



Options Kinsale School Prospectus

A specialist service providing education for children
and young people with Autism and Complex Needs



Contents

3. About Us

- 4 Our Approach
- 4 Our Values

5. The Curriculum

- 6 Accreditation
- 7 Planning, Assessment, Recording & Reporting
- 8 Individual Education Plans
- 8 Annual Education Reviews
- 8 Weekly Education Reports
- 8 Annual Reports/ Family Consultations
- 9 SMSC & Assemblies
- 10 Personal, Social & Health Education (PSHE) & Citizenship

11. Behaviour Support

- 12 Bullying
- 12 British Values
- 12 Pupil Voice

13. General Information

- 13 School Organisation
- 15 Care Organisation
- 16 Referrals & Admissions Policy
- 17 Special Educational Needs Policy

18. Useful Information

- 18 Absence Policy
- 18 School Uniform
- 19 Joint Working With Parents/Carers & Significant Others
- 19 Joint Working With The Clinical Team
- 20 Complaints Procedure
- 21 Safeguarding

This prospectus and all policies are available on request.

About Us

Options Kinsale is a specialist service providing care and education for children and young people aged 8 – 19 with Autistic Spectrum Conditions, a range of Complex Needs and ADHD, as well as impaired social and cognitive functioning due to early life trauma and attachment difficulties. We are an ESTYN registered day school and CSSIW registered children's home, offering day and residential placements, with up to 52-week or 38-week (term-time) residential care provided (other bespoke placements can be arranged) within specially-adapted on-site accommodation.

Located in North Wales, overlooking the beautiful Dee Estuary, Options Kinsale is ideally located for accessing the nearby Clwyd Hills and Snowdonia National Park. Options Kinsale provides a safe, homely environment for children and young people with Complex Needs. Our expansive site and innovative facilities provide children and young people with opportunities to exercise choice and control safely. We offer a range of activities and amenities designed to promote the development of life skills and apply learning within a range of situations and settings.

Our on-site facilities include:

- Classrooms designed specifically for young people with Complex Needs including Independent Living Skills rooms and Food Technology room.
- A sensory room and Movement Room.
- A sports hall for PE and sporting activities.
- A school dining room for shared dining.
- Outdoor facilities including a specially adapted adventure playground and horticulture area.

“Since our son started Kinsale, he is happier and calmer than he has ever been. Huge credit to the staff who work so hard with him. The school is a wonderful environment and the excellent staff make sure every aspect is tailored to all the pupils’ complex educational needs. He also enjoys a wonderful variety of outdoor activities and experiences which is fantastic...”

(Parent, Options Kinsale)

Our Approach

At Options Kinsale we take a person-centred and outcomes focused approach to providing care and education designed to help each student exercise choice and control, increase their confidence and prepare for adulthood. We believe that education should be personalised and delivered in a variety of environments, with a curriculum that encourages the development of communication, social and life skills as well as academic achievement. Each student's individual learning abilities, requirements and academic progression are consistently monitored to ensure that support remains proactive, learning opportunities are maximised and every individual achievement is celebrated.

Our Company Values

Our Vision

This is our aspirational statement. It's a rallying call that declares what we want to be. When you join our Outcomes First Group family, it's what we want you to feel when you get out of bed each morning.

We'll build incredible futures by empowering vulnerable children and adults in the UK to be happy and make their way in the world.

Our Mission

In line with our vision, our mission outlines how we aim to turn our statement of intent into reality. It embodies who we are and what we do. Every day, we improve the lives of those we educate and look after, their families and communities, through a relentless focus on learning and caring.

Our Promise

We are kind to ourselves and each other...

we work together...

and we make things happen.

Our Vision



We will build incredible futures by empowering vulnerable children and adults in the UK to be happy and make their way in the world.

Our Mission

Every day we improve the lives of those we educate and look after, their families and communities through a relentless focus on learning and caring.



Our Promise

We are kind to ourselves and each other...

we work together...

and we make things happen.

Outcomes First Group.



The Curriculum

Options Kinsale offers an adapted and differentiated Welsh National Curriculum covering all areas of the Independent School Standards. We also enhance the main subject areas with sessions in Horticulture, Independent Living Skills and Food Technology. Community participation forms a large part of students' individual education plans and timetables, enabling students to utilise skills in practical settings.

During learning sessions we use a variety of complementary techniques and approaches, which are tailored to suit the needs of individual students. Generally, these approaches emphasise the need for structure, whilst considering environmental and sensory factors, with the aim of minimising anxiety and distraction. Written, audio and visual timetables are used depending on the students' individual needs.

The curriculum provides opportunities for repeated learning, generalisation and consolidation of skills in a range of settings. Each student has an Individual Education Plan (IEP), which specifies targets and key areas of learning, informed by assessment, and students' SSEN/EHCP outcomes

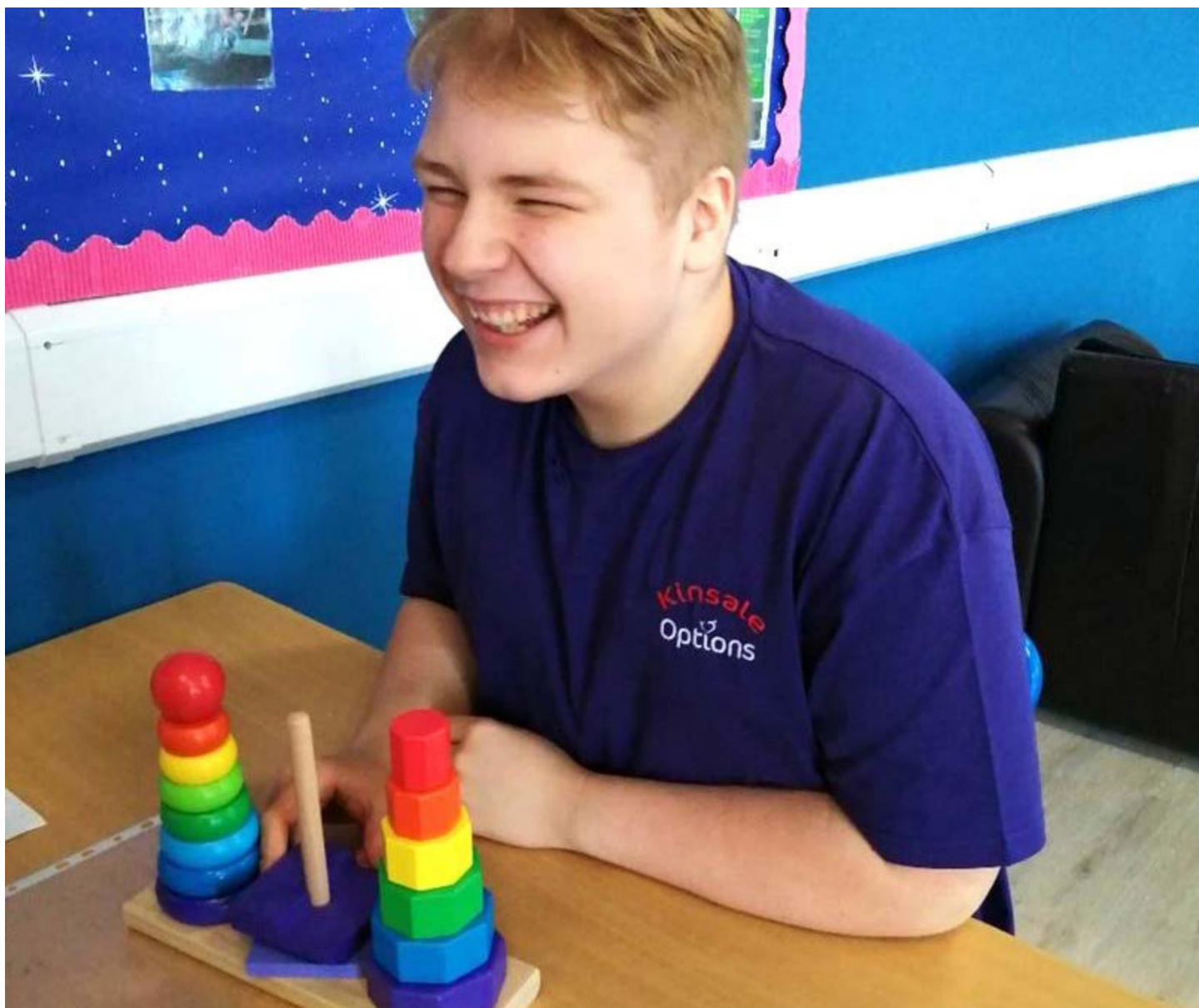
"Looking at his work it is clear that you have chosen activities that allow our son to access the curriculum and are enjoyable for him to do. He is taking pride in trying new things such as the gorge walking.

He has achieved far more during the last academic year at Kinsale than the previous nine years in his last school put together. We are very pleased..."

(Parent, Options Kinsale)

Accreditation

Students are given opportunities throughout their learning journey to achieve accredited qualifications at appropriate levels. These include ASDAN qualifications in a range of subjects and areas, GCSEs, Foundation Level Qualifications, Functional Skills qualifications in Literacy and Numeracy, and qualifications focusing on work-related learning and independence skills.



Planning, Assessment, Recording & Reporting

Our aim is to ensure effective and consistent planning, assessment, recording and reporting practice throughout the school and to meet our statutory requirements in this regard.

The aims of our practice are to facilitate individual progress and attainment for all our students, through effective planning, recording and evaluation of their work, to motivate students to achieve their full potential and to ensure accurate summative reporting to parents, carers, Local Authorities, Government Agencies and additional significant others as required in line with the Independent School Standards.



We record progress through:

- Observational and photographic records
- Evaluation of lesson plans
- Annotation of work
- Individual Education Plans
- Evidence for Learning Assessment Tool
- Accredited courses and qualifications

Individual Education Plans

Short term targets are updated each term. Each student's teaching and learning file contains the following documents:

- Personalised curriculum map
- Single page pupil profile
- Current IEP
- Current communication profile
- Current sensory profile
- Personalised timetable
- Any additional support plans

Annual Education Reviews

This is a review of progress made since the Statement of Special Educational Needs, EHCP or the previous annual education review (including the transition plan where applicable). It reports on progress made in line with the Statement/EHCP and the IEP and then sets Objectives for the next 12 months.

Annual Reports

Annual Reports are sent to parents/carers and significant others. They report on progress made across all areas of the curriculum, illustrated with photographic evidence as a celebration of student enjoyment, engagement and achievement. They include Assessment for Learning Data and details of progress towards achievements of accredited courses.

Family Consultations

In Autumn and Spring Term, we hold a meeting with carers and families to discuss pupil progress, share work and talk through plans for the next term.

Please ask if you would like a copy of our Planning, Assessment, Recording and Reporting Policy.





Spiritual, Moral, Social and Cultural Education (SMSC)

All students at Options Kinsale will have access to SMSC learning opportunities delivered at a level appropriate to their needs and understanding, unless parents choose to exercise their right to withdraw their child from SMSC.

Assemblies

Assemblies are held weekly in the hall, or outdoors in sunnier weather. All pupils are invited to attend. Assemblies have an agreed set structure and reflect curriculum themes / local, national or international festivals and celebrations alongside celebrating achievement. Assemblies provide an opportunity for the whole school to join together, develop an awareness of celebrations, festivals and other key events within Wales and the wider world. In addition, group 'Circle-Time' gatherings are held on a daily basis in each class group. Circle Time offers a structured time of the day to develop social skills with peers, share news, and participate in small group activities.

Please ask if you would like a copy of our Religious Education Policy.

Personal, Social and Health Education (PSHE) & Citizenship

PSHE and Citizenship is a core subject within the curriculum offered at Options Kinsale. PSHE is an intrinsic and essential part of school life where students work towards developing physical and mental wellbeing. PSHE and Citizenship is about students making the most of their potential, being encouraged to have a sense of moral responsibility and self-confidence. It is about developing respect for each other's differences, both in and beyond the classroom. Furthermore, it is about accessing and contributing to the local community and having opportunities for engagement.

Every opportunity is taken for students to learn to make choices and to share with others. All aspects of PSHE and Citizenship are taught in relevant and meaningful contexts, emphasising problem solving, decision-making, self-advocacy and independence. Self-help, independence, life and interpersonal skills feature heavily throughout the school day because of the complex needs of the students.

Students are supported to develop recognition of their own emotions and are taught strategies to cope with these emotions in a variety of situations. They are encouraged to take responsibility for their own personal care, to enable them to recognise their own health/hygiene needs. Where appropriate, life skills is taught in liaison with home to enable skills to be practised and transferred. This may be initiated by either home or school.

Students are also encouraged and supported to develop a range of leisure activities and pursuits.

All students have access to Relationship and Sex Education at an appropriate level to their age, ability and understanding. This is personalised to meet the needs of the students and is planned in liaison with parents, carers, significant others and with the support of our professional Multidisciplinary Clinical Team as appropriate.

Please ask if you would like a copy of our PSHE and Citizenship Policy, or Sex and Relationships Education Policy.



Behaviour Support

The Positive Behaviour Policy at Options Kinsale outlines our positive approach to behaviour support for young people with autism and complex needs. Our belief is that behaviour that challenges is driven by an individual's needs and that behaviour has a communicative purpose or intent. The difficulties children and young people with autism experience in addressing their own needs and communication may account for any behaviour they present.

Our behaviour support aims to promote positive behaviour and relies on an effective functional analysis of the context in which the behaviour occurs. Development in this area is strongly supported by the Clinical Team. Our Positive Behaviour Support Plans focus upon the functions of behaviour and opportunities for learning, as well as proactive and reactive strategies. Proactive strategies enable an individual to learn alternative ways to meet their needs. Therefore, each student's Behaviour Support Plan is a key working document which forms an integral part of their IEP and Care Plan which aims to promote consistency and continuity of practice from all staff working with a student.

Staff are all trained in The Crisis Development Model (CPI) to reinforce the positive management of challenging behaviour with students with autism and complex needs, with members of staff trained as CPI trainers to support effective positive practice. As a result, students are increasingly supported to regulate their own behaviours effectively, resulting in a low number of incidents and minimal need for the use of a Physical Intervention, which is always seen as a last resort.

[Please ask if you would like a copy of our Positive Behaviour Policy.](#)



Bullying

Bullying is not tolerated. Our Policy for managing bullying sets out how we will achieve this practically including consistent good behaviour from staff demonstrating our seven core values. We have a zero tolerance of taunts or negative behaviours relating to race, sex, gender, sexuality and age.

Please ask if you would like a copy of our Anti-Bullying policy.

British Values

At Options Kinsale we endorse and support the British Values of Individual Liberty, Mutual Respect, Tolerance, Democracy and The Rule of Law.

Pupil Voice

We actively promote pupil voice at Options Kinsale. All learners are encouraged to contribute their ideas, thoughts and opinions about their personal experience at school and about the day-to-day running of lessons and events. This happens informally - as a matter of course – through discussion and through, for example, the use of choice boards.

The Student Council represent the student population within the school, and provide feedback on a range of areas of school development.

We support our students to learn:

- An understanding of how citizens can influence decision-making through the democratic process, epitomised by our approach to Pupil Voice.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be in the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

These values are encompassed throughout our school policies.



General Information

School Organisation

Options Kinsale has been designed to meet ASC specific educational needs. Our facilities and staffing are tailored to address both the shared priorities of learners with autism and the uniqueness of each individual student. We are designed to accommodate up to 30 students aged 8-19 within Key Stages 2, 3, 4 and 5.

The organisation of students is based upon a combination of learning style, individual learning needs, communication and academic strengths and personal compatibility. The introduction of new students into school following the admissions process takes the holistic needs of both existing and new students into account to maximise the successful potential of enjoyment and achievement for all.

Our maximum class size is 6 students, supported by a teacher and learning support assistants, dependent upon actual group size and individual need. This high ratio of staff to students is further complemented by our Multidisciplinary Clinical Team (Clinical Psychologist, Assistant Psychologist, Speech and Language Therapist, and Occupational Therapist). Other specialist practitioners are consulted as needed.



The organisation of each school day is flexible to appropriately respond to the learning needs of each student, with a total teaching time of 25 hours per week. Below is a typical outline of the school day. It is important to emphasise that the timetable sequence structures the day, not the time on the clock.

9.00	Transition into school
9.15	Registration
9.30	Lesson time
10.45	Snack and break
11.00	Lesson time
12.30	Lunch and break
1.00	Lesson time
3.00	Transition home

Each school day incorporates learning based in the classroom and specialist indoor and outdoor onsite facilities. Learners' personalised timetables incorporate independent learning, individual teaching and group teaching experiences and the opportunity for regular physical activity and sensory based activities.



These timetables are also designed to be responsive to the needs of each student at each moment during the day. Community based learning includes the opportunity to access horse riding, weekly shopping and weekly outdoor education activities, based on individual student interests and needs..



We are a one site cohesive service with a high-quality teamwork approach which supports our students' learning in a variety of contexts (school, care, home and the community). This leads to increased generalisation of skills and personal development. We work as a team with Care Staff who reinforce and extend community-based learning, leisure and life skills as an integral part of their work.

Care Organisation

Options Kinsale is a CSSIW children's home registered to provide accommodation for up to 24 young people. The bespoke person centred service can cater for stays of **between one night** and 52 weeks per year. There are 8 flats:

- Helyg
- Bran
- Alun
- Alwen
- Tegid
- Padarn
- Rose Cottage
- Ty Alaw

Each flat has been designed and built to a high specification and tastefully decorated.

Bedrooms have either an en-suite or access to a private bathroom. The areas reflect the need for low arousal while allowing for each young person's individual choice.

Our aim is to provide a safe, caring and nurturing environment that places an emphasis on developing a range of skills. We do this by having an individual child centred approach which offers structure. Each child has a keyworker who liaises closely with the multidisciplinary team to provide a consistent approach to promoting welfare, developing skills, and enabling each child to thrive.

Please ask if you would like a copy of our Children's Home Statement of Purpose.



Referrals & Admissions Policy

Options Kinsale accepts referrals from Local Authorities and their partners. Referrals are for prospective students who would benefit from specialist day or residential education and care primarily designed for those with an autistic spectrum condition and complex needs.

The school is able to cater for students with severe, moderate and mild learning difficulties and students who exhibit challenging behaviour as a result of their ASC and learning difficulties.

The aim of the referral process is to ensure that the school offers places to students who both require, and would be able to benefit from, a placement at the school. We hope our specialist autism specific provision will:

- Make a tangible improvement in the quality of life experienced by our students which otherwise would be unlikely to come about.
- Minimise the effects of their learning difficulties and build upon their strengths.
- Empower each student to become an effective learner, accessing the curriculum in a meaningful way.
- Enable each student's social inclusion and prepare them for a rewarding adulthood.
- Complement the support provided by parents, carers, significant others, external therapists and services.

Admissions follow a clearly defined procedure, which includes:

- The Admissions Panel will receive full, detailed information. Designated members of staff will visit the child in their current setting prior to the Panel meeting. A visit to Options Kinsale will be arranged. The panel will then make a decision on whether a placement is appropriate.
- The Admission panel will be chaired by the Head of Service and consist of the Registered Manager, the Headteacher, and the Clinical Lead, plus other co-opted members as appropriate.
- An introduction process with the child's social worker and family (if appropriate) visiting the school.
- Admissions are subject to satisfactory funding arrangements being in place, and confirmed in writing.

Following the offering of a placement and prior to admission a detailed placement plan will be drawn up in consultation with all appropriate stakeholders. The 'Options Kinsale Parent and Local Authority Contract' is then personalised for the student and provides the family with detailed information including key contacts, health and welfare, safeguarding and complaints procedure.

Please ask if you would like a copy of our Referrals and Admissions Policy or a sample 'Options Kinsale Parent and Local Authority Contract'.



Special Educational Needs Policy

Options Kinsale values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning.

All students at Options Kinsale have a Statement of Educational Need / Education, Health and Care Plan (EHCP), specifying autistic spectrum condition / noticeable autistic spectrum features, or complex needs including: learning disabilities, learning difficulties, language disorders, ADHD, dyslexia, developmental delay, challenging behaviour and epilepsy.

Our service is specifically designed to meet the needs of such students as reflected in our multidisciplinary team, staff qualifications, staff ratios, and purpose built specialist facilities.

Please ask if you would like a copy of our SEN Policy.

Useful Information

Absence Policy

Parents are required to notify the school regarding any absence of their child from school as a day student, or following return from home if they are residential at Options Kinsale, either by telephone to school by 9am on the day in case of sickness or unplanned circumstance, or in writing to the Headteacher in advance for a planned absence. Any planned authorised absence is at the discretion of the Headteacher but may include such valid reasons as a family bereavement or days of religious observance. We cannot authorise termtime holidays.

Residential students who are unwell during school time are cared for by care staff, who will also support medical appointments during the school day where necessary, although wherever possible these are made outside of school hours.

Please ask if you would like a copy of our Absence Policy.

School Uniform

Residential students at Options Kinsale are provided with a school uniform of dark grey / black trousers or skirt, purple polo shirts with logo and purple sweatshirts with logo. Day students are also provided with the polo shirts and sweatshirts. Students are encouraged to wear their uniform to school, and for many it is an important part of their transition into school routine. However, it is not negotiable if any student is reluctant or struggles to wear the uniform.



Joint Working With Parents/Carers & Significant Others

Whether a day or residential student we consider joint working with parents/ carers and significant others as integral to our successful work with students at Options Kinsale.

Effective joint working is facilitated by:

- Regular contact between staff, families and significant others in the manner and frequency which best suits needs and requirements. This can be daily and include telephone, email and written contact.
- Shared targets for IEPs updated once a term.
- First month, three monthly then six monthly review meetings for students new to school and / or classed as a 'Looked After Child' (LAC).
- Annual Reports.
- Termly Newsletters.

An additional meeting can also be requested and set up with families / significant others and the school at any time.

Please ask if you would like a copy of our Home-School Agreement.

Joint Working With The Clinical Team

The Clinical Team are integral to supporting the development of good practice at Options Kinsale. They work closely with staff teams in order to support effective reflective practice and the utilisation of appropriate strategies for each student that reflects their individual needs as a learner with autism and complex needs.



Complaints Procedure

A complaint could come from a variety of sources, including: students, parents, family members, a funding Local Authority, a social service department or any other professional involved with the school. Our Complaints Procedure Policy attempts to rationalise the procedures for dealing with the complaint thus reaching an amicable resolution within a short period of time and cause minimum disruption.

Children and young people with an autistic spectrum condition may find it very difficult to raise concerns, and in some circumstances don't realise that to make a complaint is a reasonable course of action for a given situation. The support system within school and the key worker system that operates within the home encourages key staff members to advocate for children and make complaints on their behalf. We encourage our students to follow the complaints procedure and treat every complaint seriously.

All complaints will follow the procedures below:

Initially complaints from students, relatives, member of staff or referring agencies are encouraged on an informal basis. They are requested to discuss any areas of concern at the earliest opportunity with a member of staff, who will do their best to resolve the matter or seek the assistance of a senior colleague if they are unable to help. At this level it is anticipated that the member of staff receiving the complaint will attempt to resolve the complaint if it is within their realm of responsibility or pass on to an appropriately qualified person to deal with. Whatever the course of action, attention should be paid to the complaint within 24 hours.

If efforts at this level are unsuccessful, or if the person making the complaint feels unwilling or unable to make an informal approach, a written complaint to The Head of Service, Headteacher, or Registered Manager is requested. In this case the Head of Service, Headteacher or Registered Manager, should acknowledge the complaint within 24 hours in writing to the complainant. The Head of Service, Headteacher or Registered Manager must then investigate the complaint and following this report their findings to the complainant. It is anticipated that this process will take up to 3 working days. Any action required following the complaint will be initiated as appropriate.

If the Head of Service, Headteacher or Registered Manager is unable to resolve the matter, or in the event of a serious complaint concerning the Head of Service, Headteacher or Registered Manager or other key management issues then the complainant can contact:

Richard Power
Outcomes First Group Ltd, Atria, Spa Road,
Bolton, BL1 4AG

Estyn -
Anchor Court, Keen Road, Cardiff, CF24
5JW Tel: 029 2044 6446

CSSIW -
(For children residing in the children's home)
Government Buildings, Sarn
Mynach, Llandudno Junction, LL31
9RZ Tel: 0300 7900 126

Safeguarding

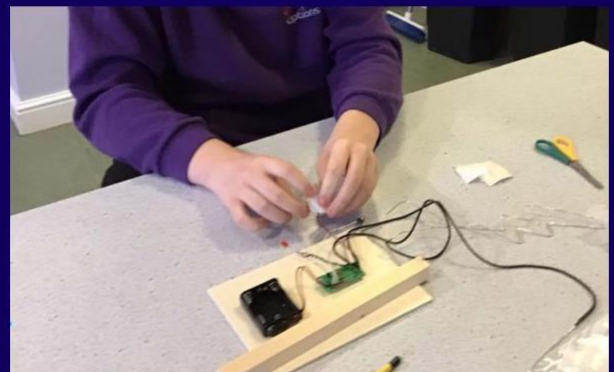
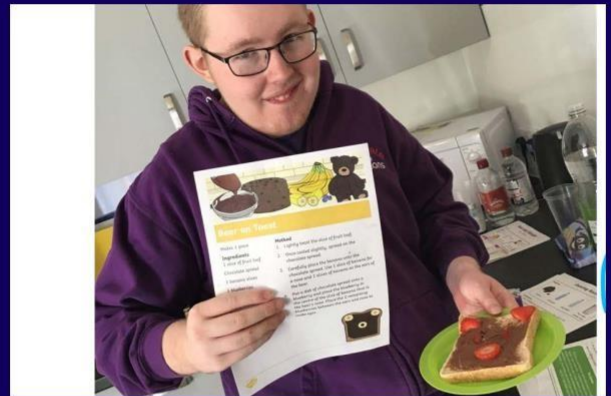
Our Safeguarding Children Policy includes guidance and procedures to be followed by staff. The outcome of our policy is that the welfare of students is promoted, that they are protected from abuse, and an appropriate response is made to any allegations or suspicion of abuse.

Our policy outlines the indicators of abuse (physical, emotional, sexual and neglect) and, in particular, signs and indicators of abuse and neglect of children or young people with autism. Our safeguarding procedure follows a specific route which starts with seeking advice and consultation.

All staff take part in safeguarding training during their induction and before they start working with students at Options Kinsale. **This training is revisited on a regular basis, led by in-house trainers who have undertaken Designated Safeguarding Person training.**

Careful consideration has been given to adapting the physical environment at Options Kinsale to ensure our community's safety. This is achieved through the use of electronic access control, managed reception and perimeter fencing.

Please ask if you would like a copy of our Safeguarding Policy.





Contact Details

Address: Options Kinsale, Llanerch y Mor, Holywell,
Flintshire, CH8 9DX

Telephone: 01745 562500

Email: kinsale@optionsautism.co.uk

Proprietor: Richard Power
Outcomes First Group Ltd, Atria, Spa
Road, Bolton, BL1 4AG

Chair of
Governors: Chris Groom

Headteacher: Philippa Whipp

www.optionsautism.co.uk

