



School Information 2016/2017



Saxon Mount Community School Information



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Saxon Mount Community Special School caters for children and young people who have a range of Special Educational Needs (SEN). Saxon Mount is designated by the local authority as a special school for pupils with 'Autism and associated Communication and Language Difficulties' (ACLD). In practice this means a large number of our children have ASD. However a significant number of pupils also have speech, language and communication difficulties and other complex SEN.

Saxon Mount has recently entered into a federation with Torfield School, our main primary feeder SEN school. This means that both schools are governed by a single governing body and strategically led by one Executive Headteacher. Each school has its own Head of School who is responsible for the day to day running and organisation of their school.

We hope that you find all the information required within this document. However if you do have further questions or would like to talk to a member of staff, please do not hesitate to contact our school office who will be happy to help you.

The vast majority of children issued with a statement of SEN are educated within mainstream schools. If you are interested in finding out more about Saxon Mount School because your child is undergoing a statutory assessment but does not yet have a statement of SEN, please ensure that you seek advice from the SEN department at County Hall prior to arranging a visit to the school. Alternatively, if your child has a statement of SEN but is currently on the roll of a mainstream school, please also seek advice from the SEN department at County Hall prior to arranging a visit. If you are unsure of your child's status with regard to SEN or statementing, our office staff will try to help identify who would be well placed to advise you.

For parents of prospective children who wish to visit the school or find out more, please ask to speak to one of our senior leaders: Richard Preece, Executive Headteacher; Elaine Gardner, Head of School; Caroline Higgins, Assistant Head or Amanda Jagot, Assistant Head. They will be happy to answer your questions and show you around the school.

The information included within this document is as up to date as possible and is updated annually. We look forward to meeting you and answering any questions you may have.

Richard Preece, MA Ed.
Executive Headteacher.
September 2016

Saxon Mount Community School is committed to a policy of equal opportunities, where every person is of equal value, regardless of their race, gender, class, disability or religion.



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Governors

The directors of the trust are:

- ◇ Jenny Smith (Chair)
- ◇ Richard Preece
- ◇ Sue Taylor
- ◇ Mike Saunders
- ◇ Jean Haigh
- ◇ Mike Clarke

The advisory board for Torfield and Saxon Mount are:

- ◇ Sue Taylor (director)
- ◇ Mike Saunders (director)
- ◇ Richard Preece (director)
- ◇ David Wharton (parent)
- ◇ Carol Dobson (staff)
- ◇ Tracey Nottage (staff)
- ◇ Natalie Shuttleworth (Head of School, Torfield)
- ◇ Elaine Gardner (Head of School, Saxon Mount)

School Contact:

Saxon Mount Community School
Edinburgh Road
St Leonards-on-Sea
East Sussex
TN38 8HH

Tel: 01424 426303

e-mail: saxonoffice@tasmat.org.uk

Web site: www.torfield-saxonmount.com

Children's Services Department:

East Sussex County Council, Education Department
County Hall, St Anne's Crescent, Lewes, BN7 1UE

Tel: 03456 080190



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INTRODUCTION

Every pupil admitted to Saxon Mount Community School has a statement of Special Educational Needs. Although the LEA has the final responsibility for placing a pupil at the school, parent preference and recommendations made at the Annual Review play an important part in forming the decision. We encourage parents and carers to visit the school prior to their child's Annual Review in Year 6.

Saxon Mount Community School is a Special day school for pupils aged between 11 and 16. It provides education for pupils with autism, communication and associated learning difficulties who have statements of special needs. Class groups are small with high staff/pupil ratios to ensure that programmes designed to meet individual needs can be delivered. The curriculum at Key Stages 3 and 4 is taught through the National Curriculum. Students usually transfer to Saxon Mount Community School from other educational settings within East Sussex.

We aim to work with parents and the Children's Services Authority to ensure that we achieve the best possible outcomes for our pupils. We support the East Sussex Learning Entitlement, which is based on the five outcomes of Every Child Matters:

1. To Be Healthy
2. To Be safe
3. Enjoy and Achieve
4. Make a positive contribution
5. Achieve economic well-being





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AIMS AND VISION OF THE SCHOOL

The Governors and staff and pupils of Saxon Mount have worked to agree a set of aims and values that express our priorities for the work of the school:

We believe Saxon Mount Community School should provide a positive environment for learning in which all children and young people can feel safe, secure and supported in their development.

We believe that however significant individual needs are, all children and young people at Saxon Mount Community School have the right to be fully included in their learning experiences.

We believe that all children and young people at Saxon Mount Community School should be able to make the most of opportunities to develop their potential and to prepare for life beyond school.

We believe that all adults working at Saxon Mount Community School should aim to provide the highest quality support and maximise opportunities for learning at all times.

We believe that learning should be accessible, stimulating, motivating, challenging and enjoyable.

We have prepared a list of values that we believe are crucial in supporting this vision. These values are ones that all staff and governors at Saxon Mount Community School believe are essential to supporting our vision:





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We will strive to:

- **Promote independence and preparation for life after school**
- **Promote inclusion and equality of opportunity**
- **Provide accessible, meaningful and challenging activities to promote learning and personal development**
- **Promote and develop communication and social skills**
- **Provide opportunities to learn about and practice empathy, respect, kindness, trust and collaborative working**
- **Provide opportunities to develop self esteem and self worth**
- **Develop moral, spiritual and cultural awareness**
- **Provide a caring, supportive, safe and stable learning environment**
- **Work effectively as a staff team, constantly striving for improvement**
- **Celebrate achievements in all aspects of development**
- **Provide pupils with opportunities to fulfil their potential**
- **Promote enjoyment and pride in learning and achieving**
- **Clearly share our values with parents, carers and other stakeholders**
- **Manage our resources effectively to ensure maximum benefit to learners**

September 2016

With the School Council, we have prepared a more accessible version of this statement so that children and young people in the school can access and understand it. This version is displayed on the Student Council notice board.



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AUTHORISED AND UNAUTHORISED ABSENCES – 2015/2016

The last reported attendance figures are:

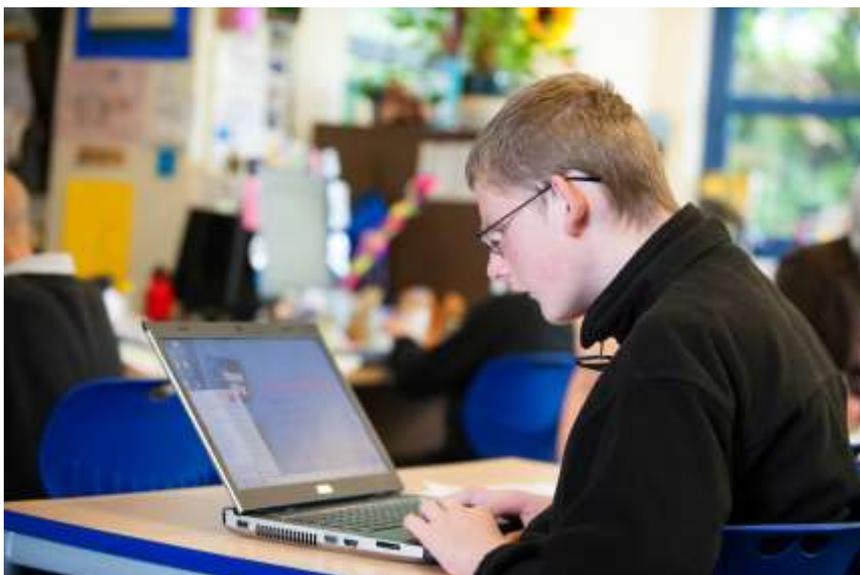
- Authorised – 4.0 %
- Unauthorised – 0.8 %

The school has set targets to improve these figures where possible and all pupils and Parents/Carers are urged to support these. If a pupil is absent from school a phone call and letter of explanation is expected. The school has a first morning follow up system – phone calls are made to check the reason for the absence. Various rewards are presented to reinforce good and improving attendance.

ATTENDANCE

Attendance for pupils aged 11-16 is a statutory requirement, and all absences must be authorised by the Headteacher. Parents and Carers are strongly discouraged from taking their son or daughter out of school unless this is absolutely necessary. In line with East Sussex County Council Education Department advice, term time leave for holidays will be unauthorised and will be reported to the Education Welfare Service.

Letters are sent to parents three times per year to provide feedback on attendance. Should attendance become a concern to us, parents/carers will be expected to attend a joint meeting with school staff and the Education Welfare staff.





MEETING CHILDREN'S SPECIAL NEEDS



SPEECH AND LANGUAGE THERAPY

With parental permission, we assess all pupils on entry at year 7. Appropriate speech and language provision is then offered to all pupils who would benefit from it. This may be in-class support, small group work or intensive individual programmes delivered in blocks of time. We also have specialist Social Use of Language Program (SULP) lessons each week for all Year 7, 8 and 9 pupils.

Pupils who require Physiotherapy or Occupational Therapy as part of their statement may receive this on site.

As part of the school's additional needs provision, the school includes three specialist classes for pupils on the autistic spectrum with severe speech and language difficulties. The majority of the curriculum in these classes is delivered within the class base, supported by the regular team of staff working with each group. Some pupils access lessons in other classes depending on their strengths and abilities. Other pupils attend the additional needs classes for fixed periods of time as part of a planned learning intervention.

Many of the pupils in our school have a diagnosis of ASD and have additional communication and associated learning difficulties. Their needs are met well through a combination of small group teaching, with differentiated resources and individualised targets. Some pupils will receive targeted in-class support and access to the additional needs team for further advice, targeted support, and withdrawal sessions for additional learning programs. In April 2010 the school achieved accreditation from the National Autistic Society. This is a process that ensures the school is applying the very best practice in supporting pupils with Autism. All pupils in the school have benefited from this process.



THE CURRICULUM

Each pupil follows an enriched, broad, balanced curriculum allowing access to all National Curriculum subjects. Assessment for Learning is a key part of our monitoring of pupil progress and producing challenging and realistic progress target for each pupil. Learning is encouraged and supported with the use of differentiated work and resources. Many of the teachers are subject leaders who have developed an expertise in their curriculum area. They balance this curriculum expertise with making sure that they meet our pupils' individual needs.

R.E, P.S.H.E. and citizenship are an essential part of our curriculum that contribute to pupil's spiritual, moral, social and cultural education and are taught until the end of Year 11. We encourage pupils to become independent in many different ways in order to prepare them for adult life, including by making their own decisions and by pursuing their own ideas.

To support transition from primary school, the Year 7 and 8 classes spend a much higher proportion of time within their tutor base and with their year group staff. Currently Year 7 pupils spend approximately 50% of time within their classrooms and move to specialist teaching areas (with Year 7 support staff) for other lessons. This reduces in Year 8 to just under 40% of lessons. By Year 9, pupils are secure and familiar enough with school life to move from class to class in a more traditional secondary school model.

When pupils reach Year 10, they will begin courses of study to prepare them for moving on to college, training or employment. All pupils study English, Maths, ICT, Science, PE and RE as statutory subjects. We offer GCSE Mathematics, English, Science, ICT and Art to those pupils who are capable of achieving at this level. We also offer a range of Entry Level Certificates at the end of Key Stage 4 in English, Science, Mathematics, Technology (Resistant Materials and Food) and Art. In September 2010, we introduced a revised curriculum offer which enables personalisation for each pupil and allows them to pursue learning that is relevant to them and takes account of their individual needs. This is reviewed each year to make sure we offer the most appropriate courses for our pupils. Individual pupils are also able to access some subjects at nearby mainstream academy. The personalised pathways currently include:

- The optional curriculum: Sport and Active Leisure, Skills for Independence and Work, Art and Design, Construction, Hospitality and Land Based Studies
- A PSD certificate
- Functional skills in Mathematics, English and ICT.

Each of these programmes lead to further accredited qualifications. For some pupils, where it appropriate, we are able to access local providers for other vocational paths such as agriculture or construction. All of our pupils leave school with a range of accredited qualifications, which allows them to then choose and progress on to appropriate courses at college or into training or employment.



PARTNERSHIP WITH PARENTS AND CARERS

Each year there are three timetabled occasions for contact between home and school.

- In the autumn we have a parents' evening when parents/ carers meet their child's form tutor. This is also a time to meet with staff and discuss IEPs (Individual Education Plans)
- In term five there is an opportunity to meet subject teachers.
- Parents / Carers are also invited to take part in their child's Annual Review when we discuss their progress and set targets for the following year. Your child is always invited to take part in this meeting.

Individual Educational Plan targets are set and evaluated each term by staff. These targets are shared with parents/carers and a home/ school target is negotiated between the Tutor, pupil and parents/carers where appropriate. This target is something that might be worked on at home which will contribute to the pupil's progress. A whole range of activities might be included in this target. For some pupils it might relate to an area of self-help e.g. dressing or using a bus for going to college. Some pupils may well benefit from increased levels of contact between school and home and therefore the school will use a range of methods to facilitate further communication such as; home-school book, phone calls, emails, face to face meetings or further contact via Parent Information Contact.





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SEX EDUCATION

At Saxon Mount Community School the curriculum for personal and social education includes sex education. The 1994 Education Act states that it is the duty of the governing body to "make and keep up to date, a separate written statement of their policy". The act also states that parents and carers have the right to withdraw their son/daughter from sex education programmes. Parents and carers are informed when their son or daughter is about to start a series of lessons which will cover this topic.

Our Additional Needs Staff and the visiting School Nurse also provide small group and individual support in this area. Parents and Carers are very welcome to request this support.

The policy on sex and relationships education is available on request.

RELIGIOUS EDUCATION

Religious Education is part of spiritual, moral, social and cultural Education. At Saxon Mount Community School there are two whole school assemblies each week. On these occasions pupils are expected to reflect on a range of issues in order to develop a sense of community within the school and in the wider environment. The theme for the Friday assembly is the celebration of achievement. This involves a large proportion of the pupils each week and is well regarded by the pupils. Citizenship lessons and tutor times are also used as opportunities to reflect and consider a range of issues.

The school welcomes visitors who are able to extend the pupils' experience and awareness of religious celebrations, e.g. a local Vicar leads our Christmas service.

The contents of assemblies have regard to the pupils' social, racial, cultural and religious backgrounds as well as their ages.

All students are timetabled for one lesson each week of Religious Education.

Parents and carers may withdraw their child from all or part of Religious Education and collective worship. This should be discussed with the Headteacher so that an alternative, appropriate lesson may be offered.



PHYSICAL ENVIRONMENT

- Building on two levels with stairs, ramps and elevator
- Extensive grounds including multi-use games areas
- Challenging physical play area
- External Gym
- Outdoor learning area
- Specialist toilet facilities and changing areas
- Food Technology teaching area
- Design Technology Resistant Materials Workshop
- Science Laboratory
- ICT suite
- Computers in every classroom, along with interactive whiteboards and laptops
- Curriculum Interaction Centre
- Additional Needs Room
- Speech and Language Therapy room
- Student library
- Art studio





ANNUAL REVIEW OF STATEMENT OF SPECIAL EDUCATIONAL NEEDS

Legislation requires that statements of Special Educational Needs must be reviewed annually and at Saxon Mount Community School these reviews generally take place throughout the year. Parents and carers, pupils, social services and other appropriate professionals are invited to attend and contribute. The annual review process is based on the SEN Code of Practice. Pupils are invited to participate in this meeting and their views are always recorded.

REPORTS / ASSESSMENTS

A comprehensive all subject report is completed for the Annual Review meeting including comments from all subject teachers.

Pupils are assessed when they enter the school and assessment data is analysed twice yearly during their time at the school. Targets are set in all subjects for the end of each school year.

REWARDS AND SANCTIONS

The school operates a system of rewards and sanctions where all good work, learning and behaviour is rewarded using a scale of reward prizes relating to merits earned. Additional acts of helpfulness are rewarded using a blue slip to identify the special nature of the pupil's action. Every effort is made by staff to ensure pupils know the rules and have plenty of opportunities for reward, or to address their behaviour if it needs to improve. There is a highly visual behavioural system in operation allowing pupils to think about their behaviour and make adjustments before they get a sanction. The school operates the positive use of time out although there is the expectation that the pupil will return to the class to complete their work as quickly as possible or make up lost time later on.

Usual sanctions for unacceptable behaviour would be detentions either during breaks or lunchtimes and after school for more serious infractions or an accumulation of offences, but the Headteacher, with the support of the governors, has the right to exclude a pupil if necessary. After school detentions are held on the day they are issued. Parents / Carers will always be contacted to inform them of our decision to keep a child after school. Saxon Mount Community School has a formal Positive Behaviour Policy, which is available on request.

In order to maintain a safe and positive environment in the school, there may be occasions when staff needs to physically intervene in a situation. This may involve some positive handling where pupils need to be guided to a safer place or where a conflict needs to be resolved. All staff are trained in preventing conflict but also in how to quickly intervene, if absolutely necessary. This 'Team Teach' Training is fully approved and supported by the Children's Services Authority.



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SAXON MOUNT SCHOOL STAFF – SEPTEMBER 2016

SENIOR LEADERSHIP TEAM

Mr R Preece	Executive Head teacher
Mrs E Gardner	Head of School
Miss C Higgins	Assistant Headteacher/Head of ASD Facility/Additional Needs Provision/Safeguarding
Miss A Jagot	Associate Head of School/14-19 Curriculum, Personal Development and Wellbeing/Coordinator of Music
Mrs M Booth	Federation Director of Resources and Operational Strategy

TEACHING STAFF

Mr J Sankey	English Senior Learning Leader/Geography/History Learning Leader
Mrs G Patch	Maths Senior Learning Leader
Mr D Cooper	Science/ICT/Principal Learning Leader
Mr A Gooch	Additional Support Facility Learning Leader
Mrs Anderson	Art / Environment Learning Leader
Mr S Heywood	DT/FT/ External Environment Learning Leader
Miss C Noble	PE Learning Leader
Miss E De Vere	Teacher
Mr T Patton	Teacher
Mr J Atherall	Teacher
Mrs J Southern	Teacher
Miss L Greig	Teacher
Miss E Higgins	Instructor
Miss V Arevalos	Instructor
Mr D Clarke	Instructor

TEACHING ASSISTANTS

Mrs A Harrington	HLTA/Parent Information Contact
Mrs S Torode	TA4/Additional Needs/SaLT
Mrs N Bourner	TA3
Ms S Clarke	TA3
Ms S Elliott	TA3



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Mrs R Hutton	TA3 Transition
Mrs C Cutler	TA23
Mrs Ghata-Aura	TA3
Miss N Shorttle	TA3
Mr B Hall	TA2
Mr J Leigh	TA2
Mrs S Leigh	TA2
Mrs H Mulligan	TA2
Mrs N Taylor	TA2
Miss S Thompson	TA2
Miss E van Herpen	TA1
Mr T Payne	TA1
Miss S Wilson	TA1

ADDITIONAL STAFF

Miss K Quinnell	Assistant Director of Finance and Resources
Mrs C Dobson	Headteacher's PA
Mrs B Golby	School Secretary
Miss L Smitalova	Finance Officer
Miss H Maille	Finance Officer
Mr C Catt	Federation IT Technician
Mr D Vertente	Federation Site Manager
Ms C Read	Kitchen Supervisor
Mrs T Bates	General Kitchen Assistant
Mrs C Bailey	Kitchen Assistant



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SUPPORT AGENCIES

Area Education Office: 01424 720702

SEN Assessment and Planning Officer – Sara Knight: 01273 336740

Education Welfare Officer – Caroline Skinner: 01424 724185

Careers Transition Contact – Lynn Parker: 01323 466166

Children's Integrated Therapy and Equipment Service: 01424 728360

School Nurse Jenny Milnes: 07900 223235

Social Services – St Leonards: 01424 723100

CAMHS: St Leonards: 01424 710101

Parent Link: 01273 481000

PARENT INFORMATION CONTACT

We have a Parent Information Contact, Anne Harrington, and we are able to provide a wide range of information to parents and carers.

Educational queries come through to the school but other issues such as holiday play-schemes; benefits and training opportunities for parents and carers are available on a display board at the school entrance which provides more information on this role. Anne is happy to receive any contacts and requests for information or enquiries from parents/carers on the following number: 01424 426303 or e-mail: office@saxon.e-sussex.sch.uk





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MAKING CONTACT

Parents and Carers are encouraged to visit the school before their child starts and there are open days to facilitate this. Individual visits are also welcomed. We believe that good communication between home and school is very important for all pupils. Parents and Carers are welcome to contact the school with any queries or worries. For some pupils a home/school report book is organised where events can be noted and messages exchanged on a daily basis.

HOME-SCHOOL AGREEMENT

Parents and carers will be asked to study and sign a home school agreement when their child enters the school. The pupil and Tutor should also sign this.

VISITS TO THE SCHOOL

These can be arranged through the Head of School, Assistant Heads, tutor or class teacher. Visits are encouraged but please contact the school to arrange an appropriate time.

MEDICINES AND DRUGS

These can be administered by named school staff. They will only be administered if we have details on a school medical form. Medication should be clearly labelled by the pharmacist with the pupil's name, in the original packaging and clear information regarding dosage. The Headteacher has the right to refuse to allow the school to administer medication.

UNIFORM

Pupils are required to wear a uniform, which is a light blue sweatshirt with the school logo on, a white polo shirt again with the logo and black trousers or skirts. In Year 11 students may wear royal blue sweatshirts for their final year. These items can be purchased from Superstitch86. You can order on line on the following web page: www.superstitch86.co.uk. Parents and carers are asked to provide suitable clothing for swimming and black PE shorts and red t-shirts for PE lessons, which are also available from the supplier above. Pupils must wear black shoes – trainers are acceptable as long as they are plain black with no large markings or brightly coloured laces.



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SCHOOL DINNERS

There is a charge for school dinners, which is £2.10 per day, £10.50 per week. Please send a cheque payable to Compass Services UK Ltd for the total amount on the first day of each week or send cash in daily. You can also pay for your child's school dinners on line via Parent Pay. Please ask the school office for details. Alternately you can supply a packed lunch for your child. However, if you receive Job Seekers Allowance or Income Support then your child may be entitled to free school dinners. Please ask the school for an application form with your name, date of birth and National Insurance Number on and return it to the school, together with the Allowance Book or the most recent letter from the DSS (this has to be within three months of the application date). This will be returned to you once the school has processed the form.

SAFETY IN THE SUN

Pupils should be reminded to apply sunscreen at school and bring a hat to protect them from the harmful effects of the sun during the summer months.

CHARGING POLICY

To cover the cost of certain activities, we find it necessary to ask for a contribution from parents and carers. This contribution is entirely voluntary and pupils will not be excluded from the activity if parents and carers are unable or unwilling to pay. However, trips may not go ahead as planned if sufficient contributions are not received.

NOTE

The information in this document relates to the school year 2016/2017. Although it is correct at the time of publication (September 2016), it should not be assumed that there would be no changes during the academic year.

