



KWS Local Offer

Name of School/College/Setting	KWS Educational Services
Type of setting	BESD
Name of SENDCO	Sarah Nichols-Weaver
Address	51 Brunel Road, Bedford, MK41 9TJ
Phone Number of SENDCO	01234 358638
Fax Number	01234 358638
Email of SENDCO	admin@kwseducational.co.uk
Website	www.kwseducational.co.uk
Link to SEN Information Report	
Link to SEN page of schools website	SEN and local offer page
Information Attached	Yes/No

School's Inclusion/Mission statement

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

What opportunities are there be for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college eg a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

KWS staff recognise the benefits of a strong home/school relationship and strive to engage young people and their families in order to achieve the best outcomes. Students are assigned a named key worker. Timetabled keywork sessions are delivered twice a week 1:1 and in small groups to address any social and emotional issues and to set targets. Keyworkers aim to build good working relationships with parents/carers; regular contact is maintained via the agreed method of contact, text, email, call or when the adult collects the child from school.

On arrival to KWS students undertake initial assessments in numeracy, reading and spelling. Targets are set to stretch the student at an achievable level. Targets are discussed and reviewed at regular intervals ensuring that all students are aware of their personal targets and the requirements of them to succeed. Behaviour targets are set within school in agreement with the

young person.

2. How accessible is the setting / school / college environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

The building is fully wheelchair accessible. KWS has a disabled toilet and changing facility. KWS offers interpreters for parents whose first language is not English in order to support them to fully participate in their child's education. Letters home can also be translated for parents.

3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?

KWS is responsive to Statements of Educational Needs and EHC plans. Skilled staff team are able to identify when young people may require additional support promptly as a direct result of high pupil/staff ratio.

The appropriate referrals and actions are taken to ensure young people have the best possible opportunities to realise success.

Parents and carers are made aware of the open door policy at KWS from the outset. Keyworkers maintain regular contact with parents/carers. This supports positive outcomes for the young person and also enforces joined up work ethics.

KWS has a proven track record in meeting the needs of young people whom have struggled to maintain a placement in other settings. KWS caters for those affected by BSD, ASD, ODD, OCD, ADHD, ADD, depression and anxiety disorders, attachment disorders, PTS and generalised trauma. This is always subject to change, the list is non-exhaustive; staff are adaptable and attend regular current training courses to further knowledge and enhance young people's learning experiences.

4. How will early years setting / school / college staff support my child/young person?

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?

The Head of Curriculum is responsible for the creation of individual timetables. These are regularly reviewed and updated to meet children's specific needs and to ensure engagement.

Skilled staff available to all children on site:

- Vocational subject leaders
- SENCO
- Counsellors
- First Aiders
- Name keyworkers
- Learning mentors
- Learning support assistants
- Therapy pets

KWS has links with, and regularly implements, outside agencies in their field of expertise as required.

We know we are effective as a school as children attend regularly. This was noted in our most recent OFSTED report dated 2nd October 2014.

“The students’ positive attitude to learning can be clearly seen in their average 60%+ rise in their attendance. Many of the students rarely attended their previous school placements, but since attending KWS they are eager to attend.” (OFSTED 2014)

Children regularly feedback to staff via keywork sessions, student feedback box and multi-agency meetings. The good relationships built by staff with parents and carers means that KWS has timely feedback from families.

Trustees meet a minimum of termly and oversee all aspects of the school. They manage complaints including complaints towards head. They oversee the senior staff appointments, overview of Safeguarding, overview of finance, and have regular visits into the school.

5. How will the curriculum be matched to my child’s/young person’s needs?

What are the setting’s / school’s / college’s approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?

Where appropriate all children complete baseline assessments in reading, spelling, numeracy and comprehension. This provides a good indication of the child’s strengths and weaknesses. All children are regularly observed and assessed in order to obtain a full overview of their social and academic requirements. This information is collated and used by the Head of Curriculum to create the individual timetable. Work, be it core subjects, SEAL or vocational, is set at a challenging but achievable level. This is evidenced in our OFSTED report dated 2nd October 2014.

“All students spoken to by inspectors said they really enjoyed being at the school. As one student commented, “I love it here. We’re one happy family.” Another commented: “The staff here talk to you. They listen and I mean really listen. That’s never happened before.” These very positive attitudes mean that they attend lessons, always try to do their best and so make good progress.” (OFSTED 2014)

6. What support will there be for my child’s/young person’s overall well being?

What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

Staff trained to deliver therapeutic workshops for young people and their parents/carers.

Medication can be kept on site and administered by qualified staff if prescribed by a doctor or health professional.

There is a robust behaviour policy within KWS. Staff show consistency throughout the school resulting in excellent levels of behaviour displayed by the young people. This was evidenced in our most recent Ofsted inspection, Oct 2015, where behaviour management and pupil safety was outlined as one of KWS outstanding features.

KWS monitors and raises attendance by ensuring daily contact with families and carers following first day first response protocols carried out by the designated attendance officer.

Students are aware of attendance:

- Visual cues
- 1:1 keywork meetings
- Rewards – visits, enrichment activity, certificates
- Behaviour targets set and support
- Mentoring – buddy system
- Individual plans for students in order to support and maintain attendance

Students are able to discuss, plan and evaluate areas of concern at ‘School Council’ meetings.

Senior staff have an open door policy where students know they can bring issues and ideas

forward.

7. What specialist services and expertise are available at or accessed by the setting / school / college?

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

KWS has specialist staff onsite including:

- TEACCH trained staff
- Sounds Write
- Makaton Sign Language
- Behaviour Management Specialists
- Independence Training Specialists
- Advice and Guidance

KWS accesses the following professional agencies:

- | | |
|-----------------------------|---------------------------|
| • Young Carers | • MacMillan Nurses |
| • LDCAMH | • Bain and Dahl |
| • EWO | • Speech and Language |
| • Ed psych | • CHUMS |
| • Brook | • CAMH |
| • Drug and Alcohol services | • Young Offending Service |
| • Chelsea's Choice | • Fire Service |
| • School nurses | • CDC |
| • Immunisation | • PE |
| • Parenting classes | • Police |
| • Advocacy services | • Teen parenting classes |

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

Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?

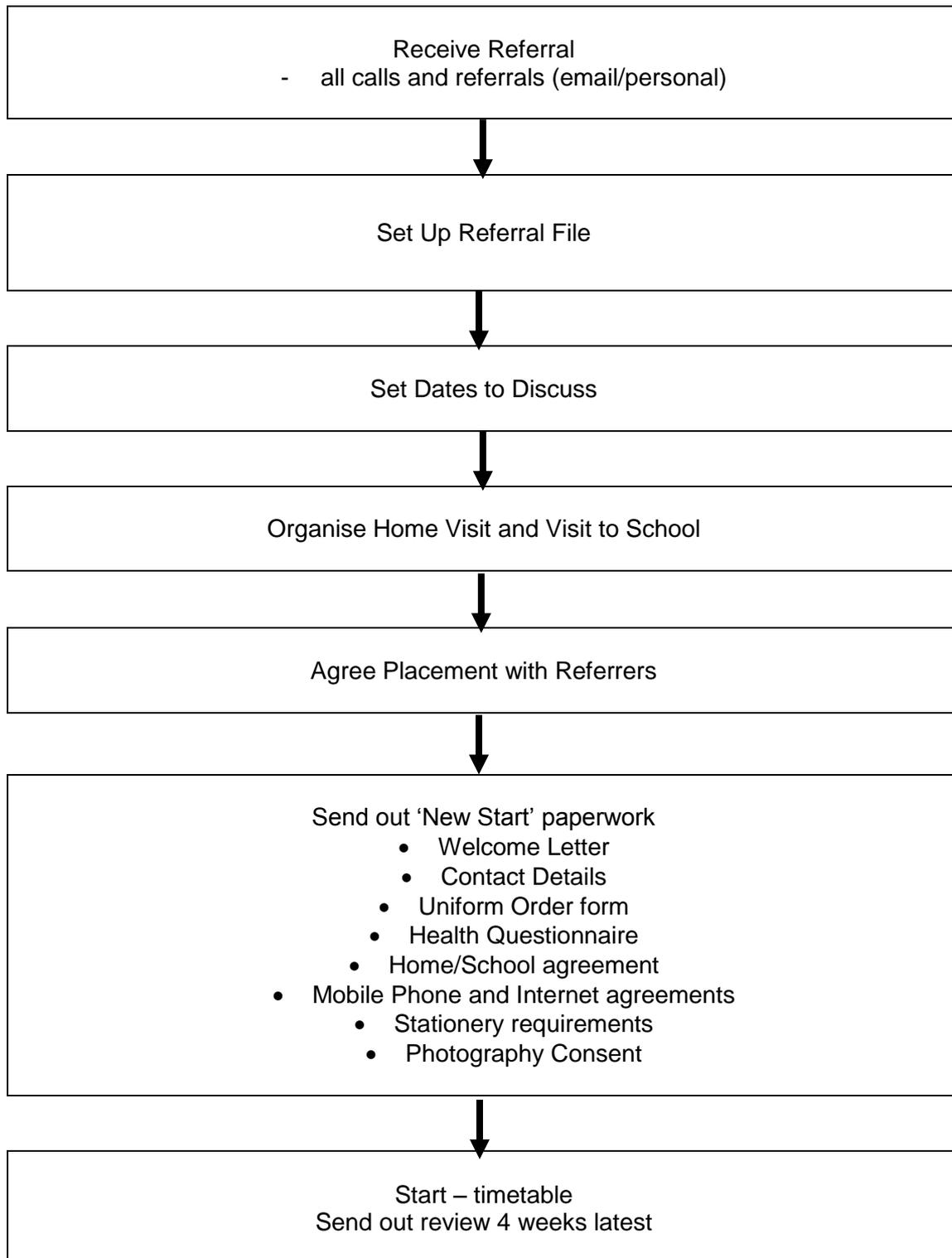
KWS recognises that children who have been subject to permanent exclusion are often socially isolated. As such all pupils are included and encouraged to engage in outside activities and community work:

- Outdoor learning activities
- Weekly community work for local charities
- Regular social community activities to promote positive social skills
- School trips linked to the curriculum
- Child's interest encouraged and supported within school to find outside clubs and groups
- All children and parents/carers where appropriate are welcomed to join us in all before and after school clubs.
- Individual plans are regularly updated for students with specific needs. Promoting inclusion of all students in clubs or extracurricular activity.

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

What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

KWS follow the process below when considering a child who is requesting to come to the school:



KWS has a robust integrated system through a structured timetable, depending on each individual young person and their needs.

KWS has excellent links with local colleges and FE providers, transition onto a new setting is very structured as a school we plan visits, link with SENCO, support can be provided for the young person for a limited time in the new setting.

10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

How is the decision made about the type and how much support my child will receive? Describe

the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?

KWS is a specialist setting, benefitting from enhanced resources and high staff to pupil ratios which enables us to exceed the recommended support for all our young people. KWS responds to the ECHP or Statement of Educational Needs. KWS staff are reactive to the advice given by other professionals, e.g. Educational Psychologist, paediatricians, and psychiatrists.

11. How are parents involved in the setting / school / college? How can I be involved?

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

We involve the parents in the following ways:

- Admission process
- Review
- Consultations
- Behaviour management links between home and school
- Their preferred method of communication is used
- Annual reviews
- School reports
- Targets
- Reward certificates
- Twitter
- Website
- Facebook

12. How are children and young people included in the planning for their support and provision?

How do you involve my child in planning what their education provision and support looks like? How are children and young people supported to ensure that their voice is heard?

We involve the students in their education by doing the following:

- 1:1 target meetings with named keyworker
- Keywork
- Reviews
- School Council meetings
- Student suggestion box

13. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer

SEN Co-ordinator is Sarah Nichols-Weaver, who can be contacted through email, school telephone or mobile.

All children have a keyworker. Parents/carers can make contact if worried, using the school telephone number.

If worried parents/carers can contact the main telephone number and request to speak to the designated member of staff, this could be the subject teacher/leader, the keyworker, the Head or Deputy Head.

Are you a school specifically supporting people with:	Please Tick
Autistic Spectrum Conditions	✓
Communication Impairment	
Hearing Impairment	
Learning Disability	✓
Mental Health Conditions	✓
Visual Impairment	
Physical Impairment	
Other (please specify) BESD	✓

Database Permissions

In line with the Data Protection Act (1998), your consent is required in order to ensure that your information can be shared with the public and professionals.

I consent to you making available the information I have supplied in the following ways:
(please tick)

In writing and on the telephone	
On the internet	

Data Protection: All information you send will be kept strictly confidential and used only by Bedford Borough Council and partner agencies. You have the right to ask for a copy of any data we store about you by contacting us in writing.

Once completed please return this form directly to us. Thank you for taking the time to complete this form. Please return to localoffer@bedford.gov.uk

Please attach any leaflets you provide or additional information for parents and young people.

If you have any questions about any part of this form please contact us:

Email localoffer@bedford.gov.uk
Telephone 01234 276054
Fax 01234 228306

We would prefer you to return this form electronically, however if you wish to print out this form and return it in the post our address is:

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