



Provision Overview

‘Positive Learning for Life’

Headstart School aims to give every pupil the opportunity to:

- Build self-esteem and self-awareness
- Take ownership of their learning and build independent learning skills
- Gain accredited qualifications and vocational skills
- Acquire the necessary social skills to integrate into society

Contacts:

Headteacher – Mrs J Fairhurst (Contact via Admin)
Assistant Head/Curriculum - Mrs D Hoyland (Contact via Admin)
Chair of Governors – Mr Scott Barnes (Contact via Admin)
Admin - Phone: 01424 893803

What Kind of Special Educational Needs does Headstart School make Provision for?

Headstart School is a non -maintained independent special school for children and young people aged 5 – 21 years. We offer a personalised provision to enable pupils to achieve success. We specialise in the education of pupils with Autistic Spectrum Disorders (ASC), Complex Needs, and Speech, Language and Communication difficulties and our pupils have an Education, Health and Care Plan (EHCP). The targets specified within each pupil’s EHCP drives the education which we provide for them. Some pupils may also have associated Social and Emotional Mental Health (SEMH) needs.

In addition some pupils may also be nationally recognised as vulnerable to under achievement, such as children who are Looked After by the Local Authority (LAC), pupils eligible for free school meals (FSM), Gypsy, Roma Travellers (GRT), those from ethnic minority groups (EM), those for whom English is an additional language (EAL) or are refugees or asylum seekers.

At Headstart School we work to ensure that there is equality of opportunity for all members of our community across a range of protected characteristics, which include: Race, Disability, Gender reassignment, Sex, Sexual Orientation, Religion or belief and Age as well as any other factors which have the potential to cause discrimination, e.g. socio-economic factors.

Admissions to Headstart school are within our admission policy which can be found on our website.

How Would Headstart School Identify and Assess my Child’s Special Educational Need?

Every pupil at Headstart has an Educational, Health and Care Plan (EHCP). These are reviewed annually. In addition, pupils are constantly monitored, and progress noted both

academically, socially, and emotionally. Pupils are assessed against their very individual starting points and progress made across time.

A formal meeting is held three times per year, to coincide with assessments and reports, which is a structured conversation held between parents / carers and school staff. In addition, pupils receive weekly tutorials with personalised targets for improvement set. These are shared with parents/carers.

The SEND Code of Practice promotes the use of the 'Assess, plan, do, review cycle'. This cycle is used to track pupil performance, personalise their education and ensure we are meeting their needs.

Assess - Clear analysis is made of a pupil's needs based on:

- Views of the pupil/young person and their parents / carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Plan - Following assessment, the teacher, SENCO, parent / carer and pupil, agree on a plan of action to include:

- SMART targets taken from the pupil's EHCP
- Individualised support programmes and interventions
- Review date

Do - All staff are made aware of the plan and implement the adjustments, support and interventions:

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivering 'additional and different' provision
- Planning support and measuring impact of all group and one to one intervention
- Working collaboratively with specialists, linking interventions to classroom teaching

Review - The quality, effectiveness and impact of provision upon each pupil's progress and achievement is evaluated in line with the agreed review date.

This includes sharing information with the pupil and parent/carers and seeking their views.

The cycle then starts again using the outcomes of the review and any updated needs of the pupil being considered to develop the next individualised plan.

If the child is looked after by the local authority (LAC), they will also have a Personal Education Plan (PEP).

We will coordinate these plans alongside the targets from the EHCP and will involve parents and carers as well as foster carers and/or social workers in discussions. We will strive to harmonise targets in both the PEPs and EHCPs to develop cohesive plans which work in synergy with each other.

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

Our provision is based on a strong vision that:

Our school is a place where everyone is treated with dignity, with respect and is of equal worth.

We believe that all staff have a responsibility to meet the needs of all pupils at Headstart School.

The school has a robust programme of school self-evaluation which through targeted monitoring and evaluation, including the scrutiny of the quality of teaching and learning, evaluation of the achievement of pupils, evaluating the quality of education provided to all individual pupils and the outcomes they achieve.

To Achieve Our Vision, We Aim to:

- Create a happy and secure learning environment where all pupils' needs are met and where achievements and successes are recognised and praised
- Ensure that a tailored national curriculum is delivered to all pupils
- Ensure that ICT is an essential tool to access and enhance the curriculum and communication for pupils
- Ensure that safeguarding is paramount in keeping all members of the school community safe
- Ensure that pupils have an age / stage appropriate understanding of how to keep themselves safe
- Provide all staff with training and development opportunities to enable effective practice
- Promote the pupils spiritual, moral and social well-being so that they are secure, confident and well-motivated
- Help pupils acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible
- Provide a wide range of age-appropriate learning opportunities which are both exciting and challenging.
- Offer opportunities for working co-operatively alongside others, develop friendships and respect each other
- Foster strong relationships with parents/carers and other professionals

How Do I Know How Well My Child is Doing at School?

Parents / Carers are invited attend a structured conversation with staff three times per year. Here each pupils progress and achievement is discussed. In addition to this all pupils will have an Annual Review of their EHCP where achievement of these targets is reviewed. For pupils who are Looked After (LAC) by the Local Authority there will also be a termly reviews of their Personal Education Plan, led by the school and a review of their Looked after child plan, led by their Local Authority.

Regular communication between home and school ensures we work in partnership. We communicate with parents / carers through daily emails/telephone calls and through weekly tutorials. In addition to the Annual Review process pupils receive written school reports three times per year.

How Will the Staff Support my Child?

Staff know all pupils in their care extremely well and because of this support them with a highly personalised education, both with regards to the academic curriculum and with their

personal, social and emotional development. The staffing ratio is very high with pupils being in taught in very small classes – usually no more than 6 pupils, or where determined by their EHCP 1:1.

How Will the Curriculum be Matched to My Child's Needs?

At Headstart we offer a highly personalised curriculum which is tailored to individual needs and reflected in their EHCP targets. Whilst our curriculum is based upon the National Curriculum, we are in a unique position of being able to offer a wide range of learning experiences beyond the classroom which not only build upon pupils' strengths but also widens their opportunities. Our Land-based Studies, working with animals and on the land in our farm, Forest School and Construction enables pupils to learn and use basic skills with a real purpose. For older pupils we offer a range of courses which lead to nationally recognised qualifications.

Pupils are also supported by a range of specialist staff including Speech and Language therapist, Occupational Therapist, Thrive practitioner and Behaviour Analyst. (See below for a full support outline).

How is the Decision Made About the Level of Support my Child Receives?

Each pupil at Headstart will have had their needs identified through their Education, Health and Care Plan (EHCP). We constantly review these and using our expertise and experience, working together with parents / carers and other professionals we identify when and where additional support may be required.

Those children who are seeking a placement at the school will have a provision written by the Head Teacher which correlates with their statement or EHCP and other documentation. This provision will stipulate the interventions and support offered to each pupil.

How Will My Child be Included in Activities Outside the School Curriculum Including Trips?

Outside learning is an integral part of every pupil's education at Headstart and learning beyond the school gate happens every week. Every pupil has the opportunity to access outside learning including sporting activities such as swimming, tennis and trampolining. Our outdoor learning includes forest walks and beach visits. We also undertake visits into the local community to develop pupil's independence and social skills. Additionally, pupils work towards an end of term educational visit which offers opportunities to consolidate learning of the term's topics

What Support is There for my Child's Overall Wellbeing?

We have a robust safeguarding policy and rigorous processes in place. Pupils' health and wellbeing is paramount. Personal Care is conducted discreetly and with dignity yet fostering independence wherever possible. We work closely with medical practitioners for pupils with health needs ensuring that such pupils have clear health care plans including the administration of any medication.

We have regular visits from the Educational Psychologist who provides support to individual pupils as well as our Speech and Language Therapist, Occupational Therapist and Thrive Practitioner. We also work closely with CAMHS – Child and Adolescent Mental Health Service.

What Specialist Services and Expertise are Available at or Accessed by the School?

We work closely with the following to support your child's needs:

SENCO:

Our Headteacher, Mrs Jackie Fairhurst is a highly experienced SENCO and Inclusion Lead. She has been a Headteacher for the last 20 years of her career as well as a Consultant Headteacher for the local authority. She is qualified to lead Safeguarding Training and is Headstart's Designated Safeguarding Lead.

Educational Consultant:

Jane Syred, our Educational Consultant, has a wide range of experience including being a member on senior leadership teams at secondary state schools and having a wide range of responsibilities and line management including being SENCO, inclusion management, faculties, leading a school pastoral community and a centre for inclusion and acceleration.

Therapeutic Team:

Speech and Language Therapist (SALT)

Our Speech and Language Therapist qualified in 1999 with a 1st class honours degree in Speech Science from Newcastle University. She is highly experienced and has worked in a range of settings, including preschool, mainstream and special education, children's centres, and community clinics. She has a special interest in deafness: completing her Ph.D. in Speech Science in 2007, and is able to sign (British Sign Language, CACDP Stage 2). She is experienced in providing assessment and treatment for a wide range of speech, language and communication difficulties, and in delivering tailored speech and language training. She is trained in the use and delivery of PECs and particularly enjoys working with children with speech delay/disorder, children who have a hearing loss and their families (both signing and oral) and children with a variety of communication difficulties.

Child Clinical Psychologist – HCPC Registered and BPS Chartered

We work closely with a registered clinical psychologist who helps pupils reduce psychological distress and to enhance and promote psychological well-being. She applies psychological models and theories of human functioning to try to explain and understand an individual's difficulties (or those of a child or family) and to guide therapeutic planning and treatment. Our Clinical Psychologist and has worked independently and in NHS Trusts across the UK, she has experience of working in a wide range of settings with adults, older adults and children but her specialist skills are in working with children, families and foster carers.

Occupational Therapies

Our Occupational Therapy is led by the highly specialist provider, Jigsaw Occupational Therapy Limited. They provide effective and personalised assessment and therapy specifically designed around each individual child and young person's needs. All of their Occupational Therapists are highly trained, working with children and young people experiencing a wide array of profound and multiple disabilities. Some of these conditions include; Autism and Asperger's syndrome, sensory processing disorders, acquired brain injuries, cerebral palsy, motor coordination difficulties and learning disabilities.

Behaviour Consultant

Our Behaviour Consultant holds a degree in Psychology from Birkbeck (University of London) and **Applied Behaviour Analysis (ABA)** (Florida Institute of Technology) and an MSc in ABA at the Tizard Centre (University of Kent). He is a member of Associate of Behaviour Analysis International ([ABAI](#)), Association of Professional Behaviour Analysts ([APBA](#)) and UK Society for Behaviour Analysts ([UK SBA](#)). He has worked in special education for 20 years including working with the National Autistic Society, The Autism Partnership (in the UK and California), The Education Alliance (New York) and as a Senior ABA Consultant at the Treehouse school.

The final component in our approach is **professional therapy**. If it is decided the pupil needs input from our Behaviour Consultant, the pupil is assessed with clearly defined objectives and outcomes linked to a personalised therapy programme with relevant interventions tailored to their needs. This process is continually monitored to ensure that the child or young person receives the correct therapy to enable them to reach their goals.

ABA

ABA is an applied branch of behavioural sciences that has, over the past 60 years proven effective in developing tactics and strategies implemented across various fields. This includes evidenced based practices in early years, general and special education, health, business and organisations, gerontology and public health. It is based on key principles foundational to scientific view (pragmatism, empiricism, experimentation, parsimony, replication, philosophical doubt) and it applies specific methodology to address socially significant areas of concern to the individual. The behaviour analytical view is that Autism Spectrum Condition (ASC) is a syndrome of behavioural deficits and excesses that have a neurological basis but are nonetheless amenable to change in response to specific, carefully programmed, constructive interactions with the environment. Behaviours targeted for change will be unique to each individual, however teaching functional communication is often a priority as it allows an individual to express preference, request for desired items and activities, and increase their social interactions with others. Communication is key to understanding the world around us and being able to learn and ensure our needs can be met. Our staff are all trained in ABA at various levels. Our behaviour team lead by our Behaviour Analyst apply ABA to all interventions.

THRIVE Trained Practitioner

Headstart also use a Thrive practitioner who works alongside our ABA approach. In the Thrive approach we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework in understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at the interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.

What Training is Provided for Staff Supporting Pupils and Young People with Special Educational Needs and Disabilities (SEND)?

All our teachers are qualified and have undertaken specialist further professional development. Both teachers and support workers are skilled practitioners in the areas of Autism. They have undertaken specific training, ADHD, Dyslexia and Dyscalculia, sensory needs, PDA, Makaton, attachment disorder to name but a few. We ensure that all staff have recent safeguarding / child protection training as well as undertaking training in first aid, fire safety, use of auto injectors and epistaxis, and other training as necessitate by pupils' individual needs.

How Accessible is Headstart School?

Our school is predominantly on one level with access to most areas of the school for wheelchair users. Our accessibility plan shows future works to ensure the site is as user friendly as possible. Our grounds, although on a functional farm are inclusive with access via vehicles if required.

How Can you Get Involved and Who Should you Contact?

Headstart School recognises that parents and carers hold knowledge and experience which is vital to understanding a young person's needs and to finding the best ways of supporting them. All parents and carers of pupils with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their child's education. Young people with special educational needs and disabilities often have a unique knowledge of their own needs. They are encouraged to play an active role in setting and reviewing their own targets and in identifying useful forms of support. Because the majority of parents do not come to school each day it is essential, we maintain regular contact to promote an effective partnership between home and school to support all pupils to achieve their goals.

We do this through:

- Daily phone calls home
- Weekly tutorial reports emailed home to share success and next targets
- Invitations to attend EHCP and other formal reviews
- Coffee mornings
- Parent support groups
- Structured conversations three times per year
- Invitation to attend the annual Christmas Performance, Summer sports day and other events

We encourage Parents to visit the school when they are considering Headstart for their child.

What Do I Do if I Have a Concern About the School Provision?

In the first instance we encourage parents to contact their child's class tutor. If concerns continue to be evident, please contact the Head Teacher. In the unlikely event that your concern is not resolved then please contact our Proprietor & Executive Headteacher, Ms Nicola Dann.

How Do you Prepare my Child for Joining your School or Transferring to Another School?

Once a pupil has been offered a place at Headstart we work in close collaboration with the previous educational establishment and the family to determine an individualised induction programme.

Likewise, when a pupil leaves Headstart prepare them for the change by working with them and the new provider to support their transition. This includes accompanying them on induction visits.

Where Can I get Further Information about Services for My Child?

The information provided in this report forms a part of the East Sussex local offer which can be accessed at <https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/>