the latter is met

Health & Safety

Kingsmere School operates within the overall statement of Health and Safety Policy, Organisation and Arrangements of Priory (the Priory Health and Safety Policy), which specifies the arrangements for the management of Health and Safety throughout Priory operations.

The school has an Educational Visits Policy and Procedure that complies with National Guidance.

Safeguarding

Kingsmere School recognises that in order for children to develop, they require an environment that promotes self-esteem, confidence and provides support through positive relationships. We will always work in a proactive manner to protect and safeguard their welfare. Kingsmere School will therefore;

- a) Establish and maintain an ethos where pupils feel safe, secure, and are listened to, and encouraged to talk.
- b) Actively ensure that pupils know that the adults in the Community can be approached if they are worried or are in difficulty.
- c) Include in the curriculum activities information, which will equip them with the skills, they need to stay safe from abuse or harm.
- d) Ensure that wherever possible every effort will be made to establish and maintain effective working relationships with parents and professional agencies.

It is essential that all of the children within in school are protected from abuse and harm. The child's welfare is paramount in all of our work and this will be reflected in the way in which we are safeguarding the child's welfare. This means that in all of our work we are aware of the possibility of abuse occurring and are proactive in ensuring that such things do not occur within our establishment. Our responsibility is to keep children safe at all times. Every member of staff has a statutory responsibility to safeguard the rights of the children in the care of Kingsmere School.

A copy of the school's Safeguarding Policy is available from the school

Having a Voice.

There will be times when students and carers or placing authorities will want to give us feedback about our school and we will always be happy to hear from you. Please feel free to tell us what we are doing well or if we are not meeting expectations. You can contact the school via the details on the back of this prospectus.

Our Complaints Procedure is available if you wish to take your complaint further or feel you cannot discuss the issue with the school.

For the Academic year 2019/20, we have had 1 complaint.

Policies available to you

The following policies and procedures are available from the school or in printed format or electronically on request free of charge.

Admissions

Marking

Behaviour Management

Curriculum

Complaints procedure, together with details of the number of complaints registered under the formal procedure during the preceding school year.

Equality

Health and Safety

The number of staff employed at the school, including temporary staff, and a summary of their qualifications.

Health and Safety of Students on the school site and on education Visits

Preventing Bullying

Safeguarding

Particulars of educational and welfare provision for pupils with a statement of Special Educational Needs and for whom English is an additional language

Exclusions

Particulars of academic performance during the preceding school year, including the results of any public examinations

Staff

Summary of staff qualifications: see attached document – staff profiles

Term Dates

See separate term date summary

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