



Lakelands
Academy

KETTLEMERE CENTRE

SEND Information Report

CONTENTS

1. Introduction
2. What are the kinds of special educational needs for which provision is made at The Kettlemere Centre?
3. What are the Centre's policies for the identification and assessment of students?
4. What is the provision for students at The Kettlemere Centre?
5. How is the provision for students at The Kettlemere Centre evaluated?
6. What training do staff have in relation to the needs of students at The Kettlemere Centre?
7. How will the environment, equipment and facilities be provided to support students at The Kettlemere Centre?
8. What are the arrangements for consulting parents and young people at The Kettlemere Centre and involving them in the education of their child?
9. What are the arrangements made by the governing body for dealing with complaints from parents/carers of students in relation to the provision made at The Kettlemere Centre?
10. What specialist services and expertise are available at, or accessed by the Centre?
11. What are the school's arrangements for supporting students in transferring between phases of education or in preparing for adulthood?
12. Kettlemere Staff

1. Introduction

This SEND Information Report will be updated annually and in year to respond to any key changes, to accurately reflect the Centre's provision. This report details the current provision within The Kettlemere Centre. If you cannot find the information you need, please contact the Head of Faculty (HOF) on 01691622543.

This SEND information report should be read in alongside the SEND information report for Lakelands Academy, SEND Policy, Equal Opportunities Policy and Accessibility Plan.

2. What are the kinds of special educational needs for which provision is made at The Kettlemere Centre?

The Kettlemere Centre is a Specialist SEND Hub attached to Lakelands Academy, exclusively for secondary aged young people who have communication and interaction (C&I) needs as described in the 2015 SEND Code of Practice. In the academic year 2025/26, there are 26 students placed at the Kettlemere Centre, each has an Education Health and Care Plan. Students at the Kettlemere Centre are on role at Lakelands Academy. As a Centre within a secondary academy we provide the 'safe space' so many young people with C&I difficulties need, as well as a dedicated team of staff to support students and provide specialist intervention. The benefit of being attached to a mainstream academy with high standards of inclusion such as Lakelands is that our students' academic teaching takes place in classroom settings within the Academy, the extent of which varies from student to student depending on need. We aim for students to have successfully completed GCSE/Entry Level programmes of study by the end of Y11, and so the specialist provision within the Centre addresses

the barriers each individual student may face, be it social interaction or any underlying issues such as literacy or numeracy, gradually moving towards increased levels of inclusion and independence.

The application and admissions process is made via the Local Authority SEN Team.

3. What are the Centre's policies for the identification and assessment of students?

All students who attend the Centre will have a statement of special educational needs or an Education Health and Care Plan (EHCP) prior to admission, in accordance with the Centre's Placement Profile. We constantly review these needs and using our expertise and experience identify when and where additional support may be needed.

As a specialist provision we are not required to have a designated SENDCO; the Head of Faculty has responsibility for overseeing and co-ordinating the provision of SEND within the Centre. The Head of Faculty's contact details can be found on our website. The Centre and the Academy receive advice from a range of external professionals in order to assess and meet the holistic needs of our young people as appropriate.

4. What is the provision for students at The Kettlemere Centre?

Our provision is based on a strong vision that all students should:

- develop Communication and Interaction skills in order to have the capacity to make choices and decisions throughout their lives.
- be provided with the key skills necessary for functional development and to achieve beyond what is expected and are empowered to make positive choices about their own lives.
- be treated with dignity and respect.
- develop their emotional wellbeing through the structured acquisition of skills necessary to be independent and to make a positive, inclusive contribution to their community.
- be supported to understand their own difficulties and develop strategies to help them through every stage of their life.

To achieve our vision we aim to:

- provide a structured, supportive, safe and controlled learning environment in which we can help nurture each pupil to develop their own unique talents and prepare for adult life.
- deliver a differentiated, flexible and personalised curriculum that capitalises upon individual strengths to inspire our young people to achieve their potential.
- provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.
- work collaboratively with parents, carers, therapeutic services and other stakeholders to enhance expertise to benefit and support our pupils to develop into confident and resilient members of the community.
- encourage students to develop an awareness both of themselves as individuals and within a group, increasing their self-esteem and emotional stability.
- offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- provide pupils/students with experiences of their own and other religious and cultural backgrounds and values.

Staffing levels are enhanced: for Centre-based teaching, students are taught in small groups of up to 6; in mainstream students are supported in-class by a level 2 or level 3 teaching assistant on a 1:1,

1:2 or 1:3 basis appropriate to the needs of the student(s) and class. There may also be occasions where students are successfully integrated into a particular mainstream classroom or subject and therefore may attend independently. Centre-based interventions are delivered on a 1:1 or 1:2 basis, or in small groups of up to 6, and include:

- Pre/Post Topic Tutoring
- Catch-up Literacy Lessons
- Catch-up Numeracy Lessons
- Fresh Start Literacy Intervention
- Handwriting Intervention
- Outdoor Education
- Word Aware Intervention / Elklan
- Self Awareness Lessons
- Working Memory Intervention
- Homework Support
- Social Skills Lessons
- No Worries Programme (CBT)
- ASDAN awards Scheme
- Cookery Lessons
- Life Skills Lessons
- BTEC Home Cooking Skills
- Work Experience Placements
- Future Planning Sessions
- Art Therapy Sessions
- Lego Therapy

Section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. Where a Kettlemere student is not able to access Lakelands Academy's PSHE programme, we deliver statutory aspects of the curriculum such as drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle via relevant elements of our intervention programmes: for example, we deliver SRE through an ASDAN 'personal care' module.

All students are able to spend their pre-school, break and lunch times in the quiet, calm environment of the Kettlemere Centre, and engage in 'purposeful', structured activities to help provide routine and consistency throughout their day as well as support social interaction with peers. Keyworkers use strategies such as visual timetables, equipment checklists and now and next boards with the support of Social Stories to ensure students are prepared for eventualities during the day.

Incidents are similarly deconstructed using comic strip conversations and think sheets alongside social stories to aid social understanding.

Students received in-class support in mainstream lessons, alongside other students from the Kettlemere Centre. We work closely with students and parents to develop behaviour support plans which identify key signs of stress, triggers and also strategies to support which can be used to manage anxiety and stress levels. These are regularly updated and shared with all staff across the Academy.

For further information on how Lakelands Academy adapts the mainstream curriculum and learning environment to include Kettlemere students and other learners with additional needs, please read their SEN Information Report which can be found on the academy website.

5. How is the provision for students at The Kettlemere Centre evaluated?

The progress of all Kettlemere Centre students is monitored against EHCP outcomes on a lesson-by-lesson basis via Action Plan Monitoring in close liaison with the class/intervention teacher. Progress is discussed at the end of each fortnightly cycle during a review meeting between the student and his or her keyworker, and next steps are discussed. Pupil progress is communicated to parents/carers at the end of each week, with further and ongoing discussion as needed by either party via email or telephone. Therefore, the impact of a student's individual blend of provision is routinely monitored, and all interventions as well as additional funding such as Pupil Premium are also tracked to ensure the impact is effective.

6. What training do staff have in relation to the needs of students at The Kettlemere Centre?

The Kettlemere Centre is highly committed to ongoing training of staff. The Head of Faculty is responsible for Centre staff CPD, and for ensuring all training is up to date and statutory duties are met. We follow Lakelands Academy's robust safeguarding policy and protocols as student health and well-being is paramount.

Every member of Kettlemere staff has a clear job description which details the required qualifications for each post in the Centre. All staff follow a core training programme which is specifically related to the needs of students and also as required by statutory guidance related to their work, and encompasses safeguarding (including Prevent), CPI Safety Intervention training, ASC specific and positive behaviour management training and Emotion Coaching training.

In addition, staff continue to develop areas of specialist expertise by attending courses such as British Dyslexia Association accredited Dyslexia and Dyscalculia training programmes, Autism West Midlands conferences on Pathological Demand Avoidance (PDA) and behaviour interventions, and paediatric first aid training. This is not an exhaustive list and ongoing professional development is key to ensuring staff of all grades remain updated and skilled.

There is a weekly, CPD session during which all Kettlemere staff meet, disseminate and establish the relevance and practical applications for Kettlemere students of any training, be it core or specialist. Training provided by external providers, including the Shropshire Educational Psychology service, is also delivered during allocated CPD time.

7. How will the environment, equipment and facilities be provided to support students at The Kettlemere Centre?

The Kettlemere Centre is a purpose built, autism-friendly, low arousal building. It is a ground level building and so fully accessible for wheelchair users. It has been designed to operate as an independent unit, and as such has its own drop-off area and entrance. Internally the Centre comprises of five teaching areas, accessed from a central communal space. In addition to the classrooms, there is ancillary accommodation such as a, sensory room, and therapy room along with an office, meeting room, toilets, storage and an external space for outdoor activities.

The Centre also links to the main Academy building in order to provide opportunities for the inclusion and integration of students into some aspects of mainstream education. Such access is student-focused and carefully prepared for, managed and facilitated by Kettlemere staff. The Academy is fully accessible with dedicated disabled parking bays, ramp access to the main reception doors and lifts to

the second level within the main body of the Academy. Students will have the opportunity to access extra-curricular activities both in the Centre and the Academy.

All parents and families are welcome to visit the Centre both prior to the placement of their child and at any time following admission.

8. What are the arrangements for consulting parents and young people at The Kettlemere Centre and involving them in the education of their child?

Places at the Kettlemere Centre are commissioned and funded by the Local Authority this ensures equity of access to limited spaces. Lakelands Academy open evenings in early Autumn provide the opportunity for parents/carers to look around the whole academy including the Kettlemere Centre. Additional out of hours visits to the Kettlemere Centre can be arranged directly with the Head of Faculty.

At The Kettlemere Centre we strive to place parents and students at the heart of the process. Our statement on parental engagement gives full details of how we engage with parents and can be found on our website.

As detailed in earlier sections of this report, we seek to provide fully personalised programmes of study for each student in order that they can access and experience success throughout their school life. In order to ensure these programmes of study are reactive to need, and place the child and family at the centre of the process, the Kettlemere Centre operates structured and individualised 1-1 review/communication systems which take place on a daily, weekly and fortnightly basis. In addition, parents/carers are formally consulted via the EHCP review process which involves three reviews per 12 month cycle: two Pupil Progress Reviews across two terms; one Annual Review during third term. Parents, students, keyworkers and other professionals as appropriate attend these meetings, which are person-centre and incorporate the choices and views of young person. Students contribute to their individual Pupil Profile document and to the interactive All About Me document which tracks their progress specifically in the area of Communication and Interaction.

Parents/carers are invited to two academic progress reviews with academy teaching staff each academic year.

The Kettlemere Centre works closely with the Education Psychology Service, permission from parents is sought on admission to allow professional discussions to take place between the Educational Psychologist and Kettlemere staff, in order to meet the individual needs of each student. Information from any such discussions will be shared with parents/carers.

9. What are the arrangements made by the governing body for dealing with complaints from parents/carers of students in relation to the provision made at The Kettlemere Centre?

If parents have any concerns that cannot be satisfactorily resolved through the above system of engagement and consultation, then parents are directed to Lakelands Academy's Complaints Policy which is available on the Academy's website.

10. What specialist services and expertise are available at, or accessed by the Centre?

We provide access to an on-site Art Therapist to all our students and have specialist dyslexia and dyscalculia teachers. All staff at the Kettlemere Centre have specialist training in Autism. In addition, we also work closely with the following external agencies to support our young people's needs:

- Educational Psychology Service
- Shropshire SEN Team

- Early Help Services
- Education Access and Inclusion Services
- Social Care
- BeeU

All contact numbers for support services are detailed in Shropshire's SEND Local Offer which can be found here: <http://new.shropshire.gov.uk/the-send-local-offer> . The Local Offer helps families, children, young people and professionals to support those with special educational needs or disabilities to find accurate and appropriate information. If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

11. What are the school's arrangements for supporting students in transferring between phases of education or in preparing for adulthood?

We offer a structured induction appropriate to need once a placement at the Kettlemere Centre has been confirmed. The Head of Faculty will liaise with a young person's parents/carers and current setting in order to devise a suitable transition plan. All transitions are well planned throughout the entirety of a student's journey at the Kettlemere Centre, as students move from class to class and from phase to phase. Parents/carers always have the opportunity to meet any new key worker/staff.

We support our students in preparing for key stage 4 during the spring and summer terms of year 9 through extensive liaison with parents, teachers and other professionals as appropriate in order to ensure every student is provided with the best blend of academic/vocational study, therapeutic intervention and organisational/study support. Towards the end of year 10 and into year 11 we begin the process of preparing for adulthood and identifying an appropriate post-16 pathway through 1-1 future planning and life skills sessions, as well as by accessing Lakelands Academy careers advice. We liaise with receiving providers, accompany students on visits, and make extensive preparations for transition in close consultation with parents and students.

12. Kettlemere Centre Staff



Julie Metcalf

Head of Faculty



Ellie Williams

Year 7 / transition teacher



Anita Edge

Maths teacher

Dyscalculia Specialist Teacher



Amy Johnson

English Teacher

Dyslexia Specialist Teacher



Alison Evans

Art Psychotherapist



Louise Jones

Alternative Curriculum Lead

In addition, the Kettlemere Centre has a team of Higher Level, Level 3 and Level 2 Teaching assistants who support students in Kettlemere and mainstream lessons and interventions.