

Stormont House School

SEND Information Report

Information to Parents, Carers & Professionals (Nov 2023)



Our Vision and Aims

Our Vision

Achievement for all in a unique world-class school

Stormont House is a secondary special school, so all our students have special educational needs and/or disabilities. They also arrive with untapped strengths and talents. It is our mission to address those needs but also to identify and nurture their interests and talents, challenging as well as supporting every student to prepare them for adulthood. We celebrate the rich diversity of our students, many of whom are neurodiverse and approach interaction in unique way; every one of our students is normal, but not typical.

Our ultimate objectives for our students are for them to

1. make greater progress with their learning, emotional and social development than they would anywhere else, and for that progress to be indistinguishable from non-disadvantaged peers with similar starting points
2. have full lives, making increasingly meaningful choices about their futures, and control of their support¹
3. be fully ready for the next stage of education, employment, or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study².

Every member of the school community has a right to be treated and valued equally regardless of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation, or economic circumstances.

We are committed to safeguarding and promoting the welfare of children and young people, including developing their own skills and awareness as they prepare for adulthood.

¹ Adapted from <https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

² Adapted from the [Education Inspection Framework](#)

Who is Stormont House School for?

The age range of the school is 11-17 (Years 7-12). Most of our students join us from mainstream primary schools at secondary transfer (age 11). A smaller number join us mid-year, usually from secondary mainstream schools, dependent on a suitable place becoming available. Most stay on into our innovative one-year Sixth Form, designed to make transition to the next stages of education, or training successful by including part-time placement at an external provider tailored to their areas of strength, interest, and ambition.

Stormont House School is designed to be appropriate for students

- whose combination of Communication & Interaction^[1] needs with Moderate Learning Difficulties would significantly affect their ability to learn, thrive and develop in a secondary mainstream setting
- who may also present with Social, Emotional, and Mental Health difficulties arising from their learning, communication & interaction needs and/or emotional vulnerability, experience of trauma or other mental health needs
- who are able to access the National Curriculum, albeit below typical age-related expectations
- who, with high-quality teaching, can access a curriculum leading to accreditation from Entry Level 2 up to GCSE grades 1-3 (or equivalent)

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

^[1] Significant Speech, Language & Communication Needs (55-65%) or a diagnosis of Autism (40-45%)

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

By the end of Year 5,

- Most students will be clearly working within National Curriculum Year 1 or Year 2 expectations, with a minority above this.
- Students' unsupported learning in Reading, Writing and Maths will be within or above Standard 5 (working towards the KS1 expected standard) of the Pre-Key Stage 2 Standards.

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

- The school is 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
 - by secondary transfer has not achieved the Early Learning Goals or requires additional adult support to read, write or calculate above Pre-Key Stage 2 Standard 4.
 - should achieve GCSE grades above Grade 3 including English and Maths at age 16
 - is unlikely to benefit from an adapted secondary model curriculum leading to accreditation

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?

Our ambition for every student is for them to make better progress here than they would do elsewhere. The proportion of our students passing GCSEs, Entry Level or Level 1 vocational qualifications depends on their individual starting points. 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)

What's the class size?

All students within the school are generally taught in classes of 12 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 and resources/ adaptations 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 Space 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?

Consultations are made by the relevant Local Authority, often in accordance with parental preference or the admissions criteria already specified. It is vital that the current school provides a clear report on recent attainment to support decision making about whether this school would be suitable to meet needs. The more heads and SENCos have a clear idea of the range of SEN we are designed to meet, the fairer this process will be, as they can encourage parents/ carers to visit in advance of decisions being made.

Our Approach to Safeguarding Children and Young People

We ensure that:

- Our safeguarding policy and practice is updated in accordance with professional guidance
- All staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise.
- All students know they can raise issues with any member of staff and that their experiences and concerns will be taken seriously.

- There will always be a Designated Safeguarding Lead (or Deputy DSL) available who will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

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:** Beatrice Andrews

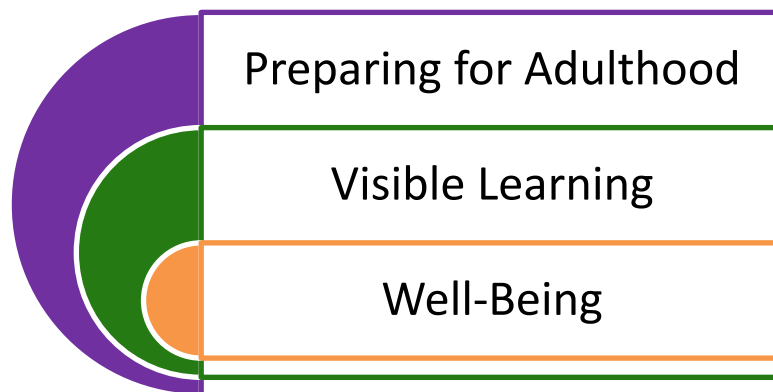
School Points of Contact with regards to SEND

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.

Deputy Head: Inclusion and Safeguarding Sandra Collier
Welfare & Safeguarding Officer Tracy Napier

Our Whole-School Priorities



Our priorities to improve accessibility in the coming year (Accessibility Plan)

Feature	Current good practice	Routine actions to be taken to maintain accessibility	Person responsible
Individual sensory, physical, emotional, and medical needs	Individual needs are reviewed and met through existing SEND and inclusion processes	In-school graduated response, referral and Annual Reviews of SEN	Deputy Head, Inclusion & Safeguarding
Stairs and corridors	Stairs and corridors are kept clean, tidy and free from obstruction at all times	Maintain and ensure student equipment does not block stairs or corridors	Business Manager via Facilities Manager

Lifts	Secure entry system. Service level agreement in place for maintenance	Maintain and annually review service. Ensure weekly testing of alarm	Business Manager via Facilities Manager
Parking bays	Disabled parking bay marked	None required	Business Manager
Entrances	Staff operated front entry doors, enclosed lobby	Maintain and annually review service.	Business Manager via Facilities Manager
Accessible toilets	All accessible toilets aids and alarms	Ensure service every six months	Business Manager via Facilities Manager
Reception area	Accessible to wheelchair users. Hearing loop available	Ensure reception staff are mindful of visitors / staff / students with hearing impairment and know how to use hearing loop	Receptionist
Internal signage	Picture signs in place	None required	Business Manager via Facilities Manager
Emergency escape routes	Fire evacuation plans in place (each classroom and office)	Ensure weekly testing of system and maintenance	Business Manager via Facilities Manager

Whole school provision: the universal offer

The core model of 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. We use evidence-informed models of teaching and learning, including John Hattie's 'Visible Learning'. Alongside highly adaptive 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).

Students are given many opportunities in their wider learning, relationships and development through the Preparing for Adulthood lessons, Personal Social and Health Education /Personal and Social Development lessons and in Tutor Time. Students are encouraged to think about what their ambitions may be and how the school, parents and themselves can all work together to enable the student to achieve these. These ambitions also form the basis of the Annual Review Outcomes and are reviewed each year with the students being fully involved in this process. Transition Reviews particularly focus upon moving from one Key Stage to another, moving into Year 12, choosing a college and post-16 and -17 provision. Support is given to the student and parents when making these decisions from the Head of Careers and Sixth Form Ms Claire Napier. She will also ensure college representatives are present along with the external Information, Advice and Guidance services.

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, Maths, and ICT, Enterprise, and BTEC Workskills in school as well as participating in the Duke of Edinburgh Award scheme. Please see our Sixth Form Information for more details.

All students have the opportunity to engage in activities outside the classroom. There are a large number of activities run by school staff at lunchtimes which provide additional opportunities to develop social and communication skills and friendships. The students also participate in a whole range of activities which reward positive attitudes to learning each term. These activities are chosen by the students as a class team in consultation with their Form Tutors. Every student also has the opportunity to participate in residential journeys which help to further develop personal independence skills and confidence in all students.

The school has a commitment to providing broad educational opportunities following the National Curriculum. We use a multi-disciplinary approach to provide children with equality of opportunity, enabling them to aim high and reach their full potential. All students are encouraged and included to participate in all activities, trips and visits.

We aim to provide a safe and supportive learning environment in which students can develop the skills and enthusiasm to become independent learners, both at school and beyond. If students require specialist equipment and adaptations, this is managed and ordered through the MDT and SENDCo along with school staff. School staff will receive additional training in and support to ensure these adaptations are fully embedded into their teaching and support. All staff in school undertake a comprehensive CPD programme and have a wide range of skills and expertise in the field of SEND.

The school and Governing Body also recognise their responsibilities towards employees with disabilities and ensure that persons with disabilities are provided with equal opportunities. Employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively. Further information can be found in the school Accessibility Plan.

The Multi-Disciplinary Team (MDT) at Stormont House

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

The MDT is led by Sandra Collier, Deputy Headteacher and our Welfare and Safeguarding Officer Tracy Napier. Where there are concerns about a pupil then a referral is made to Ms Collier, 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.

Students themselves can seek help, support and guidance from all staff in school and feel that their voice is heard and they are feeling fully listened too. The school council is a strong presence in school and meets regularly to decide on what the 'Class Questions' are and obtain thoughts, opinions and feedback from every student in school. The Student Priorities form a vital part of the School Development Plan and are

reviewed regularly to ensure we are fully involving all our students in the development and progress of the school.

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. [Hackney's SEND Transport request information can be found here](#). The decision to provide transport is made by the relevant Borough's Special Educational Needs Section and **not by the school**.

Working with Parents and Carers, providing support, information, advice, and guidance

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, parents' evenings, school reports and Annual Reviews to discuss your child's progress. The first port of call is always the student's Form Tutor (also their key worker).

The Annual Review process will provide opportunities for assessing and reviewing the student's progress towards their outcomes and always includes the students voice and they fully participate in their review. Parents and all other agencies that may also be involved are also fully included.

The school also delivers Information sessions for parents and Carers including how to help your child with reading, understanding Autism, understanding SEND and Puberty. We have also created a 'Friends of Stormont House' Parent support group to give parents the opportunities to meet each other, create friendships and become involved in activities to help the school and each other.

The school also held an 'Information Station' Event in which all services, colleges, voluntary sector support and activity providers and local authority agencies were present for parents and carers to obtain information, help advice and guidance about what is available within their local area and how they can access them. The school also holds regular 'Drop in' sessions to provide help, information, advice and guidance for parents in how to access services, how to complete forms and to provide that listening opportunity parents may need.

Hackney 0-25 SEND Local Offer website

Find reliable information about Hackney's support services and processes for children and young people aged 0-25 with SEND and their families and parents and carers.

www.hackneylocaloffer.co.uk

Hackney SENDIAGS (SEND Information, Advice and Guidance Service)

<https://hackneysendiags.co.uk/>

The Hackney SENDIAGS is Hackney's specialist statutory information advice and support (IAS) service. The service is arm's length from the local authority and provides impartial and confidential information, advice and support to parents and carers of children with Special Educational Needs and/or Disabilities (SEND). They can work directly with older young people with SEND to deliver IAS.

HIP (Hackney Independent Parents) peer support group.

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

This is a peer support group (parent to parent) welcoming any parents or carers of a child or young person aged 0-25 with SEND living in Hackney.

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 Deputy Headteacher. 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/>
- Short breaks Hackney <http://www.shortbreakshackney.com/>
- SEN Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>