



Parental Information Sheet

September 2021

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	David Leatherbarrow – P Bloom Limited
Chair of Governors / Regional Director	Nick Simpson – 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.



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:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure for Students
- Complaints Procedure
- Curriculum Policy
- English as an Additional Language (EAL) Policy
- First Aid Policy
- Harmful Sexual Behaviour Policy



- Health & Safety Policy
- Offensive Weapon Policy
- Online Safety Policy
- Peer on Peer abuse Policy
- Pupil Premium Statement
- Remote Learning Policy
- Safeguarding & Child Protection Policy
- School's Exploitation Policy
- SEN Information Report
- SEND Policy
- Web Filtering 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, 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 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 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 3 (three) formal complaints received in the academic year 2020-21.



Exam Results 2020 – 2021

GCSE/ Function Skills Subject Name	Grade	Number of students
Media Studies	2	1
Media Studies	3	2
Media Studies	5	1
Mathematics: Foundation Tier	3	3
Mathematics: Foundation Tier	4	5
Mathematics: Foundation Tier	5	1
Combined Science: Foundation Tier	3:2	1
Combined Science: Foundation Tier	3:3	3
Combined Science: Foundation Tier	4:3	1
Combined Science: Foundation Tier	5:5	1
PE	4	1
PE	5	1
PE	6	2
English Language	2	1
English Language	3	2
English Language	4	4
English Language	5	4
English Language	8	1
English Literature	6	1
Business Studies	4	1
Business Studies	5	2
Functional Skills English Level 1	F	1
Functional Skills English Level 1	P	2
Functional Skills Maths Level 1	F	3
Functional Skills Maths Level 1	P	2

Entry Level Certificate Subject Name	Grade	Number of students
Mathematics	3	3
Science	1	3

NCFE Subject Name	Grade	Number of students
Design Craft (DT) Level 1	P	6



Entry Pathways Subject Name	Option Name	Grade	Number of students
Personal and Social Development	Entry Pathway: Entry 2 Award		
Independent Living Working towards goals Using technology in home and community Environmental awareness	Entry Pathway: Entry 2 Award	EL2	2
Independent Living Using technology in home and community	Entry Pathway: Entry 2 Award	EL2	6
Independent Living Environmental awareness	Entry Pathway: Entry 2 Award	EL2	2
Independent Living Developing self	Entry Pathway: Entry 2 Award	EL2	5
Myself in the community	Entry Pathway: Entry 3 Award	EL3	6
Healthy living	Entry Pathway: Entry 3 Award	EL3	7
Individual rights and responsibilities	Entry Pathway: Entry 3 Award	EL3	6
Ensemble Music performance	Entry Pathway: Entry 3	EL3	1
Solo Music Performance	Entry Pathway: Entry 3	EL3	4
Composing Music	Entry Pathway: Entry 3	EL3	3
Appraising Music	Entry Pathway: Entry 3	EL3	3

BTEC Subject Name	Grade	Number of students
BTEC Level 1 / 2 First award Art and Design	Level 2 Merit	1
BTEC Level 3 certificate Art and Design	Pass	1
BTEC Level 1 Introductory ICT	Pass	1
BTEC Level 1 Introductory ICT	Distinction	2
BTEC Level 1 / 2 First award in ICT	Level 2 Merit	4
Home Cooking Skills BTEC Level 1	Pass	5
Home Cooking Skills BTEC Level 2	Pass	7

Duke of Edinburgh	Passed	7
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Pupil Destination Data – Academic Year 2020-2021

The academic year 2020-2021 saw 17 pupils leave Baston House School.

You will find below destination data for the 83% (14/17) of pupils who left in July 2021 as natural, end of Key stage leavers. These pupils were supported into alternative further education, employment or training. Those who were not able to yet successful in this are classed as NEET (Not in Education, Employment or Training).

17% (3/17) of pupils who left in July 2021 were not end of Key Stage leavers and were supported into alternative provisions.

The figures below illustrate:

- the percentage of pupils who completed their Key Stage 4 or 5 journey with us (pupil retention);
- the percentage breakdown of destination data for those pupils who left at the end of AY 2020-2021;

Retention	
<i>The percentage of pupils that started their KS4 or KS5 journey in September 2019-20 and completed it in July 2020-2021</i>	
Percentage of Pupil Retention to the end of KS4 (AY 2020-2021)	100%
Percentage of Pupil Retention to the end of KS5 (AY 2020-2021)	66%
Destination Data	
College	71% (10/14)
Employment	7% (1/14)
Training	7% (1/14)
NEET (Not in Education, Employment or Training)	14% (2/14)

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.