



**ISP Schools
and Education
Provision**

Prospectus

2009 / 2010

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EDUCATION MISSION STATEMENT

ISP Sittingbourne School and ISP Teynham School operate independently but share facilities and resources according to the ages and needs of the children.

ISP Schools provide a specialist service enabling looked after children and other students to gain holistic support through an integration of academic, vocational, pastoral, therapeutic and special needs teaching.

Learning is provided on an individual or personalised basis and appropriately matched to meet student needs, stimulate interests and boost their self confidence, self efficacy, and personal and community commitment.

- Our first commitment is to provide a platform where the combined and integrated sections of ISP along with students Local Children's Services and other interested parties can work efficiently together for the maximum benefit of the students
- Our second commitment is to enable students to develop their ability to return to mainstream education, move on to higher education or enter the world of work and self sufficiency.
- Our third commitment is to help students manage their physical and mental health and improve their chance of living a long and fulfilling life as continuous learners.
- Our final commitment is to respond to the needs of society and provide any student who wishes to access our provision the opportunity to do so.

The principles of the 'Every Child Matters Charter' are embodied in our mission statement.

CONTACTS

Headteacher:

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Deputy Headteacher / Teacher in Charge:

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Head of Mainstream & Education Provision Support:

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SCHOOL GOVERNANCE

The operational governance of ISP's Schools and Education Department is overseen by a Board of Education, which is constituted as a sub-committee of the ISP Board of Directors.

BOARD OF DIRECTORS

Non Executive Directors –

Brian Bishop CQSW & Dip MA
Prof. Ian Butler MPhil BA (Hons) Dip Soc Wk CQSW (Chairman)
Elizabeth Cairns BA LLB
Richard Long BA MA Solicitor (Company Secretary)

Executive Directors –

Les Algar FICA (Finance Director)
Jayne Westcott BA (Hons) CQSW MA (Operations Director)
John Whitwell Bsc (Hons) CRCCYP (Advanced) MLCP (UKCP Registered) (Managing Director)

BOARD OF GOVERNORS

The board of Governors consists of representatives from the main areas of the Integrated Services Programme.

They are:	John Whitwell	Managing Director & Head of Therapy
	Jayne Westcott	Operations Director
	Tracy Livesey	Head of Family Placements
	Nick West	Head of Facilities and Property Services
	Craig Walter	Head of ISP Schools
	Toni Reedman	Head of Mainstream and Education Provision Support
	Rachael Dyer	Teacher Representative
	Charlene Butcher	Non-teaching Representative

EDUCATION DEPARTMENT

The management of ISP's Education Department is led by the Operations Director, Jayne Westcott. Strategic planning and development in the Department is effected through a Senior Management Team: Admissions and internal referrals between ISP services are co-ordinated by an Educational Admissions Panel.

Senior Management Team and Educational Admissions Panel

Headteacher of ISP Schools

Craig Walter Cert.Ed DAES (SEN) MA (Hons)

Manager Educational Support Services (Kent)

Lynda Rowe

Head of Mainstream and Education Provision Support

Toni Reedman Cert Ed, Drama Dip.

Educational Psychologist

Katy Grayson MSc, Ed Psych, PGCE, BSc (Hons)

SENCO

John Stevens MA

Speech & Language

Melanie Cross BA (Hons) MPhil SRSLT MRCSLT ASLTIP

Deputy Headteacher

David Cordery

Foster Carer Liaison and Behaviour Strategist

Jo Wilson

EDUCATIONAL NEEDS

THE RANGE OF NEEDS AT ISP

It is the intention of ISP to promote the personal development and social integration of all young people within ISP by making all necessary arrangements to enable them to continue their education within the mainstream wherever possible.

ISP's School and Education Provision is able to provide or make the necessary arrangements to support the educational needs of young people in both mainstream and special school environments.

In conjunction with the local education authority, it negotiates reintegration placements into the appropriate phases of mainstream schools and is committed to providing all necessary and desirable additional resources (i.e. 'needs-led') in support of those placements.

It welcomes referrals for places in its self-maintained day special schools. These schools are for young people described as having emotional and behavioural difficulties, and for those with moderate learning difficulties and associated emotional and behavioural difficulties. It is also willing to consider the referral of children with some specific aspects of learning difficulties.

All young people that are admitted to ISP are initially considered for placement in a mainstream school of an appropriate phase unless, on the basis of the information available, it can be shown that an alternative provision is more appropriate.

EQUAL OPPORTUNITIES

ISP is opposed to all forms of discrimination against any individual or group. We welcome individuals of both sexes and from differing races and cultures - both as pupils and staff.

We consider it both appropriate and desirable to adopt general and specific employment policies to ensure that the composition of our staff group reflects the local community and the society for which it provides a service.

We will not accept behaviour that devalues a person or group on the grounds of age, race, colour, culture, nationality, religion, gender, sexual orientation, physical disability, class or profession.

We believe that the systems and practices that underpin access to an equality of opportunity by staff, foster carers and children should be continually monitored and kept under constant review.

As an equal opportunities employer, ISP ensures that all appointments, promotions and transfers are based purely on professional merit. All ISP employees are equally entitled to receive every statutory right of employment prescribed by both the law and accepted principles of best practice.

EDUCATIONAL ASSESSMENT IN ISP

A comprehensive initial assessment of every student's holistic needs is undertaken upon entry to ISP leading to the drafting of an individual Care Placement Plan for each child. Core elements of the ISP educational assessment programme are required to be completed prior to the admission of a student to one of its schools.

When full information is not available, the ISP Education Admissions Panel may judge that a student is appropriate to be admitted for a period of assessment to determine if they are appropriately placed.

ASSESSMENT IN KENT

During a pupil's first weeks at an ISP School, detailed assessments are undertaken by the Class Teacher/Special Educational Needs Co-ordinator, an Educational Psychologist and a Speech & Language Therapist. The results of these assessments are used as the basis for the design of the child's Individual Child Plan. The educational assessment is an integral part of ISP's Assessment, Planning and Review Process.

All pupils at ISP School are placed on a Special Needs Audit. The Audit is reviewed at the end of each term during the course of the routine cycle of internal progress monitoring and review meetings. A formal Progress Review is held for each pupil on an annual basis – but for those children with a Statement of Special Educational Needs this is combined with the statutory Annual Statement Review.

SPECIAL EDUCATIONAL NEEDS

ISP has an SEN Team who are responsible for liaising with home Local Education Authorities regarding all statutory SEN related matters concerning young people either under active consideration for placement or already in placement.

All the students who attend an ISP school will (by definition) have identifiable special educational needs – but not necessarily a Statement of Special Educational Needs; therefore, every student within ISP schools has an Individual Child Plan (ICP) which identifies their needs and which details an individualised programme to meet those needs. If a student is observed to have individual needs additional and different to those that the school's general specialised provision is designed to meet, an Individual Education Plan (IEP) is appended to their ICP.

The ICP/IEP is constructed on the basis of the understanding of the importance of maximising educational, personal and social achievement through a strategy of building on known strengths. Every pupil's progress is reviewed on a fortnightly basis – and a formal review of all the targets set is undertaken at the end of each term.

Each pupil is the subject of two internal, school-based, multi-disciplinary Child Conferences per academic year.

Statements of Special Educational Needs are reviewed annually in accordance with the New Code of Practice.

Transition Reviews at 14+ are arranged in liaison with the relevant Local Education Authority.

EDUCATIONAL PSYCHOLOGY AT ISP

Educational Psychology is an integral part of the assessment monitoring and review process at ISP.

Psychological advice on the individual's strengths and weaknesses informs the assessment and planning process. This information may also contribute to assessment for a Statement of Special Educational Needs by the Local Education Authority.

Work by the in house Educational Psychologist in ISP schools includes talking to students and planning programmes of work with Teachers and Teaching Assistants.

A psychologist's view on curriculum development and pastoral support is also provided.

The SEN Team and Educational Psychologist provide In-Service Training for all Teachers and Teaching Assistants on specific aspects of learning within the curriculum.

The Educational Psychologist's contribution is particularly vital in preparation for and throughout the process of re-integration into main stream education. This is achieved by working closely with the school and the Local Educational Authority Psychology Service. The ISP Educational Psychologist is available at each Programme for consultations and specific pieces of work.

SPEECH AND LANGUAGE THERAPY

Recent research has shown that many children with emotional and behavioural difficulties also have communication problems, which often go undetected.

ISP maintains a strong Speech and Language Therapy Department whose principle aim is to identify student's communication problems. Speech and Language Therapists provide training for all staff and work closely with other professionals to help students achieve their potential. The Speech and Language Therapists also assess students and devise complementary programmes of work for them as appropriate - to be delivered as an integrated component of the English / Literacy Curriculum. Some of this work is carried out by specialist Teaching Assistants and is often intensive.

As many young people at ISP have difficulty with the social use of language, the Speech and Language Therapists work alongside education staff to run social communication groups for each class at ISP schools.



LEARNER ENTITLEMENT

The school offers a three tier learning opportunity:

Tutoring
Assessment and preparation
Class based learning

When you become a class based student at ISP School you will be entitled to the following:

- A programme of learning to meet your needs.
- Impartial information, advice and guidance about your learning choices.

You will have the opportunity to study:

Core Subjects: Literacy, Numeracy and Science
Technological subjects (e.g. design and technology, ICT)
Creative or performing arts subjects (e.g. art, music, drama, dance)
Humanities subject (e.g. history, geography, RE)
A vocational subject (e.g. land management and animal husbandry, manufacturing and engineering or cookery).

Your programme will also include:

For all students:

The key skills of communication, numeracy and information and communications technology (ICT).
A programme of personal social and health education (PSHE), citizenship and careers education and guidance.
Opportunities for exploration of moral and social issues and personal beliefs.

For students 14 -16:

Opportunities for work related and work based learning.

Based on your performance you will be offered:

Once a term a range of extracurricular activities including sports or recreational/leisure activities during activity nights.
At least one residential learning experience during your 14-19 career if you have not previously experienced one.

You will be offered the opportunity to take exams in:

GCSE
AQA On Demand Adult Literacy & Numeracy
ASDAN challenges

You will have the opportunity to receive:

- Ongoing pastoral advice throughout your three phases of education.
- Advice on choice of options through school or the work based learning coordinator and via the Connexions service.
- Therapy sessions.
- Personalised education programmes

We will:

Ensure equality of opportunity.
Continually review the effectiveness of our teaching, our facilities and programmes.
Provide opportunities for you to feed back on the ways in which your personalised learning programme is developing and how it might be improved.
Ensure that money available is used for the benefit of young people in learning.
Measure the success of providers by what learners achieve.
Handle any complaints quickly and sympathetically.

You can expect:

To remain in learning up to age 16 in ISP school.
To express your views and be listened to with respect.
To work without disruption or interruption.
To have your achievements recognised by taking qualifications relevant to the courses you have studied.
A safe and secure learning environment.
Your weekly behaviour and work production recognised.

Success for you and other students in your chosen course will be more likely if everyone follows a simple code of conduct.

You will be expected to:

Listen to and respect the views of others.
Meet all coursework, homework and assignment deadlines.
Maintain good attendance and punctuality at all times.
Have a committed approach to your studies and work to the best of your ability.
Meet the code of conduct and dress code.
Use any non-contact time effectively to help promote the quality of your learning.
Regularly review your progress with staff to set jointly agreed realistic yet challenging personal targets.
Participate in all aspects of the curriculum programme as well as main courses and be prepared to contribute to the wider community.
Raise any concerns about courses or teaching in a constructive way to resolve them quickly.
Treat people and resources with respect.
Respect equal opportunities in relation to other students and staff.
Take responsibility to become a self-managing, active and independent lifelong learner.

Learner Entitlement at ISP School for tutored pupils

Students on a tutor programme will be offered the learning opportunity to develop their awareness of their own needs including basic literacy and numeracy, social integration.

Learner Entitlement at ISP School for students on an assessment programme

Students on an assessment programme will be offered an eight to twelve week programme consisting of assessment of personal needs, re-integration into school life, rules, regulations and boundaries.

Progression through the tiers will be subject to:

Students fulfilling the expectations of:

- The code of conduct
- Becoming an active Learner

PROVISION

RANGE OF PROVISION AT ISP

ISP's Education Department accepts referrals of young people of statutory school age whose educational needs are best met in either the mainstream or in small special school environments.

It is able to cater for young people whose needs span the emotional / behavioural and moderate learning difficulties continuums, in educational environments appropriate to their needs. Where needed, enhanced levels of additional learning / therapeutic support is provided.

The referral of students with special educational needs for placement within ISP's own special schools are welcomed. However the confirmation of any placement is subject to the availability of professional evidence of the respective need and a satisfactory compliance with the school's own stated admissions criteria.

The placement within an ISP school of any student who is the subject of a full Statement of Special Educational Needs but whose needs are unable to be met within a mainstream school setting, must first be discussed and subsequently approved by the ISP Education Admissions Panel. Similarly, placements in any Local Authority maintained provision is conditional upon satisfactory adherence to both LA and individual school criteria.

ISP works with over 50 Schools and Colleges in Kent and over 25 schools and Further Education Colleges in Sussex, Chesham, North London and surrounding areas - in order to maximise the educational opportunities for each young person within the organisation.

ISP KENT'S - CONSORTIUM OF EDUCATIONAL PROVISION

ISP's Education Department welcomes Local Authority and Local Education Authority referrals of children whose educational needs can only be met within the mainstream with additional levels of individual support, as well as of children whose needs might be best met within one of its self maintained day special schools.

ISP's own day special schools are Registered with the DCSF. One school is designated for young people described as having behavioural, emotional and social difficulties, the other is a combined provision for primary aged children with emotional and behavioural difficulties as well for secondary children with moderate learning difficulties and associated emotional / behavioural difficulties. We are also able to consider some children whose needs encompass certain specific forms of learning difficulties.

Education within the Integrated Services Programme's maintained provision in Kent is provided through a consortium of its four principal services:

Sittingbourne School	Key Stages 3 / 4	11 – 16	EBD
Teynham School	Key Stages 2	7 - 11	EBD
	Key Stages 3 / 4	11 – 16	MLD*/EBD
Kent Educational Support Provision	Key Stages 1 / 4	4½ - 16	(Mainstream)
Transitional Support Service	Key Stages 1 / 4	4½ - 16	

* MLD provision is flexible between the sites.

ISP maintains a comprehensive and flexible service of Outreach 'Teaching Assistant' support - for the benefit of those pupils, attending mainstream schools and further education provision, whose educational needs are assessed as requiring additional support in order that they may access the mainstream curriculum.

Continuity throughout the Consortium is safeguarded by the Head of Education working through the School Management Team.

The coherence of management within the ISP Schools' sector of the Consortium is achieved by the centralisation of responsibility for the strategic development and overall executive authority. This responsibility is held by the ISP Headteacher.

Both school sites in Kent have an independent Registered status with the DCSF. The Headteacher delegates most of the responsibility for daily operational management to senior members of the school's staff (Deputy Headteacher – Sittingbourne : Teacher-in-Charge - Teynham). The Headteacher ensures that both school sites subscribe to a common philosophy, operate shared and jointly developed policies and contribute to a common system of curriculum practice and development.

Secondary pupils with emotional and behavioural difficulties attend ISP Senior School in Sittingbourne. Primary pupils with emotional and behavioural difficulties, along with secondary aged pupils with moderate learning difficulties and associated emotional and behavioural difficulties attend the junior and secondary departments of the ISP school in Teynham, respectively.

PRINCIPLES OF ISP MAINTAINED PROVISION

The principal features of ISP's in-house educational provision are:

- An acknowledgement that good decisions about the appropriateness of a child's placement can only be made on the basis of accurate and recent information about their educational needs.
- A curriculum that is underpinned by effective and explicit assessment, planning and review procedures.
- An appropriate, broad, balanced and differentiated curriculum to meet the special educational needs of each young person is available.
- A respect for the views, contribution and co-operation of parents/foster parents and other professionals
- The provision of teaching that is subject to effective supervision.
- Appropriate consultancy, training and inspection are provided to improve the school's atmosphere and performance.
- The provision of effective school management so that all staff are given clear information and guidance about their roles and responsibilities.

ISP Schools provide an environment where a positive attitude towards high standards of work and behaviour are encouraged. This environment nurtures a sense of self worth, self discipline and mutual respect to enable young people to develop interpersonal relationships with peers and adults, in preparation for adult life.

The whole curriculum at ISP works to promote the academic, physical, moral, cultural and spiritual growth of all young people to enable them to express their individuality and make well-informed decisions about their future.

The importance that ISP attaches to educational achievement and the equality of opportunity for all young people is evidenced by the high staff-pupil ratios it maintains in each of its educational establishments. Each class consists of a maximum of 8 pupils with one Teacher and at least one Teaching Assistant. Additional individual support is available where emotional or behavioural needs, specific learning difficulties or speech and language difficulties need to be addressed. It is presumed that all groups in ISP require additional support.

TRANSITIONAL EDUCATION SUPPORT

ISP accepts that it has a responsibility to provide all of the children with access to an education appropriate to their age, ability and needs - regardless of their circumstance. On occasion however, the manner of a young person's arrival within the organisation makes it either impossible (as in the case of 'emergency placements' e.g. court directed / place of immediate safety cases) or unwise (on account of insufficient / incomplete professional information or brevity of stay) to pursue a placement within a full-time educational provision (in local authority mainstream or ISP special school). Consequently, there are circumstances when it is not possible to make either the 'ideal' placement arrangement or one that immediately conforms to the statutory entitlement, for some students.

ISP maintains a Transitional Education Service to cater for such eventualities.

A referral to the 'Transitional Education' service is made by the Education Admissions Panel; and only ever:

- where there is no full time school placement available
- when the information is insufficient to make a proper full-time provision placement decision
- when the implementation of a full-time placement recommendation is necessarily or unavoidably delayed
- when a student is awaiting transfer to a provision outside ISP and does not have an existing school place.

A support arrangement is only ever made when:

- a clearly targeted and time-limited programme of study (ICP) has been devised.
- a confirmed timetable of review has been negotiated with the referring authority
- written acceptance of the proposed programme has been received from the appropriate Education Authority department.

ISP aims to ensure, therefore:

- every student accepted for placement within ISP will be provided with a minimum core educational provision within 20 days of their admission.
- a student remaining within ISP for more than 8 weeks and unable, for legitimate reasons, to access a full time educational programme within a school setting, appropriate to their needs and aptitudes, is provided with an individually tailored programme of up to 25 hours education per week (subject to all necessary Local Authority and statutory permissions being received).
- students with this same range of needs and within their last two years of formal schooling may be considered for a full time vocationally-orientated package of support.

SCHOOL POLICIES

CURRICULUM

In compliance with the Education Act (1993), subsequent legislation and guidance, a broad, balanced and differentiated curriculum is in operation and all national curriculum core and foundation subjects are represented. The breadth of the curriculum in ISP Schools is evaluated, developed and maintained in a belief that the following eight dimensions of (cross curricular) activity need to be kept in balance:

Aesthetic & Creative	Moral & Spiritual	Human & Social
Physical	Scientific	Linguistics & Literacy
Mathematical	Technological	

The curriculum framework in all ISP's educational establishments is the National Curriculum, focussing on the respective Programmes of Study and the acquisition of the key skills in English, Mathematics, Science, ICT, Design Technology, History, Geography, MFL , Art & Design and Music.

As a whole, the curriculum is broadly balanced and suitably differentiated to take account of individual needs, and the rates and styles of learning of the pupils.

(Also refer back to earlier learner entitlement – page 7)

Disability Access

In line with its commitment to ensuring an equality of opportunity for all, ISP will make whatever provision is necessary and possible (within the constraints of its obligations to use resources efficiently and effectively) to ensure that children have full and equal access to the educational services it provides and the environments in which they are delivered.

English as an Additional Language

The process of identifying children's additional support needs (including that for language support) is begun in accordance with the standard referral and admissions process. Further details of the specific implications for a child's education are investigated as part of the ISP Initial Assessment process. If a child is entering an ISP school further advice is sought from the ISP Educational Psychologist and a Speech & Language Therapist.

Any necessary differentiations of teaching materials, strategy and environment, as well as any specialist or specialised resources of support are detailed in the child's Individual Education Plan and routinely monitored through the standard school procedures.

Disability Access Plan

A detailed Disability Action Plan, is drawn up in relation to ISP's schools, in compliance with the provisions of both the Disability Act 4 and the SEN Code of Practice.

ISPs facilities and resources are systematically reviewed in relation to regular audits of the current range of needs and disabilities of its pupil populations and staff. These periodic reviews result in the identification of any necessary staff training requirements along with all future developments of its facilities and resources, necessary to achieve the desired equitability of access.

These reviews continually inform both the schools' and the organisation's decision making process in regard to new referrals. The Schools' Admission Body will only agree to admit children whose needs it is currently able to meet, or whose needs it would be possible to meet following the realistic and achievable adaptation / development of resources, facilities or expertise.

Full details, in the form of a copy of the full ISP Schools Disability Access Plan document, can be obtained from the Administration Offices of either ISP School.

External Accreditation

ISP students in mainstream education are entered for public examinations by the various schools they attend.

Students in ISP Schools are also entered for public examinations. ISP is a recognised examination centre for the AQA and Welsh (WSEC) Examination Boards.

Each year students sit the: AQA On-demand Entry Level Certificate examinations for Adult Literacy and Numeracy, Science, Child Development and Physical Education; AQA GCSE examinations in English & English Literature (Foundation Level), Maths(Modular), Science(Modular), Art, D&T (Product Design), Citizenship, Geography & History (Short course), Physical Education (Short course: Games) and Environmental Science; Basic Skills Tests in Life Skills and Health, Hygiene & Safety.

Personal, Health, Social Education & Citizenship

Many of the issues that are addressed in PHSE curriculum are especially sensitive ones for the young people who attend ISP on account of their previous life experiences. Consequently, the subject has an enhanced significance and most issues need to address the need for a truly integrated, multi-professional / home-school approach to the content planning and delivery. For this reason, the units on 'Substance Abuse' and 'Sex and Relationships' education are continually evaluated and modified with the support of specialist outside agencies.

The current PHSE Programme of Study covers Careers, the World of Work, Life Skills, Life Style Choices, Health and Relationships. Each is in turn related to the broader concept of Citizenship. The Citizenship syllabus, as taught in ISP schools, adheres to the National Curriculum Scheme of Work and Programme of Study. It ensures that pupils develop an understanding and knowledge of the democratic, legal and civil processes – along with the opportunity for them to investigate their roles and contributions to their local and national communities.

One of the key objectives of the PHSE & C curriculum is to improve the social awareness of the students and to give them an understanding of their personal and social 'rights' and the values upon which they are based.

Sexual Health and Relationships

ISP Education Department adopts an integrated service approach to its 'Sexual Health and Relationships' policy in an attempt to enhance its particular relevance for looked after children and children in need, whilst adhering to the DfES guidelines. The policy sets out the legal and organisational boundaries. The school curriculum dimension is structured around a programme of study for each Key Stage that is delivered through both Science and PHSE lessons.

It is recognised that many staff and foster carers will, as part of their everyday work with young people, need to provide consistent and unambiguous information, advice and practical support

on matters of sexual health, sexual orientation, emotional development and personal relationships. For this reason, the ISP Professional Development (Inset) Programme is used as a principal mechanism for the reinforcement, re-evaluation and revision of substantial parts of the policy and the syllabus content.

(Where all the adults working with an individual pupil are in agreement, the pupil may be withdrawn from Sex Education)

Physical Education

All pupils are encouraged to participate in the wide variety of activities and sports that constitute the Physical Education programme. The content of this programme is designed to develop physical, cognitive and inter personal skills and offer opportunities for achievement resulting in the raising of self-esteem.

Residential outward-bound courses are arranged during the academic year.

Religious Education

Religious education is based on the Kent Agreed Syllabus and is delivered through a minimum of one lesson per week, class group meetings and assemblies. Although spiritual and moral development is based on the western Judaeo/Christian tradition, an appreciation of the values and practices of other traditions is actively encouraged.

Contemporary moral issues are carefully planned to ensure support levels are indicated to reflect both the emotional and educational needs of the children.

(Where all the adults working with an individual pupil are in agreement, the pupil may be withdrawn from Religious Education)

Careers

The Careers programme within ISP's schools is co-ordinated by a senior member of the Education Department. The Careers Education syllabus is delivered by class teachers within the Personal Social Health Education & Citizenship syllabus 'carousel', and it includes a full programme of work experience for students in KS4. The Careers / Work Experience programmes are supported by a specialist adviser working across both schools. The ISP Consortium, in combination with the relevant Connexions Services, provides for the assessment of the needs and aptitudes of all students, arranges and supervises appropriate work experience, advises and negotiates full time employment and arranges and supports further education and training applications.

ISP students attending mainstream schools are supported by the Careers departments of their schools and through them have a formal entitlement of access to the local Careers Services.

ISP is registered as a local Partner Agency within each of its respective local Connexions Service.

Social Events

Social events are a significant feature of life at ISP. The ISP birthday celebration, performance week, art exhibitions (work of children and adults), Christmas party, activity holidays, discos, a summer fete and pantomimes are annual events. There is also a lunch held weekly at branches for all ISP personnel and visitors. Centres often tie this in with training days.

ADMISSIONS

All referrals, to any educational service provided to young people within ISP, are managed by an Educational Admissions Panel. All referrals are accepted on the understanding that access to a full range of therapies will be required to supplement the general facilitating nature of each specialised school environment. The available therapies include: Personal Psychotherapy, Art Therapy, Play Therapy, Anger Management sessions and Speech and Language Therapy.

In view of the complex nature of many special educational needs, ISP is willing to consider any referral - however, no provision exists to support young people whose **primary** needs stem from physical / sensory impairment, severe learning difficulties or from drugs / solvent abuse.

The placement of a pupil in any of the ISP's maintained schools is subject to the student meeting the respective admissions criteria for that school. The ultimate decision to place within one of its schools is made solely and exclusively on the basis of the relevant information provided by the home authority at the time of referral.

Education Only

ISP will consider the referral of children who do not live with ISP carers, for admission to its schools and for packages of support within the mainstream. Acceptance entitles the children to access the full range of ISP's services except foster care and social work support. All referrals, including those for this type of educational support, must go to the Referrals Manager and are subject to certain conditions the criteria for any 'Supported Education' service is that the children are Looked After by a local authority.



HOME SCHOOL PARTNERSHIP

ISP employs a full time member of staff to support the home school partnership.

Parents/Foster Parents are fully active participants in the following processes:

- a) Statement of Special Educational Needs, reviews and progress during the year in compliance with the Code Of Practice
- b) The Integration Assessment
- c) Transitional Reviews; run by LEA in the year in which a young person is 14
- d) Statutory Review - Education Report

Parents/Foster Parents are continually consulted and informed by

- a) Contact books
- b) Regular phone calls
- c) Meetings as required

Parents/Foster Parents, Therapists and Social Workers report significant events to schools on a daily basis.

Prior to admission to an ISP school, the child, his/her principal carers and the school's manager are required to make a joint confirmation of their commitment to support the placement - in the form of a written Home-School-Child Agreement (Appendix 1).

Parents/Foster Parents receive a full individual report (School Report) of their child's progress and attainments each term. This indicates the attainment and progress of the young person in relation to the targets set at 'In School Reviews' at the start of each term. Reports are sent to Parents/Foster Parents detailing recommendations for behavioural and academic targets set.

Parents/Foster Parents are invited to an open afternoon towards the end of each term to discuss new targets and strategies for the coming term.

The Head of Education provides a written annual report, detailing significant developments and the achievements of the Consortium's services; and as part of this process of professional accountability, the ISP Headteacher makes an Annual Report.

BEHAVIOUR

Expectations

The purpose of expecting children to behave well is so that they and others can feel valued and secure enough to fully realise their potentials as learners. The emphasis being on the value of learning.

Children tend to behave better in safe, ordered and positive environments – and whilst such environments can not guarantee good behaviour, those that make children feel threatened, unsuccessful and unsure will inevitably provoke them into even more disturbed and disruptive behaviours.

The basis of ISP's approach to behaviour management is the establishment of a culture of positive expectations through the consistent, collective actions of the entire staff team.

Behaviour / Discipline Management

School staff are expected to intervene whenever they see that a person is behaving in a way that is either unsafe (for themselves or others), or which stops teaching and learning from taking place (for themselves or others), or which is likely to lead to the damage of property (their own or others).

The appropriate steps that a member of staff should take in dealing with inappropriate behaviour are set out in the ISP Schools' Behaviour Policy. This policy lays out the stages of proportionate action that staff should follow in an attempt to resolve difficulties at the earliest possible time – and to ensure that people take responsibility for their actions.

ISP's Policy explicitly rejects the need or appropriateness of 'punishment' for any behaviour. Whenever any sanction for more serious misbehaviour is used – it is always applied as 'an inevitable, fair and necessary consequence' for that behaviour.

The successful operation of the Behaviour Policy is a key component of the culture of ISP Schools; this culture is one based on mutual respect, the ability to recognise all true achievement (personal, social and academic) and on a system of fair, proportionate and consistently applied consequences for unacceptable behaviour.

Bullying

ISP schools adopt a 'zero tolerance' approach to bullying, which is in line with the company's aim of maintaining a 'safe and secure workplace for all . . . where they enjoy working' (Bullying / Harassment Policy).

The School's Behaviour Policy identifies bullying as a behaviour that disrespects and devalues others, which prevents another person from being able to feel safe enough in school for the purpose of learning or doing their job, and which is unsafe.

Bullying by pupils is considered to be a behaviour / discipline issue and is dealt with under the ISP Schools Behaviour Policy procedure.

Exclusion of pupils

If an ISP School can no longer ensure the safety or wellbeing of a child due to their emotional state or behaviour then that child can be excluded from the school. The school has to be able to show that they have tried hard to change the behaviour of the child but failed, or that by allowing the child to stay in school it would either harm their welfare or the welfare or education of other pupils. There are two categories of exclusion: fixed period or permanent.

Full details, in the form of a copy of the full ISP Schools Behaviour Policy document, can be requested from the Administration Offices of either ISP School or from the nearest ISP Centre.

CHILD PROTECTION

ISP has adopted the Council of Local Education Authorities (CLEA) guidelines for Child Protection. These CLEA guidelines are incorporated within the ISP 'Child Protection Reporting Procedure'.

The CLEA guidelines refer to teachers. ISP applies them not only to teaching staff but also (*mutatis mutandis*) to all other staff and foster carers. Reference is also made, as required by The Children Act 1989, to Kent and Medway Child Protection Committees' Child In Need Child Protection Procedures, to any guidelines and procedures laid down by the placing authority, and to the Home Office publication 'Working Together'.

The ISP 'Child Protection Procedure' lays down a clear format for the reporting of any child protection matter to the ISP Child Protection Co-ordinator and has been shared with a representative from the local Area Child Protection Committee. The ISP Child Protection Co-ordinator is a senior and experienced Social Worker.

The overriding aim of the use of the guidelines and procedures is to ensure the protection of children. On receipt of any allegation, ISP seeks instruction from the child's placing authority and also liaises and consults with Kent County Council Social Services Department or Medway Social Services Department should the need arise.

ISP and the Area Child Protection Committee representatives meet a number of times a year to share and discuss policy and practice developments in child protection and to enhance good working relationships between agencies.

All staff are required to attend an initial Child Protection Training session on appointment in ISP - and periodic refresher courses throughout their employment.

Full details, in the form of a copy of the Full ISP Child Protection Policy document, can be obtained from the Administration Offices of either ISP School or from the nearest ISP Centre

HEALTH & SAFETY

All ISP staff share an equal responsibility for ensuring that the provisions of the Company Health & Safety Policy are adhered to. They are obligated by both their responsibilities under the duty of care as well as under the terms of the Policy, to report any concerns they may have regarding health and safety.

Policy documents for curriculum subjects contain health and safety guidelines, which must be followed.

Full details, in the form of a copy of the Full Health and Safety Policy document, can be obtained from the Administration Offices of either ISP School or from the nearest ISP Centre

POLICY AND PRACTICE DEVELOPMENT

The Headteacher for ISP, with the support of the Senior Management Team, is responsible for the production of a current 3 Year Development Plan for all ISP's educational services - along with an associated Action Plan for its implementation. This development plan is commissioned by the ISP Board of Education on an annual basis - synchronised with the cycle of ISP Financial Planning.

The ISP Headteacher, with the support of the appropriate senior staff, is responsible for the production of similar 3 Year Schools' Development Plan (suitably differentiated to address the needs of both schools according to their respective phase responsibilities and stage of development). These are accompanied by detailed Action Plans for each separately Registered establishment in respect of the current academic year.

Both the Head of Education and the Headteacher have the responsibility of making all necessary arrangements to ensure that the progress and developments made - in relation to the respective sets of objectives and targets - are consistently monitored and recorded accordingly.

Full details of the current priorities, in the form of a copy of the Education Department's and / or the ISP Schools' Development Plan, can be obtained from the Administration Offices of either ISP School

STANDARDS & QUALITY ASSURANCE

A senior member of ISP's Management Team has specific responsibility for statistical record keeping. This includes the monitoring of referrals and placements made, reviews of contracts, records of end of placement, reviews of services offered to and requested by local authorities and complaints.

In addition to contract meetings, children's reviews, staff appraisal, statement reviews, business meetings (staff and children), foster home reviews and complaints procedures, any member of ISP (student, staff or foster carers) or local authority social workers, can call a special meeting to discuss difficulties or progress.

ISP is committed to funding research in order to assess effectiveness and create opportunities for further innovation in the field of child care.

STAFF TRAINING

Continuous Professional Development (CPD)

All education staff are appraised in accordance with the ISP Staff Appraisal and Performance Management Scheme. The cycle of individual staff appraisals serves to identify the individual needs of staff for professional development opportunities. Collation of these personal requirements across the Education Department informs management decisions regarding the future priorities of the in-house staff training programme. All education staff participate in In-Service Training, some elements of which (Child Protection for example) being compulsory. This includes units on curriculum, child development and the organisational structure and function.

The close working relationship that each school develops with foster carers is an essential contributory element to the quality and effectiveness of ISP's educational provision. For this reason, various aspects of the education training programme is open to carers.

There are INSET days allocated to training throughout the academic year. Twilight sessions are also arranged on specific areas of the curriculum. Professional supervision in curriculum planning, advice on special educational needs and assessments are delivered by the SEN Co-ordinator or the Management Team of each school. The ISP Educational Psychologist or Speech and Language Therapist are also consulted on specific issues when necessary.

The training Strategy is designed to facilitate both the individual's and the organisation's growth. Personal development schedules are reviewed and agreed as part of the Staff Appraisal cycle, in order to enhance and reflect on practice. ISP uses the knowledge, expertise and professionalism of its staff in co-ordinating and delivering of in-house training. In addition external agencies facilitate courses and workshops and conferences. ISP also funds relevant long term academic courses leading to qualifications. ISP appraisal provides for the continuous review of the health, attitude, performance and professional needs of all staff.

COMPLAINTS / APPEALS

ISP's Company Policy

ISP's general Complaints Procedure has been developed in line with the common requirements (Children and Young Person's Representations Procedure Regulations 1991 & The Children Act 1989) on all local authorities, voluntary organisations and registered charities.

Any student attending ISP, any member of their family, any carer, member of their family or other employee of ISP and any social worker, teacher or other worker involved with a young person placed by ISP can make use of this procedure.

A complaint can be made about anything that has or might happen for which ISP can reasonably be considered responsible.

There are two limitations to the scope of this procedure: Employees are protected by other, more specific legislation in regard to the terms and conditions of their employment with ISP; Local Authorities that place young people are required by the Children Act 1989 to establish their own complaints procedure for issues relating to the care plans made for the children for whom they are legally responsible.

Full details, in the form of a copy of the ISP Complaints Procedure, can be obtained from the Administration Offices of either ISP School, from the nearest ISP Centre or ISP Central Office.

ISP's Complaints Policy

The ISP Board of Education has approved a specific procedure (ISP Schools' Complaints Procedure) by which complaints arising from practice within the company's schools should be received and dealt with. The principles of the School's Procedure are in line with Company's Policy – but the process differs in respect of the arrangements for managing any subsequent 'appeals'. The procedure is initiated with an opportunity for an informal resolution at school level. If it is not possible to resolve the issue in this way, the person has the option of formalising their complaint in writing.

This formal process once begun will initially lead to a consideration by the Headteacher and subsequently a Sub-committee of the Board of Education and ultimately, an Independent Panel (should a resolution not be possible at each stage).

Any decision of the Independent Panel would be binding on all parties.

Full details, in the form of a copy of the ISP Schools' Complaints Procedure, can be obtained from the Administration Offices of either ISP School, from the nearest ISP Centre or ISP Central Office.

No formal complaint has yet been made to the Headteacher or Board of Education in respect of ISP's school or its practice.

Educational Admissions

Appeals can be made against any decision of the Education Admissions Panel by either the referring agent of a home local authority or any ISP Head of Service directly concerned with the outcome of the Panel. Every Appeal is considered by the Managing Director of ISP who, on the basis of the written evidence provided by both parties, makes a definitive ruling within two weeks of the original Panel decision.

This right of appeal is not extended to a local authority making an educational referral of a young person on an 'Education Only' basis. In all such cases, the decision of the Education Admissions Panel is final.