



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

SEND Information Report 2020/2021

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<p>What kinds of Special Educational Needs does Holton Sleaford Independent School (HSIS) provide for?</p>	<p>HSIS is an independent special school catering for pupils with Social, Emotional, Mental Health (SEMH) difficulties, aged between 14 and 19. As well as SEMH, many of our pupils have additional diagnosis of ASD, Asperger's, OCD, ADHD, ODD and may also have learning difficulties</p> <p>Our mission statement is to deliver a unique and bespoke Outdoor Education based curriculum with the intention of fostering - confidence, resilience and self-esteem in or pupils, helping them to make significant progress towards their own personal academic and social goals.</p> <p>The curriculum offer at HSIS is designed to provide opportunities and experiences to better prepare pupils for life after school. HSIS focuses on functional literacy and numeracy, self-development both physically and mentally, a spirit of challenge and adventure along with active promotion of SMSC development and an awareness of British Values.</p>
<p>How does HSIS identify and assess my child's special educational needs?</p>	<p>Every pupil at HSIS has an Education, Health and Care Plan (EHCP). These are reviewed annually. In addition, pupils will have IEPs linked to their EHCP which have behavioural and academic targets, these are constantly monitored and are reviewed</p>

	<p>termly, any alterations to provision are likely to be made at that point.</p> <p>HSIS also operates a Friday intervention programme and works closely with therapists and external agencies to identify and support the holistic needs of every pupil.</p>
<p>How will I know how well my child is doing at HSIS?</p> <p>Including how;</p> <ul style="list-style-type: none"> • staff support my child • the curriculum meets my child's needs • adaptations to the curriculum offer to meet specific needs • HSIS make decisions about the level of support my child receives 	<p>Annual Reviews give HSIS a face-to-face opportunity to communicate our expectations for your child to you and discuss any amendments to EHCPs and resulting IEP targets. Furthermore, we will communicate with you regularly through fortnightly emails or by telephone if you prefer. In addition to the Annual Review, you will also receive an Annual Report from HSIS each year, this will be supplemented by Bi-Termly reports to ensure you are kept informed of your child's progress and any resulting action points.</p> <p>Children may be taught 1:1, in small groups or as whole class depending upon the activity involved, high staff ratios will be maintained throughout, except in instances where independence is being promoted, for example DofE expeditions.</p> <p>HSIS planning is based on the Schemes of Work provided by the relevant awarding bodies, however in all instances delivery and pupil specific tasks are differentiated to each pupil's individual needs. In addition to this a maximum roll of 16 pupils are supported by 6 full-time highly experience and fully qualified staff.</p> <p>HSIS staff are supported by outreach intervention services - examples of which can include speech and language therapists, educational psychologists and subject specialist advisors.</p> <p>Your child will have their initial needs identified through their EHCP on admission to HSIS. This is a live document under ongoing review. We will use our expertise and experience to identify when and where additional support may be needed.</p>
<p>How will my child be included in activities outside the school curriculum including trips?</p>	<p>HSIS has an Outdoor Education based curriculum offer that ensures that every child has the opportunity to access educational visits and residential experiences. HSIS is a small school with a big outlook, we are confident that the opportunities pupils get to participate in off-site would be hard to match elsewhere.</p>

<p>What support does HSIS offer for my child's overall well-being?</p>	<p>HSIS has a safeguarding policy and protocol in place that we are confident keeps pupils safe. Pupils' health and wellbeing is looked after by the provision of PSHE and Sports Science at KS4 along with an ongoing Friday interventions programme and a bespoke behavioural and social skills programme throughout both key stages.</p> <p>We work with medical professionals if your child has a health need and will discuss with you a plan and administration of any prescribed medication.</p> <p>We also work with social services and other agencies to do everything we can for your child's well-being. Furthermore, HSIS is a small school environment where high staff ratios ensure that pupils always have access to a friendly face and somebody who will listen to them.</p>
<p>What training does HSIS provide for the staff supporting children and young people with SEND?</p>	<p>All HSIS staff are qualified and experienced in the SEND field and have access to a fully funded and supported programme of continuing specialist professional development.</p> <p>Staff receive ongoing training in many of the special needs areas that affect our pupils along with compulsory training and refreshers in key areas such as Team Teach, First Aid, Fire Awareness, Health & Safety and Safeguarding.</p>
<p>How are parents involved in HSIS and who should you contact if you want to know more?</p>	<p>The HSIS admissions process ensures that we get to meet you before your child can be enrolled at our school. We feel this is vital as the welfare and personal development of your child is contingent on you, us and them working together.</p> <p>Fortnightly contact, Bi-Termly reports, the Annual Review (to which you are invited) and an Annual Report allow us to maintain this relationship with you. We also hold a parents' evening/day and presentation evening/day where you are encouraged to celebrate your child's successes with us and them.</p> <p>You will always be able to find information about events past, present and future on the school website - www.holtonsleafordindependentschool.co.uk</p> <p>If you are interested in becoming more involved in the running of the school, perhaps as a parent governor you can contact Luke Hollingworth (lh@holtonsleafordindependentschool.co.uk) for further details.</p>
<p>How do parents and children get involved in their education at HSIS?</p>	<p>Annual Reviews give HSIS a face-to-face opportunity to communicate our expectations for your child to you and discuss any amendments to</p>

	<p>EHCPs and resulting IEP targets. Furthermore, we will communicate with you regularly through fortnightly emails or by telephone if you prefer. In addition to the Annual Review, you will also receive an Annual Report from HSIS each year, this will be supplemented by Bi-Termly reports to ensure you are kept informed of your child's progress and any resulting action points.</p>
<p>What do I do if I have a concern about HSIS' provision?</p>	<p>In the first instance, we encourage you to contact the Head of School. In the unlikely event that your concern is not resolved then please contact our Chair of Governors via enquires@holtonleafordindependentschool.co.uk</p>
<p>What specialist services and expertise are available at or accessed by HSIS?</p>	<p>HSIS is committed to working with outside agencies to ensure the best possible support is provided to our pupils. The organisations include but are not limited to CAMHS, Addaction, Specialist Counselling, Educational Psychologists, Autism Outreach, School Nurse, the Hearing and Visual Impaired Service, the Youth Offending Team, Lincolnshire Police and Children's Services at LCC.</p>
<p>How do you prepare my child for joining HSIS or transferring to another school or educational establishment?</p>	<p>At HSIS we believe our small school environment makes transition smoother and less complicated for new pupils. Our admissions process provides both you and your child with a clear understanding of what you can expect from HSIS and what we expect of you.</p> <p>If your child chooses a different provider for their post-16 education, then we will liaise with the receiving establishment and follow their transition process.</p>