



SEN Information Report

Who to contact

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Where to go

Kennel Lane

Bracknell

Postcode

RG42 2EX

Local Offer Record

<https://bit.ly/2OC4Npm>

Age Bands

Foundation (3 - 4 years)

Primary (4 -10 years)

Secondary (11 - 16 years)

Sixth Form (16 -19 years)

Approved by:	Full Governing Body	Date:	Autumn 2023
Last reviewed on:	Autumn 2023		
Next review due by:	Spring 2024		

Local Offer Description

At Kennel Lane School, we are justifiably proud of our learners' achievements. We are truly dedicated to the community that we serve. We recognise every young person as an individual who has their own special talents which need to be nurtured. We encourage every learner to be the best they can be and strive to achieve so they are proud of their efforts. We work hard to create a learning environment that is not only stimulating and celebratory but also, most importantly, meets the needs of every young person in our care.

By providing an innovative and outstanding education that is reflected by our school motto: Valuing Achievement...Encouraging Independence, we are enabling our learners to understand the world around them, become fulfilled individuals and active and compassionate citizens.

We recognise that to be successful, learners must feel safe and cared for and know their goals: our Senior Leadership Team, Support and Intervention Team, Therapists, Tutors and Class Teams understand and support the learners in their care extremely well.

Our curriculum design provides choice which allows young people to engage and enjoy their learning as well as participate in a wide range of extracurricular activities. Our learners continue to make strong academic progress, and progress on to Further Education, Internships and the work place.

In a rapidly changing world in which our young people are presented with many exciting opportunities, our staff team are dedicated to preparing our learners for the challenges ahead. We want them to become independent thinkers, develop resilience and make positive contributions to our community.

We believe that our learners' success not only depends on what the school provides but also on the quality of relationships between the home and our school. As such, we have high expectations of carers and parents to support their young person and the school in ensuring that attendance and engagement in learning is outstanding.

How does the school know if learners need extra help and what should I do if I think my child/young person may have special educational needs?

Kennel Lane School provides education for young people aged 3-19 years who have an Education, Health and Care Plan (EHCP). The school makes provision for learners with a range of learning difficulties including complex needs. Many of the learners at Kennel Lane School have a diagnosis of an Autism Spectrum Condition (ASC).

All placements are arranged through the relevant Local Authority SEN Team.

How will the school staff support my young person?

Every learner at our school will have an Education, Health and Care Plan (EHCP). This document outlines the particular needs of your young person and recommends the provision, including resources, teaching programmes and multi-agency involvement related to meet these needs.

How will the curriculum be matched to my child's/young person's needs?

Throughout the school, learners are grouped according to their needs and abilities. The level of support will depend on your young person's needs, as identified in their Education, Health and Care Plan (EHCP).

The Woodlands Hub hosts learners from Key Stage 2 to Key Stage 5 and they are taught in a stage, not age environment. The Hub offers specialist support for learners who have more complex learning needs, including all or some of the following: physical, sensory and medical needs. Some of the learners may have profound ASC.

In the EYFS and Key Stage 1 Department, learners follow a themed curriculum which is related to stages of learning as opposed to age specific learning.

In the Primary Department and Secondary Department at Key Stage 2+, a themed curriculum is in place for learners to ensure high levels of interest and engagement whilst covering all areas of the curriculum.

In the Secondary Department at Key Stages 4 and 5, the curriculum is adapted to allow opportunities for accreditation, certification, and increased opportunities to build skills to support our learners independence. Learners following the formal curriculum have the opportunity to choose pathways related to a vocation of interest to them.

Kennel Lane School's curriculum focuses around TALENTS;

- **T**otal Communication
- **A**cademic
- **L**ife Skills
- **E**mployability
- **N**urture
- **T**herapies
- **S**ocial Skills

Teaching is differentiated to accommodate learner's individual needs.

How will both you and I know how my young person is doing and how will you help me to support my young person's learning?

Progress in school is regularly reviewed in a number of ways:

- Outcomes from EHCP's are reviewed annually and progress is recorded as part of the Annual Review process.
- Short term targets are set in the form of TALENTS Journey Targets which are linked to each young person's EHCP Outcomes. Carers and parents are encouraged to join Class Teams to review progress against these targets on a termly basis.
- Tracking and monitoring progress in different subject areas.
- Teachers and Class Teams use formative assessment to find out what learners have learned in individual and over a series of lessons.
- Teachers and Class Teams use summative assessments, for example RWI assessments to measure progress over time.
- Summer term curriculum reports are issued on an annual basis and shared with carers and parents.

We will have regular conversations with our young people and their families to discover what is working well and what needs to change.

What support will there be for my young person's overall wellbeing?

Kennel Lane School is a safe and nurturing environment that treats young people as individuals. Learners learn how to live with one another, and with themselves, to recognise and manage their emotions, and to make positive choices in order to stay safe. All learners have opportunities to engage in 'Nurture' activities across the week to support their wellbeing.

Staff at Kennel Lane School share the responsibility for supporting learners who exhibit behaviours which can be challenging. All staff are trained in Price Training, which supports us in responding positively to behaviours and allows us to use strategies appropriate to each learner's age and ability. Carers and parent's consent to this via our Home School Agreement and where appropriate their young person's Positive Behaviour Support Plan (PBSP). A Positive Behaviour Support Plan outlines a young person's behaviours, identifies possible triggers and the strategies which are effective in keeping them safe.

Much of the pastoral support is delivered by Class Teams and specialists in school. Specific staff are trained to deliver emotional literacy support (ELSAs) and the Support and Intervention Team work with individuals or groups of young people with significant social, emotional and mental health needs. This includes support for behaviour, communication, and attachment difficulties, and can involve support in school, or direct work with families.

Kennel Lane School also benefits from close co-operation with other agencies who support young people, including the Early Intervention Team, Children's Social Care, The Educational Psychology Service, together with counselling and therapeutic services.

All learners at Kennel Lane School have the opportunity to share their views about the good things in school and/or at home, and those that they find more difficult. They also provide input about their achievements and are encouraged to speak about things that they enjoy, and their plans for the future. This is updated at each Annual Review meeting through their Learner Voice. Learners in Key Stage 3+ have the opportunity to discuss their aspirations for the future with support from a Careers Coach.

Staff differentiate learning activities and opportunities based on assessment and from what young people tell us through their behaviour and engagement with school. Our learners are supported to achieve through a flexible programme of learning which is differentiated to meet the needs of each individual.

Kennel Lane School also has an active Student Council who help to make decisions about the way the school is run and have been successful in introducing a number of initiatives within school.

What specialist services and expertise are available at or are accessed by the school?

Staff at Kennel Lane School work closely with our professional partners. Speech and Language Therapists (SaLT), Occupational Therapists (OT) and Physiotherapists from Berkshire Healthcare NHS Foundation Trust are based on the school site and they work with class teams and families to devise therapy plans to address specific needs. Kennel Lane School also has its own Speech and Language Therapist and Therapy Assistant who compliment this.

Kennel Lane School works in partnership with local and national organisations to provide additional curriculum opportunities. We are proud of our Forest School and outdoor learning spaces, which provide young people throughout the school with opportunities to learn outside of the classroom.

The Children's Community Nursing (CCN) Team support learners who have particular medical conditions and they write Healthcare Plans when needed (e.g. for learners with epilepsy, or for those who have a gastrostomy). The School Nurse also provides training to school staff in relation to the Healthcare Plans and the administration of certain medicines or procedures. We also have support from the Community Dietician and Continence Services.

In addition, we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of learner needs including, Social Care, CAMHS, Careers Adviser's and Educational Psychologists.

What training are the staff supporting children and young people with SEND had or are having?

All of our staff receive training and support to meet each young person's educational needs.

All colleagues have and continue to access universal training and targeted programmes of Continuing Professional Development to develop their skills which typically includes a wide range of specialist training, such as, PECS, TEACCH, Makaton and Sensory Integration.

Other specific training is delivered to meet needs such as, behaviour management, moving and handling and specific medical training.

All staff receive training from NHS Therapists with specialisms in Speech and Language Therapy (SALT), Occupational Therapy (OT), and Physiotherapy. Therapists work with individual staff and Class Teams to deliver tailored therapy programmes.

Staff are also highly trained in supporting learners who have more complex medical needs.

How will my young person be included in activities outside the classroom including school trips?

The curriculum at Kennel Lane School promotes independence and participation in the wider community. Learners in Key Stage 2+ have weekly Community Links lessons where they access communication opportunities in a more practical way.

All learners at Kennel Lane School have special educational needs, but they are afforded every opportunity to take part in social opportunities with their peers. Young people aged 14-19 have the opportunity to take part in the Duke of Edinburgh Award, and to attend the Key Stage 5/Sixth Form Prom at the end of the year.

Learners have the opportunity each term to access regular trips and visits which are linked to the curriculum and their areas of learning.

Kennel Lane School works in partnership with local mainstream schools, including, access to their curriculum lessons, sports facilities and activities.

How accessible is the school environment?

The school is based on one site but is made up of a collection of buildings, there are designated areas for the Woodlands Hub, Primary Department and Secondary Department with some shared spaces such as the swimming pool and multimedia suite. The majority of the school is fully accessible and adaptations have been made where this is not possible. Kennel Lane School has an Accessibility Plan which also links to our Equality Policy and Objectives.

How will the school prepare and support my young person to join the school, transfer to a new setting or the next stage of education and life?

We accept new learners in consultation with the relevant Local Authority. If a place at Kennel Lane School is offered, we invite new learners to visit school with their families. In addition, further transition sessions and/or days are planned so that any new learner is familiar with the school prior to starting.

Transitions within Kennel Lane School are also carefully planned between phases in education. These transitions will include meetings with carers or parents, visits for learners to new parts of the school and opportunities to meet new Teachers and class support staff. This ensures that learners are fully prepared for any changes within their own learning journey.

Transition post-Kennel Lane School is discussed in the Annual Review process beginning from Year 9 onwards. From Year 9 there is also a focus on ensuring that EHCP Outcomes focus on Preparation for Adulthood. Young people can stay at Kennel Lane School until the year when they turn 19, following this, many will transition to college placements.

Throughout each young person's education journey, we promote independence and the ability to make safe choices in their life outside of school. Young people are supported to develop a Person Centred Transition Plan which informs future placements after leaving Kennel Lane School.

If your young person is due to move onto another setting, where possible, the new school/setting will be invited to your young person's Annual Review in order to discuss their needs. In addition, and where appropriate, the new setting will come into school in order to carry out observations and meet with the class team. Kennel Lane School will also support visits, transition days and where necessary support the new setting once your young person has moved.

How are the school's resources allocated and matched to your young person's special educational needs?

The school is resourced by the Local Authority to provide small class sizes and levels of staffing to meet your young person's needs as identified in their EHCP. If your young person requires additional equipment or specialist facilities this will be supplied in consultation with the Local Authority. The use of additional money through funding such as Pupil Premium is targeted at these specific groups and the impact of this is reported.

How is the decision made about what type and how much support my young person will receive?

The learner's EHCP identifies the level of support that is needed in order to meet their special educational needs and the Outcomes contained in the Plan.

The Class Teacher oversees the implementation of your young person's EHCP. The Class Teacher will set targets for your young person at the Annual Review, in collaboration with the carer or parent, and other professionals. These will be outlined in your young person's TALENTS Journey which is shared with all the staff who are working with your young person and with you as the carer or parent, as well as with your young person, where appropriate. The Special Educational Needs Co-ordinator (SENCO) will also support Class Teams.

How are carers and parents involved in the school? How can I be involved?

Where appropriate, learners use a Home-School Link Book to carry messages to and from home and school. School staff use this to provide day to day information about activities in school, and to raise any issues that may arise.

Carers and parents are also provided with a termly overview which summarises what their young person will be learning in each subject area in the forthcoming term.

School staff may contact carers and/or parents by telephone to discuss a specific issue or to inform them of something that has happened during the day. Similarly, carers and parents are welcome to contact the school to keep us informed of any changes, appointments, or events.

Carers and parents are invited to school once a term to discuss their young person's TALENTS Journey targets. These meetings are an opportunity to discuss progress against monitoring targets over the previous term, and to set new targets for the next term.

Every learner's EHCP is reviewed annually. The Annual Review meeting is an opportunity for carers and/or parents to meet with school staff and other professionals to discuss progress, achievements, and plans for the future. Before the Annual Review meeting, the school will provide a review report, summarising progress over the previous year. Carers and parents are asked to contribute their views prior to this meeting, and there is an opportunity for further discussion at the Annual Review.

Some learners are supported by a Positive Behaviour Support Plan, which includes strategies for supporting safe behaviours. PBSP's are reviewed regularly with parents, often at the same time as the TALENTS Journey targets.

The school holds 'Come and Join Us' / 'Coffee Mornings/Afternoons' and these are an opportunity for carers and parents, Class Teams, and Senior Leaders to meet informally, in addition to the regular events that are held throughout the year (e.g. performances, assemblies and sporting events).

The school also holds workshops which carers and parents can attend. These workshops focus on specific areas that may be relevant to individuals or groups of learners. The workshops provide an opportunity for carers and parents to build on their own skills to support their young person at home.

Kennel Lane School produces a monthly newsletter to carers and parents providing an update from the Headteacher, an update on school events which have taken place, an update from the Governing Body and forthcoming diary dates. In addition, there is an Annual Curriculum Report which is sent to carers and parents which includes a summary of the events over the school year, a report on the progress made towards school improvement, and photographs of learners' enjoyment in learning.

Who can I contact for further information?

In the first instance, carers and parents should contact the Class Teacher to discuss provision and areas related to their young person's education. If there are issues that the Class Teacher is unable to resolve, parents and carers should contact the Key Stage Leads or Department Leaders within school.

The school's Complaints Policy is also detailed on the website.

Questions about the provision specified on the Education, Health and Care Plan (EHCP) should be directed to the SENCO.

Any Safeguarding concerns should be directed to a member of the Safeguarding Team.

The Information, Advice and Support Service (IASS) provides confidential and impartial advice and information to support parents or carers and children and young people who have, or may have, Special Educational Needs and Disabilities (SEND) in Bracknell Forest. This is a self-referral service which carers or parents, and children and young people can contact directly.

Contact details, telephone: 01344 354011 or via email: SEND.support@bracknell-forest.gov.uk