



Marjory Kinnon School Provision

2017-18

Updated June 2017

Marjory Kinnon School is an all age special school for children aged 4-16 years. All pupils have delays or difficulties in communication, interaction, cognition or learning, and function within the Moderate-Severe range of learning difficulties.

At MKS we aspire to facilitate learning in a professional and caring environment where the children have the chance to develop their self-esteem, core values and independence, and to learn and make maximum progress in functional literacy, numeracy and life skills. To achieve this, we:

- create a safe, caring and well organised school;
- present children with challenging learning opportunities planned using differentiated programmes based on the national curriculum that takes into account their barriers to learning;
- encourage core values, mutual respect and an appreciation of the worth of others within and beyond the MKS community;
- develop and support a highly motivated group of staff.

We are always happy to answer any questions about the school that are not answered in this booklet. How to request further information, or to request a meeting is explained at the end of the document.

Ms Meredith
Headteacher

Index

	Page
Criteria for admissions to the school	4
Provision for Learning	6
Provision for ASD pupils	10
Communication Support	11
Behaviour Support	11
Targeted individual provision	13
Occupational Therapy provision	13
Provision to meet medical needs	13
Provision to meet social and emotional needs	14
Additional specialist support	15
How we monitor and report on the progress pupils are making	16
How we work with parents and carers	17
How we manage transitions	18
Transport	19
Training for staff	19
How we get feedback about the school	19
Who are the Governors?	20

Admission to the school

All pupils will have an Education, Health and Care plan (EHCP) and placement at the school is the responsibility of Hounslow SEN department. Pupils are placed either in nurture classes, complex needs classes or classes where the routines are highly structured and there are high levels of support.

Marjory Kinnon School is able to meet the needs of pupils who have all or most of the following:

- significant delays in all/most areas of cognition and learning, so that their attainment and progress is significantly below that expected in most subjects, even when they are given appropriate support and differentiated programmes of learning;
- the ability to access the National Curriculum, with adjustments and modification, if broken down into small steps;
- significant difficulty in acquiring age appropriate levels of literacy and numeracy, while still having the capacity to acquire functional literacy and numeracy skills;
- significant delays or difficulties in understanding and building concepts;
- developmental delay that impacts on the acquisition of fine and gross motor skills.

In our nurture and complex needs classes we are also able to meet the needs of pupils with the following barriers to learning:

- delayed logical/ sequential/ consequential thinking skills;
- a need for support in order to become independent learners;
- expressive and/or receptive speech, language and communication delay/difficulties.

In our highly structured classes we can place pupils who:

- need high levels of adult support in order to focus attention, interact with others, problem solve, and develop self-regulation;
- have significant sensory needs, displaying intense interests which are barriers to learning, self-directed solitary learning and play;
- can follow adult direction (with the use of routines, structures and visual communication support), and have the capacity to understand other people's communication intent and are able to respond to focused personalised instruction;
- have challenging behaviour which, over time can be managed or reduced through the intervention of adult support, routines, structures and visual communication support so that physical behaviours become infrequent and event-led.

In addition, pupils may also have the following needs:

- Medical needs, including epilepsy (that do not require the presence of on-site medical staff in order to manage these needs);
- VI/HI needs (that do not require on site specialist VI/HI staff in order to manage these needs)
- Physical impairment (if this requires high levels of 1:1 support e.g. for toileting, dressing, etc, this would necessitate additional funding);
- Significant developmental delay that impacts on feeding and toileting.

How will we decide if we will be able to meet a child's needs and can offer a place?

1. We will make a decision if a child meets the MKS entry criteria based on the following:
 - The EHCP objectives, targets and outline of required provision.
 - The last Annual Review report, Educational Psychology, SaLT and Occupational Therapy reports and any additional information/reports available.
 - Whether any personalised interventions or provision would be required, and whether these fall within the school's scope of provision.
 - An observation in the pupil's current placement or an assessment placement at MKS.
2. We will then make a decision if we are able to offer a place based on:
 - a) if we are able to meet the child's needs;
 - b) if a place is available in the relevant class;
 - c) where personalised provision needs to be commissioned, funding for the additional costs involved are agreed (the offer of a place is dependent upon funding being agreed prior to the place being confirmed).

The LA SEN department will then inform parents of our decision. If an offer is made and parents accept the offer, school staff will negotiate a start date with parents and will inform Hounslow SEN.

Universal Provision for all pupils Provision for Learning

Class sizes are small (between 6-10 pupils) and there are high levels of staffing. Staff use small steps planning to personalise the programmes of study, and use a range of teaching approaches to meet pupils' needs and to promote independence through active learning.

In Early Years Classes (Year Reception)

The first half term is an assessment term where the pupils' baseline levels are determined, and SaLT and OT screening takes place. The learning is structured to facilitate this assessment process. Ongoing class based observations inform teacher's weekly and daily planning of activities.

The Early Years curriculum is delivered in a range of ways to best support individual pupil progress. Activities are planned and structured to enable the children to demonstrate understanding of and develop taught skills and are taken from the EYFS framework. The Prime areas (CL - Communication and Language, PSED - Personal Social and Emotional Development and PD - Physical Development) Literacy and Maths are delivered within a structured morning session. The afternoon session takes the form of a 'free-flow' style approach focusing on the remaining Specific areas (EAD - Expressive Arts and Design and UW - Understanding the World).

The children have access to the outside area throughout the day where activities reflect choices within the inside environment, this is to support the different learning styles and preferred learning environments of individual children.

Throughout the day the children's skill development and characteristics of effective learning are observed and significant or new moments of learning are recorded. This is evidenced through written observations, photographs, video or samples of the children's work. Parents are also encouraged to be involved in this process by recording key learning moments that happen at home. This evidence is collated together in the children's learning journals to build a holistic view of the child and the progress that they are making.

The children have individual TEACHH trays to support their learning. These are planned tasks that they are taught to complete independently. These tasks cover a range of skills and will often be linked to the children's targets and areas for development.

The children have timetabled sessions throughout the week within our school sensory room. During these sessions the pupils are supported to develop their gross motor, social and communication skills. Pupils will be encouraged to make requests about activities they wish to engage in through verbalisation, Makaton signing or visual symbols. Speech and Language and Occupational Therapy targets are also worked on during this time.

Weekly sessions are also scheduled off-site at Reflections which is a multi-sensory environment with a soft-play area, a quiet room where pupils explore sounds, light, colours and movement, and an outdoor play area. These sessions also support the development of social communication, emotional and physical skills.

In addition, weekly scheduled educational visits to the local community provide opportunities for pupils to apply and develop their skills.

In Key Stage 1 (year 1-2), Key Stage 2 (year 3-6), Key Stage 3 (year 7-9)

For Literacy and Numeracy, units of work for the appropriate year are taken from the National Curriculum Framework; the skills may be drawn from earlier years within the framework in order to match the ability of the pupils.

The school uses the Read Write Inc approach to teach phonics and reading and to support the development of literacy skills across the curriculum. Reading is also taught through shared, guided and individual sessions. Staged reading schemes are used which are age appropriate for each key stage. Phonics is taught in discrete lessons, and the skills are applied and developed in other lessons across the curriculum. In KS3 Spelling and Grammar are taught in discrete sessions for pupils who are ready to move beyond RWi.

In KS1/KS2 Science is taught in topics based on the National Curriculum. For science in key stage 3, the units of work are based off the National curriculum framework, this is then separated into topics that has similar themes with an increasing complexity through each year. This allows content to be revisited for pupils who require extra support on certain concepts.

In primary the foundation subjects, are organised thematically. In KS3 History/Geography and MFL are all taught in an integrated approach in discrete lessons called Cultural Studies.

Currently ICT skills are taught throughout all subjects in KS1/2. In KS3 pupils have discrete weekly computing/Media lessons. There are Schemes of Work for PSHCE, Music, Art and RE KS1-3 based on the National Curriculum and adapted for the pupils' abilities.

RE in KS1 and KS2 is taught through thematic days linked to key religious and cultural festivals for all the world faiths and through educational visits to local multi-faith places of worship. Values and ethics are taught within the PSHCE, Citizenship and social skills based curriculum.

Extension opportunities are organised according to the pupils' age and ability. Examples of these include KS1 pupils attending weekly scheduled sessions at Heathrow Gym and Reflections, KS2 pupils having swimming sessions in the local community pool, KS3 pupils combining Business Enterprise and 'Just Giving Initiatives' to raise funds for their chosen charity and After School Clubs.

The timetable includes readiness to learn sessions that help pupils settle after transitions and prepare to focus for learning. Snack times are supported to promote social skills and social communication, and lunchtime clubs operate in the secondary department to support pupils' development of social communication skills.

In Key Stage 4 (year 10 -11)

We have two pathways in KS4. One pathway of learning follows a thematic style curriculum, the other a subject specific curriculum. Some key stage 4 pupils attend a range of vocational college courses at Brooklands College, supported by staff from school. During Year 11, pupils work towards an accreditation in a vocational subject of their choice at Brooklands College.

Pathway 1

For those pupils working towards Entry Level 1 the curriculum is delivered thematically through a range of topics that help develop life skills and apply the skills they learn in Maths and English to real life contexts and PSD. Their curriculum will also include vocational taster courses, PHSCE, RE, Lifeskills, Work Related Learning opportunities, Business Enterprise, Art and Design, FT and PE. These students will gain an award in Life Skills from ASDAN and/or functional skills accreditation in English and Mathematics and an Entry Level Certificate in Personal Progress, accredited through WJEC. The majority of pupils transfer to a special school specialist 6th Form provision.

Pathway 2

This pathway is based on the National Curriculum with content that covers the requirements for both Entry level and GCSE. Pupils will either study Entry level qualifications or for those who obtain level 2/3 and meet the required emotional maturity they will also be offered the chance to study for a GCSE in English, Maths and Science.

For those pupils achieving at below age related expectations accreditation is awarded through the Entry level certification which comes in three levels. These pupils can achieve Entry 1 (E1) Entry 2 (E2) or Entry 3 (E3). Subjects currently offering entry level certification are: English, Maths, Science, ICT, Food Technology.

Their curriculum for Art and Design, Music and PE are accredited through the AQA Unit Award Scheme which awards small step achievements that can be added together to form part of a larger qualification. Pupils also work towards gaining an award or certificate from ASDAN in Personal and Social Development awarded at one of the three entry levels.

The curriculum also includes certification for Citizenship, PHSCE and Life Skills via the ASDAN programme.

PSHCE, SMSC, SRE, PE and Healthy Schools

Our Healthy Schools Framework integrates PSHE, SMSC and SRE into a single framework. The calm and respectful atmosphere within the school is indicative of the value placed on these aspects of learning. The framework is delivered in discrete lessons, in readiness to learn, as well as being promoted throughout all activities. The overall aims, differentiated according to the needs, abilities and age of the pupils is to:

- raise pupils' self-esteem and confidence, especially in their relationships with others;
- develop an understanding of how to self-regulate their emotions and behaviour;
- develop communication skills to be able to express their views and feelings;
- help young people gain access to information and services;
- to develop a sense of participation in their community and develop a sense of responsibility towards the community;
- provide an understanding of pupils' own cultures and encourages an appreciation of the diversity and interdependence of all cultures;
- where pupils have the ability to understand, a respect for the values of democracy, the rule of law, individual liberty and respect and tolerance.

Pupils are encouraged to engage with the school council and the secondary Eco Committee which have class representatives and aim to provide a vehicle for expressing pupil's views, and for voting for the termly Jack Petchey Award.

The PSHCE schemes of work are delivered by class teachers in discrete PSHCE lessons and includes a Sex and Relationships programme which is carefully planned to take into account the age, levels of maturity and physical development of the pupils and aims to promote an understanding of:

- how to develop positive and safe relationships with others;
- how to keep yourself safe;
- relationships with families and friends;
- respect for oneself and others.

All pupils receive PE lessons. In Early years and in KS1 this takes place during physical development lessons, Reflections and at Heathrow Gym. For all other pupils in school there are weekly PE sessions taught by trained staff. Pupils follow a curriculum that enables them to develop gross and fine motor skills in a sport or game based setting. They take part in a range of sports and activities that enhance their physical skills alongside their social, cognitive, personal and creative development. Pupils take part in a block of swimming in the Upper Primary department.

Homework

For many of our children their time at school can be emotionally demanding. We are also aware of the length of time pupils may spend travelling to and from school, particularly for our youngest children. We therefore do not expect pupils to be studying and completing homework at the end of every school day. As in other areas of teaching and learning, homework is highly personalised. All children are encouraged to take home reading books and parents/carers are encouraged to build on their children's interests and life experiences in order to supplement their school work. Any parent/carer who wishes to support school work at home in more depth should discuss and agree this with the class teacher.

Provision for ASD pupils

In order to meet needs of ASD pupils we use TEACCH and SCERTS approaches.

TEACCH (www.teacch.com)

Some of the [TEACCH Autism Program](#) priorities are:

- focusing on the person, their skills, interests and needs;
- understanding the 'culture of autism' and identifying differences based on individualised assessments;
- using visual structures to organise the environment and tasks when teaching skills;
- being broad-based, ie support people at work, teach skills but also ensure that people are supported during leisure and/or social activities;
- being flexible and teaching flexibility;
- the TEACCH principles and techniques may always need to be in place for someone, but they may look very different at different stages of the person's life.

SCERTS (www.scerts.com)

Some of the key principles of SCERTS are:

- fostering spontaneous, functional communication should be viewed as the most critical educational priority for children on the autism spectrum;
- goals and activities should be developmentally appropriate and functional, relative to a child's adaptive abilities and the necessary skills for maximising enjoyment, success and independence;
- natural routines across, home, school and community environments provide the educational and treatment contexts for learning;
- all behaviour is viewed as purposeful and an aspect of communication;
- social partners are viewed as much a part of the problem as part of the solution.

TEACCH and SCERTS frameworks are integrated into high structured classes so that:

- there are clearly defined labelled areas set out in order to provide physical and visual structure;
- the independent work system is organised in such a way that the child has little or no difficulty working out what to do. The activity or tasks are performed following routines that enable the child to learn to complete the work independently;
- SCERTS assessments are used and specific group and individual interventions are in place to improve social communication and self-regulation;
- Each intervention is appropriately matched to each student's level of cognitive ability and profile of need.

Communication Support (SaLT)

All staff are expected to support the pupils' individual speech language and communication development through a multi-modal approach, and where required they will aid verbal communication by using:

- Signed vocabularies and supports: Makaton.
- Graphic support: Communication in Print, Communication books, Clicker 7, iPad apps.
- Visual support: objects, photographs, pictures, graphic symbols (PECs).

SaLT provision is made by Hounslow and Richmond Health Care Trust and the Local Authority for those pupils where it is identified in the EHCP. Programmes are written by therapists and delivered by the class teaching teams.

On joining the school, during the first term pupils will be screened by the therapists and the level of SaLT input will be determined by this screening together with the level of provision identified in the statement/EHCP. Following this first assessment programmes of communication support will be recommended. These are written by the therapist and given to the class teacher to be delivered by the class teacher and TAs, with advice given on strategies to be used to implement the programme and how to integrate it into daily routines and activities.

Targets set by SaLT are sent to parents by the therapists and will be reported in the annual review. Assessment of progress and revising targets is the responsibility of the therapists and the time frame for review will be specified in the plan sent to parents.

The level of funding and SaLT provision available to the school is agreed by the LA and the Health Care Trust and is not determined by the Head Teacher or Governors.

Behaviour Support

The school behaviour policy is underpinned by SCERTS and Thrive approaches and frameworks. We teach children how to be safe in different contexts, and support them to regulate their own behaviour wherever possible. High levels of staff support during lunch, break and other transition times ensures that there is consistent supervision and monitoring of safety. We have robust systems in place to monitor all aspects of Health and Safety, and extensive use of Risk Assessments and Behaviour Support Plans allow us to keep safety and well-being under close scrutiny.

Achievements are recognised and celebrated in many ways, and together with our positive behaviour management systems, this ensures that pupils develop positive behaviours for learning. Rewards are adapted to each key stage so that they are age appropriate, understandable and achievable. At key stage 3 and 4 rewards include external recognition systems through the Jack Petchy awards and the use of 'vivos'.

Where pupils have challenging behaviour we work to reduce these behaviours and to minimise the impact on others in order to make the school as safe and calm environment for all pupils as possible.

Pupils who present with very challenging behaviour have Behaviour Support Plans that help to develop the skills to enable pupils manage their own behaviour through a range of personalised interventions available in the school which includes, Counselling, SCERTS intervention programmes, THRIVE intervention programmes, play therapy and sports interventions.

Our behaviour management system is adapted for each key stage and for ASD pupils, and the policy and procedures are published on the school website.

Targeted support for individual pupils Provision to meet individual learning needs

TA Support in class

At termly Pupil Progress Review Meetings teachers set challenging targets in Reading, Writing, Maths and PSD and they identify pupils who are not on track to meet their targets, and those pupils who are exceeding expectations. In consultation with the teacher, the class TAs provide targeted interventions for pupils to support them to develop and improve their skills and to accelerate pupil progress. The progress data is monitored and tracked by SLT using B Squared and recorded on Pupil Assessment Profiles (PAPS) to share with parents.

1:1 Targeted Support

Interventions are targeted to support pupils who are entitled to Pupil Premium Grant (including looked after children) who:

- are not making expected progress in one or more area of Literacy and Numeracy, with the aim of narrowing the achievement gap between them and their peers;
- are working above expected levels and need to be challenged to achieve outstanding progress as well as to prepare secondary pupils for exams and provide exam practice.

Occupational Therapy Provision

OT provision is made by the Local Authority. The level of funding and support available to the school is agreed by the LA and not the Head Teacher or Governors.

We currently have three days per week of OT support. If OT provision is specified in the statement/EHCP the therapists will write intervention programmes to be delivered by teachers and TAs. When a child has received an individual programme, this will be reported in the annual review and shared with parents.

In addition, the OTs will screen classes and provide generic class programmes to be delivered by class based staff where time permits.

Provision to meet medical needs

We create Health Care Plans for children who have medical needs. Health care plans are signed by a medical practitioner, parents, and the class teacher. They are updated yearly or more often if necessary. These plans:

- give the school necessary medical information about the child;
- identifies the child's health needs;
- identify solutions to potential health problems that can occur in a school environment;
- outline plans for any emergency medical situations.

We also have School Care plans for pupils that require a non-emergency medical risk assessment. Care Plans are signed by parents and class teachers. These plans:

- identify potential hazards presented by the environment or activities;
- consider how those hazards will affect the person concerned;

- evaluate the risks and decide whether existing arrangements are adequate or more should be done review the assessment yearly or following changes.

Provision to meet social and emotional needs

Behaviour incidents are closely monitored and analysed in order to prioritise and differentiate the individual interventions and support programmes needed by the pupil. Behaviour incidents are viewed as a mode of communication indicating that pupils have needs that have to be met in order to remove these barriers to learning. SCERTS and Thrive are assessment based interventions undertaken by the school's trained practitioners providing support strategies for staff and parents to use. Counselling and Art Therapy are provided by trained professionals to support and facilitate the pupils' emotional and social development.

SCERTS

The SCERTS Model is a research-based educational approach that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS focuses on building competence in Social Communication, Emotional Regulation and Transactional Support. A SCERTS trained practitioner undertakes assessments of ASD pupils and designs interventions to support pupils, class teachers and parents.

Thrive

Thrive is a systematic approach to the early identification of emotional, developmental need in children. A Thrive practitioner works in the school to assess and design individual interventions to support pupils with emotional, social and behavioural needs and train staff teams in successful techniques to re-engage these pupils with learning.

Counselling/Play Therapy

We offer play therapy in the primary and secondary departments for pupils who are dealing with social and emotional barriers to learning, anxiety, and/or trauma based life experiences.

In the Secondary Department we offer counselling for identified pupils who are able to access talk-based therapy.

Additional Specialist Support

Educational Psychology Provision

EP support is funded by Hounslow Local Authority. A pupil is referred to the Educational Psychology Service if we believe that we are no longer able to meet the needs of the child. This may be because they should be placed in a school meeting the needs of SLD pupils, they require a more specialist setting, or we are considering a move to a mainstream school. When there are concerns about a pupil who is experiencing social, emotional, or behavioural difficulties that appear to be beyond the scope of the school's interventions, referrals can be made to request advice and identify strategies that could be introduced to help remove the barriers to learning. The trigger for these referrals occurs when all interventions tried by the school are not impacting significantly enough on a pupil's progress or wellbeing, or progress data indicates the need for an alternative placement. The school operates a priority waiting list for pupils to be seen by an EP as demand always exceeds provision.

Challenging Behaviour Team and CAMHS

Hounslow Challenging Behaviour Team and also CAMHS provide termly consultation sessions for staff to support class teams with managing challenging behaviour or concerns about a child's well-being. Priorities are identified by the Senior Leadership Team based on teacher feedback.

Physiotherapy

Physiotherapy is not available in the school and if this is specified in the statement/EHCP this would need to be provided by Hounslow Sense Team or by Richmond and Hounslow Health Care Trust.

How do we monitor and report on the progress pupils are making?

We do not 'test' children to measure progress; we use ongoing teacher and TA assessments and observations and work scrutiny in order to collect evidence of progress. Our decisions about progress are moderated by the LA for Early Years, and with other schools for all other key stages in order to ensure they are accurate.

In Early Years classes

Observation books are used to document skills development and significant learning steps. Every half term this evidence is mapped onto the Developmental Matters Statements and summative judgments are transferred from teachers' planning and pupils' observation books to our electronic records. At the end of the year progress is reported to the LA using the EYFS Profile.

Monitoring and Reporting on progress in KS1 KS2 KS3, KS4

Ongoing assessments

Class based assessments inform teachers' weekly and daily plans. Descriptive verbal and written feedback to pupils informs them of their progress and how they can improve. Progress is monitored by the Senior Leaders in February and June, and reported to parents/carers in termly meetings and annual reviews.

Annual Assessment of progress

Teachers record ongoing progress in small steps in English (reading, writing, phonics, spelling, vocabulary, grammar and punctuation) using a software assessment programme called 'BSquared'.

Progress in English, Maths and PSHE is analysed and reported annually using B-squared. In addition, progress in reading is assessed termly using the assessment activities from the Read Write, Inc, programme.

End of Key Stage Assessments

End of Key Stage progress will be recorded in the following subjects:

- English
- Maths
- Science
- ICT
- PE

Assessment for Science and ICT are currently in development. PE is assessed using a software package called 'Create Wheel' or in KS4 as progress towards AQA accreditation.

Evaluation and Reporting of pupil progress data

Data collated on pupil progress is used so that we know:

- which pupils
 - are on track/not on track to meet at least expected progress;
 - require interventions;
 - require extension work.
- how to decide on pupil groupings

Judgments about progress are moderated by teachers and Senior Leaders, and externally at LA moderation meetings and with other schools to ensure they are accurate.

Pupil progress outcomes are analysed by Senior Leaders twice yearly (in February and June) and a data report is produced and presented to Governors. The annual report is used to identify any patterns in progress made by groups of pupils and is reported in the Head Teacher's report to Governors in November annually.

Informing Parents

Pupil Assessment Profiles (PAPS) are used to report to parents/carers termly on the small steps of progress made, and on planned next steps. They are shared with parents/carers at the termly parents meeting or sent home if they are unable to attend. When a child joins the school, the child is baselined and the PAPS arising from this baseline are shared at the next parents/carers evening.

A progress report is sent to parents/carers with the annual review invite. At the meeting, teachers report on progress since the last annual review. Progress towards the statement/EHCP objectives is also reviewed, and the progress on the PAPS are reported. Pupils in Early Years classes have two reviews in the first year. Pupils in all other key stages have one meeting scheduled on an annual basis. Home-school books are used to report on daily progress made by pupils, as well as being used to communicate about welfare needs.

How do we work with parents and carers?

We know that parental engagement has a significant and positive impact on children's learning. Therefore our school places a strong emphasis on working together with parents and carers.

We offer workshops in a range of areas including Cygnet training for parents with children with ASD, toileting, feeding, supporting speech and language development, and supporting reading to enable parents to develop a better understanding of strategies that support their children's development and learning.

We work closely with parents whose children have medical needs to ensure they have the appropriate care in school.

In addition, the Thrive and SCERTS practitioners work with parents whose children receive these interventions, working on programmes to be implemented at home and school.

We hold termly parents evenings, and annual reviews are scheduled once a year, and for children in Early Years these take place twice a year.

Parents and carers are always welcome to visit the school, and especially at our performances and special events when we celebrate our children's successes and achievements.

How do we manage transitions?

Pupils joining the school and moving into Early Years classes

Teachers and TAs make a home visit in the first week of term before pupils start at school when information is shared with parents. If required, Health Care Plans are written before entry to school.

There is a staggered entry for the first half term with pupils initially attending only part-time. Some pupils may require a longer induction, which will be agreed with parents with a written plan of transition.

If required, parents/carers are asked to contribute to the ASD pupils' SCERTS assessment during the first half term and profiles of their social communication and emotional regulation needs are completed and used to inform the Learning Plan.

Pupils joining the school and joining classes in KS1, 2, 3 or 4

Written information will be shared with parents/carers prior to the pupil joining the school. If the pupil uses social stories a social story will be prepared and shared with parents/carers. The Pupil Assessment Profile (PAP) will be sent home in the first half term and will be discussed at the termly parents/carers evening. The Assistant or Deputy Head Teacher will call/meet with parents before the end of the first half term to discuss the child's transition into the school.

Moving from KS2 to KS3 (End of year 6)

In year 5 there is a transition Annual Review to make decisions about secondary placement. In year 6, for those pupils transferring to MKS secondary department a parent and pupil transition meeting/visit is organised where information about the secondary provision is presented.

Moving from KS3 to KS4 (End of year 9)

Parents are informed of the KS4 offer, and the curriculum pathways available to their children in meetings and at the annual review. Parents are also informed of the need to explore post 16 options. The annual review in year 9 is a transition review attended by the Careers Adviser 14-19 and an interview is scheduled with the pupil and parents to discuss post 16 options. A transition plan is written which documents parental views about post 16 preferences.

Moving from KS4 to post 16 provision (End of year 11)

At the beginning of Year 11 an interview with the Careers Adviser 14-19 is scheduled with the pupil and further meeting with the parents to discuss post 16 preferences and to advise them of college open days and possible school options. In year 11 the annual review is a transition meeting and is attended by the LA Careers Adviser 14-19 where action required to support the transition plan is discussed and finalised. For specific pupils the school may provide support for the pupil to make visits to post 16 provision where the decisions are complex and parents consequently require additional support.

Who organises transport to school?

Transport to and from school is arranged between the London Borough of Hounslow and parents. The school is not involved in making these arrangements and cannot influence the decisions made by the LA.

Where transport has been agreed children are supervised during the transition at the start and end of the day by bus escorts and school staff. Due to very limited space in the car park, parents who transport their own children to school are required to park in the local vicinity and not to use the school car park which is accessible for school buses and taxis only.

In Year 6 pupils start to receive training about safe travel, and in the secondary department for those pupils who are able to travel independently, and whose parents are in agreement, a travel training scheme is run by Mencap to enable these pupils to transition to become independent travellers.

How do we train our staff?

The school has a comprehensive induction programme for all staff joining the school, which includes sessions relating to school procedures and to meeting the needs of the pupils. Following an initial training needs analysis, teaching staff will have a bespoke mentor programme delivered by a range of experienced staff.

We have a member of the Senior Leadership Team who is responsible for the continuing professional development of all staff, and for delivering the NQT programme.

All class based staff identify their professional development needs through their annual performance management meetings. Staff are able to attend workshops in school, to apply for funding for external courses, and are provided with departmental INSET. They are expected to develop a range of skills, including skills in augmented communication, (Makaton, PECs, Communication in Print), Literacy and Phonics teaching, and a knowledge of how to remove barriers to learning resulting from a range of needs.

How do we get feedback about the school?

Each class in the secondary department and year 6 has a representative on the school council. There is a smaller school council in key stage 2. The views of the pupils are sought through the school council on a range of issues throughout the school year.

Parents are asked to complete a feedback form for the annual review, and an annual questionnaire is sent to all parents which provides numerical data feedback on parents' views. We welcome feedback from parents at any point throughout the year and parents are encouraged to contact their class teacher or a member of the Senior Leadership Team if they wish to discuss any issue regarding their child's education.

Governors closely monitor the work of the school by scrutinising data, scrutinising school systems and reports, visiting the school to make learning walks, and meetings with staff. Governors co-opt an advisor who is a National Leader in Education to support the monitoring of school development

and improvement and to advise on the Head Teacher's annual performance management objectives. In addition, they also approve the use of consultants to support the Senior Leadership Team to monitor and evaluate the school.

Early years outcomes and records are moderated by the Local Authority on a termly basis. MKS is a member of the Challenge Partners (a national network of schools) and the school takes part in an annual peer review conducted by a team of trained Head Teachers. We are also a member of a specialist peer review conducted by a group of staff from three Special Schools which moderates pupils' work in English and Maths.

Who are our Governors

We have 12 Governors in the full governing body. Governors are members of different committees that scrutinise the work of the school. The committees are:

- Strategic and Finance
- Health and Safety and Safeguarding
- Teaching and Learning

Currently the Governors are:

Ms S Houlton – Chair of Governors
Mr A Wood – Vice Chair of Governors
Mrs Jo Stacey (staff Governor)
Mr P Goulden
Mr S Thomas
Mr S Khan
Mrs J Chia
Mrs A Ozturk
Mrs C Lock (parent Governor)
Mr Shah (parent Governor)
Mr M O'Brien (School Business Manager)
Ms T Meredith (Head Teacher)

If you need more information

We are always willing to speak with parents and professionals to answer questions about our provision. Office staff can be contacted by calling the school (0208 890 2032) and they will be able to advise on the most appropriate person to speak to.

If you wish to correspond with the Governors you can write confidentially c/o the School Office. Office staff will forward your correspondence promptly to the Chair of Governors.

Terms that are used in this document

ASD/ASC	Autistic Spectrum Disorder/Condition
APP	Assessing Pupil Progress
BSP	Behaviour Support Plan
CP	School Care Plan (these are plans that are agreed between school and parents and do not require a medical practitioner to sign them).
CLL	Communication, Language and Literacy
EHCP	Education Health and Care Plans (An EHC plan details the education, health and social care support that is provided to a young child or young person who has SEN or disability. It is drawn up by the local authority after an EHC assessment has taken place).
EP/EPS	Educational Psychologist/Psychology Service
EYFS	Early Years Foundation Stage
HCP	Health Care Plan (these are medical plans that are agreed between school, parents and a medical practitioner, usually a paediatric consultant).
HI	Hearing Impairment
KS	Key Stage
LA	Local Authority
LP	Learning Plan (document containing progress targets)
MFL	Modern Foreign Language
MKS	Marjory Kinnon School
OT	Occupational Therapy/Therapist
PAP	Pupil Assessment Profile
PE	Physical Education
PSD	Personal Social Development
PSHCE	Personal, Social, Health and Citizenship Education
RE	Religious Education
SaLT	Speech and Language Therapy/Therapist
SCERTS	Social Communication, Emotional Regulation, Transactional Support is a framework used to support social, emotional and behavioural development
SDP	School Development Plan
SEAL	Social and Emotional Aspects of Learning
SEB	Social Emotional and Behavioural
SEF	School Self Evaluation Form
SEN	Special Educational Needs
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social Cultural Education
SoW	Schemes of work
TA	Teaching Assistant
Thrive	Thrive is a framework designed to help adults understand the needs being signalled by a child's behaviour, and provides targeted strategies and activities to support the child.
T & L	Teaching and Learning
TEACCH	An approach to structuring routines and independent work in class
VI	Visual Impairment