



Purpose

The purpose of this document is to inform parents and carers about provision and how we meet the needs of students at Stormont House School. This is linked to the information which Hackney Learning Trust provides for children with SEND which you can find on their website-

www.learningtrust.co.uk

How do I contact school?

School phone number 0208 985 4245

School website www.stormonthouse.hackney.sch.uk

email: info@stormonthouse.hackney.sch.uk

An Overview of the school

Stormont House is a very successful mixed day special school for up to 120 students aged 11-17 who have a complex range of Special Educational Needs (SEN). Most students live in the London Borough of Hackney, but there are currently students on roll from 5 other boroughs across **London**.

All pupils have a Statement of Special Educational Needs or Education Health Care Plan (EHCP). Students needs fall into one or more of the following categories

- Moderate Learning Difficulties
- Specific learning difficulties including dyslexia, dyscalcula, dyspraxia
- Emotional vulnerability / emotional and social development
- Speech language and communication needs (including language delay/ disorder)
- Social interaction difficulties including needs on the autistic spectrum such as Asperger Syndrome
- Medical conditions
- Sensory impairments (visual impairment, deaf/ partial hearing)-
- Mental health difficulties that have been diagnosed and are undergoing treatment
- Physical impairments (including gross/ fine motor control difficulties; ataxia; hemiplegia; diplegia)
- Emotional and Behavioural Difficulties (but not where these are the primary stated need)

Most pupils at the school experience difficulties in learning due to the combined effects of their complex special educational needs.

Students are likely to be working on Year 1 or 2 descriptors in Maths and English in terms of the New National Curriculum. Placement is not suitable for students with very severe learning difficulties e.g. has been formally assessed to be in the 'extremely low' range (0.1st Centile) or where they require additional adult support to read, write or calculate above p-levels.

Roles and responsibilities at Stormont House School

Governors

The school governors have overall responsibility for what happens in school. They ensure that we are all operating within the legal requirements. They have responsibility for the appointment of staff, managing the budget, building work and curriculum development.

Chair of Governors: Bernard Hawes

Chair of the Governors' Teaching & Learning Committee: Lynn Dalton

Extended Leadership team

The following roles and current postholders as at September 2016 are:

Headteacher:	Kevin McDonnell
Deputy Head: Inclusion, Safeguarding, Behaviour	Frances Jessie
Deputy Head: Quality of Teaching and Learning, Curriculum, Student and Parent Voice:	Chris Elford
Assistant Head and Sixth form and Progression:	Laura Thackaberry
SEN Lead:	Carole Buxton
Transition Lead:	Razziah Motin

All staff within the school are responsible for ensuring that the needs of students within the school are met either through individual action or referral to the appropriate person within the school

Questions and Answers

Who do I speak to if my child is not doing so well at school?

Each child is part of a tutor group overseen by the tutor who is the key worker for your child and the teaching assistant who is with your child in all lessons. Talk to the form tutor initially. They will usually be able to help but will refer on if that is needed.

What extra support is available?

We have Speech and Language Therapists, Counsellors, Art therapists working in school and can refer to services within the school or outside of school where necessary.

My child has got to take medication in school. Who do I speak to?

The school nurse contacts all new parents before pupils start school to ensure medical information is up to date. Mrs Napier coordinates medical requirements within school. She works with the school nurse to ensure medical records are updated regularly, information is shared with staff and essential training takes place.

Do you have after school clubs?

At the beginning of the year you will receive information regarding clubs taking place in school - you will need to make transport arrangements for your child.

How do I know how my child is doing at school?

We have parent's evenings and your child will have an Annual meeting to review their statement or Education Health Care Plan. In July you will receive an end of year report, but if you are worried then speak to the form tutor.

What expertise and training do our staff have?

We have a very experienced staff. Staff have weekly Continuing Professional Development sessions and training around school priorities related to Performance Management. All staff are involved in action research as part of the Visible Learning Project.

How do we involve students?

Across the curriculum all students are actively encouraged to reflect on their learning and next steps. They prepare for people centred reviews where they present their views through wikis (mini-webpages), powerpoints or presentations. We have a School Council where student views are discussed.

How do we involve parents?

Parents are invited into school at least termly to parent's evenings, celebrations, assemblies. Weekly newsletters are sent home. The tutor is the key professional for students in their class and the first point of contact for any concerns or sharing of information.

How do we assess and review progress?

Formative assessments are used within subjects to inform planning to meet need. Students are continually assessed in a variety of ways, both formal and informal. Summative reports are provided for parents through parent's evenings, Annual Reviews and formal reports that are sent home at the end of the year.

How do we support social and emotional development?

The week starts and ends with tutor time. Tutors follow a programme that encourages the development of social skills. They also study Personal, Social, Citizenship and Health Education at KS3 and Personal and Social Development at KS4. Students are encouraged to join clubs and to participate in residential trips which happen annually. Students have access to additional support where this is needed.

Whole school provision

The core teaching provision is one teacher and a teaching assistant per class of up to 10 students. There are two classes per chronological year group, Years 7-12. Teaching and learning is designed to identify and nurture individual talent as well as addressing special educational needs. Alongside highly-differentiated teaching and targeted intervention, support is provided to maximise pupil achievement and progress, both academically and socially.

Stormont House Year 12 curriculum is shared with partner colleges and providers who offer our students part time accredited BTEC or City & Guilds Vocational courses. Students continue to study Functional Skills English and Maths, Functional Skills ICT or a BTEC Computing qualification and a BTEC Workskills in school.



The Multi-Disciplinary Team (MDT) at Stormont House

We have a Multi-Disciplinary Team working in Stormont House consisting of School Nurse, Educational Psychologists, Speech and Language Therapists, Counselling Supervisor and Art Therapists. They meet half termly to discuss and plan provision to meet arising need.

The MDT is led by Carole Buxton, SEN Lead .

Where there are concerns about a pupil then a referral is made to the SEN Lead, usually through the tutor who is the key person for a pupil and oversees day to day progress.

Provision is monitored and evaluated through reports, assessments and discussion with students, relevant professionals, parent/carers and tutors.

Transitions

As soon as we know which students are coming to us we contact schools to gather information and arrange visits where necessary to make sure students are prepared for transition and that the correct provision is planned and in place ready for September. We have a transition day in July along with all other secondary schools in the borough.

Transport

Transport to and from school is provided by the students local authority . Application for school transport need to be made to the relevant local authority .The decision to provide transport is made by the relevant Borough's Special Educational Needs Section and **not by the school.**

For further details ref to Hackney Learning Trust Policy- www.learningtrust.co.uk

Support and training for parent/carers

We welcome parent's involvement in the school. Parent Governors are appointed to represent views of parents. Where professionals from the school's MDT are involved then they may arrange meetings or contact parents to share information. There is regular contact with parents through the school newsletter and parents are invited in at least termly to discuss their child's progress.

Hackney SENDIAGS (SEND Information, Advice and Guidance Service) www.hackneylocaloffer.co.uk

The Hackney SEND Information, Advice and Guidance Service (SENDIAGS) is an arm's length service providing impartial and confidential information, advice and support to parents and carers of children with Special Educational Needs and/or Disabilities (SEND) and young people and children with SEND

HIP-Hackney Independent Forum for Parent/Carers of Children with Disabilities.

<http://www.hiphackney.org.uk/>

This is a confidential service offering information, advice and support to parents/carers of children with Special Educational Needs (SEN) and disabilities. This free service is open to Hackney resident parents.

For other relevant Information please refer to the following websites.

Stormont House School www.stormonthouse.hackney.sch.uk

Hackney Learning Trust www.learningtrust.co.uk

Hackney Local Offer <http://www.hackneylocaloffer.co.uk/>

SEN Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>