



## Parental Information Sheet

September 2018

Head Office	Options Group Turnpike Gatehouse Alcester Heath Alcester B49 5JG 01789 767800
School Address	Baston House School Baston Road Hayes Bromley Kent BR2 7AB
Chair of Governors	Graham Baker – Chief Executive Officer, Outcomes First Group
Head of Service	Sophie Garner
Headteacher	Greg Sorrell
Deputy Headteacher	Adam De Vecchi

### **Vision**

“To create a sense of community. Develop social understanding. Improve well-being. Enhance academic achievement. Develop independence.”

### **Our Approach**

Baston House School is part of the Outcomes First Group – Options. We are committed to providing a happy, welcoming and motivating learning environment where the whole school enjoy their learning experiences and are encouraged to achieve their potential.

Baston House School opened in December 2010 to provide co-educational schooling for up to 60 students between the ages of 5 to 19 years with autistic spectrum conditions, Asperger’s syndrome, and associated communication and behavioural disorders. It has since registered for up to 85 students.

We are an independent co-educational, mixed day special school for pupils in Key Stages 1 to 5. Pupils at Baston House School will primarily have needs associated with autism spectrum condition (ASC), complex educational needs, communication difficulties and challenging behaviours. A number of our pupils have experienced failure in previous educational placements and have often been permanently excluded and out of school for long periods. On-entry assessment demonstrates that the attainment of pupils when they join us is often below age related expectations. Focus on behavior for learning.

### **Our Aims**



- Provide a broad and balanced personalised curriculum leading to appropriate accreditation and outstanding pupil progress
- To build self-esteem and encourage social communication
- Ensure that behaviour management is efficient and interventions are advised by the clinical team
- Establish positive relationships with all partners and stakeholders
- Prepare our pupils for independent living in a way that is appropriate to their needs
- Ensure that staff are valued and given the opportunity to develop in a way that best supports pupil progress

### **Admission**

The school will review all relevant and recent reports. This will usually include:

- Recent statement/Education, Health and Care Plan (EHCP)
- Last school's report
- Social history and any relevant reports
- Psychology reports
- Psychiatric report (if any) and diagnosis of special needs
- Other factors i.e. OCD, ODD, PDA, etc.

### **Referrals**

We accept referrals from local authorities and are able to give parents information regarding our assessment and admission process.

#### Joint application

We encourage parents to engage in dialogue with their local authority and make a joint application.

#### Assessment

Once a referral has been received, the case will be assessed and considered by the school. If it is felt that Baston House School may be suitable, then our placements manager will arrange an initial observation. If successful, pupils will be invited to attend the school for a period of placed suitability assessment. These placements will be evaluated and a final decision on suitability of placement made by the Headteacher.

### **Policies**

Copies of the below policies are available on our website:

- Accessibility Policy
- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Bomb Terrorism Evacuation Plan Policy
- Careers Policy
- Complaints Procedure for Students
- Complaints Procedure
- Curriculum Policy



- Fire Safety Policy
- First Aid Policy
- Health & Safety Policy
- Health and Safety Risk Assessment
- Inclusion Policy
- Intimate Care Policy
- Online Safety Policy
- Premises Management Policy
- Prevent Risk Assessment Policy
- Pupil Premium Statement
- Safeguarding & Child Protection Policy
- SEN Information Report
- School Transport Policy
- SEND Policy
- Single Equality Policy

### **Safeguarding**

The best interests of the children and their right to protection drives all decision making within the school. High standards are set for all aspects of safeguarding, with pupils' safety and well-being central to all school practice. Information is shared with the Local Children's Safeguarding Board and Local Authority Designated Officer, working jointly with services involved in the protection and safety of children. Training in safeguarding is given high priority. Staff undertake a comprehensive range of training promoting commitment to a child centred approach to safety. Staffing structures are designed so that safeguarding responsibilities are clearly defined and understood, with accountability clearly established.

### **Behaviour for Learning**

At Baston House School we understand that a pupils on the autistic spectrum can exhibit behaviours for a number of reasons, often as a result of poor social communication skills. Behaviours can indicate expressions of anxiety, low self-esteem or as a means to gain control over environment or their personal state. Within Baston House School all staff are trained to approach behaviour in the context of the pupils' needs.

### **Provision for pupils with Statements of Special Educational Needs / EHCP**

In order for a pupil with a Statement of Special Educational Needs/EHCP to reach their full potential they must have their individual education and other needs recognised and supported. Baston House School is a specialist school for pupils with autism who are supported by professional staff with a wide range of experience and expertise in autism and associated conditions.

### **Complaints**

Baston House School is committed to working in close partnership with parents in the provision of a high quality education, within a secure and supportive environment. Whilst we strive to achieve the very best for the welfare and education of all pupils, it is appreciated that there may be occasions when concerns may be raised regarding a young person's education or about a particular incident at school. Baston House School takes such expressions of concern seriously and will follow up on concerns courteously and promptly.



The school's Complaints Procedure is available on our website. This gives clear timescales for the management of any complaints.

There were 2 (two) complaints received in the academic year 2017-2018.

### Exam Results 2017 – 2018

ENTRY Subject Name	Option Name	Grade	Number of students
English	Entry Level	1	1
English	Entry Level	2	2
Personal and Social Development	Entry Pathway: Entry 2 Award	Q	6
Independent Living	Entry Pathway: Entry 2 Award	P	5
Independent Living	Entry Pathway: Entry 2 Award	Q	12
Science Today	Entry Pathway: Entry 2 Award	P	1
Science Today	Entry Pathway: Entry 2 Award	Q	1
Science Today	Entry Pathway: Entry 3 Award	P	3
Science Today	Entry Pathway: Entry 2 Certificate	Q	1
Science Today	Entry Pathway: Entry 3 Certificate	P	2
Food Preparation Cooking and Serving	Entry Pathway: Entry 2	P	1
The Science of Light and Sound	Entry Pathway: Entry 2	P	4
The Science of Light and Sound	Entry Pathway: Entry 3	P	5
Variation and Adaptation	Entry Pathway: Entry 2	P	3
Variation and Adaptation	Entry Pathway: Entry 3	P	5
Energy In The Workplace	Entry Pathway: Entry 2 and 3	X	9
Renewable Energy	Entry Pathway: Entry 2	X	2
Renewable Energy	Entry Pathway: Entry 2	P	2
Renewable Energy	Entry Pathway: Entry 3	X	1
Renewable Energy	Entry Pathway: Entry 3	P	4
Solo Music Performance	Entry Pathway: Entry 2	P	1
Solo Music Performance	Entry Pathway: Entry 3	P	7
Computing	Entry Level Certificate	X	3
Computing	Entry Level Certificate	2	1
ICT	Entry Level Certificate	X	2



ICT	Entry Level Certificate	U	1
ICT	Entry Level Certificate	1	9
ICT	Entry Level Certificate	2	11
ICT	Entry Level Certificate	3	6

GCSE Subject Name	Grade	Number of students
Media Studies	U	2
Media Studies	G	2
Media Studies	F	3
Mathematics: Foundation Tier	X	1
Mathematics: Foundation Tier	U	2
Mathematics: Foundation Tier	1	8
Mathematics: Foundation Tier	2	3
Mathematics: Foundation Tier	3	1
Mathematics: Foundation Tier	4	3
Mathematics: Foundation Tier	5	2
Mathematics: Higher Tier	X	1
Combined Science: Foundation Tier	5 5	1
Combined Science: Foundation Tier	4 3	2
PE	2	2
English Language	X	3
English Language	U	1
English Language	1	3
English Language	2	9
English Language	3	2
English Language	5	1
English Language	6	1
English Language	8	1

### Education, Health and Care Plan (EHCP)

When a pupil is still with a Statement of Special Educational Needs, they will be transferred onto an EHCP when triggered by their Local Authority. This will usually happen during the annual review process. An initial draft of an EHCP will be formed with the school, parents of the young person and contributions given from the therapy team. Each young person will be assessed individually with a detailed plan produced outlining the needs and requirements of each child. Once all parties are satisfied with the proposed EHCP it will take effect.

The EHCP is shared with all members of staff who work with the pupil. The EHCP will be reviewed at least annually, usually during the annual review process: this is to ensure that the education provided supports the specific needs of the individual. The Headteacher of the school is responsible for ensuring that all staff are aware of the contents within the Education, Health and Care Plan.