

# ISP TEYNHAM PROSPECTUS



## CONTACT US

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# INTRODUCTION


## Welcome to ISP School Teynham.

Situated on a tranquil farm in Kent, 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.

**Carole Cox**  
Head Teacher



My child has come on in leaps and bounds at ISP school. The teachers are so helpful and very caring and always keep me in the loop on a daily basis. I cannot say enough good things about this school.

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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.

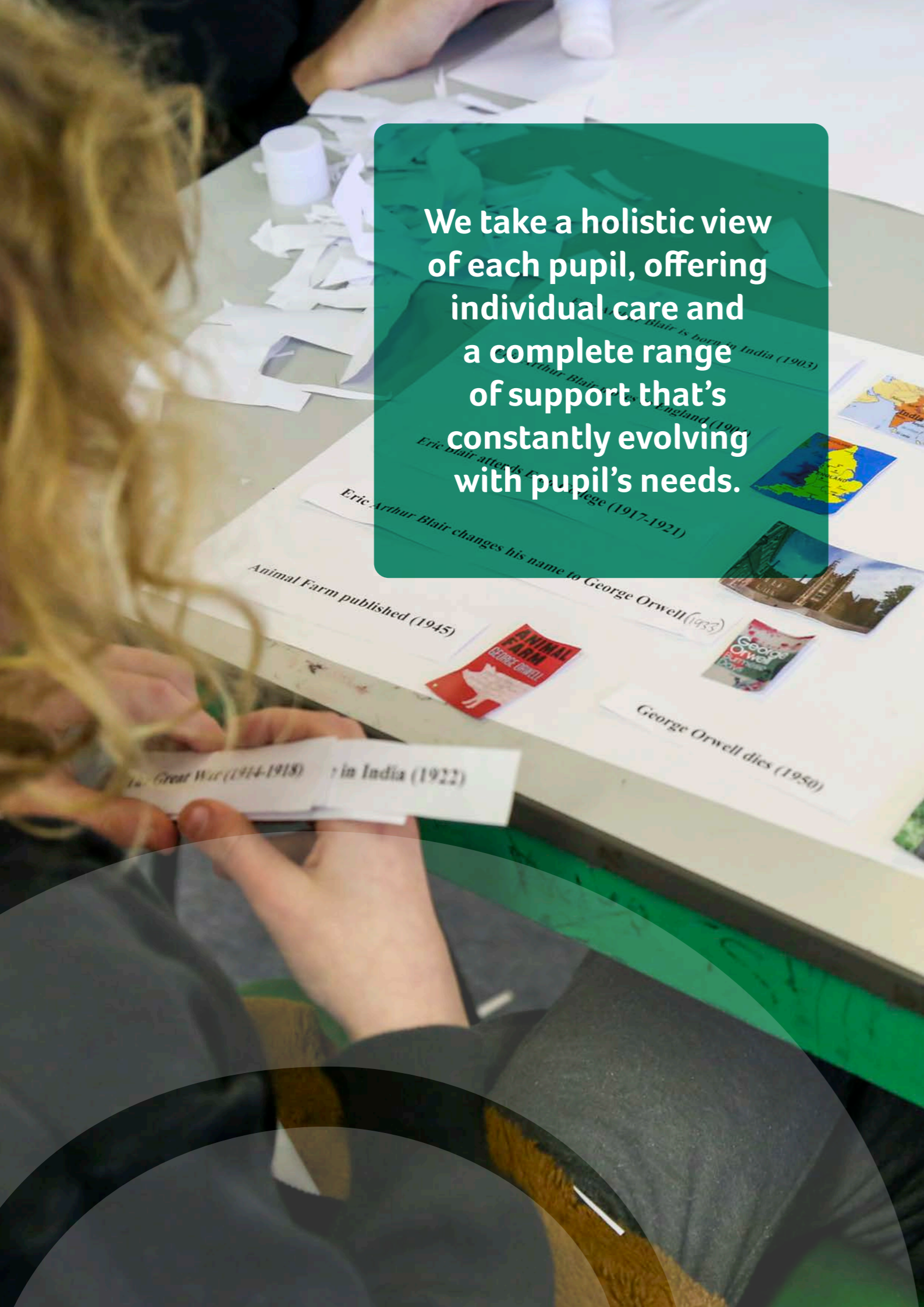
## OUR MISSION STATEMENT

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 TEYNHAM

Head Teacher  
**CAROLE COX**

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.

### 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 functional skills in English and Maths, Entry Level Science, and AQA awards in Land-based studies and Food Technology. In addition to these enterprise-driven qualifications, Entry Level Employability Skills and City and Guilds Food and Hygiene awards are offered.

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 of and consideration of others. This is developed in peer cooperation, a nurture group ethos and respect for the views of their friends. Pupils are regularly elected to the School Council to help shape school planning and ideas.





# 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 has 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 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 a dedicated SEN team and several Designated Safeguarding Leads.

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 and 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 30 years in SEN, a Deputy Head with over 25 years' experience of working with challenging young people in various settings and our strong leadership team includes Qualified Teachers, our qualified SENCo, the Director of Education and our Speech and Language Therapist.

The on-site Speech and Language Department consists of one Therapist, who has a Bsc (Hons) and MRes and is also a qualified teacher. She has experience of working with children and young people with SEMH, ASD, DLD and a range of medical/genetic conditions from ages 4 to 19. She has knowledge of a wide range of therapeutic services including Occupational Therapy, Counselling, Art and Play Therapy.

She is HCPC registered and a member of the Royal College of Speech and Language Working with her are two assistants who have considerable training in SLCN and SEMH.

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 both robust and active in keeping the school moving forward, there has been considerable investment in the last 12 months that has positively impacted on our most recent Ofsted inspection results where we achieved an overall grading of 'Good' with two areas considered 'Outstanding'.



## 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, AQA awards in Land Based Studies and Food Technology.

In addition we offer a bespoke Personal Development programme, which covers careers/PSHE/RSE/Life Skills and food.

All of our pupils have the option to study further subjects in KS4, including GCSE History, Business, Photography, Art and Computer Science. 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. Pupils are regularly elected to the School Council to help shape school planning and ideas.

## 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.

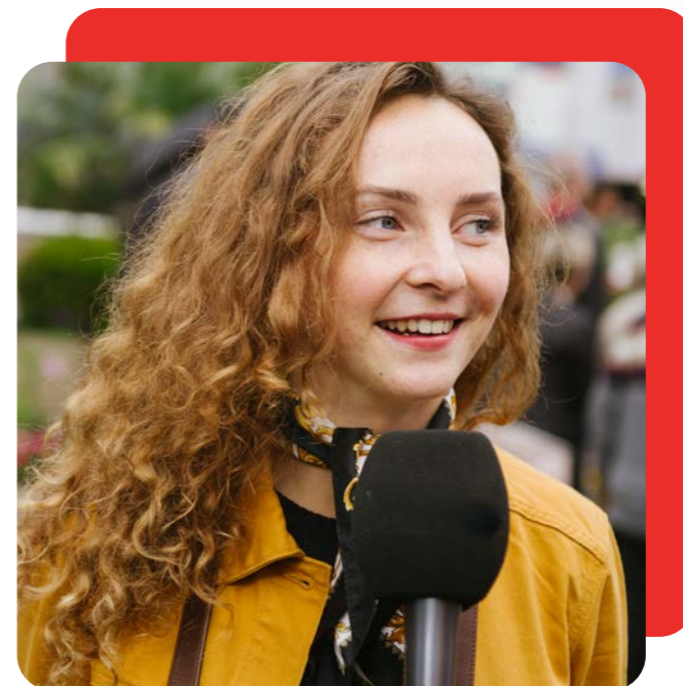
Our small class group size, balanced with a high level of experienced support, creates a safe and nurturing environment for pupils to begin to close the gaps in their skills, knowledge and understanding. Our highly experienced PEGs offer support, guidance and assistance across the school day, including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

## SCHOOL DAY

<b>Reading &amp; Registration</b> 08.30 – 08.50	<b>Lunch</b> 12.25 – 12.55
<b>Period 1</b> 08.50 – 09.40	<b>Reading &amp; Registration</b> 12.55 – 13.10
<b>Period 2</b> 09.40 – 10.30	<b>Period 5</b> 13.10 – 14.00
<b>Break</b> 10.30 – 10.45	<b>Period 6</b> 14.00 – 14.50
<b>Period 3</b> 10.45 – 11.35	<b>Tutor</b> 14.50 – 15.05
<b>Period 4</b> 11.35 – 12.25	On Fridays pupils will leave at 13.15pm after registration.



Academic Year 2023 - 2024			
Autumn Term	TERM 1	<b>Staff Development</b> Term begins End of Term  Half Term	Friday 1 <sup>st</sup> September 2023 Monday 4 <sup>th</sup> September 2023 Tuesday 5 <sup>th</sup> September 2023  Wednesday 6 <sup>th</sup> September 2023 Friday 20 <sup>th</sup> October 2023  Holiday – Monday 23 <sup>rd</sup> October 2023 – Friday 3 <sup>rd</sup> November 2023
	TERM 2	Term starts End of Term	Monday 6 <sup>th</sup> November 2023 Friday 15 <sup>th</sup> December 2023 @ 12 noon  Holiday - Monday 18 <sup>th</sup> December 2023 - Monday 1 <sup>st</sup> January 2024 Tuesday 2 <sup>nd</sup> January 2024
Spring Term	TERM 3	<b>Staff Development</b> Term starts End of Term  Half Term	Wednesday 3 <sup>rd</sup> January 2024 Friday 9 <sup>th</sup> February 2024  Holiday - Monday 12 <sup>th</sup> February – Monday 19 <sup>th</sup> February 2024 Tuesday 20 <sup>th</sup> February 2024
	TERM 4	<b>Staff Development</b> Term starts End of Term  Easter Half Term	Wednesday 21 <sup>st</sup> February 2024 Thursday 28 <sup>th</sup> March 2024 @ 12 noon  Good Friday – 29 <sup>th</sup> March & Easter Monday 1 <sup>st</sup> April 2024 Holiday – Monday 2 <sup>nd</sup> to Friday 12 <sup>th</sup> April 2024
Summer Term	TERM 5	<b>Staff Development</b> Term starts Bank Holiday End of Term  Bank Holiday Half Term	Monday 15 <sup>th</sup> April 2024 Tuesday 16 <sup>th</sup> April 2024 Monday 6 <sup>th</sup> May 2024 Friday 24 <sup>th</sup> May 2024  Monday 27 <sup>th</sup> May 2024 Holiday – Tuesday 28 <sup>th</sup> May to Friday 31 <sup>st</sup> May 2024
	TERM 6	Term starts End of Term	Monday 3 <sup>rd</sup> June 2024 Friday 19 <sup>th</sup> July 2024 @ 12 noon



## 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 Kent are managed by a School Admissions Panel consisting of the Head Teacher, Deputy Head and SENCo.

## STEP 1

After an initial referral is made, 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.

Pupils will meet with one of the Referral panels at school to determine whether the provision offered is suitable for the young person's needs.



## STEP 2

After this visit, pupils will be invited to attend an initial network meeting. Prior to the initial network meeting, an initial risk assessment will be written based on the EHCP and referral documents. 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. Based on the pupil's needs and circumstances, 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.





## ISP SCHOOL

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