

# Local Offer for Kingswode Hoe School



## What is Kingswode Hoe School?

Kingswode Hoe is a school for pupils with moderate/complex learning difficulties aged 5-16 who have an Education Healthcare Plan (or are being assessed for an EHCP) or who have a Statement of Special Educational Needs for Learning Difficulties). Currently the school has no KS1 provision.

The aims of the school are:

- to provide a broad, balanced, relevant and flexible curriculum;
- to develop pupils' literacy, numeracy, ICT, independence and thinking skills;
- to provide a stimulating environment which challenges, motivates and interests all pupils;
- to recognise, celebrate and reward achievement in order to promote self-esteem;
- to provide a supportive system of pastoral care which includes skills for life;
- to prepare pupils for further education in a constantly changing world;
- to work collaboratively with mainstream schools in the community;
- to be part of a flexible range of SEN provision in the locality.

**We want all pupils, irrespective of ability to 'Be the Best they can Be'**

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Our School is inclusive and aims to meet the needs of every pupil. We recognise the importance of quality teaching as well as a vibrant curriculum and that our pupils require a more individualised approach to enable them to meet their full potential. We want our school to be a safe, secure and happy environment where children feel valued and are able to access a balanced, relevant and stimulating curriculum which prepares them for the next stage of their education.

## How can you find out about our ethos?

- Look at our website: [www.kingswodehoe.essex.sch.uk](http://www.kingswodehoe.essex.sch.uk)
- Arrange a visit to our school: 01206 576408 – *prospective parent visits are usually on Wednesdays in term time.*

## How are pupils admitted to the school?

Admission to the school is through the Local Authority's statutory assessment process where pupils fit the admission criteria for the school and the school is named on the EHC plan or SEN statement.

All the learners in this school have a greater difficulty in learning than the majority of others of the same age and they make less progress than their mainstream peers in some or all curriculum areas.

Pupils may have additional complex needs such as ASD or Asperger Syndrome, language and communication difficulties, moderate learning difficulties arising from other syndromes or moderate emotional or behavioural needs arising from their learning difficulties

Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. Kingswode Hoe believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive information, to express an opinion, and to have that opinion taken into account in any matters affecting them, including the school they attend. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

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## How do we ensure partnership working?

### *Arrangements for consulting parents*

The school sees parents and carers as partners in the process of education and development of their child. We want to work closely with you to ensure that your child grows and develops into an independent and resilient young person able to lead an independent life as far as possible.

We have a range of informal ways that you can be an active part in this process:

- use of daily Home-School diary;
- telephone calls or drop-in to meet a particular teacher at the end or start of the day;
- Contact at the school gate.

We also have more formal opportunities for you to consult us:

- Annual EHC plan (or Statement) review;
- Parents' Evenings;
- Key Stage evenings including KS4 careers evening;
- Formally arranged individual meetings with tutors, subject teachers or senior staff;
- Questionnaires from governors;
- Contact with the family liaison worker.

### *Arrangements for consulting and involving our pupils*

The student voice is important to the development of the school and well-being of our learners and we have a range of ways of gathering and assessing their views:

- Pupil participation in Annual Reviews and some Key Stage Parents' Evenings;
- Student Council which meets regularly and where student concerns or views are shared and acted upon;
- Easy access to staff where concerns or worries can be shared and which can then be followed up through the schools procedures;
- A survey of learner's views and attitudes results of which is reported to the governing body for action as necessary;
- Regular individual conversations on their learning goals, long term aims and their sense of achievement and well being; this feeds into the IEP and annual EHC Plan (or Statement) review.

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## Who is the SENCO for the school?

All class tutors act as a SENCO and they, alongside the seniors leaders in the school are responsible for the progress your child makes, and the adaptations to the curriculum.

## What happens if I am not happy with something?

We want to know when things aren't right with your child's learning, so:

- Your first approach is to the class tutor or if it concerns a certain subject then the teacher of that subject, this may be through the home-school diary, a phone call or a letter;
- Most issues are usually resolved quickly but if this does not work then you should approach the Key Stage leader, by letter or telephone;
- If the matter is still not resolved the next stage is to contact the Deputy Headteacher followed if necessary by contacting the Headteacher;
- It is the Headteacher's job to hold staff to account if things are not right, or to explain why the school is unable to meet your request;
- Governors are the next stage in trying to resolve a complaint, there is a named governor for this and that governor with the other school governors are expected to hold the school to account if things do not work;
- Should none of these stages resolve your complaint then you can go to the Local Authority who retains responsibility for your child's education and the education section of the EHC plan.

***Remember: no issues will be solved if we are unaware of them, so share concerns early so that they do not become bigger problem.***

*(See the schools Complaints Policy available on the school web site)*

If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide for you or the school, the school will help you find the right contacts to help resolve these issues. The school cannot make other services act: both Health and Social Care have complaints procedures you can follow. Talking about concerns early and understanding who can help resolve them is important in getting a prompt response.

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## What about the Essex Local Offer?

This may be found at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

## How does the school know about pupils' needs?

Every pupil admitted to the school will have their needs recorded on the EHCP (or Statement) on entry. We monitor individual learners' range of needs as these develop and change through their school life. We assess progress and evaluate and develop provision to match the developing needs of the pupils, as long as those needs can still be met from the resources allocated to Kingswode Hoe via the Local Authority.

- The school has wide experience in supporting learning needs and works with the parents and carers to secure the best approach and outcome for the child;
- On-going teacher assessment, with notes made by classroom support staff and scrutiny of pupils' work build up a picture of the progress being made;
- Evidence of learning outcomes can be written work, recorded sound or through photographs of activities;
- A picture is continually built of the learner's abilities and challenges, all these judgements and information guiding the next steps in learning which are communicated to pupils in lessons;
- Staff moderate their assessments against the P scales and National Curriculum guidance in moderation meetings, often with participants from other schools;
- Specialist equipment or programmes are used to support access to the curriculum including writing slopes, seating cushions, special pens, Social Use Of Language programme and targeted support in literacy.

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## How will my child be supported at school?

We offer a wide range of approaches to learning and supporting pupils including:

- Differentiated work;
- Individual work with one of the classroom team;
- Group work in the classroom with learners at similar levels of achievement;
- Visual timetables;
- Variety of teaching approaches: visual, auditory and kinaesthetic;
- Intensive small group teaching for more able pupils in English and maths including after school GCSE maths tuition;
- Individual support with behaviour;
- Small group sessions to support emotional well-being;
- Tailored Work Related Learning in KS4;
- A range of appropriate accreditation at Entry Level and Level 1;
- Travel training for independent travel in KS4;
- Preparation for post 16 transition including Careers guidance and independent advice.

In KS2 lessons take place in the pupil's classroom with an experienced well directed class team.

In KS3 and KS4 pupils will move rooms for different subjects but are still supported by staff that know them well and can:

- support the learning needs;
- support behaviour targets;
- understand emotional challenges;
- understand any health issues the pupil has.

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Every class is led by an experienced and well trained teacher and at least one LSA (Learning Support Assistant). In some subjects and for some age groups additional LSAs are provided. There is a team of HLTAs (Higher Level Teaching Assistants) who are deployed across key stages or in some subjects for more specialised support.

In addition we receive the following support from health and social care colleagues:

The services of a Speech and Language Therapist for one half day per week. She works with those pupils who have therapy input written into their EHC Plan (or statement). She will work directly with the relevant staff teams and may contribute targets to IEPs for some pupils. The therapist may be contacted by parents to discuss on-going therapy needs.

Support from the School Medical Service as necessary.

Support and joint working with social workers as necessary.

## How are staff trained to teach SEN pupils

All staff have on-going training in a range of special educational needs and disabilities, with additional training as necessary to meet specific needs such as Acquired Brain Injury. All staff have received training on managing behaviour, strategies for teaching children with ASD, use of language and drama across the curriculum and all have regular safeguarding training. Current whole school training is focusing on refining use of data and using a Virtual Learning Environment.

Additionally, the Behaviour Team have had intensive training on all aspects of managing behaviour and emotional well-being. There are two members of staff trained in counselling in school.

There is a small department of specialised PE staff and of technology staff.

The staff have access to support from the Educational Psychologist and the specialist teachers for hearing and visual impairment (for individualised support for an identified pupil).

Pupils in Y9 have access to impartial specialist support for post 16 transition.

All staff are trained in First Aid and three members of the Administration Team have higher level First Aid training and training on administering medication.

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Staff are trained to undertake trips and residential experiences and to carry out risk assessments.

Staff that drive the minibus have passed the Essex County Council minibus test.

## *Other training for staff*

Senior and middle managers receive on-going training in aspects of management including:

- Ofsted inspections;
- Observing teaching and learning;
- Managing Performance;
- Financial management;
- Managing HR.

All staff have access to Continual Professional Development through Performance Management. The school uses five non-pupil days to further train and develop staff skills.

## **How will the curriculum be matched to the needs of my child?**

The school curriculum is based on the National Curriculum which we have adapted and modified to ensure that learners have a broad balanced set of experiences through which they learn skills, develop knowledge and understanding and are able to develop independence over time.

- Each day begins with a twenty minute intensive literacy session for all pupils. This will include access to ERP (specialist reading programme) groups;
- There are then six x forty minute curriculum lessons (some of which may be double lessons) including specialist sessions of SULP (Social Use of Language) for Y6 – Y9; Targeted Literacy group for pupils with gaps in literacy (Y7 – Y9) and small speech group work under the direction of the therapist (pupils in these speech groups do not take part in foreign language lessons);
- Pupils are in age related class groups and then may be grouped by ability within subjects;
- The school records progress in all subjects, but with a focus on literacy, numeracy and personal social skills;
- The staff are experienced in understanding learners needs and in making accurate judgements, they support this with evidence which shows achievement, this may be photographic, annotations on work or records of learner voice;



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- These are carefully recorded as levels of progress in the schools recording system which is a commercial product: *B Squared*. This is moderated and compared with national data in CASPA (Comparison and Analysis of Special Pupil Attainment) The school also has access to national comparative data from Fischer Family Trust.

## How will parents be involved?

- All pupils have a Home-School diary for messages to and from parents;
- With clear records of progress we can establish the next steps in learning for your child and share both where they are and what they need to do next;
- The broad targets are agreed with you at the annual review of the EHC plan (or Statement Annual Review) and the stages are reviewed and refined termly in the Individual Education Plan (IEP) or Individual Behaviour Plan (IBP);
- At the annual meeting to discuss the EHC plan (or Statement) the levels of learning (P scale, or National Curriculum) the child has achieved will be shown, using graphs from CASPA data, so that progress can be discussed and assessed;
- The levels will show against Progression Guidance (national standard for SEND learners in special schools), this allows judgements to be made about whether your son or daughter is making inadequate, adequate, good or outstanding progress in relation to their peers in similar schools. This judgement will be related to their levels of need. All learners in special schools make less progress, in many cases significantly less progress than national expectations for their age;
- Health and social care colleagues may attend the annual meetings if they are involved and their input and expectations could form part of the planned programme of learning;
- The Annual Review meeting allows the plans for the year to be discussed, and your views about academic, personal and social progress, knowledge, understanding and skills are discussed. Realistic expectations and any particular targets you want for the coming year can be agreed.

## Who can I contact for further information?

### Local Authority SENCAN teams:

Statutory Assessment Service – North East Area

Statutory Assessment Service – Mid Area

Causeway House

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Essex House, 200 The Crescent  
Colchester Business Park  
Colchester CO4 9YQ, Tel: 0300 003 1866

Bocking End  
Braintree CM7 9HB  
Tel: 0300 003 0371

## What support do pupils get for transition?

### *Pupils transferring from mainstream provision at KS2, KS3 or KS4*

If a placement is agreed the mainstream school will contact us to arrange visits as necessary according to the age and level of need of the pupil. The pupil's LSA may attend these sessions. In this way we can get to know the pupil before they start.

Families of pupils new to the school receive a New Pupil pack with all the information they need before starting. Parents and carers will need to apply to the Local Authority for transport. Free transport is provided as long as distance criteria are met. (See Local Authority guidance)

As most pupils enter the school at Y7, we hold an induction day in late summer term so that this large group of new pupils can meet and prepare for entry.

### *Pupils transferring to mainstream provision at KS2, KS3 or KS4*

Some pupils who make exceptional progress at Kingswode Hoe will, with agreement from parents, be transferred to their local mainstream school. This transition is supported by an individualised programme until they transfer to the role of their new school.

### *Pupils leaving Kingswode Hoe at the end of Y11*

The school works with the transitions service to ensure smooth transition to college or into an apprenticeship. A very small number might be supported to transfer to more specialist FE provision at a local SLD school.

Part of the KS4 programme involves preparation for college and information about the world of work. With support from parents and carers, college applications are completed in Y11. Pupils will access Entry Level courses, Level 1 and Level 2 courses across academic and vocational areas.