



SCHOOL PROSPECTUS

2019-2020

Engage Inspire Equip

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Dear Parents and Carers,

Thank you for showing an interest in Seadown School. We hope that you find the information in our prospectus booklet a useful introduction to our school.

Our school is situated along Worthing Seafront (opposite Splashpoint leisure centre) in West Sussex and we receive admittance of pupils from the surrounding area.

At Seadown School, our pupils are very individual and we strive for them to receive a broad and balanced curriculum which will enable them to become engaged learners and responsible citizens.

We encourage pupils to take responsibility for the choices they make and to reflect on how their choices make them and others feel.

We believe the pupils schooling years are a very important time for each child to develop a love of learning.

We are very lucky at Seadown School to have a team of staff that is committed to meeting the needs of the pupils; they have high expectations of behaviour and learning. We also have a Governing Body that actively supports the school. We are always grateful for the support of all parents and carers in monitoring and developing the school.



1. Admissions

The Local Authority's Special Educational Needs and Disabilities (SEND) Department, in which the individual pupil resides, funds the majority of placements; although some may be supported through social care. Privately funded pupils are considered on an individual basis.

The Headteacher will consider and prioritise referrals with reference to the statutory requirements in the Children and Families Act 2014, Section 38, 39 and 42. These sections refer to the individual's Education, Health and Care Plan (EHCP) and consider the following:

- The parents/carers right to name the school of their choice
- The requirement for the Local Authority to consult the Headteacher to ensure the individuals particular needs can be met
- The compatibility of the individual with the pupils currently on roll of the school
- The compatibility of the efficient use of school resources (such as exceeding the number of pupils within age groups)
- The Local Authority's duty to secure special educational provision and health care provision in accordance with the EHCP

Adhering to the above admission criteria is essential, especially when there are an excess number of referrals for the limited places available within the school.

Seadown School admits pupils ranging from Years 1 to 11. Pupils may start at any time throughout the course of the school year, providing their place is suitable and there is space available.

Seadown School is open to pupils 38 weeks a year, in line with West Sussex Local Authority term-times, where possible.

Seadown School provides education and support for the following:

- Social, Emotional or Mental Health difficulties (SEMH).
- Autistic Spectrum Condition / Disorder (ASC), including Aspergers.
- Social/communication difficulties.
- Moderate Learning Difficulty (MLD) and associated difficulties.

It is the school's policy that pupils admitted have an EHCP/ SEN, in conjunction with the areas described above. However, decisions as to each pupil's suitability to the school will be made on an individual basis.



2. Admission Procedure

When there is an enquiry about pupil placement, the initial application process may be as follows:

- Arrangements for the parents/carers to attend an informal visit to the school.
- Invitation from the Local Authority for the Headteacher to 'express an interest' in offering a place.
- Parents/carers can seek a placement for their children by visiting the school and then informing West Sussex of their interest to place within the school
- Interview and assessment process from the Headteacher and the Class teacher and inclusion team if appropriate.
- Communication of the outcome of the assessment with the Local Authority and parent/carer*.
- Offer paperwork, if accepted, is forwarded to the authority.
- Arrangements for familiarisation by the families, admission record and agreements completed.
- Upon agreed start date, procedures will include entering a record in *the Pupils Admission and Attainment History*, with records being requested from the transition school if available.
- Assessment begins by the allocated class teacher.

In the first few weeks following admission:

- IEP written and shared with parents/carers.
- Individual Positive Behaviour Support Plan (IPBSP) and Risk Assessment written with parents'/carers' collaboration.

**For Local Authority enquiries, Seadown School is required to obtain permission to make initial contact with the parent/carer*

3. Aims and Principles

Seadown School is a small independent, non-maintained, special school. At Seadown School, pupils who have previously been isolated at, or excluded from, school are supported to grow and develop socially, to gain some confidence and be encouraged to do their personal best. Staff recognise the importance of motivating pupils to value academic success and to feel positive about relationships.



We endeavour to equip our pupils with skills they can take forward in life, growing the 'whole person'. Developing positive relationships and self-esteem are essential tools to overcoming barriers to learning. We value every pupil, their individual needs, and feel that they each have a contribution to make.

Mission Statement

- **We support our pupils to develop:**
 - > *positive and independent thinking within education, and*
 - > *effective personal and social-interaction skills...*
- **fostering the 'whole person'.**

Vision Statement

- We want our pupils to become '**Engaged, Inspired and Equipped**' to make a positive contribution to society.
- We value every pupil and their individuality; they each have a contribution to make.
- We aim to ensure that our pupils have effective skills suitable to take forward in life, to the next stage of their journey.
- We aim to promote British and Co-operative Values and attitudes of care, tolerance, trust and respect within the school and wider communities.
- We aim to provide the breadth of the National Curriculum with emphasis on the basic skills of English, mathematics, science and computing.



4. The Learning Environment

Seadown School is based in a large town centre house. Visitors often remark about the relaxed and friendly culture that aids a positive education experience for the pupils. As Seadown School looks less like a conventional school; pupils that may have previously been disaffected by education immediately feel more at ease.

Developing an understanding of the world in which we live and appreciating human achievements and aspirations is important and we have a bright, relevant, environment that enables this learning to take place, within this less formal presentation.

We are proud of being a small inclusive setting which encourages the development of self-esteem and a positive self-image; increasing pupil's awareness and understanding of their environment and the wider world. Support offered will enable pupils to make choices and decisions and to exercise some control over their environment and themselves. Providing equal opportunities for all pupils regardless of gender, aptitude and cultural, ethnic or religious background is embedded in our practice and where possible we adapt our learning spaces to suit our range of individuals.

5. The School Rules

5.1 What Seadown School expect from Parents and Carers:

- Recognise that they have entered in to an agreement when a pupil is enrolled at Seadown School; through the completion any admissions agreements and related documents.
- Respect the ethos and values of our school
- Understand that both teachers and parents/carers need to work together for the benefit of the pupils.
- Demonstrate that **all** members of the school community are treated with respect and therefore set a good example in their own speech and behaviour; especially in front of others.
- Seek to clarify a pupil's version of events with the school's view, in order to bring about a peaceful solution to any issue.
- Approach the school to help resolve any issues of concern.



5.2 What Parents and Carers can expect from Seadown School:

- To receive a copy of the school rules.
- To be regularly informed of matters affecting the education of their child.
- To be informed of, and involved in, decisions made regarding the behaviour management of their child.
- A high professional standard from all members of staff.
- The right of confidentiality to be observed.
- To reinforce our school rules by talking to adults and other pupils in school politely.

5.3 What Seadown School expect of Pupils:

- To treat each other and all adults within the school with consistence, consideration and respect.
- Carry out all sanctions calmly.
- Listen to what the adults have to say.
- Inform the Class teacher/Headteacher immediately if they are being bullied.
- Support the school in its application of the school rules.
- Pupils are encouraged to apologise to anyone hurt. More serious breaches of the school rules are dealt with appropriately.

5.4 What Parents, Carers and Pupils can expect from staff:

- To be treated with respect and dignity.
- To ensure that the pupils are educated in the safe environment.
- To ensure that parents, carers and pupils are involved in the day to day care of their children.
- We will ensure that confidentiality is adhered to.
- Staff will safeguard pupils and each other on a day to day basis.
- Staff will raise concerns where appropriate and ensure that these are responded to in a timely and appropriate manner.
- Staff will have where appropriate, a good understanding of the individual needs of pupils and be trained to support these needs.



6. Our Curriculum

Key Stage 1-3

The National Curriculum serves as the framework for defining the range of education experiences we offer at Seadown School, but we endeavour to deliver this holistically and through an exciting and engaging, thematic, curriculum.

The core subjects of English and Maths retain a central place with the development of personal, social and emotional skills being of paramount importance. Suitable weighting is accorded to all other subjects with much work being done through cross-curricular or creative learning.

The Curriculum Policy of the school sets out the curriculum offered to pupils and the rationale behind it. The curriculum is planned in a coherent manner; embracing cross-curricular themes and will include Fundamental British Values, economic, environmental and industrial understanding as well as health, relationship and sex education.

Seadown School seeks to assess each pupil's needs and strengths which help us to develop personalised learning; relevant to the individual wherever possible.

Pupils in Key Stages 1 to 3 will study:

- English / Literacy and Communication
- Mathematics
- Science
- Personal and Social Development
- Health Education and Citizenship
- Technology and Computing
- History
- Geography
- Art, Crafts and Design
- Modern Foreign Language (i.e. French)
- Physical Education
- Design Technology / Engineering
- Music
- Religious Education



Key Stage 4

Vocational and contextual, real-life, experiences are important aspects of a rounded education and will equip pupils with important functional skills to take forward in life. Preparing pupils for adulthood in a closely supported environment becomes a key theme in our Key Stage 4 curriculum: We want our pupils to leave us with recognition for what they can achieve and to feel fully prepared for college education.

As standard, our Key Stage 4 pupils (years 10 and 11) will study:

1. Functional Skills in English, Maths and I.T.

The work in these subjects will be aiming towards exams; set at a level appropriate to each individual pupil.

2. ASDAN 'options'

All pupils can choose from, up to 2, ASDAN Short Course Subjects, each year. There is a wide variety of subjects to choose from and this study can be linked to personal interests or further education preferences.

3. ASDAN Personal Development Programme (PDP)

This study offers imaginative ways of supporting children in becoming confident individuals who are physically, emotionally and socially healthy i.e. being responsible citizens who make a positive contribution to society and can embrace change; manage risk and ensure their own wellbeing. Bronze, Silver and Gold awards are available.

4. Life Skills / SEAL (social, emotional, aspects of learning)

This study links, and feeds in, to the ASDAN PDP Award. It includes activities in preparation for adulthood.

These will include but not exhaustive to:

- Career advice and development.
- Pathway planning.
- Independent skills training.



7. Fitness and Healthy Living

Beyond the classroom, outside activities and educational visits aim to be inspiring and engaging as well as supportive to our work in developing personal, social and emotional skills. Seadown School additionally benefits from regular use of the local swimming pool, a close-by hall for our PE activities and an outdoor learning facility for Forest Schools and 'John Muir Award' work. Each morning the pupils prior to any learning undertake a mile walk/run dependent on age and ability

We recognise that some pupils at our school may, for various reasons, not be able to benefit from a full National Curriculum entitlement so 'planning for learning' is differentiated according to need. This commitment is in place with the aim of moving pupils towards the opportunity for a full entitlement.

We have a selection of pupils that benefit from our Breakfast Club which include pupils having a continental type breakfast including yoghurts and fruit. Fruit is also available for all pupils during break times.

All pupils are issued with a drinking bottle where they have access to drinking water throughout the day. The Kitchen Manager has a good understanding of the 'School Food Standards' and uses this as a framework when developing menus within the school. The school encourages parents/carers to give their children a healthy packed lunch if they do not eat school dinners.

8. Forest School

At Seadown School we run forest school sessions in our local environment and at our offsite forest school location at Streamside. We believe that forest school is a powerful and unique approach to outdoor play and learning, building self-esteem and independence through exploring and experiencing the natural world in a multi-sensory way.

Forest school leaders facilitate a range of activities that are engaging, challenging and achievable in the local environment. Our forest school curriculum allows pupils the time and space to develop new skills, interests and understanding through practical, hands on experiences with a holistic approach. It promotes healthy motivation and enables pupils to fulfil their own goals.



9. Nurture, Health and Wellbeing

The health and wellbeing of pupils is important. Depending on the pupil, additional support can be provided to cater for specific individual needs, where it is felt that not having it would be detrimental to their education, health or wellbeing.

Seadown School has access to a school nurse, sensory massage therapist, counselling service and art and play sessions. Pupils that need medication, or have specific care needs, will have a carefully written Health Care Plan that is devised by involving the pupil and also the parent/carer. This is followed by staff and this will be monitored by the school nurse.

The school's Inclusion Team is on hand to provide emotional and behavioural support during the school day and our experienced learning support assistants offer one-to-one support to help develop personal, emotional and social skills; as well as to offer academic booster sessions.

We are committed to working with a variety of professionals to gain information, support and resources for the pupils in our school.

We recognise the importance of a holistic and nurturing approach to education, to include the pupil's welfare, social emotional and health care needs. We regularly liaise with a variety of professionals to ensure that we have the best interests of the pupils at the forefront of what we do.

10. Education, Health and Care Plan (EHCP)

The school provides provision for a variety of additional Special Educational Needs. All staff are experienced in working with children with a variety of educational needs including Moderate Learning Difficulties, Dyslexia, Autistic Spectrum, ADHD and BESD (SEMH).

Pupils are thoroughly assessed and have termly Individual Education Plans (IEPs), which link closely to their EHCP. Seadown School works with outside agencies, parents/carers and the pupils themselves to ensure that EHCPs are appropriately supported in school, to aid progression and value some success. These plans are reviewed at least annually and are monitored termly.



11. Developing Key Personal Skills

Some of our pupils have missed much of their mainstream education and are carrying psychological barriers to learning. It is vital that the following fundamental skills are secured in order to maximise access to, and benefits from, the National Curriculum:

- Working and interacting with others.
- Working independently.
- Problem-solving.
- Self-advocacy.
- Organisational skills.
- Attention and Listening.
- Decision making.
- Taking Responsibility.

Each pupil will have had a different pathway to Seadown School and will be developing at different rates both personally and academically.

Seadown School caters for individual strengths but also any gaps in attainment. We provide a differentiated approach to personal and academic progress, based on pupil's starting points.

We aim to equip pupils with the foundations required to realise every aspect of their potential.

12. Behaviour for Learning

Seadown School seeks to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. If pupils and staff feel safe and secure; this will have a positive impact on teaching and learning.

Staff employ a range of effective Positive Behavioural Support strategies to support and develop personal, social and emotional skills. The school staff are trained in several aspects of social-skills support, including **Lego® Therapy**. For most of our pupils the development of appropriate social-communication and interaction is essential to aid their further development in all other areas.



All school staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other.

We aim to:

- Create a positive climate with realistic, but challenging, individual expectations for pupils.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or disability.
- Provide a caring, nurturing and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure, acknowledge and celebrate the achievements, efforts and contribution of all.

The school believes that rules and procedures that form part of clear structures and routines are clearly defined and when consistently applied help the pupils to understand what is expected of them.

The following principles will underpin the formation of rules:

- They will be kept to a necessary minimum.
- They will be positively stated, telling/showing the pupils what to do rather than what not to do.
- Everyone will be actively encouraged to take part in the promotion of the rules.
- Rules and procedures will promote the idea that every member of the school community has responsibilities towards the whole.
- Rules should ensure the safety of the pupils themselves and others; and support a learning culture.
- Individual classrooms may adopt supplementary rules, if it is seen appropriate to support pupil's understanding and wellbeing.

The school runs a daily, visual, integrated incentive scheme called BEAM (positive 'Behaviour, Effort Attitude = Merit') whereby satisfactory engagement and self-evaluation of educational activities is awarded with credits towards personal end-of-day choices.



An end of term award is granted for excellent attendance and this will accumulate to an end of year prize. Every Friday we have a celebration assembly where each class teacher will share the successes of the week.

Seadown have additionally adopted a 'Restorative Justice' approach to Positive Behaviour Management and this is proven to have good results.

Staff are available to parents/carers at the end of each day, in person or by telephone, to discuss any concerns in regards to the pupil and their educational or behavioural needs. We also operate a text/web message system called 'Bloomz' where shared communication between home and school can be carried out electronically.

Each pupil at Seadown School has an IEP (Individual Education Plan), an IBSP (Individual Behaviour Support Plan), and a Risk Assessment which are regularly reviewed and amended as appropriate.

Please refer to our Policy & Procedure on Positive Behavioural Support.

13. Vocational Study and Links with Educational Establishments

Links with local colleges, other education establishments and work placements can be explored for our Year 10 and 11 pupils but decisions for suitability will be made on an individual basis; following input from the pupil, the parents/carers, school staff and a Local Authority post-16 SEN Transition Advisor.

In line with the pupil's needs, interests and abilities, the school can explore the use of external accrediting organisation/s and online learning courses, if deemed appropriate. Any pupil involved in such provision would be supported by the school. Such provision would be fully integrated into the pupil's personalised curriculum and detailed records and targets will be maintained.

Seadown School is committed to realising pupil entitlement to careers advice and training, including vocational study options and work experience opportunities. The school will ensure that effective multi-agency working, coordination and support exists for 14-16 gateway possibilities.



14. Child Protection

Seadown School's Child Protection Policy is in line with the pan Sussex Safeguarding and Child protection policies and procedures, and the responsibilities of the school to assist the local authorities social services departments acting on behalf of Children in Need as detailed in the Children's Act 2004. We follow the guidance in the revised 'Working Together to Safeguard Children', HM Government 2018 and 'Keeping Children Safe in Education 2018'

Please refer to our Policy & Procedure on 'Child Protection and Safeguarding'.

15. Reviewing, Assessing and Reporting Processes

Our aim is to ensure that achievement and engagement is effectively recognised and praised for the motivational benefits it brings to each pupil. We value positive acknowledgement of both the difficulties and successes that many of our pupils have missed out on, perhaps due to multiple placements.

To ensure we are sharing and reviewing our pupils' needs and progress each pupil will receive:

- Individual Education Plan and Individual Positive Behaviour Support Plan reviewed termly
- End of term assessment of personal targets
- Subject assessment at the end of a topic/term
- Full assessment at the end of the academic year
- Termly monitoring and Annual Review of their EHCP
- End of Year teacher report
- Transition Plans for 'next steps'

As a school we celebrate achievement and encourage all pupils to have a positive approach to sharing success. The staff have high expectations of all our pupils and work together to ensure that pupils have high expectations of themselves. We are very grateful for the opportunity to work with the pupils in our school and are very proud of their many achievements, both academically and socially.



16. School Uniform and Opening Times

School uniforms are available from the school office. Order forms need to be filled in as only a small selection is held in the school office.

School Uniform for both girls and boys

- White polo with school logo.
- Navy blue jumper or cardigan with school logo.
- Dark trousers/shorts.
- Shoes or trainers.

Times of school (term time only)

- School opens at 9:00am.
- Morning Registration for whole school closes at 9:15am.
- Lower school closes at 1:30pm.
- Upper school Afternoon registration 1:00pm.
- School finishes 3:15pm.

17. Our School's Governing Body

Key duties of the Governing Body

- Setting and monitoring the school's aims and policies.
- Setting targets, staff performance targets and whole school targets.
- Review and monitor examination/national test results.
- Monitor attendance of pupils/staff/ governors.
- Reviewing, adopting and monitoring the School Improvement Plan.
- Reviewing, adopting and monitoring the SEF.
- Determining how the school's budget is spent.
- Hearing escalated appeals and grievances.
- Setting standards for pupils' behaviour and discipline in consultation with the Headteacher.
- Working in partnership with the senior leadership team and caretaker making sure school buildings are welcoming and safe.

Governors are assigned sectors of the committee to monitor and to highlight any areas for actions to the Headteacher, their areas of responsibilities include:

1. Safeguarding & Equality/ Admissions& Exit register (SEAE).
2. Finance.
3. Staffing & Training.
4. Premises/ Health & Safety.
5. Teaching, Learning& Assessment

18. Seadown School Staff

Our staff team of teachers and teaching assistants are highly experienced in the provision of education for pupils who are unable to work within a mainstream setting. They have a wealth of special education experience and are fully trained in effective behaviour support and management techniques.

Our staff are subject to a thorough and robust vetting system and undergo a detailed induction and training program in order to ensure that they are prepared to work to the high standards that we demand.

Interim Headteacher	Steve Alexander
Headteacher	James Eagle (Commencing 04 November 2019)
Deputy Headteacher/Lower School (1) Teacher	Claire Johnson
Senior Teacher/Upper School (2) Teacher	Ben Kinslow
Upper School (1) Teacher	Debby Beresford-Moore
Lower School (2) Teacher	Lorrayn Webber
Higher Level Teaching Assistants (HLTAs)	Mandy Banasco-Zaragosa Adam Fletcher Vicki Prentis
Therapeutic/Inclusion Team	Mark Rodgers (Inclusion Lead) Jo McKenna Aimee Prentis
Teaching Assistants (TAs)	Charmaine O'Hara Heather Baker Sharon Howe Natasha Hannigan
Home-School Tutors	Marina Evans Gary Greenfield
Catering Team	Danielle Green (Kitchen Manager) Mandy Parker
School Secretary	Charlotte Rolston

19. Registration and Contact Details

DfE Registration number	938/6228
Ofsted URN number	135691
Registered type	Special Educational Needs / SEMH
Registered capacity	30 day pupils
Registered to admit	Mixed Gender aged 6 to 16 years
Proprietors	Terry Goble
Chair of Governors	Aimee Ryan
Interim Headteacher	Steve Alexander
Headteacher	James Eagle (Commencing 04 November 2019)
Deputy Headteacher	Claire Collacott
Address	Seadown School Seadown House, 1a Farncombe Road Worthing, West Sussex BN11 2BE
E-mail	office@seadownschool.co.uk
Telephone	01903 608750
Website	www.seadownschool.co.uk

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