

SEN Information Report - September 2018

What are the kinds of SEN that Kingfisher Special School provides for?

Kingfisher Special School provides for children aged 3-11 with complex and severe learning needs, all of whom have an Education and Health Care Plan.

What are the arrangements for consulting parents of children at Kingfisher Special School and involving them in the education of their child?

At Kingfisher Special School, parents are fully included in developing personalised provision for their child ensuring all their needs are met. This includes:

- Initial visits to school
- Home visits from a Family Support Officer (FSLO) and the Health Care Support Assistant
- Interim meetings (within the first term of admission)
- Personalised Planning Meetings (PPMs - annually)
- Daily communication through the home/school book
- Half termly parent guides detailing how to support their child's learning at home
- Reporting to parents electronically, through each half term in all aspects of learning
- Parent/carer meetings with teachers and other professionals – as and when required
- Parent workshops and training
- Coffee mornings
- Informative website which celebrates children's learning

What are the arrangements for consulting children at Kingfisher Special School and involving them in their education?

All children at Kingfisher Special School are treated with dignity and respect. The curriculum is fully personalised for each child in order for them to access and experience success throughout their learning journey. The Kingfisher Action Team (KAT) involves a specific group of children who are most able to understand the principles of a School Council and the subject of democracy. The KAT act as advocates for all the children within school through a system which enables other classes to be involved in decision making and influencing whole school developments. For example, development of play spaces, the Peace Pledge and coordination of the shoe box appeal.

Through One Page Profiles and Pupil Voice within Annual Reports and PPMs, the views and aspirations of children are included and influence their personalised learning with some children attending their meeting where appropriate

Throughout the learning day, children are given opportunities to review their learning and how they can further improve on this using strategies appropriate to their level of need.

What are the arrangements for assessing and reviewing children's progress towards outcomes?

Each child's EHCP outcomes are planned for, assessed and reviewed through their Personalised Learning Plan (PLP), where their Kingfisher flightpath is identified (non-subject; pre-subject; subject) and their learning pathway planned. Every aspect of each child's needs are planned for in a co-ordinated way involving all relevant professionals and parents. This ensures Cognition and Learning, Communication and Interaction, Wellbeing (Social and Emotional) and Sensory and Physical aspects are recognised, taken into account and planned for in a co-ordinated way. Targets towards outcomes are reviewed throughout the half term and adjusted as necessary. Half termly Standardised QA ensures that teacher judgements are accurate and that provision is enabling good progress.

Teachers demonstrate high expectations of all children and effort is recognised and rewarded with children showing pride in their successes, however small, evidenced through the assessment recording system.

What are Kingfisher Special School's arrangements for supporting children in transferring between phases of education?

All transitions are well planned for throughout school as children move from class to class. Parents are invited to meet their child's new teacher in the summer term and then before the autumn half-term break, to ensure positive relationships are developed and partnership working encouraged.

Children are well supported when transitioning to the Secondary phase, with planning meetings held between schools and visits for children planned for. Transfer of information – educational, medical and safeguarding – is passed onto the receiving school and secondary phased staff are invited to Kingfisher Special School to ensure effective knowledge transfer resulting in seamless transition.

Parents/carers always have the opportunity to meet the new teacher and class staff and to visit the new school. This is facilitated by the Family Support Liaison Officers (FSLOs).

What is Kingfisher Special School's approach to teaching children with SEN and how adaptations are made to the curriculum and the learning environment?

At Kingfisher Special School we recognise that children with complex and severe learning needs face particular challenges in learning and in life which demand us to find very particular and individual solutions. It is always with this in mind that we seek to find the best possible approaches in all aspects of our offer, ensuring that all children receive a varied, engaging and appropriate curriculum offer. Our curriculum is built to ensure an experience which both challenges and excites, motivates and engages and celebrates individuality, personal achievement and promotes endless possibilities. The incorporation of the principles of the Oldham Pledge within our Core Offer, ensures we provide accessible and meaningful opportunities and experiences for all children to develop key character traits and essential life skills.

Learning environments are constantly reviewed and developed and are adapted to meet individual needs as appropriate which includes ICT provision.

Children Looked After (CLA) and those in receipt of Pupil Premium are identified to ensure that they have equal access to all learning opportunities and any additional needs are met through the relevant funding streams. The school is vigilant in ensuring that there is no difference in the achievement of children from any background.

What expertise and training do staff have in relation to meeting the needs of children at Kingfisher Special School?

In the mission of Kingfisher Learning Trust, it states that '*research and reflective practice ensures an ever-evolving innovative provision across each Academy*'; this underpins that of Kingfisher Special School. Continuous, quality professional development and high level pedagogical dialogue have created an ambitious and talented staff who embody professional standards as they enhance practice through action-research, reflective practice, coaching and developing the professional practice of others.

Kingfisher Special School is a place of learning for all and is highly committed to continuous professional learning for all staff. Individual needs are identified through Appraisals and professional development meetings which then inform the planning for staff learning within the School Improvement Plan. The four key areas are: Core Staff Development, Professional Staff Development, Teaching and Learning and Leadership Learning.

There are clear referral systems in place to seek specialist advice and support from other professionals, including, Occupational Therapy, Physiotherapy, Play Therapy, Speech and Language Therapy. Guidelines and advice for individuals are incorporated into each child's PLP.

Kingfisher Special School has invested in the training of specific staff to become trainers in key areas such as Team Teach, Moving and Care, Signalong and Intensive interaction, ensuring that all staff at Kingfisher Special School have the knowledge and skills to support children's holistic needs.

What is the provision for children at Kingfisher Special School and how is it evaluated?

All children attending Kingfisher Special School have an EHC Plan. There may be agreement with the Local Authority that a child is placed at school pending the outcome of an assessment for an EHC Plan. Associated policies in this area are accessible on the school's website.

The up to date website provides extensive information detailing the provision at Kingfisher Special School.

The school's Self Evaluation Form and School Improvement Plan are the tools used to evaluate and further develop the core offer, ensuring it continues to meet the changing needs of the school population.

What does Kingfisher Special School do to support and improve children's emotional and social development?

Children are given opportunities to use a range of social skills in different contexts, sharing feelings through weekly SMILES themes, focussed upon in PALS (Play Approach to Learning Social skills) and assemblies; regular opportunities are provided for children to develop their emotional literacy which supports them to understand their own feelings and develop an empathic approach to others.

The school works hard to develop the children's understanding of their feelings and how these impact on others. Much work is undertaken, with all children to reflect on their experiences and on the cause and effect and consequences of their behaviour as appropriate.

Anxiety Response Plans are developed, using knowledge and advice as appropriate, for every child to ensure that their emotional needs are recognised and each child is supported to manage them appropriately.

A dedicated Play Therapist is on site to support children with their emotional needs and to work alongside staff to develop their skills.

How does Kingfisher Special School involve other bodies including health and social care, Local Authority services and voluntary organisations, in meeting the needs of children's SEN and supporting their families?

As all children at Kingfisher Special School have an EHCP, their health and care needs are detailed within the plan and agencies support the child's individual outcomes. This is part of each child's PLP.

Outside agencies who are involved with children and their families, are invited to any meetings throughout the year. Kingfisher Special School prides itself on the partnerships that have been developed with these agencies, some of which are based within the school site and so are readily available to families when required. Contact details for key services are available for all families within the home/school books.

The FSLOs support families by signposting them to any additional support that is needed. These staff are knowledgeable and have a clear overview of the services that are available across Oldham.

What arrangements does Kingfisher Special School have for handling complaints from parents of children with SEN about the provision made at the school?

Any complaints are dealt with promptly and in line with the process which is clearly set out in the Trust's Complaints Policy that can be found on the school website. Condensed versions are available from the school reception on request.