



Parental Information Sheet

September 2019

Head Office	Outcomes First Group 1 Merchants Place River Street Bolton BL2 1BX
School Address	Baston House School Baston Road Hayes Bromley Kent BR2 7AB
Chair of the Proprietorial Board	Richard Power - Outcomes First Group Ltd
Chair of Governors	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. 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, balanced, personalised and challenging curriculum leading to appropriate accreditation and outstanding pupil progress
- To build self-esteem and encourage social communication



- Ensure that behaviour management is effective and promotes students' self-management of their behaviour
- 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 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 pupils on the autistic spectrum can exhibit behaviours for a number of reasons. 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 an EHCP

In order for a pupil with an 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 safe 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. We take 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.

In the academic year 2018 – 2019 there was one formal complaint which is still ongoing.



Exam Results 2018 – 2019

GCSE Subject Name	Grade	Number of students
Mathematics: Foundation Tier	X	1
Mathematics: Foundation Tier	U	1
Mathematics: Foundation Tier	1	1
Mathematics: Foundation Tier	2	5
Mathematics: Foundation Tier	3	4
Mathematics: Foundation Tier	4	1
Mathematics: Foundation Tier	5	3
Mathematics: Higher Tier	6	1
Mathematics: Higher Tier	7	1
English Language	X	1
English Language	U	4
English Language	1	1
English Language	2	5
English Language	3	2
English Language	4	1
English Language	5	4
English Language	8	1
Combined Science: Foundation Tier	2-2	1
Combined Science: Foundation Tier	3-2	1
Combined Science: Foundation Tier	4-3	2
Combined Science: Foundation Tier	5-5	1
Biology Tier F	2	1
Business	X	2
Business	1	1
Business	2	1
Media Studies	U	1
Media Studies	1	1
Media Studies	2	1
Media Studies	3	3
Media Studies	6	1
PE	2	2
PE	2	4



Entry Level Subject Name	Grade	Number of Students
Mathematics Numeracy	X	1
Mathematics Numeracy	1	3
Mathematics Numeracy	2	2
Mathematics Numeracy	3	1
English	X	2
English	U	1
English	2	2

Entry Pathways Subject Name	Grade	Number of Students
Independent Living		
Dealing With Problems Entry 2	P	3
Environmental Awareness Entry 2	P	7
Making the Most of Leisure Time Entry 2	P	6
Managing Own Money Entry 2	P	6
Managing Social Relationships Entry 2	P	5
Working as Part of a Group Entry 2	P	8
Working Towards Goals Entry 2	P	9
Use Technology in Home & Community Entry 2	P	14
Personal Safety in Home & Community Entry 2	P	10
The Family Entry 2	P	7
Choices and Decisions Entry 3	P	25
Myself Within The Community Entry 3	P	20
Learning About Work Places Entry 3	P	3

MUSIC		
Solo Music Performance Entry 3	P	5
Solo Music Performance Entry 3	X	1
Ensemble Music Performance Entry 3	P	6
Composing Music Entry 3	P	1
Appraising Music Entry 3	X	1

BTEC Subject Name	Grade	Number of Students
Home Cooking Skills Level 1	P	13
Home Cooking Skills Level 2	P	1



Education, Health and Care Plan (EHCP)

All pupils have now been transferred onto an EHCP by their Local Authority, Statements of Special Needs Education no longer exist.

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 is responsible for ensuring that all staff are aware of the contents within the Education, Health and Care Plan.