



## **Kisimul Schools Lincolnshire (Swinderby Lower School and Acacia Hall Upper School) Local Offer, 2015-16**

*The purpose of this document is outline Kisimul School Lincolnshire information, to reflect the Provisions of the 2014 Children and Families Act, and the Code of Practice for SEN. From September 2014, each Local Authority was obliged to provide a Local Offer of services available within their local area, and should be providing information about DFE approved non-maintained establishments which young people from the authority may be able to access. Kisimul has proactively contacted all placing Local Authorities to ensure that information about the school's provision is available to parents and professionals, and will aim to provide an electronic link in order to access the information on this document.*

### **Content:**

Information about the school

What are the aims of the school?

Information about the school environment.

How are students placed at the school?

What is the curriculum on offer at the school?

How does the school support the acquisition of functional skills, such as literacy, numeracy and life skills?

What accreditation is offered at the school?

What additional therapeutic services are available at Kisimul?

How does the school track the progress of learners, and report back to parents and professionals?

How does the school ensure that young people are safe and healthy, and that pupils' views are taken into account?

How does the school deal with the challenging behaviour of the learners?

How is the school held accountable for outcomes for young people?

What training is in place for the staff at the school?

How does the school ensure it values cultural diversity?

How can I find out more information about the school?

**Information about the school:**

*Kisimul School Lincolnshire comprises two school sites, Swinderby Lower School (8-16) and Acacia Hall Upper School (16-19). The school sites are located alongside separately registered Children's Homes, and residential and education services are located within the same campuses, enabling close partnership working between Education and Care Staff on both sites. The school sites are registered as a single school with DFE but the care homes are separately registered with CQC. All students at the school have a Statement of Special Educational Needs, and some of these have been revised into Education Health and Care Plans (EHCPs) during the 2014-15 academic year in accordance with individual Local Authority procedures and timescales. Kisimul is an Independent Special School (a non-maintained provision), and students' placements are funded by over 20 different Local Authorities, often with joint Education and Social Care funding supporting the placement.*

*All students at the school have Severe Learning Difficulties and Challenging Behaviour. A significant majority have Autism, and associated complex Sensory Dysfunction and Communication Difficulties. The school has a significantly high staff to student ratio, reflective of the needs of the students, and based on risk assessments of individual needs and presentation of behaviour.*

*Parents / professionals can contact the schools on 01522 868279 (Swinderby), or 01673 880022 (Acacia Hall), or [enquiries@kisimul.co.uk](mailto:enquiries@kisimul.co.uk) , and ask to speak to the Director of Education Danny Carter or the Operations Director Tjerk de Haan for Kisimul Group placement enquiries, or the Headteacher, Paul Routledge, who will be able to provide additional information about the Lincolnshire Schools' provision.*

**What are the aims of the school?**

We aim to:

- *Ensure that the care and education provided each day is consistent and is offered by a trained, fully integrated multidisciplinary staff team.*
- *Devise individual education and care programmes which aim to address the challenging behaviours that so often block socialisation and learning.*
- *Provide a safe, secure and structured environment in which pupils can gain confidence and achieve their potential.*
- *Help pupils to learn ways in which to manage and control their own behaviour.*
- *Work with the pupils to help them to develop their own self-help skills, leading to a greater level of independence and improved self-esteem.*
- *Provide opportunities for our pupils to learn socialisation skills both within school and in the local community.*
- *Provide physical exercise, which not only improves health but also releases unrestrained energy.*
- *Provide musical activities both within and outside of the classroom, as this is often a successful medium for pupils with limited communication skills.*

- *Work closely with parents and key staff from placing authorities to ensure that everyone is working towards the same goal.*
- *Involve pupils' families in the life of the school by inviting them to reviews, social events and to help with fund raising.*
- *Provide regular detailed reports of pupils' progress and work together with all concerned to plan post-Kisimul School placements.*

### **Information about the School Environments:**

*The school environments reflect the needs of the student cohort. Swinderby school site has modern purpose built classrooms, with interactive whiteboards and a high standard of accommodation. There is a smaller sensory room, where aromatherapy provision is located, and a larger multi sensory learning environment with 3D interactive floors and wall projections (we call this the SMILE room – Sensory Multi-Interactive Learning Environment . The school site accommodates a gymnasium, and a swimming pool with sensory lighting and music to enable both a physical and sensory orientated session for individual students. There is a fully equipped Sensory Barn, with sensory integration circuits and a swing room, and therapy teams are located on site to enable direct work with students as part of the weekly curriculum.*

*Acacia Hall is similarly furnished to a high standard, and has 7 class bases, 5 cited within the main school building, and 2 in a recently commissioned Eco building, located next to the extensive Animal Husbandry Provision, which is an integral part of the vocational curriculum. There is a large barn with workshop attached for creative sessions, a teaching kitchen for promotion of independence and life skills, and a sensory room and music room for Music Therapy provision. Acacia also benefits from extensive outdoor space including swing suites and basket swings for relaxation and use within sensory diets for young people.*

*Both school sites have access to 5 minibuses, which enables regular access to the local community, to support contextual learning and also to enable learners to access additional curriculum items such as horse riding, swimming, sailing and indoor wall climbing.*

### **How are students placed at the school?**

*Students are placed at the school by Local Authorities seeking specialist placement for learners with complex and challenging behaviour profiles and learning difficulties. All students at the school need to have an active Statement of SEN or Education Health and Care Plan (EHCP) in place, outlining their specific needs and the provision determined to meet those needs. Parents are advised to speak to their local SEN department, or current school placement, if they wish to enact provision of an EHCP for their child. Parents or Professionals wishing to pursue a placement with Kisimul are very welcome, and actively encouraged, to visit the school. Visits can be arranged by contacting the school on 01522 868279 and asking to speak to the Referrals team. Parents may also wish to contact the SEN department within their local authority to advise that they wish to pursue a placement at the school. If there is active Social Care agency support in place for families, it is advisable to contact those professionals and inform them of the desire to seek a placement at the school.*

*If Kisimul is asked to consider a learner for placement at the school, and the Local Authority is in*

*agreement with the suitability of the placement for the individual, Kisimul will need to assess the young person. This is achieved through liaison with parents and professionals, visits to the current placement by senior Education, Residential and Therapeutic Staff from the schools, and provision of a Pre- Assessment Report outlining identified needs, and how the school will enable provision for the long term placement of the young person. A variety of placement types are available, ranging from, but not exclusively, 52 week full time, or 38 week term time residential placements to include the Educational provision, or day placements focussing solely on a school placement.*

*Kisimul has good working relationships with placing authorities, and works closely with commissioning professionals in seeking approval to assess young people. Placements at Kisimul are typically pursued when a child or young adult's needs are unable to be met in local provision, or placements are at risk of breaking down, or have actively broken down already.*

*If a parent wishes to challenge a Local Authority's decision not to support a placement at the school, and Kisimul advises that it is able to meet the needs of the individual, then parents may wish to seek legal advice or request advice through agencies such as IPSEA or Parent Partnerships, to identify ways forward in appealing decisions. The new Code of Practice further outlines appeal processes.*

#### **What is the curriculum on offer at Kisimul School?**

*Swinderby School predominately follows the outline of the National Curriculum, adapted in its presentation to meet the needs of the learners. A detailed document, Kisimul School Routes for Learning, (which can be obtained from the school by request) outlines the different approaches and interventions the school adopts for students working at various developmental levels of learning. Each learner will have an Individualised plan, which is broken down into incremental steps of skills acquisition, and learners have individual outcomes and expectations for each session they attend. The school also follows the ASDAN accreditation award scheme, which is ideal for the school cohort in enabling learners to access and complete accreditation at a level appropriate to their ability and functioning. Further information about the school's accreditation outcomes is outlined in the document 'Achievement and Attainment Report Kisimul School 2014-15 (which is available on the Kisimul website).*

*At Acacia Hall, a similar approach is undertaken to curriculum presentation, although the emphasis is more keenly orientated to vocational learning and acquisition of independent living skills. This is enabled through curriculum sessions within the Animal Husbandry Provision, the Teaching Kitchen and Work Related Learning both onsite and offsite within local communities. The ASDAN 'Towards Independence' scheme provides the framework for delivery of sessions, and community learning and contextual 'real life' delivery is central to teachers' planning and presentation. The therapeutic provision at the school is integrated into the curriculum and forms part of the core weekly provision for each learner, reflective of their Statement or EHCP.*

#### **How does the school support the acquisition of functional skills, such as literacy, numeracy and life skills?**

*Each student has an Individual Pupil Care Plan (IPCP) which outlines behavioural, educational,*

communication, care and health plans in place, alongside detailed risk assessments, to enable consistent and evidence based interventions for each learner at the school. All staff, within both Educational and Residential provision, are encouraged to use the strategies and approaches outlined in each individual's plan, and care is taken to ensure that familiar staff work with young people in order to build up familiarity and consistency, and give reassurance to young people to undertake challenging and unfamiliar learning tasks or activities. Learners have 24 hour targets within their IPCPs which are supported across the provision, and are rehearsed in contextual real life situations, such as organising personal belongings, meal preparation or shopping.

The school takes an holistic approach to communication delivery, using oral, signed, and symbolised augmentative communication to support learners in understanding expectations and to enable them to relate their responses within sessions. A structured routine, involving daily greetings and social skills sessions, is a consistent theme within all classes throughout the school.

Literacy and numeracy targets are broken down into incremental steps of learning for each young person, and these are delivered during daily objectives sessions for learners, with a detailed recording system in place to ensure that each achievement is noted and built on over time.

#### **What accreditation is offered at the school?**

The school uses both internal and external awards to acknowledge and value the achievements of learners, considering individual developmental ability and differentiation expectation accordingly. The school follows the ASDAN accreditation award scheme, and learners progress through the key Stages following 'New Horizons and 'Transition Challenge' at Key Stages 3 and 4, and then ASDAN 'Towards Independence' and 'Personal Progress' Unit awards at Key Stage 5. The school also accesses the Duke of Edinburgh Award Scheme and has led successful residential trips for learners with complex and challenging behaviour patterns with great success for a number of years.

Students within KS5 typically attained over 160 Unit Awards reflecting the diversity of curriculum provision within the school.

#### **What additional therapeutic services are available at Kisimul?**

Kisimul has a large number of multi disciplinary services accessible to all students at the school. A short summary of services is outlined here, but parents /professionals seeking additional information are encouraged to contact the Educational Support Manager, Angela Wood, who can be contacted on 01522 868279.

**Educational Psychology** – There are 6 Psychologists working across both schools, providing comprehensive behavioural analysis using evidence based intervention and assessment, and assessing cognitive and developmental progress of individual students. The team also provide training and support to education staff, and co-ordinate multi-disciplinary intervention for learners with challenging behaviour patterns or those new to the school. The team can access additional expertise and supervision from Kisimul Group's Senior Educational Psychologist.

**Speech and Language** – There are 5 Speech and Language assistants working across the two school sites, working under the supervision of a full time Speech and Language Therapist. As part of the core provision for all learners, both direct intervention through individual and small group work is

*provided, for example Makaton groups and speech placement therapy. Assessments are also used to inform communication profiles and to ensure that classroom interventions are targeted and appropriate.*

**Occupational Therapy** – *Lincolnshire schools have a full time Occupational Therapist, working alongside a Senior Occupational Therapist with Advanced Post Graduate Qualification in Sensory Integration. This aspect of the school provision has been enhanced in recent years with the provision of a sensory barn and swing room at Swinderby, and in training education staff in recognising sensory dysfunction and implementing daily sensory diets for learners.*

**Music Therapy** – *Students at the school benefit from interactive experience with an inspirational Music Therapist, Andre Celik, who works with individual students on a therapeutic level and builds up confidence and communicative capacity using music and intensive interactive approaches to learning.*

**Aromatherapy** – *The school has 2 Aromatherapists who work with individual students encouraging positive touch and relaxation using holistic treatments based on individual preferences and needs.*

*The school has also recently installed a sensory multi-interactive learning environment (SMILE), including interactive walls and floors, to provide stimulating learning opportunities and intensive interactive work for learners with more complex sensory profiles.*

*The school also has an active Physical Curriculum, including horse riding, Rebound therapy (key education staff are trained to provide this programme) and swimming.*

### **How does the school track the progress of learners, and report back to parents and professionals?**

*Kisimul uses a variety of internal and external assessment systems to track the progress of learners, including 'BSquared Connecting Steps', CASPA (Comparison of Special Pupil Attainment) and National Expectations of Progression for learners based on DFE expectations and guidance. Essentially these processes enable Kisimul to measure students' progress against students nationwide with similar levels of need and age. Analysis shows that Kisimul students achieve, and in many cases exceed, expected levels of progress at all key stages of learning\*. Each individual learner has a detailed assessment profile that is informed by record keeping during sessions and outcomes prescribed within each aspect of the curriculum. This feeds into targets for both the 24 hour curriculum and individual sessions within the school. Further information on our 24 hou curriculum may be found in the Curriculum Policy and other curriculum documents on the website.*

*Parents can contact the school at any time, and many take up the offer of weekly emails from teachers including photos of work produced and learners engaging in curriculum activities. Progress is formally reported at Annual reviews, and LAC (residential focussed) reviews, and annual assessment records for each individual contain both academic and behavioural assessments, alongside accreditation achieved.*

*\*A more detailed outline of these processes, and outcomes for learners at the school, can be found within the school's Achievement and Attainment Report (which is available on the Kisimul website).*

**How does the school ensure that young people are safe and healthy, and that pupils' views are taken into account?**

*The school has detailed record keeping processes for each session of the school day, which record responses, behaviour patterns and well-being of learners, and reflect the residential teams recording processes for each learner. Staff have regular safeguarding children training from senior leaders within the school to ensure they are aware of the signs and symptoms associated with possible child protection concerns. The school has designated child protection personnel and very detailed and comprehensive procedures for dealing with any concerns raised by students or staff. The school has a detailed whistle blowing policy and staff are prompted to be transparent and raise concerns where they feel it is necessary. Incidents, accidents and any physical interventions necessary to keep young people safe from harm, are recorded in detail. This includes schedules and symbolised support to speak to learners after incidents to reassure them and ascertain their well being. The child protection policy and complaints policy for the school are available on the Kisimul website.*

*Young people with complex health needs are also admitted to the school. All have comprehensive health care plans within their IPCP. Senior residential staff are responsible for giving medication and liaising with health care professionals, and CAMHS personnel where necessary to monitor learner responses and well being. All students are regularly weighed and monitored in relation to healthy eating patterns, and a varied array of nutritional meals are prepared by the kitchen staff at each residential site.*

*Kisimul takes a very determined approach to gleaning pupil views about their environment and the provision on offer. There is an active school council on each site, which are supported in making decisions around items for the school curriculum, additional resources, and themes for graduation and whole school events. In recent times, this has included choosing and naming the school pets, choosing the colour schemes and decor for the End of Year graduation celebrations, and identifying locations for end of year trips. Additional information on pupil views of the school can be found within the Pupil Achievement and Attainment Report.*

**How does the school deal with the challenging behaviour of the learners?**

*The school takes an individualised approach to the challenging behaviour presented by the students. Behaviour management is non-aversive, and all staff are trained in Timian, a BILD (British Institute of Learning Disabilities) accredited programme of de-escalation, recognition of cues and triggers, legal and statutory procedures and safe physical intervention where necessary. Individual strategies and intervention for students are comprehensively risk assessed, and any new or emerging behaviour patterns are added and analysed accordingly. Kisimul is very skilled in dealing with students with extreme behaviour patterns, and complex sensory dysfunction, and aims to replace negative behaviour patterns with more positive and appropriate outcomes for learners.*

***Essentially, Kisimul aims to enable learners to use their emerging communication skills, rather than using their behaviour, as a means of engaging with their environment.***

*Psychology teams monitor handover information from all settings to look for patterns, cues and triggers for behavioural outbursts, and the success or otherwise of interventions undertaken at the time. This informs strategies and plans within the IPCP, which is accessible to all staff working with young people to ensure a consistent approach. Where students are experiencing negative patterns, or behaviour is becoming a concern and an obstacle to engagement, a multi disciplinary approach is*

*undertaken, utilising information and input from Education, Residential and Therapeutic teams.*

*The school's Behaviour Policy can be accessed on the Kisimul website.*

### **How is the school held accountable for outcomes for young people?**

*Kisimul School is subject to regular inspection and monitoring from commissioning local Authorities, and OFSTED. The school's latest OFSTED report can be accessed on the Kisimul website.*

*The school leadership have a comprehensive Self Evaluation document, linked to Inspection outcomes, and allied to a School Improvement Plan that identifies key areas for development. There are regular lesson observations and learning walks, with a varied focus, and all teachers are required to keep an individual portfolio of evidence for Kisimul's Teacher Standards, which outlines expectations for teaching and learning within the schools. All teachers and leaders have annual performance reviews and appraisals, with targets for pupil achievement and whole school developments. The Headteacher of the school is accountable to the Director of Education for Kisimul Group, and provides regular feedback on school performance allied to the school improvement plan.*

*The leadership of the school are proud of their teaching teams, who provide a dedicated service for a very challenging cohort of learners, and often go beyond the realms of expected parameters in their determination to 'get things right' for the young people in their care.*

### **What training is in place for the staff at the school?**

*The school has a comprehensive and detailed training programme in place for all staff. New staff are mentored by senior staff and have a detailed induction programme in place on appointment. Training days include statutory courses and refreshers in safeguarding and Timian, as well as updates on new recording processes and school developments. External training, for example the Autism Education Trust and PECS, is also a key feature of the school's programme for staff. Additionally, the therapeutic teams deliver a range of training in communication, sensory processing and behavioural management, as well as training that is responsive to the needs of the school cohort, such as Autism and Adolescence Training, Sensory Integration and Sensory Diets, and eating and drinking difficulties associated with young people with Autism and complex sensory profiles.*

### **How does the school ensure it values cultural diversity?**

*The school has a varied curriculum, which aims to ensure learners can experience a variety of cultural beliefs and diversity. On an individual basis, students' beliefs and cultural dynamics such as diet are outlined within the IPCP for each student, so that all staff are respectful and aware of specific needs. The school has an active approach to supporting both local, national and international causes by having regular fund raising and whole school themed days supporting charities far and wide. The school encourages visitors and drama groups from a variety of cultures, such as African Drumming and Didgeridoo Therapy, and the curriculum includes topic and themed work on festivals from a range of belief systems from around the world. The school embraces key sporting events such as the World Cup or the Winter Olympics to introduce other cultures to learners within the school, making this tangible through taking a multi-sensory approach to learning through using music, dress, diet and real life artefacts to enable students to experience different elements in a meaningful way.*



*The school is committed to promoting fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance through its curriculum. All school staff have received training in British values and the Prevent Duty as part of the school's annual Safeguarding and Child protection training cycle.*

**How can I find out more information about the school?**

*Parents /professionals are welcome to contact the schools on 01522 868279 (Swinderby), or 01673 880022 (Acacia), and ask to speak to the Headteacher Paul Routledge, or one of the Assistant Headteachers, Sharon Gabbitas (Swinderby School), Lauren Scarborough (Acacia Hall) or Clare Baker (Acacia Hall). Information about therapeutic provision can be provided by Angela Wood (Educational Support Manager).*

*Enquiries about a placement at the school should be directed to the Referrals Team for the Group (Swinderby) who will liaise with the Operations and Education Directors to respond to enquiries and make arrangements.*

*Enquiries can also be made by emailing the school on [enquiries@kisimul.co.uk](mailto:enquiries@kisimul.co.uk)*