

SEN Information Report

Types of Special Educational Needs that the School Caters for

Kingsdown School is a special school for pupils aged between 3-14 years who have severe learning difficulties or profound and multiple learning difficulties. In addition many of the pupils have additional needs which include high medical needs, physical disabilities, visual impairment, hearing impairment and autism.

In September 2017, Kingsdown School along with The St Christopher Academy Trust, Lancaster School and St Nicholas School formed a Multi Academy Trust, known as the SEN Trust Southend.

Numbers of pupils

Kingsdown School currently has 122 pupils on roll. Our place number is 105 and so we are considerably oversubscribed.

Kingsdown's current school population is:

- 90 (73%) have severe learning difficulties
- 32 (26%) have profound and multiple learning difficulties

6 pupils in Reception
21 Key Stage 1 pupils
54 Key Stage 2 pupils
41 Key Stage 3 pupils

Except in exceptional cases, every pupil who attends has an Educational Health Care Plan which states their special educational needs. These clearly set out the expected outcomes and strategies for each pupil. Kingsdown always aims to ensure every pupil achieves these outcomes.

The placement of a child is reviewed at least once a year to ensure the school is meeting their needs, and if appropriate, reasonable adjustments are made to enable their needs to be met.

Evaluation Processes

Kingsdown's Leadership Team evaluates the effectiveness of meeting the pupils' needs in many ways, which include:

- The progress of pupils' learning is measured in small percentile steps. At present Kingsdown is continuing to use the P levels once a year; assessing and measuring pupils' progress using the B-Squared system. This information is used to measure progress against CASPA levels to assess if a pupil is making above expected, expected or below progress against the national set of figures. The information can be used to compare pupils with similar levels of learning difficulties, physical disabilities, gender, age, with similar starting points, who are in receipt of pupil premium, EAL, LAC to test the effectiveness of the provision.
- Tapestry, a safe online learning journal is used to monitor evidence of pupil progress.
- Data is also kept about the achievement of targets from pupils Education Health Care Plans.
- Parents' views of their child's overall progress are regularly sought; this is through discussion, evaluation of Outcomes, parents' evenings, review of progress discussions at annual review meetings and home/school books. Parents are able to give the information formally and informally and this covers the softer aspects of progress which are not always able to be measured in formal situations.

Ofsted inspects Special Schools approximately every 3 years; this is to test the effectiveness of the provision and to ensure that pupils are being taught to at least a good standard. The school's latest inspection was in June 2014 and we were judged to be a 'Good' school and 'Outstanding' in Behaviour and Safety.

<http://www.kingsdownschool.org/downloads/ofsted-report-june-2014.pdf>

The formulation of the SEN Trust Southend will provide on-going evaluation as to the overall effectiveness of the schools in the Trust. The reports and visits cover a number of areas and will be a part of the Trust Board monitoring and evaluation of the schools and the Trust as a whole.

The main local Authority placing pupils in the school is Southend on Sea and they monitor the effectiveness of the school's provision through feedback from parents and the information given to them in the review of EHCP's and how well pupils are meeting their annual and Key Stage targets.

Kingsdown's Governors regularly review and question reports received from the school to ensure its effectiveness in meeting every pupil's special educational needs.

The School's Approach to Teaching

Kingsdown's approach to teaching pupils with Special Educational Needs varies according to the individual needs of each pupil. We aim to place pupils in the most appropriate teaching group to meet their particular learning needs. The classes change each year according to the mixture of pupils on roll. There is no prescribed teaching methodology, but all staff have to plan, deliver and assess all areas of the curriculum. The Early Years Foundation Stage curriculum is adapted within the early year's classes. The school has developed a curriculum for pupils with severe learning difficulties and will be developing a curriculum for pupils with profound and multiple learning difficulties across the next year. The curriculum is used as a vehicle which is adapted to meet the holistic learning needs of every pupil. The aim is to enable every pupil to make optimum progress and to prepare them for the next stage of their education wherever this may be.

The curriculum is kept broad and balanced to enable all aspects of learning to take place. We make full use of the local environment. Every classroom is large and all have adjoining purpose designed toilets and changing areas. Every room contains a ceiling hoist; these enable non ambulant pupils to access resources. Kingsdown has wonderful facilities which include:

- Swimming pool
- Soft play room
- Sensory Dark Room
- Sensory Studio
- Large hall for PE lessons, dinner hall, drama and whole school assemblies
- Specialist Cookery room
- Every class has a white board and a minimum of 3 computers
- Music Room
- Two mini buses which are accessible for children in wheelchairs
- Exciting outdoor facilities
- Sensory Garden
- Wide corridors with hand rails
- Automatic doors
- Physiotherapy / Occupational Therapy Room

Music has a very high profile at Kingsdown. Tunes are played and songs are sung to support learning. The Music Man works at Kingsdown every Wednesday. We believe that music is a great medium to learn. The Music Man has developed a school choir and orchestra which have

performed at different events in the town. At Kingsdown our view is that every pupil can achieve. We have high expectations.

To assist pupils' learning every class is named after an animal.

In the school year of 2018/2019 we have 12 classes:

- 1 reception/ KS1 class Penguins
- 2 KS1 classes Ducklings and Hedgehogs
- 5 KS2 classes Lions, Giraffes, Bears and Monkeys
- 3 KS3 classes Kangaroos, Crocodiles and Sharks

Classes have mixed year groups which are mainly within a key stage. Generally classes have 11 pupils. Kingsdown works on a primary school format. Every class has a teacher, three or four Special Support Assistants and one Midday Assistant.

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At Kingsdown School we offer three pathways of learning to our pupils and this is tailored to the needs of our pupils:

- The Blossom Pathway: Early Years
- The Tulip Pathway: PMLD curriculum (this is being developed in 2018-19)
- The Orchid Pathway: SLD curriculum

Our curriculum promotes engagement through pupil led learning. The curriculum has five areas which focus on the key skills required to support each individual pupil's development. Every pupil has their own pupil profile on each of the areas of the curriculum. This highlights how best to support them in their learning and development. Each individual pupil has 'Long term' outcomes and the 'Next steps' outcomes in order for them to achieve success in all areas of the curriculum.

We make full use of the local environment. Every classroom is large and all have adjoining purpose designed toilets and changing areas. Every room contains a ceiling hoist; these enable non ambulant pupils to access resources.

The school has some incredible facilities which all contribute to a fun, motivating, and learning atmosphere for our pupils.

At Kingsdown our view is that every pupil can achieve. We have high expectations.

Our ethos is to look at the whole child and celebrate their success. Our curriculum model (below) sets out our principles of overall development for our pupils.

Kingsdown Pathways

Developed into three curriculum tailored for each individual child.

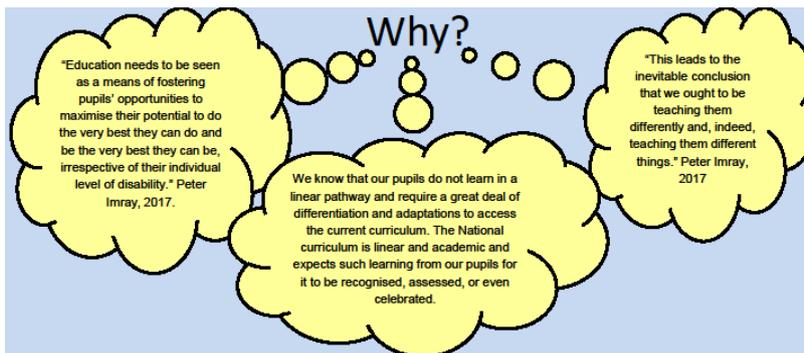


- Blossom Path – EYFS
- Tulip Path – PMLD curriculum (Being developed 2018-2019)
- Orchid Path – SLD curriculum

Each flower is unique. They grow at their own speed and develop in their individual way.



My Communication	My Thinking Skills	My Personal, Social, Emotional Development (PSED)	My Movement	My Engagement and Well-being
Speaking and Listening 1 – Understanding language (Receptive) 2 – Using language (Expressive) 3 – Communicating and interacting (Pragmatics)	Patterns 1 – Object properties 2 – Shape and space 3 – Sense of time 4 – Measurement Number 1 – Rote counting 2 – Counting objects 3 – Numerals	Emotional Development 1 – Exploring emotions 2 – Responding to boundaries 3 – Effects of own actions 4 – Managing own emotions	Gross motor skills	Well-being 1 – Emotional well-being 2 – Mental health
Inclusive Reading 1 – Reading behaviour 2 – Pictures and symbols 3 – Sounds 4 – Reading words and phrases	Representing ideas 1 – Collecting data 2 – Predicting and anticipating 3 – Memory 4 – Understanding how others think 5 – Talking about ideas	R.S.E 1 – Gender stereotypes 2 – My body 3 – Growth and puberty 4 – Online safety	Fine motor skills	Engagement 1 – Work based attention 2 – Own choice activity attention 3 – Group work attention 4 – Transferring attention
Inclusive writing 1 – Writing 2 – Mark making and handwriting/typing	Problem solving 1 – Perception 2 – Thinking 3 – Action 4 – Evaluation	Play and leisure 1 – Forming relationships 2 – Cooperating with others 3 – Turn taking and sharing 4 – Playing with others 5 – Initiating activities	Sportsmanship Following rules	Creativity 1 – Music 2 – Art 3 – Drama 4 – Forest schools
		Independent living skills 1 – Dressing skills 2 – Toileting skills 3 – Shopping skills 4 – Travel skills 5 – Cooking skills	MOVE skills	R.E 1 – Christianity 2 – Other faiths 3 – Celebrated holidays



What will we achieve?

Aims for pupils:	Aims for staff and stakeholders:
<ul style="list-style-type: none"> • To be accepted as an individual and their own achievements celebrated. • To be able to access all learning that is meaningful, broad and balanced. • To learn how to be safe and a valued member of society. 	<ul style="list-style-type: none"> • To have the confidence to inspire and teach pupils in a broad and balanced curriculum. • To have the appropriate training to plan and deliver a personalised curriculum to pupils. • To safeguard pupils within the school and when in the community.

Communication is a key area at Kingsdown School. The following strategies are used to support and enable every pupil to communicate

- Speech
- Real objects
- Objects of reference
- Photographs
- Symbols
- Picture Exchange Communication System (PECS)
- Signing
- Augmentative communication devices
 - I-Pads using speech synthesis programmes
 - Switches
 - Tobii

Many of the pupils who attend Kingsdown have a sensory processing disorder. To support these pupils, the school employs an Occupational Therapist for one day a week who specialises in this area.

Kingsdown has a very good working relationship with all the professionals who work with the pupils who are on roll. The following professionals have a base at Kingsdown:

- A school nurse is at the school for 2.5 days a week.
- A physiotherapist and 2 support therapists
- One occupational therapist
- Two Speech and Language Therapists and 1 Assistant Speech and Language Therapist
- Southend's Visual Impairment (VI) Team
- Southend's Hearing Impairment (HI) Team
- Southend's Portage Team

The Children with Disabilities Team is situated at The Lighthouse Centre which is on the same site as the school. Kingsdown has regular contact with social care regarding any issues where additional support is required or requested by families.

Additional Support and Access to Outside Services

The school liaises very closely with the EWMHS (Emotional Wellbeing Mental Health Service) and supports a number of families who have difficulties managing their child's behaviour at home. Joint behaviour plans are agreed with families, and Kingsdown supports these plans.

There is a regular programme of after school clubs that are run by school.

Every Saturday morning a music club for children and people who have special educational needs is held at Kingsdown; this is organised by The Music Man.

Except at Christmas, the school organises a holiday club during every school holiday for children who attend the school. These are advertised and accessed via school letters and booking forms.

The school has a very active Parent Teacher Association; they hold a coffee morning on the last Friday of the month. The association has raised many thousands of pounds for the school. This money is used for many purposes which include the purchasing and running costs of two mini buses.

Specialist Training and Expertise of Staff

There are many areas of specialist expertise amongst the school staff. Every year staff are encouraged and expected to take part in additional training.

All classroom based staff have received training in the giving of buccal and rectal diazepam, tube feeding, use of an epipen, nebuliser and continence. Where required, staff are trained for different medical procedures that are appropriate for the pupils in their class. This training is frequently updated.

Staff are encouraged to undertake specialist qualifications in a variety of areas, ranging from improving GCSE English and Maths grades, Degrees and HLTA qualifications. Kingsdown only appoints SSAs who have GCSE English and Maths C or above grades

Every teacher has a current Swimming Pool Life Saving Certificate. Various staff are trained in first aid including paediatric first aiders.

We are always seeking to improve staff's knowledge of teaching the pupils who attend Kingsdown.

Parents and Children Consultation and Communication

We hold a variety of regular reviews of the work carried out in school to ensure we are meeting the special educational needs of each pupil. Every 13 weeks parents are sent an evaluation of their child's agreed learning outcomes.

Every pupil has a home-school book which allows school and home to communicate about matters of significance; it is sent home every day.

Kingsdown reports information to parents via the Kingsdown School Website and App.

Detailed Annual Review Reports / Meetings give an in depth account of the child, the progress they have made towards their outcomes and agreeing Outcomes for the next year which are derived from objectives in their EHCP. Parents/carers (and where appropriate the pupil) are invited to attend these meetings.

Every term we hold a parent/teacher consultation or information evening. Kingsdown has an open door policy and parents are encouraged to contact the school if they have any issues they want to discuss.

Every July an End of Year Report is sent home which details the topic work their child has participated in during the year.

The school has a Newsletter that gives parents and friends information about what has been happening in the school.

Parents are asked to give their views about the school via questionnaires.

Kingsdown has a School Council which has representatives from each class and meet half termly. The pupils are involved in making decisions about the school. Their views are taken very seriously and have been used to change and/or improve facilities in the school.

Every pupil has an annual questionnaire which is included in their Annual Review Report.

To ensure every pupil feels safe, the school has an 'Including Everyone Team,' the name was chosen by the children.

Individual Governors regularly review the work of the school and report back to the full Governing Body.

Any complaints about the work of the school can be made in writing to the Chair of Governors who will always respond.

Joining Kingsdown and transferring to a different school – Support for Families

Prior to a child joining the school the parents meet with school staff. The school nurse also meets the parents. The meetings are to enable staff to gain a full understanding about the child; this includes their learning, full medical and physical needs, diet, likes/dislikes, concerns, worries, as well as to provide parents with information about the school, transport and initial practical details. Before starting, the child may have several taster sessions in their designated class.

A social story/communication book is given to the parents of every new child; this provides photographs and information about Kingsdown and the staff who will be working in the child's designated class.

In July parents are informed about their child's class in September. In the final parent / teachers meeting of the academic year parents have the opportunity to meet their child's new teacher.

If a pupil is moving to another school, an individual transition plan is implemented for the pupil. During the summer term the Year 9 pupils are accompanied by school staff to visit their new school. A Leavers Assembly assists pupils to know they are leaving. All information about the pupils is sent to the next school. The same happens if a pupil leaves before they are in Year 9.

Further information about the Local Authority's Local Offer can be found on:

<http://www.southendinfopoint.org/kb5/southendonsea/fsd/localoffer.page?familychannel=4>

If you would like to know more about Kingsdown School we would encourage you to look on our website: www.kingsdownschool.org

Alternatively you can visit us at: Snakes Lane, Southend-on-Sea, Essex SS2 6XT. Please call the office to arrange a time on 01702 527486 or email us at office@kingsdown.southend.sch.uk

Written by: Louise Robinson - September 2018