



pupil voice



respect



independence



dignity



entitlement



SEND Annual Information

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An academy within:



“Learning together; to be the best we can be”



Kelford School is a special school which offers provision for children and young people (aged 2-19) with profound and multiple, severe and complex learning difficulties. Most pupils have additional sensory and / or communication needs. Some pupils have specific medical needs and others may require support for their Social, Emotional and Mental Health (SEMH).

Mission and Vision Statement:

Be proud; be the best you can be.

- We want our school to be passionately person centred and a positive, ambitious, welcoming and nurturing place where everyone is respected and listened to.
- We want everyone to be supported and challenged to reach their potential and be prepared for the next stage in their lives.
- We uphold high expectations and take pride in ourselves, our successes, our achievement and our work.

Our **Vision** is underpinned by our **Values**:

P.R.I.D.E

- Pupil voice – enabling all learners to communicate their needs, choice and control.
- Respect – respect for one another and our environment.
- Independence – encouraging all learners to be as independent as possible.
- Dignity – implementing the highest levels of care and concern at all times.
- Entitlement – the right to receive a broad and balanced, high quality, personalised learning programme.

Aims:

- To recognise that every child is an individual with individual needs and abilities and to ensure they have access to a curriculum which embraces the development of cognitive, social, moral, spiritual and creative learning.
- To ensure that pedagogy and assessment enable and reflect the progress made by individuals.
- To provide an environment in which each individual can develop and make progress.
- To provide a broad, balanced and relevant curriculum which meets the needs of our pupils.
- To promote high expectations for learning, behaviour and teaching to monitor standards of pupil achievement and the quality of teaching.
- To provide an exciting and challenging environment for learning.
- To ensure that each pupil is able to achieve his or her fullest potential through planning, recording, assessing and monitoring in a systematic way.

Admissions

All pupils who attend Kelford School will have had a Statutory Assessment of their SEND by the Local Authority. Following this assessment, the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.

Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.



Subsequent to Kelford being named in the child's (EHC) and the school receiving a copy of this, the school will arrange a home visit to collate the schools Admissions Information.

The child will start their transition into school as soon as is practically possible following the Admissions information being completed and transport arrangements being made.

For pupils in the Foundation Stage, a flexible place can be offered.

Areas Served

Children are admitted from the whole of the Rotherham Metropolitan Borough Council area. Currently some children and young people living in Sheffield or Barnsley attend Kelford School where the journey would be shorter than that to similar schools in Sheffield.

Pupil Numbers

The school has places for up to 110 pupils. Currently it has 113 pupils on roll.

School Organisation

For teaching and organisational purposes, the school has four phases:

Early Years – Nursery, Foundation Stage

Primary – Year 1, Year 2, years 3,4,5,6 (Key Stage 2)

Secondary – Years 7, 8, 9 (Key Stage 3) and Years 10, 11 (Key Stage 4)

Sixth Form – Years 12, 13, 14 (aged 16 – 19 years).

Pupils are taught in small classes dependant on their age; every child has a personalised learning programme.

Members of the management team are accountable for day-to-day matters within their department and ensure the smooth and efficient day-to-day running of the school. The first point of contact for financial and administrative matters is the School Business Manager.



Staffing Structure:

Senior Leadership:

Level	Number	Full Time Equivalent
Headteacher	1	0.9
Deputy Headteacher	2	1.7
Assistant Head L1-L5	1	1.0

Teaching:

Level	Number	Full Time Equivalent
TLR2	1	0.7
TLR3	2	2.0
Teacher	14	10.8
Tutor	3	3.0
Unqualified Teacher	2	2.0

Teaching Support:

Level	Number	Full Time Equivalent
HLTA	3	2.6
Level Four	3	2.2
Level Three	27	22.7
Level Two	33	27.8
Level One	8	8.0
Apprentice	9	9.0
Lunchtime Support	9	9.0 @ 1.5 hours

Administration / Ancillary:

Level	Number	Full Time Equivalent
Full time (52 weeks / year)	6	5.4
Term time only	3	2.0



Pedagogy, curriculum and assessment

We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.

In order to identify these, an individual provision Venn diagram is produced following a baseline assessment undertaken by the inter-disciplinary team within 6 weeks (FTE) of entry.

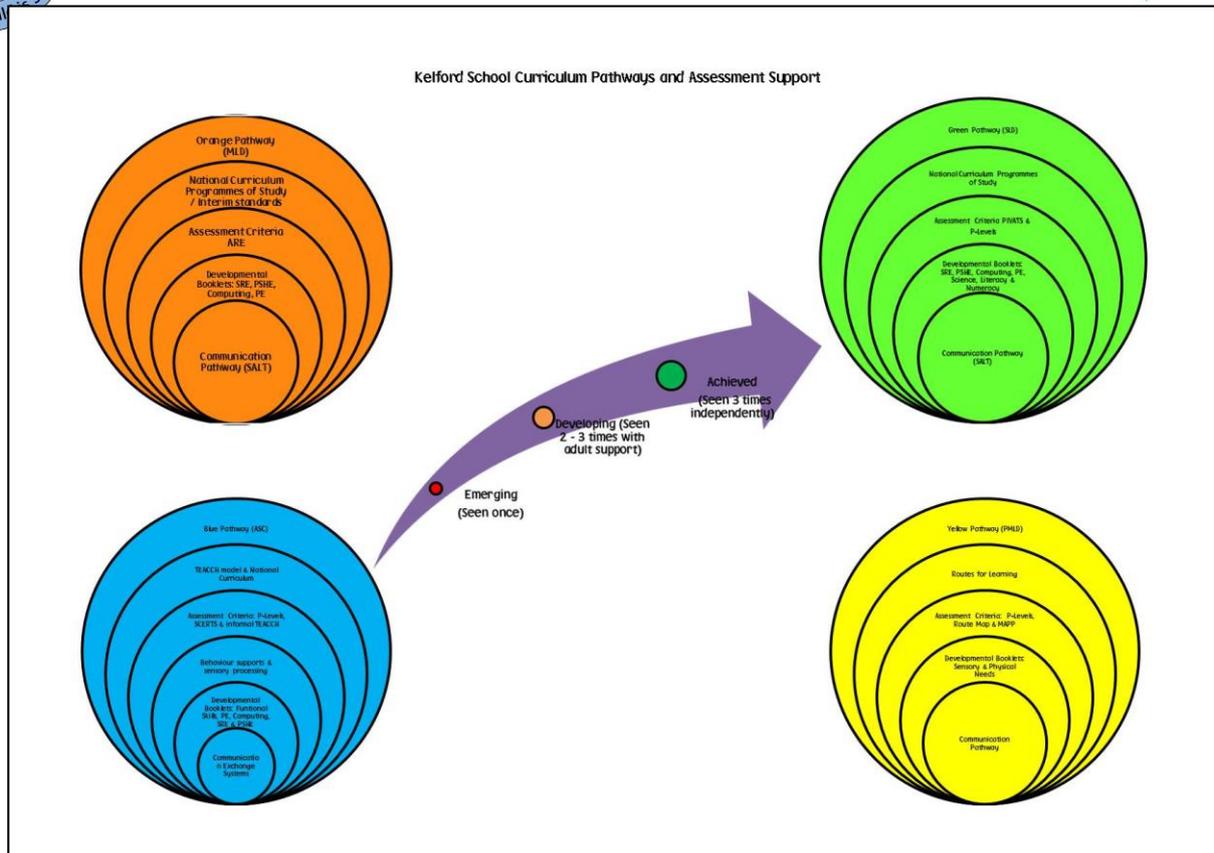
This identifies the learning priorities for each pupil / young person and covers 3 main area

Core curriculum means learning the National Curriculum subjects following a linear model of assessment.

Alternative curriculum means learning through an alternative model including Routes for learning and a sensory approach, TEACCH, SCERTS. Further information can be found in the appropriate curriculum policies. Progress is usually lateral or may present as a spiky profile.

Supplementary curriculum refers to the therapeutic and additional provision that a child/ young person will need to enable them to be ready to learn or to access learning. They will have personal priority needs that are central to their learning and quality of life. Such personal priority needs are highlighted on pupils' individual statements and will be a central feature of their Individual Education Plan. Such needs will be met through working with trained professionals either out of class or through a discrete programme incorporated into classroom activities. Examples include rebound therapy, hydrotherapy, sensory circuits, sensory integration, and Speech and Language therapy. Progress in these areas are measured through engagement, involvement and maintenance or improvements in health and wellbeing.

Following this baseline and discussions with families and other professionals a curriculum pathway is decided upon.



Curriculum Content

At Kelford School we provide a needs-led, person centred curriculum which is flexible and creative.

We recognise the need for a range of approaches, strategies and resources and the need for teachers, Teaching Assistants, Parents/Carers and multiagency practitioners to work in partnership.

We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.

In addition, pupils will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum. Without the opportunity to practise and apply such skills our pupils would be unable to access their curriculum and participate in meaningful learning experiences.



These skills include:

- Communication skills (including the use of AACs, developing signing skills, developing verbal skills and the ability to reason).
- Physical development (including positioning, maintenance of posture, muscle tone and ease of movement).
- Personal learning and thinking skills (learning to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills)
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences).
- A rich and varied curriculum is offered to all pupils. The whole curriculum includes National Curriculum programmes of study modified to meet individual needs, as well as therapies and planned multi-sensory experiences. Communication and personal, social and emotional development are core areas of the school's curriculum.

Specialist Resources

- Staff with a range of relevant experience and training.
- Personalised timetables.
- Alternative curriculum and assessment pathways.
- A vocational 16-19 provision (off-site).
- A co-located EYFS provision (off site).
- A therapy room.
- A hydrotherapy pool.
- A Sensory Integration room.
- Adapted hygiene areas with tracking hoists and specialist equipment.
- Horticulture gardens and sensory outdoor spaces.
- Augmentative and alternative communication including communication assessments and pathways.
- A white room and multi-sensory theatre with access control.
- A darkroom for access control and visual stimulation.
- Green screen technology and film making equipment
- Computers in every classroom including touchscreens and interactive Smartboards.
- A trampoline for Rebound Therapy.
- School dinners prepared on-site catering for individual dietary requirements where required.
- Access to an adapted School Minibus.

Staff Training and Development

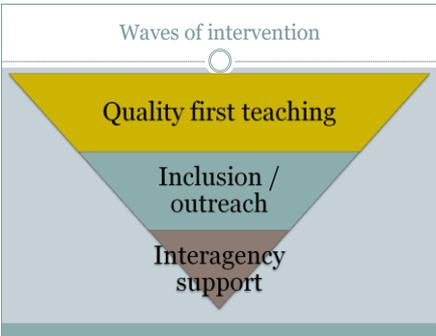
All staff have access to a programme of Continuing Professional Development which includes mandatory training in Makaton, Moving and Handling, Emergency First Aid, Feeding and Swallowing, Safeguarding and Team Teach positive behaviour management.

In addition, all staff have annual Professional Development Reviews which identifies bespoke training needs. Training needs are a key area of the School Improvement Plan and the school is committed to staff development.

The School has a number of staff who have Specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the school's work.

Examples of specialist knowledge and training include:

- TEACCH (structured teaching), SCERTS (structured communication), Autism Multi-sensory, Hydrotherapy and Bo bath, Visual Impairment, Hearing Impairment Intensive interaction, Team Teach tutors, Behaviour Management, Sleep Augmentative and alternative communication, Picture Exchange Communication (PECS), Makaton Local Tutors
- Sex and Relationships Education (SRE), Child Protection & Safeguarding
- Medication administration, tracheostomy care, gastrostomy care.
- NVQ in Supporting Teaching and Learning
- National Professional Qualifications in (Middle / Senior / Headteacher) Leadership

Areas of need at Kelford School.	Wave 1 – Inclusive quality first teaching	Wave 2 – additional in-school interventions.	Wave 3 – referral
Physical and sensory Cognition and learning Communication and interaction Social, emotional and mental health 	Personalised targets. Personalised programme and timetable. Classroom environments meet the needs of learners and are engaging and motivating. Shared goals and aims throughout the class team. Breadth of curriculum coverage and entitlement. Integrated programmes i.e., physio, VI, SALT, OT, HI. Communication approaches consistently applied. Resources and equipment available to meet pupil need. Continuous provision.	Physical health and wellbeing, Therapeutic programmes: intensive interaction, Thera play. Personal care and hygiene programmes. Behaviour workshops and management plans. Low Tech AAC – PECS, symbols, timetables, now/next, choose boards, Makaton. High Tech AAC Multi-sensory support for learning. EAL (Punjabi / Urdu) Mobility VI Moving and Handling Rebound Therapy White room Dark room Sensory Integration / Sensory Diet SALT liaison Family Support SRE	SALT ACT School Nurse Complex Care Nurse Physiotherapist Moving and Handling advisor Clinical Psychologist (CAHMS) Educational Psychologist Barnsley Assistive Technology MASH (social care) Early Help Advisory Teacher for the Hearing Impaired & Visually Impaired Audiologist Dieticians Education Welfare Officer Feeding advice from Rotherham PCT Mainstream and Special Schools Occupational Therapists Orthoptist



Meeting individual need

Teachers and support staff receive training and support to ensure that they are able to meet individual needs within their classroom through Quality First Teaching and personalised learning approaches. However, occasionally these approaches will not be sufficient to address barriers to learning any progress may be affected. The school has implemented a Waves of Intervention model to escalate any issues or concerns to specialist teams at Wave 2 and other Professionals at Wave 3.

Partnerships with other schools

As a member of a Multi Academy Trust the school has positive partnerships with the other two schools within the Trust which enables sharing of practice, knowledge and resources.

We currently have a successful co-located provision for children aged 3-6 on site at Kimberworth Primary School.

Other pupils have benefited from inclusion opportunities in Mainstream Primary or Secondary schools and in schools for Children with Moderate Learning Difficulties.

We have strong links with other local and regional schools through our Sporting partnerships.

Most students in our Post 16 attend courses at Rotherham Arts and Technology College or have links with Post 19 providers. Some students, according to their individual need and aspirations participate in vocational links with the local business community.

Partnerships with families

We believe that parents and carers are key partners in the education of their child. The views of parents are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Parents/carers, with their child, make a significant contribution to the Individual Education Plan based upon their priorities and aspirations. The teacher supports and facilitates this through the Person Centred Review held annually but reviewed each term at the parent/carer meetings. The school believes that these meetings form the foundation of the personalised programme for each child and therefore parent / carer meetings are arranged to suit the parent and may take place during a home visit if this is requested.

In addition, contact is maintained with families through the home/school diary (daily) and telephone calls (as often as the parent requests).

Wider school information is sent to parents each week through the Headteacher newsletter. The school website and Facebook Page also contains parent friendly information.



It is the policy of this school to actively engage with families and involve them as much as is practical in the life and work of the school and the teaching and learning of their child through our Family Partnerships Team, Focus Groups and Questionnaires.

Our Family Partnerships Team work on behalf of our families and ensure that the correct support from school is in place and also to signpost to appropriate agencies. The Family Partnerships Team also advice and support our team of Key Workers.

Assessment, recording and reporting

Assessment, recording, and reporting will:

- Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
- Advance the learning process.
- Enable Teachers to plan more effectively.
- Support parents to be involved in their children's learning.
- Provide schools with information to evaluate work and set appropriate targets.

The school uses a 'backward chaining' approaches to identify what Outstanding Learning is for our children and young people. Knowledge, skills and understanding is only useful if it is consolidated and enables them to succeed beyond 19 years.

There are key outcomes at 19 that we aspire to for our pupils and these are fundamental to our leavers being successful learners, confident individuals and responsible citizens.

For young people with Profound and Multiple Difficulties, our key aims are that they:

- Can isolate and use their senses to gain information.
- Can communicate their likes / dislikes / wants and needs effectively and clearly to a range of people.
- Can control their environment.
- Can make independent choices.

For young people with Autistic Spectrum Conditions, our key aims are that they:



- Can self-regulate through personalised strategies,
- Can communicate their needs effectively with a range of people in a range of situations.
- Can independently undertake tasks using specific skills and transfer these in new situations.

For young people with Severe Learning Difficulties and Moderate Learning Difficulties, our key aims are that they:

- Can achieve recognised accreditation based upon their interests and aspirations
- Can make informed choices and influence their own life beyond 19
- To enter further education and / or employment

Transport Arrangements

Every pupil has offered free transport to and from school. The Local Education Authority in which the child lives makes the transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses, in specialist transport (i.e. vehicles with tail lifts for wheelchairs) and independently. Generally, an escort is provided on home-school transport. Some parents/carers choose to bring and collect their child from school.

Complaints

Kelford School offers a high level of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people.

All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent feels that it should be with the Head teacher or Senior Leadership Team.

Pupils are encouraged to speak to any member of staff regarding any concern or complaint. A specific vocabulary has been produced to aid those pupils who are non-verbal to disclose any concerns. The pupils can also make their complaint known to the school council whereby it will be dealt with by the Headteacher.

Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake a full investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue to then parents are urged to contact the Chair of Governors or the Chief Executive Officer.

Monitoring and evaluation

The Senior Leadership Team, Governing Body and Directors will measure the success or otherwise of Kelford School by consideration of, for example:

- Achievement and outcomes for pupils and students
- Happy, contented children
- Inspection reports
- External Quality Assurance reviews



- Review of Curriculum development
- Quality and regularity of Home-School liaison
- Quality of assessment, planning, record keeping and records of achievement
- The school's financial management
- Reviewing Action Plans as part of the School Improvement Planning process

Transition

As the majority of our pupils are grouped by age this does mean that the encounter transition into a new class every 2 or 3 years. In order to ease the anxiety of transition, the school has a transition programme each year which allows any pupils moving into a new classroom or new teacher to spend time in this new class before the long summer break. Transition meetings are held between staff and families can meet the new teacher and share any information before the Summer Break.

The school has planned activities for transition year groups which take place over the year to promote familiarity with new staff, routines or areas of school.

In Year 11 students and families are supported to prepare for the transition at 19. Person Centred Planning processes are utilised to gather the aspirations and views of students and parents. Bespoke learning programmes are then developed to support the student as they move towards these goals.

Further information

Rotherham have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at www.rotherhamsendlocaloffer.org/

Rotherham SENDIASS can also give you:

- information and advice about SEN and disability support and provision
- more information about local services, organisations, and resources which might help
- advice and support to get more involved. This can be found at <http://www.rotherhamsendiass.org.uk>

Rotherham parents and carers forum are a group run by parents for parents and their website can be accessed at <http://www.rpcf.co.uk/public/rotherham336.html.nc>



DESCRIPTION OF PROVISION

Pupils with Moderate and Severe Learning Difficulties

CURRICULUM

Access to a broad and balanced curriculum, which includes the National Curriculum, adapted to an appropriate level. The National Curriculum does not constitute the whole of their curriculum – individual pupils will have additional priorities including communication, independence, personal / social identified within their Education, Health and Care Plan and IEP targets.

Pupils will be expected to develop understanding of concepts, acquire knowledge and learn skills. They will be provided with opportunities to consolidate, reinforce and transfer knowledge, skills and understanding in preparation for the next stage of learning.

PIVATS and the Developmental Curriculum booklets are used to plan next steps.

CONTEXT	SPECIALIST SUPPORT/CONSULTATION	EQUIPMENT / SPECIALIST RESOURCES
<p>SETTING</p> <p>A personalised timetable for each pupil. A consistent structured environment with secure and explicit boundaries. Specialist teaching for certain curriculum areas.</p> <p>STAFFING RATIO</p> <p>1 teacher 1 Level 3 Additional TA's according to class group.</p> <p>TEACHING ARRANGEMENTS</p> <p>Whole class, small group or individual teaching. Mixed ability, ability, pupils self-chosen groupings. Streamed groups for some subjects.</p>	<p>Long term support from visiting specialist services including Speech and Language Therapist, Physiotherapist, Occupational therapist, School Nurse, Educational Psychologist and Social Worker.</p> <p>Multi-professional support may extend outside school in partnership with parents.</p> <p>Direct teaching by teachers with appropriate specialist qualifications or experience, this may be sourced from Mainstream schools.</p>	<p>Supplementary, practical resources for all areas.</p> <p>Community and parental involvement.</p> <p>Resilient furniture and adapted small equipment.</p> <p>Technical aids to motivate and assist communication.</p> <p>Adapted toileting, personal hygiene areas.</p>



Description of Provision

Pupils with Profound and Multiple Learning Difficulties

CURRICULUM

The National Curriculum provides a breadth of experiences for pupils with profound and multiple needs. The teaching strategies used to deliver these experiences is predominantly based around communication and encouraging appropriate use the senses to make sense of the world around them and to enable them to control their immediate and wider environment. In order for this to happen time will be spent positioning pupils and ensuring any aids / devices are set up in order for the pupils to access their tasks / activities.

Delivery involves very specific teaching, real experiences, is inter-disciplinary, with very little separation of education, therapy and care.

All pupils need to be taught early learning skills in the context of the whole child, through engagement in interactive, multisensory activities.

Pupils following Routes for Learning will require a more detailed approach to measure their progress and attainment. This will be done through collating Mapping Assessment and Pupil Progress (MAPP) information and analysing the rates of progress towards mastery through Prompting, Fluency, Generalisation and Maintenance towards the individual Routes for Learning targets.

CONTEXT	SPECIALIST SUPPORT/CONSULTATION	EQUIPMENT/SPECIALIST RESOURCES
<p>SETTING A personalised timetable for each pupil. Where possible in peer groups with the facility for withdrawal into a total environment which has specialist input, is consistent in its structure and adult intervention across the age. Setting that matches the child's developmental needs.</p> <p>STAFFING RATIO 1 teacher 1 Level 3 TA Additional TA's depending upon activity and needs. Wellbeing support.</p> <p>TEACHING ARRANGEMENTS 1:1 work tasks focused upon communication, physical wellbeing and cognition. Time and expectation</p>	<p>Substantial long term support from visiting specialist services including Speech and Language Therapist, Physiotherapist, Occupational therapist, School Nurse, Educational Psychologist and Social Worker.</p> <p>Considerable multi-professional support outside school in partnership with parents as an essential part of the curriculum.</p> <p>Direct teaching by teachers with appropriate specialist qualifications or experience.</p>	<p>Therapy rooms, adapted access, buildings which are internally and externally safe, hydrotherapy, light/dark stimulation, strong adapted furniture, technical aids and appliances.</p> <p>Adapted toileting, personal hygiene areas.</p> <p>Considerable use of additional adults/community involvement to support all aspects of school life.</p>



Description of Provision

Pupils with Autism Spectrum Conditions

Curriculum

Access to an individualised curriculum, which includes the National Curriculum Programmes of Study at an appropriate level. Pupils will encounter experiences and develop knowledge, skills and understanding within a structure of secure routines and boundaries. TEACCH, SCERTS and PECs may provide frameworks to support communication and receptive understanding.

Many pupils will have barriers to learning which display themselves in behaviours that challenge staff. Therefore, emphasis in all lessons / activities is on providing pupils with the means and skills to overcome or work within the confines these barriers. Classroom management is flexible in order to respond to, and pre-empt situations.

CONTEXT	SPECIALIST SUPPORT/CONSULTATION	EQUIPMENT/ SPECIALIST RESOURCES
<p>A consistent structured environment with individual work areas.</p> <p>Visual cues and prompts.</p> <p>Access to spaces including safe outdoor area.</p> <p>STAFFING RATIO 1 teacher 1 Level 3 TA Additional TA's dependent upon needs.</p> <p>Teaching Arrangements. 1:1 work on tasks. Small group work 1:2, 1:3. Flexibility in planning. Short periods of structured work, teacher led focused tasks, independent learning. Emphasis on individualised programmes i.e., PECS.</p>	<p>Long term support from visiting specialist services where appropriate:</p> <p>Speech and Language Therapist, Educational Psychologist, Behaviour Support team, Early Help and Social Workers.</p> <p>Sensory integration and sensory diet.</p> <p>Support will extend outside school in partnership with parents. Regular meetings in school.</p> <p>Direct teaching by teachers with appropriate specialist qualifications or experience.</p>	<p>Low arousal environment.</p> <p>Continuous provision.</p> <p>TEACCH timetables and structures.</p> <p>Resilient furniture and adapted small equipment.</p> <p>Community and parental involvement.</p>

