

Special Educational Needs (SEN) Report 2019 West Kirby School and College

West Kirby School and College (Opened by West Kirby Residential School Charity)

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Age range, gender and specialist provision e.g. ASC

5-19 mixed gender

West Kirby School offers provision for children with communication difficulties, such as Autism and associated conditions (e.g. PDA). Additionally, the school also has provision for pupils with social, emotional and Mental Health (SEMH) conditions, such as ADHD. WKS is capable of meeting the needs across the spectrum of cognitive and learning as well as physical and sensory needs. However the school is not suitable for PMLD (Non-ambulant) or severe learning difficulties. (SLD)

Capacity

115 across KS1-4 and Post 16.

Please add any links e.g. school's website

<http://www.wkrs.co.uk/>

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/105137>

Twitter - @westkirbyschool

Facebook – West Kirby School and College WKS

Any other important information

The school has continued status as an Outstanding Provider, Ofsted, 2016.

Our enhanced provision includes education, care, speech and language therapy, occupational therapy, reading support, therapy support, learning mentors, medical team and a pastoral care support team. We have a day and weekly (Monday to Friday) residential provision with flexible boarding arrangements available.

The school was also re-accredited under National Autistic Association as Autism Accreditation with specific reference to strength in 'relationship and depth of understanding of pupils/creative use of environment to provide highly individualised learning'. In 2018 West Kirby School achieved 'Autism Accreditation Enhanced Practice' Commendation, which reflects our "provision goes above and beyond usual expectations in supporting autistic people".

All staff complete NAS online training as a minimum standard of induction and have received a minimum of Autism Education Trust schools training Tier 1. The school complies to the National Standards and Competency Framework of the Autism Education Trust and these frameworks are allied to the schools performance management structures.

West Kirby School is Dyslexia friendly with a dedicated Reading Support mentor and we are currently working towards Dyslexia Friendly Accreditation.

The following questions have been developed by and may be of particular interest to parents and carers

1. How will I be involved in discussions about and planning for my child's education?
2. How will school/college staff support my child?
3. How will school work curriculum be changed to match my child's needs?
4. What support will there be for my child's emotional health and well-being?
5. What specialist services and expertise are available to the school/college?
6. What training do staff have who support children with special educational needs and disabilities?
7. How will my child be included in activities outside the classroom including school trips?
8. How physically accessible is the school/college?
9. When my child starts school/college what kinds of support will there be?
10. When my child leaves school/college what kinds of support will there be to prepare them for their next school/college placement?
11. How are the school's resources allocated and matched to my child's special educational needs?
12. How is the decision made about how much support my child receives?
13. In what ways are parents involved in the school?
14. Who can I contact for further information?

How will I know how my child is doing?

1 How will I be involved in discussions about, and planning, for my child's education?

We encourage communication from the day you and your child first look around West Kirby School.

All pupils will have an Education, Health and Care Plan (EHCP) or Statement, for those pupils in North Wales, which you will have been involved with. Based on their EHCP/Statement and schools assessments, each pupil at West Kirby School will have an Individual Education Plan (IEP), Individual Support Plan (ISP), Pupil Communication Profile (PCP) and where appropriate a Sensory Diet, Personal Handling Plan (PHP) and Risk Assessment.

For new pupils we have a Post Admissions Review after about 7 weeks or a term. All IEP's are monitored by the SENCo on a termly basis to ensure they have reviewed and targets are appropriate. The necessary provision needed will be discussed with the SENCo, parents and families, Senior Leadership Team, other key professionals involved and the Local Authority if additional funding is needed to provide the support.

We believe in working in partnership with parents/carers in order to achieve the best outcomes for their child. We communicate with parents and carers through their preferred medium (phone calls, email or home/school diaries) to maintain regular two way communication, frequency is also individual to the parents and carers. This can be with the teacher, teaching assistant, care support workers or our home school liaison.

While we have formal meetings such as annual reviews to discuss the EHCP, IEP and progress, we have also have parent/carer evenings to consider progress and provision.

Parent Support Group coffee morning is run termly held at the school

Parents and carers are always welcome to get in touch to discuss any area of their child's development or wellbeing.

2 How will school/college staff support my child?

Upon entering West Kirby School your child's needs will be assessed by all the professionals within the Education and Clinical departments and other school staff, during the induction period. From this we are able to establish your child's needs and put together a bespoke programme for them, utilising the wide range of resources available to us. Your child will be given any enhanced provision and support needed by our specialist professionals. In addition all pupils have 3 key staff who are responsible for monitoring provision and progress:

- Form Tutor
- Teaching Assistant
- Key worker (from our Residential & Pastoral Care departments)

Our new SCALES curriculum identifies skills for development - communication, emotion, social, relationships and sensory/motor. These are integrated into the curriculum day to day and reviewed on a regular basis.

The Residential groups are run by teams of qualified and experienced Care staff. The Care staff also work within the school and liaise closely with school staff regarding specific needs of individual pupils. This allows us to provide a consistent approach to supporting each young person across the 24 hour curriculum, through a Personalised Development Programme.

3. How will the curriculum be changed to match my child's needs?

West Kirby School aims to offer a broad curriculum and range of qualifications to support pupils with varying needs. We continue to provide for those more academically able individual, alongside complex young people with challenging areas of needs impacting on their ability to access and learn.

SCALES Curriculum

West Kirby School has developed a dynamic curriculum 'SCALES' which refers to the school's unique approach to curriculum design and delivery to its diverse cohort of children and young people. Our SCALES curriculum refers to **SC** social curriculum, **AL** academic learning and **ES** emotional support pathways. A knowledge and skills matrix underpins this curriculum; with skill sets related to communication, emotion, social, relationships and sensory/motor identified for development. Each pathway has an appropriate level of input from our in-house Clinical Support Services including Occupational Therapy, Speech and Language Therapy and Therapeutic support for Trauma and Attachment.

Our pupils' IEP (Individual Education Plan), informed by their EHCP/statement, along with an awareness of a young person's diagnosed needs, combined with accurate and detailed assessment, makes it possible to choose the appropriate learning pathway for your child, with the appropriate level of Clinical Services support.

This SCALES curriculum is a response to pupils with greater degrees of complexity and higher acuity of need, going above and beyond to provide either simple curriculum modifications or a tailored

bespoke curriculum. Our aim is to ensure our pupil's individual knowledge and skills needs are met so their learning is functional and meaningful.

Differentiated learning is central to our philosophy at West Kirby School. During your child's placement at WKS we build a profile of their educational and clinical needs, so that educational provision and clinical input is tailored to reflect needs.

Qualifications on offer are:

- GCSE's in Maths, English, Science, Art, Media Studies, Religious Education, Music, History and Chinese
- A Levels in Art. We also support students to study A-Levels with a local Sixth Form colleges for other subjects whilst within our provision
- Functional Skills qualifications in English, Maths, Computing – Entry level certificates 1,2 & 3
- Entry level certificates – English, Maths and Computing
- Pathways Award in Creative, Media & Performance Arts
- Cambridge Technical ICT
- Cambridge National ICT
- ASDAN Vocational Awards – Gardening, Catering, Sports & Fitness, Sex & Relationships
- Preparation Working for Life – Level 1 and 2
- Open Award Skills for Further learning & Employment
- Arts Award – Bronze, Silver and Gold
- Duke of Edinburgh Award – Bronze, Silver and Gold
- Life and Living Skills Award – Entry level 2 and 3 – Residential Care pupils

*These can be subject to change dependent on the cohort

In addition to our pupils' individual learning, we offer a rounded whole school curriculum focusing on wellbeing and mental health, arts, internet safety, Duke of Edinburgh, Pupil Voice and community links and workshops.

In devising a personalised programme for pupils, teaching, support and care staff have responsibility for ensuring that work is well matched to pupils learning needs. All classes have access to a full time TA to support with the delivery of this along with a wide range of in-house professionals to provide appropriate strategies and interventions. Additional in class, or individual support, is identified and accessed through the schools Pastoral Care Team.

For residential young people the Care staff follow the guidance from school staff to ensure that they are able to support each pupils learning needs. The learning resources used within school are also available on the Residential groups thus ensuring a consistent approach to supporting the development, in all areas, of resident pupils.

4. What support will there be for my child's emotional health and well-being?

Good emotional health and well-being are essential for personal development and learning and our whole staff body are experienced in supporting and monitoring their development. West Kirby School are also working towards our Schools Wellbeing Award with a whole school approach to well-being and mental health.

The Speech and Language Therapy department provide input to all pupils on social skills and emotional literacy and should staff have any concerns we have internal referral systems to professionals in Clinical Services, should more individual input be required. We also have well established pathways to contact external support where necessary.

The school has a Pastoral Care team, Clinical Services team and Therapeutic Support team that supports and help develop emotional regulation and wellbeing through specific programmes and interventions. Additional to this the school has designated 'champions' for areas of specific need (e.g. mental health) across all areas of provision.

Our Occupational Therapy team support our pupils' sensory needs and emotional regulation through various methods, including structured 1:1 sessions in our Occupational Therapy suite or strategies integrated into day to day school life, indoors and out, and lessons.

We support pupils' sensory and motor needs with individualised support and adapted learning environments through individual workstations, low arousal classrooms, movement breaks etc.

Our Medical supports our pupils day to day and co-ordinates any medication required.

We are very aware that some young people internalise their feelings and, as such, it is imperative that good communication links between school and home are maintained.

All aspects of school life are carefully risk assessed to ensure pupils are safe at all time.

5. What specialist services and expertise are available at the school/college?

Within our school we have a wide range of experts that provide advice, direct input and therapy on a daily basis, these include:

- Teachers
- Teaching Assistants
- Pastoral Care workers
- Residential Care workers
- Speech and Language therapists
- Occupational Therapists
- Therapeutic Support workers
- Medical team
- Reading specialists
- Learning mentors
- Transition officer

All education and care staff have Autism training through Autism Education Trust c/o National Autistic Society. Some staff have training or qualifications in specialist areas including PDA, Attachment and Trauma.

West Kirby School has held Autism Accreditation from National Autistic Society since 2013 was awarded Enhanced Commendation Accreditation in 2018 for those 'that go above and beyond good practices'. We are one of only 4 provisions in the North West to receive this and 1 in 7 nationally.

If we need to look outside the school for advice we can contact a range of professionals from education, health, and social care departments, from your local authority.

If there are other professionals involved with your child, we will keep them informed of his/her progress and work closely with them throughout your child's time at WKS. Any professional involved with your child will also be invited to attend his/her annual review.

6. What training do staff have who support children and young people with special educational needs?

Training requirements and access to suitable training is closely monitored at WKS for all staff, to ensure that we maintain a broad skill base and keep up to date regarding new initiatives and developments.

Education staff also have access to two internal training sessions each week in school which are delivered by existing school staff or visiting speakers or organisations. Such training programmes have recently included Attachment and Trauma, Occupational Therapy and Speech and Language Therapy.

All staff have high expectations of training made of them and have completed National Autistic Society training for Autism along with a minimum of Tier 1 Autism Education Trust (AET) training, a programme supported by Department of Education. All staff involved in the delivery of services to children and young people have completed Tier 2 Good Autism Practice and an additional module Complex Needs and Participation. This level of training is a mandatory requirement of staff employment. West Kirby School and College is the official Wirral Hub for this Schools training programme.

Additionally, the school complies with the National Standards and Competency Frameworks of the Autism Education Trust which forms part of the schools overall Performance Management structure.

Specialist Clinical Services including Occupational Therapists and Speech and Language Therapists are experts in their fields with professional training and qualifications. Our Therapeutic Support team have Attachment and Trauma training.

7. How will my child be included in activities outside the classroom including school trips?

WKS offer a wide range of inclusive wider learning and enrichment activity opportunities outside of school.

All pupils have full access to activities outside the classroom and school trips, in line with their individual risk assessments which are reviewed on a regular basis. Staff work with pupils where required to support them individually with preparation plans and adaptations. Whilst we encourage all pupils to access external activities, alternative learning activities are always available within school.

We have our own School vehicles for transporting pupils and we have the train line on our doorstep for easy access to local areas.

If your child accesses one of our Residential groups they will be fully involved in all aspects of the activity programme. This includes planning an activity programme, risk assessing each activity with staff support, and engaging in the programme.

8. How accessible is the school/college?

Equality of opportunity is a core part of our school ethos.

Our physical environment is adapted to address sensory needs and with visual aids for children and young people on the Autistic Spectrum. National Autistic Society Accreditation team said in we go 'above and beyond best practice' to support our pupils.

WKS is situated within West Kirby, on the main road to Hoylake. There are good road and rail links, with the local train station being only 5 minutes' walk away.

The school is wheelchair accessible with disabled toilets and changing facilities.

There are lifts available to access the first floor facilities. There are some areas which require climbing a few stairs however, these areas are not essential areas and generally house offices or day lounges. Most class rooms, specialist teaching areas and Therapy suites on the main site are easily accessible without climbing stairs.

Residential provision is based off site in community houses which have a ground and first floor. Our Post 16 provision is based within the main school building on the first floor also accessible via a lift.

Visual and auditory support is available for pupils who require it.

9. When my child starts school/college what kinds of support will there be?

Transition into West Kirby School

An enhanced transition is put in place for all pupils as we understand the challenges that our pupils with ASC and complex social and emotional needs have managing this change. Our SENCo will often visit the previous school or home setting prior to pupils starting with us to establish relationships. We offer transition days and also graduated starts, where required, to suit the individual

Upon entering WKS your child's needs will be assessed by all the professionals within the Education and Clinical Services department and other school staff. From this we are able to establish your child's needs and put together a bespoke programme for all young people, utilising the wide range of resources available to us. Your child will be given any individual therapy and support needed, by professionals within our Clinical Services and Therapeutic Support Team. In addition all pupils have 3 key staff who are responsible for monitoring provision and progress:

- Form Tutor
- Teaching Assistant
- Key worker (from our Residential and Pastoral Care Department)

As a school we recognise that there are many micro transition points that our pupils find difficult. We aim to reduce the anxiety caused by changes in class, changes in staffing, movement between establishments by using transitional documents. (From SEND Policy)

Micro-transitions are supported by the use of visuals within class and with teaching assistants. We also make use of changes boards and Monday morning assembly focus on changes for the week.

When pupils move to Post 16 they follow an induction programme supported by staff.

The Residential groups are run by teams of qualified and experienced Care staff. The Care staff also work within the school and liaise closely with school staff regarding specific needs of individual pupils. This allows us to provide a consistent approach to supporting each young person across the 24 hour curriculum.

10. When my child leaves school/college what kinds of support will there be to prepare them for their next school/college placement?

As your child moves through WKS a number of meetings will be held to clarify future needs and appropriate transition to college or the world of work. When pupils come to move to college or work they follow an induction programme. With access to our Transitions Officer a bespoke plan will be created to ensure that young people are fully supported in preparation for future placements on their academic, vocational or employment pathway; options include Further Education College, University, apprenticeship or employment. Transition preparation includes college visits and a range of life skills programmes in Post 16 around developing independence, social skills, travel skills and work related learning. We have close relationships with a range of college providers and a proven track record in successful transition.

Some pupils access a day release to a local sixth form college whilst their main provision is with ourselves. Transition to this is also carefully managed with key staff and our Transitions Officer.

Where appropriate work experience placements are arranged in the local community or in school.

11. How are the school's resources allocated and matched to my child's special educational needs?

At the point of referral WKS will require comprehensive reports including the EHCP/statement and details about your child provided by the Local Authority, or yourself as Parent/Carer.

During your child's induction period at WKS their needs will be assessed by all in-house departments and professionals. This will result in the creation of a bespoke support/intervention package (IEP/ISP) that will be discussed with you at their induction meeting. Support from Clinical Services including Occupational Therapy, Speech and Language Therapy and our Therapeutic Support team will be allocated in line with this. The necessary provision needed will be discussed with the SENCo, parents and families, SLT, other key professionals involved and the Local Authority if additional funding is needed to provide the support.

Regular reviews, through testing and forums such as the annual review and Clinical Services meetings provide regular opportunities to review, discuss and amend resource allocation in line with progress made and changing needs.

All pupils at West Kirby School experience high quality first teaching from an appropriately qualified teacher; small class sizes across the school; the additional support of an appropriately qualified teaching assistant; speech and language input and support from appropriately qualified care staff. 'The Zone' approach offers 1:1 teaching and support where required.

Pupil Premium funding is allocated for eligible pupils and is used to enable a variety of experiences and support for pupils and their families.

12. In what ways are parents involved in the school and how can I be involved?

Good communication with parents and carers is central to pupil progress and well-being and school staff are always available to meet and discuss any issues.

Throughout the year we have a number of social events, open evenings and meetings that parents and carers are encouraged to attend and contribute to. We also have a parent support group we encourage parents and carers to come along to where a parent governor is also available for advice and guidance.

WKS have an active Twitter and Facebook page we update with pupil news and activities. Parents are encouraged to follow these an opportunity to keep in touch with daily school activities.

We will regularly ask you for feedback and your views through termly reports and an annual questionnaire in order to support your child's development as well as the wider school provision.

13. Who can I contact for further information?

For Day pupils the main point of contact should be the class teacher or teaching assistant to discuss your child

For a Residential pupil, in addition to the class teacher and teaching assistant, regular contact should be available with the Key Worker.

Mr P Smith (Head of Day School)
Mrs S Wilkinson (SENCo)

Tel: 0151 632 3201

Email: schooloffice@wkrs.co.uk

The following questions have been developed by and may be of particular interest to children and young people

1. How will the school /college know if I need extra help?

Before you start you will have had the opportunity to visit the school, meet key staff and tell us what you feel that you need. We will also have read reports from people who have worked with you in the past. Once you start at WKS, staff will work closely with you, listening to your range of needs before creating a 'support plan', all about you, to share with your staff. You will also be seen by different departments in school to see if they need to give you extra help, such as speech and language therapists, occupational therapy and reading support.

Before you become a residential pupil you will have had the opportunity to visit with your parents/carers. We also have leaflets that explain what happens in our residential groups. The care staff, who are the people that work on the residential groups, will get to know as much about you as possible. They will do this by:

- Talking to you
- Talking to your parent(s)/carers
- Talking to staff in school who know you
- Reading any information that school has been sent about you.

2. What should I do if I think I need extra help?

All the staff at school will be happy to help you and give you advice but you will also have 3 key adults you may wish to talk to:

- Form Tutor
- Teaching Assistant
- Key worker (from our Residential or Pastoral Care Department)

These 3 people will be introduced to you once you start at school.

All you need to do is ask!

Curriculum question

3. If I have difficulty taking part in school/college activities what different arrangements can be made for me?

Staff at the school work very hard to make sure that all young people can access the activities at school. For some young people who have particular difficulties in some areas, we may provide:

- An increase in the level of support you receive (extra staff)
- Particular equipment to help you access the activity (e.g. a laptop)
- Different activities or opportunities
- A programme from one of our therapy departments to help you access activities

At WKS we work to personalise your timetable to meet your learning needs. We also have a Pastoral Care Team centre in the school where pupils can work away from the class group for an agreed period of time.

Like school, the care staff will always look at ways to help you join in activities. We want you to enjoy your time at WKS and so we plan to do things we know you like, as well as things that you may not have tried before. We will help you to try new things and will never ask you to do something we know you can't.

4. How will I participate in planning my targets?

You will help plan your targets with staff in a number of ways:

- With your subject teachers, so that you are clear about how to make progress in lessons
- With your form tutor in helping to create and review your ISP
- With your TA in completing your 'Person Centred Review' presentation each year for your Annual Review

On the Residential group you will spend time with your Keyworker. This is a member of the care staff who has responsibility to help you with all aspects of your time at WKS. They will have time to talk with you and look at appropriate targets for you to achieve. They will also help you complete your "Person Centred Review" for your annual review and throughout the year add to your Record of Achievement within your own Personal Centred Review folder.

5. How does the school/college know how well I'm doing?

A really important way is through the teaching staff marking your work and giving you the opportunity to respond to their marking and comment upon your learning.

We also award 'merits' and have a positive monitoring system (known as 'E's' to show who is progressing well on a daily basis with individual efforts celebrated each Friday during assembly. Your progress is regularly recorded by staff and shared with pupils and parents through meetings, phone calls and home/school diaries

There is a similar positive reward system on the Residential groups called 'Going for Gold'. You will be rewarded for achieving your targets as well as for following routines and being helpful. When we set targets with you we look at how you will know when you have met your target, so everybody will know how well you are doing. We have a programme for supporting Personal Development Skills which are accredited and recognise your progress.

In Post 16 we receive regular reports from colleges that you may attend that tell us about your progress. Along with measuring your progress on the courses you complete with us.

6. Who will help me to be more independent in school?

It is a target for all school staff to help you develop your level of independence and this is achieved through the range of programmes we provide, access to individual therapy programmes from specialists, travel training and college links. If you have a particular need you may have additional support from our specialist unit called 'The Zone'.

The programs we run on the Residential groups are designed to help you develop the skills you will need to be as independent as you can be. The care staff support all of the work that you do in school. We also work closely with your parents/carers so that they know what areas you are working on, and how well you're doing.

The school recognises your achievement in independence through an award system which has three levels: Bronze, Silver and Gold.

7. Who will help me to be more independent in my community?

All of the skills you develop are “transferable” That means that you can use them wherever you are. By working closely with you and your parents/carers we will not only help you develop skills that allow you be more independent, we will also help you use those skills in different places. If you live close to school your key staff may help you “transfer” skills to your home. If, however, you live a long way from school, we will then work with your parents/carers in order that they can support you in a similar way to your key staff. You also may have some help from a Social Worker in which case we would also tell them how you are doing and what they may be able to do to help.

8. How will my parents/carers be supported to encourage me to be more independent?

We communicate with parents regularly through emails, telephone calls and home/school diaries, and have face to face meetings through parent/care evenings, social events, annual reviews, termly reports and through our parent/carer support group. We will also help by working with your parents/carers at home to help establish your independence skills.

Through this communication we are able to offer help and guidance to increase the independence of all young people by providing supportive resources/strategies of information on how to access additional provision that promotes self-reliance and life skills.

In Post 16 our programmes support, where appropriate, pupils access the local community at lunchtime.

9. Who should I speak to if I’m worried about something?

If you are worried in school we would ask that you speak to someone as soon as possible about it. You can talk to any member of staff in school (or one of our governors) but may want to choose from your:

- Form Tutor
- Teaching Assistant
- Key worker (from our Residential/Pastoral Care Department)

You can always speak to your parents/carers and ask them to tell school about your worries if you don’t feel comfortable talking with school staff. If you have a social worker we can arrange for you to talk to him/her, either by phone or face to face.

There are also a number of organisations that you may wish to talk to, such as Child line or the Children’s Rights Commission. The phone numbers for these organisations are on posters around the school.

We have a number of complaints officers who you can talk to if you feel you are having a difficulty and they will work with you to sort out any problems.

10. How do school/college staff get extra help from other experts?

At our school we have lots of expert people that we can get help from on a daily basis, through asking their advice or setting up opportunities for you to meet with them through our referral system. These experts include:

- Teachers
- Teaching Assistants
- Pastoral Care workers
- Residential Care workers
- Speech and Language Therapists
- Medical team
- Reading specialists
- Occupational Therapist
- Child Protection Officer (Safeguarding)
- Home/School Liaison Officer
- Champions (PDA/Mental Health)

If we need more help we can contact a range of professionals from education, health and social care departments from your local authority.

11. What help is there to get me ready to start college?

The school has a Transitions Officer who has close links with lots of day and residential providers for in the North-West including:

- Wirral Metropolitan, Birkenhead Sixth Form College and Liverpool City College
- Coleg Cambria, West Cheshire College, Telford College, Shrewsbury College, Derwen College, Reaseheath College, Petty Pool College
- Autism Together

Young people at WKS have the opportunity to visit colleges with our Transitions Officer and 16+ staff, who are always available to offer advice and guidance. The programmes that we offer within school, and particularly within our Post 16, are designed to develop the skills that you will need to successfully move on to college. We also hold open evenings and meetings with pupils and their families, to ensure that young people are fully prepared for the transition (moving on).

12. What help is there to get me ready to start work?

Through meetings we have in school our Transitions Officer will help you prepare for starting work. We can offer a wide range of qualifications from entry level, GCSE, to A-level and Vocational Awards, to ensure that you have the necessary qualifications. We have work experience programmes and qualifications to give you the experience to help you prepare for work, in partnership with our Transitions Officer. We also provide vocational and internship pathways to help you move on to a position of employment.

13 Who can I contact for further information?

For Day pupils the main point of contact should be the class teacher or teaching assistant to discuss your child

For a Residential pupil, in addition to the class teacher and teaching assistant, regular contact should be available with the Key Worker.

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