



## **KsENT Special Schools Admissions Guidance**

Kent Special Schools specialise in one or more categories of need. Schools have one of the following as their main, designated need type: PSCN (Profound, Severe and Complex Needs), C and I (Communication and Interaction), SEMH (Social, Emotional and Mental Health ), PD (Physical Difficulties).

The C and I schools have a school for moderate and severe learning difficulties with C and I (Stone Bay) and three schools for pupils with moderate learning difficulties or no learning difficulties (Laleham Gap, Broomhill Bank and Grange Park).

The SEMH schools comprise five all-age schools for SEMH and SEMH with LD (Learning Difficulties) in the Primary phase and SEMH with LD in the Secondary phase (Bower Grove, St Anthony's, Orchard, Rowhill and Elms). There are also two Secondary schools for SEMH with no LD (Goldwyn and Portal House).

One school in Kent specialises in meeting the needs of pupils with Physical Disabilities. Valence School is a mixed ability PD school.

Several schools meet the needs of pupils with PSC Needs. They are all-age and some include a Nursery provision. The PSCN schools are: Aspen 1, Aspen 2, The Beacon, Five Acre Wood, Foreland Fields, Ifield, Meadowfield, Milestone, Nexus, Oakley, St Nicholas and Wyvern.

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## KsENT Special Schools: Admissions Guidance

### *SEMH Needs*

Students have SEMH as their Primary SEND as a result of deep-seated and long-term emotional and social difficulties, as documented in their EHC Plan. They may also have identified/diagnosed health needs such as ADHD, ADD, ASD, ODD, PTSD, OCD, FASD, attachment difficulties, personality disorders or other medical conditions, but respond well to learning strategies and provision suitable for SEMH students. Some students may have ASD as their primary need, with associated behavioural needs and they also respond well to the learning environments offered by KsENT SEMH schools.

Schools for pupils with SEMH needs are committed to reversing the patterns of failure associated with school and learning.

Some students are not ready to learn in a SEMH needs provision and display extreme behaviours such as unpredictable, high levels of violence and aggression. Alternatively, they may be so traumatised that they are completely withdrawn and barely communicate. These pupils may need an alternative provision with very small classes and therapeutic input alongside a personalised curriculum.

#### **Cognitive functioning**

**Average ability** (within two years of age-expected scores) or above average ability; KS2 scaled score of 90+; projected to attain GCSE scores of 4 – 9.

**Primary phase:** Bower Grove (Maidstone), Elms (Dover), Orchard (Canterbury), Rowhill (Dartford), St Anthony's (Margate).

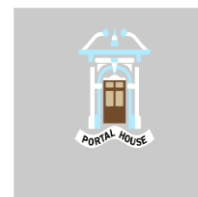
**Secondary phase:** Goldwyn (Ashford) and Portal House (St Margaret's at Cliffe).

**Below average ability (SEMH with Learning Needs): attainment** more than two years below age-expected scores, moderate delay with General Conceptual Ability (GCA) or Full Scale IQ score within centiles 1 – 5, projected to attain Entry Level exams, Functional Skills level 1 or equivalent or GCSE grades 1 – 3.

**Primary and Secondary phase:** Bower Grove, Elms, Orchard, Rowhill, St Anthony's.

## KsENT Special Schools: Admissions Guidance

### *Portal House School*



Name of school	PORTAL HOUSE SCHOOL
Address:	Sea Street, St. Margaret's-at-Cliffe, Dover, Kent CT15 6SS
Tel:	01304 853033
Email:	office@portal-house.kent.sch.uk
School Type:	Community Special School
Designation:	Secondary School for 60 SEMH students increasing to 80 in September 2019
Primary Need:	SEMH
Class Structure:	Year group classes
District served:	East and South
Area:	South Kent
Age range:	11 – 16 year old
Maximum Capacity	80 – September 2019

- Portal House is a secondary school for boys who experience significant Social, Emotional and Behaviour difficulties. Many have in addition, mental health needs and diagnosed health conditions such as Attachment Disorder, Autism, ADHD, ADH, ODD and OCD.
- A high proportion of students are 'Children in Care'.
- All students have national average/above average academic potential according to recent formal academic assessments and/or have attained national average expectations for their age (potential to achieve 5 or more high grade GCSE including English and Maths). Year 7 students have attained scaled scores of 90+ in their KS2 SATS and age related expectations at KS1.
- Behaviour is their biggest barrier to accessing mainstream education.
- The school offers a fresh start in a modern fit for purpose facility and is committed to reversing patterns of failure associated with school and learning.
- Our curriculum offer is broad, balanced and academic. All students follow a secondary school timetable that leads to 11 GCSE (English Language, English Literature, Maths, Biology, Chemistry, Physics, ICT, Geography, R.E., P.E., Art and Design), plus weekly life skills lessons in PSHE and Cooking. In addition KS3 go swimming every week and KS4 undertake work experience and preparation for College, Apprenticeship and work sessions.
- Students are taught in small year group classes by qualified staff and supported by class and subject T.A.'s. Class sizes vary dependant on need (4 – 6 per class).
- At 16+ our students go to either 6<sup>th</sup> form, College, Apprenticeships or work after achieving on average 10 or more GCSE.

## **KsENT Special Schools: Admissions Guidance**

### ***Goldwyn School***



Name of School	Goldwyn School
Address	Godinton Lane, Great Chart, Ashford, Kent TN25 6SD
Tel	01233 622958
Email	admin@goldwyn.kent.gov.uk
School Type	Foundation Special School
Designation	SEMH Secondary
Primary Need	SEMH
Class structure	Year groups
District served	All Kent Districts
Area	South Kent
Age Range	11-16

#### **Description of the school**

Goldwyn School is a co-educational secondary school for students with significant Social Emotional, and Mental Health needs. Many students may in addition be diagnosed (or have undiagnosed traits of) Autism, ADHD, OCD, and Anxiety, sensory processing and social communication needs. Prior cognitive assessments place students with at least average to high cognitive functioning on entry, with attainment gaps no less than 2 years below their chronological age. Students must be functionally literate in order to access the curriculum.

Students are capable of achieving GCSEs at Level 4 or above and are able to engage with and access a broad academic curriculum (8 GCSEs or equivalent) with a small number of tailored Vocational courses on offer at KS4. Students are taught in class sizes of 7 with 1 teacher and 1 TA. All subjects are taught within specialist teaching areas with students moving from room to room.

At Goldwyn a strong emphasis is placed on building positive relationships with staff and peers and overcoming barriers to engagement in learning. The Boxall Profile and SQD assessments are used to inform student focused planning and support strategies. Students are encouraged to reflect on their interactions with others and develop the skills required to manage their own emotions appropriately, in order to be confident and effective independent learners.

Goldwyn is situated across 3 sites, 2 in Ashford and 1 in Folkestone. This allows flexibility with student groupings, ensuring students with potentially conflicting needs, can be provided with the appropriate level of support required and where, for a small number of students, timetables can be tailored to meet individual needs. Students may join Goldwyn at any stage of their secondary phase providing there are spaces and a clear progression route is identifiable.

Students typically transition into mainstream colleges and school sixth forms where they enter courses at level 2 or above

## St Anthony's School

# St. Anthony's School

a specialist SEN-BESD provision



Name of school	St Anthony's
Address	Tenterden Way, CT9 3RA
Tel	01843 292 015
Email	<a href="mailto:admin@st-anthonys.kent.sch.uk">admin@st-anthonys.kent.sch.uk</a>
School Type	Foundation Special School
Designation	SEMH with Learning Needs (Primary and Secondary) and SEMH (Primary)
Primary Need	SEMH and ASD Cognitive Functioning: national average (Primary) Moderate learning difficulties (Primary and Secondary) as identified by cognitive assessments. Attainment at the end of KS2: Year 3 objectives or below (two years or more behind national expected attainment) Typical attainment at the end of KS4: Entry Level qualifications, Functional Skills at Level 1 & 2, some GCSE below grade 4
Class structure	Mixed age range in central classes
District Served	Thanet, Whitstable, Herne Bay, Herne
Area	East Kent
Age range	5 - 16

### Description of the school

- We are a community school, receiving most of our intake from the Thanet area, which is one of the most deprived districts in the UK.
- St Anthony's is a school for pupils 5-16 with SEMH and learning needs. Pupils may also have ASD, ADHD, ODD, FAS.
- The school is arranged with mixed age central classes across the school. This allows pupils to build very strong relationships with two or three adults and these adults are then well placed to support their SEMH and learning needs.
- Our curriculum is broad and balanced designed to engage our pupils, with the added flexibility to meet our pupils individual learning needs.
- KS4 students gain a variety of accreditations and qualifications dependent on their academic ability. Pupils will complete ASDAN courses, Vocational BTEC Tech Awards at Level 1&2 and also have the opportunity to engage with GCSE related courses.
- Pupils join the school at various times in their school career and have previously had unsuccessful experiences in mainstream school and most have been out of education prior to joining us
- Our highly trained and experienced staff provide a wide range of bespoke interventions chosen to address an individual's needs, for example, drawing and talking and changing lives through horses.
- We use a Restorative Approaches to build and maintain a sense of community and to provide our pupils with the ability and attitude to respect the different viewpoints of others and when necessary take responsibility for resolving conflict and putting things right
- We use the Nurture approach across the school measuring SEMH progress using Boxall profiles.
- We use an extensive range of visual communication strategies to support pupils' needs. We have a resident NHS SALT team.

## KsENT Special Schools: Admissions Guidance

### *Rowhill School*



Name of school	Rowhill School
Address	Rowhill School, Main Road, Longfield, DA3 7PW
Tel	01474 705377
Email	secretary@rowhill.kent.sch.uk
School Type	Foundation Special School
Designation	SEMH (Primary); SEMH with LD (Primary and Secondary)
Primary Need	SEMH – with high levels of co-morbid need of ASD. Cognitive Functioning: national average (Primary); moderate learning difficulties (Primary and Secondary) as identified by cognitive assessments. Attainment at the end of KS2: Year 3 objectives or below (two years or more behind national expected attainment). Typical attainment at the end of KS4: Entry Level qualifications, functional skills at Level 1 (some level 2), some GCSE below grade 4.
Class Structure	Three hubs based on age – Primary (5-11), Transitional (11-14) and Vocational (13-16). Classes in each hub are based on compatible needs. Alternative provision for Vocational age range.
District Served	Dartford, Gravesend, Swanley and surrounding areas.
Area	North Kent
Age Range	5-16 (Y1 – Y11) Main school. ACP (Y9 – Y11)

Rowhill School is a Special Behaviour and Learning School for ages 5-16, who have a range of special education needs and disabilities (SEND). This provision allows for up to 110 student placements, within a range of class-based settings, that all have their own specific cohorts/needs, prescribed outcomes and provision. The range of needs provided for is set out on the SEND matrix.

The main educational objectives are based around the schools' provision map which clearly outlines the hierarchical needs to be put in place to ensure all students can access learning at the most appropriate level as well as ensuring their emotional and well-being needs are met.

The School has a multidisciplinary team of educationalists, therapists, support assistants and transition support staff, who work collaboratively, to realise each student's prescribed outcomes and potential onward destinations. Our aim is to ensure that the provision directly correlates and supports the expected outcomes (as outlined in their EHCP), for each student, as well as mirroring the aims set out in the school mission statement.

At Rowhill School, we adopt a personalised approach to learning underpinned by good practice with relation to positive behaviour management, communication, sensory, independence and life skills. We aim to have our students ready for continued learning in appropriate settings from the age of 16.

All forms of behaviour are seen as communication and need to be understood in relation to their SEN, flexibility and planning is then developed to help students manage their own behaviour and access learning. Student's needs are valued, respected and understood and linked to personal provision plans.

Rowhill School is based in Longfield, North-West Kent. All admissions are managed by the North Kent SEN team.



## KsENT Special Schools: Admission Guidance

### *Bower Grove School*

Name of school	BOWER GROVE SCHOOL
Address:	Fant Lane, Maidstone, Kent MR16 8NL
Tel:	01622 726773
Email:	office@bower-grove.kent.sch.uk
School Type:	Foundation Special School
Designation:	Primary and Secondary School
Primary Need:	Learning Difficulties and SEMH
Class Structure:	Year group classes
District Served:	West and East
Area:	West
Age range:	4-16 years old

- Bower Grove is a foundation day co-educational Special School for children and young people aged between 4 and 16 years.
- The school is designated for 214 pupils with learning difficulties and SEMH. Many pupils will have co-morbid conditions of Autistic Spectrum and ADHD.
- Many pupils will also display conditions such as Attachment Disorder, ODD, OCD and Foetal Alcohol Syndrome with associated behaviours.
- A significant number of pupils are "Children in Care".
- Key Stage 1 & 2 pupils may have national average/above average academic potential, however, these pupils would be expected to transfer to a SEMH School eg Portal House or Goldwyn at Secondary transition.
- Generally, pupils will present 2 or more years below expected academic norms.
- The school is organised in Primary and Secondary school departments. The Primary aged children are taught by a class teacher in their own class room for most subjects, but may be taught by specialist teachers for PE, Computing and Music. Pupils in the Senior school follow a secondary style curriculum and all subjects are taught by specialist teachers.
- The school has excellent accommodation including a dining hall, a sports hall, a well-equipped gym, specialist teaching areas for Science, Technology, Food Technology, Music, Art and Computing and a well-equipped medical room. The school has a Nurture provision and sensory room. The school is situated in very pleasant surroundings with extensive field and outdoor play facilities. We have a number of school vehicles that enable us to engage in lots of off-site learning. We have a multi-disciplinary team including Drama Therapy, Counsellor, Complimentary Therapist and limited Speech and Language Therapy.
- Pupils are taught in class sizes of 12 with a teacher and 3 support staff in Key Stage 1&2 and a teacher and 2 support staff in Key Stage 3&4.
- At 16+ transition pupils will generally access a local college or special school sixth form. Pupils will typically gain 6 qualifications ranging from entry level awards to low grade GCSEs.
- In addition to the main school site, Bower Grove has an Autism Spectrum Condition Satellite for 12 pupils years 3-6, based at Westborough Primary School. All pupils must have a confirmed diagnosis of an Autistic Spectrum Condition. Pupils attending the satellite will be expected to have the necessary behaviour and cognitive ability to access the academic demands of a mainstream school curriculum.

## KsENT Special Schools: Admissions Guidance



### *Elms School*



Name of school	Elms School
Address	Elms Vale Rd, Dover, Kent CT17 9PS
Tel	01304 201964
Email	office@elms.kent.sch.uk
School Type	Foundation Special School
Designation	SEMH (Primary); SEMH with LD (Primary and Secondary)
Primary Need	SEMH (Primary) SEMH with LD (Primary and Secondary) ASD and ADHD are frequently co-morbid with SEMH needs.
Class structure	Mixed Y1/2, others in year groups with some individual exceptions Two-form entry from Year 5
District Served	Dover, Deal, Sandwich, Folkestone and Shepway
Area	South Kent
Age range	5 – 16 (Y1 – 11)

Elms caters for pupils with SEMH needs, often co-morbid with ADHD/ASD/FASD/PTSD/ODD/attachment difficulties. Pupils join at various times from Y1 – Y11 and have often been out of education for some time. This presents its own set of challenges, but the school has a good record of helping pupils modify their behaviour and re-engage with learning so that they can be successful. The school has increased its roll from 96 to 156, however, 158 is the maximum we can take.

Pupils in Years 1 – 6 are mixed ability, whereas pupils in years 7 – 11 have moderate learning difficulties along with their other areas of need. This means that our pupils are working below GCSE grade 4 in core subjects.

Our broad and balanced curriculum is relevant, engaging and provides opportunities to achieve academic success as well as equipping pupils with skills for life. Pupils take exams at Entry level in maths, English, Science, ICT and Humanities. Pupils also take Functional Skills at level 1 in maths, ICT and English where they are capable, with some taking GCSEs in these subjects as well. We offer GCSE in Art and BTech levels 1 and 2 in Home Cooking Skills and Sports. Pupils take the Duke of Edinburgh Award or an Entry Level in DT.

Our highly-trained staff provide bespoke therapeutic interventions, such as Thrive, to target developmental gaps and enable pupils to manage their behaviour and regulate their emotions so that they can form meaningful relationships throughout their lives. We also use Restorative Approaches to build and maintain a sense of community and to provide our pupils with the ability and attitude to respect the viewpoints of others and, when necessary, take responsibility for resolving conflict and putting things right. We use Team Teach as our behaviour management programme, focussing on de-escalation and refocussing our pupils. We also offer Lego Therapy across the lower and middle school to support pupils with their social skills development.

The school is arranged in three phases: the lower school (years 1 – 4), the middle school (years 5 – 8) and the upper school (years 9 – 11). The lower and middle school follow a Primary model, following a differentiated National Curriculum, whereas the upper school offers subject specialist teaching leading to accredited outcomes.

## Orchard School



Name of school	The Orchard School
Address	Cambridge Road, Canterbury CT1 3QQ
Tel	01227 769220
Email	Headteacher@orchard.kent.sch.uk
School Type	Foundation Special School
Designation	Pri; SEMH / Sec; SEMH & CL
Primary Need	SEMH (+CL Secondary) ASD (KS3 ASD Group)
Class structure	Split year 3 / 4 class Single class entry Year 5 & 6 3 vertical Key Stage 3 classes 2 form entry Year 10 & 11
District Served	Canterbury & Coastal
Area	East Kent
Age range	7-16

Pupils join at various times in their school career from Y3 – Y11 and have often been out of education for some time. This presents its own set of challenges, but the school has a good record of helping pupils develop skills to describe and manage their behaviour so that they can operate fulfilling and valuable lives.

The school is arranged in two phases: the Primary school (years 3 – 6) and the Secondary school (years 7 – 11). The Primary school and the ASC provision follow a Primary model, following a differentiated National Curriculum. The Secondary school focuses on subject specialist teaching and accredited outcomes.

Our broad and balanced curriculum is relevant, engaging and provides opportunities to achieve academic success as well as equipping pupils with skills for life. Pupils in Key Stage 4 take exams in all core subject areas; English, Maths, Science, Computing, Skills for Life and PE. Accreditation pathways will depend on the pupil's cognitive profile but will range from Entry Level to Level 2 Functional Skills or GCSE. We offer pupils a further two Option subjects all delivered at Level 1 or 2 in a range of creative subjects that may include Art, Textiles, Food Tech, Creative Digital Technology, Design Technology, Performing Arts & Statistics.

The School operates an effective Enrichment curriculum offering pupils the opportunity to work collaboratively outside of the classroom with peers between years 6 and 10. Activities include Fishing, Forest School, Enterprise, Community, Design and Fitness.

Our highly-trained staff provide bespoke interventions for all students. We offer an exhaustive range of interventions delivered on a Universal, Targeted or Personalised level. It is the expectation that all pupils access Intervention to address areas of presenting or diagnostic need.

We are a Restorative School whom operate within a largely non-punitive model. Pupils are expected to discuss their conflicts and acknowledge their impact on others. As a community we discuss consequences to negative behaviours and these are clear and consistent.

## **KsENT Special Schools: Admissions Guidance**

### ***C&I Needs***

Pupils will have ASD or Speech and Language Disorder as their Primary SEND as documented in their EHC Plan. They may also have identified/diagnosed health needs such as Anxiety, Speech and Language difficulties, Dyslexia, Dyscalculia, OCD, ADHD

#### **Profound Needs**

Pupils with Profound C&I needs will often benefit from the smaller classes and staff knowledge and expertise found in the county's PSCN schools (Aspen 1, Aspen 2, The Beacon, Fire Acre Wood, Foreland Fields, Ifield, Meadowfield, Milestone, Nexus, Oakley, St. Nicholas, Wyvern).

#### **Severe Needs**

Pupils with Severe C&I needs will often benefit from the smaller classes and staff knowledge and expertise found in the county's PSCN schools (Aspen 1, Aspen 2, The Beacon, Fire Acre Wood, Foreland Fields, Ifield, Meadowfield, Milestone, Nexus, Oakley, St. Nicholas, Wyvern).

#### **Moderate and Complex Needs**

Pupils with moderate and complex C&I needs will often benefit from the smaller classes and staff knowledge and expertise found in the county's C&I schools (Broomhill Bank, Grange Park, Laleham Gap and Stone Bay ).

Pupils may have a need for routines and positive rewards. Pupils may have fixations with sensory stimuli or objects. Pupils are vulnerable to becoming isolated from peers due to lack of understanding regarding social rules. This may lead to increased anxiety and behaviour that challenges. Pupils may need adult support with games and social interaction. Spoken language may be limited to a small number of structured familiar phrases. Typically, pupils may appear to have good language skills but have limited functional language skills.

### **Cognitive functioning**

**Average ability** (within two years of age-expected scores) or above average ability; KS2 scaled score of 90+; projected or clearly have potential to attain some GCSE scores of 4 – 9; Broomhill Bank, Grange Park, Laleham Gap School.

**Below average ability** (more than two years below age-expected scores), moderate delay with GCA within centiles 1 – 5, projected to attain Entry Level exams, Functional Skills level 1, equivalent, or GCSE grades 1 – 3; Stone Bay.

**Laleham Gap School**



Name of school	LALEHAM GAP SCHOOL
Address:	OZENGELL PLACE, RAMSGATE, KENT CT12 6FH
Tel:	(01843) 570598 - Admissions Contact Katie Reeves (Deputy Head) Natalie Russell (Admin).
Email:	admissions@laleham-gap.kent.sch.uk
School Type	Foundation Special School
Designation:	Communication and Interaction
Primary Need:	Autism
Class structure:	Primary: mixed age; Secondary: by year group
District Served:	Thanet, Canterbury and Swale
Area:	East Kent
Age range:	4-16 (4-17 from Sep. 2020) Classes mainly organised by chronological year groups

**Description of the school**

Pupils attending Laleham Gap School have an EHCP reflecting their main current need of Autism with other co-conditions including: Anxiety disorder, Speech and Language difficulties, Dyslexia, Dyscalculia, OCD, and ADHD

Pupils with a primary need of SEMH, diagnosis of PDA or Global delay are not appropriate for LGS

Our Primary phase consists of 6 mixed age classes from 4-11. Our Secondary phase has 3 form entry totalling 15 classes. Nearly all of our secondary pupils are grouped chronologically. The school was recently designed and specifically built to meet the needs of our children. We are absolute in our commitment to class sizes having a maximum of 10 children. Most children join at the secondary transfer when the school naturally goes from one form entry to 3 form entry. The second most common age of admission is the reception / year 1 class. As the school is continually oversubscribed admissions are far more likely to be successful if requesting a September start.

All of our pupils are of mainstream ability. Joining pupils must have evidence that they are able to work within two years of age related expectation, or are currently working at a maximum of two years below age related expectation. This means at the end of key stage 2 pupils will achieve within two years of their age related expectation. At Key stage 4 we expect our students to gain a minimum of five GCSEs (1-9) or equivalent. Our secondary curriculum is heavily focused on subject specialists providing an academically similar experience to mainstream secondary but within a learning environment suitable for young people with Autism.

Key Stage	Age Range	Previous NC Levels	NC – Expected Level	Kent Steps	Pupil Asset	KS4 Accreditation
	EYFS (4-5 yrs)		Average of 30-60 months	NA		
1	5-7	1+ 90+ scaled score	No more than 2+ yrs below national expectation	Yr1 2+ Yr2 4+	S1+	
2	7-11	2+ 90+ scaled score	No more than 2+ yrs below national expectation	Yr3 6+ Yr4 12+ Yr5 18+ Yr6 24+	S4+	
3	11-14	3+	No more than 2+ yrs below national expectation	NA	S7+	

4	14-16	4+		NA		Predicted – some GCSE at Level 4-9
5	16-17		Opens September 2020 for prioritised existing LGS pupils.			



## **KsENT Special Schools: Admissions Guidance**



### ***Grange Park School: ASC (Autistic Spectrum Condition)***

Name of school	Grange Park School
Address	Main site: Borough Green Road, Wrotham TN15 7RD Satellite Junior site: Malthouse Road, Stansted, Sevenoaks TN15 7PH
Tel	01732 882 111
Email	office@grangepark.kent.sch.uk
School Type	Foundation Special School
Designation	Communication and Interaction
Primary Need	ASC (Autistic Spectrum Condition)
Class structure	Key Stage 2: Maximum class size of 12 Key Stage 3: Maximum class size of 12 Key Stage 4: Maximum class size of 12 Key Stage 5: No maximum number due to the mixture of provision (detailed below)
District Served	All of Kent
Area	West Kent
Age range	8 - 19

### **Description of the school**

Pupils must have a diagnosis and primary need of Autism. The provision is not able to manage or meet the needs of pupils with a primary need of SEMH (Social Emotional Mental Health). Pupils need to be able to access a class based environment without 1:1 support. At our secondary provision pupils are required to transition around the building to access the curriculum.

The school is unable to support pupils with complex medical and personal care needs. Pupils with a primary need of SEMH or a diagnosis of PDA or Global Delay are not appropriate for this school.

The Key Stage 2 provision is located at our satellite site in the village of Stansted 3 miles from the main site. There are 3 classes for years 4, 5 and 6 pupils each with a maximum class size of 12. Pupils attending this provision will follow a broad and balanced offer linked to the National Curriculum. Pupils are required to be within two years of age expected levels. Pupils attending the satellite will be expected to have the necessary behaviour and cognitive ability to access the academic demands of a mainstream school curriculum.

The Key Stage 3 and Key Stage 4 provision are located at the main site at Wrotham. This is a purpose built building to meet the needs of young people with a diagnosis of Autism. In Key Stage 3 pupils are streamed into two groups for English, Maths and Science. Pupils have the opportunity to study a broad range of subjects following the National Curriculum which prepare them for a broad range of accreditations once in Key Stage 4. Key Stage 4 pupils remain streamed for core subjects and select subjects from a range of options. We expect all pupils to gain accreditations at the end of Key Stage 4. Accreditations vary from Entry Levels to GCSE's.

The Key Stage 5 provision provides a supportive and personalised pathway depending on educational outcomes at the end of Key Stage 4. At Wrotham, we offer a curriculum that supports the development of maths and English, life skills and accreditation such as ASDAN qualifications. This is perfect for students who are unable to access mainstream college settings due to high levels of ASC associated anxiety or ability. Grange Park also offers a provision at Mid Kent College and Hadlow College. Students are supported by Grange Park staff as a 5 day provision whilst attending chosen courses at the college. The college provision offers a unique opportunity for students to access subject specialism with specialist TA support and additional life skills and ITT support.

## Broomhill Bank (Foundation Special)



Name of school	BROOMHILL BANK SCHOOL
Address	West Site Broomhill Road, Rusthall Tunbridge Wells TN3 0TB North Site – Rowhill Road, Hextable, Swanley, Kent BR8 7RP
Tel	01892 510440 – Admissions Officer – Rachael Hardcastle
Email	<a href="mailto:info@broomhill-bank.kent.sch.uk">info@broomhill-bank.kent.sch.uk</a>
School Type	Foundation Special School
Designation	Communication & Interaction
Primary Need	Autism
Class structure	Year groups
District Served	Tunbridge Wells, Tonbridge, Maidstone, Dartford, Swanley, Gravesend
Area	West & North Kent
Age range	11 – 19 (Year 6 Long transition from Sept 2019)
Student Numbers	September 2019 - Commissioned Number 235 – projected roll 244

### Description of the school

Children and Young People attending Broomhill Bank School have an EHCP reflecting their Primary SEND need as Autism with other co-conditions including: Speech and Language difficulties, Anxiety disorder, Dyslexia, Dyscalculia, OCD and ADHD. Broomhill Bank School is not designated to provide education for Children and Young People with a primary SEND need of SEMH or Global delay.

The Broomhill Bank West site has a year 7 intake of 24 students in chronological form groups (with the option of long transition for some Year 6 students). Our students at the West site move into Vertical form groups from year 8. The Broomhill Bank North site has a year 7 intake of 12 students who are based in chronological form groups throughout key stage 3 and 4.

Our curriculum is designed to support our students and offers a wide range of subjects providing an academically similar experience to mainstream secondary but within a learning environment suitable for young people with Autism.

We are committed to smaller class sizes with a maximum of 12 students (usually 8 -10). Most students join us at the secondary transfer in September, although we receive students who join us at varying stages during their secondary school years.

In addition to the day provision, Broomhill Bank School offers weekday residential placements during term time at the North Site in Hextable. The residential accommodation is comprised of substantial living accommodation, providing 23 single bedrooms and living accommodation. Each young person has a dedicated key worker, who works alongside the education, therapy teams, parents and other professionals.

We consider students with a wide range of academic ability, including those considerably below age related attainment as well as students with the aspiration and potential to achieve a portfolio of Level 2 Qualifications in a range of GCSE and BTEC qualifications. At Key Stage 5 we provide access to a range of level 1/2 & 3 courses including A levels, both at school and in partnership with local colleges and other providers. We also provide access to the Duke of Edinburgh awards programme, at Bronze, Silver and Gold award levels.

Key Stage	Age Range	Previous NC Levels	Expected Level	Kent Steps	Pupil Asset	KS4 Accreditation
3	11-14	P8 +	No Threshold expectation			
4	14-16	N/A	No Threshold expectation			GCSE 1 – 9
5	16-19	N/A	No Threshold expectation			





Name of school	Stone Bay School
Address	70 Stone Road Broadstairs Kent CT10 1EB
Tel	01843 863421
Email	office@stone-bay.kent.sch.uk
School Type	Community Special School
Designation	Communication and Interaction with Severe Learning Difficulties Day and Residential Provision
Primary Need	ASD with Severe and Complex Learning Difficulties
Class structure	Students are grouped within Key stages according to needs. Class sizes are usually limited to 6 students per group. KS1 Yr 1,2 KS2 Yr 3,4,5,6 KS3 Yr 7,8,9 KS4 Yr 10,11 6 <sup>th</sup> Form Yr 12,13,14
District Served	Day Provision; Thanet and East Kent Residential provision; Countywide
Area	East Kent
Age range	8-19 ( 5-19 from September 2019)

Stone Bay School is a residential/day school for children and young people who have been diagnosed with an Autism Spectrum Disorder, comorbid Speech, Language and communication needs and moderate to severe learning difficulties. A proportion of young people may have issues with self-control under a range of circumstances.

Prospective students should be between 8 and 19 years of age, (from Sept 2019 5-19 years) of either sex (although gender may limit availability of suitable residential accommodation).

Prospective students have a diagnosed Autistic Spectrum Disorder and experience one or more of the following difficulties:

- Communication Difficulties
- Impaired Social Skills
- Issues with Self-Control, Stress and Environments
- Moderate to Severe Learning Difficulties
- Global Developmental Delay.

Referral paperwork will come from the potential students Local Authority, parents or those with parental rights will be encouraged to visit the school ensuring everyone knows what exactly the school can offer. To ensure we have as full a comprehensive picture of the student we will visit their current school and home as we gather information we require to ensure all additional needs can be met.

When an offer has been made teachers, therapists and residential staff will work collaboratively with, parents, social care professionals, previous school placement and clinical colleagues to baseline assess the student. This helps to ensure we minimise the potential negative impact of transition and have a good understanding of the additional needs of the student.

Students are admitted throughout the year according to a suitable class/peer group having space available.

## **KsENT Special Schools: Admissions Guidance**

### ***PSCN Needs***

Pupils will have Cognition and Learning as their identified main difficulty, though other needs may relate to all other three dimensions of need: Communication and Interaction; Physical Disabilities and Sensory needs.

#### **Profound Needs**

**C & L:** Typically working at 0 -18 months' development stage.

**C & I:** Rigid adherence to own agenda. Extremely low tolerance to change can lead to challenging behaviour that needs support. Easily distracted by various sensory stimulus. Interacts only for needs and desires. Disinhibited. Finds group situations difficult to tolerate. Will avoid/leave group or show challenging behaviour in group situation. Dependent on adults to interpret needs for daily life. Unable to interact without augmentative communication aids. Very limited communication, or pre-verbal, and requires support to communicate basic need. Communication limited to key words only and/or supplemented with visual cues. Adult prompts are needed to initiate. May have echoed responses. Communication and anxiety relayed through extreme behaviors as attacking others hair pulling, biting, thrashing out. Ritualistic behavior. No concept of sharing. May occasionally participate in chase games on own terms. Spends most of the time displaying specific behaviours that include hand- flapping, rocking, spinning, or repetition of words and phrases.

**Physical:** Unable to carry out daily functions including toileting, feeding and mobility without adult support. Unstable health condition causing an unpredictability in the way the child's needs present. Has a degenerative condition. Healthcare plans in place. Profound sensory Impairment, e.g. Non-Verbal, profoundly deaf, blind or multi-sensory impairment and requires extremely specialised support, environment and resources/ communication aids. Profoundly disabled

#### **Severe Needs**

**C & L:** Typically working at pre-Key Stage 1 standards. Global delay. Profiles can be uneven

**C&I:** Resistant, challenging behaviour at times of transition. Significantly, challenging behaviour needs time and space. Can self-injure, e.g. biting hand/ arm when anxious about next steps. Often requires physical interventions to maintain safety. Moderate needs. Only form relationships with highly familiar people who know the student and his/her needs well. Beginning to tolerate a group in structured familiar situations. Poor/ limited awareness of being part of a group. Attempts to communicate but uses limited range of successful strategies, uses stereotypical routines, repetitive formats. Misinterprets non-verbal communication e.g. watches adult faces with interest without feeling. Discrepancy between comprehension and expression. Understands a limited range of key words/phrases in context. Some play routines, limited repertoire e.g. plays same story/game in same way every time. Resists sharing and turn taking, can tolerate confident adult guidance cues to teach sharing. Fixated behaviour in related to a specific stimuli or interest.

**Physical:** Severely limited ability to carry out daily personal needs e.g. feeding, mobility. Controlled health condition although changes to the medical regime can have an impact. Healthcare plans in place. Severe impairment with speech, hearing or visual. Severely disabled

#### **Moderate and Complex Needs**

**C & L:** Typically working at pre-Key Stage 1 standards. Profiles may be uneven.

**Physical:** Some ability with personal independence skills. Well-controlled health condition rarely presents a significant barrier. Healthcare plans in place. Moderate HI and/or VI. Moderately disabled.

#### **Admission Guidance**

Admission into Key Stage 1: Below or at pre -Key Stage 1 standards

Admission into Lower Key Stage 2 (Years 3 & 4): Below or at pre-Key Stage 1 standards.

Admission into Upper Key Stage 2 (Years 5 & 6): Below or at pre-Key Stage 2 standards.

Admission into Key Stage 3: Below or at pre-Key Stage 2 standards.

Admission into Key Stage 4: typically working within KS2 standards or below. Student can have uneven profiles of ability.

## Oakley School

Name of school	Oakley School
Address	Tunbridge Wells Site: Pembury Road, Tunbridge Wells, TN2 4NE Tonbridge Site: Waveney Road, Tonbridge, TN10 3JU Satellite provision: Skinners' Kent Primary School (SKPS), The Avenue, Tunbridge Wells TN2 3GS Website: <a href="http://www.oakleyschool.co.uk/">http://www.oakleyschool.co.uk/</a>
Tel	01892 823096
Email	office@oakley.kent.sch.uk
School type	Community Special School
Designation	(Profound*), Severe and Complex needs. Specialist O & A Nursery, Primary, Secondary and Post-16  *The nature of main site mitigates against most PD and Profound pupils, but we can accommodate in our Observation & Assessment Nursery, our satellite and in our 16-18 provision in Tonbridge and also at Oakley College in Tonbridge (for 19 -25 Learners with Learning Difficulties or Disabilities).
Primary Need	See table below
Class structure	Tunbridge Wells Site: Nursery (up to 18 children, 12 FTE) plus 16 classes (4 -16 year olds) Tonbridge Site: 4 classes (16 -18 year olds) Skinners' Kent Primary School (SKPS): satellite provision in mainstream primary school
District Served	Tunbridge Wells
Area	West Kent
Age range	2 - 18

Primary Need type (Spring 2019)	Percentage of Pupils
Autism Spectrum Disorder (ASD)	32%
Moderate Learning Difficulty (MLD)	23%
Severe Learning Difficulty (SLD)	22%
Speech, Language and Communication Needs (SLCN)	18%
Social, Emotional and Mental Health (SEMH)	3.5%
Physical Disability (PD)	1.5%
Down syndrome (medical condition)	11%

<b>School's Key Strengths</b>	<ul style="list-style-type: none"> <li>Creative curriculum: broad, rich and varied with a personalised approach meeting individual needs.</li> <li>Promotion of Skills for Life and Independence.</li> <li>Therapy provision embedded across curriculum.</li> <li>Effective use of technology for learning.</li> </ul>
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### Personalised learning to meet the needs and development of our learners not linked to age related expectations.

	Phase 1	Phase 2	Phase 3	Phase 4
Pupil	Nursery to Year 3	Year 2 to Year 8	Year 8 to Year 11	Year 11 to Year 13
Old NC Levels	EYFS	P4 to Stage 2	P4 to Stage 3	P4 to Stage 3



## KsENT Special Schools' Admission Guidance

### Whitfield Aspen School (Aspen 1)



Name of school	Whitfield Aspen School (Aspen 1)
Address	Mayfield Road, Whitfield, Dover, Kent, CT16 3LJ
Tel:	01304 821526
Email	office@whitfield.kent.sch.uk
Designation	Profound, Severe, and Complex Needs (PSCN) Specialist Resource Provision (SRP) (Primary) with Observation & Assessment (O&A) Nursery Provision
School Type	Community Primary with SRP – acting as District PSCN Primary School
Primary Need	The overwhelming majority of pupils admitted to Aspen 1, would have: <ul style="list-style-type: none"> <li>• Profound, severe and moderate needs, both physical, cognitive and sensory</li> <li>• Profound and severe and moderate Communication and Interaction needs with learning difficulties</li> <li>• Autism and severe cognitive impairment</li> <li>• Severe learning difficulties identified by cognitive assessments</li> </ul>
Class structure	Need type group EYFS/KS1/KS2
District Served	Dover, Deal and Sandwich
Area	South Kent
Age range	2-11

#### Description of Whitfield Aspen School (Aspen 1)

Whitfield Aspen School is a fully inclusive Primary School based just outside of Dover. It has maximum capacity for 112 children within the Specialist Resource Provision and 370 children within the mainstream classes. The children learn and play alongside each other in a highly inclusive environment.

Pupils attending Aspen 1 have an EHCP which reflects the PSCN designation. Although Aspen 1 is a SRP, it is regarded and serves as the District Special School for PCSN.

Aspen 1 has an O&A Nursery provision which innovatively sees children both within the SRP and within children's local main stream Nurseries using a team of highly skilled and effective outreach workers.

There are currently 11 Primary Aspen 1 classes – 1 of which is a satellite class at Aylesham Primary School. Each one is needs lead and children are grouped largely by age range so that learning is appropriate and focused.

Our broad and balanced curriculum provides opportunities for pupils to demonstrate basic, advancing and deepening understanding within their curriculum pathway. There are currently 4 Pathways: Pathway 1 is a pathway for learners with the most profound and severe cognitive impairment and focuses on ECHP outcomes and engagement. Pathway 2 is for learners who benefit most from an EYFS approach with a focus on developing functional life-skills and using skills in a variety of settings, including off-site. Pathway 3 is for learners who are functioning below their Key Stage who also benefit from off-site experiences and developing functional skills. Pathway 4 serves children who are able to learn within the main school setting, sometimes out of year group.

Name of School	Aspen2 @ Dover Christ Church Academy
Address	Melbourne Avenue, Whitfield, Dover CT16 2EG
Telephone	01304 820126
Email	<a href="mailto:AspenOffice@dccacademy.org.uk">AspenOffice@dccacademy.org.uk</a>
School Type	Community Secondary with SRP – acting as District PSCN Primary School, Academy Sponsor-led
Designation	PSCN (Secondary and 6 <sup>th</sup> Form)
Primary Need	<p><b>Main needs are:</b></p> <p>Severe and moderate communication and interaction needs  Severe and moderate cognitive and learning difficulties  Autism and severe cognitive impairment  Profound and severe physical disabilities with associated learning difficulties</p> <p><b>Pupils may also have:</b></p> <p>Hearing, visual impairment and additional educational needs</p>
Class Structure	Our classes are needs led – Key Stage 3 and 4 are mixed and based on needs. Post 16 is mixed needs.
District Served	Dover District and some outlying districts
Area	South East Kent
Age Range	11.-19

#### Description of School

Aspen 2 is a secondary specialist provision at Dover Christ Church Academy. Student join Aspen 2 in year 7 and attend Aspen 2 until year 13. In some cases students stay on for year 14 before attending college. Most students join in year 7 in September, but a small number of students join during the year from year 8-13.

Pupils attending Aspen 2 have an EHCP which reflect the PSCN designation. Although Aspen 2 is an SRP, it is regarded and serves as the District Special School for PSCN.

There are currently three classes in Key Stage 3 and 4 and one class in Post 16. The classes in Key Stage 3 and 4 are needs led and therefore each of the classes is a mix of Key Stage 3 and 4 (mixed ages) so that relevant teaching can meet the needs of the students. Our post 16 is mixed abilities as it is fairly small group of students.

Aspen 2 runs three curriculums in Key Stage 3 and 4; Formal, Semi-Formal and Pre-Formal, which are appropriate to meet the needs of the students. Formal curriculum follow the National Curriculum at a level that is appropriate to the learner. The Semi-Formal curriculum follows pre key stage standards and benefit from relearning, developing functional skills and using skills across a variety of settings. Post 16 follow accredited routes from entry level 1 to Level 1 in maths, literacy, life and living skills and functional ICT. Students within post 16 also take part in work experience, college once a week and preparation for their transition from Aspen 2.

## KsENT Special Schools: Admissions Guidance

### *Foreland Fields School*



Name of school	Foreland Fields School
Address:	Newlands Lane, Ramsgate, Kent CT12 6RH
Tel:	01843 863891
Email:	foreland@foreland.kent.sch.uk
School Type:	Foundation Special School
Designation:	PSCN (Primary, Secondary and 6 <sup>th</sup> Form) plus O&A Nursery Provision
Primary Need:	<p>Broadly speaking, most pupils admitted to Foreland Fields School would have;</p> <ul style="list-style-type: none"> <li>• Profound and severe physical disabilities with associated learning difficulties.</li> <li>• Severe Communication and interaction needs and learning difficulties.</li> <li>• Autism and severe cognitive impairment.</li> </ul> <p>Pupils may also have</p> <ul style="list-style-type: none"> <li>• Severe learning difficulties as identified by cognitive assessments.</li> <li>• Hearing Impairment / Deafness with additional special educational needs.</li> </ul>
Class structure	Age bands/needs led
District Served:	Thanet and outlying areas
Area:	South East Kent
Age range:	2 - 19

### Description of the school

- Initially places within First Leap Nursery are 12-week observation and assessment placements.
- The school is divided into age-banded departments with largely needs-led classes so that age range appropriate and relevant teaching opportunities are offered.
- Pupils from Reception age to Year 2 follow a curriculum based on the Early Years Foundation Stage with elements of the Key Stage 1 National Curriculum where deemed appropriate to individual pupil needs.
- Junior classes broadly follow programmes based on the National Curriculum, again through termly themes in order to provide context.
- KS3 and 4 students follow the core curriculum differentiated to meet their level of understanding. ASDAN Transition Challenge is incorporated into the KS4 curriculum.
- The 6<sup>th</sup> form curriculum has been designed as preparation for life activities with an emphasis on the provision of appropriate enrichment opportunities. Qualifications offered include OCR and ASDAN. A range of work experience and work placements, including supported internships, are offered to students, dependant on ability.
- The school operates satellite provision in a nearby Primary and Secondary Academy.
- Website: [www.foreland.kent.sch.uk](http://www.foreland.kent.sch.uk)

## KsENT Special Schools: Admissions Guidance

### *St Nicholas School*



Name of school	St. Nicholas School
Address:	Holm Oak Close, Nunnery Fields, Canterbury Kent. CT1 3JJ
Tel:	01227 464316
Email:	office@st-nicholas.kent.sch.uk
School Type:	Community Special School
Designation:	PSCN (Primary, Secondary and 6 <sup>th</sup> Form) plus O&A Nursery Provision
Primary Need:	<p>Broadly speaking, most pupils admitted to St. Nicholas School would have;</p> <ul style="list-style-type: none"> <li>• Profound and severe physical disabilities with associated learning difficulties.</li> <li>• Severe learning difficulties as identified by cognitive assessments.</li> <li>• Severe Communication and interaction needs and learning difficulties.</li> <li>• Complex learning difficulties – moderate learning and developmental delay and a co-morbid associated condition. e.g. ADHD, SLCN, ASC, PD, Sensory Impairment, Medical Needs</li> </ul>
Class structure	Needs led
District Served:	Canterbury and Coastal District
Area:	East Kent
Age range:	4 - 19

#### Description of the school

- Initially places within Mary Sheridan Unit Pre-School are observation and assessment placements.
- The school is divided into Primary, Secondary and Post-16 departments.
- Classes are organised into 3 broad Curriculum Pathways, personalised to meet the Cognition & Learning, Sensory and Physical, Communication & Interaction and Social Emotional & Mental Health needs in pre-subject learning, emergent subject learning and subject learning-based groups.
- To facilitate these pathways the school operates satellite classroom provisions in partnership with mainstream primary and secondary schools in the Canterbury and Coastal District.
- Pupils from Reception age to Year 2 follow a curriculum based on the Early Years Foundation Stage with elements of the Key Stage 1 National Curriculum where deemed appropriate to individual pupil needs.
- KS2 and KS3 classes broadly follow programmes based on the National Curriculum, again through termly cross-curricular topics / themes in order to provide context.
- KS4 students follow the core curriculum differentiated to meet their level of understanding. OCR Life and Living Skills or the WJEC Entry Pathways are built in to the curriculum as the core accreditation programmes. Functional Skills Maths, English and ICT are used to supplement the learning of the pupils in our satellite provision. Students all follow the Trinity College Arts Award at Bronze, Discover or Explore level to gain their accreditation in the expressive arts.
- The 6<sup>th</sup> form curriculum has been designed as preparation for life activities with an emphasis on the provision of appropriate enrichment opportunities. Qualifications are based around the completion of a personalised Diploma in OCR Life and Living Skills. A range of work-related learning experiences and placements are offered to students, dependant on their capabilities.
- The whole school has a focus on Personalised enrichment activities / days / weeks in the areas of Functional learning, the foundation subjects, PE and Leisure, residential learning and through immersion in the creative arts. In KS4 and 5, we develop our students' physical, problem solving and communication skills through the Sports Leaders UK Level 1 Award in Sports Leadership (Year 11) and the Duke of Edinburgh's Award Scheme at Bronze, Silver and / or Gold Level.



Name of school	Five Acre Wood School
Address:	Boughton Lane, Maidstone, ME15 9QF
Tel:	01622 743925
Email:	office@five-acre.kent.sch.uk
School Type:	Foundation Special School
Designation:	PSCN (Primary, Secondary and 6 <sup>th</sup> Form) plus O&A Nursery Provision
Primary Need:	<p>Broadly speaking, most pupils admitted to Five Acre Wood School would have;</p> <ul style="list-style-type: none"> <li>• Profound and severe physical disabilities with associated learning difficulties.</li> <li>• Severe Communication and interaction needs and learning difficulties.</li> <li>• Autism and severe cognitive impairment.</li> </ul> <p>Pupils may also have</p> <ul style="list-style-type: none"> <li>• Severe learning difficulties as identified by cognitive assessments.</li> <li>• Hearing Impairment / Deafness with additional special educational needs.</li> </ul>
Class structure	Needs led
District Served:	Maidstone
Area:	West Kent
Age range:	2 - 19

### **Description of the school**

- Initially places within the Nursery are 12-week observation and assessment placements.
- The school is divided into 6 Learning Approaches: EYFS – Nursery, Yr R and Yr 1; Sensory- Yr R – Yr 14; Practical, Structured and Formal – Yr 2 – Yr 11; Functional – Yr 12 – Yr 14.
- Pupils are taught in key stages within the learning approach that best meets their learning needs.
- Each Learning Approach has its own curriculum that meets the needs of the pupils within the approach
- SCERTS and Makaton are used through the school to support pupil communication and learning. TEACCH is used within the structured learning approach.
- Satellite provision at a primary school caters for 30 pupils within the formal learning approach. Provision based on the site of a secondary school caters for 150 pupils- all secondary formal learning approach and the functional learning approach.
- Website: [www.fiveacrewood.co.uk](http://www.fiveacrewood.co.uk)



Name of school	The Beacon, Folkestone
Address:	Park Farm Road, Folkestone, CT19 5DN
Tel:	01303 847555
Email:	office@thebeacon.kent.sch.uk
School Type:	Foundation Special School
Designation:	PSCN (Primary, Secondary and 6 <sup>th</sup> Form) plus O&A Nursery Provision
Primary Need:	<p>Broadly speaking, most pupils admitted to The Beacon Folkestone would have at least one or a combination of the following;</p> <ul style="list-style-type: none"> <li>• Profound and severe physical disabilities with associated learning difficulties.</li> <li>• Severe Communication and interaction needs and learning difficulties.</li> <li>• Autism and severe cognitive impairment.</li> </ul> <p>Pupils may also have</p> <ul style="list-style-type: none"> <li>• Severe learning difficulties as identified by cognitive assessments.</li> <li>• Visual impairment with additional special educational needs.</li> <li>• Additional sensory needs.</li> </ul>
Class structure	Needs led
District Served:	Folkestone and outlying areas
Area:	South Kent
Age range:	2 - 19

### Description of the school

- The nursery runs a 12 week rolling programme of observation and assessments. The provision is based on a series of interventions that includes intensive placements, offsite intervention and dual placements. These are run on behalf of the local authority, working closely with the substantive nursery provider and the Specialist Teaching and Learning Service.
- The school is divided into zones: zone 1 includes the nursery and all primary classes (key stage one and two), zone 2 includes key stage three and specialist classes (PMLD, ASN and ABA) and zone 3 includes key stage 4 and key stage 5.
- The classes are largely needs-led so that age range appropriate and relevant teaching opportunities are provided across the school.
- Pupils from Reception age to Year 2 follow a curriculum based on a combination of the Early Years Foundation Stage and the Key Stage 1 National Curriculum.
- Year 3 through to Year 6 classes follow appropriate programmes based on the National Curriculum.
- Thematic based learning that follows the National Curriculum is embedded throughout most of zone 1 and areas of zone 2.
- Specialist classes follow specific curriculum pathways that can include elements of IMPACTs, ABA (Applied Behaviour Analysis) and ABLLS (Assessment of Basic Language and Learning Skills).
- Key Stage 3 pupils follow the national curriculum differentiated to meet their level of understanding.
- Key Stage 4 pupils follow curriculum pathways that often include identified routes to achieving qualifications that reflect the progress they have made.
- Key Stage 5 (6<sup>th</sup> form) curriculum has been designed as preparation for life activities with an emphasis on the provision of appropriate enrichment opportunities. Qualifications offered include OCR and Entry Level qualifications up to Functional Skills Entry Level 3. A range of work based experiences and placements are offered to pupils where it is appropriate to support and extend their learning.
- We have an onsite Multi Agency Support Hub (MASH) that includes Social Services, Specialist Teaching and Learning Service (STLS) and NHS based services. The NHS based services currently include Speech & Language and Physiotherapy, both accessed through formalised referral routes managed by the NHS.
- The Specialist Teaching and Learning Service (STLS) are an integral part of The Beacon, providing a broad range of expert outreach services to schools within the district. This includes providing specialist staff training and resources through SMILE (Supporting Multi-Professional Inclusive Learning and Education).

Name of school	Ifield School
Address:	Cedar Avenue, Gravesend, Kent. DA12 5JT
Tel:	01474 365485
Email:	<a href="mailto:ifieldschool@aol.com">ifieldschool@aol.com</a>
School Type	Foundation Special
Designation:	PSCN (Primary, Secondary and 6 <sup>th</sup> Form) plus O&A Nursery Provision
Primary Need:	<p>All potential pupils must either have or be in the process of assessment for a Statement of Special Educational Needs or Education Health and Care Plan.</p> <p>At Ifield School we provide for pupils with the following needs:</p> <ul style="list-style-type: none"> <li>• Pupils with Learning Difficulties in the Profound, Severe or Complex range and pupils with Communication and Interaction needs</li> <li>• Pupils with severe Learning Difficulties and severe Speech and Language Difficulty or Delay</li> <li>• Pupils with severe Autism Spectrum Disorder, Social Communication Difficulties</li> <li>• Pupils who have complex learning difficulties and additional physical/sensory and or medical disabilities, visually impaired and hearing impaired</li> <li>• Pupils who have severe or complex learning difficulties and need high levels of support for primary care</li> </ul> <p>We are committed to developing language skills for all pupils as most pupils have Speech and Language Needs on their Statement, Educational and Healthcare Plan.</p>
Class structure	Year groups
District Served:	Primarily Gravesham, but including Dartford, Medway, Maidstone, Sevenoaks, Tonbridge
Area:	North Kent
Age range:	4 - 19

#### Description of the school

- Ifield School is a special school for children and young people with profound, severe and complex needs. Almost half of all pupils have a diagnosis of autism and speech and language difficulties; some have complex medical needs.
- The school is located on an attractive and spacious nine-acre site. There is also a six acre managed woodland area off site that provides a stimulating outside classroom.
- The school's Observation and Assessment Nursery is based at King's Farm Primary School
- Pupils aged between 4 and 16 years of age are educated at the school's main site in Gravesend.
- Reception aged pupils follow the Early Years Foundation Stage Curriculum.
- Key Stage 1 pupils follow an early years approach as they progress from the early years curriculum into the national curriculum.
- Pupils in Key Stage 2 are largely based in one classroom for the breadth of their learning. They access specialist teachers for art, music, physical education, food technology and swimming.
- Pupils in Years 7-9 follow a pathway curriculum that is balanced between curriculum subjects, such as mathematics, and learning skills for life. Some pupils' curriculum is entirely therapeutic and skills- based while others would be strongly focused on subject specific learning.
- Pathways continue throughout Key Stage 4. Students have access to a wide range of other opportunities, such as Duke of Edinburgh Award, Challenger Troop and Arts Awards, alongside a plethora of accredited outcomes.
- The large majority of students transition to Ifield's Sixth Form. A small number access other specialist provision or mainstream college education.
- The Sixth Form College provision is based at North Kent College (H Block) and is accessible for all students. Students work on a wide range of programmes, including accreditation, that prepare them for life.
- The school employs 3.8 full-time Speech and Language Therapists, an Occupational Therapist one day a week and a full time School Nurse to support pupils with complex medical needs.
- Physiotherapy is currently provided by the NHS for specific pupils.
- There are specialist teachers to support pupils with hearing loss and visual impairment and to give advice to teachers and support staff in meeting the needs of these pupils.

- We provide a supportive and enriching environment where pupils are valued and encouraged.

All aspects of school life are important to the learning process.

- In 2012, the local authority devolved the Specialist Teaching and Learning Service (STLS) to 12 special schools in Kent, of which Ifield currently manages two districts. Since this time, Ifield staff have strengthened outreach services in partnership with other schools by providing specialist staff training and resources through SMILE (Supporting Multi-Professional Inclusive Learning and Education) based at the school, for 36 Gravesham schools.
- The school is the lead school for the Thames Teaching Alliance.
- In September 2018, the school established a specialist post-19 institution, known as LINK19 College which cater for young adults aged 19-25 who have special educational needs and /or disabilities and are receipt of an Education, Health and Care Plan.

## **KsENT Special Schools: Admissions Guidance**

### ***Milestone Academy***

Name of school	Milestone Academy
Address:	Ash Road, New Ash Green, Kent, DA3 8JZ
Tel:	01474 709420
Email:	info@milestoneacademy.org.uk
School Type:	Special Academy
Designation:	PSCN (Primary, Secondary and 6 <sup>th</sup> Form) plus O&A Nursery Provision
Primary Need:	Broadly speaking, most pupils admitted to Milestone Academy would have one or more of the following; Profound and severe learning difficulties. Severe Communication and interaction needs. Autism and severe cognitive impairment. Profound and multiple learning difficulties
Class structure	Year groups/needs led
District Served:	Dartford and Sevenoaks
Area:	South East Kent
Age range:	2 - 19

### **Description of the school**

- Milestone Academy is cased across four sites which includes the main site and three satellite provisions. All satellite provisions are based within mainstream Academies which are part of Leigh Academies Trust
- The school is divided into four phases with largely needs-led classes following one of four curriculum pathways to ensure age range appropriate and relevant teaching opportunities.
- Initially places within Milestone Nursery are 12-week observation and assessment placements.
- Pupils from Early Years to Reception follow the EYFS curriculum.
- In Phase 1 and 2 pupils follow a broad, balanced and personalised curriculum where learning is delivered through a themed approach and linked to elements of the Key Stage 1 and 2 National Curriculum where deemed appropriate, incorporating core subjects.
- Phase 3 pupils follow the core curriculum differentiated to meet their level of understanding with foundation subjects linked to termly topics. Specialist teachers teach the arts and PE and work experience may be offered from Year 10. Qualifications offered include vocational subjects alongside Entry Level Certificates.
- In Phase 4, the 6<sup>th</sup> form curriculum offers careers related and life skills pathways. Qualifications offered include Edexcel Functional Skills, vocational subjects and ASDAN Personal Progress or Personal and Social Development. A range of work experience and work placements, including supported internships, are offered to students as appropriate.

## Nexus School (Foundation Special)



Name of school	Nexus Foundation Special School
Address:	Upper Haysden Lane, Tonbridge TN11 8AA
Tel:	01732 771384
Email:	Office@nexusschool.org.uk
School Type:	Foundation Special School
Designation:	PSCN (Primary, Secondary and 6 <sup>th</sup> Form) plus O&A Nursery Provision
	<p>Broadly speaking, most pupils admitted to Nexus School would have;</p> <ul style="list-style-type: none"> <li>• Profound, severe and complex needs</li> <li>• Profound and severe physical disabilities with associated learning difficulties</li> <li>• Severe Communication and interaction needs and learning difficulties</li> <li>• Autism and severe cognitive impairment</li> </ul> <p>Pupils may also have</p> <ul style="list-style-type: none"> <li>• Severe learning difficulties as identified by cognitive assessments</li> <li>• Hearing, vision and sensory impairments</li> <li>• Deafness with additional special educational needs and learning difficulties</li> </ul> <p>Nexus Wouldham</p> <ul style="list-style-type: none"> <li>• See separate criteria</li> </ul>
Class structure	Year groups/needs led
District Served:	Tonbridge and Malling
Area:	South Kent
Age range:	2 - 19

### Description of the School

- Nexus Special School is the district special school for Tonbridge and Malling (South Kent). Nexus caters for children and young people aged between two and nineteen who have Profound Severe and Complex Needs (PSCN), many of whom are on the Autistic Spectrum.
- Our main school site is in Tonbridge and provides a new specialist resource provision and facilities for children and young adults from 2-19.
- The school is able to offer a range of specialist resources such as a hydrotherapy pool, a rebound therapy room, a dance and drama studio, art studio, play therapy rooms, sensory integration room and a fully catered life skills house.
- We have a satellite provision in Wouldham, which can accommodate up to 48 pupils. The criteria for this provision is different to the main school site and can be viewed on the school website.
- Nexus has a specialist nursery provision which has a 12 week running programme of observation and assessments for children referred by the Local Authority via the MAP meeting process.
- The curriculum secures breadth, depth, balance and relevance in its content. The impact of the curriculum focuses upon pupil's outcomes including their personal development, behaviour and welfare. It takes into account individual needs and learning styles. Pupils achieve through their 'learning pathways' to give them opportunities to develop skills for life and independence.
- Nexus has a 6<sup>th</sup> form provision which continues to provide a personalised curriculum to meet individual learning needs and has a high emphasis on preparation for life. Functional English and Maths filters into life skills and community based learning. Post 16 also follows accredited routes from entry level 1 to level 1 in maths, literacy, life and living skills and functional IT and pupils access provisions such as Mid Kent College, Hadlow College and enrichment opportunities through Supported Internships.
- Therapy provision on both sites is provided through the NHS. The Tonbridge site currently has a full time Nurse, as well as part time Physiotherapy, Occupational Therapy and Speech and Language Support. Our Wouldham site has therapy provision for Occupational Therapy and Speech and Language Therapy.

## Wyvern School



Name of school	Wyvern School
Address:	Great Chart Bypass, Ashford, Kent, TN23 4ER
Tel:	01233 621468
Email:	mailbox@wyvern.kent.sch.uk
School Type:	Foundation Special School
Designation:	PSCN (Primary, Secondary and 6 <sup>th</sup> Form) plus O&A Nursery Provision
Primary Need:	<p>Generally, most pupils admitted to Wyvern School would have;</p> <ul style="list-style-type: none"> <li>• Profound and severe physical disabilities with associated learning difficulties.</li> <li>• Severe Communication and interaction needs and learning difficulties.</li> <li>• Autism and severe cognitive impairment.</li> </ul> <p>Pupils may also have</p> <ul style="list-style-type: none"> <li>• Severe learning difficulties as identified by cognitive assessments.</li> <li>• Hearing Impairment / Deafness with additional special educational needs.</li> </ul>
Class structure	Key Stage/needs led
District Served:	Ashford and surrounding areas
Area:	South Kent
Age range:	2 - 19

### Description of the school

Wyvern School is a large special school based on a 15 acre site in Ashford, our goals for our students are

- Grow in readiness for adult life
  - Learn to be part of a community where people treat each other with respect, decency & dignity
  - Enjoy opportunities for learning & growing
  - Feel safe, secure & supported
  - Experience success & achievement
- 
- Initially places within the Nursery are 12-week observation and assessment placements.
  - After reception the school is divided into 3 Learning pathways appropriate to the needs of the learners.
  - Pupils are taught in key stages within the learning approach that best meets their learning needs.
  - Each Learning Approach has its own curriculum that meets the needs of the pupils within the approach
  - SCERTS and Makaton are used through the school to support pupil communication and learning. TEACCH is used within the structured learning approach.
  - Satellite provision at a primary school caters for 6 pupils within the formal learning approach.
  - Website: [www.wyvern.kent.sch.uk](http://www.wyvern.kent.sch.uk)

## Meadowfield School (Foundation Special)



Name of school	Meadowfield School
Address:	Swanstree Avenue, Sittingbourne, Kent ME10 4NL
Tel:	01795 477788
Email:	office@meadowfield.kent.sch.uk
School Type:	Foundation Special School
Designation:	PSCN (Primary, Secondary and 6 <sup>th</sup> Form) plus O&A Nursery Provision
Primary Need:	Br Broadly speaking, most pupils admitted to Meadowfield School would have; <ul style="list-style-type: none"> <li>• Profound and Severe Physical Disabilities with associated learning difficulties.</li> <li>• Severe Communication and interaction needs and learning difficulties.</li> <li>• Autism and severe cognitive impairment.</li> </ul> Pupils may also have <ul style="list-style-type: none"> <li>• Severe learning difficulties as identified by cognitive assessments.</li> <li>• Hearing Impairment / Deafness and or visual impairment with additional special educational needs.</li> </ul>
Class structure	Key stage/needs led
District Served:	Swale District
Area:	East Kent
Age range:	3-19

### Description of the school

- Initially places within Honeybees Nursery are observation and assessment placements.
- The school is divided into Lower School, Secondary and 6<sup>th</sup> Form departments.
- Classes are organised mainly by primary need but consideration is also given to age and cognitive ability. In the secondary department however class groups are mixed age, and range from year 7 to 11, the older pupils being given the chance to mentor and set a mature example to the younger pupils and this also creates a greater sense of community across the whole department.
- Our pupils with profound and multiple learning difficulties are in specialist classes that provide a curriculum called IMPACTS. The IMPACTS curriculum provides each student with a personalised learning programme that targets their own specific needs through a range of overarching priorities. The areas of learning are, Communication, Cognition, Motor skills - gross and fine, Technology, and Personal, Social, Emotional well-being.
- Lower school has a theme led curriculum that broadly follows the Early Years ethos of developing communication, early reading, writing maths and Personal, Social and Emotional Development. Some of our more-able classes also access to subject led learning.
- Pupils in secondary follow a project led learning approach. This is done within ability grouped learning communities that access learning through project work under the overarching subject headings of, STEM (science, technology, engineering and maths), Humanities (history, geography, modern languages) Creativity (art and music), Life Skills and Wellbeing.
- Our 6<sup>th</sup> Form is an off-site provision based within a purposely-modified Edwardian building in nearby Ufton Lane. The 6<sup>th</sup> Form curriculum is also delivered under overarching priority areas - Independence Skills, Community, Business and Preparation for Work. Work is accredited where appropriate and individualised flight paths are devised for each student to ensure life after Meadowfield is aspirational and appropriate, be that college, supported internships, or employment.
- We also have an internal specialist resource provision called Wildflowers. Wildflower undertakes therapeutic work with specific children who may have experienced trauma that has impacted on their emotional well-being. The work undertaken in Wildflowers varies with each child depending on need. The timetable within Wildflowers also involves Forest School and Small animal care.
- In addition to the curriculum students have access to range of personalised and extra-curricular activities. These activities are devised to address a range of individualised need, from developing self-esteem, self-confidence, communication and team work skills etc. activities include Sports Leader, Forest School, Challenger Troop, Duke of Edinburgh's award.

***Physical Disabilities: Valence School***



Name of School	Valence School
Address	Valence School, Westerham, Kent, TN16 1QN
Tel	01959 562156
Email	valence@valence.kent.sch.uk
School Type	Foundation Special School
Designation	Physical Disabilities and/or Complex Medical Needs
Primary Need	PD
District served	Kent
Class structure	Pupils are grouped by key stage
Area	West Kent
Age Range	4 - 19

**Description of the school**

Valence is a 4 – 19 Special School for children and young people with physical disabilities or complex medical needs. Valence is a part-residential school, offering both day and weekly boarding placements. Pupils follow the National Curriculum in both Primary and Secondary phases. In Key Stage 4, the curriculum is based on academic ability. Students have an individual curriculum plan which takes into account the learning style of each student. Core subjects, studied by every student, include: English, maths, Computing and Science, with accreditations offered from Entry level to Level 2. Students also study RE, Personal Development, PE and swimming. Optional subjects might include: Drama, Humanities, Food Technology, Design Technology, Art, Music, Sports Leader Award, PE, Health and Social Care, with many of these leading to an accreditation from Entry level to GCSE.

The school has a Post 16 offer which includes an emphasis on independent study and a work placement.

All pupils have an EHCP, with PD as the main area of need. The school caters for pupils with all academic abilities.