
Kingsbrook School

'A unique service for unique young people'

SEND Information Report

Kingsbrook School

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Kingsbrook School's Special Educational Needs and Disability (SEND) Information Report

The aim of Kingsbrook School's support for students with SEND is to identify and support students to make the best possible progress academically, socially, emotionally and to maintain their overall wellbeing. Kingsbrook School works hard to be as inclusive as possible and wherever possible, the needs of students with a wide range of SEND are met within our specialist setting.

1. What kinds of special educational needs does Kingsbrook School provide for?

At Kingsbrook School we have an inclusive ethos. We aim to ensure that strategies and support are in place to enable all students to access our broad and bespoke curriculums and extra-curricular opportunities to the fullest extent possible. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background and make reasonable adjustment where needed to ensure all students achieve the best possible outcomes.

Education staff at Kingsbrook School have experience of providing for a range of SEND including:

- cognition and learning needs such as dyslexia
- communication and interaction needs such as high-functioning Autism
- social and emotional wellbeing, and mental health (SEMH) needs
- Medical conditions
- sensory needs

2. How does Kingsbrook School know if students need extra help and what should a parent/carers do if do if I think their child may have special educational needs?

All students who have an Education Health and Care Plan can attend Kingsbrook School. Once a student has started Kingsbrook School they will undertake formal and informal assessments by both the education team and the therapy team. As per Kingsbrook School's admission procedure; a new student's EHCP will be reviewed within six weeks from their start date. Any new identified needs noted by either the education staff, therapy team and parents will be formally recorded within the initial EHCP review for their existing EHCP to then be updated by the local authority.

The following assessments are conducted:

- WRAT 4 Baseline to assess functioning age for reading, spelling, sentence comprehension and maths computation.
- CAMHS Progress Profile Grid (assessment as to the impact mental health has upon a student's ability to engage with their learning)
- VARK (ascertain preferred learning style)

- SDQ

Depending upon the WRAT 4 outcome, students are placed onto intervention programmes to increase their existing functional age. WRAT 4 is repeated termly thereafter to ascertain progress and review existing intervention programmes.

A student's mental health and the impact this has upon their ability to engage with their education is tracked on a weekly basis and targets are set to improve mental health and therefore improve upon a student's engagement with their learning.

Once a placement has been secured for a new student; before their official start date, a copy of their EHCP will have been received and this is further broken down into a document called an EHCP Summary. EHCP summaries specify the student's needs and provision required to include resources and this document is used to ensure every need can and will be met once the student starts.

3. How will you and I know how my son/daughter is doing?

Kingsbrook School communicates regularly with parents/ carers about the progress of each student. This is done via termly reports from both the class teacher and the individual therapists. When a new student starts the enrolment paperwork includes a preferred communication option list and parents can choose to receive a weekly school synopsis email, a home/school communication book or we can email a student's daily record sheet. Exceptions are made for parents/carers who have literacy difficulties and they are offered a weekly school synopsis telephone call.

The Head of School promotes an ethos of open communication between parents and carers at any time should there be concerns or questions with regards to their child. The Head of school can be contacted via:

Email: ursulacastillo@aspriscs.co.uk

Telephone: 01953 852303

4. How will the curriculum be matched to my child's needs?

After a student's initial assessment period a document called a student analysis is completed. This indicates a student's current functioning levels, their ability to engage with their education and their projected educational pathway. This then informs which of the five curriculum pathways would then best meet a student's needs to achieve their aspirational pathway. This is further bespoke to include short courses in areas of interest and/or aspirational careers. Based upon WRAT 4 outcomes, students are placed onto intervention programmes that are reviewed each term and adjusted accordingly based upon the next WRAT 4 assessment data. All lessons are differentiated for each student as needs require and EHCP's dictate. As well as using their own professional knowledge, teachers are supported by the SENDCo. Where it has been identified that a student may require additional assessments or input from an Educational Psychologist, these are sourced through Kingsbrook School's Clinical Lead who also oversees the therapy team. Staff are provided with additional training through the learning portal provided by Priory, through weekly twilight training sessions,

INSET Days and via the individual therapists. Outside training providers are also utilised where a specific training need has been identified and/or requested by a member of staff.

Kingsbrook School works in line with the plan prepared under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan) for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

5. How will Kingsbrook School staff support my child?

All teachers are told about your child's individual needs via their Student Learning Packs prior to their arrival to Kingsbrook School. Within the Student Learning Pack is all the information required to enable staff to meet your child's needs and adapt their teaching accordingly. The Student Learning Pack is added to further as your child will complete the assessments during their early weeks as a new student. Teachers and Learning Support Assistants have experience or are trained in meeting the needs of students with SEND to include mental health needs. Further concerns regarding a student's progress is brought to the attention of the Head of School/SENDCo. Kingsbrook School maintains a high staff to student ratio and class sizes are kept to a maximum of four students. In addition to the Teacher, there will be one Learning Support Assistant to two students. Students who have been identified as requiring a full 1-1 will be requested by the Head of School/SENDCo through the EHCP review process. Exam adjustments will be applied for, for formal exams, (e.g., the application of rest breaks; extra time; readers; scribe).

6. How is the decision made about what type and how much support my son/daughter will receive?

As all students who attend Kingsbrook School are required to have an EHCP, every student is placed onto the SEND register. The EHCP summary specifies exactly the level of support and frequency your child requires.

7. How will my son/daughter be included in activities outside the classroom including physical activities and Kingsbrook School trips?

Kingsbrook School endeavours to be as inclusive as possible and curriculum enrichment activities are offered to all students. All off-site activities are risk assessed to protect the health and safety of participants. Decisions are made upon the safety of a student being able to access off-site activities as a result of behaviour, either prior to the planned off-site activity or in general as their individual risk assessment specifies. For this reason Kingsbrook School will, in addition, to off-site enrichment activities, source 'in school' enrichment activities so that those deemed to be unable to access off-site curriculum enrichment activities safely can still access this in school. Every effort is made to enable all students to access off-site curriculum enrichment activities such as providing additional staffing for the trip and an additional vehicle in case a student becomes unsafe and it is deemed in their best interests to return to school.

Lunch time activities are available to all students and these include, arts and crafts, sport, board, games music and animal therapy.

8. What support will there be for my son/daughter's overall wellbeing?

Kingsbrook School considers student wellbeing to be of the utmost importance and there is a strong nurture ethos to include a specified nurture group. As a therapeutic school a student's mental health and emotional well-being is continually being tracked and monitored. Kingsbrook School has a therapy team overseen by our Clinical Lead Dr Peter Cliff. All students have access to Counselling, Art Psychotherapy, Occupational Therapy and Speech and Language Therapy. Students are offered 1-1 sessions and group sessions to support their development of social skills and verbal interaction/ conversations with others. The Head of School and the Curriculum and Learning Coordinator form the pastoral support to not only students but also their families as it is understood the well-being of families can but only have a positive impact upon the student themselves.

9. What training have the staff supporting children/young people with SEND had?

Half of the staff team have previously worked in a CAMHS Hospital school providing a high degree of knowledge, experience and understanding as to how to meet the needs of students with mental health difficulties.

All staff are required to complete a Level 2 Understanding Mental Health Course.

Additional mandatory training is completed by all staff to include the following:

- Understanding ASD
- Understanding Behaviour That Challenges.
- Understanding Self-Harm
- Working with SEND
- Team Teach

Additional training is provided by the senior leaders and the therapy team to include:

- Proprioception
- Attachment
- Transference and Countertransference
- Specific mental health conditions
- Sensory Processing Difficulties

Selected staff members have completed the following training:

- Nurture Practitioner
- Animal Assisted Therapy

Any new student to Kingsbrook School with a diagnosis or need that has previously not been worked with of is familiar to the staff team then specific training upon the need or diagnosis is provided prior to the new student starting.

10. How accessible is Kingsbrook School?

Kingsbrook School works in line with the plan prepared under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan) for:

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

Kingsbrook School is a single level building and ramps are available for wheelchair users for ease of movement over the external doors.

11. How are parents/carers and students themselves involved in Kingsbrook School?

There is close liaison between Kingsbrook School and all parents/ carers. Parents/ carers are provided with either a daily or weekly synopsis of their child in school. A detailed termly report is sent to all parents/carers and during the EHCP review process parents/carers are encouraged to attend and provide their views; this is the same for the student concerned.

Students complete a weekly keyworker sheet where they are encouraged to provide their views as to how their week in school has been. Within the form it checks if a student has felt safe, what they have enjoyed in school and what they have not enjoyed in school. There is a section for a member of staff to comment upon with the student as what a student feels their teacher/school can do to make them feel safe, help them to enjoy their next week in school and how a student feels they could be supported better. An action plan is discussed and created and implemented for the following week.

Kingsbrook School also write a twice termly newsletter; the first informs parents/carers and students of up and coming events for the term and the second emphasises upon the positives and achievements of students throughout the term.

12. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

We work closely with a range of agencies and will involve the appropriate services as and when it is required. Agencies may be invited to observe, meet and assess/ report/ give advice on the individual student so that appropriate strategies and interventions may be put in place to support students and their families. Representatives from health, care and other specialist support services will also be invited to attend EHCP review meetings. The Head of School will lead upon Family Network Meetings for students whose Tier 3 support from the local authority has ceased.

13. How will Kingsbrook School prepare and support my child to join Kingsbrook School and then transfer to the next stage of education and life?

Once a placement has been agreed by the local authority parents/carers and their child are invited to visit Kingsbrook School and to meet with the staff team. In conjunction with parents/carers a schedule of taster sessions are arranged before the student's start date.

Taster sessions are planned to be with the student's identified group and teaching staff and are increased in increments of time.

Once a student has started they are placed onto a transition timetable. There is great flexibility within the transition timetable, is monitored closely and decisions are made with the parents/carer and student as to whether they feel they are able to cope with an increased timetable, or, if it is to remain in place for another week. The general outline of a transition timetable would be one week of afternoons only, one week of 10.30am starts and by the third week, full time.

When a student is planning to transition to an alternative school or college placement the Head of School/SENDCo work closely with the SEND departments of the alternative school or college. Information is shared as to how best meet the needs of the student concerned and up to date reports and EHCP review paperwork is passed on.

Staff from Kingsbrook School will spend up to two terms transitioning students from Kingsbrook School to their alternative school or college. This takes the form of multiple visits enabling the student to become familiar with the setting, the layout of the building/s become accustomed to the larger numbers of peers and to meet with key members of staff who will be supporting them at their new placement.

Once a student has left Kingsbrook School; three monthly NEET checks are made to ensure the student has maintained being in education, employment or training.

14.How else can you be involved?

Kingsbrook School needs you to support us by encouraging your child to fully engage with their learning and any interventions offered by us. Further support from parents/carers to support their child can be by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Checking and writing in home/school books
- Maintaining regular and effective communication with the school
- Attending any meetings specifically arranged for your child
- Raise any issues or concerns as soon as possible so they can be resolved quickly

15.How can your child contribute?

Students are encouraged to:

- Take part in student voice activities
- Attend review meetings
- Contribute to their target setting and reviewing
- Try their best each day
- Adhere to and help set the school rules

16. Who can I contact for further information?

Head of School/SENDCo/DSL: Ursula Castillo

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Telephone: 01953 852 303

Curriculum and Learning Coordinator: Lynne Westley

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