



The SEND Information Report Kettlemere Centre



Introduction/ Overview

Lakelands Academy is a small rural secondary provider for the 11-16 age group. Ofsted (2019) deemed the school Good.

The Kettlemere Centre is a SEN Resourced Unit for students with Communication and Interaction difficulties and is a Faculty of Lakelands Academy. The Kettlemere Centre is an inclusive provision, offering a consistent, caring and calm environment for students to learn and develop while also offering them the opportunity to access mainstream education alongside their peers.

In the academic year 2021/22 there are 24 students placed at the Kettlemere Centre, each has an Education Health and Care Plan. Kettlemere students are on role at Lakelands Academy.

This SEND Information Report for the Kettlemere Centre should be read alongside the SEND Information Report for Lakelands Academy, SEND policy, Equal Opportunities Policy and Accessibility Plan.

How we consult with parents and carers of children placed at the Kettlemere Centre

- The specialist places available at the Kettlemere Centre are commissioned and funded by the Local Authority (Shropshire) and require referral to be made through the Specialist Placement Panel. The process will help to ensure equity of access to limited specialist resources, so that those children and young people with the greatest needs can access provision in a timely manner.
- Children and young people placed at the Kettlemere Centre will have an EHCP and discussion around placement should take place during the year 5 and year 6 review meetings with professionals from their current setting and representatives from the local authority.

Open evenings early in the Autumn term provide an opportunity for parents considering the Kettlemere Centre to visit and look around, not just the centre, but the whole of Lakelands Academy. The Faculty Operational Lead (FOL) and key teaching and support staff will be available to meet with parents and carers to answer any questions and provide additional information.

- Additional visits to the Kettlemere Centre are welcomed and should be arranged with the FOL.
- The FOL attends annual and progress reviews where placement had been confirmed.
- A transition booklet is sent to parents and current setting prior to transfer to gather additional information and medical details.
- Bespoke transition programmes will be planned and implemented in conjunction with the current settings, parents and pupils and will be reviewed as the transition process progresses.
- An individual pupil profile is drawn up with the student and family and is shared with all academy staff before the students start in Year 7 (or in a timely manner for in year placements).
- Students will be allocated a named keyworker who will liaise directly with parents/carers as and when required but at least on a two-weekly basis.
- A pastoral evening in October for year 7 pupils gives an additional opportunity to share any concerns with academy staff where pupils are accessing lessons within the academy.
- Academic Progress Reports are published twice a year.
- The FOL is available at all parents' evenings.

- During the academic year, parents / carers are invited to attend two progress review meetings and the annual review of the Education Health and care Plan.
- When appropriate, to access support from outside agencies, a whole family webstar and assessment will be completed and an Early Help referral made.
- The Kettlemere Centre works closely with the Educational Psychology Service, permission from parents will be sought on admission to allow professional discussions to take place between the Educational Psychologist and Kettlemere Centre staff in order to meet the needs of each individual pupil. Information from such discussions will be shared with parents.
- The SEND policy, Accessibility Plan, Equality Policy, SEND Information Report and annual SEND report to Governors are available on the Lakelands Academy Website.

How we consult with our students at the Kettlemere Centre

- Each student with an EHCP contributes to their individual pupil profile and is supported to complete the Young Person's Views document for the annual review.
- Each student is supported to complete the interactive 'All About Me' document which gathers their personal views on their areas of strength and weakness; this information is used, in conjunction with the Long-Term Outcomes from the EHCP to identify medium term learning intentions and plans.
- Students have regular weekly/two weekly timetabled meetings with their key workers where progress in all areas is discussed including academic progress, interventions and behaviour, minutes are taken and action points for both parties are recorded.
- Students complete the annual PASS survey.
- Students contribute to and where appropriate attend termly progress reviews and the annual review of their EHCP.
- Within the Kettlemere Centre there are numerous opportunities for informal discussion with familiar and trusted staff: before registration, during breakfast club, at lunch time and at the end of the day. In addition, students have regular contact with their form tutors, subject teachers and heads of year.

How we support our students at times of transition

- The FOL visits each student and liaises with their current settings during the consultation period.
- When place has been agreed or during consultation FOL will attend annual review.
- Individual transition plans will be generated which will involve visits to current setting by Kettlemere Staff and visits to the Kettlemere Centre and Lakelands Academy for pupils and parents. This process will be constantly reviewed to ensure it meets the needs of the individual.

- Personal transition booklets will be created by the pupils during the transition process.
- A questionnaire gathering information about specific concerns or medical conditions is sent to all parents and current settings prior to transfer.
- Any additional training from outside agencies for new identified needs is ideally done prior to admission.
- A progress review will take place in the second half of the Autumn term to discuss progress and any concerns.
- Key workers will have weekly meetings with pupils and will contact parents weekly during the first half term to feedback on progress.
- Individual discussions and support for students in year 9 during decisions making about guided choices for KS4
- Learning support personnel from post 16 providers are invited to the Year 11 EHCP review along with the Local Authority SEN Transition Officer. Students are supported through the transition to post 16 Education by Kettlemere Staff.
- Students have access to the careers advice and guidance service and will be offered 1:1 advice sessions during year 11. Students having difficulties formulating plans for their post 16 education will be identified by Kettlemere staff and early careers appointments will be arranged.

How we adapt our curriculum and learning environment to include students with Special Educational Needs

- During the consultation and transition processes, students are assessed on their ability to access the mainstream environment for Academic teaching. In addition, using information from the EHCP, interventions and strategies are identified to meet students individual needs.
- It is recognised that for some students a period of centre-based teaching may be required before they are able to make the transition into the mainstream learning environment and this will be assessed and arranged on an individual basis.
- Students are set according to ability in Maths, English and Science from Year 8.
- All staff have access to individual pupil profiles and behaviour support plans highlighting strengths and weaknesses and suggesting strategies for support.
- Staff with specialist knowledge of ASC support students both in mainstream and intervention learning, working in partnership with Academy and Kettlemere Centre staff.
- Pupils and parents are consulted regarding curriculum planning to ensure that curriculums are appropriate to the individual.
- Vocational courses and alternative curriculum options are available when appropriate at KS4.
- Access arrangements for exams are available, as appropriate. Formal assessments and applications for access arrangements for external GCSE exams are made at the beginning of Year 10.
- For students with Scotopic sensitivity, overlays are available, and worksheets and exams can be produced on the appropriate coloured paper.
- Where appropriate the use of alternative recording technologies, such as PC, Dragon Dictate are encouraged.
- For dyslexic students, use of highlighter strips, copying from a print-out rather than from the board or use of a PC / Speech to text functions are encouraged.. Individual and small group specialist dyslexia intervention teaching is available within the Kettlemere Centre.
- For those with mobility difficulties the site is wheel chair accessible throughout. Disabled changing rooms and toilets are available.

Design Technology is equipped with a height adjustable kitchen and work benches. The Kettlemere Centre has a disabled toilet and showering facility.

- For students with sensory sensitivities, a sensory audit can be carried out and reasonable adjustments made to their learning environments as appropriate. Regular movement breaks are planned into the day and students have regular access to a range of 'sensory diet activities.

Our Provision for students at the Kettlemere Centre

In addition to the support provided by Lakelands Academy to students with SEND, the Kettlemere Centre provides the following specialist interventions to meet students individual needs. Regular access to a range of identified interventions will be discussed with parents and incorporated into a bespoke timetable for each student.

How we identify needs, assess and review progress	Interventions and support available to students at the Kettlemere Centre	
<p>Thorough evaluation of consultation and transition documentation including medical, psychology and educational reports.</p> <p>FOL Attendance at annual review (if possible within timescale)</p> <p>Liaison with parents, carers and young person.</p> <p>Completion of the 'All about Me' profile including web stars collating Kettlemere, parents and student viewpoints.</p> <p>Use of AET Progression Framework to identify target learning intentions and monitor progress towards these.</p>	<p><u>Intervention/Support Strategy</u></p> <ul style="list-style-type: none"> - The Kettlemere Centre. - Specialist staff 	<p>Provides a safe haven for students with specialist support staff always available. The centre is designed to be a low arousal environment taking into consideration the needs of students with sensory sensitivities. Students have access to a sensory room and other quiet spaces.</p> <p>Staff at the Kettlemere are specialists in working with students on the autism spectrum and those with communication and interaction difficulties.</p>

<p>Close observation of student by key worker supported by regular meetings with student and year group lead teacher or FOL.</p> <p>Regular liaison with the Shropshire Educational Psychology Service and Kettlemere lead psychologist.</p> <p>Feedback from teaching staff.</p> <p>Termly progress review meetings.</p> <p>Standardised tests in Reading, spelling and maths.</p> <p>Identification and monitoring of key learning intentions progressing towards long term EHCP outcomes.</p> <p>Sensory Audit for students with sensory sensitivities. Reviews shared with parents at the termly review meetings including the annual review for students with an EHCP.</p>	<ul style="list-style-type: none"> - Keyworker Support - Lunchtime clubs - Art Therapy - No Worries 	<p>Continuous Personal Development Programmes ensure that staff are continually upskilling, and that new staff are provided with appropriate training. All current Kettlemere staff have a recognised level 2 qualification relating to autism. New staff are encouraged to undertake this training.</p> <p>Each student is allocated a keyworker with whom they will have regular contact and the opportunity to share concerns and worries.</p> <p>A range of lunchtime activities are offered such as sportsability, art club and chess club. These activities provide students with opportunities to practise their social skills in a safe, supervised and structured small and familiar group environment.</p> <p>Art Therapy is a form of psychotherapy which uses art media as its primary form of communication and expression. It allows students a private and safe space in order to address and or explore any emotional/behavioural concerns.</p> <p>The programme uses evidence based cognitive behavioural therapy principles and strategies which young people can apply throughout their lives. It is based on an experiential model.</p> <p>The programme aims to reduce anxiety and raise</p>
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	<ul style="list-style-type: none"> - Self-Awareness - PHSE - Social Skills 	<p>confidence and self-esteem.</p> <p>Self-Awareness focusses on a range of issues which will be personal to the individual building towards an increased understanding and management of self. Issues may include: emotional understanding and regulation, anger management, anxiety management, executive functioning, organisation, relationships. The Self Awareness intervention is supported by recognised programmes such as Tony Attwood’s exploring Anxiety, Anger and Feelings, The incredible 5 point scale, Tony Attwood CAT programme and Developing emotional literacy with teenagers by Tina Rae; whilst allowing staff the scope to generate individual programmes which may be required to meet very individual needs.</p> <p>Wherever possible, students will join their mainstream peers once every two weeks for group PHSE lessons. Where this is not appropriate students have access to specialist teaching and a wide range of tailored programmes including the Fiona Spiers PHSE programme specifically written for students on the autism spectrum.</p> <p>A range of social skills programmes are available to help students to develop their understanding of</p>
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	<ul style="list-style-type: none"> - Mindfulness - Resilience - Read Write Inc – Fresh Start 	<p>social conventions and develop their social skills, these include: Sulp, Lego Therapy, Social Eyes and a range of Talkabout programmes along with bespoke programmes devised by staff to meet individual needs. In addition to teaching specific social skills, students are encouraged to practise these skills during supervised social times such as break and lunchtime.</p> <p>Encourages students to still their minds and pay more attention to the present moment, to their own thoughts and feelings and to the world around them. Improves concentration and mental wellbeing.</p> <p>Helping students to develop resilience to enable them to persevere in situations they may find challenging and help them to achieve their emotional and academic potential</p> <p>A synthetic phonics programme that ensures reading, writing and spelling success.</p>
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	<ul style="list-style-type: none"> - Literacy / English - Numeracy / Maths - Asdan - Exam Access Arrangements - Outdoor Education 	<p>Programmes delivered by SEN English specialist to meet the individual needs of pupils from year 7 to 11 including GCSE.</p> <p>Programmes delivered by SEN numeracy specialist to identify individual areas of weakness and meet individual needs from years 7 – 11 including GCSE. Interventions to meet the needs of students identified with dyscalculia also available.</p> <p>A range of Asdan qualifications are available including personal development programmes such as Bronze Silver and Gold which help students develop the skills and competencies they will need to live independent lives and gain employment, COPE Level 1 and 2, Wider Key Skills and Stepping Stones which is a transition programme for students in year 7.</p> <p>Access arrangements for exams are available, as appropriate, throughout secondary school, formal assessments and application for access arrangements for external GCSE are made at the beginning of year 10.</p> <p>The Kettlemere Centre has developed an extensive outdoor learning area on the Lakelands Academy site, this provides many opportunities for the students to experience a wide range of activities in</p>
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	BTEC Home Cooking Skills Level 1 and Level 2	<p>the natural world which in turn develops many skills including problem solving, team working, understanding the natural world, risk taking, action and consequence development and many more. In addition, the area houses an outdoor classroom to facilitate and enhance the teaching of English , Maths and Science.</p> <p>These qualifications which are delivered in the Kettlemere Centre are offered as part of the KS4 curriculum.</p>
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How we involve parents and carers in the assessment and review process

Each student at the Kettlemere Centre will be monitored against individual learning intentions and behaviour targets (where appropriate) and this information is shared with parents at the end of the monitoring period which is either daily, weekly or two weekly. The method of information sharing will be agreed between the keyworker and the parents/carers.

Through Academy wide monitoring via the report system and parent's evenings, parents are informed of student progress and have the opportunity to respond.

If appropriate the FOL will meet with parents when preparing a whole family web star and Early Help assessment and referral, subsequent partnership meetings ensure parents are involved in the assessment and review process.

Parents are invited to the annual review of the EHCP and two other review meetings during the year.

How we ensure access to our facilities for all of our students

The accessibility plan is updated annually and is available on the Academy website.

If you have any questions, concerns or complaints or compliments about our provision for students with Special Educational Needs at the Kettlemere Centre:

Contact: Mrs Julie Metcalf – Faculty Operational Lead

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