

Marjory Kinnon School

Provision

2014-15

Updated October 2014



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| **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 pediatric 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 |
| PE | Physical Education |
| PSD | Personal Social Development |
| PSHCE | Personal, Social, Health and Citizenship Education |
| RAP/SDP | Raising Attainment Plan/ School Development Plan |
| RE | Religious Education |
| SaLT  | Speech and Language Therapy/Therapist |
| SCERTS | Social Communication, Emotional Regulation, Transactional Support Framework (www.scerts.com) |
| 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 |
| T & L  | Teaching and Learning |
| TEACCH | An approach to structuring routines and independent work in class (www.teacch.com) |
| VI  | Visual Impairment |

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| **What are the school vision and values** |

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, learn and achieve to fulfil their potential. To achieve this we:

* create a safe, caring and well organised environment where pupils can develop their self-esteem and independence, and make good progress in learning
* present children with opportunities to learn, develop and achieve, with differentiated programmes of learning planned from within the framework of the national curriculum in order to meet different learning and special educational needs
* develop and support a skilled and highly motivated workforce
* encourage mutual respect and an appreciation of the worth of others within the MKS community

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| **Admission to the school** |
| All pupils will have an Education, Health and Care plan and placement at the school is the responsibility of Hounslow SEN department. Pupils are placed either in complex needs classes, classes for pupils with severe learning needs, or highly structured ASD classes. Those placed in highly structured ASD classes will have a diagnosis of ASD, or their EHC plan will indicate a need for high levels of structured teaching and support.Marjory Kinnon School is able to meet the needs of pupils who have:  * 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;
* difficulty in acquiring age appropriate levels of literacy and numeracy, while still having the capacity to acquire functional literacy and numeracy skills;
* delays or difficulties in understanding and building concepts;
* developmental delay that impacts on the acquisition of fine and gross motor skills.

In our 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 ASD 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 personalized instruction;
* have challenging behavior which, over time can be managed or reduced through the intervention of adult support, routines, structures and visual communication support so that physical behaviours becomes 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.
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**How will we decide if we will be able to meet a child’s needs and can offer a place?**

1. All applications are processed by Hounslow Local Authority SEN department. They send the child’s EHC plan to the school.
2. We will make a decision if a child meets the MKS entry criteria based on the following:
* The EHC plan objectives, targets and provision identified in the EHC plan.
* The last Annual Review report, Educational Psychology, SaLT and Occupational Therapy reports and any additional information/reports available.
* Whether any personalized 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 at MKS.
1. We will inform the LA SEN department:
2. if we are able to meet the child’s needs
3. if a place is available in the relevant key stage/class
4. where personalised provision needs to be commissioned, the additional costs involved (the offer of a place is dependent upon funding being agreed for this provision).

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.

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| **Universal Provision for all pupils****Provision for Learning** |
| Class sizes are small (between 6-10 pupils) and there are high levels of staffing. Staff are expected to use small steps planning to personalize the programmes of study, to use a range of teaching approaches to match pupils’ needs and to promote independence through active learning. |

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| **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.Activities are planned and structured to enable the children to demonstrate understanding of and develop taught skills and are taken from the EYFS framework. Activities include structured individual 1:1 adult supported sessions, group activities and opportunities for structured play where pupils’ individual interests can be explored. Activities provided will support the children’s development across all EYFS areas of learning and development.Pupils will also have TEACHH trays. These are planned tasks that the children can do independently. These tasks cover a range of skills and will often be linked to the children’s targets and areas for development. Pupils will also 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 pupils. During all activities the children’s skill development is observed and significant or new moments of learning are recorded and evidence of this is collected either through photographs, video or samples of the children’s work.Weekly sessions are scheduled off site at Reflections which is a multi sensory environment which has a soft-play area, a quiet room where pupils explore sounds, light, colours and movement, and an outdoor play area. These sessions support 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 Read Write Inc resources and methods to teach literacy. Reading is taught through shared, guided and individual sessions. Staged reading schemes are used which are age appropriate for each key stage. Phonics is taught discretely supported by cued articulation, and the skills are applied and developed in other lessons.The foundation subjects are organized thematically and cover all areas of the National Curriculum. There are adapted Scheme of Work for SEAL, PSHCE MFL (at key stage 3) and RE. The SoW in RE is not taught as a discrete subject in ASD classes.Extension opportunities are organized according to the pupils’ age and ability. Examples include KS1 pupils have weekly scheduled sessions at Heathrow Gym, KS2 pupils have swimming sessions in the local community pool, KS3 pupils combine Business Enterprise and “Just Giving’ to raise funds for their chosen charity.The timetable includes readiness to learn sessions. 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 skills. The number of sessions taught at each key stage are:

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| **Lower Primary Curriculum Map** |  | **Upper Primary Curriculum Map** |
| **English**WRILiteracy | 42 | **English**WRILiteracy | 4  |
| Maths | 4  | Maths | 4  |
| Science | 1 | Science | 1 |
| ICT | 1 | ICT | 1 |
| Humanites | 1 | Humanites | 1 |
| Music  | 1 | Music  | 1 |
| PE/PD | 1 | PE/Gym/Swim | 1 |
| DT/Art | 2 | DT/Art | 2 |
| PSHCE/SEAL | 1 | PSHCE/SEAL | 1 |
| RE | 1 | RE | 1 |
| Educational Visits(ASD) | 4 | Educational Visits (ASD) | 4 |
| Reflections | 2 | R2L | am/pm |
| R2L | am/pm  | Golden Time | .5 |

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| **KS3 Curriculum Map** |  | **KS4 Curriculum Map** |  |
| **English**WRILiteracy | 42 | English including Drama US1/US4 | 4 |
| Maths | 5 | English US3/US5 | 5 |
| Science | 2 | SPAG | 2 |
| ICT | 1 | Maths | 4 |
| Humanities | 2 | Science  | 2 |
| MFL | 1 | ICT | 1 |
| Music  | 1 | Art & Design | 2 |
| PE | 2 | FT  | 2 |
| FT/Art | 2 | PE  | 2 |
| PSHCE | 1 | Life Skills/PSD  | 1 |
| RE | 1 | RE | 1 |
| R2L:  | am | Enrichment  | 2 |
| SEAL - after lunch | 5 | College | 4 |
| Educational Visit: ASDAlternate weeks | 4 | Business Enterprise | 2 |
| GT | .5 | GT | 1 |

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| **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. All key stage 4 pupils attend a range of vocational college courses at Brooklands College, supported by staff from school.Pathway 1Is based on National Curriculum subjects with pupils being entered for either GCSE or Entry level 1,2,3. Pupils achieving a secure level 4 in English, Maths and Science at the end of year 9 will follow a GCSE course. The curriculum includes Citizenship, PHSCE, RE, Life Skills, Work Related Learning, Business Enterprise, Creative Projects, Horticulture, Art and Design and PE. The pupils leave school with a wide variety of accreditation and transfer to college supported education or school 6th form provision for ASD pupils.Pathway 2The 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. Pupils work towards Level 1,2,3 accreditation which is gained by completing units of on- going assessment as opposed to sitting examinations. For those working towards/at level 1 of the National Curriculum accreditation is awarded through the WJEC Personal Progress Programme. These pupils achieve accreditation at Entry 1 (E1). Their curriculum will also include vocational taster courses, PHSCE, RE, Lifeskills, Work Related Learning opportunities, Business Enterprise, Art and Design, FT and PE.For those pupils achieving at National Curriculum Level 2 or 3, accreditation is awarded through the WJEC Pathways Programme. These pupils achieve Entry 2 (E2) or Entry 3 (E3). Their curriculum also includes PSHCE/Citizenship, RE, Life skills, Work Related Learning, Business Enterprise, Art and Design, Food Technology and PE. Pupils also take part in a local college link course that offers a variety of taster options including media and film, childcare, motor mechanics, construction and catering. The majority of pupils transfer to a supported learning or mainstream course at a local college. |

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| **Spiritual, Moral, Social, Cultural** |
| SMSC aims to provide children with opportunities to develop a set of values, principles and beliefs, which may or may not be religious, and which inform their perspective on life, their patterns of behaviour, develops an understanding of human feelings and emotions and provides a framework of moral values which regulates personal behaviour. It helps pupils (who can) develop an understanding of how communities and societies function, provides an understanding of pupils’ own cultures and encourages an appreciation of the diversity and interdependence of all cultures.At MKS we provide for SMSC by delivering a curriculum that has opportunities mapped in all key areas. The curriculum provides appropriate opportunities for all pupils, while taking into account their stage of development, their age and their barriers to learning. |

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| **Universal Provision for all pupils****Provision for ASD pupils** |
| We follow the SPELL framework in our ASD classes. SPELL describes a framework for understanding and responding to the needs of individual people affected by Autism. It has been devised and developed by the National Autistic Society over a number of years and provides a focus on:**S – Structure**. Structure makes the world a more predictable, accessible and safer place. When it in place it reduces dependence on others and on rigid routines.**P – Positive approach**. Expectations are high but realistic and based on careful assessment**E – Empathy**. To see the world from the standpoint of the pupil or adult with on the autism spectrum.**L - Low Arousal**. Approaches seek to ensure that the learning environment is free of distraction allowing opportunities for relaxation and relief in tension**L – Links.** To cooperate with families, and other service providers. In order to maximize the opportunities for inclusion in mainstream |

To achieve these outcomes the structures, routines and strategies we use include

* Intensive Interaction
* Makaton
* SCERTS
* TEACCH
* Thrive
* Visual symbols for communication

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| **Universal Provision for all pupils****Provision for communication**  |

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| 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; Cued Articulation (for letter sounds).
* Graphic support: Communication in Print, Communication books, Clicker 5, ipad Apps.
* Visual support: objects, photographs, pictures, graphic symbols.
* Augmented and Alternative Communication (AAC).

SaLT provision is made by Hounslow and Richmond Health Care Trust and the Local Authority. The level of funding and support available to the school is agreed by these two authorities and not the Head Teacher or Governors.In the Early Years Provision, during the first term pupils will be screened by the therapists and the level of SaLT input will be determined by this screening and the level of provision identified in the statement/EHC plan.  |

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| **Universal Provision for all pupils****Behaviour** |

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 recognized 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 4 rewards include external recognition systems through the Jack Petchy awards and the use of vivos.

Our behaviour management system is adapted for each key stage and for ASD classes, and detailed information is published on the school website. Where pupils have challenging behaviour we work to minimize the impact on others and to make the school as safe and calm environment for all pupils as possible.

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| **Targeted support for individual pupils****Provision to meet individual learning needs** |

TA Support in class

At termly Pupil Progress Review Meetings, teachers identify pupils in their class not on track to meet their targets in reading, writing or number, and those pupils who are exceeding expectations. In consultation with the teacher, the class TAs run targeted interventions for pupils to support them to develop their skills in Literacy and Numeracy and to accelerate pupil progress. The progress data for these pupils is monitored and tracked by SLT using B Squared and recorded on the Learning Plans to share with parents.

1:1 Targeted Support

1:1 targeted support is delivered by a senior TA. 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.

1:1 Targeted Support to accelerate progress aims to challenge pupils who are working above expected levels to achieve outstanding progress as well as prepare secondary pupils for exams and provide exam practice.

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| **Targeted therapy support for individual pupils****Speech and Language provision** |

SaLT targets will be set and delivered either in blocks or programmes as specified in the pupil’s statement. Blocks are delivered by the SALT therapist or assistant (in 1:1, pair or group sessions). Programmes 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 integrate it into daily routines and activities. Targets set by SaLT will be sent to parents and will be reported in the annual review.

Assessment of progress and revising targets is the responsibility of the SaLT and the time frame for review will be specified in the programme.

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| **Occupational Therapy Provision** |

OT provision is made by Hounslow and Richmond Health Care Trust and the Local Authority. The level of funding and support available to the school is agreed by these two authorities and not the Head Teacher or Governors.

We currently have 2 days per week of OT support. If OT provision is specified in the statement/EHC plan the therapists can provide short interventions blocks for individual pupils, and programmes for individual pupils to be delivered by teachers and TAs. When a child has received an individual programme, this will be reported in the annual review.

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

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| **Targeted support for individual pupils****Provision to meet medical needs** |

We create Health Care Plans for children who have medical needs. Health care plans are signed by the child's Hospital Consultant, 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
	+ creates solutions to potential health problems that can occur in a school environment
	+ outlines plans for any emergency medical situations

We also have School Care plans for pupils that require a non emergency 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

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| **Targeted support for individual pupils****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 their 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 and Art Therapy

We provide Art Therapy and Counselling for identified pupils who need extra support to overcome anxiety and social and emotional barriers to learning.

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| **Specialist Support** |

**Educational Psychology Provision**

EP support is funded by Hounslow Local Authority. A pupil is referred to the Educational Psychologist when there are concerns about a pupil’s learning and/or a pupil is experiencing social, emotional, or behavioural difficulties. Referrals are made to request advice and identify strategies that could be introduced to help remove the barriers to learning.

If we believe that we are no longer able to meet the needs of the child (because they should be placed in a school meeting the needs of PMLD pupils, in a more specialist setting, or in a mainstream school), a referral is made to request an EP assessment. 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.

There is usually a waiting list for pupils to be seen by an EP.

**Challenging Behaviour Team**

Hounslow Challenging Behaviour Team provides termly consultation sessions for staff to support the development of behavior interventions by class teams. Priorities are identified by SLT based on teacher feedback.

**Physiotherapy**

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

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| **How do we monitor and report on the progress pupils are making?** |
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| We do not ‘test’ children to measure progress; we use ongoing teacher assessments and TA 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. |
| **In KS1 KS2 KS3, KS4** |
| 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. Teachers record ongoing progress in small steps in English (reading, writing, phonics, spelling, vocabulary, grammar and punctuation), Maths as well as progress for all other subjects, using a software assessment programme called ‘BSquared’. Teachers are expected to keep all progress records up to date. Progress is recorded and monitored by the Senior Leaders in termly meetings with teachers, reported to parents in the termly Learning Plans, and reported to Governors and the LA at the end of every year.Progress and attainment in reading and writing is assessed every half term using the assessment activities from the Read Write Inc programme. Assessment in number and statistics takes place termly, following the school’s assessment timetable. Judgments about progress are moderated by teachers and SLT, and externally at LA moderation meetings with other schools to ensure they are accurate. End of Key Stage progress is reported by teachers annually in June. SLT monitor and analyse end of KS progress in English and Maths Science, ICT and PE. End of year records are also written by teachers to supplement the progress data and are used to report in annual reviews.**Learning Plans** Learning Plans are used to report to parents termly on the small steps of progress made, and on next steps. They are shared with parents/guardians at the termly parents meeting. When a child joins the school, the first targets are written after the initial half term, and are shared with parents at the next parents evening.**Termly evaluation 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 their targets, which pupils need extension work, so that interventions can be put in place, and to decide on pupil groupings. Pupil progress outcomes are analysed by SLT and a termly and annual data report is produced. The annual report is used to identify any patterns for the progress made by groups of pupils. Outcomes in the data report are monitored by Governors.**Informing Parents**At a termly Parents’ Evening, the progress targets on the Learning Plan are reviewed with parents/carers, or sent home if they are unable to attend. A progress report is sent to parents with the annual review invite. At the meeting, teachers report on progress since the last annual review report was written. Progress towards the EHC plan objectives is also reviewed, and the progress targets that have been achieved on the Learning Plan 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. |

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| **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, 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 action.Parents 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 prior to the pupil joining the school. If the pupil uses social stories a social story will be prepared and given to parents. The Learning Plan will be sent home in the first half term and will be discussed at the termly parents 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 invited to a transition evening about expectations in KS4 and the curriculum pathways available to their children are explained. Parents are also informed of the need to start to explore post 16 options.The annual review in year 9 is a transition review attended by the LA Connexions Adviser and a Connexions 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 a Connexions interview 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 Connexions Adviser where action required to support the transition plan is discussed and finalized. For specific pupils the school provides support for the pupil and parents to make visits to post 16 provision where the decisions are complex and parents consequently require additional support. |

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| **How do we train our staff?** |

The school has a comprehensive induction programme for all staff joining the school, which includes session 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 programmme.

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 mentor sessions and departmental INSET. They are expected to develop a range of skills, including skills in augmented communication, (Makaton, PECs, Communication in Print, Cued Articulation), Literacy and Phonics teaching, and a knowledge of how to remove barriers to learning resulting from a range of needs.

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| **How do we get feedback about the school?** |

Each class in the secondary department has a representative on the school council. 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. There are three committees that meet at least termly to monitor and evaluate the effectiveness of the school, these are Resources committee (monitors staffing, budgets and use of resources), Teaching and Learning (monitors pupil outcomes and progress and the Curriculum), and Premises (monitors Health and Safety and premises). The list of Governors is published on the school website.

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 SLT to Monitor and Evaluate the school.

MKS is a member of the Hounslow Peer Review and the school takes part in an annual peer review conducted by a team of Head Teachers and a specialist Head Teacher with experience of leading a special school.

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| **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.