



MANOR HOUSE SCHOOL



PARENTAL INFORMATION

Parental Information Sheet

2019-2020

Head Office	Outcomes First Group Limited Turnpike Gate House Alcester Heath Alcester Warwickshire B49 5JG Tel: 01789 767800
School Address	Manor House School Stane Street Slinfold Horsham West Sussex RH13 0QX Telephone: 01403 790939
Proprietor	Richard Powers – Managing Director Outcomes First Group Turnpike Gate House Alcester Heath Alcester Warwickshire B49 5JG Tel: 01789 767800
Chair of Governing Body	- Currently Vacant - Outcomes First Group Turnpike Gate House Alcester Heath Alcester Warwickshire B49 5JG Tel: 01789 767800
Regional Director	Craig Ribbons Email: craig.ribbons@acorncare.co.uk
Head Teacher	Alison Dobbie Head of Education Email: alison.dobbie@hillcrestcs.co.uk

OUR PHILOSOPHY

Dynamic

We will continually strive to provide the highest quality care and education, utilising best practice alongside our own innovative and robust evidence based models and clinical practices.

Adaptable

Our service and support offer a holistic approach, which is unique and tailor-made to fit a student's need. We don't do "off the shelf" provision

Compassionate

We demonstrate genuine care and affection for the individual and we are highly motivated by our ability to make a child's life better and more fulfilling.

Manor House School actively promotes British Values of Democracy, Rule of Law, and the Rights of the Individual in the context of the tolerant and diverse society of modern Britain. We ensure that respect for both criminal and civil law are embedded in the curriculum and explicitly taught as part of the life skill of distinguishing right from wrong. Manor House School promotes principles which provide student/pupils with a broad general knowledge of public services, public institutions and the voluntary sector in England.

OUR AIMS

- Manor House School will aim to provide specialist education for children and young people aged 7-18 years who require an education tailored to their individual needs
- **For our student/pupils, it will be;**
 - To offer a broad & balanced curriculum tailored to individual needs
 - To promote independence & well being
 - To enhance communication skills
 - To help student/pupils develop a range of self-regulatory strategies to enable them to cope in a variety of situations
 - To offer a range of extra-curricular activities that enable social, emotional development and interaction
- **For parents, it will be;**
 - A resource to access advice, support and enable a deeper understanding of SEMH and Complex Needs
- **For the wider community, it will be;**
 - To establish mutually beneficial partnerships with local schools, universities and community groups, to promote an enhanced understanding of SEMH and increase opportunities for student/pupils.

ADMISSION

The school will review all relevant and recent reports. This will usually include:

- Recent statement/EHCP
- Last school's report
- Social history and any relevant reports

- Psychologist's reports
- Psychiatric report (if any) and diagnoses of special need
- Another other factors e.g. other disability (OCD, ODD and PDA etc)

Parents and the young person will be invited to visit the school site which where appropriate, will be followed by an assessment.

EAL

Student/pupils and parent/carers for whom English is not their first language if during the admission procedures, the child's need for additional support is identified, appropriate provision will be established prior to the student/pupil's start date. This may include one to one support from a bi-lingual support assistant if identified as a requirement.

POLICIES

Copies of the policies listed below are available on our website:

- Behaviour Management
- Curriculum policy
- Safeguarding, welfare and health and safety arrangements
- Special educational needs
- Complaints procedure

SAFEGUARDING

The best interests of the children and young people and their right to protection drives all decision making within the school. High standards are set across the school for all aspects of safeguarding, with students' safety and well-being central to all school practice. Information is shared with LCSB and LADO, working jointly with services involved in the protection and safety of young people. Training in safeguarding is given high priority, staff undertake a comprehensive range of training promoting commitment to a child centred approach to safety. Staffing structures are designed so that safeguarding responsibilities are clearly defined and understood, with accountability clearly established.

BEHAVIOUR FOR LEARNING

At Manor House School we understand that a young person with Complex Needs, and Severe Emotional Mental Health issues can use behaviours for a number of reasons, often as a result of poor social communication skills. Behaviour can be used as a way of expressing feelings of anxiety, low self-esteem or as a means to gain control over environment or their personal state. Within Manor House School all staff are trained to approach behaviour as functional and communicative. We recognise that any intervention to manage or reduce behaviour needs to take into consideration the needs of the young person, and take place in a secure and sensitive environment that promotes respect.

PROVISION FOR STUDENTS WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS/EDUCATION HEALTH AND CARE PLANS

In order for a student/pupil with a Statement of Special Educational Needs/EHCP to reach their full potential they must have their individual education and other needs recognised and supported. Manor House School is a specialist school for SEMH supported by professional staff with a wide range of experience and expertise in behavioural and associated conditions.

COMPLAINTS

Manor House School is committed to working in close partnership with parent/carers in the provision of a high quality education, within a secure and supportive environment. Whilst we strive to achieve the very best for the welfare and education of all student/pupils it is appreciated that there may be occasions when concerns may be raised regarding a young person's education or about a particular incident that happened at school. The school takes such expressions of concern seriously and will follow up on concerns courteously and promptly.

The school's Complaints Procedure is available on our website. This gives clear timescales for the management of any complaint.

Total number of complaints logged for
2018 – 2019: **0**
2019 – 2020: **1**

EXAM/QUALIFICATION AND ACCREDITATION RESULTS 2019-2020

No formal examinations were taken this year.

INDIVIDUAL LEARNING AND SUPPORT PLANS

An initial draft of an Individual Learning and Support Plan will be formed with the school, parent/carers of the child/young person and contributions given from the therapy team. Each child will be assessed individually over a 12 week period, with a detailed plan produced outlining the needs and requirements of each child. Once all parties are satisfied with the proposed ILS Plan it can then take effect.

The ILS Plan is shared with all members of staff who work with the child/young person. The ILS Plan will be reviewed at a minimum of once per year to continue to ensure that the service supports the specific needs of the individual. The Headteacher of the school is responsible for ensuring all staff are aware of the content of the ILS Plan.