



KITE COLLEGE

Kent Inclusive Technical Education

SEN Information Report 2023-24

July 2024

		Signature
Reviewed By Trustee: Jo Campbell	Date:	
Approved By Chair of Trustees: Bob Law	Date:	
Approved By Principal: Sarah Miller	Date:	
Next Review Due: July 2025		

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1.KITE's SEN Provision and Current Offer

KITE College is an inclusive vocational technical college that supports young people between the ages 16-25, who have Special Educational Needs and Social, Emotional and Mental Health difficulties. All of our Learners have EHCP's.

KITE endeavours in supporting learners to ensure they maximise on their learning potential and personal development, enabling them to realise their aspirations in relation to employment and preparing them for adulthood. KITE College currently offer various Vocational Pathways including Hair and Beauty, Construction, Motor Vehicle, Information Technology, Preparation for Learning and Preparation for Employment. In addition to studying for specific vocational qualifications, our Learners engage in Maths and English (Functional Skills and GCSE), Independent Living skills and Employability.

At KITE we proactively model and embed our KITE Values in everything we do:

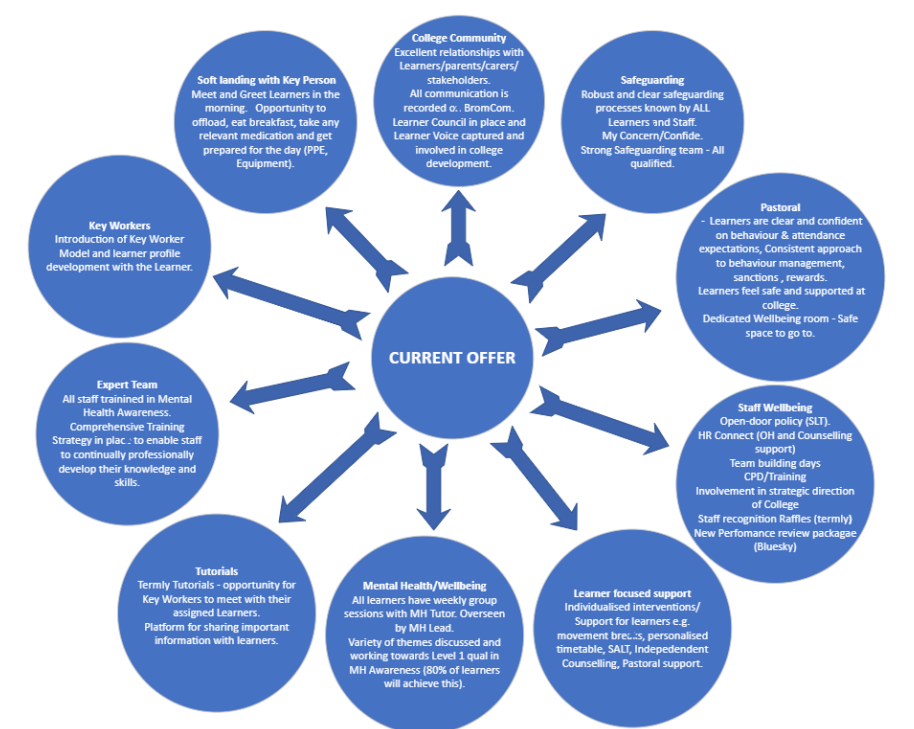
Kindness

Integrity

Tolerance

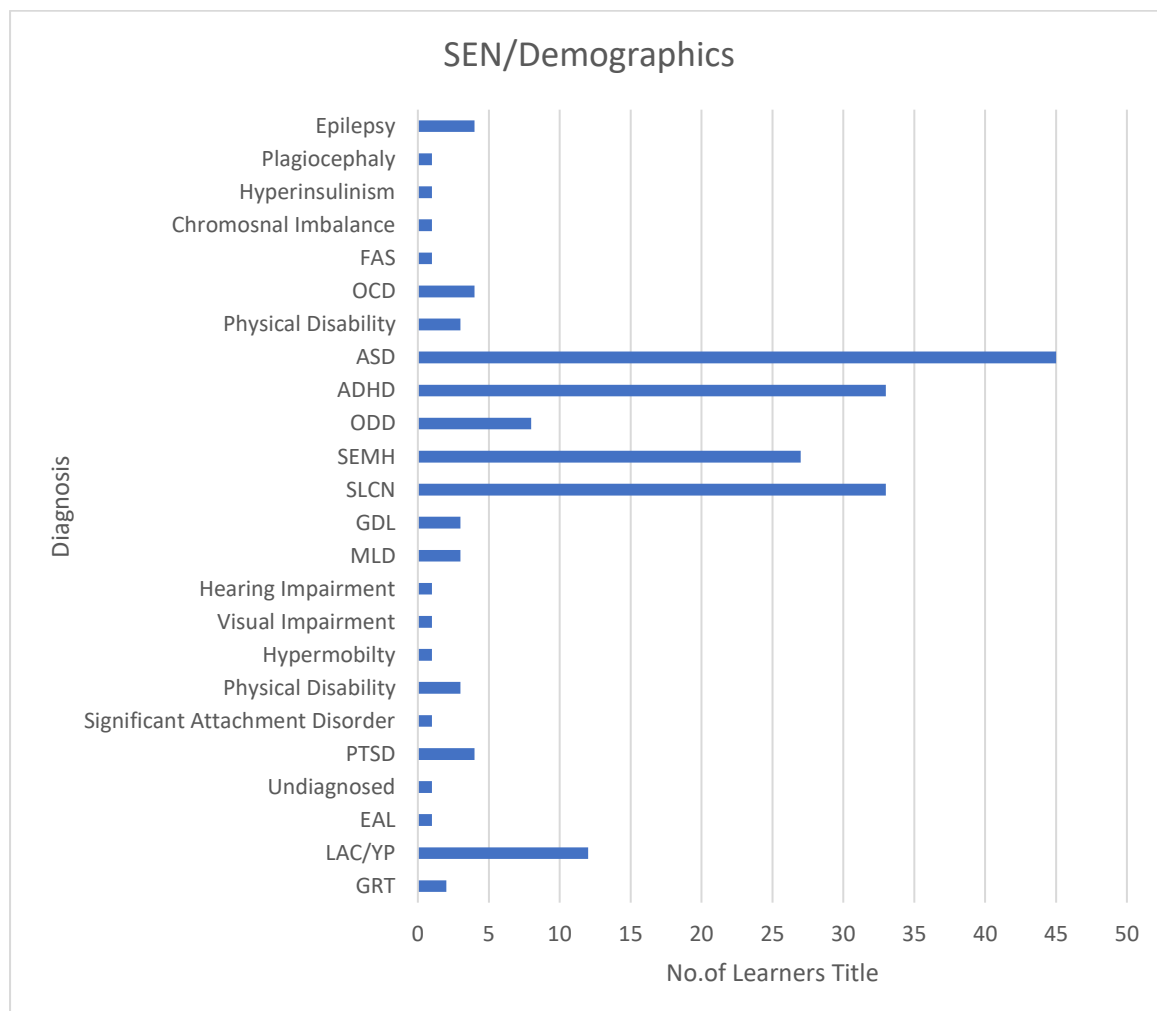
Excellence

Current Offer



Special Educational Needs and Demographics of our Learners

KITE had a total 84 learners on role this academic year with varying special educational needs. Below is the breakdown of the needs of our learners.

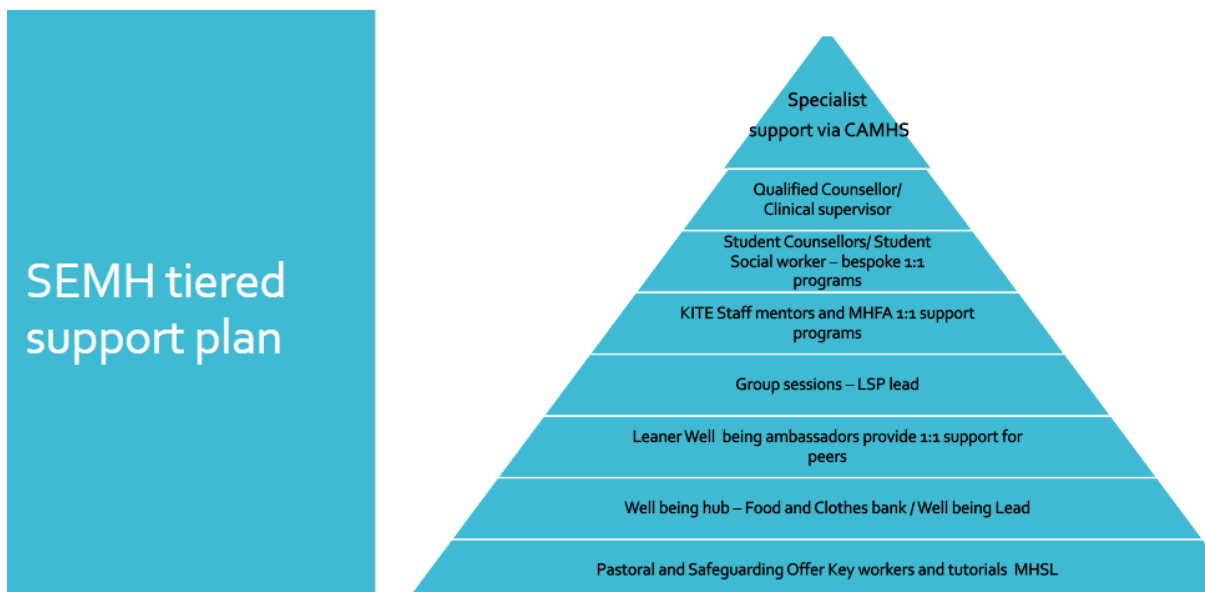


2. Approach to Teaching Learners with SEN

KITE College has a robust Learning and Inclusion plan. We take a personalised approach when supporting our Learners to achieve. We have developed a robust Intervention strategy to ensure that ALL of our learners are supported in the way they need and all barriers to their learning are removed.

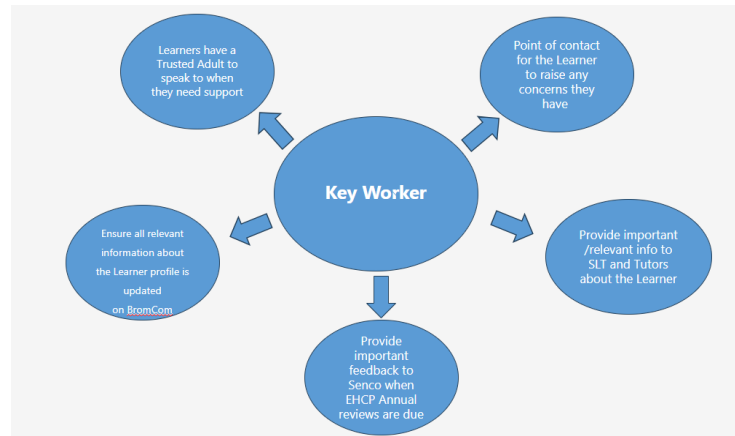


Tiers of Support:



- Personalised Timetables to include relevant interventions. These are reviewed termly to captured any change in need or provision.
- A Key Worker Model is in place at KITE College. KITE College have adopted the Key Worker model for this academic year. Members of the team have been allocated between 4-5 Learners each, who they will be the main point of contact for. The purpose of the key Worker Model at KITE College is to:
 - Provide an allocated member of staff for each Learner to be able to establish a positive and trusting relationship with an adult at College. This does not mean that other staff cannot speak to the Learners if they are approached.

- Capture relevant and important information to share with entire KITE team
- Share the load amongst the team for pastoral support, as no one person can possibly know everything about ALL the Learners
- No learner flies under our radar – no pertinent information is missed
- Creating a college community with learners, parents/carers and staff
- Learners needs are supported holistically
- Learners voice is captured and are included in all areas of their learning journey
- Learners are listened to, feel valued and part of the KITE College community
- Making sure relevant information is given to and returned by parent/carer e.g. bursaries, contact information



- Learner profiles are created in Term by the Key Worker with learners, to ensure the learner voice is captured in regard to how they need and want to be supported whilst at KITE College.
- Attendance is monitored daily and support strategies put in place to support the learners to engage in their learning.
- Wellbeing Hub – this is the home of the Pastoral Team and Mental Health Lead. This is a safe place for the learners to go to when they feel dysregulated. They can expect support, advice and nurturing environment to help reduce anxiety and support to help regulate their emotions.
- KITE work with independent specialists to support our learners. They include an onsite Independent Counsellor for two days per week, an Independent Speech and language Therapist and Occupational Therapist for one day per week.
- Outside agencies – KITE work with a number of professional bodies and can make referrals if required e.g. CAMHs, Adult Social Services, Early Help, NEETS Team, Young Lives, SEN Diagnosis specialists etc
- KITE College has a clothing and food bank for our more disadvantaged Learners.
- KITE has a Personal Development Curriculum which enables all learners to develop their resilience, independence, confidence, life skills, relationships, confidence, self-esteem and employability skills.
- KITE College has a robust 2 year Training Strategy for our staff. This ensures that ALL staff receive the relevant training to ensure we can meet the needs of our learners. These include: WTAC (When the Adult Changes), Autism Awareness, Neurodiversity, Trauma Informed practices, PREVENT and Safeguarding etc.
- KITE have commissioned a number of external providers to deliver specialist input to learners to enhance the in house offer including but not exhaustive Careers, Metro – Sexual Health, drugs and Alcohol awareness through Kenwood Trust.

- Year one learners will have the opportunity to attend an Employability residential to focus on personal development, social skills and Gatsby benchmarks.
- We have an established Learner Council that meet termly. We work on a 'You said, we did' model and include the Learner Council in all recruitment processes.
- Every morning the Team meets to discuss the needs of our learners and is another platform for us to share relevant information amongst the team.

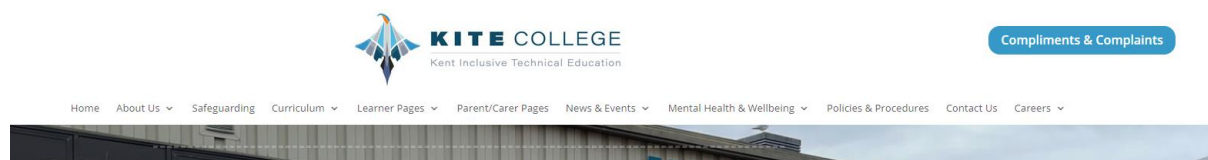
3.SEND Policies

- KITE's provision is delivered in accordance to the legal requirements set out in the Department for Education's Special Educational Needs and Disability Code of Practice: 0-25 years, January 2015.
- SEND and Alternative provision improvement plan: right support, right place, right time, March 2023
- KITE's SEND Policy 2024
- KITE's Inclusion and Diversity Plan 2024

4.Parent/Carer Engagement

KITE College is passionate about seeking the support and collaboration of our parents and carers. We actively engage parents and carers in the progress and attainment of our learners in a number of ways:

- All parents/carers are invited to EHCP Annual reviews and their opinions/comments are sought by sending them the Section A of the EHCP Annual Review document. The Annual Review is also a platform to enable them to voice their opinions on their child's learning journey at KITE College.
- KITE College has a robust Compliments and Complaints procedure. If a parent or carer want to raise a concern or compliment, they are directed to the KITE College website:



- All compliments and complaints go directly to the Principal, who will deal and respond to these accordingly as per the Complaints Policy.
- KITE College hold 3 open days each year, which is an opportunity for schools, FE Provisions, parents/carers and young people to visit the College and speak to the staff and see the learning environment.
- Parents and carers are invited to all behaviour meetings regarding their young person.
- Parent/carers surveys.

In a recent parent/carers feedback survey, we received a total of 30 responses. Below are the results of this survey:

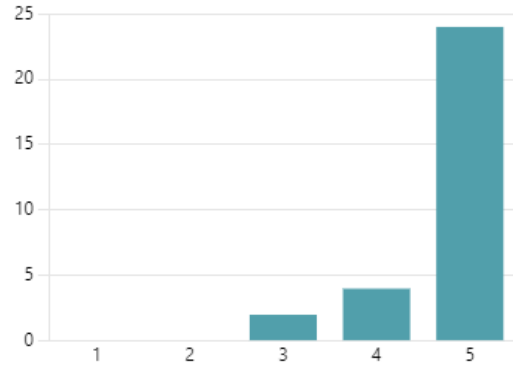
KITE College received 30 responses from the survey and results are as follows:

1. How do you feel KITE College keep you informed and updated on your Learners progress and attainment in their learning?

[More Details](#)

[Insights](#)

4.73
Average Rating

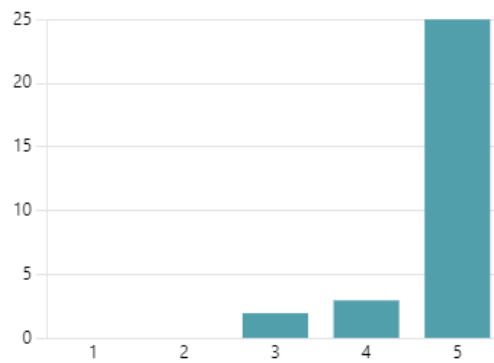


2. How do you feel your Learner is supported in relation to their Special Educational Needs and/or disabilities at KITE College?

[More Details](#)

[Insights](#)

4.77
Average Rating



3. Do you think, if anything, can be improved with the level of support we provide your Learner?

[More Details](#)

[Insights](#)

30
Responses

Latest Responses

"Nothing"

"Not really "

"My child feels he is being supported. "

7 respondents (23%) answered **support** for this question.

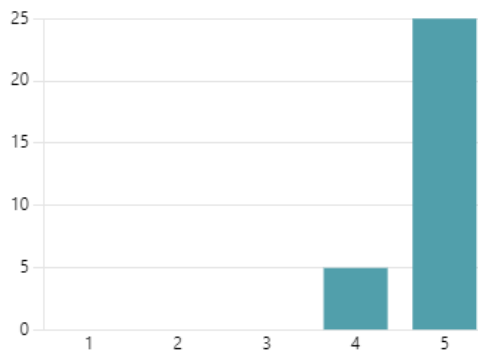


4. Overall, how do you rate the support KITE provide your Learner whilst at College?

[More Details](#)

[Insights](#)

4.83
Average Rating



5. Please add any further comments with regards to how you feel KITE have enabled and supported your Learner to progress at KITE College. This can be how they have progressed with their personal development e.g. confidence, motivation, mental health and wellbeing, attendance, engagement in their learning, social and communications skills or learning levels.

[More Details](#)

[Insights](#)

20
Responses

Latest Responses

"My child feels motivated and is happy coming to school. He loves what he does..."



6. Please add anything else you would like us know or share with KITE College.

[More Details](#)

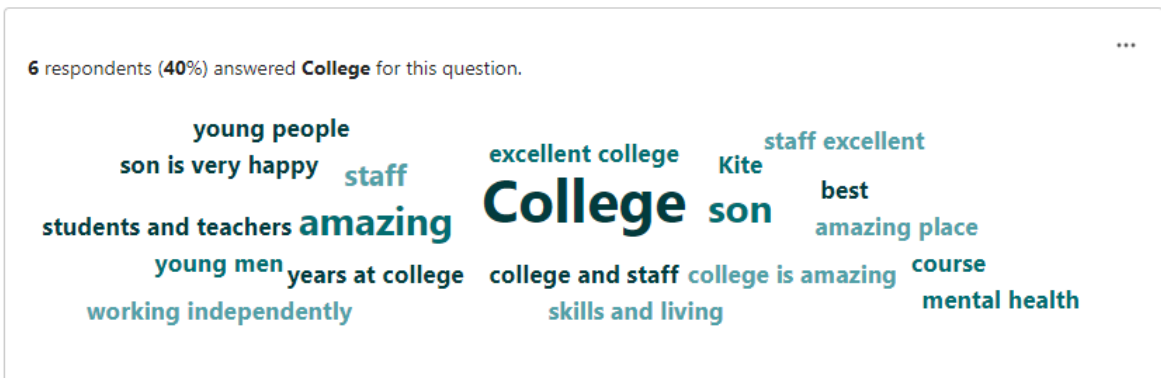
[Insights](#)

15
Responses

Latest Responses

"The staff have been incredibly understanding of my sons struggles, in particula..."

"My child feels his tutors are good."



5.Learner Progress and Attainment

KITE College is committed to the progress and attainment of all our learners. This is monitored/tracked in a holistic way ensuring that the learners not only attain academically but develop and progress with their personal development skills including their confidence, self-esteem, independence, resilience, life skills and SEMH all supporting their preparation for adulthood and employment.

KITE College place much impetus on our learner's personal development, recognising that without this they will find it difficult to find and sustain paid employment and be confident in accessing the community and contributing to it.

In accordance with KITE's Vision and Values we endeavour to challenge our learners to achieve to the best of their abilities, whether it be in their academic attainment and progress or their personal development. We seek to inspire and motivate our learners to succeed and in turn enable the learners to realise their aspiration and celebrate their achievements.

All of our learners have achieved qualifications in their vocational pathway this academic year, varying from Motor Vehicle Skills (IMI), Employability Skills (City and Guilds), Hair and Beauty, (City and Guilds), ICT Skills (City and Guilds), Construction Skills (City and Guilds). These vary from Entry Level 3 to Level 2 qualifications. In addition to vocational qualifications, some of our learners took Functional Skills Maths and English exams.

6.Consultations

KITE College currently receives consultations from several Local Authorities including: Kent County Council, Medway Council and out of area local authorities.

All consultations are responded to within 15 working days in accordance the SEN Code of practice and local authority requirements.

Consultations are triaged by members of the Senior Leadership team at KITE and then interviews are offered to learners whose needs we feel we can support/meet.

Interviews are held with the learner, parent/carer and other professionals who are actively involved in the learner's lives.

After this interview, a robust admission profile is completed and Educational Health Care Plans and other relevant documentation relating to the learner's needs are reviewed during this process and a decision made as to whether KITE can support/meet the learners need. They are then enrolled with KITE College on the appropriate vocational Pathway and consultation paperwork returned to the Local Authority with details of this and parent/carers informed of the decision.

KITE Received over 200 consultations for learners with EHCP's from Local Authorities this academic year, for learners wishing to enrol with us in September 2024. KITE will have 110 learners on roll in September 2024, which is an increase of 31% compared to 2023/24 number of learners on roll at KITE.

7.Transition

For KITE College an excellent transition is making sure that ALL learners feel welcomed, feel part of the College community, feel valued, feel they are listened to, have confidence that their needs will be met and can succeed and aspire.

In addition to this is ensuring that we have all the relevant information about the learner before they start with us, so we can support the learners in accordance with their needs and preferred learning style and ensure support is in place before they start.

At KITE College, we hold Open Days (3) throughout the year for learners, their families, support workers and educational provisions, whereby they can visit the College and have a tour of the site. They will be able to speak to all the tutors of the different pathways and be given demonstrations on the type of work they will be doing in college.

If the learner is interested in joining KITE, we will have a formal meeting/interview with the learner, parent/carers and relevant parties to ensure that KITE can meet their needs. This will involve looking at their EHCP's, Annual reviews, safeguarding files, risk assessments, behaviour plans, medical requirements, learning levels and speaking to them to ensure that this is the right place for them to continue with their education.

KITE also has a welcome day for new learners in term 6, when current learners are not in the College. This allows them to get a feel for the College, get to know the staff they will be working with, to meet the other learners on their chosen pathway and also to gain an idea of what they will be learning and what their days will look like, when they join in September.

In September, we have three transition days with just the new learners in the College, to help them settle in new learners are sent timetables during the Summer so they can feel ready for the new term. KITE provide relevant PPE for all learners.

We make every attempt to ensure that all relevant paperwork has been received from previous settings e.g. behaviour plans, risk assessments, safeguarding files and annual reviews, so we can share the relevant information to staff members and ensure the support is in place.

Learners will be assigned to a Key Worker at the start of the academic year, so they have a trusted adult to speak to when they need it from the outset.

Moving on from KITE

If a learner decides to move on from KITE College, we ensure that we have conversations with the learner, parent/carers and staff involved in supporting the learner – Tutors, LSPs, Pastoral, Careers Lead and Senco.

These conversations will be a combination of informal conversations with the learner with pathway tutors and more formal meetings such as annual reviews, Key workers meetings, provision plan reviews, PEPs, tutorials and meetings with our Careers Lead.

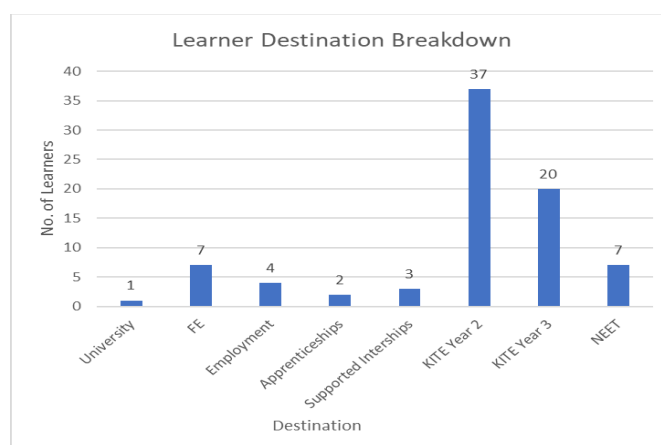
We ensure that the learner's wants, needs, aspirations and voice are captured during all these conversations/meetings and we will support them to move on from KITE.

When appropriate, we will share necessary information with a new provider, to ensure that the learners transition is a positive one. All safeguarding information is shared with onward destinations.

KITE also make follow up wellbeing phone calls to learners who have moved on, to ensure they have settled into their new provision/workplace (3 months and 6 months after moving on from KITE).

We make sure that all relevant information is captured in the annual review paperwork, so that a new provision will have everything they need to continue to support the learner in the way they need.

Learner Destinations July 2024



NEETS

1. This learner enrolled late at KITE College (December 2023) and attended college for one day in the Hair and Beauty Pathway and then decided it wasn't for her. Recent contact with parent informed us that the learner continues to be without an allocated provision due to her refusal to engage in any learning.
2. This learner enrolled at KITE College in September. He is LAC and initially engaged in his learning but from Term 3 gradually stopped attending. Many professional/LAC/CIC meetings held to support him to re-engage and interventions put into place to support this. There were also a number of safeguarding issues involving this learner and outstanding Police Bail condition attached to him. Refusal to attend college and a referral has been made to Camelia Botnar Foundation, specialist provision to support young people who are disadvantaged or in problematic situations.
3. This learner has been with KITE for two years on the Construction Pathway. He has experienced significant mental health issues and number of safeguarding concerns have been raised by the college for him. He has stopped attending college and both him and parents are not responding to any contact by KITE. Anticipating that he will become a NEET. He is over 18.
4. This learner has been with KITE College for three years. He has been on the Motor Vehicle Pathway. He has achieved his Level 1 IMI Diploma but has now decided he no longer wishes to remain at KITE and has said he wants to find employment. KITE have offered him a place on our Preparation for Employment Pathway, to support him to find employment and help him to become 'ready for work', but he has declined this. He does not have employment to go to and wishes to have a break and will be remain on benefits for the immediate future.

5. This learner has been at KITE College for three years and will achieve his Level 2 Motor Vehicle qualification. He has decided he no longer wishes to remain in education. He has applied for a number of apprenticeships with support from KITE and is waiting for a response to these. He has stated that he will go onto benefits until he finds paid employment.

6. This learner will have achieved his Level 2 IT Skills qualification by the end of the academic year. He no longer wishes to remain in education but is not actively looking for paid work. KITE have offered support with this and offered him a place on our Preparation for Employment Pathway and also discussed Supported Internships with him, but he has declined both.

7. This learner will achieve his Level 2 IT Skills Qualification this academic year. He currently lives in supported living and has decided he no longer wishes to remain in education. He has been offered another year on the Preparation for Employment Pathway but has declined this. KITE also discussed a supported internship for him, but again he declined. His mother and him stated that he would like to gain employment in a supermarket and his mother is supporting him with this.

8.INCLUSION & DIVERSITY

Case Study 1:

'Learner A' has been under a Full Care order by Social Services since they were 8 years old. They came to KITE with recommendations of having a 4:1 staff to Learner ratio.

A personalised plan was put into place for 'Learner A' at the beginning of 2023 academic year, however due to a number of behavioural issues due to PTSD from early years to now and very chaotic thought process, they were unable to accept support. KITE recognised that trust was a major issue for 'Learner A' and was overtly mistrustful of most people and feelings of everyone giving up on them and thinking they are a 'terrible person' (their words).

KITE College have recognised that trauma informed practice strategies/interventions can help staff better understand and support vulnerable young people impacted by trauma and unmet attachment needs. 'Learner A' experienced neglect, emotional attachment issues, unsafe home environment, domestic abuse and substance abuse at a very early age.

This has affected 'Learner A' psychologically and physically. Due to the trauma, 'Learner A's' presentation at college was as follows:

- On edge, distracted – anticipating that someone is going to 'have a go at them'. High levels anxiety causes them to 'attack'. They did not freeze or take flight but confronts head on.
- Unpredictable aggression or 'scanning for danger' – if they perceive they are being challenged by a learner or staff members, they will revert to the aggressive, violent person everyone has told them they are. They want to attack first, before anyone can attack them (normally verbally) but on occasions does make threats of violence. This is their defence mechanism.
- Hyperactive and non-stop chattering and hard to follow dialogue - unable to remain focused. They have a diagnosis of ADHD and this along with their past trauma, makes it very difficult for them to remain engaged in anything. It has been stated that trauma can 'look like' ADHD.
- 'Performs' in front of others – they have been labelled the naughty young person throughout their life and feels they have to 'live up' to this label.

- Wilful Opposition/defiance – not wanting to engage in their learning or to support the progression – lack of self-worth and belief/unworthiness. They will NOT learn from people they do not like.
- Risk taking behaviours – alcohol and drug use, unprotected sex.
- Lack of the feeling of security – not feeling safe or sense of belonging anywhere than at KITE. They are ‘attached’ to KITE and some members of staff. It is their safe place, where they feel accepted and feels cared for.

By implementing trauma Informed practice/approach, we have made great strides towards ‘Learner A’s’ ability to engage and access their learning:

- No judgement – acknowledge with they have had trauma in their life, validate their emotions.
- Respect – acceptance and give them a voice what they want their future to ‘look like’ and let them know they has the power to make changes.
- Relationships – to establish trusting relationships with staff, positive narrative that we are not going to give up on them, recognise their positive behaviours through praise and giving them responsibility.

Learner ‘A’ has individualised support at all times, has a personalised timetable, relevant interventions in place to support their social, emotional and mental health difficulties (internal and specialist support) and dedicated Key Worker time on a daily basis.

Case Study 2:

‘Learner B’ started with KITE College in 2022. ‘Learner B’ has significant speech and language difficulties and when they first came to the college, they were very reluctant to speak to anyone due to their speech difficulties and people not understanding what they were saying.

‘Learner B’ receives weekly individualised speech and language therapy from our Independent Speech and Language Therapist and attends weekly speaking, listening and communication needs intervention group with a Learning Support Practitioner. They have also accessed support on a weekly basis from our Independent Counsellor, which has also had a positive effect on their self-esteem and confidence.

Since ‘Learner B’ has been accessing this support, their attendance has improved and their engagement in their learning has improved. They now feel the confidence to be able speak to others, has made friends at college and express their opinions within all of their lessons.

‘Learner B’s’ confidence has improved dramatically and they have been able to access work experience opportunities at the College, acting as a Learning Support Practitioner for one afternoon a week for Year 1 Learners. They are also part of the college’s Learner Council and has joined a gym, as they feel they can confidently access the community.

9.Contact details for Support Services for parents/Carers and learners

- KCC SEND Information Hub: www.kent.gov.uk/sendinformationhub
- Kent PACT (parents and carers together): www.kentpact.org.uk
- IASK (information, Advice and Support Kent): www.lask.org.uk
- KCC SEN Team – sendpost16@kent.gov.uk

10. Named Contacts within KITE when parents/carers and Learners have concerns

KITE College Senior Leadership Team:

- Sarah Miller, Principal
- Alison Websper, Senco and Deputy Head of College
- Stuart Cumming, Motor Vehicle Lead and Deputy Head of College
- Sarah Murphy – Personal Development Lead and Deputy Head of College

KITE College Board of Trustees Key personnel:

- Bob Law - Chair of Trustees
- Jo Campbell - Chair of Learning and Inclusion
- John Bentley - Staffing, Finances and Premises
- Nikki Clark - Safeguarding and learning and Inclusion

KITE Safeguarding Team:

Designated Safeguarding Lead:

- Sarah Miller (Principal)

Deputy Designated Safeguarding Leads:

- Alison Websper (Senco and Deputy Head of College)
- Marie Sacre (Pastoral)
- Allison Burrows (Pastoral)
- Helen Gooderson (Pastoral)