

School Offer

School Name: Kingsdown Secondary School

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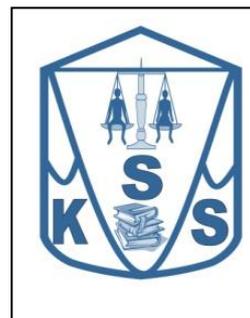
Email: admin@kingsdownsse.com

Website: www.kingsdownsse.com

Principal: Mr Kevin Henry OBE

Head of School :Mr Yusif Assim.

Date finalised: September 2014



	Question	Response
1	How does the school know if children need extra help, and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none">• Kingsdown is an Independent Special School offering day provision for 20 secondary age boys. All students attending Kingsdown have a Statement of Special Educational Needs. From September 2014 some students may have an Education Health and Care Plan (EHCP) which identifies the school as the most appropriate provision for the student. Students all have social, emotional and mental health needs presenting as challenging behaviour and many have additional needs such as autistic spectrum disorders, dyslexia and other learning difficulties.• The progress of all students is monitored regularly by class/subject teachers and the Senior Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers at parents' mornings and Annual Review meetings as well as, if appropriate, the student concerned.• If you have concerns about the progress or well-being of your child you should in the first instance speak to his tutor.
2	How will the school staff support my child?	<ul style="list-style-type: none">• The Statement or EHCP outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement required to meet these needs.

		<ul style="list-style-type: none"> • The Head of School co-ordinates the plan alongside the form tutor and oversees the implementation of the EHCP or Statement. • Students are taught in very small groups (max 4) with TA support and sometimes 1:1. • The tutor and subject teachers will set targets for your child and these will be discussed with parents in the Annual Reviews meeting and supported with student ½ termly target sheets. Targets will be shared with all staff working with your child and with you as the parent/carer as well as with the child. Your input and support as parents/ carers is always welcome. Targets are regularly monitored, reviewed and updated. • The form tutor has regular contact with your child and will act as the first point of contact for you through direct meetings, telephone contact and/or home-school books. • We have a designated teacher for children who are Looked After by the Local Authority and she is responsible for ensuring that all staff are aware of their educational and other needs and that progress is tracked and reported. • Where necessary we arrange for special examination concessions.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Your child will follow a curriculum which is personalised to their needs. Their learning will be broken down into small steps to enable them to make progress. This may mean that in a lesson there will be several levels differentiated work set for the class. The curriculum is heavily weighted towards the 'core' subjects, especially English and maths. • At KS4 the majority of courses lead to publically recognised accreditation e.g. GCSE, BTEC and Functional Skills. • In addition at KS4 all pupils have the opportunity to pursue a vocational offer in partnership with other local providers. More details of our curriculum can be found on our website • http://www.kingsdownsse.com/curriculum.html • The curriculum, lesson planning and progress are monitored by the teachers and Senior Leadership Team.
4	How will I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • We offer an open door policy and if at any point you wish to discuss your child's progress an appointment can be made to meet with the tutor, subject teacher or a member of the

		<p>leadership team. Staff in school are always happy to work together with parents to support their child's learning.</p> <ul style="list-style-type: none"> • Tutors will telephone you weekly to update you as to progress during the week. • There are termly parent/carer meetings to discuss progress and at these meetings you will be given a written report to discuss. If for some reason you are not able to attend the meeting the report will be sent home. • When your child starts school they will complete baseline assessments. Informal assessment of progress is ongoing throughout the year but formal exams then take place for all students in the school in the summer term each year. Results are reported on in the termly reports. • Students are set targets yearly at the Annual Review and these are reviewed termly and linked to the students' target sheets. All students have individual academic and personal development targets. • Your child's progress is measured and reviewed on a termly basis using on-going teacher assessment. • We will discuss progress during parents' mornings and Annual Review meetings in school.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • We have a Head of Welfare who is a member of SLT. It is their job to ensure that all the welfare needs of your child are coordinated and that multi agency working is given a very high priority. She ensures that all staff are aware of any social, emotional or mental health needs that your child may have. • Staff know individual students very well and any student identified as requiring additional support will be offered it, as appropriate, from a staff member. • Staff meet after school on a daily basis to discuss the immediate needs of the students. • We have a carefully planned Tutorial programme which is designed to explicitly support students' social, emotional and behavioural development. • Student voice is encouraged in all areas of the school. Students contribute to the annual review of their SEN statement / EHCP through a person centred review process. Most students know their targets and can describe their next steps of learning to achieve these. • We work closely with professionals from other agencies to support individual student's needs

		<ul style="list-style-type: none"> • We have a 'Behaviour for Learning' policy which encourages good behaviour at all times. Consequences are put in place where this is not followed. For example: missing free time, completing work at home, morning break or lunchtime, missing other rewards. • If students have concerns or worries e.g. about bullying they are encouraged to talk to their form tutor or teaching assistant. • We have an annual high profile anti-bullying week
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • The school has a dedicated Speech and Language Therapist one day a week who works with all our boys. • The school staff work closely with other agencies to meet the wider range of students' needs, for example:- <ul style="list-style-type: none"> ✓ Social workers ✓ Child and Adolescent Mental Health Service (CAMHS) ✓ Youth Offending Teams ✓ Educational psychologists
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • All our staff receive regular training to support them to fulfil their roles, for example, through weekly staff meetings, Inset training days and external courses. • All staff are Team-Teach accredited. • New staff complete a comprehensive induction programme. • All staff have a yearly appraisal meeting to support their CPD (Continuing Professional Development) and to develop their skills.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • All students have the opportunity to participate in off-site sports activities twice a week and a weekly full day at Nightingale School to undertake vocational qualifications. They provide a wider range of experiences than could be provided on the school site alone, as well as promoting the independence of your children as learners. • Additionally as appropriate students are referred to other off site colleges, training providers and work experience placements • There are also 'one off' visits to a wide variety of places /events for example: museums, places of worship, theatre/ pantomime etc to support the curriculum • All visits and activities are risk assessed to ensure they are appropriate for individual students.

		<ul style="list-style-type: none"> • Students may have the opportunity to take part in residential visits.
9	How accessible is the school environment?	The building is accessible on the ground floor to wheelchair users which gives access to reception, the dining room, the cookery room, the hall and 2 classrooms.
10	How will the school prepare and support my child to join the school; transfer to a new setting / school / college or the next stage of education and life?	<ul style="list-style-type: none"> • All pupils and parents/carers visit the school before accepting a place at Kingsdown and have the opportunity to meet with staff and other students and discuss any concerns they may have. • Once a place has been offered and accepted a carefully phased induction programme is implemented which enables a student to gradually get used to the school routines and procedures. • Transition planning is a vital part of the annual review process from year 9 onwards. Parents and students meet their Local Authority Pathways Advisor at each Annual Review thereafter. • Many students will have the opportunity throughout year 11 to visit their chosen college or Post 16 specialist provision. • Students are encouraged to continue their links with the school after they move on to College and wherever possible we support the transition. • Students can undertake a period of work experience in KS4 to help to gain an understanding of the world of work and they follow a curriculum that offers opportunities to develop independence and work skills. • Where students move on to another school, their records and examples of their work will be offered in order to make the transition as smooth as possible.
11	How are the school's resources allocated and matched to children's special educational needs?	All the school's resources are allocated to meet referred pupils learning needs. Most of the budget goes on providing very small classes and additional support but additional support is 'bought in' on an as required basis.
12	How is the decision made about what type and how much support my child will receive?	Decisions are made in consultation with parents and carers and other professionals involved with the child as to what support is required to help the child succeed in school. Support is monitored regularly through multi professional and in school meetings.
13	How are parents involved in Kingsdown? How can I be involved?	<ul style="list-style-type: none"> • We believe that a student's education is a partnership between parents and teachers. • We encourage regular communication through at least weekly (and sometimes daily) phone calls.

		<ul style="list-style-type: none"> • We have a parents' consultation event at the end of each term which is followed by a Celebratory Assembly and 'family' lunch. (BBQ in the summer) • Parents are invited to all Review meetings and other meetings. • We have an easy homework system which is explained when your child joins us.
14	Who can I contact for further information?	<ul style="list-style-type: none"> • For parents of students at Kingsdown the first point of contact is your child's tutor. • For more general information about the school please visit the school website www.kingsdownsse.com • If you are considering your child joining the school please contact the school office by telephone or via admin@kingsdownsse.com • For any other queries or concerns contact the Principal