



BATTLE NEWSLETTER

July 2025

A message from Caroline

I am sitting here reflecting on the journey we have taken in the last four years from our original six children to a school of forty seven children and still growing.

Throughout this academic year we have had numerous quality assurance visits from a number of professionals, therefore I thought I would share some of the heart warming comments on their findings – enjoy the ride.

East Sussex Contractual Monitoring December 2024:

Leaders have a strong culture and ethos, embedded since the first cohort of 6 children in 2021. The school approach is based on group relations theory, with the voice of children embedded throughout all activities. This includes community meetings four times a day where adults and children can voice celebrations and concerns equally. This is an increase since our last visit, with the recent addition of a meeting after lunch, following analysis of behaviours that may communicate distress were showing a need for grounding activity. Structure and routine are crucial, as is building child autonomy through structured choice.

There is a strong ethos that children at the school deserve the same opportunities as their peers in other settings and curriculum development has been vital within this. Leaders described how they want children to be able to have positive comparisons with their friends when discussing their educational experiences. Adults have considered the voice of children and their aspirations when planning option choices.

The school continue their success with the Attachment and Trauma Sensitive Schools Award and now have been awarded Silver. Adults are continuing to gather evidence to submit for the Gold award, which also has wider elements in relation to corporate approaches. The school have also gained the Investing in Children Award.

Leaders have a clear ambition for all children, linked to aspirations that they should have the same experiences in life as their friends in other schools. This clarity of ambition has shaped the curriculum offer and integrated approach, supporting young people to be ready to learn in a way that suits them.

Leaders exemplify the approach for all through their interactions with adults and children and it was clear during the visit how relationships with children are developed, maintained, and valued.

The school have engaged in gaining external accreditations and awards, evidencing their commitment to a framework which supports children at the school to heal and move forward in their learning with positivity.

The school continues to offer a broad and enhanced curriculum that enables children to develop essential skills, prepare for adulthood and achieve and become successful learners, helping to prepare them for movement into mainstream at post 16 whenever possible.

The school highly values children's voice and their contribution towards school decisions. For example, a child suggested purchasing a new toaster, which was heard and subsequently purchased. This inclusive practice supports a sense of belonging, a positive school culture and collaboration.

Children have the opportunity to feedback on the school experiences through community meetings and this is central to the school ethos and approach of equality. This is a valuable opportunity for children to gain confidence in speaking about celebrations and challenges in their day in a meaningful way.

Safeguarding Visit February 2025:

The school is set in a large and open site, but all staff are aware of potential risks of pupils going missing. Pupils for whom there is a possibility that they may leave site, have this risk highlighted in their individual plans and all staff are made aware of this. Pupils who require regular access to outside spaces due to dysregulation are supervised and shadowed by staff. Pupils understand that this is a requirement. All staff are in contact via walkie talkie to alert other members of staff of pupils who become dysregulated and may require additional staffing support. The school recognises the need for pupils to understand risks whilst out in the community as part of their preparation for adulthood and as far as is practicable, ensure that pupils are supported to understand these risks.

The safeguarding team remains stable and has benefitted from the school administrator completing DSL training and joining the safeguarding team. They are the first point of communication for families who contact the school as well as liaise with other professionals and services therefore is a helpful conduit for safeguarding concerns. The school has carefully considered delegated roles across the senior leadership team and the SENDCO is now also the attendance lead. This has been highly effective and has resulted positive outcomes for pupils and their families due to the holistic support in place alongside robust systems.

Attendance processes and systems are robust. The school has a clear mechanism in place for oversight of attendance from first day calling to convening attendance support meetings and the implementation of attendance plans. Parents have found the input and support from the school invaluable. There is clear evidence of regular review and discussion amongst the SLT and safeguarding team.

Education Division Visit May 2025:

The community meeting was calm and focussed. Approximately 30 students attended, demonstrating respectful attitudes and strong engagement with the school's community approach. The careful seating plan and approach of staff allowed all students to feel safe, even highly anxious students who needed additional support to participate.

The tour of the school site included visits to a number of classes and a tour of the external site. The displays within the school were impressive and clearly valued by the students. Excellent relationships between staff and students were observed. One student led part of the tour of the external grounds and was keen to highlight the range of activities the extensive grounds allow.

Investing in Children Award June 2025:

Conclusion

Eleanor Seed: My report clearly demonstrates the ways in which pupils play an active part of school life. When speaking to the pupils they were able to tell me about the ways their voice makes changes happen and this is evident within my report.

Pupils are active in all aspects of decisions regarding their school and there is a clear mechanism for pupil voice and decision making.

When I asked all the pupils if they felt the school gives them a voice and makes a change based on their voice and the school should get the award, they all said Yes!

“There has been loads of times that people have listened to me in this school!”

I therefore have no hesitation but to recommend that ISP School – Battle has its Investing in Children Membership Award renewed.

Safeguarding Governor Visit June 2025:

Snapshot of our strong report -

Strong safeguarding ethos reflected in staff culture and daily routines (e.g., morning briefings and Community Meetings).

PSHE curriculum is robust, both in planned delivery and responsive safeguarding education.

Innovative use of external programmes like Votes for Schools to promote pupil voice and topical discussion.

Positive pupil voice, with clear sense of safety, belonging and being heard.

Environmentally thoughtful – both in physical space (sensory rooms, Forest School, vocational spaces) and in terms of emotional safety (restraint reduction, risk plan awareness).

Parent survey June 2025:
What are our greatest strengths?

Communication is amazing.

Relationships with Head Teacher

The support you give to individual children.

Communication and understanding of our child's needs.

Approach children at their level, show empathy and kindness. Trauma informed. Children feel valued and cared for. Children feel safe and listened to, their individual voice is heard. Lovely small classes. Praise and discipline dealt with well. Staff apologize making children realize adults make mistakes just like them.

CAROLINE is ISP's greatest strength a head teacher who listens and communicates effectively. Student and adult relationships are something that is valued.

Staff support and training to enable them to create and maintain a therapeutic environment and perform their roles. Caring for staff is key. The physical space and attributes of the building and nature it sits in. The vision of the head teacher in shaping the culture and purpose of the school.

All of the staff who are committed to ensuring that students achieve in their studies and reach their full potential.

Treating each student as an individual with differing strengths and needs and providing tailored support as required.

Being able to have face to face contact with staff and the Headteacher to openly discuss issues and concerns and work collaboratively with parents for the benefit of the students.

Therapeutic approach to the students and their learning.

Teachers are caring and understanding of the children.

This just brings me to wishing you all a happy, healthy and safe Summer and look forward to working with you all again in September.

Caroline Belchem
Head Teacher

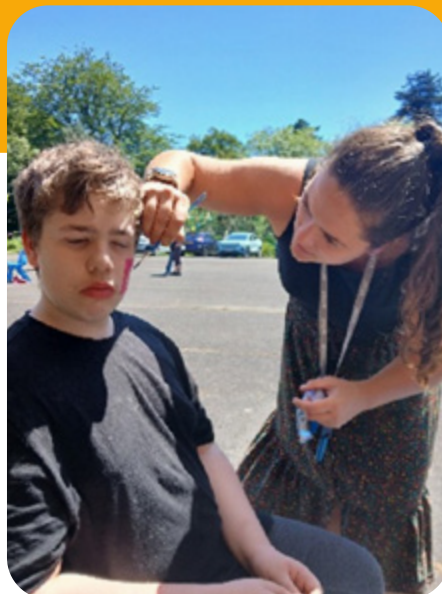
ISP Summer Festival 2025

At ISP School Battle, we've had an exciting and busy term, putting together a wonderful celebration of all the amazing things our students have been learning in Music, English, and Drama. It's been truly heartwarming to see how much the children's confidence has grown, especially when performing on stage in front of an audience, something that used to feel quite daunting for many of them.

Everyone, students and staff alike, worked incredibly hard to bring this unique event to life, and it was so wonderful to see it enjoyed by families and visiting professionals. There was something for everyone! From solo piano performances and singers to a lively school band and even a staff band, the stage was buzzing with talent. Our students also gave a fantastic performance of A Midsummer Night's Dream, which really wowed the crowd.

Outside the stage, the fun continued with a barbecue, candy floss, sumo suits, the ever popular stocks and wet sponges, giant Connect Four, face painting, sitting and chatting also there were some amazing art sculptures created by the children and proudly displayed around the site.

It was a joyful day full of creativity, fun, and community spirit!



Bexhill's Egerton Park

Back in June, we took Gareth's group down to Bexhill's Egerton Park, as it was one of his students last day with us at ISP.

We played in the playground until it was time for chips. We sat around park benches eating our hot chips and they were delicious!!

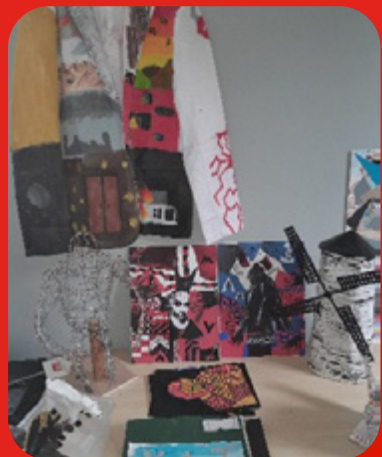
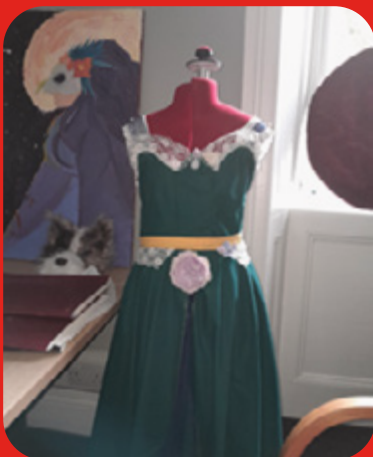


GCSE Art

Well done to the year 11 students that have completed their art and photography GCSE this year.

These students have worked hard to complete their coursework projects and then they had to sit through a 10-hour exam over 2 days!!

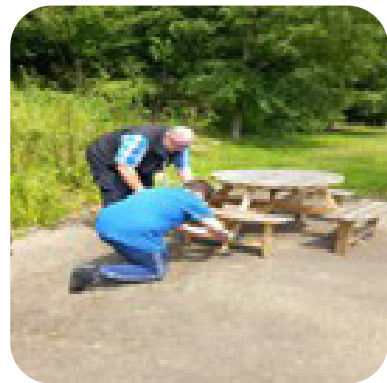
They managed to produce some original and very creative artwork.



The Repair Shop!

Some students have been very helpful and willing to repair chairs and tables with the use of power tools.

Thank you!

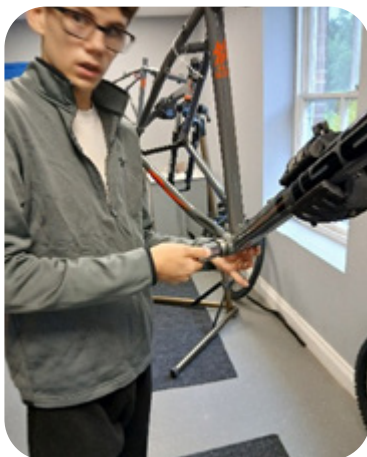


Build a Bike

On Thursday 26 June, five students took part in the third Build a Bike that the school hosted, and all five students completed their bikes on Monday 30 June with some students taken them home after school.

Once Steve the build a bike engineer explained to the students what exactly they would be doing each student stood by their bikes and started by getting their tyres onto the wheel frame and then getting the inner tube on and pumping the tyre up. They then attached the breaks front and back and attached the gear clogs.

The chain was then attached to the bike, and then the students were set for a demo around the island on their brand new bikes with helmets, bike locks and lights. All five students were made up with their brand new bikes and excited to get them home.



1066 PE Lesson

Every Monday afternoon two tutor groups go to 1066 Gymnastics for our pe lesson where they have full use of the facility to use the trampoline, balance beams, mats and bars which all students have attempted at least once.

Most of the students have learnt how to use the trampoline to do summersaults and backflips landing on the mats safely. The bars are always good fun to test your strength of swinging from the lower bar to higher bar for the students brave enough to try. The floors are also sprung which the students absolutely love being able to do cartwheels and other tricks.

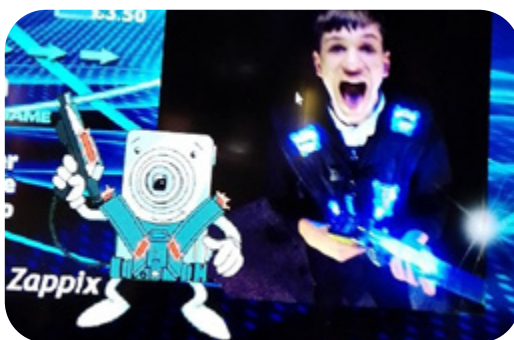


Trip to Brighton

A derelict spacecraft has crash landed into West Street in the heart of Brighton.

Beyond its airlock lies a 3000sqft galactic labyrinth filled with swirling smoke, strange sounds, flashing lights... and enemies!

Mark's tutor group travelled to LazerZone in Brighton as part of Richard's goodbye. The tutor group took part in a number of games both individually and as a team. The group also had some photos taken in the game (if they were accurate hitting the targets).



Horse Riding

Horse riding this year has been an absolute pleasure for both staff and children.

They have learnt so much and have come so far. We have completed a lot of varied tasks including bandaging, bathing, tying a horse securely and getting their horse out of the stable independently.

Each week is different with a hack on one week and a lesson within the school the second. They get to enjoy the beautiful woods whilst learning all about the horse.

Horse riding is a huge benefit to the children and each week they grow in confidence, self belief and independence all in a safe environment.



Media Suite

At the beginning of term 5, the computer room at ISP Battle received a complete overhaul, with six new gaming PC's being installed, allowing for a much wider range of applications to be accessed.

Students are now learning to use industry standard creative applications, such as, Adobe Photoshop for image editing, Premiere for professional video editing, Kodu Game Lab, a simple game design program, and Unreal Engine, a high-end game development program.

Throughout terms 5 and 6, students have started to learn how to make simple games in 3D, and edit images in Adobe Photoshop.



Midsummer Madness

Some people think that Shakespeare's plays have no place on the Curriculum – especially for children with SEN or who may have missed key aspects of learning.

BHS and GSH tutor groups want to show that those people are wrong – here's what they learnt whilst studying the play *A Midsummer Night's Dream* in English and Drama...

- The history of the English Language. They also found out that whilst being a bit tricky to get to grips with, the Elizabethan English language is actually considered 'Early MODERN English'.
- Nobody was as good as insults as the Elizabethan's were (and we had jolly good fun replicating some of them!).
- If you can't think of the right word – invent one! That's what Shakespeare did. He is credited with the invention or introduction of over 1,700 words that are still used in English today.
- Spelling – some children get so hung up on the correct spelling of a word, they can't write anything down. We learnt that spelling wasn't 'standardised' for 100's of years. Before that people just had a go. And that's just what we're going to do.
- Relationships – All the tricky things that go on in relationships have been happening for hundreds of years – not just to us now! Sometimes we like the wrong person, sometimes we get tricked or manipulated and, we all fall in love at some point (or think we do). Sometimes it's complicated and we need to talk things through to work it out and be honest with ourselves and each other!
- We can give Shakespeare's plays a modern and relevant twist for all sorts of audiences – check out our 'shorts' videos by using the QR code at the bottom of this article (chosen, filmed and directed by the children).
- We can make links between the setting of the play and the areas around our school to help us set the scene.
- We can use computers to carry out research.
- We can work as a team or take on key roles to produce our work.
- We can figure out how plays like *A Midsummer Night's Dream* have helped to shape fairy tales and modern fantasy stories, identify key themes and items and use these to write our own fantasy stories
- How to act like we are in love with a Donkey!

The children in BHS and GSH groups have worked incredibly hard and produced some excellent work. You will be able to view the short form videos on our YouTube channel soon, and can check out some of the amazing creative writing in this newsletter.

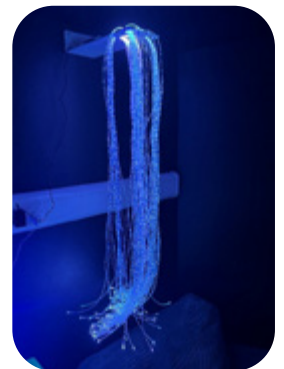
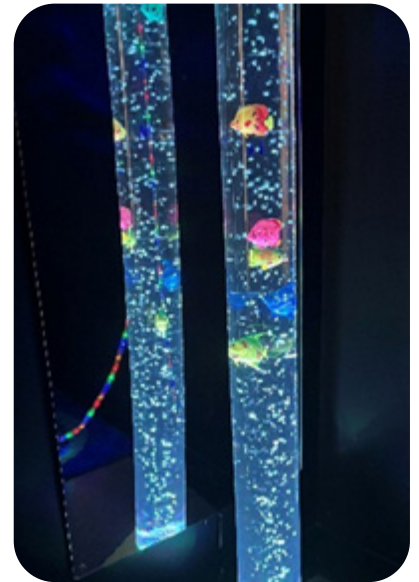


Sensory Light Room

Sensory lighting therapy is a type of therapy that uses light to stimulate the senses.

It can be done in various ways, but typically it involves exposing the person to different types of light, such as bright, soft, pulsing, and coloured light. Some evidence suggests that sensory light therapy can support children to improve their focus, communication, and social skills. It has been reported that children seem calmer and more regulated after receiving sensory lighting therapy.

ISP School Battle have been developing the sensory rooms to support the sensory needs across the school. Children's needs have been identified through assessment, observations and discussions with children to create and development an area to support ISP Children.



Music Department

The Music Department have just purchased a new and very expensive P.A. system.

We used it at our recent Summer Festival and it sounded amazing offering crystal clear, uncluttered sound.

The students have been using it in our music room and love the lush vocals and thumping bass it delivers.

Our new mix desk has 18 effects including echo and reverb, and are great fun to add to any instrument or voice.

We are looking forward to the Christmas Show when we get to use it again for live performances and crank up the volume.

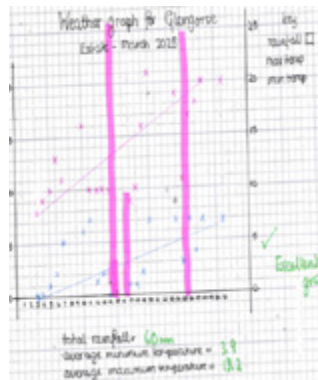
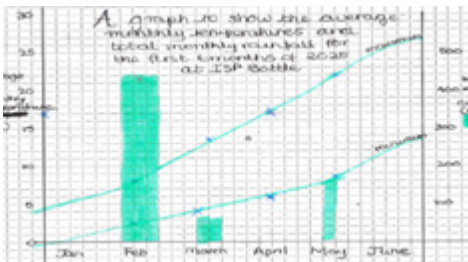
See you there!



Glengorse Estate Weather

This term we have been measuring the rainfall and temperatures daily and then created graphs to show the trends and used them to predict temperatures.

It has been great seeing students improving their maths skills.



date	rainfall	min temperature	max temperature
2nd		10	32
3rd		8	32
6		5	10
8		8	22
9		7	27
12	10mm	8	23
13		12	21
14		9	28
15		6	18
16		12	24
19		9	23
20		9	30
25	160mm	10	16



Year 10 College Visits

As well as practical subjects, at Ore Valley, such as plumbing, electrical, engineering and carpentry, our students have been able to get a taster of law and uniformed services at Hastings College and childcare, hair dressing, psychology, sociology, physics, maths, computing and chemistry at the Eastbourne College site.

There are also planned visits to Plumpton College and Bexhill College where there is an opportunity to taste music performance and music technology. A student was also able to visit the military school in Eastbourne.



The Watermill Wolves

This term ISP School students were treated to a visit from The Watermill Wolves and their expert handlers Natalie and Tracey.

These majestic and gentle animals are part of a therapeutic programme designed to support young people with emotional wellbeing, anxiety reduction, and confidence building. For many of our children, especially those who face challenges, the opportunity to interact with calm, non-judgmental animals can be deeply reassuring and uplifting.

Over the course of the session, students were able to; Learn about wolf behaviour and communication, gently pet, groom, and walk alongside the therapy wolves, discuss their feelings in a safe and supportive environment, Reflect on personal growth and self-regulation skills.



Challenging Hate

David Law, Project Support Officer, East Sussex Safer Team, led a group session in school challenging stereotyping that can lead to bullying and racism.

Children learnt the meaning of Hate Crime:

- any criminal offence which is seen by the victim **or any other person** to be motivated by **hostility** or **prejudice** based on somebody's:
 - Disability
 - Race
 - Religion
 - Sexual Orientation

They also discussed the **values** that **Britain** supports:

- Making decisions **together**
- Understanding that **rules matter**
- Treat **others** how **you** want to be treated
- Freedom** for everybody

By the end of the session children realised that it's ok to:

- Be **the real you** – who you are is good enough you don't have to be anyone else!

And that...

- Your identity **makes you different** but it doesn't make you better than anyone else

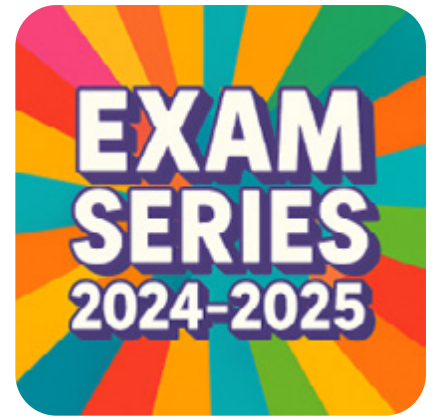


GCSE's

After all the sweat and tears of the children (and adults sometimes too!), this year's exam series is finally over.

It was an exciting time for us as we had a number of 'firsts'.

Unprecedented number of exams sat! Along with the core subjects of GCSE Maths, English Language and Biology, we also had children sitting GCSE English Literature, GCSE Art & Design, GCSE Geography, GCSE History, GCSE Computer Science and GCSE Physics.



After (finally) receiving our registration as an Exam Centre, all exams were run in-house. All adults were involved in some way, but Amelia would particularly like to thank all invigilators, and Cara and Sarah for all their administrative support. It is so important that we offer our children the opportunities that so many of their peers have in mainstream, albeit that our children have a slightly different approach in terms of teaching and support.

Highest number of children sitting Exams. 100% of all Year 11 children sat all core GCSE subjects with many of them sitting an additional 3 or 4 option GCSE's.

Ultimately though, we have to thank our Year 11 cohort this year, who worked with us, trusted us and allowed us to have faith in them when they sometimes found it hard to have faith in themselves. Finally, a special thank you to Katrina, who kept Year 11 calm and level-headed and often provided them with a lift home from after school revision sessions or the exams themselves.

We look forward to welcoming them all on the 21st August to receive their results with their parents and carers. School will be open from 10.30-11.30 especially.

Have a great summer Year 11 – you deserve it!

Investing in Children

We are delighted to inform you all that we have been re-awarded our Investing in Children Award. This showcases the many ways in which children have a voice within our school.

Children were asked to say in a few words what school means to them:

"They understand you and make you feel safe in the school"

"You get to go out to nice places and on school trips"

"Education and fun!"

"The teachers!"

"On a Monday I go to 1066 and on a Thursday, I go horse riding. I like this!"

"One of the only special schools that does GCSE's"



Eleanor asked children about community meetings where they stated:

"We have them four times a day. One on the morning, one just before lunch, another after lunch and one at the end of the day"

Eleanor asked the pupils who chooses what they talk about: "Caroline... but the children get a really BIG say"

"It feels safe to have a say at the meetings"

During Eleanors time online talking to children, one child entered the room stating;

Change that morning

"I couldn't do Forest School this morning as I hate Forest School. I asked to do English instead"

This is perfect example of change that happens on a daily basis.

I am so proud of our children who deliver this award to our school year on year, thank you so much.

Year 11 Forest School

Exam time can be stressful for everyone. Spending time with plants is a simple yet powerful tool to support pupils' wellbeing during testing periods. Exposure to plants, whether through tending indoor plants, gardening or simply spending time in plant-filled environments, can help reduce stress, improve mood and restore attention.

ISP children have access to a forest school area for therapeutic sessions, sensory strategies and learning opportunities. Students enjoy having the freedom to explore, play and socialise in a calming and safe environment. Children also have the opportunities to take certain risks, and these risks can include activities such as climbing trees, using tools, and cooking over open fires. However, the philosophy of Forest School emphasizes managed risk-taking, where children are encouraged to assess and engage with risks in a controlled environment, contributing to development of confidence and self-esteem.

Natural environments help boost concentration and cognitive function, which are both key for exam and test preparation. Pausing to notice the surrounding natural world or natural elements provides a mental break from effortful thinking, which can enhance pupils' ability to focus on academic tasks.



KS3 Fantasy Fiction

Children were tasked with reading the start of a fantasy story and then it was up to them to carry the story on, using fantasy codes and conventions.

Children were encouraged to use a full range of punctuation and a wide variety of language devices such as similes, onomatopoeia and alliteration. Once their piece of writing was finished, some of the children used AI to create an illustration for their story.

Please see the fantastic responses below from some of the children (this is all their own work and has not been edited):



By Tulisa Wrigley:

Elsa bent over and went to touch the hidden button, that was hidden inside the big round, glowing globe. The button was a glowing purply, sandy yellow and bright red colour. It glowed like the sun in the swimming pool. She pushed the big button and this big, bright light came out of it, It shined like a shooting star in the night sky. It was so blinding! It was so bright, but so beautiful.

She got sucked into it and span round in the air. Then she closed her eyes and screamed! Then she stopped spinning and screaming... she opened her eyes but didn't know where she was! It was hot like the Sahara Desert, like a hot cup of tea, NO HOTTER than that! It was so hot that you could have cooked an egg on the hot bubbling tarmac. It was that hot.

Elsa walked around a bit. There were trees, but they did not give any shade whatsoever from the blistering heat. She kept walking around and on her travels she saw a horse - it was brown like an acorn, it was so pretty.

She continued walking and she came across a dinosaur! Yes a Dinosaur! It was purple and brown in colour. It was humongous. But it was so friendly. The dinosaur even smiled at her and waved. It started too speak to her it said "Hi, how are you? I am Flufow and who are you?"

Elsa was surprised so surprised to have had conversation with a dinosaur. Elsa said back to Flufow " umm H-H-Hi I-I-I am Elsa you can call me Elsa, what are you doing here?" Flufow said " I don't know but I must go now goodbye"

By Brodie Carr (Bean):

Elsa opens her eyes and the lights start crackling and a portal opens glowing bright green! Elsa walks through the green portal, trips and then falls on to pink cotton like clouds. Elsa hears a racket noise from behind the clouds, and a loud squawk.

Two steam punk robot parrots, riding on a pink old elephant try to sneak up on Elsa. The elephant's-tired eyes look down at the little girl's shiny red hair pin which looks familiar. The elephant speaks up with a thundering roar, "Where did you get that glimmering, scarlet hair pin?" The parrots mimic the elephant with high squeaky voices, which you can barely hear over the screeching noise from their old rusty gears "Where did you get that glimmering scarlet hair pin?"

The elephant gets very angry, opens his mouth, grabs the girl with his snake-like trunk and eats her like a sausage roll! Crunch, crunch. The two steam punk parrots gasp! Parrot one asks, "What did she taste like?" The elephant replied she tasted just like creamy, crunchy chocolate."

By Dolly Cresswell:

As snaps of lightening sparks shoots out from the golden ball, she retracts her hand and begins to wave her hand in the air, in a desperate attempt to sooth the burning sensation lingering on her finger tips.

Elsa's brows furrow in a mixture of fascination and confusion with what had just happened. Letting her curiosity overpower her fear, she extends her arm out as a low hum fuelled with anxiety escapes her throat.

"No Elsa, don't be stupid" she snaps to herself like a lecturing parent, distancing her hand from the ball again.

Her eyes examine the room, landing on a dusty rag, scrunched up in a crinkled ball in the corner of the room. Elsa lifts the ancient rag in the air with two fingers as if she is holding a bag of stinking rubbish. As she throws the rag on the golden orb, she releases a sigh that filled the room and strolled back out through the door.

By Paul Ward:

She touched the ball with her index finger and pressed the tiny button that was hidden under one layer of gold.

Then a massive bright light, blinding like the sun, created a giant ball around her slim body. Suddenly the floor fell through, and massive cave opened in front of her. She walked into the cave and unexpectedly, the rocks were falling behind her, and the walls were closing in on her.

Then she started to run as fast as lighting, towards the exit. She saw a massive waterbed in front of her and the water was crystal clear like glass. She jumped into the water and there was a massive splash what sounded like rain, and across from her there was a hot tub, and it sounded like sizzling bacon.

She got chased out of the hot tub by a flock of bat's and She RUNS, through another, cave and then, quickly the wall's collapse, in front of her and, she turns around, and then the wall, were falling in behind her and then she's started to Scream! Then the ceiling fell on to her.

Battle Curriculum Term 1

The Key Stage 3 curriculum is delivered through a three-year rolling programme, ensuring a coherently planned and sequenced learning journey that enables pupils in Years 7, 8, and 9 to revisit and build upon key knowledge and skills over time. This structure reflects a well-considered curriculum intent tailored to the diverse and complex needs of our learners.

All KS3 classes access a consistent and ambitious curriculum each term, allowing for equitable curriculum exposure while enabling teachers to adapt implementation based on pupils' individual EHCP outcomes, cognitive profiles, and learning styles. Our highly experienced staff use evidence-informed strategies and specialist pedagogy to scaffold learning effectively, promote independence, and secure long-term retention.

This personalised approach ensures that all pupils — including those with significant barriers to learning — are supported to make strong progress from their individual starting points, in line with the school's high expectations for all.

KS3

	English	Maths	Science
Autumn Term 1	Goth Fiction	Place Values	Biological Processes
Autumn Term 2	Text - Pig Heart Boy	Properties of Numbers Cont. Arithmetic	Ecosystems and Adaptations

KS4

	GCSE English Language		GCSE Maths		GCSE Biology	
	Yr 10	Yr 11	Yr 10	Yr 11	Yr 10	Yr 11
Autumn Term 1	19th Century Text - focus on Paper 1 Skills	Paper 2 Writing transactional writing Argue and Persuade Explain and instruct/advise Q1-5	Number	Probability and statistics	Paper 1 Cell Biology	Paper 2 Ecology revision / recap
Autumn Term 2	Paper 1 Reading unseen fiction extracts. Q1-4	Paper 2 Writing transactional writing Argue and Persuade Explain and instruct/advise Focus on Q5	Number cont. Graphs	Algebra	Paper 1 Organisation	Paper 2 Homeostasis and response

View our [2025-2026 Term Dates](#).