

Stormont House School

SEND Information Report

Information to Parents, Carers & Professionals (May 2021)

Our Vision

Achievement for all in a unique world-class school



Who is Stormont House School for?

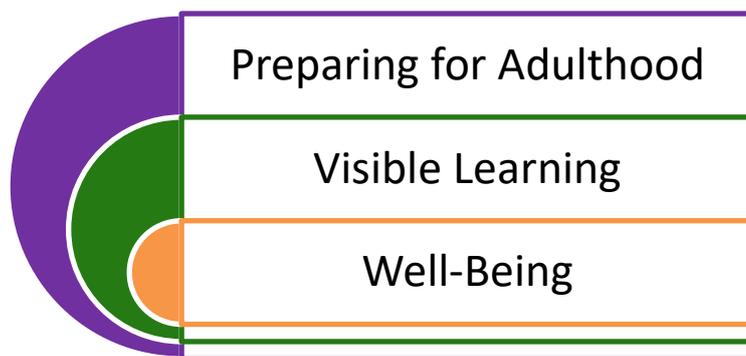
Students at this school have complex and inter-related special educational needs to the extent that their ability to learn, thrive and develop in a secondary mainstream setting is significantly affected. The vast majority of students arrive on secondary transfer from mainstream primary schools.

The majority of students will have significant needs in one or more of the following areas

- Moderate learning difficulties with additional significant speech & language difficulties and/or social/emotional difficulties
- Speech, language and communication needs along with significant emotional or social communication difficulties
- A diagnosis of high functioning autism, atypical autism or Asperger's Syndrome with underlying difficulties in social communication and flexible thinking
- Specific learning difficulties, often compounded by significant emotional issues
- Significant emotional vulnerability and/or mental health needs
- Severe and persistent attendance issues in association with significant emotional well-being and/or school phobia factors

Although students' social communication, emotional and social development needs may impact on their behaviour at times, the school is not appropriate for conduct disorder or other social, emotional and behavioural / mental health difficulties that present an ongoing significant risk to others.

Whole School Priorities 2020-23



What 'levels' are the students working at when they arrive?

At the time of consultation for secondary transfer, i.e. based on assessments at the end of Year 5, students will be working within National Curriculum expectations rather than Early Learning Goals¹ or [p-levels](#)

- Students' unsupported learning will meet all of the statements in Standard 5 of the [Pre-Key Stage 2 Standards](#) (working towards the KS1 expected standard) or above in Reading, Writing and Maths
- Most students will be working at the Year 1 or 2 expectations for Reading, Writing and Maths, with a minority above this (usually with Asperger Syndrome).

Students generally have a 'spiky' attainment profile; having the greatest difficulties with their literacy and numeracy, with some other identified areas being stronger

- We are not a suitable placement to meet the special educational needs of a student who
 - has very severe learning difficulties e.g. has been formally assessed to be in the 'extremely low' range (less than 1st Centile) in any area of cognition and learning
 - requires additional adult support to read, write or calculate above p-levels at the end of Year 5
 - has not achieved the Early Learning Goals by Year 5
 - should achieve 5 or more higher grade GCSE grades including English and Maths at age 16

Do students follow the National Curriculum?

Yes, we offer a broad, balanced and rich curriculum that includes the National Curriculum, differentiated to match the students' starting points, which are usually much lower than average. Our curriculum also includes residential school journeys for all students in Years 7, 8, 9 & 10, Duke of Edinburgh in Year 12, a wide range of sporting activities (including competitive events against other schools/ boroughs), work experience and opportunities to develop talents through expressive arts and other creativity programmes.

Do the students do exams?

Yes, we focus a significant part of the curriculum in addressing difficulties in English and Maths, but ensure that every student is also following accredited courses in Science, Art & Design, Design Technology, PE, Computing/IT, Personal & Social Development and Food Technology. The accreditation ranges across GCSE, Entry Level Certificates, Functional Skills, BTEC and other vocational qualifications.

How well do students progress?

The proportion of our students passing GCSEs, Entry Level or Level 1 vocational qualifications depends on their individual starting points. Our ambition for every student is for them to make better progress here than they would do elsewhere. Most students achieve Level 1 passes (GCSE 1-3 or equivalent) in some subjects; others are mainly working at Entry Level 2 or 3.

'Pupils' outcomes are excellent. They make strong progress from their starting points across a wide range of subjects because of highly effective teaching'. (Ofsted 2018)

¹ [Early Learning Goals](#) ELG09-ELG12 (pages 30 and 31)

What's the class size?

All students within the school are generally taught in classes of 11 by a teacher and a teaching assistant. This may be augmented for particular lessons by a specialist teacher, speech & language therapist, creative partner, sports coach or similar. Some students have additional adult support due to medical or particular transitional needs.

What about wider Multi-Disciplinary Provision?

The School Multi-Disciplinary Team (MDT) presently provides speech & language therapy; counselling; art therapy (all based within the school). There is additional provision from occupational therapy; physiotherapy; Local Authority Specialist Teachers; Young Hackney and the School Nursing Service. The MDT also works closely with, and makes referrals to, Child & Adolescent Mental Health Services.

At what age do students leave?

The age range of the school is 11-17 (Years 7-12). In September 2014 we opened a Sixth Form with a difference: This is a one-year programme up to age 17 that includes 2 days per week at a college or other provider following an accredited vocational course and school-based English; Maths; Computing; Personal & Social Development; an Enterprise Project; Duke of Edinburgh Award and work experience. If a student is ready to join an appropriate full-time course elsewhere at age 16, we also celebrate that.

'Leaders' partnership and quality-assurance work with other sixth-form providers is exceptional.' (Ofsted 2018)

How do students get a place?

Referrals come from the relevant Local Authority, often in accordance with parental preference. The more heads and SENCos have a clear idea of our role, the fairer this process will be, as they can encourage parents to visit in advance of decisions being made. If your school or service has concerns about vulnerability on secondary transfer, it is important that the SEN team at the authority have received this in writing, preferably as part of the Education, Health & Care Plan Annual Review in Year 5

What about Ofsted?

- Most recent inspection (July 2018): Outstanding in all areas, including the Sixth Form
- Previous outstanding inspections March 2014, November 2008, July 2005 (the first Outstanding school in Hackney)

Roles and responsibilities at Stormont House School

Governors

The school governors have overall responsibility for what happens in school. They ensure that we are all operating within the legal requirements. They have responsibility for the appointment of staff, managing the budget, building work and curriculum development.

Chair of Governors: Bernard Hawes **Vice-Chair of Governors:** Lynn Dalton

School Leaders

All staff within the school are responsible for ensuring that the needs of students are met either through individual action or referral to the appropriate person within the school. Form Tutors are parents/ carers first point of call when wishing to discuss their child.

SEN Lead Practitioner:	Catherine Walton
Welfare & Safeguarding Officer	Tracy Napier
Deputy Head: Inclusion and Safeguarding	Frances Jessie
Headteacher:	Kevin McDonnell

Questions and Answers

Who do I speak to if my child is not doing so well at school?

Each child is part of a tutor group overseen by the tutor who is the key worker for your child and the teaching assistant who is with your child in all lessons. Talk to the form tutor initially. They will usually be able to help but will refer on if that is needed.

What extra support is available?

We have Speech and Language Therapists, School Nurse, Counsellors, Art Therapists (Aspace) working in school, and can refer to services within the school or outside of school (e.g. Educational Psychology, CAMHS, Occupational Therapists, Physiotherapists) where necessary. For those pupils with hearing and/ or visual impairments, we have support from teachers for the visually and hearing impaired. This may be universal, targeted, and/ or specialist support.

My child has got to take special medication in school. Who do I speak to?

The school nurse contacts all new parents before pupils start school to ensure medical information is up to date, and to review Care Plans. Ms Walton coordinates medical requirements within school. She works with the school nurse to ensure medical records are updated regularly, information is shared with staff and essential training takes place.

Do you have after school clubs?

At the beginning of the year you will receive information regarding clubs taking place in school - you will need to make transport arrangements for your child, as these take place after school on Monday, Wednesday and Thursday.

How do I know how my child is doing at school?

We have parents' evenings and your child will have an Annual Review meeting to review their statement or Education Health Care Plan. These will take place either virtually through Microsoft Teams, or in person. Twice yearly, you will receive a report, but if you are worried then speak to the form tutor.

What are the expectations for Home Learning?

We have a dedicated section of our school website dedicated to learning at home. There is a home learning timetable, and home learning is set weekly by all curriculum subjects.

What expertise and training do our staff have?

We have a very experienced staff. Staff have weekly Continuing Professional Development sessions and training around school priorities related to Performance Management.

How do we involve students?

Across the curriculum all students are actively encouraged to reflect on their learning and next steps. They prepare for person centred reviews where they present their views through PowerPoints or presentations, either virtually or in-person. Capturing Student Voice is supported by the SaLT team. We have a School Council where student views are discussed.

How do we involve parents?

Parents are invited into school at least termly to parent's evenings, celebrations, assemblies. Weekly newsletters are sent home. The tutor is the key professional for students in their class and the first point of contact for any concerns or sharing of information.

How do we assess and review progress?

Formative assessments are used within subjects to inform planning to meet need. Students are continually assessed in a variety of ways, both formal and informal. Summative reports are provided for parents through parent's evenings, Annual Reviews and formal reports that are sent home at the end of the year.

How do we support social and emotional development?

The week starts and ends with tutor time. Tutors follow a programme that encourages the development of social skills. They also study Personal, Social, Citizenship and Health Education at KS3 and Personal and Social Development at KS4. Students are encouraged to join clubs, and to participate in residential trips, which happen annually. Students have access to additional support where this is needed.

Whole school provision

The core teaching provision is one teacher and one teaching assistant per class of 10 - 12 students. There are two classes per chronological year group, Years 7-12. Teaching and learning is designed to identify and nurture individual talent as well as addressing special educational needs. Lessons are planned using John Hattie's 'Visible Learning'. Alongside highly differentiated teaching and targeted intervention, support is provided to maximise pupil achievement and progress, both academically and socially. Speech and Language strategies are embedded universally, to maximise support for all students.



There is a cross-curriculum focus on the four areas of Preparing for Adulthood (Employment, Independent living, Friends, Relationships and Communities, and Good Health).

The Stormont House Year 12 curriculum is shared with partner colleges and providers who offer our students part time courses to prepare them for the next stages of education, training and employment. Students continue to study Functional Skills English and Maths, Functional Skills ICT, Enterprise, and BTEC Workskills in school as well as participating in the Duke of Edinburgh Award scheme.

The Multi-Disciplinary Team (MDT) at Stormont House

We have a Multi-Disciplinary Team working with Stormont House, consisting of Pastoral Support Team, School Nurse, Educational Psychologists, Speech and Language Therapists, CAMHs clinician, Counselling and Art Therapists. They meet regularly to discuss and plan provision to meet arising need.

The MDT is led by Catherine Walton, Lead Practitioner for SEND. Where there are concerns about a pupil then a referral is made to Ms Walton, usually through the tutor who is the key person for a pupil and oversees day to day progress. Provision is monitored and evaluated through reports, assessments and discussion with students, relevant professionals, parent/carers and tutors.

Transitions

As soon as we know which students are coming to us, we contact schools to gather information and arrange visits where necessary to make sure students are prepared for transition and that the correct provision is planned and in place ready for September. Alongside a thorough Transition Program (involving Year 7 tutors, the Pastoral Support Team, Speech and Language Therapists and intervention Teaching Assistants), we have a designated transition day in July, along with all other secondary schools in the borough.

Transport

Transport to and from school is provided by the student's local authority. Application for school transport need to be made to the relevant local authority. The decision to provide transport is made by the relevant Borough's Special Educational Needs Section and **not by the school.**

For further details refer to Hackney Education - <https://education.hackney.gov.uk/>

Information, support and training for parents/carers

We welcome parents' involvement in the school. Parent Governors are appointed to represent views of parents. Where professionals from the school's MDT are involved, then they may arrange meetings or

contact parents to share information. There is regular contact with parents through the school newsletter, and parents' evenings and Annual Reviews to discuss your child's progress. The first port of call is a student's Form Tutor (also their key worker).

Hackney SENDIAGS (SEND Information, Advice and Guidance Service) www.hackneylocaloffer.co.uk/senddiags

The Hackney SEND Information, Advice and Guidance Service (SENDIAGS) is an arm's length service providing impartial and confidential information, advice and support to parents and carers of children with Special Educational Needs and/or Disabilities (SEND) and young people and children with SEND.

HIP-Hackney Independent Forum for Parent/Carers of Children with Disabilities.

<http://www.hiphackney.org.uk/>

This is a confidential service offering information, advice and support to parents/carers of children with Special Educational Needs (SEN) and disabilities. This free service is open to Hackney resident parents.

Arrangements for concerns and complaints to be made and addressed

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the form tutor in the first instance. Anyone who feels unable to talk to the tutor, or is not satisfied with the teacher's comments, should ask to speak to the Lead Practitioner for SEND. If issues remain unresolved at that stage, they should be referred to the Deputy Headteacher for Progress and Inclusion. For a problem that might need time to explore fully, parents/carers should make an appointment to discuss the issue in a properly considered way.

In the event of a formal complaint, parents should contact the Headteacher. If matters are still unresolved, they should be referred to the Chair of Governors.

Parent /Carer Visits

To join a visit to the school. please ring the school on (020) 8985 4245

For other relevant information please visit the following websites.

Stormont House School www.stormonthouse.hackney.sch.uk

Hackney Education <https://education.hackney.gov.uk/>

Hackney Local Offer <http://www.hackneylocaloffer.co.uk/>

SEN Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>