

Kensington Queensmill SEN Information Report 2021

Information about Kensington Queensmill

Kensington Queensmill is a special school for children and young people with a diagnosis of autism and/or significant learning differences. All students attending Kensington Queensmill will have an Education Health Care Plan, or in exceptional cases may be undergoing assessment.

What is our approach to teaching pupils with autism?

Kensington Queensmill provides a highly differentiated approach for each child and young person according to their needs. This effective and structured programme is underpinned by the SCERTS model (Social Communication, Emotional Regulation, Transactional Support) and supported by any of the following approaches:

- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)
- Sensory Integration Approaches
- PECS (Picture Exchange Communication System)
- Intensive Interaction
- Team-Teach (positive de-escalation in response to dysregulation)
- Differentiation of the National Curriculum and its assessment
- PFA (Preparation for Adulthood) framework

How do we adapt the curriculum and learning environment?

Each one of our students starts their learning journey from a unique point due to their autism and/or other diagnosis. We recognise that many of our students will have 'spikey' profiles, having preferences and aptitudes in some areas and differences in others.

We have an ambitious vision for each one of our students, knowing that life and learning in general can be challenging. We always endeavour to present a curriculum in a way that is both meaningful and functional. Within this we celebrate every small step of progress. We want to empower our students to manage their autism and/or other diagnosis and to be able to learn as independently as possible. Many of our students benefit from a well-ordered and positive environment, which we aim to provide. Our students progress at different rates and therefore we individualise the curriculum for each young person in order that students can realise our high expectations of them, regardless of their starting points.

Our students have full access to the National Curriculum and Religious Education, which is differentiated according to needs and abilities. Within the curriculum we place great emphasis on social communication and emotional regulation skill development. Always the curriculum is designed to support students in feeling calm and to make positive steps towards an improved lived experience.

How do we consult with parents and involve them in their child's education?

Kensington Queensmill is committed to working in partnership with parents and carers and has the following structures in place to facilitate this:

- Daily home/schoolbook
- Regularly visits for parents to school
- Employed family support worker
- Regular coffee mornings to offer support and specific training around challenges such as eating, toileting and sleeping at home
- Baseline reviews at the point of transition to Kensington Queensmill
- Annual Review and EHCP meetings
- School newsletter and updates on the school website
- The school has two places on its governing body for parent/carer representatives

How do we consult students and involve them in their education?

The students are at the heart of Kensington Queensmill and everything we do reflects this. Their special interests are tied in with every topic covered, to motivate and encourage them to achieve their best. Teachers take every effort to plan activities which are meaningful and relevant for the students.

Students have a voice through our School Council. They can make decisions about certain aspects of their school life, wherever possible this is designed not to be tokenistic but to allow them to have meaningful engagement with their experiences and decision making.

How do we assess and review students' progress towards their outcomes?

Formative and summative assessment are integral parts of teaching and learning at Kensington Queensmill. Accurate records are kept of students' achievements, ensuring that assessments are manageable, and they lead to useful information that informs parents and professionals supporting them. We assess students' progress termly against PLP (Personal Learning Plan) targets set to help them overcome the differences of their autism and/or other diagnosis. SCRERTS is the primary framework used to support this process, with learning objectives coordinated around core curriculum areas (English, Maths, Science and Computing).

We recognise that progress is not only upwards but that our children progress through widening their experiences, maintaining skills and generalising across contexts. We aim for our assessment to demonstrate a wide range of progress.

How do we support students moving between different phases of education?

The makes well-thought-out and detailed arrangements for supporting young people in moving onto the next stage of their education and preparing for adulthood. During the admissions process and number of professionals from school will visit young people in their

current settings and a number of transition visits are hosted for them and their families to Kensington Queensmill.

How do we support pupils preparing for adulthood?

At Kensington Queensmill we believe that preparation for adulthood begins as soon as a young person joins us. We work with our students and families to give them the skills to advocate for themselves and make safe, meaningful choices. From the start we support and encourage our pupils in becoming increasingly independent, engaging with their community and staying safe and healthy. Our Post-16 students follow personalised, high-quality study programmes which enable them to achieve outcomes based on their aspirations for independent living. Students are encouraged to engage in many practical activities within the community, are supported in choosing leisure activities, learn about healthy lifestyles, have the opportunity to explore options for their futures, and attend meaningful work experience placements. We are constantly engaged in supporting students in their families in their transition to their next step after Kensington Queensmill.

How do we support pupils to improve their emotional and social development?

Kensington Queensmill uses the SCERTS framework to inform practice with particular reference to supporting student's emotional regulation and social communication development.

What expertise and training do our staff have?

Kensington Queensmill aims to provide the skills our staff need to meet the very discrete need of our students, through a range of appropriate training. The training provides staff opportunities for their own professional development with regards to their knowledge of the condition and other relevant knowledge related to providing an appropriate education and environment for young people with autism and/or significant learning differences. In addition, staff are highly trained in evidence-based interventions such as TEACCH and PECS so that they are confident in establishing an effective and structured environment specifically for children and young people with autism and/or significant learning differences.

How will we secure further specialist expertise?

Through partnership and membership of The Queensmill Trust, Kensington Queensmill is able to utilise an established and tradition and commitment to research and development (R&D). This includes leadership of R&D for trust, members of the Pan London Autism Schools Network Research (PLASN-R); a collaboration of senior school leaders and university researchers who together generate ideas for the design, implementation and dissemination of research projects.

More information can be found at:

<https://www.queensmillschool.com/about-this-school/research-and-development>

How will we secure equipment and facilities to support pupils with autism and/or significant learning differences?

At Kensington Queensmill, we aim to meet the needs of our unique young people and to enable them to make sustained progress in their learning and in managing their autism. We are able to provide a purpose built, highly resourced, low-arousal building, designed specially with their needs in mind.

We understand that their presentations are likely varied and complex and as such, we are always seeking the most effective ways to support and engage children and young adults dependent on their individual diagnosis and needs. All staff are highly trained in a range of interventions to enable each young person to progress. We know that the majority of our students require an environment that is structured, sensitive and thoroughly adapted and we invest heavily in our staff so that they are equipped well enough to enable each young person to achieve, whatever their starting point.

How do we work collaboratively with other organisations?

Through partnership and membership of The Queensmill Trust, Kensington Queensmill has close links with a number of special schools across London. In addition to this we work closely with our local NHS providers, including the CAMHS (Child and Adolescent Mental Health Service) teams and our local parent's advocacy group, Full of Life.

We work closely with a range of local respite service, in particular the RBKC short-breaks team, where our students attend to ensure that approaches across settings are consistent and that there is clear communication between all agencies involved with the child.

Both members of the School's Senior Team liaise closely with social services and work collaboratively with the social workers within the RBKC/WCC Disabled Children's Team, Looked After Children and Virtual School's Teams as well as Early Help services to ensure that children, young people and their families receive appropriate and effective support.

The school's Family Support Worker and Occupational Therapy Department provide referrals to and offer support with accessing local services such as specialist dentist appointments, blood tests, feeding clinics, counselling services, siblings groups and parent support groups. This helps ensure our local services understand the needs of our students and provides supported links for parents and carers to these organisations.

As part of The Queensmill Trust we work closely with the local authority to provide outreach support and consultancy for pupils with autism in other schools across the bi-borough.

How do we evaluate the effectiveness of our provision?

The effectiveness of Kensington Queensmill is evaluated by the school's Senior Team, Governing Body and leadership, specialists and trustees across The Queensmill Trust. We work closely with our identified School Improvement Officer from RBKC and invite a number of external professionals and agencies to engage in evaluation of the school.

Please see the School Improvement Plan 2021/22 and School Evaluation Plan for more details.

How do we handle complaints from parents about the provision we make at school?

All concerns or complaints about the school should be addressed in the first instance to the class teacher, where possible. If this is not appropriate, then the Head of any member of the Senior Team would expect to deal with this.

Where a complaint is made to the Head in writing, they will respond, informing the complainant where they might find the information, they need to answer their query, and will meet with them to deal with their complaint. Further information can be found via the School's complaints policy.

Who can young people and their parents contact if they have concerns?

- Class teacher
- Safeguarding team (Head of School, Deputy Head)
- Executive Head – The Queensmill Trust
- Chair of Governors, Kensington Queensmill
- Chair of Trustees, The Queensmill Trust
- Members, The Queensmill Trust

Where can the Royal Borough of Kensington and Chelsea local offer be found?

<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

*Andy Nowak, Head of School,
October 2021*