



Parental Information Sheet

September 2020

Head Office	P Bloom Limited Atria Spa Road Bolton BL1 4RG
School Address	Baston House School Baston Road Hayes Bromley Kent BR2 7AB
Chair of Proprietorial Board	Richard Power – P Bloom Limited
Chair of Governors / Regional Director	Craig Ribbons – P Bloom Limited
Headteacher	Adam De Vecchi
Deputy Headteacher	Lauren Gibbs

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 115 students. For two years from September 2020 until July 2022, the upper age limit will be 21.

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 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, an initial visit will be arranged. 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

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 an EHCP

In order for a pupil with 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 4 (four) formal complaints received in the academic year 2019-20.

Exam Results 2019 – 2020

ENTRY Subject Name	Option Name	Grade	Number of students
Mathematics	Entry Level 2	E2	2
Mathematics	Entry Level 3	E3	2
Independent Living- Dealing with problems E2	Entry Pathway: Entry 2 Award	Pass	4
Independent Living- Environmental awareness E2	Entry Pathway: Entry 2 Award	Pass	4
Independent Living- Making the most of leisure time E2	Entry Pathway: Entry 2 Award	Pass	6
Independent Living- Managing own money E2	Entry Pathway: Entry 2 Award	Pass	6
Independent Living- Making social relationships E2	Entry Pathway: Entry 2 Award	Pass	8
Independent Living- Working towards goals E2	Entry Pathway: Entry 2 Award	Pass	4
Independent Living- Use technology in home and community E2	Entry Pathway: Entry 2 Award	Pass	8
Independent Living- The family E2	Entry Pathway: Entry 2 Award	Pass	4
Independent Living- Choices and decisions E3	Entry Pathway: Entry 3 Award	Pass	8
Independent Living- Myself in the community E3	Entry Pathway: Entry 3 Award	Pass	7
Music- Solo music performance E3	Entry Pathway: Entry 3 Award	Pass	3
Music- Ensemble music performance E3	Entry Pathway: Entry 3 Award	Pass	6
Music- Composing music E3	Entry Pathway: Entry 3 Award	Pass	6



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

Functional Skills Subject Name	Grade	Number of students
Mathematics level 1	Pass	3



Education, Health and Care Plan (EHCP)

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.