



Dawn House
School

DAWN HOUSE SCHOOL

PROSPECTUS

Jenny McConnell, Principal
Dawn House School
Helmsley Road
Rainworth
Nottinghamshire
NG21 0DQ
Tel: 01623 795361
enquiries@dawnhouse-ican.notts.sch.uk

CONTENTS

- Section 1** Welcome to Dawn House School
Governors and Trustees
Statement of Principles and Practice
The Ethos and Values of the School
Statement of Purpose
Special Needs, Disabilities and Entry Criteria
Admission Procedure
Description of the School Roll
Special Educational Needs Policy
- Section 2** Speech & Language Therapy
Occupational Therapy (OT)
Family Support
Wellbeing
Medical Arrangements
Chimes Provision
Residential Care
- Section 3** Curriculum
School Organisation
Spiritual, Moral, Social & Cultural Development
Physical Education/Sport
Sex Education
Religious Education
Careers
Destinations
- Section 4** Code of Conduct
Complaints and Concerns Procedure
School Uniform and Clothing
School Fees and Charging Policy
Equal Opportunities
Accessibility Plan
Health & Safety
Child Protection
Staff Development
Parents and Carers
Links with the Local and Wider Community
Arrangements for Inspection
- Section 5** Rates of authorised and unauthorised Absences
Assessment and Accreditation
- Section 6** Staff List
Governing Body
School Sessions Times

Section 1

WELCOME TO DAWN HOUSE SCHOOL A Specialist Special School for communication and interaction

Dawn House School is a specialist special school for children and young people aged 5-19 years with a severe or complex communication difficulty or Asperger's Syndrome.

This prospectus will tell you more about the school and its aims and objectives, what we offer our pupils and how we work to meet their special educational needs. We aim to encourage all our pupils to realise their full potential. We are committed to enabling every pupil to experience success, personally, educationally and socially.

We provide our pupils with a caring but challenging education in a language focused learning environment which is stimulating and orderly. At our school we work to encourage effective learning and the development of good communication skills. We achieve this through the integration of education, therapy and care in a setting where all individuals are valued.

We believe that confidence in a school develops through knowing and understanding how it works. We aim to work in partnership with our pupils and their families. We welcome parents and carers who wish to make informal visits to find out about the school and its work. To arrange a visit or to request further information about the school please telephone to speak to the Principal (Jenny McConnell) or the Head of Assessment Service (Heather Benjamin).

Judy Clegg
Chair of Governors

Jenny McConnell
Principal

GOVERNORS AND TRUSTEES

The school, in common with one other specialist special school, is the responsibility of ICAN. The trustees of the charity, with the support of the Chief Executive, the Principal and the governing body, ensure that the legal responsibilities of the school are fully met and that the provision complies with the guidance issued by the DfE reflecting best practice as identified by OFSTED.

STATEMENT OF PRINCIPLES AND PRACTICE

We are committed to the highest quality education, therapy and care for pupils with speech, language and communication difficulties and/or Asperger's Syndrome.

- To enable the pupils to develop their ability to communicate in spoken and written language so that they can take their place in society.
- To provide for the spiritual, moral, intellectual and physical development of the pupils at the school.
- To provide a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- To prepare the pupils for the opportunities, responsibilities and experiences of adult life.
- To understand and meet the special educational needs of the pupils.
- To enable the pupils to have access to the National Curriculum and a range of accredited courses.
- To enable each pupil to maximise their achievements in every area of the curriculum.
- To increase each pupil's knowledge and understanding of the world around them.
- To enable each pupil to develop as much independence as possible.
- To give pre-16 pupils access to inclusive experiences in neighbouring schools as appropriate to their needs.
- To provide significant inclusive yet specialist learning environments for Sixth Form learners to enable them to develop skills for future success.
- To help each pupil to achieve success regardless of disability, gender, class, race or sexual orientation and to develop in all our pupils a spirit of understanding, cooperation and respect for all members of the community.
- To engage the parents and carers of our pupils in an active partnership to the benefit of the social, intellectual and academic development of the pupils.

THE ETHOS AND VALUES OF THE SCHOOL

At Dawn House School we believe that:

- A good school is one that offers a caring, cheerful and safe environment in which pupils and staff feel valued and are encouraged to reach their full potential and where effective learning is promoted.
- A successful pupil is a happy, confident, well-motivated person who enjoys learning and who is enabled to become an independent member of society.
- An effective member of staff is one who enjoys being with the pupils and inspires them in a learning environment which is positive for all and who makes a significant contribution to the pupils' development.
- An effective learning environment is stimulating and attractive. In such an environment, a range of well-organised strategies are used to respond to groups and individual needs. Pupils are offered learning experiences that have an appropriate mixture of challenge and support.
- The health, safety and welfare of pupils are a prime concern to all stakeholders. Policies and procedures for Child Protection are securely in place and all staff receive regular training to ensure practices are of the highest standard.
- Recruitment and selection of staff is fully compliant with all aspects of safer recruitment guidance and legislation in this area.

STATEMENT OF PURPOSE

- To provide the highest quality of education, therapy and care for children and young people from 5-19 years who have speech, language and communication needs including Asperger's Syndrome and associated difficulties.
- To provide a breadth of opportunities and experiences across the day and the extended curriculum which support the philosophy of inclusive practice.
- To identify and build on the pupils' strengths and to help them to develop the age appropriate leisure interests and personal, social and independent living skills needed if they are to play an active role in their community on return to their local area.
- To develop positive and constructive relationships between all members of the school community and promote an understanding and tolerance of people of different ethnic backgrounds, religion and sexuality.
- To work in partnership with families, professionals and other stakeholders.
- To provide a safe and stimulating learning environment in which all members of the school community are challenged to maximise their potential and grow in self-esteem.

SPECIAL NEEDS, DISABILITIES AND ENTRY CRITERIA

Pupils are referred to the school because they have severe speech and language and communication difficulties or Asperger's Syndrome which are currently preventing them from realising their full potential emotionally, academically and socially.

The pupils at Dawn House School have severe or complex needs which are not met in local mainstream schools, units for pupils with language impairments or other special schools. At Dawn House School the pupils receive the specialist intensive support that they need.

We are able to cater for a number of other difficulties which are commonly associated with communication difficulties. These include: learning difficulties, behavioural modulation, problems with attention and memory, motor dyspraxia, sensory difficulties, autistic spectrum difficulties, emotional problems, difficulties with friendships and social relationships, poor self-image and low self-esteem. However, the primary disability of pupils at Dawn House School is their communication difficulty or Asperger's Syndrome.

This means they may have difficulties and experience problems in the following areas:

- Articulation problems.
- Phonological problems.
- Syntactic problems.
- Semantic problems.
- Pragmatic problems.
- Literacy problems.
- Social Communication Difficulties.

These difficulties may affect a pupil's ability to comprehend the language that they hear and/or to express what they want to say. They may also lead to difficulties in forming and maintaining friendships and/or difficulties in conforming to expectations of behaviour.

The curriculum is mediated in order to support the learning of pupils with severe language and communication difficulties (including Asperger's Syndrome).

ADMISSION PROCEDURE

Parents or carers who are interested in seeking a place at the school are very welcome to contact the school. We welcome informal visits from parents or carers of children with speech, language and communication needs. Arrangements for a visit can be made by contacting the school and parents or local authority personnel may discuss their needs with the Principal (Jenny McConnell) or the Head of the Assessment Service (Heather Benjamin).

Parents or Local Authorities refer children and young people to the school when it is felt that they have a speech, language or communication difficulty, and/or a diagnosis of Asperger's syndrome, which is preventing them from making progress at school. An independent multi-disciplinary assessment can be carried out by the Assessment Service to provide advice or to determine whether a place at the school would be appropriate.

Places at the school can be funded by the Local Authority, by parents/carers (privately) or other organisations.

The assessment takes place over two days (usually Wednesday & Thursday). It includes some formal testing and observations within class and during leisure times. The child/young person has the opportunity to join a class in the school appropriate to his/her age over the two days. If a boarding place is being requested, the assessment will include an overnight stay and observation in the residential setting. The assessment is carried out by an assessment team of specialist teacher, speech and language therapist and occupational therapist. Other professionals may also be invited to contribute to the assessment, e.g. educational psychologist.

Findings from the assessment are fed back verbally to parents and local authority at the end of the two days and a full written report is provided approximately three weeks later.

The independent assessment service is available to parents and professionals seeking advice about a young person's communication difficulties, strategies and approaches for learning and educational provision. For more details please see I CAN's assessment service policy document. Please email h.benjamin@dawnhouse-ican.notts.sch.uk to request a copy.

The school seeks to cooperate fully with parents and LAs, as well as the SEN Disability Tribunal, on those occasions when parents appeal to the tribunals over the issue of placement.

The school's admission policy can be accessed via the 'Keeping Safe' section of the home page of the school's website: <http://www.dawnhouseschool.org.uk/>

Once a place has been offered, the Head of Assessment Service (Heather Benjamin) informs the LA of the outcome. The Head of Assessment Service will liaise with the LA placement officer until school fees and any enhanced funding have been agreed in writing.

Once the confirmation has been received into school, a placement meeting is scheduled which involves the pupil (if they wish to attend), the parent(s) or carers, LA placement officer (if they have agreed to attend), the Head of Assessment Service (Heather Benjamin), the Wellbeing Lead (Kathy Horton), the form tutor and the Speech & Language Therapist. One of the assessing Occupational Therapists will also attend if required. The placement meeting is an opportunity to share school information with all parties, as well as agree the transition plan for the pupil.

The Wellbeing Lead (Kathy Horton) will be the parents' main point of contact for the transition period. Her role is to support the pupil into Dawn House School and also to support the parents/ carers with the process by maintaining regular contact. Eventually, the core team will resume responsibility for the pupil and will also maintain regular contact with parents/ carers. However, in some cases, the Wellbeing Lead will remain involved to support a pupils SEMH needs.

DESCRIPTION OF THE SCHOOL ROLL

Dawn House School has 96 places for boys and girls aged between 5 and 19.

We have a mixture of day and boarding pupils. Currently pupils board on a weekly basis with occasional extended days and overnight stays.

Most pupils are referred by their local authority. At present 13 LAs refer pupils to the school. The majority of day pupils live in Nottinghamshire, Derbyshire and South Yorkshire and are transported to school by their local authorities.

The boarding pupils may come from further afield; usually local authorities from outside of the East Midlands and South Yorkshire. Placing authorities are responsible for transporting pupils to and from school.

On Tuesday, 23 January 2019 the school roll was 67 pupils.

The roll is made up as follows:

Years R–6 Primary (14)	5 Girls 14 Day	9 Boys 0 Weekly
Years 7–11 Secondary (35)	5 Girls 32 Day	30 Boys 3 Weekly
Year 12-14 Sixth Form (18)	3 Girls 15 Day	15 Boys 3 Weekly

SPECIAL EDUCATIONAL NEEDS POLICY

The main objectives of the school's SEN policy are to ensure that the school provides the best quality education, therapy and care for children with severe / complex speech and language difficulties

We aim to achieve this by:

- Enabling the pupils to develop their ability to communicate in spoken and written language so that they can take their place in society.
- Providing the spiritual, moral, intellectual and physical development of the pupils at the school.
- Providing a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- Preparing the pupils for the opportunities, responsibilities and experiences of adult life.
- Understanding and meeting the special educational needs of the pupils.
- Enabling the pupils to have access to the National Curriculum.
- Increasing each pupil's knowledge and understanding of the world around them.
- Enabling each pupil to develop as much independence as possible.
- Developing opportunities for students within community settings and within mainstream provision.
- Helping each pupil to achieve success regardless of disability, gender, class, race or sexual orientation and to develop in all our pupils a spirit of understanding, cooperation and respect for all members of the community.
- Engaging the parents and carers of our pupils in an active partnership to the benefit of the social and intellectual development of the children.

Pupil progress is carefully monitored through target setting (teacher assessment) monitoring systems and the use of age related criteria for recording attainment. Although levels have been removed, target setting within the school continues to be informed by National Data sets such as Progression Guidance and Transition Matrices.

A copy of the school's SEN policy can be downloaded from the 'Keeping Safe' section of the home page on the school's website: <http://www.dawnhouseschool.org.uk/>

Section 2

SPEECH AND LANGUAGE THERAPY

The school employs a team of speech and language therapists and speech and language assistants.

Speech and language therapy is delivered through a collaborative, curriculum-based model of therapy. This aims to ensure that the pupil's speech and language targets are embedded in their learning across a range of settings in the school. Speech and language therapists and teachers plan lessons that meet two sets of targets: curriculum learning objectives and specific speech and/or language aims. Teachers and therapists work together in a range of ways both in and out of the classroom but the strength of their partnership is the joint planning, discussion, review and evaluation of lessons. They use shared planning and recording based on the pupils' annual review/EHCP outcomes targets. This approach to therapy means that the pupils have better access to the curriculum and their ability to learn is maximised. The speech and language support for each pupil is matched to their linguistic, social and educational needs.

For pupils who need more specific focused work to develop their speech and language skills, individual or small group sessions are timetabled during the school day. Dysphagia specialists offer advice and guidance to families and other members of staff.

Our school makes use of Makaton to support children's learning. The use of symbols is encouraged to develop both spoken and written expression. The school also promotes the use of a range of voice output devices to support individual pupil's communication.

Further information about the speech and language therapy can be downloaded from the school's website: <http://www.dawnhouseschool.org.uk/speech-and-language-therapy>

OCCUPATIONAL THERAPY (OT)

There are two full-time occupational therapists (one of them is an SI practitioner) at Dawn House School supported by three OT assistants. The OTs work within some lessons, e.g. literacy, PE and with some individual pupils on more focused, intensive work e.g. addressing visual perception, gross and fine motor skills. Again, much pupil contact is through identified lessons, e.g. PE. There is also some individual and group work. The OTs also work with speech and language therapists and in the residential setting addressing independent skills and sensory food difficulties.

Further information about OT can be downloaded by following the link below:
<http://www.dawnhouseschool.org.uk/occupational-therapy>

FAMILY SUPPORT

The school has a Wellbeing Lead (families). The Wellbeing Lead visits all families before the pupil is admitted to the school and is the key initial link between home and school.

The school places great emphasis on supporting students in attending regularly. Although some of our students have a history of school refusal, the interventions the school employs including a first day response by our Wellbeing Lead, together with home visits as deemed necessary, positively impacts on attendance in the long term.

We ask families to support our interventions designed to promote regular attendance by not requesting holidays during term time.

The Wellbeing Lead is also able to help families claiming benefits and grants and liaises with local services on behalf of our families.

The Wellbeing Lead has a role in transition planning for our pupils. He can liaise with careers services and colleges and is able to support and advise pupils and their parents/carers in making decisions about progression pathways.

WELLBEING

Having a good sense of wellbeing is an essential element to enjoying and achieving at school. We recognise the complexities our pupils may present through stress, anxiety and trauma. The school has a dedicated Wellbeing team who, with the support of a consulting Child and Adolescent Psychotherapist, coordinate and work with pupils, parents and carers and the whole school team.

MEDICAL ARRANGEMENTS

In order to ensure that the health and medical needs of our pupils are met at school we have a school nursing auxiliary who coordinates all matters relating to the health and medical needs of the pupils. A health care plan is produced for each pupil which details the provision required to meet their needs. Medical records are kept for all our pupils.

The nursing auxiliary meets with parents and carers when their child is admitted to the school in order to compile their medical history. The Head of Care oversees the administration of any medication necessary for the pupils at school. We ask that all medication is sent to school in the container in which it was dispensed with the instructions for administration and signed permission from parents for its administration.

Further details about our practice in the safe handling of medicines can be downloaded from the school's website. <http://www.dawnhouseschool.org.uk/medical-arrangements>

Our residential pupils are registered with the doctor at Rainworth Health Centre. The nursing auxiliary is able to arrange for routine immunisation to be carried out. The school has a significant number of qualified first aiders to provide emergency aid. In addition, staff have received epipen training as well as managing epilepsy and diabetes training.

CHIMES PROVISION

To ensure that Dawn House School is able to support children with the most complex needs, we have created a specialist unit for children who cannot manage in a traditional classroom setting. A specialist team of teachers and therapists, with the support of teaching assistants, work closely with these pupils to deliver a bespoke curriculum that is focused on building their confidence, self-esteem, reducing their anxiety and improving their behaviour, so that they can slowly transition back into the classroom, complete their education and go on to lead independent lives. Teaching staff, teaching assistants and therapists work with students and help them to re-engage with learning in a way that is right for them. Their first priority is to build the students trust, stabilise their educational environment and provide a welcoming and safe space that enables them to learn. This type of work requires a highly flexible approach, specialist skills and facilities that are conducive to a very specific style of teaching. Once engaged and more confident, pupils follow a curriculum suited to their needs which is found in the main school. At this stage, and whenever possible, students return to the main school setting for lessons.

RESIDENTIAL CARE

Residential care at Dawn House School aims to ensure the emotional and physical well-being of our pupils. The work of the residential staff supports the work of the day school staff into the extended curriculum. About 20% of our pupils are boarders, and are resident on a weekly basis. The school also provides opportunities for non-residential young people to benefit from extended days and overnight stays (funding permitting).

The pupils live in three houses, depending on their age and gender. Houses are grouped around a central courtyard with Chatsworth being the designated area for girls, Rufford pre-16 boys and Newstead FE boys.

Our purpose is to identify and build on the pupils'/ students' strengths and to help them to develop the age appropriate leisure interests and personal, social and independent living skills needed if they are to play an active role in their community on return to their local area. We do this by ensuring:

- Each pupil has a keyworker who has oversight of their development in the care setting. The keyworker is responsible for compiling the pupils' care plan which complements their individual education plan. The keyworker works with the pupil and his or her family, teachers and therapist to ensure that their time at Dawn House School is a positive and successful experience.
- Pupils are encouraged and supported to maintain contact with their families whilst at school. Telephone calls and letters to the pupils are very important. Most young people have mobile phones with which to keep in touch. In addition, school iPads and notebooks are available to pupils to communicate with their family via Skype. Residential Care Officers support and guide pupils in the safe use of new technology. Parents and carers are welcome to telephone the school to speak to members of staff.
- Care is provided in a safe, comfortable and homely environment. We encourage families to provide quilt covers, towels, toiletries and leisure wear to support pupils to feel relaxed and at home. Pictures, posters, toys, books and other things from home are welcome. However, as all students return to their families at the end of each week, it is made clear to placing authorities that the accommodation is not intended to be a substitute for home.
- The care team organise a range of activities out of school hours. They make good use of the school's facilities. Sport, swimming, craft and play activities take place at school. We also make use of local leisure centres, swimming pools, libraries and shops. We encourage pupils to join activities in the local community such as youth clubs, sports clubs and so on. We visit many places of interest in the area.
- The pupils are encouraged to develop their own interests and are supported in this as far as possible. We aim to help the pupils to make the best possible use of their leisure time and we encourage them to do their homework.
- Pupils who come from families who follow different religions are enabled to attend their services wherever possible.

In the residential care houses there is a clear routine to each day. The pupils get up at 7.30am on weekdays. Bedtimes vary according to the age of the pupils.

Breakfast, tea and supper are eaten in the houses; lunch is eaten in the school dining room. Meals are cooked on the premises and the menus are drawn up in consultation with pupils. There is a choice of food and special diets, if required, for health or religious reasons.

Further information about the residential care provision can be accessed via the link below:
<http://www.dawnhouseschool.org.uk/residential-care>

Section 3

CURRICULUM

The school provides a broad, balanced and relevant curriculum which is differentiated to meet the needs of pupils with communication difficulties. Our experienced team of teachers and speech and language therapists work together to plan and deliver integrated teaching and therapy tailored to the needs, interests and aspirations of each individual pupil.

The curriculum is constructed to make full use of the flexibility offered to address the differing needs of our pupils whilst ensuring, at the same time that all pupils have maximum opportunities to realise their potential, particularly with regard to external accreditation. Pupils experience the statutory range of subjects of the National Curriculum

Throughout the entire curriculum pupils are taught how to keep themselves safe from risks such as abuse, sexual exploitation and extremism particularly when using the internet and social media. Fundamental British Values are promoted and a wide range of religious beliefs explored to ensure students are well prepared to respect others and contribute to wider society and life in Britain particularly by taking an active role in their local community.

Staff work in partnership with external providers such as the NSPCC and Sexions to ensure the school's programmes reflect current issues in sex and relationship education including keeping safe and free from abuse and other current issues in PSHE. Staff delivering careers education are supported by local services and delivered in an age appropriate way according to the pupils' relevant key stage.

Lessons are planned to ensure all students have access to all areas of the curriculum regardless of race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity or gender reassignment. Pupils are taught in small groups which allow the staff to focus on the needs of each individual. Personal and social skills, as well as academic skills are nurtured in order to encourage the development of confident, well adjusted, sensitive and independent young people

Developing and improving confidence in numeracy and literacy is fundamental for accelerating the progress and success of students. Therefore daily literacy and numeracy sessions are included within the timetable across the entire age range. In addition, all subject teachers promote pupils' numeracy and literacy. Daily literacy sessions develop the skills needed to read fluently, understand extended prose (both fiction and non-fiction) and to read for pleasure. Within literacy sessions staff promote and encourage wider reading. Spelling and punctuation also feature, as does the correct use of grammar.

Given the specialism of the school, the development of pupils' spoken language, reading, writing and vocabulary is regarded as a priority across the school and in the teaching of all subjects across the curriculum.

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. SLTs work collaboratively with teachers to develop vocabulary by building systematically on pupils' prior knowledge. All staff support students to make links between known and new vocabulary and discuss the shades of meaning in similar words.

Pupils are supported and encouraged to speak clearly and convey ideas confidently. Whenever appropriate they are supported to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

Pupils/ students with Dyslexia are appropriately supported in the environment and all staff are trained in Dyslexia friendly approaches.

Our staff team is made up of people who bring a range of professional skills to the school. The trans-disciplinary approach of the school and the partnership between teachers, therapists and child care officers mean that the pupils are supported to make the maximum progress possible in all aspects of their growth and development.

Across the school and in the residential setting, staff seek to identify and build on pupil strengths. Concepts, ideas and vocabulary are introduced in a flexible way to make learning more effective: pupils watch and do as well as listen and talk. The use of visual strengths is emphasised through signing, symbols, pictures and technology.

Assessment is an integral part of teaching and therapy. Staff use assessment to measure what each pupil has achieved and to plan the next step in the learning. Assessment also helps us to have clear and accurate information about what pupils find difficult and this enables us to help them more effectively. At the end of each key stage in a pupil's school career, summative assessment helps us to record what the pupil has achieved in that stage of his or her school career. In the secondary part of our school, assessment also helps us to guide pupils towards making choices about courses to follow.

Comparison with national data sets informs target setting to ensure students are challenged to fulfill their potential. National data sets also enable senior leaders to measure the impact the school has on the educational outcomes of all pupils and to draw comparisons with the educational outcomes of other similar settings.

Emotional and behavioural development are also high priority for some pupils.

SCHOOL ORGANISATION

PRIMARY DEPARTMENT (Years 1-6)

There is one mixed age class in the primary department. Following the National Curriculum the primary programme is rooted in language development and weighted heavily towards the core subjects and the development of social skills. The class has a core team of teacher, speech and language therapist, teaching assistant and, when appropriate, a residential child care officer. Parents receive regular updates about their child's progress by home/school book, email, telephone calls, home visits, annual review meetings and parents' days.

All Primary Department pupils have access to the school swimming pool and sports hall as well as specialist rooms for Art, Craft, Design and Technology and Food Technology, Science, and ICT.

Further information about the primary department can be accessed via the link below:
<http://www.dawnhouseschool.org.uk/primary>

SECONDARY DEPARTMENT (Years 7-11)

At Key Stage 3 and 4 pupils are vertically grouped. Each tutor group has a core team that consists of a teacher, speech and language therapist, teaching assistant and when appropriate a residential child care officer.

Generally the pupils move from class to class for each lesson just as they would in a mainstream secondary school.

The National Curriculum forms the basis of study. In addition, all secondary classes have daily literacy and numeracy sessions receiving targeted intervention where necessary, specialized speech and language therapy together with opportunities to develop skills and interests.

Staff have high expectations of students using national data sets to identify ambitious end of key stage targets for students. Courses leading to external accreditation include GCSE in English, mathematics, art and design technology and BTEC computing and science. Entry Level qualifications are also offered in the following range of subjects: English, maths, science, IT, PE, history, food technology and design technology. When appropriate pupils may follow the Edexcel Functional Skills qualifications at entry level, level 1 or level 2 in English and Maths. Students may also work towards the Sports Leaders award. Pupils also follow a range of vocational options ranging from the AIM Award in motor vehicle maintenance and horticulture, to BTEC qualifications in media and catering. Pupils leave Dawn House having achieved accreditation in a range of subjects and having accessed a range of enrichment opportunities during the school day. Students' achievements in problem solving, team work and resilience is accredited through the Prince William Award Scheme and Asdan.

Further information about the secondary department can be accessed via the link below:

<http://www.dawnhouseschool.org.uk/key-stage-3>

<http://www.dawnhouseschool.org.uk/key-stage-4-fe>

SIXTH FORM DEPARTMENT (Years 12-14)

As with the main school, the Sixth Form department caters for students who have a primary communication difficulty or Asperger's Syndrome. The provision is based at the Dawn House site but has a very close partnership with Vision West Nottinghamshire, Newark and Landmarks Colleges, which are situated close by, and with local employers and training providers.

The 'core curriculum' provided to all students in the study centre on the Dawn House site includes functional skills, study skills, strategies for learning, social communication and independence. Speech & language therapy and occupational therapy continues to be an integral part of the provision.

Further information about the Sixth Form department can be accessed via the link below:

<http://www.dawnhouseschool.org.uk/key-stage-4-fe>

Personalisation is at the heart of all we do. Students are supported to identify their intended progression pathway post Dawn House and a personalised programme is devised to support students to achieve their aspirations often by following one of three pathways:

Pathway 1

Students access mainstream or specialist college courses appropriate to their level of ability and interest and spend at least 50% of their time at college. The student's work at college is supported by experienced professionals from Dawn House to facilitate curriculum access and to ensure that their speech language and communication needs are met. The model of support is described below.

Pathway 2

Students access a vocational work placement in line with their interests and aspirations. The school works very closely with employers or training providers to support young people to develop skills and knowledge and attributes in the workplace. Where appropriate this experience may result in a vocational qualification.

Pathway 3

Students follow a programme developing independent living skills accredited through the Asdan COPE and Aim Awards. The programme is delivered by our tutors at Dawn House School and utilises resources and experiences both on and off site.

Students may move between pathways when it is appropriate to do so as they are designed to complement each other on the road to adult life.

Young people can access the Sixth Form department for 1, 2 or 3 years as appropriate.

The Sixth Form department is open to existing Dawn House students but also to other young people who wish to transfer at 16 years from other providers.

The Model of Support for offsite learning:

Where pupils are accessing courses at college or work placements with an employer or training provider, the school provides support as required using the following methods:

- Providing training and developing a deep relationship with the partner organisation so that it is well established and well supported from senior management through to classroom/shop floor.
- Ensuring Dawn House staff have a clear understanding of the demands of the chosen course or qualification.
- Teaching specific skills or knowledge that is required in the host establishment. This might include vocabulary, concepts or social skills.
- Monitoring progress and providing early intervention where there are difficulties.
- Support for learners with course work.
- Side by side support as necessary.

DESTINATIONS

Progression routes of recent leavers from Dawn House School have included university; local sector FE college with support; training schemes; employment; local schools and occasionally into specialist residential settings. Department for Education Performance Tables demonstrate 100% of Dawn House School leavers have sustained their chosen progression pathways post Dawn House.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

At Dawn House School all members of staff are sensitive to the spiritual, moral, social and cultural development of the pupils. British values are promoted in a variety of ways: through direct teaching in curriculum areas such as PSHE and cultural studies and through assemblies where the pupils are provided with opportunities for reflection and discussion, and through careful attention to developing a school ethos in which respect for others and awareness of their needs and individuality is central.

We support the pupils in developing a sense of right and wrong, and we promote the development of independence, responsibility and self-discipline from the earliest years.

SEX EDUCATION

Please note the Government is conducting an open consultation to make improvements to the teaching of sex and relationship education and PSHE. This consultation closes on 12 February 2018. The information below outlines our current provision but is likely to change.

We believe that sex education should be taught within the specific context of growth, change and personal relationships. This takes place within the wider context of PSHE which enables our pupils to develop as responsible, caring individuals who are aware of their own development and which will enable them to fulfil their potential as adult members of society. Some aspects, (i.e. the biological facts) of the sex education programme are taught within the science curriculum.

Pupils are taught how to keep themselves safe from risks such as abuse and sexual exploitation particularly when using the internet and social media. Staff have completed on line training in e-safety and sexual exploitation and work in partnership with external providers such as the NSPCC and Sexions to ensure the school's programmes reflect current issues and support pupils in keeping safe and free from abuse.

The content of the curriculum is shared with parents during the autumn term of each year as part of the curriculum overview. Staff deliver annual parent workshops on e-safety and child sexual exploitation. Online training is also available for parents. A detailed scheme of work and the resources used are available in school for parents to view and discuss with staff if they wish.

Parents have the right to withdraw their children from the School's Sex Education programme at any stage, (this excludes the part of the Sex Education programme being current in the National Curriculum). Any such withdrawal should be expressed in writing to the Principal.

RELIGIOUS EDUCATION

RE is delivered through a weekly cultural curriculum and PSHE. The beliefs and traditions of religions are explored in a cultural context with an emphasis on discussions, practical experiences and visits from religious and cultural organisations.

Acts of worship are provided at whole school, and class assemblies. Parents may withdraw their sons and daughters from RE and collective worship but should discuss this matter with the Principal.

CAREERS

The Government's careers strategy⁴, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks⁵ to develop and improve their careers provision.

Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020. Dawn House has now started that planning. Further information can be found using the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Section 4

CODE OF CONDUCT

We believe that consideration and courtesy are essential in a learning community and help our pupils to develop these attributes. Our school code of conduct supports and makes explicit our school ethos. The code of conduct is explained and illustrated for the pupils in lessons, form periods and assemblies:

At Dawn House School all members of the school community treat one another with fairness and respect.

At Dawn House School everyone has a right to feel welcome and safe and included. No-one should be bullied, threatened or left out in any way.

At Dawn House School everyone should understand and accept that members of our school community come from many different backgrounds and cultures. This makes our school an interesting place in which to learn.

At Dawn House School we do not make comments or jokes that make others feel uneasy or unhappy by making fun of people's differences, be it their race, gender, class, sexuality, ability or appearance.

Everyone at Dawn House School will work to support these principles. The school's Anti Bullying Policy can be downloaded from the school's website by following the link below:

<http://www.dawnhouseschool.org.uk/keeping-safe> *The Anti-bullying Policy can be found towards the bottom of the 'Keeping Safe' page.*

The code of conduct is very important as it sets the standards of behaviour that we expect of every member of our school community. However, we recognise that the needs of our pupils mean that achieving this standard is a challenge for some.

Our aim is to support the pupils in developing an appropriate standard of behaviour and to enable them to take control of their own behaviour management. To help them in this our behaviour management policy sets out the steps towards this and the sanctions that are used when behaviour falls below expectations. The staff encourage desirable behaviour such as courtesy and politeness.

The school's behaviour Management Policy can be downloaded from the school's website by following the link below:

<http://www.dawnhouseschool.org.uk/keeping-safe>

COMPLAINTS AND CONCERNS PROCEDURE

Any parent or carer who has a complaint should discuss the matter with a member of staff and/or refer to the Principal. We hope to resolve any complaints quickly and informally. However, where this is not possible, we have a formal complaints procedure which is followed in such circumstances. Copies of the complaints procedure can be accessed from the school's website <http://www.dawnhouseschool.org.uk/keeping-safe> hard copies are available to any parent or carer on request. I CAN's CEO, Bob Reitemier acts as the organisation's complaints officer for issues or concerns from parents, carers, LAs or others if these matters are not satisfactorily resolved within the school.

Parents also have a right to take their concern or complaint to Ofsted

Ofsted, Compliance Investigation Enforcement Team,
Royal Exchange Buildings
St Ann's Square, Manchester, M2 7LA – Tel: 08456 404045

SCHOOL UNIFORM AND CLOTHING

At Dawn House School we have a simple uniform which is inexpensive and practical. We ask that all clothing and personal belongings are washable and marked with the owner's name.

Uniform

- | | | |
|------------|---|--|
| Girls | - | Blue, black or grey skirt or trousers.
Navy blue jumper or school sweatshirt.
White or blue blouse or school polo shirt. |
| Boys | - | Blue, black or grey trousers.
Navy blue jumper or school sweatshirt.
White, blue shirt or blue polo shirt. |
| PE kit | - | Sports shirt, white or pale blue T shirt, track suit, trainers with non-marking soles, swimwear. |
| Technology | - | Apron for cooking. |

Vocational courses such as car maintenance may require additional items such as safety boots if they are chosen by students.

School sweatshirts and polo shirts are available for purchase from the Medical Room Officer. They are embroidered with the school's logo.

Boarding pupils are asked to bring leisure wear and change out of their school uniform at the end of the school day.

SCHOOL FEES AND CHARGING POLICY

At Dawn House School we do not charge parents and carers for any activity which is essential to the delivery of education to our pupils. However, we may ask for voluntary contributions to cover some of the cost of certain activities: educational visits, materials for technology, ingredients for food technology and transport. No pupil will be prevented from carrying out the activity due to an inability to pay a voluntary contribution.

The cost of school meals is covered by our fees. When pupils take meals offsite they will be offered a packed lunch. Students often choose to supplement this from their own money.

We do ask parents to contribute to the cost of leisure activities undertaken in the residential setting. The Head of Care will discuss this with families.

EQUAL OPPORTUNITIES

At Dawn House School we are committed to providing an education which recognises the diversity of society. We aim to ensure that no employee, job applicant, pupil or other member of the school community or visitor is treated less favourably on the grounds of age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins) sexual orientation, religion or belief or because someone is in a married or civil partnership. We promote a learning environment which enables all pupils to fulfil their potential and which reflects in a positive way, the range of cultures and experiences of the whole community. We believe that all pupils have the right to a broad and balanced curriculum which will enable them to achieve success. We aim to develop in our pupils a spirit of understanding, cooperation and respect for all members of the community.

ACCESSIBILITY PLAN

The Dawn House School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. In accordance with the Equalities Act 2010 the Accessibility Plan will contain relevant and timely actions to: the curriculum, the physical environment and the delivery of written information.

The accessibility Plan can be downloaded from the school's website by following the link below:
<http://www.dawnhouseschool.org.uk/keeping-safe>

HEALTH & SAFETY

Dawn House School accepts its duty to provide and maintain safe and healthy working conditions for all its employees. It also accepts its duty of care to other persons using its building and facilities.

Dawn House School will take all reasonable steps to ensure that it complies with the law on Health, Safety and any relevant regulation, approved Codes of Practice and Guidance. It will provide recourse to ensure the safety of its employees and others affected by its work.

Dawn House School will also take reasonable steps to ensure that:

Information, instruction, training supervision, equipment and facilities necessary to achieve safe working are provided.

Its work in all its forms is undertaken in a way that people who are not its employees are not put at risk.

The policy for Health & Safety is brought to the attention of all employees and reviewed regularly.

A copy of the health and safety policy can be accessed by following the link below:

<http://www.dawnhouseschool.org.uk/keeping-safe>

CHILD PROTECTION

The health, safety and welfare of pupils are of prime concern to all stakeholders in the school. Policies and procedures for Child Protection are securely in place and all staff receive regular training to ensure practices are of the highest standard. I CAN recruitment and selection of staff reflects best practice in this area.

Jenny McConnell, Principal, is the Designated Safeguarding Lead responsible for all child protection issues at the school, in her absence child protection issues will be referred to the Residential Services Manager (Rebecca Baxter) or the Wellbeing Leads (Philip Chandler and Kathy Horton). A copy of our Child Protection policy is published on the school's website which can be downloaded by following the link below:

<http://www.dawnhouseschool.org.uk/keeping-safe>

A hard copy is available on request; please contact Jenny McConnell, Principal.

STAFF DEVELOPMENT

Dawn House School is a learning community. All members of our community learn together. However we recognise that staff, as well as the pupils, need access to programmes and resources which foster their professional development.

Professional development is available to staff through in house training such as peer mentoring, staff meetings and whole staff training days. Focused training may be delivered for particular groups of staff and there are opportunities for staff to attend courses outside of school. The school aims to ensure all staff have attained NVQ Level 3 qualifications as a minimum.

The health, safety and welfare of pupils are prime concerns of the school. Policies and procedures for child protection are securely in place and all staff receive regular training to ensure practices are of the highest standard. I CAN's recruitment and selection of staff follows best practice in this area.

Governors monitor the impact of the professional development programme through the Principal's termly report.

Staff development is supported by appraisal and performance management. Regular appraisals are carried out for all members of staff. Teachers take part in performance management processes following the process of maintained schools.

PARENTS AND CARERS

We welcome contact with parents and carers because we know that pupils make the best progress when their school and their family are working together. Telephone calls, letters and home/school books are vital channels of communication. We encourage contact from parents, and would prefer you to talk to us about any worries rather than worry about things alone.

In addition to the informal contact between home and school, there are formal opportunities to discuss pupils' progress.

Each pupil has a formal annual review of their statement/Education, Health Care Plan (EHCP) each year. This ensures that the placement remains appropriate and that the pupil is receiving education, therapy and care appropriate to their needs. Prior to the annual review meeting a comprehensive report of the pupil's progress in education, therapy and residencies is sent to parents and carers, LA personnel and any other professionals involved with the pupil. At the annual review all of these people meet together to discuss the pupil's progress, to review the statement/EHCP and to set targets for the next year. Pupils are encouraged to attend their annual review meeting. This relates to teaching, therapy and residencies.

During the spring term there is an open day when parents and carers are invited to come to school and discuss pupils' progress. Parents receive an end of year report in the summer term.

A half termly newsletter keeps parents up to date with what is happening in school. We use 'ParentMail' to send urgent texts and emails to parents.

We aim to work in a close partnership with parents and carers. Parents and carers who wish to inform themselves more fully about the work of the school are welcome to see copies of our policies and relevant documents. Anyone requiring access to these should contact the School Business Manager.

This partnership is supported by the Friends of Dawn House who regularly engage in fund raising activities. All parents and friends are welcome to join the group.

Parents and carers are welcome to visit the school. However, we ask that, whenever possible, an appointment is made when parents wish to meet with a particular member of staff so that we can ensure their availability. Regular coffee afternoons are scheduled on a monthly basis.

Unfortunately, there are times when parents/carers may have concerns and wish to make a complaint. When such occasions arise we will do our best to address the concerns raised as quickly as possible. Meetings will be arranged within a short time frame. In the unlikely event that the concern/complaint remains unresolved the complaints procedure for both parents and pupils will be followed. Both policies can be downloaded from the school's website by following the link below:

<http://www.dawnhouseschool.org.uk/keeping-safe>

LINKS WITH THE LOCAL AND WIDER COMMUNITY

The school was awarded Specialist Status for Communication & Interaction from September 2007. This supports increased involvement in the community. The school works with partner schools / colleges and local groups in the community to improve outcomes for our own pupils and other young people with a communication difficulty.

We have good and developing links with the schools in Nottinghamshire. These enable us to provide our pupils with an experience of mainstream and access to a wider range of accredited courses. A strong partnership exists with Vision West Nottinghamshire and Newark College, the local mainstream FE colleges, and Landmarks College a local specialist FE provider.

Links with the local education community are very important as they enable our staff to keep up to date with current development in education, and they provide opportunities for pupils to work with pupils from other schools.

Residential pupils belong to a variety of clubs and societies in the area. The social links which the boarders make with local clubs and societies are integral to our social skills programme.

We have strong links with the local business community. Local firms provide vital work experience places for our Sixth Form students and opportunities for developing the work related curriculum. Beyond the immediate locality business links are also being accessed through links with the Local Authority of the student's home area.

Our curriculum is enhanced by links with the local community. This includes visits to museums, places of worship and other places of interest in the local area and participation in local sports competitions.

ARRANGEMENTS FOR INSPECTIONS

Our school is regularly inspected by a range of statutory bodies, e.g. OFSTED. While this is important in order to assure that we are providing a quality service, we see these processes as complementing our internal school self-review systems and the external audits carried out on behalf of I CAN.

At Dawn House School we have a system of school review and self-evaluation which informs the school development planning and target setting processes. Independent consultants bring an objective view to this process.

I CAN, the charity which is responsible for running the school, carries out its own quality assurance processes. The school is monitored by I CAN's Director of Education. This ensures that very high standards of service delivery are maintained in the school.

The premises are regularly inspected by environmental health and fire prevention officers in addition to Nottinghamshire LA Health and Safety officers.

The school's latest Ofsted Inspection Reports can be accessed from the download section of the home page of the school's website following the link below:

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

Section 5

Rates of Authorised and Unauthorised Absences 2017-2018

Day Pupils – analysis of attendance

There were 39 pupils of compulsory school age on roll over the course of the academic year with an average attendance rate of:

87.01%.

There were 28 pupils of post compulsory school age within the further education department, with an average attendance rate of:

84.48%.

For the entire school both compulsory and further education department there was an overall attendance rate of:

85.89%.

For the entire school: Authorised absence 13.64%.
 Unauthorised 0.47%.

Statutory education: Authorised 12.45%.
 Unauthorised 0.55%.

Sixth Form: Authorised 15.14%.
 Unauthorised 0.38%.

It should be noted the school has a very strong reputation of securing successful outcomes for students with a previous history of school refusal. Accepting such students on roll can have a negative impact on whole school attendance rates, particularly with such small numbers on roll. The school has developed robust procedures for monitoring the attendance of all pupils including first day response by the Wellbeing Lead (families).

ASSESSMENT AND ACCREDITATION

SCHOOL YEAR 2017-2018

End of key stage 2 assessment

- 4 students completed Year 6 July 2018

New end of key stage score tests are given a scaled score of 80-120 out of 120.

A pupil awarded a scaled score of 100 or more has met/exceeded the expected standard in each test.

A pupil awarded a scaled score or 99 or less has not met the expected standard in the tests.

Key stage 2 Test Scores	111-120	100-110	90-99	80-90	Not on scale	Un-entered
Reading	-	-	-	-	-	4 (100%)
Spelling, punctuation and grammar	-	-	-	-	-	4 (100%)
Maths	-	-	-	-	-	4 (100%)

Pupils were not entered for the end of key stage test this year but attainment in core subjects can be seen below.

Teacher assessment scores can be viewed below which will give a representation of student progress based on older national curriculum levels and p-scales rather than the new end of key stage 2 tests.

Teacher assessment	No. achieving p-scale 7 (D7)	No. achieving p-scale 8 (D8)	No. Achieving Level 1 (D9)	No achieving Level 2 (D10)
Mathematics	0	0	1 (25%)	3 (75%)
English Reading	0	0	1 (25%)	3 (75%)
English Writing	0	0	1 (25%)	3 (75%)

2018 GCSE/BTEC results at KS4

There were 4 students within the 2017-18 year 11 cohort. All of whom joined the school prior to the beginning of key stage 4.

All students have a statement of special educational needs which impacts on their ability to achieve the statistics below which schools are required to publish.

	U	G/1 16	F/1 22	E/2 28	D/3 34	C/4 40	B/5/6 46	A/7 52
English	0	0	0	0	0	0	2	0
Maths	0	0	0	0	0	0	1	0
Science	0	0	0	0	0	1	0	0
Art & Design	0	0	0	2	0	1	0	0
Design Tech	0	0	0	0	0	0	0	0
History	0	0	0	0	0	0	0	0
PE	0	0	0	0	0	0	0	0
BTEC ICT		1 x L2				1 x L1		
BTEC Food studies						1x L1		

Entry level results

	EL U	Entry Level 1	Entry Level 2	Entry Level 3	Average point score	% of cohort entered
English	0	0	0	0	0	0/4 – 0%
Maths	0	0	2	0	12	2/4 – 50%
History	0	1	1	1	11	2/4 – 50%

To their credit all students achieved accreditation in at least 3 subjects with 1 students achieving accreditation in 6 all to the GCSE or BTEC level. As was the case in previous years, the GCSE attainment measure from the DfE is restricted to GCSE qualifications only which has again depressed the average point scores. 1 students achieved 5 GCSE passes this year and all students achieved at least 1 GCSE.

Section 6

STAFF LIST – September 2017

Senior Team		
NAME	DESIGNATION	QUALIFICATIONS
Jenny McConnell	Principal	BSc Speech Pathology & Therapy; National College for Teaching & Learning: National Professional Qualification for Senior Leaders (NPQSL); Child Protection Levels 2 & 3; Level 2 Certificate – Awareness of Mental Health Problems
Julie Huddlestone	School Business Manager	CSBM
Julie Magilton	Head of Education	National Profession Qualifications Headteacher; BEd (Hons) Physical Education & Geography; Level 2 Certificate – Awareness of Mental Health Problems
Jacinta Burke	Assistant Head of Education (KS3 & 4)	BA (Hons) Art & Design; PGCE (Art & Design); Understanding Autism Level 2
Heather Benjamin	Head of Assessment Service/ SENCO/ Sixth Form Coordinator	BPhil (Ed) Certificate in Education; NPQH; National SENCO Award
Andrea Robinson	Head of Therapy Team	BSc (Hons) Human Communication; Level 2 Certificate in Understanding Autism; East Midlands Leadership Academy; Emerging Leader Award
Rebecca Baxter	Residential Services Manager	BA (Hons) Applied Arts; NVQ 3 – Caring for Children & Young People; Level 2 Certificate in Asperger Syndrome Awareness; Aim Award Assessor; Level 2 Certificate – Awareness of Mental Health Problems
Teaching Team		
Heather Benjamin	Sixth Form Coordinator	BPhil (Ed) Certificate in Education; NPQH; National SENCO Award
Duncan Hutsby	Teacher	BA (Hons) Three Dimensional Design; PGCE (Secondary DT)
Andy Metcalfe	Teacher	BA Hons (Special Education); Certificate in Education (FE); HND Business & Finance; Certificate in ASD & EBD
Alex McGinnis	Teacher	BA (Hons) International Fashion Business; PGCE Primary with Maths Specialism
Kyley Hudson-Scott	Teacher	BA (Hons) Music & Film Studies; Read Write Inc trained

NAME	DESIGNATION	QUALIFICATIONS
Michelle Smith	Teacher	BEng (Hons Manufacturing Systems) Engineering; PGCE (Post Compulsory Ed); Level 2 Cert in Asperger Syndrome Awareness; Level 3 Children & Young People Services (Social Care)
Aneta Drewnik	Teacher/ Curriculum Coordinator of English and Literacy	BA (Hons) English; Certificate in Speech and Language Awareness
Nathan Kilcourse	UQT	BSc (Hons) Sports Science: Human Performance; Level 2 – Coaching in football; NVQ3 Sports Leadership; NVQ3 Achieving Sporting Excellence; Level 2 – Awareness of Mental Health problems
Therapy Team		
Andrea Robinson	Head of Therapy	BSc (Hons) Human Communication; Level 2 Certificate in Understanding Autism
Hannah Bettle	Senior Speech & Language Therapist	BSc (Hons) Speech & Language Therapy; Level 2 Developing Good Autism Practice; Paediatric Quest Dysphagia trained; Read Write Inc trained
Robyn Park	Senior Speech & Language Therapist	PGC in Sensory Integration; BMedSci (Hons) Speech Science; Makaton 1-8 Enhancement
Megan McCormick	Speech & Language Therapist	BSc (Hons) Speech & Language Therapy
Debbie Kim	Speech & Language Therapist Assistant	Social Work 1 st Year; NVQ Working with Children & Young People
Penny Reams	Speech & Language Therapist Assistant	Special Educational Needs & Inclusion; BA (Hons) Music
Occupational Therapy Team		
Lucy Geden	Occupational Therapist	BSc (Hons) Occupational Therapy
Sophie Cockell	Occupational Therapist	BSc (Hons) Occupational Therapy; Sensory Integration Practitioner
Wendy Gardner	Occupational Therapist Assistant	NVQ Level 3 – Caring for Children & Young People; Level 2 Developing Good Autism Practice; Level 2 Aspergers Syndrome Awareness

NAME	DESIGNATION	QUALIFICATIONS
Emma Neary	Occupational Therapist Assistant	BA (Hons) Early Childhood Studies; NVQ Level 3 – Children's Care, Learning & Development; Level 2 Developing Good Autism Practice; Level 2 Certificate in Asperger Syndrome Awareness
Kimberley Davis	Occupational Therapist Assistant	NVQ Level 3 - Early Years Care & Education; Level 2 Aspergers Syndrome Awareness; Level 2 Developing Good Autism Practice
Assessment Service Team		
Heather Benjamin	Head of Assessment Service	BPhil (Ed) Certificate in Education; NPQH; National SENCO Award
Jacinta Burke	Assessment Service Teacher	BA (Hons) Art & Design; PGCE (Art & Design); Understanding Autism Level 2
Hannah Bettle	Assessment Service Speech & Language Therapist	BSc (Hons) Speech & Language Therapy; Level 2 Developing Good Autism Practice; Paediatric Quest Dysphagia trained; Read Write Inc trained
Robyn Park	Assessment Service Speech & Language Therapist	PGC in Sensory Integration; BMedSci (Hons) Speech Science; Makaton 1-8 Enhancement
Lucy Geden	Assessment Service Occupational Therapist	BSc (Hons) Occupational Therapy
Jeanette Alvey	Assessment Service Admin Officer	Levels 1, 2 & 3 Word Processing, Levels 1, 2 & 3 in Spreadsheets
Nicci Franchi	Assessment/ Examinations Officer	MA(Ed) NPQH; BSc (Hons) PGCE; British Psychological Society; Competence in Educational Testing (CCET)
Residential Services Team		
Rebecca Baxter	Residential Services Manager	BA (Hons) Applied Arts; NVQ 3 – Caring for Children & Young People; Level 2 Certificate in Asperger Syndrome Awareness; Aim Award Assessor
Alan Dawson	Residential Services Worker	BA (Hons) – Literature with Sociology; Level 5 Diploma in Management & Leadership; Advanced Level Apprenticeship in Children & Young People Social Care; Level 2 Developing Good Autism Practice; DofE Countryside Leader; Aim Award Assessor

NAME	DESIGNATION	QUALIFICATIONS
Deborah Wood	Residential Services Worker	Level 5 Diploma in Management & Leadership; NNEB; City & Guilds Certificate in Learning Support; Level 2 Certificate in Equality & Diversity; Level 2 Developing Good Autism Practice; Aim Award Assessor; Team Teach Tutor Certificate; Makaton Levels 1-4
Zoe Steeples	Residential Services Worker	NNEB; Aim Award Assessor; Makaton Levels 1-4
Barry Cook	Residential Services Worker	NVQ Level 3: Caring for Children & Young People; NCFE CACHE Level 2 Certificate in Understanding Autism
Home/School Liaison Team		
Kathy Horton	Wellbeing Lead (pupils)	NNEB; ADCE; Diploma – English Language; Level 2 Dyslexia Awareness, Support and Screening; Level 2 Certificate in Equality & Diversity; Level 2 Certificate in Understanding Autism; Level 2 Certificate in Counselling; Level 2 Safeguarding
Philip Chandler	Wellbeing Lead (family)	BA (Hons) Applied social Studies; Diploma in Careers Guidance 1 & 2; NEBOSH – General Certificate; Level 2 Certificate in Understanding Autism; Safeguarding Level 2
Ruth Howe	Nursing Auxiliary	HND in Youth & Community Work; First Aid at Work; Buccal Midazolam training
Teaching Assistant Team		
Amanda Stringfellow	Teaching Assistant Coordinator	NNEB; Level 5 Diploma in Management & Leadership
Nicola Kerry	Senior Teaching Assistant	BA (Hons) Special & Inclusive Education & Educational Development
Rebecca Farrow	Teaching Assistant	City & Guilds – Communications; CSK01 & CSK02 Counselling Practice
Rachel Whyman	Teaching Assistant	NVQ Level 3 – Childcare
Yasamin Al-Kattan	Teaching Assistant	NNEB

NAME	DESIGNATION	QUALIFICATIONS
Magi Coles	Teaching Technician	NVQ Level 3 – Childcare; Level 2 – Equality and Diversity; Developing Good Autism Practice; Asperger Syndrome Awareness & Awareness of Mental Health Problems; NVQ Level 2 in Admin; Diploma in ICT; Lifeguard Certificate
Claire Leivers	Teaching Assistant	BTEC National Diploma Nursery; Nursing
Jackie Orrell	Teaching Assistant	NVQ Level 2 & 3 – Childcare
Sarah Brown	Teaching Assistant	Level 3 Diploma – specialist support in Teaching & Learning in schools
Emily Hurt	Teaching Assistant	FdA Children's and Young People's Services – Teaching Assistant
Callie Saxby	Teaching Assistant	Aspergers Syndrome Awareness; Sensory Awareness; ASD Awareness; Executive Functioning Deficit; Epilepsy Awareness/ Rescue Meds
Stephanie Sykes	Teaching Assistant	Level 3 Diploma – Specialist Support for Teaching & Learning in Schools
Donna Smith	Teaching Assistant	Level 3 Diploma – Specialist Support for Teaching & Learning in Schools; Level 2 – ASD Awareness; Shape Coding
Norma Hatfield	Teaching Assistant	Certificate Education in PE & English; Level 2 Developing Good Autism Practice
Darren Hodgkinson	Teaching Assistant	Certificate in Education Music Extended Level 3
Jessie Devonshire	Teaching Assistant	NVQ Level 3 Support & Teaching in School; NVQ Level 3 Health, Safety & Security; Level 2 Food, Safety & Catering; Level 1 Nutrition; Safeguarding training; Health & Safety training
Kasia Cudo	Teaching Assistant	Qualified Teacher
Karen Wallace	Teaching Assistant	NLP Practitioner Certificate; BA (Hons) Humanities; 'A' level Communication Studies; NCFE Hypnotherapy HPD; Certificate in Information & Resource management

NAME	DESIGNATION	QUALIFICATIONS
Daniel Parsley	Teaching Assistant	Level 2 Understanding of Autism; Level 3 Award in Education & Training
Patrick Ortega	Teaching Assistant	
Charlotte Pegg	Teaching Assistant	
Jonathan Tailor-Bird	Teaching Assistant	
Tracey Stocken	Teaching Assistant	
Heather Arthur	Teaching Assistant	
Paul Hurrell	Teaching Assistant	
Joanne Brown	Teaching Assistant	
Kelly Gibson	Teaching Assistant	
Donna Hardy	Teaching Assistant	Level 3 – Childcare; NVQ Level 3 – Childcare & Education: Special Needs
Admin Team		
Julie Huddlestone	School Business Manager	CSBM
Sheila Tuckwell	Admin Manager	RSA 1 & 2 Typing; RSA 1 & 2 Word Processing; Microsoft Access Training Shorthand
Jeanette Alvey	Admin Officer	Levels 1, 2 & 3 Word Processing; Levels 1, 2 & 3 in Spreadsheets
Site Team		
John Harrison	Premises Manager	
Paul Davidson	Assistant Premises Manager	Certificate – Health & Safety; Fire Warden Course (with the fire service); COSHH Certificate; Pool Management
Paul Stevens	Maintenance Assistant	Pool Management

Catering and Domestic Team		
NAME	DESIGNATION	QUALIFICATIONS
James Perry	Catering & Domestic Supervisor	GNVQ Advanced Hospitality & Catering; NVQ Levels 1 & 2 – Food Preparation & Cooking; NVQ Levels 1 & 2 – Food & Drink Service
Louise Sandham	Cook	705 City & Guilds – General Catering; 706/2 City & Guilds – Kitchen Certificate
Deborah Chappell	Catering Assistant	COSHH Certificate
Janet Davidson	Domestic Assistant	COSHH Certificate
Angela McCartney	Domestic Assistant	COSHH Certificate
Bernadette Cullen	Domestic Assistant	COSHH Certificate
Kath Hardy	Domestic Assistant	COSHH Certificate; Child Protection; Food Hygiene

DHS GOVERNING BODY – September 2017

Chair	Judy Clegg
CEO	Bob Reitemier
Parent Governors	Roy Gadsden
	Zoe Syson
Nominated Governors	David Picken, Arch Deacon of Newark
Staff Governors	Jenny McConnell, Principal
	James Perry, Catering & Domestic Supervisor
Student Governors	Two pupil representatives
Clerk to the Governors	Julie Huddleston

SCHOOL SESSION TIMES

Monday

9.20am	Tutor Registration
10.10am	Literacy
10.10-10.55am	Period 2
10:55-11.10am	Break
11.10-11:55am	Period 3
11.55am-12.45pm	Lunch
12.45-12.50pm	Tutor Registration
12.50-1.10pm	Numeracy
1.10-1.55pm	Period 4
1.55-2.40pm	Period 5
2.40-3.20pm	Period 6
3.20-3.30pm	Tutor

Tuesday – Thursday

8:50-9:05am	Tutor Registration
9.05-9.25am	Literacy
9.30-10:10am	Period 1
10.10-10.55am	Period 2
10:55-11.10am	Break
11.10-11:55am	Period 3
11.55am-12.45pm	Lunch
12.45-12.50pm	Tutor Registration
12.50-1.10pm	Numeracy
1.10-1.55pm	Period 4
1.55-2.40pm	Period 5
2.40-3.20pm	Period 6
3.20-3.30pm	Tutor

Friday

8:50-9:05am	Tutor Registration
9.05-9.25am	Literacy
9.30-10:10am	Period 1
10.10-10.55am	Period 2
10:55-11.10am	Break
11.10-11:55am	Period 3
11.55am-12.45pm	Lunch
12.45-12.50pm	Tutor Registration
12.50-1.30pm	Period 4
1.30-2.00pm	Tutor

Primary pupils also have an afternoon break.