



## SEND Annual Statement

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An academy within:



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



# 1. Context

1.1. Kelford is an all age (2-19) school for children and young people with severe learning difficulties and complex special educational needs Kelford School serves a mainly urban catchment in South Yorkshire. There are high levels of social and economic disadvantage in South Yorkshire. We are privileged to serve 172 amazing children and young people who are well-supported by hardworking and dedicated families.

## 1.2. Mission

- Be proud; be the best you can be.

## 1.3. Vision

- We want our school to be 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 step in their lives.
- We uphold high expectations and take pride in ourselves, our successes, our achievement and our work.

## 1.4. Our Vision is underpinned by our Values:

- **P**upil voice – enabling all learners to communicate their needs, choice and control.
- **R**espect – respect for one another and our environment.
- **I**ndependence – encouraging all learners to be as independent as possible.
- **D**ignity – implementing the highest levels of care and concern at all times.
- **E**ntitlement - the right to receive a broad and balanced, high quality, personalised learning programme.

# 2. Admissions

2.1. As per the school's Admissions Policy, all pupils at 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.

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

2.3. Subsequent to Kelford School being named in the child's (EHCP and the school receiving a copy of this, the school will arrange a home



visit to collate the schools Admissions Information.

- 2.4. 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.

## 3. Areas Served

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

## 4. Pupil Numbers

- 4.1. The school has planned places for up to 155 pupils. Currently it has 172 pupils on roll for September 2025.

## 5. School Organisation

- 5.1. For teaching and organisational purposes, the school has four areas:
- Primary Phase – EYFS, Year 1,2 (key Stage 1) ,3,4,5,6 (Key stage 2) based on the Kelford main site and Kimberworth site.
  - Secondary Phase – Years 7, 8, 9 (key stage 3) Years 10, 11 (Key Stage 4) based on the Kelford main site
  - Post-16 Years 12,13,14 (Key Stage 5) based on the Kelford main site
  - Post 16 Years 12,13,14 (Key Stage 5) based at The View and at Enterprise Works
- 5.2. Staff work in departmental teams. Pupils are in class groups of between 8-12 pupils, dependent on needs, with a teacher and between 3-4 Teaching Assistants. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff responsible for a child's class.
- 5.3. The Phase Leaders and Assistant Headteachers are accountable for day-to-day matters within their departments. The first point of contact for financial and administrative matters is the Senior Finance Officer.
- 5.4. Kelford School is based in Rotherham situated on Oakdale Road. There are 2 satellite provisions for Post 16: 1 based near



Meadowhall and one based near Rotherham Town Centre.

## 6. Staffing Structure

### 6.1. Senior Leadership

Level	Number	Full Time Equivalent
Headteacher	1	1.0
Deputy Headteacher	2	1.9
Assistant Headteacher	2	1.9

### 6.2. Teaching

Level	Number	Full Time Equivalent
Teachers	20	19.27

### 6.3. Teaching Support

Level	Number	Full Time Equivalent
Level 1	36	23.56
Level 2	23	16.39
Level 3	25	19.08
Level 5	10	8.44

### 6.4. Administration

Level	Number	Full Time Equivalent
Level 3	5	3.74
Level 4	1	1
Level 6	1	1

## 7. Evaluate Effectiveness

7.1. Kelford considers a wide range of evidence in order to evaluate its effectiveness. This includes, but is not limited to:

- Individual Learning Plan (ILP) target data
- Impact termly tracking with adaptations made to provision, through the use of interventions as required.
- Qualifications & Accreditation data
- Destination data
- Quality Assurance to include Lesson observations, review of pupil work,



- Parental/carer feedback
- Pupil feedback
- Individual plans relating to behaviour, physical needs, etc.  
SEN Information Report published on our website

## 8. Pedagogy, Curriculum & Assessment

- 8.1. We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.
- 8.2. In order to identify this starting point an individual is assessed academically and holistically within the first 6 weeks.
- 8.3. We provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
- 8.4. We help pupils to understand what they can do and what they need to develop.
- 8.5. We recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
- 8.6. We enable Teachers to plan effectively.
- 8.7. We support parents to be involved in their children's learning. Parents will be involved 3 times a year to discuss their child's progress against their Individual Learning Plans. In consultation with the teacher together new targets will be set.
- 8.8. We provide schools with information to evaluate work and set appropriate targets. The school uses a 'backward chaining' approach 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 out leavers being successful learners, confident individuals and responsible citizens.
- 8.9. 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.

8.10. 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.

8.11. 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

## 9. Curriculum Content

9.1. At Kelford School we provide a needs-led, person-centred curriculum which is flexible and creative that caters for children and young people with a range of learning disabilities including Autistic spectrum Conditions (ASC), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties / Complex Needs (MLD). We continue to develop our specific pre-formal, non-subject specific curriculum based on Routes for Learning for our pupils with Profound and Multiple Learning Difficulties (PMLD).

9.2. 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.

9.3. For all learners we recognise that it is essential to offer opportunities for progression within all 4 areas of need as defined in the SEND code of practice, this is reflected in bespoke planning of termly outcomes for all pupils in their Individual Learning Plans linked to long term targets In Education Health and Care plans (EHCPs).

9.4. 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.

- 9.5. We have developed a Curriculum Pathways Framework, to ensure that just as we recognise that the pedagogy for different learning needs should be personalised, we must also recognise that the key skills, communication systems, formative and summative assessments should also reflect progress for each child / young person.

### Core curriculum

- 9.6. Pupils engaged in subject specific learning in line with the national curriculum, progress will be monitored through formative (all subject areas) and summative assessment (English and Maths) in the cognition and learning section of pupils Individual Learning Plans (ILP's).

### Alternative curriculum

- 9.7. Alternative curriculum means learning through an alternative model including Routes for learning and a sensory approach, TEACCH and/or SCERTS. Progress will be measured through summative assessment linked to cognition and learning in the ILP's.

### Supplementary curriculum

- 9.8. Supplementary curriculum refers to the therapeutic and additional provision that a child / young person will need to enable them to be ready to learn and / 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 within each pupil's EHCP and will be a central feature of their Individual Learning Plan. Such needs will be met through working with trained professionals either out of the classroom or through a discrete programme incorporated into classroom activities. Examples include rebound therapy, hydrotherapy, sensory circuits, sensory integration and Speech and Language therapy. Progress will be measured through summative assessment linked to ILP's.



## Curriculum Content

9.9. Pupils across all pathways 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.

9.10. 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, ease of movement and fine and gross motor skill development).
- 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).
- Independence skills (linked to preparing for adulthood objectives Y9+).

9.11. Yellow Pathway:

- Learners follow a pre-formal non-subject specific curriculum pathway designed to ensure progression of their knowledge and skills within all areas of needs.
- Topics, Themes and project-based learning are used as hooks for learning to engage pupils; there is no expectation that the national curriculum will be followed, and pupils are not required to take part in subject specific learning.
- Learners have bespoke outcomes for each area of need set in their Individual Learning Plans
- Progress within cognition and learning is planned through the use of the routes for learning curriculum tool.
- Progress in all areas of need will be assessed via the use of the MAPP assessment tool allowing us to celebrate lateral progress and small steps over time.
- Engagement scales will also be utilised to support assessment.



### 9.12. Lime, Green and Orange Pathways:

- Learners are engaged in subject specific learning following the national curriculum.
- Topics, themes, and project-based learning are used as hooks for learning to engage pupils.
- Progression within ILP outcomes linked to the 4 areas of need & independence will be planned for as part of the curricular offer and tracked through summative assessment of ILP's.
- Progress within cognition and learning is planned for through the use of:
  - Lime Pathway: Prerequisite skills framework
  - Green Pathway: Green Pathway progression objectives
  - Orange Pathway: Age Related Expectation objectives (years 1 - 4)

## 10. Curriculum in the Key Stages

### Early Years Foundation Stage (EYFS)

- 10.1. The Foundation Stage encourages our children to develop the fundamental and pre-requisite skills for all future learning. Each child will be acknowledged as an individual, with individual strengths and needs, encouraged at all times to develop their experiences, skills, knowledge and understanding. They will have access to an interactive curriculum based on the 'Development Matters' and Early Support Developmental Journal Framework. Emphasis is also placed on the development of the pre-intentional and intentional communication, which underpins all that we do.

### Key Stages 1, 2 and 3

- 10.2. Balancing the needs of the pupils and the statutory entitlement of the National Curriculum requirements underpins the curriculum for 5–14-year-old pupils. At Kelford School we embrace the philosophy that children are active learners and learn best when they are interested, motivated and inspired. Within each classroom there will be age-appropriate continuous provision, 'Learning through play' remains important throughout the Primary Department where children have planned opportunities to learn independently and develop their own interests. Class Teams are expected to organise their learning environment to reflect children's interests and allow equality of access for independent learning.



Class Teams are expected to know and understand how each child learns best within their class through sharing information and careful analysis of observations. It is expected that a range of teaching strategies will be employed within each lesson to address the learning styles of each pupil.

Every pupil receives their entitlement to 2 hours of high quality Physical Education and 1 hour of Religious Education.

We use [Read Write Inc](#) for our phonics and literacy materials in Key Stage 1. This is currently being rolled out across whole school.

## Key Stage 4

- 10.3. The Key Stage 4 curriculum focuses on developing the six Key Skills in ways that develop our pupils as independent, active and valued citizens within our school. The curriculum includes English, Maths, RE, PE, PSHE, Citizenship, Work Related Learning and Life skills.

The cross-curricular Key Skills are developed across all these subjects and areas of learning. These are Communication, Numeracy, ICT, Problem Solving, Working with Others and Improving own Learning and Performance. ASDAN Transition Challenge is used to accredit pupils' learning and achievements at Key Stage 4 and links with Sixth Form support post school progression.

## Sixth Form 16-19 Study Programme

- 10.4. The Sixth Form curriculum focuses on developing students' ability to make choices and decisions about their lives, and developing the confidence, skills and independence, attitude and communication skills to succeed as young adults. The curriculum includes Expressive Arts and Music, Well-Being, Life Skills, English, Maths, PSHE, Work Related Learning (Fitness and Leisure, Enterprise, Careers and Work Experience), College Courses.

- 10.4.1. All students are given the opportunity to take part in other meaningful non-qualification activity alongside work experience. For example:

- activities to develop confidence, character and resilience e.g. Duke of Edinburgh



- group work to develop team working, communications skills, leadership and problem solving – skills that employers often say are lacking in school and college leavers
  - tutorials and seminars (including careers education)
  - life skills, such as: the ability to travel independently, how to cook and eat healthily, stay safe, personal finance, or preparation for adult or university life.
- 10.4.2. These activities help our students to build experience for their CV and/or personal statement.
- 10.4.3. Accreditation in Sixth Form builds upon the work in Key Stage 4. ASDAN Personal Progress - The qualifications have been developed for students working between the now redundant P Levels 1-8 and Entry 1 to have their achievements recognised and accredited. They are made up of units which can be broadly divided into the following areas: Literacy/Numeracy/IT; Independent Living Skills; Personal Development; Community Participation and Preparation for Work.
- 10.4.4. ASDAN PSD – This qualification provides a framework for developing and accrediting personal and social skills for students working at Entry Levels 1 and 2.
- 10.4.5. The Prince’s Trust Award, Certificate and Diploma in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.
- 10.4.6. Students at Kelford School currently follow courses in Work Skills, Horticulture, Catering and DIY on the school site and construction at The Willows Vocational Centre.
- 10.4.7. Functional Skills Entry Level – These qualifications develop basic English, Maths and ICT skills in everyday and practical contexts. Students can achieve these qualifications at Entry Level 1, 2 or 3
- 10.4.8. For more information on the curriculum, you can see our Curriculum Policy.

## 11. Teaching Approaches

- 11.1. All pupils are taught within small class groups, and the size of the group and level of staffing is dependent upon the nature of the group. Teaching strategies and styles are dependent upon the nature of the group being taught, and on the nature of the individual needs within the group.



- 11.2. All quality first teaching is carefully differentiated and is appropriately supported by class staff and specialist support teams such as Speech and Language Therapists, Occupational Health and Educational Psychologists.
- 11.3. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include TEACCH, a sensory approach, Intensive Interaction, visual learning, augmentative and assistive communication systems, including Makaton signing, symbols, photographs, objects of reference and PECS. Rebound Therapy, swimming and massage are also approaches used to aid access and enhance the curriculum offered. A summary of these is below.
- 11.4. **Sensory Approaches** Some children learn best through using all or some of their senses. We encourage them to explore through their senses using sound, bodily movement, taste, touch and vision to learn new skills, to understand and make sense of their world and most importantly to have concrete experiences in a variety of contexts.
- 11.5. **TEACCH** This method of teaching concentrates on a visual approach to learning. The structured visual approach allows children to access the curriculum and to work towards independent learning.
- 11.6. **PECS Picture Exchange Communication System** is a method to develop intentional communication using motivating items. Children are taught to use symbols to select items and eventually form sentences to request, discuss, comment on items with others.
- 11.7. **Intensive Interaction** - is a technique used to aid intentional communication and engagement with others. It uses strategies of copying or joining in with children to develop eye contact and mutual enjoyment, therefore building relationships.
- 11.8. **Sensory Integration** - is a therapy prescribed by an Occupational Therapist and involves sensory modulation activities for a range of purposes e.g. reducing the need for constant movement, tactile defensiveness etc. Approaches can involve particular movements and massage programmes, some of which takes place in our purposely-built Therapy Gym.



- 11.9. **Rebound Therapy** - uses a full-sized trampoline to support sensory integration work, promote core stability and develop communication, interaction and attention skills.

## 12. Assessment, Recording & Reporting

- 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' approach 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.
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  - 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



## 13. Staff Training & Development

13.1. 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 Support. Where applicable, staff are supported to access the National Professional qualifications such as NPQH, NPQSL and subsequent NPQ programmes designed at a Middle Leader level. In addition, all staff have annual Professional Development Reviews which identifies bespoke training needs.

13.2. 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
- Intensive interaction
- Sleep
- Augmentative and alternative communication
- Visual Impairment Hearing Impairment
- Picture Exchange Communication (PECS)
- Relationships & Sex Education (RSE)
- Child Protection
- Mental Health
- Medication administration
- Tracheostomy care
- Gastrostomy care
- NVQ in supporting teaching and learning Foundation degree
- National Professional Qualification in (Middle / Senior / Headteacher) Leadership

## 14. Meeting Individual Need

14.1. 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 and 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 Wave 3.

## 15. Pupil Voice

- 15.1. The term pupil voice refers to a way of listening to the views of children and young people and/or involving them in decision making; at Kelford School we promote the use of modified and adapted devices to ensure ALL pupils are provided with the opportunity to express opinions and to communicate, in all aspects of their own lives. We have our own Pupil Parliament who are advocates for the school community.
- 15.2. The aim of Kelford School is to ensure that all pupils are given equal opportunities to communicate, in all areas of their school day, that all pupils have access to the school curriculum at the level appropriate to their development and taking into account their individual communication needs and preferences, where appropriate they will have access to AAC resources and teaching approaches.
- 15.3. We aim to provide a “total communication” environment where all modes of communication are equally valued and pupils are given opportunities to make choices, initiate conversations, and express their own ideas and opinions. Staff are trained to be confident using a wide range of communication strategies that are often unique and personalised to the child.

## 16. Emotional, mental and social development

- 16.1. This is an integral part of our work. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. The Deputy Head Teacher is the Designated Safeguarding Lead and coordinates work with multi-agency teams to ensure the best possible support is offered to your child. This is also reflected in our Anti-bullying policy, capturing pupil voice and the existence of our school parliament.

## 17. Looked after by the Local Authority (LAC) and have SEN



- 17.1. The Designated LAC Teacher is Catherine Bentley (Deputy Headteacher). All work under the direction of Rotherham's Virtual School Headteacher, Peter Douglas. We engage with the Personal Education Plan (PEP) so as to create a shared understanding across all settings.

## 18. Partnerships with other Schools

- 18.1. As a member of a Multi Academy Trust, Kelford School has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources.
- 18.2. We have strong links with other local and regional schools through our sporting partnerships.

## 19. Partnerships with Families

- 19.1. We believe that pupil's families are key partners in the education of their child. The views of families are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Families, with their child, make a significant contribution to the Individual flight path. Staff support and facilitate this through the Person-Centred Review held annually but reviewed each term at the parent's evenings. The school believes that these meetings form the foundation of the personalised programme for each child and that families are involved in this. School believes in hosting regular family events to create a school community and parents view and feelings are sourced regularly through parent questionnaire.
- 19.2. In addition, contact is maintained with families through Class Dojo and telephone calls / emails.
- 19.3. Wider school information is sent to families via Class Dojo, text message and use of our website. Class Dojo school page also contains family 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.

## 20. Collaboration with other agencies

- 20.1. Collaboration with other agencies (including SALT) may be required where



the scope and experience of the school staff is limited; this collaboration may take the form of a referral for a particular service or an outside agency visiting school to provide support and training.

- 20.2. All training programmes should be regularly reviewed, reappraised and updated. Equal opportunity and involvement encourages communicative awareness within the classroom by providing opportunities for all pupils to express basic needs, thoughts and feelings.
- 20.3. Provide a communication environment where signs and symbols are used routinely to enhance learning opportunities.
- 20.4. Provide a collaborative approach to assessing and supporting pupils who systems.
- 20.5. Ensure continuity of augmentative and/or alternative communication used within the classroom to support learning.
- 20.6. Ensure pupils have a voice for safeguarding policies and procedures.

## 21. Transport Arrangements

- 21.1. Every pupil who is offered transport to and from school. The relevant Local Education Authority in which the child lives makes transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses and independently. Generally, an escort is provided on home- school transport. Some parents/carers choose to bring and collect their child from school.

## 22. Complaints

- 22.1. Kelford School offers a high standard of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people.
- 22.2. All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can be about any aspect of the services provided at school. In the first instance contact is with the child's teacher, unless a parent/carer feels that it should be with the Assistant Headteachers or Phase Leaders or Senior Leadership Team.
- 22.3. Pupils are encouraged to speak to any member of staff regarding any concern or complaint. A specific team of staff are designated to deal with



pupils' complaints. The pupils can also make their complaint known to the School Parliament whereby it will be dealt with by the Headteacher.

- 22.4. Formal 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, then parents are urged to contact the Chief Executive Officer using the Trust Complaints Policy found on the school website.

## 23. Transition

- 23.1. As the majority of our pupils are grouped by age this means most admissions are during the September of a new school year. 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 where they can meet the new teacher and share any information before the Summer Break.
- 23.2. 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 and Year 14, students and families are supported to prepare for the transition at 16 onto their next educational placement whether that be at one of the Kelford Post 16 provisions, College or another setting. 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 pupil as they move towards these goals.

## 24. Further Information

- 24.1. 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:

[Rotherham SEND Local Offer – Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability \(SEND\).](#)

- 24.2. The local SEND Information and Advice and Support Service for Rotherham <http://www.rotherhamsendiass.org.uk/>



24.3. Rotherham parents and carers forum are a group run by parents of children with additional needs for parents. Their website can be accessed at:

[RPCF Rotherham Parent Carers Forum](#)

## 25. Description of Provision

CONTEXT	SPECIALIST SUPPORT/CONSULTATION	EQUIPMENT/SPECIALIST RESOURCES
<p>Accessible classroom environment.</p> <p>A personalised timetables for classes (personalised for pupils if needed)</p> <p>A consistent structured environment with secure and explicit boundaries.</p> <p>Specialist teaching for certain curriculum areas.</p> <p>Staffing Ratio 1 teacher 3/4 TAs per 10/12 pupils</p> <p>Teaching Arrangements Whole class, small group or individual teaching.</p> <p>Mixed ability and ability, groupings.</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 which may extend outside of 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>Specialist Sensory equipment</p> <p>A hydrotherapy pool</p>