



ISP BATTLE PROSPECTUS



CONTACT US

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INTRODUCTION

Welcome to ISP School Battle.

Situated on the lovely setting of Glengorse Estate in Battle, East Sussex, ISP school provides specialist education for 7-16 year olds with social, emotional, and mental health difficulties (SEMH), communication and interaction, cognition, and learning needs.

The school offers a safe, calm and nurturing learning environment in which pupils are supported to reach their potential. Our holistic, therapeutic approach promotes positive relationships, self-discipline, self-esteem, and resilience, enabling pupils to make excellent progress in line with their learning needs and individual starting points. We are attachment and trauma-informed, so we work sensitively to enable pupils to feel safe, included within the school community, and attend regularly.

Pupils benefit from small, friendly classes – no more than 7 pupils per class – where Teachers and Progress Engagement Guides (PEGs) build trusting relationships, which form the basis for our way of working. Our professional team acknowledges the uniqueness of each pupil by identifying individual strengths and needs and differentiating the curriculum accordingly.

Caroline Belchem
Head Teacher



Thank you for giving my daughter the chance to grow into a loving, caring young lady that now loves going to school every day.

PARENTS

VISION, MISSION & VALUES

OUR VISION

ISP School strives to help all our pupils reach their potential and believe that they can achieve, be kind, make positive relationships, communicate well and grow as individuals.

OUR MISSION STATEMENT

Our mission is to provide each pupil with a diverse and appropriate education in a safe, supportive environment that promotes self-discipline and engagement, inspires learning and encourages aspiration and achievement.

OUR VALUES

Relationships are the cornerstone of everything we do at the ISP school and this is reflected in our values.

- Relationships - we learn to develop effective relationships by building trust and respect and developing self-esteem and self-confidence.
- Education - we are learning to learn in all that we do.
- Lifelong - we make relationships which will support and inspire us to be our best. We recognise the importance of wellbeing and positive self-image.
- Aspirations - we are looking to the future and working on positive and life-affirming targets towards where we want to be.
- Teamwork - we work together to achieve excellence.
- Equality - we embrace the opportunities we are presented with and show respect to all.



We take a holistic view of each pupil, offering individual care and a complete range of support that's constantly evolving with pupil's needs.

About ISP BATTLE

Head Teacher
**CAROLINE
BELCHEM**

Director of
Education
TONI REEDMAN

Chair of
Governors
JACQUI WARD

Proprietor
JO AUGUST

Who are we?

ISP was originally founded in 1987 by a small group of foster carers in Kent who were working with difficult-to-place young people. They recognised the need for an integrated programme of care and specialist services, including education, for young people.

As part of the wrap-around support package, the ISP school was opened to provide high-quality education for children and young people with special educational needs. We take a holistic view of each pupil, offering individual care and a complete range of support that's constantly evolving with pupil's needs.

WHAT MAKES THE SCHOOL UNIQUE?

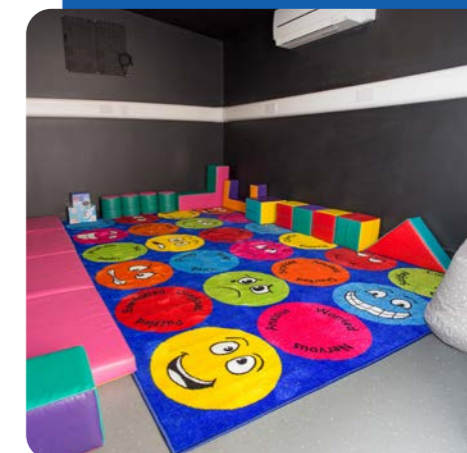
We work with children who have primarily Social, Emotional and Mental Health needs (SEMH). Our pupil's needs may be complex and challenging; including communication and interaction, cognition and learning needs in addition to SEMH.

The school has a Speech and Language therapy team who work in close collaboration with education staff. We are attachment and trauma-informed, so are able to work sensitively to enable young people to feel safe, included within the school community and to attend regularly. Through a process of nurture, guidance, safety and positive learning experiences, children are able to replace past experiences of failure and underachievement with successful and rewarding outcomes.

WHAT CAN THE SCHOOL OFFER?

We aim to support children to achieve positive outcomes in relation to their ability. We teach a broad curriculum leading to external accreditation at GCSE level, where applicable. We enhance our curriculum with vocational qualifications such as GCSEs in English, Maths, Geography, History and Biology. In addition, we offer a range of BTECs including Music and Media. We can offer Entry Level qualifications and AQA units as required.

We work in a supportive environment that enables pupils to express themselves appropriately through the acquisition of key social communication skills. We expect children to develop an awareness of and consideration of others. We offer children an empathic, reflective, responsible and stimulating learning environment that enables children to balance academic learning with exploration of effective social skills and development of strategies for positive behaviour management.





Supporting YOUR CHILD

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL?

We know that each child has individual qualities and skills gaps that may not have been recognised, our aim is to develop pupils' skills and help them achieve positive outcomes. Before offering a place at the school we will hold an initial network meeting, this meeting is an opportunity to discuss strengths and skills gaps. We will also agree on an appropriate transition into the school. This transition will consider your preferences, how long a young person has been out of education, their SEN and any emotional barriers to learning that have contributed negatively to their educational attainment and experience to date.

All transitions into school are based on a therapeutic, child-led induction based on relationship building. Pupils are given an individual timetable which is reviewed weekly until they are fully engaged in school. The process of transitioning a new pupil into school usually takes a few weeks but can take longer depending on the needs and experiences of the young person. Additionally, we aim to match our pupils with peers with the same or similar interests and encourage peer mentoring where appropriate.

HOW WILL MY CHILD BE SUPPORTED?

A comprehensive assessment process is central to our work to ensure that appropriate targets and interventions are in place. We baseline academic, communication and emotional skills.

We will identify needs, set targets that will challenge and extend their knowledge and teach the necessary skills. We will also identify and implement appropriate strategies to help them achieve these targets.

Our highly experienced Pupil Engagement Guides (PEGs) offer support, guidance and assistance across the school day including in class and break times. They also encourage independent learning and empower young people.

We will spend time getting to know your young person. Pupils will be allocated a mentor who will get to know them and support their learning. PEG mentoring sessions offer an opportunity to review targets that have been set and discuss any issues and their progress.

HOW CAN I BE INVOLVED IN MY YOUNG PERSON'S EDUCATION?

We aim to foster positive relationships with our parents and carers. We recognise that this relationship and collaborative working is crucial for achieving the best outcomes for our pupils. Along with statutory meetings for looked after children, such as Personal Education Planning, Child in Care reviews and EHCP reviews, we also invite parents and carers in for informal meetings where honest and open dialogue ensures that the young person feels supported and encouraged by all the professionals and adults working around them.

We welcome parents and carers as active participants in their child's education and meet half termly to share positives, concerns and discuss future plans. We provide regular feedback to parents and carers including end of term reports. We will let you know how your young person is progressing through positive phone calls home and if we do have any concerns, we will share these with you. You are very welcome to contact us at any time if you have any concerns, anything you feel we should know or have positives to share.

HOW WILL YOU KEEP MY CHILD SAFE?

ISP School has a high staff to pupil ratio which is reviewed regularly depending on the needs of the children. We have two Designated Safeguarding Leads and safety is paramount for our children. All children have a need to experience a degree of consistency, predictability and regularity in their lives. It is these aspects that promote children feeling safe and is a prerequisite for children being able to access learning. All our staff are fully DBS checked and are trained in safeguarding policy and procedure.

We listen to the young people who attend our school and recognise that safeguarding is everyone's responsibility.

HOW WILL YOU MANAGE MY YOUNG PERSON'S CHALLENGING BEHAVIOUR?

We aim to develop positive relationships with pupils to help them express their feelings and manage their emotions in appropriate ways. We will work hard to understand what skills gaps your young person has and teach them skills to behave well. PEGs as mentors can also help pupils as necessary throughout their day. We use Class Dojo, an online behaviour management system intended to foster positive pupil behaviours and classroom culture.

Teachers build a positive classroom culture by encouraging pupils and communicating with parents. Parents and carers can see issues, positive behaviour and achievement points on a daily basis and use these to link with the school. All staff are trained in Protecting Rights in a Caring Environment (PRICE) which gives us an insight into why difficult behaviour occurs and how to approach them.





Our STAFF

HOW QUALIFIED ARE YOUR STAFF?

Our qualified Teachers and Progress Engagement Guides make up the core of the team for the school, alongside this we have an inspirational Head Teacher with over 20 years in SEN and a Deputy Head who has years of experience working with challenging young people in school settings. Our strong leadership team includes qualified Teachers, the Director of Education and our Speech and Language Therapy Assistant.

The Director of Education for the Group, who has 30 years experience in education, 20 of those with vulnerable children with complex needs, takes an active role in overseeing the whole provision.

Our governing body is also robust and active in keeping the school moving forward.



MONITORING AND QUALITY CONTROL

External

- Ofsted
- Health and Safety audits termly
- Single Central Record audits termly
- Governing body

Internal

- Senior leadership meetings
- Staff meetings
- Regular training and updates



CURRICULUM

CURRICULUM INTENT

The intent of the curriculum is to provide a holistic learning experience which is personalised to meet the assessed needs of individuals and groups. We use pupils' interests and talents to provide motivating and engaging learning experiences and programmes of study. There is also an emphasis on developing resilience, independence and lifelong learning skills tailored to individual needs. The curriculum provides challenge, supports differing needs and learning styles and the acquisition of 21st-century learning skills of critical thinking, creative thinking, communicating, and collaborating.

To achieve the intent of the curriculum, it captures all elements of the National Curriculum, whilst personalising it for our learners' cognitive load and ensures their Education Health and Care Plan (EHCP) outcomes are met. The content is wide-ranging, balanced and relevant with an unashamed focus on reading, writing and maths.

British values, cultural diversity, equality and difference is celebrated throughout the curriculum in order to develop confidence, positive self-esteem and independence. Pupils at Key Stage 4 take nationally recognised qualifications, including GCSE, as appropriate.

WIDE RANGE OF QUALIFICATIONS

We teach the National Curriculum, leading to external accreditation at GCSE level, where applicable. We enhance our curriculum with vocational qualifications such as Functional Skills in English and Maths, Entry Level Science and AQA awards in Land Based Studies and Food Technology. In addition, we offer BTEC accreditation in enterprise-driven subjects, Entry Level Employability Skills and City and Guilds Food and Hygiene awards.

We work in a supportive environment that enables pupils to express themselves appropriately through the acquisition of key social communication skills. We expect pupils to develop an awareness and consideration of others, which is developed in peer cooperation, a nurture group ethos and respect for the views of their friends.

CLASSES AND SCHOOL STRUCTURE

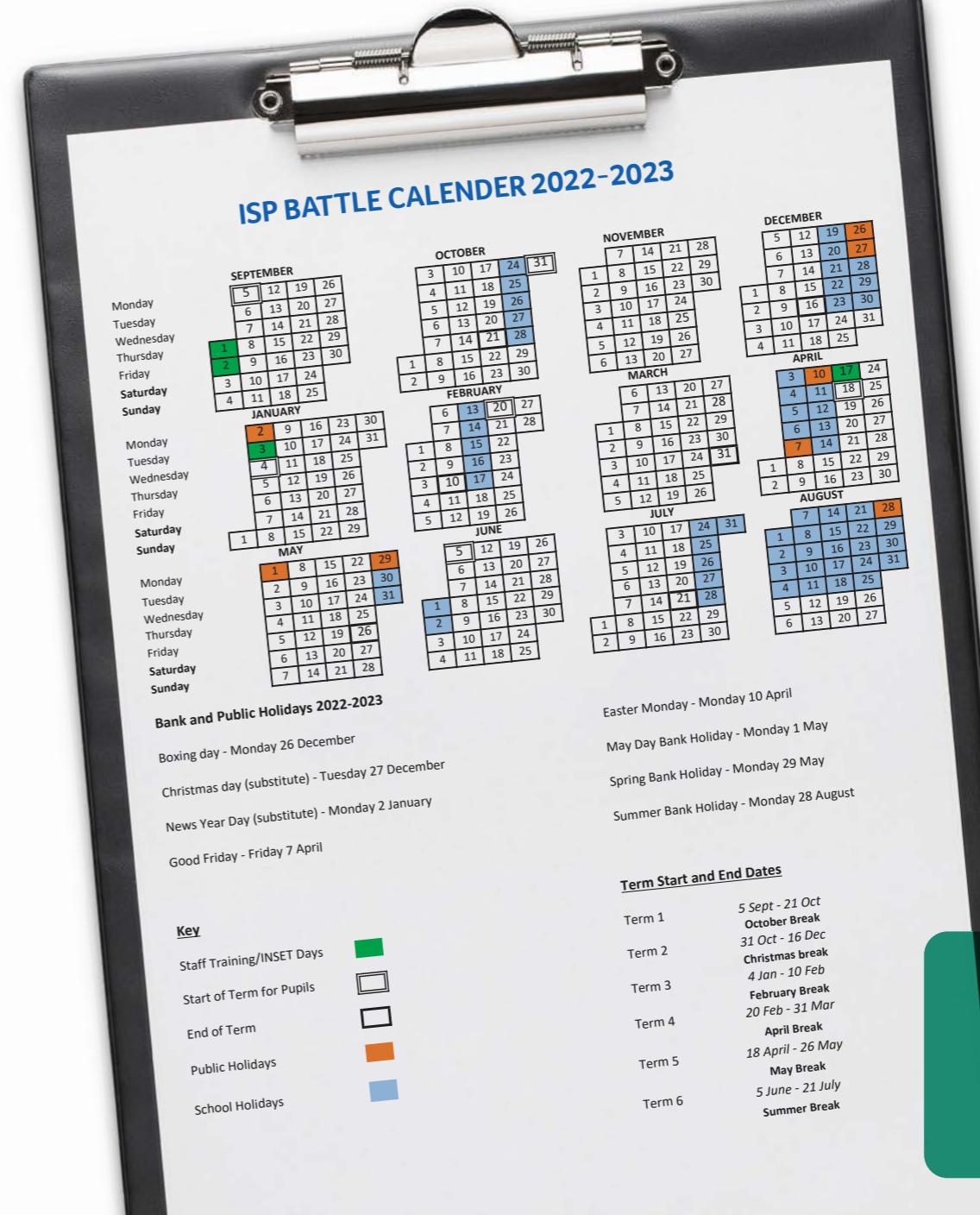
We have small bespoke groupings of 7 pupils plus a Class Teacher/Tutor and at least one Progress Engagement Guide (PEG) per group. Pupils are placed in the group that 'best fits' their developmental stage and academic need.

Our small class group size, balanced with a high level of experienced support, creates a safe and nurturing environment for pupils to begin to close the gaps in their skills, knowledge and understanding. Our highly experienced PEGs offer support, guidance and assistance across the school day, including in class and break times. They also encourage independent learning and empower pupils to achieve their potential.

SCHOOL DAY

Community Meeting	Period 4
08.55 – 09.15	11.40 – 12.20
Period 1	Community Meeting
09.20 – 09.50	12.20 – 12.30
Period 2	Lunch
09.50 – 10.40	12.30 – 13.00
Break	Period 5
10.40 – 10.50	13.00 – 14.00
Period 3	Community Meeting
10.50 – 11.40	14.55 – 15.15

*On Fridays pupils will leave at 12.00pm



CAREERS PROGRAMME

At ISP school, we look to the future and feel that our pupils will leave us equipped with self-confidence, resilience and an 'I can' ethos so that they are able to make successful, informed and rewarding choices for their next steps.

Our Careers Programme is delivered by Class Teachers within the Personal Social Health Education & Citizenship syllabus 'carousel' at KS3 and is further developed through KS4 with enterprise-driven opportunities and an accredited employability course.

We strive for our pupils to be supported by specialist careers advice and have opportunities for supported, appropriate work experience that enables them to engage in rewarding and enriching experiences.

Other key areas covered include CV writing, interview skills and practice, career choices and exploration of further education options. We aim to develop and support our pupils so that they have the confidence and skills that they need to succeed wherever their next steps may be.

Admissions & REFERRALS

All referrals to ISP School Battle are managed by a School Admissions Panel consisting of The Director of Education, The Head Teacher and SENCO.

STEP 1

After the initial referral the young person, carers, parents, social worker and/or any other professional directly involved will be invited to attend the ISP school for a visit to meet the staff and pupils.

At this time the Head Teacher will discuss with parents/carers and the child their individual needs and tour the school which enables the Head Teacher to link this experience with paperwork to make an informed decision regarding placement at our school.



STEP 2

Prior to a child joining the school, an initial safeguarding risk assessment will be written based on the EHCP and referral documents. This is designed to gather essential background information and to further inform school adults of risk. Any strategies around risk that need to be put in place can be identified and agreed along with consent forms completed at this stage. All relevant information must be shared before a place can be offered or a start date/induction period can be initiated. It won't always be possible to make a final decision at the initial network meeting and, in this case, we will make a decision as soon as we can.

We consider the full assessment period to be 6 weeks or a half term from the pupil's start date. Having considered and agreed to pursue the placement, the Head Teacher and class team formulate an induction timetable for a period of time dictated by the child's needs or circumstances. This most often is a period of 2 weeks of part-time integration within the pupil's appropriate year/ability group and will involve staged opportunities as part of an initial assessment. This timetable will build on the child's previous educational experience and also match the prevailing needs of the child.



STEP 3

At the end of the 6-week assessment period, the pupil and parent/carer meet with a school manager to sign a home-school agreement.

If we determine that we cannot meet the need, we will communicate this to parents/carers and the local authority. We will provide 28 days notice of the school placement offer being withdrawn.

Ordinarily, following a successful induction and review meeting, the pupil takes up a full-time position in his/her class.



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