

# Special School Provision Specifications

## Kingsley School

Churchill Way, Kettering, NN15 5DP

### Type of Provision

Kingsley Special Academy Trust is a primary school for pupils aged from 3 to 11. The school offers provision for up to 132 pupils.

In its last three OFSTED inspections the school has been rated outstanding, the most recent in July 2016. The school is part of the Maplefields Teaching School Alliance, the Pen Green Teaching School Alliance and the Ashfield Teaching School Alliance.



### Admission criteria and arrangements

The school caters for pupils aged 4-11 whose Education Health Care Plan (EHCP) identifies severe and profound learning difficulties including Autism. The school will also make provision for children with moderate learning difficulties where there are additional complexities e.g. where the child's learning is inhibited by high levels of anxiety.

- All pupils will have an EHCP and the Local Authority will have identified their needs as requiring placement at Kingsley
- The local authority will determine admission to the provision, considering parental preference and following consultation with the governing body and Headteacher, in accordance with the 'SEN and Disability Code of Practice', July 2014, the pupil has an EHC plan
- Placements are made throughout the year although most admissions take place at the start of the academic year.
- Staff will liaise with any previous or future education establishments to enable a smooth transition.

### School characteristics

Kingsley school provides a specialist and individualised learning setting for children with a wide range of special needs. We have extensive facilities on-site, including a large hydrotherapy pool, gym, physical well-being space (The Ark), and sensory studio and extensive grounds. We have an adapted teaching kitchen to promote independence and two buses to enable the children to access the wider community.

Our curriculum is founded on the belief that children learn best when they are engaged on activities that interest and motivate them and when the learning process takes account of their specific individual needs. We work to a structure of 'Wow' themes, based on the National Curriculum, to excite curiosity and we make individualised adaptations to learning content and experiences to optimise the child's opportunities and to overcome the barriers to their achievement. We track and monitor the children's development in respect of their cognition, well-being and engagement and in respect of their specific obstacles related to diagnosed conditions.



Each student has a Teacher who co-ordinates their pastoral and curricular needs and ensures the EHCP Provision sheets are implemented, monitored and reviewed. In general, classes will be staffed by one teacher and two Learning Support Assistants. Where appropriate, additional staffing will be deployed, reflecting the level of need in the class. The classes will work within a department, headed by an Assistant Head teacher under the direction of the Head teacher. There are four departments across the school: Foundation (years N, R & 1) Middles (Years 2,3 & 4) Uppers (Years 4,5 & 6), ASD (years N-6 for children with a complex ASD presentation, using discreet methodologies).

Our Autism-specific department uses the KALM approach (Kingsley Autism Learning Model), which draws on specific ASD methodologies (TEACCH, SCERTS, PECS etc) to ensure well-rounded development academically and socially.

In recent years the school has grown its family support service offering training and advice for parents, as well as providing equipment enabling them to mirror specialist aspects of the provision at home.

Our comprehensive extended school provision includes the offer of three days of play-scheme in every holiday week throughout the year (currently limited to 30 children per day), after-school club on Tuesdays and Thursdays and breakfast club on Wednesday mornings.

### **Review**

Role of the school:

Review arrangements for pupils with EHC Plans are set out in the relevant SEN Code of Practice. Kingsley School will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

The Local Authority will review a pupil's EHC plan in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

### **Assessment and Monitoring**

For students:

- In addition to Academy/Schools internal assessments, review and monitoring, each student has a statutory review of their EHCP.
- This offers a formal setting for the discussion and review of the progress and provision of the EHCP. Reviews arrangements for pupils with EHC plans are set out in the relevant SEN Codes of Practice
- ECHP objectives and intended outcomes are reviewed at least three times a year. Should a student make significant levels of progress and it is felt by all professionals and parents that the EHCP is no longer required then Academy/School will review whether the individual's needs can be addressed within a mainstream provision. If suitable then an appropriate transition plan will be drawn up in consultation with the L.A.
- Individual learning programmes are written to ensure quality first interventions and are reviewed on a needs basis.
- Care Plans and Behaviour Plans are written and reviewed at least three times per year.
- There is a school policy with regard to parents' evenings and reports.
- The school tracks progress and sets targets using P Scales and our own descriptors (for those children who have progressed beyond P Scales).

For the provision:

- Kingsley School is included within the Local Authority's monitoring cycle undertaken by the Local Authority.
- Kingsley School is inspected by OFSTED.

**For more information, please visit the school's website:**

[www.kingsley.northants.sch.uk](http://www.kingsley.northants.sch.uk)