



SEN Local Offer

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. Whilst we are an independent special school, we work closely with East Sussex iSEND therefore this report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards children with special educational needs and disabilities. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer

This report will be reviewed annually in line with our SEN policy.

If you want to give us your views about the report, please contact our administrator: Sarah Page.

Signed: Caroline Belchem Head Teacher

Date: September 2025

2. Who should I contact?

If you would like to apply for a place at our school please contact the SEN Team at County Hall, Lewes initially.

If your child is already at our school, please do speak to their tutor or PEG in the first instance.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for our children, all of whom have special educational needs, all also have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school adults and works closely with parents/carers and other services that provide for children in our school.

To contact our SENDCO please use the following means:

SENDCO: Candy Gilbert

Telephone: 01424 238640

Email: candy.gilbert@ispschools.org.uk

3. Which children does the school provide for?

We are a specialist independent Special Educational Needs school which is part of ISP. We admit children from ages 7 to 18.

Most of our children have a primary diagnosis of SEMH, which are identified within their Education, Health Care Plans (EHCP). The school only takes children where the local authority has named the school in the child's Education, Health and Care plan. If you want to ask for a place at the school, contact your Assessment and Planning Officer at East Sussex County Council.

4. How will the school support my child?

ISP School, Battle is a rural school for children with social, emotional and mental health difficulties (SEMH); a school where our vision is to ensure every child fulfils their potential and is prepared for their transition into adulthood.

All our children have an EHCP, and all adults have a responsibility to meet the needs of all the children. An annual review is held every year and parents/carers and other relevant external agencies are invited to attend so that the children's EHCP can be reviewed.

The class teacher will oversee the day to day plans for your child. Class Teachers are supported by a Progress Engagement Guide, classes have up to six children. Teachers plan, monitor and assess all children at least termly. Class Teachers and Progress Engagement Guides are supported by the SENDCO, Deputy Head and Head Teacher.

In addition children have access to a Literacy Intervention Tutor, Speech and Language Therapy Assistant, our School Administrator and joining the team soon will be a Pastoral Intervention Tutor.

Each child has a keyworker to oversee their academic, social and emotional development.

Parents and carers are at the heart of our support for our children. Parents and carers receive weekly updates alongside termly reports.

5. How does the school teach and support children with SEN?

Children are taught in classes of six children. Primary follows a primary model. A Key Stage 2/3 transition class would follow a primary model. Our nurture class follows predominantly a Key Stage 3 model, Key Stage 3 and Key Stage 4 follow a secondary model.

Class sizes are small in comparison to mainstream schools with a maximum of six children who are supported by a tutor and Progress Engagement Guide. In lessons, each class is allocated a Teacher and Progress Engagement Guide, this allows for a high level of support for learning within the classroom. Teachers are responsible for each child's individual learning plan; personal learning and behaviour targets are set and reviewed regularly throughout the year. Progress is reported to parents and carers on a weekly basis. Our school issues three reports each year: December, April and July. This is in addition to reports produced for Annual Reviews and Personal Education Plan meetings.

6. How will the curriculum and learning environment be matched to the child's needs?

Teachers plan their lessons to enable all children to make progress and to be challenged. This includes planning different tasks for children of differing abilities, allocating increasing amounts support or setting open-ended tasks and allowing children to respond according to their level of understanding. Throughout the school, there is an emphasis on learning outside the classroom with children participating in a broad range of activities such as Forest School, Horticulture, trampolining, riding and accessing the gym.

There is increasing choice to options for Key Stage 4 enabling children to follow a pathway most suited to their progression plans. College, work experience and other vocational pathways ensure that the curriculum offer is, as far as possible matched to children's needs and interests. All courses at KS4 are accredited, and as such ensure students have better chance in securing a suitable placement beyond ISP School, Battle.

7. How are parents and carers involved in reviewing children's progress and planning support

Support from home is vital in securing the best possible outcomes for children in education. At ISP School, Battle, we endeavour to ensure this is achieved through a variety of ways.

- Parents and carers receive a weekly communication on incidents, accidents and any celebrations of learning, this provides the opportunity for all aspects of progress to be discussed, as needed, and allows any emerging issues to be dealt with promptly.
- Teachers will report on your child's progress both formally and informally, as well as the weekly communication to parents and carers there are open afternoons and more formal progress reports that will record your child's progress.
- Parents and carers are involved in the annual review process for the EHCP.
- Parents and carers are invited to informal events held at the school to celebrate children's progress such as Christmas Show, Sports Day and much more.
- Parents and carers are invited to come in to talk with external agencies to either plan some extra support or intervention for their child or to review their progress
- We involve parents and carers every step of the way to ensure their children feel safe and contained seeing home and school working together.

8. How are children involved in reviewing their progress and planning support?

We recognise that our school works with children whose behaviour can challenge most of the boundaries adults, our organisation and the community set. We actively promote a well-ordered environment which we recognise is central to the containment and security necessary for the development of individual children. Our adults seek to understand the underlying causes of behaviour, they show tolerance and a truly holistic approach to behaviour management.

For this reason sanctions and suspensions are not key to our behaviour policy. We rely on our adults setting flexible yet structured boundaries, our whole community being involved in decision making and ensuring complete openness and transparency.

Central to this model are our community meetings that occur three times per day which is a forum which enables adults and children to work together to contribute their views, share their worries and work together to access the teaching and learning tasks.

In addition children are involved in the implementation and review of their safeguarding risk profiles – children understand these well.

9. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

At ISP School, Battle we understand the importance of smooth transitions for all our children as they move to our school, move up a key stage, move from class to class, and move on to Post 16 provision, we are sensitive to all their individual needs.

Securing transition to post 16 provisions is extremely important, we plan carefully for this with each child according to their needs and their destination route. Support for this transition starts early, we encourage children, parents and carers to visit open events at local colleges and providers to explore what is on offer. We can help with this process and can give advice about the range of courses, apprenticeships and training and the level of support you can expect for your child as they move on to post 16 provisions. Our school supports children in applying for their chosen post 16 provision and where appropriate a member of the KS4 team will support children and parents in attending College interviews, there are times where we would support children to access their interviews at college. We also have capacity for children to remain with us for Key Stage 5 (post 16 provision).

10. What training do school adults have?

ISP School, Battle is part of the ISP Group which provides specialised education to young people who demonstrate challenging behaviour and whom may have social, emotional, mental health difficulties (SEMH). We work closely with our 'sister' schools where we share good practice, there are opportunities for all adults to develop their expertise in response to children's learning and behaviour needs.

All adults access regular professional development through our 'in-house' programme; this provides adults with the opportunity to keep their practice fresh and up-to-date. We would also commission specialists to provide additional training in specific areas that may cover areas such as speech, language & communication, literacy, sensory circuits, forest school, Lego therapy, positive handling and specific behaviour needs. All staff have regular access to training in behaviour management, child protection and first aid.

11. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all our children to make sure no one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all our children. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We have regular opportunities for parent/carers questionnaires then summarise the results and feedback. This information helps to inform the school improvement plan.

We also invite parents/carers to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website.

<https://parentview.ofsted.gov.uk/>

12. How accessible is the school and how does the school arrange the equipment of facilities individual children need?

ISP School, Battle makes provision for both primary and secondary aged children from the ages of 7 to 16 years, through to post 16 provision to 18 years. The classrooms are very well resourced, where possible ICT is used to support children to access the curriculum. Our beautiful manor house is very well maintained, children have a high level of respect for the learning environment. The site has limited wheel chair access and while wheel chair users can access facilities down stairs, they would not be able to access the first floor teaching areas, as we do not have a lift. The site does have toilet facilities for wheelchair users.

Visual timetables, personalised work books and other communication aids and augmentations can be used to support understanding where necessary. Some adults use Makaton but this is only utilised at our school as an aid to support verbal communication.

In the past year, ISP School, Battle has not had children for whom English is an Additional Language, we recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that all children's achievements are linked to an environment in which they feel valued and confident.

Where parents or carers do not have English as their first language it is not considered appropriate to ask children to interpret for them. If interpretation services were required, we would commission these from local authority approved providers.

13. How are children included on school trips?

ISP School, Battle offers children in all age groups many opportunities to learn outside the classroom. This can include access local facilities such as sports centres and libraries, or going further afield to visit other places of interest such as museums and historical buildings.

Our expectation is for all children at ISP School, Battle to access opportunities to learn outside the classroom.

Due to the needs of our children, occasionally in exceptional circumstances it may be necessary make alternative arrangements for individual children. This will be based on previous risk assessments and the individual child's ability to cope with off-site learning opportunities.

We work with parents and children to listen to their views, feelings and wishes to ensure children with SEN engage fully in the life of the school and in any wider community activity.

14. What support is there for children's overall well-being and their emotional, mental and social development?

ISP School, Battle has strong pastoral systems in place, we promote self-belief and encourage aspirational personal achievements. Children attending our school have experienced difficulties in their previous mainstream education often resulting in suspensions. Children can access a very high level of support to improve and take responsibility and ownership for their own behaviour.

Expectations are very high, children have targets set each week that relate to their behaviour and learning. During each lesson and breaks children earn points which are consistent across the whole school, time is given at the end of each lesson to reflect on the number of points achieved and form an integral part of the weekly celebration community meeting. Children are taught to take responsibility for their behaviour through community meetings, keywork, restorative justice, developing their safeguarding risk profiles with adults.

Children are encouraged to reflect on their behaviour and consider alternative strategies to better manage themselves. We aim to support children to return to learning with their children in their class as quickly as possible and other than exceptional circumstances; children start a fresh throughout the day.

Most of our children have complex emotional needs which are identified in their EHCPs. These include a high proportion of children who have attachment disorders, alongside SEMH diagnosis. Many children have had difficult experiences in previous settings. All adults at our school have an awareness and are able to respond appropriately to the different emotional needs of our children.

ISP School, Battle has developed; and continues to embed, a range of interventions aimed at developing wellbeing and self-esteem. Amongst the provisions on offer are the following:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- SaLT intervention groups
- Clinical Psychology
- Lego
- Sensory Circuits
- Mentoring
- Key work
- Community Meetings
- Forest School
- Land based

All non-attendance is followed up on a daily basis, we work very closely with our children, parents and carers to ensure high attendance is maintained and celebrated and that any emerging attendance issues are dealt with promptly.

ISP School, Battle works in close partnership with a broad range of services and external agencies to receive more specialist expertise in order to support us to meet the needs of our cohort. Our Designated Safeguarding Lead (Head), Deputy Head Teacher (DSL), SENDCO, and Deputy DSL manage the support of these specialist services which include:

- CLASS - Communication Learning Autism Support Service
- TASS – Teams Around the School and Setting Service
- CAMHS - Child Adolescent Mental Health Service
- Virtual School - for Children who are looked after by the Local Authority
- STLP/TLP - Specialists Learning and Teaching Provision/ Learning Teaching Provision
- FISS - Family Intensive Support Service
- FFT - Friends, Families and travellers Service
- Immunisation Team
- U19SMS - Under 19 Substance and Misuse Service

- Social Care
- SASY Nurse
- YES - Youth Employability Service
- As part of the cycle of SEN, support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

15. Where can I get information, advice and support?

As a parent or carer, the first point of contact for you would be your child's tutor. If for whatever reason the tutor is unable to help a range of other adults will offer their support: Head Teacher, Deputy Head, SENDCO, Progress Engagement Guides, Administrator.

If there are issues you would rather discuss in person, you can make an appointment to see a member of our team in school. All enquiries should come through the reception on the school's main number. While many adults will be teaching, we do aim to return calls on the same day. All personal information about children is treated carefully, if you have urgent information to pass on about your child, this can be shared in the strictest of confidence with a member of our administrator.

If you are a parent of a child with an EHCP, who is not yet at the school but may be considering it as an option, you can call to arrange a visit to the school to see what we offer here.

The Special Educational Needs Coordinator (SENCO) at ISP School, Battle is Candy Gilbert: She can be contacted by phone on 01424 238640 or by email candy.gilbert@ispschools.org.uk

The 'local offer' on the internet

www.eastsussex.gov.uk/localoffer

SEND information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

<https://www.eastsussex.gov.uk/children-families/information-for-families>

www.eastsussex.gov.uk/sendadvice

16. What do I do if I am not happy or if I want to complain?

It is important to keep communication between home and school open and to raise any concerns as early as possible. This can be done by arranging an appointment through our school administrator. We seek to try to resolve any concerns as quickly as possible through informal discussion. If after talking to the school, you are still concerned or would like to make a formal complaint then the school has a Complaint Policy that can be found on the school website or you can ask our administrator who will be happy to provide you with a copy.

All complaints must be dealt with in line with the school Complaints Policy.