



Keelman's Way School

Special Education Needs Information Report, Vision and Mission Statement

Keelman's Way School is a special school that provides Early Years, Primary and Secondary Education for children with Severe, Profound and Complex Learning difficulties. The school also has a Post 16 department that provides for these pupils and additional students who have moderate learning difficulties.

At Keelman's Way School we work together to provide a stimulating environment to ensure our pupils achieve to the best of their ability. We understand that all pupils are unique and we empower them to achieve independence and success in the wider world.

Our School mission statement

The school environment provides outstanding facilities and staff that have a wide range of skills to meet the complex needs of all of our individual pupils Teaching and learning are matched to each pupil's needs and present challenge towards their independence

- From their early years, pupils are encouraged to make their own choices and see through the challenges of daily life
- Staff support pupils and families in their resilience as they grow into adulthood
- School empowers pupils and their families to secure the support they need for their future lives
- By securing progression throughout, pupils leave school with the skills to access the adult world confidently and with the highest possible level of independence.

Education Health Care Plan (EHCP) Reviews

All pupils have an Education Health Care Plan that is reviewed annually to ensure the pupil needs are being met. All school policies identify the needs of the pupils and how these will be met by school staff with the support of other professionals .

Admission to school is through South Tyneside's Panel for Pupils with Special Educational Needs.

School policies are reviewed by staff and governors on a regular cycle to ensure they are up to date and meet the changing needs of the school, recent legislation and the needs of the children. Governors meet at least termly to review all of the activities of the school. There is additionally a Governors' Standards Committee that meets regularly to review all data relating to progress in school against the measure that matches the needs of pupils. These measures include Pivats, MAPP, Routes for Learning and National Curriculum levels.

Parents are encouraged to make regular contact with school through the use of the home school diary. Parents are also encouraged to keep in touch with staff by phone for more urgent information that needs to be shared (0191) 489 7480.

They are also invited into school at least twice each year to see children's learning in action on 'Parents into School Days'. Parents, carers and friends of the school are invited to a weekly cafe as well as termly fundraising events and Christmas celebrations.

Extra-curricular activities are available for children and young people throughout the school. All children are offered experiences beyond school that meet their needs.

School clubs run for four nights each week and parents can choose to have access to these clubs. There is a charge for these as they do not form part of the statutory education for the child. Each runs for a half term and includes swimming, cooking, sports and crafts.

The School Council is proactive in making requests to the Head Teacher and Governors on issues of interest to them.

Parents are invited to attend the formal annual review meeting for the Health Care Plan.

All pupils have termly Personal Learning Goals written to ensure the objectives in their statement or EHC plan are being addressed and that progress is being made.

Children leave school with ASDAN qualifications and Entry level Qualifications depending on their ability to engage in these courses.

Many pupils get the Duke of Edinburgh Award. This helps demonstrate their progress toward independence.

Intervention and support is put in place depending on the needs of the pupils and is reviewed at least termly by teachers and the Senior Leadership Team in order that pupils meet the expectations staff and parents have for them.

Specialist Services

The physiotherapy service at Keelman's Way School has been developed to be a highly integrated service incorporated seamlessly into the children's learning programme. The service is delivered through a team of specialist physiotherapists, assistants and a specialist Higher Level Teaching Assistant.

We have NHS Speech and Language therapists who work into our school on a weekly basis, as well as having an HLTA for communication based in school, who acts as a link for parents/carers, staff and therapists as well as other outside agencies. Our therapists work with children who have a wide range of speech, language and communication difficulties, as well as feeding and swallowing problems.

The school teams work very closely with the other outside agencies including physiotherapists, occupational therapists, Educational Psychologists, Social Workers, Specialist Dental service, Community Nurses, Doctor's, Dieticians, Incontinence service and the V.I service.

We also hold consultant clinics in school for wheelchair services and optometrist.

We have a member of staff identified for Medical and Inclusion support. She can be accessed via the school phone number, (0191) 489 7480, or by the info@keelmanswayschool.co.uk email.

She will listen to any concerns around your child's health and welfare. Where possible we will support directly or can advise on where additional advice could be found.

- The school nursing service can be contacted for any medical information or support (0191) 283 2189.
- Community Children's Nurse Team (0191) 2831141
- Palmers Dental Services held clinics in school but can be contacted directly on (0191) 404 1000

Staff Training

Staff have regular updates to their training that supports the delivery of the schools highly personalised curriculum.

All staff have access to training, in particular reference to safeguarding, pupil health and welfare. Staff access professional development opportunities throughout the year. Training is relevant and allows teachers and support staff to stay up to date with their specialism and develop professionally.

TEAM Teach strategies are used to support behaviour management and we have a qualified TEAM Teach trainer working in school.

All teaching staff have Qualified Teacher Status. Teaching assistants are qualified to Level 3 or above.

Provision by Keelman's Way School

<p>All children and young people have a statement of Special Educational Needs or Education Health and Care Plan</p>	<p>At Keelman's Way School we believe in the concept of lifelong learning and the belief that both adults and children learn new things every day.</p> <p>We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.</p> <p>We have 155 pupils on roll.</p> <p>The Head Teacher acts as SENCO. SEN Policy, with provision and practice in place. Accessibility Plan in line with Equality Act 2010. Information on Inclusion and SEN provided to parents/carers. SEN and Safeguarding Governor role is undertaken by the Chair of Governors Additional and specialised intervention such as personalised learning or small group activities. Increased use of ICT resources that support learning and communication Staff collaboration with specialists within the school and with outside agencies. Detailed planning incorporating specialist information provides individualised programmes. Classroom and small group support have high staff ratios. Environmental adaptations. Arranges the annual review of a Statement of SEN or EHC Plan and submitting recommendations to the LA.</p>
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School entitlement offer to pupils

Communication and Interaction Needs:

Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents.

Differentiated curriculum and resources

Visual timetables

Areas of low distraction

Support/supervision at unstructured times of the day.

Social skills programme/support including strategies to enhance self-esteem.

Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.

ICT is used to reduce barriers to learning where possible.

Strategies/programmes to support speech and language development.

Strategies to reduce anxiety/promote emotional wellbeing.

Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.

Planning, assessment and review.

Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process.

Teaching resources are routinely evaluated to ensure they are accessible to all pupils.

All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN.

Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.

SENCO and specialist staff who can provide advice and guidance to staff.

All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.

Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.

<p>Cognition and Learning Needs:</p> <p>All pupils with severe or profound and multiple learning difficulties</p>	<p>Use of profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of personal learning goals.</p> <p>Differentiated curriculum and resources:</p> <p>Strategies to promote/develop literacy and numeracy.</p> <p>Provision to support access to the curriculum and to develop independent learning.</p> <p>Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</p> <p>ICT is used to reduce barriers to learning where possible.</p> <p>Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</p> <p>Planning, assessment and reviews are in place.</p> <p>Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process.</p> <p>Outdoor learning and community participation runs throughout school, provision at all key stages.</p> <p>Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</p> <p>All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN.</p> <p>Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</p> <p>All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.</p> <p>Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupils' with SEN.</p> <p>Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate.</p>
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<p>Behavioural, Emotional and Social Development:</p>	<p>The school ethos values all pupils. Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. The school provides effective pastoral care for all pupils. Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. Outdoor learning is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. Access to information and support is available within school for behavioural, emotional and social needs. Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</p>
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<p>Sensory and Physical Needs:</p> <ul style="list-style-type: none"> ● Hearing/Visual Impairment ● Multi-sensory impairment ● Physical and Medical Needs 	<p>Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed.</p> <p>ICT is used to increase access to the curriculum.</p> <p>Provision to support access to the curriculum and to develop independent learning.</p> <p>Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</p> <p>Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs.</p> <p>Access to Medical Interventions by trained TA's.</p> <p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy.</p> <p>Support with personal care if and when needed.</p> <p>Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</p> <p>Staff understand and apply the medicine administration policy.</p> <p>Staff complete necessary training in order to offer advice and guidance to staff about the needs of pupils.</p> <p>The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</p> <p>Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</p> <p>All entrances to the school allow wheelchair access.</p> <p>The school has disabled toilets/facilities</p>
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Who to contact

General information about our school can be found on our website (www.keelmanswayschool.co.uk) If you require further information please contact the school directly on (0191) 489 7480.

If your concern is regarding the safety of a child, please contact the school's designated safeguarding leads (Paula Selby, Head Teacher), (Mel King, Deputy Head Teacher)

Reviewed summer 2023
 Review summer 2025