



# Saxon Mount School



For children and young people who have a range of Special Educational Needs



# Welcome to Saxon Mount Community School



## Foreword: Head of School Amanda Jagot says....

It is a real pleasure to welcome you to Saxon Mount School, where we offer young people with a range of learning difficulties including autistic spectrum disorder and associated speech language and communication difficulties, a caring and secure educational environment. Our pupils enjoy coming to Saxon Mount and we work hard to ensure they receive all the support they need to be successful learners.

### Our Vision

Our vision is to ensure that all of our pupils, regardless of their starting points or previous experiences, have opportunities to develop their independence, resilience and self-confidence to achieve, so that they are able to live happy and fulfilling lives both at Saxon Mount School and beyond.

### Values

Our pupils are valued as individuals and given the opportunity to reach their full potential. Our personalised approach provides the right kind of care, support and intervention that enables learning and promotes independence.



Our belief is that our pupils come first. It is our job to ensure all our pupils have the tools to equip them for the next stage of their life at school or beyond. We strive to provide an exemplary educational experience and to be 'more than a school' for our pupils and their families. We are committed to working in partnership with parents and professionals because we know that this is the best way to ensure our pupils can be successful.

### Raising aspirations

We expect all pupils to engage in learning and behave well, so that they are able to make the best possible progress in their learning. We aim to break down the barriers to learning that our pupils encounter and we support them by equipping them with the skills needed for an independent life beyond school. We are ambitious for what our pupils can achieve and we try to ensure they receive the best support possible.

### Proud

All members of the school community are proud to be part of our school. Pupils are happy to be here and they make the most of the excellent opportunities available to them. Our school staff team are highly skilled, dedicated and passionate about educating pupils with a wide range of special needs. They are committed to ensuring the best opportunities and outcomes for each child. We believe this pride is demonstrated in everything we do and we are immensely proud to welcome visitors to our school to see and hear about the work that we do.

Torfield and Saxon Mount External Advisor Report summary 2016/17.

***"The atmosphere in the school is such that pupils know that they are valued and supported both as individuals and collectively. There is a clear shared bond between staff, pupils and parents that underpins, supports and develops the outstanding climate for learning".***

### Home school partnership

We recognise the importance of developing close partnerships with parents/ carers to ensure all pupils are able to achieve their full potential. We value the link between home and school and we work very hard to involve you in every step of your child's learning and well-being. We encourage parents/ carers to be as active as possible in supporting their child's learning and we operate an 'open door' policy which welcomes parents/ carers at any time.

Pupils and their families are very well supported when they start at Saxon Mount, whether in Year 7 or during Key Stage 3 or Key Stage 4. Although pupils often join us with low levels of prior attainment and often some difficult experiences in their education so far, we support them so that they can be happy and successful at school.

### Get in touch

Please come and visit our school to meet our staff, see our facilities and experience the welcoming and supportive atmosphere that makes Saxon Mount such a special place to learn. I know you will be impressed by the quality of education and care we can offer your child, as well as the learning environment and resources available. To make an appointment to visit, or to simply ask me a question, please call the school office on Tel: 01424 426303; or email us at: [saxonoffice@tasmat.org.uk](mailto:saxonoffice@tasmat.org.uk).



## Executive Headteacher of Torfield and Saxon Mount Academy Trust, Richard Preece, says.....

Welcome to our wonderful Trust.

### Understanding

We are very proud of the work we do to support and challenge children and young people at Torfield and Saxon Mount to be the best that they can be. We understand the needs of our pupils and the difficulties they face, as well as the difficulties many parents and carers will have encountered in order to secure a place in a special school.

We also understand that a special school is not where some parents/carers want their child to be placed for the duration of their school career, and in these cases we always do our best to support and reassure the families with whom we work. We are always ambitious for our children and young people to become as independent as possible. Our aim is that our pupils will be as successful as possible in their learning, social and personal development.

### Improving standards

We constantly strive to improve standards in everything we do and we aim to provide consistently high quality educational experiences for all of our children.

### Next steps

Finally, we aim to raise aspirations for children and young people, enabling them to be confident and successful in their next step in education or training and in their preparation for adulthood and we genuinely try to 'go the extra mile' to support these transitions. This is an area of our work of which I am most proud.

Welcome to Torfield and Saxon Mount Academy Trust.

# Torfield and Saxon Mount Academy Trust

The Torfield and Saxon Mount Academy Trust was established in October 2014 and is the accountable body for both Torfield School and Saxon Mount School. Both schools cater for children and young people with special educational needs and disabilities, including autism, language and communication difficulties and complex learning difficulties. Jointly the federation caters for around 200 pupils aged 4-17. The schools also support local mainstream schools and colleges in their work to meet the needs of children and young people with Special Educational Needs and Disabilities. We have offered Outreach support and training to mainstream school staff, transition programmes for Year 12 students at local colleges and as a Trust, we aim to continue to build our reputation as a centre of excellence in our field.

Although Torfield and Saxon Mount work closely together in a number of areas by sharing resources, expertise and strategies, they remain separate schools with their own distinctive ethos and values.





# School day: settling in

Children begin arriving on site from 8:45 and there are staff on duty in the playground at this time. The school day starts at 9.00am. There is a morning break at 11.00am -11.15am and a lunch break at 12.45pm – 1.45pm. Our school day ends at 3.15pm.

### Transport

The Local Authority may provide transport between your home and school. To ensure the safety of our pupils, escorts will travel on all minibuses and in some single taxis. It is the responsibility of parent and carers to ensure that their child travels safely and behaves appropriately on the transport

### Uniform

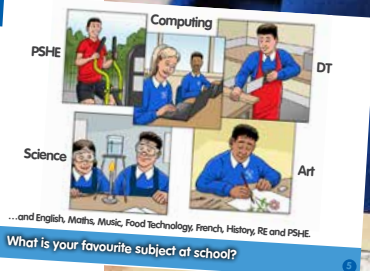
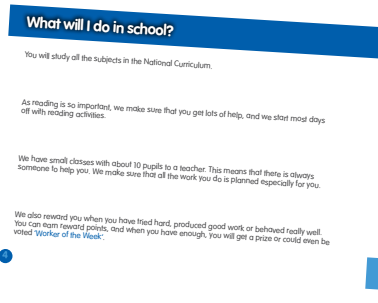
The wearing of uniform is an essential part of being a pupil at Saxon Mount School. We want children to develop a sense of belonging to our School community. All children are expected to wear school uniform.

### School meals

Children have the choice of either a hot nutritious meal from our school meals service, or bringing a healthy packed lunch into school. We are committed to ensuring that children eat healthily and a varied menu is provided, with vegetarian options. Salads are also available each day. For those children who are eligible, free school meals are provided. School staff can support parents and carers with information and in completing application forms.

### Transition

Saxon Mount School has developed very effective practice in preparing pupils for transition to the school. Those joining in Year 7 receive a number of taster visits, supporting materials and opportunities for parents to meet with school staff and discuss their child. We also provide a summer school programme in the holiday prior to Year 7 starting. Those that join outside of September in Year 7, which can often happen, also receive an individually planned integration to school, with opportunities to visit and familiarise themselves with the school and to meet key members of staff.



## Julie didn't want her son to be labelled as a slow learner, but Saxon Mount Community School has shown her that he can achieve just as well as the rest

Julie Brooker lives in Bexhill with her three children. Tommy, 14, attends Saxon Mount Community School.

### A big difference in a short time

Tommy has only been at Saxon Mount School for a few months but already Julie has noticed a big difference – and a very positive one at that. Initially reluctant to send Tommy to a 'special school', her only slight regret is that she did not do it earlier. She explains:

“Ever since Tommy was quite young I had wondered sometimes if he was a bit different to other children his age. With two other children I had a means of comparison but as they are girls, I thought perhaps it was just a boy thing and that he would catch up later. Then when his teachers at primary school mentioned that they also thought he needed extra help, I hoped that would do the trick.”

### Swimming against the tide

Julie felt that he was coping reasonably well at his primary school and it was only later that she realised the Teaching Assistants were actually completing much of his work for him. “If I had known then what I know now, I would have gone against my wishes and looked for a school which could give him the right support, which is what we now have at SaxonMount” she says. “I was keen for him to stay in mainstream education but it was fairly clear that, when he started secondary school, he was struggling to keep up. Tommy himself knew he was falling behind, and he felt awkward when he had to ask for help; I started to feel that he would do better elsewhere.”

### Taking the pressure off

Having made the decision to move him, and with advice from his school and the LocalAuthority, Julie was allocated a place

for Tommy at Saxon Mount where, from day one, he has been happier and is achieving much better than before. Tommy has learning difficulties, affecting his speech and language skills and his concentration range, but even a fairly small disadvantage like this can have a major impact on a child's ability to learn.

“One of the best things about Saxon Mount is the smaller class sizes, where the children are taught in same-ability groups,” Julie believes. “For Tommy, it means that he doesn't feel uncomfortable when he doesn't understand something because he knows he's not the only one. He is under far less pressure as the lessons are tailored towards the slower-learners and that makes it so much easier for him to actually learn, because he's not worrying about keeping up with the others.”

### Slowly and surely

The school offers a range of support, including after-school English and Maths sessions which Tommy has benefited from greatly. With his concentration span improving, as well as his reading skills, Julie could not be happier. “The chance to learn at a slower pace and having the additional tuition has been exactly what Tommy needed. He is more confident, much happier and in a good position to take GCSEs, which might not have been the case if he had stayed in the mainstream. He is actually a different person since he joined Saxon Mount.”

### Children say

Tommy: “Saxon Mount is very nice and I am very pleased to be there. I feel I can learn much more as they go at a slower pace.”



# Curriculum: confidence and independence

## Promoting independence

One of our core values is that we aim for all of our pupils to be as independent as possible in their learning and development. For this reason, the school is organised in a carefully structured way that promotes independence, confidence and preparation for life beyond secondary school. For example, following transition into Year 7 we plan the curriculum so that a higher percentage of curriculum time is spent in Year 7 classroom bases. By the time pupil's move into Year 8 and 9, they are happy and confident enough to move independently around the school in order to access a wider range of teaching areas.

## Smaller class groups

All of our classes are smaller than those found in mainstream schools and we have a higher number of staff available to support pupils. In addition to this, we have three smaller class groups for children with higher levels of learning difficulty and additional needs. Pupils based in these class groups have access to additional learning support. They are also able to join larger classes when it is appropriate for them. Sometimes pupils join the smaller class groups for a shorter period of time, depending on their needs.

***‘Pupils are supported and stretched in a positive and caring environment. As a consequence, pupils want to be in school and parents / families know that their***

***children are safe and happy.’*** External advisor report, 2017

## Learning

Learning at Saxon Mount is organised to meet the wide range of learning needs of our pupils. Our curriculum allows children to learn and to demonstrate progress over time. All of our pupils leave Year 11 with high quality, relevant qualifications which allow them to access a wide range of courses and opportunities when they leave Saxon Mount. Our aim is that pupils are well prepared to build upon their achievements at school when they enter college, training or employment as they approach adulthood.

In KS3, all pupils have access to a broad and balanced curriculum. Our staff deliver this to pupils using a range of strategies and resources to ensure all of our pupils’ can learn effectively.

Our personalised curriculum in KS4 is designed to reflect the needs and interests of the pupils. Therefore our offer varies each year. Our dedicated staff team ensure that we deliver high quality qualifications at a range of levels to ensure all pupils are well catered for.

## Key Stage 3 curriculum overview

Maths, English, Science, Art and Design, Drama, Computing, PSHE, PE, History, Geography, Music, Modern Foreign Languages (MFL), RE, Design and

Technology, Food Technology and Citizenship.

## Key Stage 4 Curriculum Overview

The Core Curriculum:

- English, Maths, Science, Computing, RE, PE, Citizenship and Careers Education.

With opportunities to take the following qualifications:

- GCSE: English Literature, English Language, Mathematics, Combined Science
- Entry level: Science
- Functional skills: English, Mathematics and ICT

The Optional Curriculum includes:

- GCSE: Geography, History, Art
- BTEC: Hospitality, Sport and Active Leisure, Construction, Art and Design, Creative Media, Performing Arts, IT Users, Travel and Tourism, Land Based Studies and skills for Independence and Work.

***‘The structure of learning is a real strength. The needs of individuals are recognised and the responses to them are integrated into the overall approach to learning.’*** External advisor report, 2017.



## Developing communication

We know that all of our pupils experience difficulties with communication. This can impact on interaction and learning so opportunities to develop skills are provided throughout our curriculum. Makaton is used, where appropriate and visual supports are provided around the school. All pupils have timetabled ‘Social Use of Language Programme’ lessons (SULP) and staff work closely with Speech and Language Therapists to develop resources to support pupils’ communication.

## Spiritual, moral, social, cultural education (SMSC) and Citizenship

SMSC education and Citizenship is evident in all areas of our broad and inclusive curriculum. The opportunities we provide at Saxon Mount, ensure that pupils are well prepared to positively engage with life in modern Britain. We have a responsibility to encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We take this responsibility seriously and we recognise that sometimes our pupils can face particular difficulties related to their special educational needs.

***‘Students social, moral, spiritual and cultural development is highly successful and embedded in the curriculum and the everyday life of the school!’*** Ofsted 2013.

## Work related learning, enterprise and careers education

WRL, enterprise and careers education are embedded into the curriculum throughout the school. This allows pupils to explore a range of career options and has supported pupils in making sensible choices post 16.

Work experience opportunities are available for all pupils in Year 11 who would benefit from this opportunity. This has had a significant positive impact on pupils’ views on employment.

***‘The CEIAG (careers education, independent advice and guidance) programme at Saxon Mount School continues to be of a high standard and all staff, students and external partners should be congratulated on the contribution they make to its success.’*** Investors in Careers report, 2016

## Home learning and support

Home learning is considered to be an integral part of teaching/learning activities at school and this extends opportunities for pupils to practice their newly learned skills. So that parents are aware of the homework that is set, the school uses a web based programme, ‘Show My Homework’. This allows parents to receive notifications of homework set and when it is due to be handed in.

## Help offered

Please always ask if you need help with home learning. Our staff are available to provide on-going individual support in all aspects of home learning including support to ensure your child is safe on the internet.

## Sport and Physical Activity

Pupils enjoy a wide variety of sporting activities, games and clubs. We aim to develop agility, physical co-ordination, fitness, confidence, enjoyment and participation through physical activities. The school encourages all children to participate in some form of sport or physical activity in order to develop an appreciation of teamwork, a respect of and tolerance of the abilities of others and an awareness of opportunities to enjoy fulfilling leisure activities. Importantly we want to encourage pupils to make healthy choices and develop habits that will help them to live healthy and fulfilling lives as adults.

## Specialist support

Appropriate interventions, including curriculum support, social and communication and speech and language support are offered to pupils who would benefit from it. This may be in-class support, small group work or intensive individual programmes delivered in blocks of time. Pupils who require Speech and Language Therapy, Physiotherapy or Occupational Therapy as part of their statement or EHCP may receive this on site from NHS staff or trained school staff. School staff work collaboratively with visiting therapists to ensure best practice is embedded in supporting pupils in class. Regular training is provided so that school staff can deliver therapy programmes effectively.

The National Autistic Society (NAS) accreditation (2016) observed ‘a whole-school approach in providing an excellent ASD friendly environment and for teaching strategies to be employed that are highly effective for all pupils.’

## Moving on

By the time our young people leave school, they are able to achieve in a number of areas, ranging from GCSE and equivalent qualifications and vocational qualifications, to life skills awards which demonstrate increased independence. Young people also have opportunities to participate in work related learning and they are well prepared to make the transition into education, employment or training when they leave Saxon Mount. We have an excellent track record at transition in preparing children to move successfully into FE colleges, apprenticeship and training. We recognise that the transition to adulthood can be another significant challenge for our pupils and their families. Parents, carers and pupils often maintain contact with the school after their children have left us. We are really proud of the achievements of our pupils beyond their time at Saxon Mount and will always offer support to past pupils if necessary.





# Enriched curriculum: trips and visits

## Learning outside of the classroom

At Saxon Mount School, learning outside of the classroom is recognised as an essential way of bringing teaching and learning alive across all areas of the curriculum. Our own experience and wider research tells us that learning in a wide variety of settings increases pupils' levels of academic, personal and social achievement, motivation and their ability to transfer learning from school to the wider world. Of course, we are also keen to promote participation in the wider community and to support our pupils in their preparedness for life outside of school.

The pupils at Saxon Mount gain a huge amount from these experiences, which have included visits to:

- The Science Museum in London.
- The De La Warr Pavilion.
- Winchelsea Church.
- Summerfield's Sports Centre.
- Canterbury Cathedral.
- The Brighton and Hove Albion training ground and Amex stadium.

## School Residential Trips

Pupils have four opportunities to participate in residential trips during their time at Saxon Mount. These are extremely popular and motivating trips, which support developing independence and encourage pupils to participate in a wide range of outdoor and adventurous activities with their friends.

## Visitors

Although we actively encourage opportunities to learn off site, we also ensure that learning opportunities come to us at school. A range of visitors are invited into school to support our curriculum, for example: Community Police Liaison Officers; My Future Starts Here; Youth Employability Service; National Citizen Service; Young Enterprise Advisor; local employers; religious leaders, musicians and artists.



## Karen fought hard to get the right education for her daughter – and she found that at Saxon Mount Community School

Karen Langan lives in Bexhill with her three children, the youngest of whom, Myfanwy (but Miffy to her friends and family), is twelve years old.



## Hurdles to overcome and the right support

Miffy is in her second year at Saxon Mount Community School, where she takes her lessons alongside five other children in the school's Additional Support Facility. Although she was able to cope with mainstream education until she was six, her learning and mobility difficulties meant that a move to a school which could cater for her more effectively became necessary. For the remainder of her primary education she attended a school with extra support resources, but when the time came to apply for secondary school, Karen encountered some major hurdles.

"I had investigated several options for Miffy but it was Saxon Mount which seemed to be the only appropriate school for her specific requirements," she says. "At first, funding was refused but Saxon Mount was prepared to back our application and took the trouble to observe Miffy in class. When they did so, they immediately agreed that Saxon Mount could meet her needs and this was agreed on appeal. This was one of the first indications I had that the caring ethos of Saxon Mount was absolutely right for Miffy."

## Varied and complex needs

Miffy's needs are many, varied and complex, not all of which are immediately apparent but include learning difficulties, OCD, autism and myoclonic dystonia which affects her mobility and fine motor skills. Karen credits Saxon Mount School not only with helping to identify those needs but in doing everything they can to address them. "We have spent some incredibly difficult and frustrating years trying to obtain a diagnosis

so that we could get a statement of Special Educational Needs for her," Karen explains. "Even now, Miffy's problems are not fully understood but that has not prevented the staff at Saxon Mount doing everything they can to fully support her."

## A commitment to caring

The wide range of problems which Miffy experiences make hers a very unusual case, so Karen admires how Saxon Mount is willing to accommodate her daughter. "In some ways the school is learning from Miffy as her condition has been described as unique by consultants," she says. "I would not expect the teachers to fully understand everything about Miffy straightaway but they have shown themselves to be committed to her in every way."

## Consistency of communication

In terms of academic education, Miffy has access to a range of computer software which helps to overcome the difficulty she has in writing and using a keyboard. The small class size means that she feels more secure and can benefit from a curriculum which takes account of her individual abilities. However, it is the way that Miffy is supported on a pastoral basis that Karen particularly appreciates.

"The school keeps in constant touch with me, either through the Home/School Communication Book or by 'phone, so that there is always consistency in how we address any issues."

## Children say

Miffy: "I like Achievement Options, Science and my teachers!"



# Facilities and accreditations

## Fantastic facilities

Every classroom and teaching area is well equipped with electronic whiteboards and PCs. Banks of laptops are available to support pupils. We take pride in providing a well decorated, bright and appealing environment, which is aimed at being ASD friendly and to support pupils in feeling valued. In addition to this we have some fantastic specialist facilities to support learning, including:

- A learning resource centre to support with interventions and homework
- A 'Blue Room' where interventions are provided as well as support for pupils at break and lunchtimes
- An ICT suite
- A Year 11 area to promote independence

## Outdoors

We have provided superb outdoor resources to promote learning and independence. These include an adventure play area, a well equipped, covered outdoor gym, multi use games areas, an all weather table tennis facility, a garden area as well as an extensive playing field.

## Nationally Recognised

We have received many awards over the years, reflecting the high expectations we have of our own provision, with the latest examples being:

## School Games Gold

We have achieved the School Games Award (Gold) in recognition of school achievement in provision of sport and physical activities. The outstanding physical activity and PE programmes are inclusive, taking into account pupil needs and the reluctance of some pupils with SEN to participate in sport or physical activity.

## National Autistic Society

The National Autistic Society recently visited as part of re-accreditation and I am proud to say that for the third successive time, Saxon Mount was successful. The assessors were incredibly impressed with everything they saw, and particularly commented on how positively children respond to the provision being offered at Saxon Mount, despite the sometimes significant barriers they experience.

National Autistic Society accreditation (2016) notes the impact of the high quality learning environment that is provided.

***'This is an Autistic friendly environment which keeps to an absolute minimum the distraction which can be caused by unnecessary visual or physical clutter, but also allows for high quality communication signage and also for high quality displays which celebrate pupil achievement.'***

## Investors in Careers

In July 2016 we were re-accredited as part of the Investors in Careers programme. The assessor could not speak highly enough of the provision made in preparing pupils for the world of work and of the excellent engagement of our pupils and of the lengths the school staff go to in supporting them.

## RE Quality Mark

In the Summer of 2016 we were assessed to achieve the RE Quality Mark. Key school staff and governors supported this process which helps us to evaluate and recognise the strengths of the RE provision made at Saxon Mount.





# Clubs

## Weekly clubs

Pupils are given opportunities to take part in a wide range of clubs throughout the week, some run as after school activities and others run during lunch times.

### Music and Arts:

- Percussion club
- Choir
- Rhythmix (band workshop)
- Art and design

### Sport:

- Football
- Table tennis
- Cricket
- Team football
- Change for Life- fitness

### Life skills:

- Computing
- Change for life- healthy eating
- Gardening
- Board games

### Learning support:

- Catch up classes
- Homework club
- GCSE revision classes



## Camille is convinced that Saxon Mount Community School has turned her daughter's life around and shown her that there is a brighter future

Camille and James Morris have three daughters: Alex is 18, Georgia 14 and Lilly is 12. Lilly has recently joined Saxon Mount Community School and is in Year 7.

### Difficult decisions

As every 12-year-old child knows, the move from primary to secondary education is a major rite of passage. Most are fortunate enough to move up with their peers and friends for support but some, like Lilly, do not have that advantage. Lilly's learning difficulties mean that she is around four years behind in her development and Camille knew she would not be able to cope in the mainstream without the support she had enjoyed in her primary school.

"Once we got a Statement of Special Educational Needs for Lilly she was more or less able to manage as she had additional help in the classroom, but however well the school tried, they did not have the facilities to deal with her emotional needs," Camille explains. "We wanted her to stay there because it was a lovely, small, local school and she had her sister's support for four years and we thought we were doing the right thing; when she finished year 6 she was almost a broken child."

### A safe and calming environment

Camille and James were at first reluctant to consider a 'special' school for Lilly, unwilling for her to run the risk of becoming stigmatised. "We looked at all the mainstream options but it was obvious that none of them had the appropriate resources. It was only when we eventually went to look at Saxon Mount that our eyes were opened and we saw why it had been recommended – it was perfect for her."

It was the tidiness and organised layout of the school which was one of the things that initially struck Camille: "Like a lot of children on the autistic spectrum Lilly can't bear

mess or disorder so the whole environment is very calming. Everything is designed to reduce anxiety and the children feel safe and confident in the surroundings, as well as cared for by their teachers. I love the wholly different way of teaching – every child is assessed and then they learn from their own level, at their own pace."

### Amazing turnaround

Even though Lilly has only been at Saxon Mount for a few months her teachers already know her so well that the outbursts which used to be a regular occurrence are now a thing of the past. "It's amazing how her teachers can recognise the signs which indicate that Lilly is building up to a meltdown and that they know exactly how to diffuse the situation," says Camille. "Lilly has also learned how to control these episodes herself which is a great step forward. It is an amazing turnaround in her life."

### A smoother road ahead

There were times, Camille remembers, when she would almost dread going to collect Lilly from school, or answering the phone, in case there had been an incident during the day but now she feels able to relax in the knowledge that Lilly is not only happy to be at school but that she is completely safe. "I can say without hesitation that sending Lilly to Saxon Mount was the single best decision we have ever made. She has been on a long and difficult journey but the road ahead is much smoother now."

### Children say

Lilly: "I like Saxon Mount because of the adventure playground, doing science experiments and the teachers are kind and understand me."



# Behaviour and self-development: social skills for life after school

## High standards

Staff have high expectations of both pupil behaviour and work. The school provides a safe and secure environment where effective teaching and learning can take place. Our staff are role models for the pupils and offer a high standard of commitment, communication and consistency in managing behaviour. Our staff give clear instructions and directions so that pupils have a clear understanding of the classroom rules and the warning systems which are displayed in all classrooms:

- Arrive at lessons on time.
- Enter and leave the classroom quietly.
- Listen to what others have to say.
- Avoid shouting out.
- Use polite language.
- Follow all instructions.
- Avoid walking around class.

The way in which the school promotes the emotional well-being of pupils is an area of strength. Pupils are positively supported to develop confidence, self-esteem and self-management through a wide range of strategies. (NAS 2016)

## Rewards and sanctions

### Celebration assembly

Each Friday there is a whole school Celebration Assembly, in which certificates and prizes for Merit Scores, Stars of the Week, Golden Tickets, Silver Stars and other certificates are presented. It also includes the highly coveted Head of School's Worker of the Week Award which is nominated by and voted for by all staff. Examples of work are shown and celebrated. This public recognition of good behaviour and effort made is highly motivational and enjoyed by all.

### Merit Points

These are awarded for good work and behaviour in lessons. Individual Merit scores and Tutor Group Merit scores will be given recognition and rewarded in Tutor Time and higher value prizes and certificates are presented at our Celebration Assembly each Friday. Certificates and prizes are issued for 100, 200, 300, 400 and 500 merits with prizes rising in value. Pupils are encouraged to be financially aware by being offered the chance to 'bank' a smaller number of points. By banking the points, the pupil could save them up for a larger reward such as a voucher or Super Prize £15 Argos item, thus giving them an even greater sense of ownership over their rewards. We find our reward system to be highly successful in promoting positive behaviour and engagement in learning.

## Star of the Week

All tutors and class TAs are invited to nominate pupils for a Star of the Week Certificate to be presented at our assembly on Friday. Pupils will be nominated for particular good work or demonstrating positive behaviour. There is usually one nomination per class. Each member of staff has a supply of Silver Stars in class and whilst on duty. These are presented to pupils as a reward for particular good or helpful behaviour.

### Golden Tickets

All students who complete a piece of homework will be issued with a Golden Ticket. The students can choose when they wish to enter their ticket/s in a weekly prize draw in Friday's assembly. The Winning ticket drawn out earns the student a £5 voucher for W.H. SMITHS.

### Head of School's 'Worker of the Week'

Each week all staff nominate in Thursday's Head's Briefing, which student should be Worker of the Week. The students are nominated as a result of improved behaviour, attitude to learning, positive interaction with peers and staff, and making progress in all areas over a sustained period of time. The prize is a choice of either; lunch out with the Head of School, a voucher or a prize chosen from a catalogue; individual prizes can be agreed.

## Annual Rewards

Teachers are invited to choose a pupil for their annual End of School Year Subject Award and a 'Good Citizenship' prize will also be awarded annually to one pupil per year group. These awards will be presented near the end of Term 6.

### Sanctions

When applying sanctions such as warnings, restorative actions, detentions etc..., we use a visually supported traffic light warning system. This system includes issuing coloured cards with Makaton symbols to represent first and second warnings prior to issuing the final sanction of a Red Slip. Many of our children benefit from a visual sanction system. Some children, due to levels of anxiety, agitation, excitability or language processing and communication difficulties and ASD, are not able to absorb or comprehend when they are being given a first and second verbal warning prior to being issued with a Red Slip without visual support. This is particularly relevant for periods of time when children are not class based; break and lunch times can be equally as significant as time within the classroom. Instant Red Slips may be issued in the event of racist or homophobic or highly discriminatory comments and for unprovoked verbally or physically aggressive or destructive behaviour of a serious nature targeted or directed at another person or property.

# Admissions

Admissions to Saxon Mount are arranged in partnership with the Local Authority. All pupils who attend Saxon Mount have an Education Health and Care plan (EHCP). If you wish to find out more about Saxon Mount School because your child is undergoing a statutory assessment but does not yet have an EHCP, please ensure that you seek advice from the SEN department at County Hall prior to arranging a visit to the school.

Alternatively, if your child already has an EHCP but is currently on the roll of a mainstream school, please also seek advice from the SEN department at County Hall prior to arranging a visit. If you are unsure of your child's status with regard to SEN our office staff will try to help identify who would be best placed to help you. We are always happy to offer advice and guidance to prospective parents.

Applications to attend Saxon Mount School are made through the East Sussex Council application process. As a parent of a child or young person with an Educational Health & Care Plan you can state a preference for the school you would like your child to attend and East Sussex Children's Services will try to meet your wishes. Recommendations made at the Annual Review stage of the EHCP also play an important part in forming the decision made by East Sussex Council.



# Applications

Applications are made online at [www.eastsussex.gov.uk/educationandlearning/schools/admissions](http://www.eastsussex.gov.uk/educationandlearning/schools/admissions). If you are not able to apply online, you should contact the Admissions and Transport team at the address below for a paper application.

For general enquiries you can contact: Admissions, Transport & Free School Meals Team County Hall St Anne's Crescent Lewes East Sussex BN7 1SG 0300 33 09 472 [admissions@eastsussex.gov.uk](mailto:admissions@eastsussex.gov.uk).

## Who can help?

- East Sussex Children's Services: PO Box 4 County Hall St Anne's Crescent LEWES East Sussex BN7 1SG Assessment & Planning (SEN) Team Telephone: 01273 336740 Email: [SEN.casworkassistants@eastsussex.gov.uk](mailto:SEN.casworkassistants@eastsussex.gov.uk).
- Information for Families: (formerly Parentlink) Confidential helpline: 0345 60 80 192 Email: [informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk) Admissions.
- Transport & Free School Meals Team Telephone 0300 33 09 472. Email [admissions@eastsussex.gov.uk](mailto:admissions@eastsussex.gov.uk) Specialist Transport Officer: Telephone: 0300 33 09. Email: [sentransport@eastsussex.gov.uk](mailto:sentransport@eastsussex.gov.uk) or [freeschoolmeals@eastsussex.gov.uk](mailto:freeschoolmeals@eastsussex.gov.uk).

## Governorship

The Torfield and Saxon Mount Academy Trust is governed by a Board of Directors, supported by an Academy Advisory Board. The directors have a wide range of skills and experience. Advisory Board members are appointed from the Torfield and Saxon Mount community. Together these groups work with the Executive Headteacher to strategically develop the organisation, provision and resources to provide high quality education for our pupils. The Board of Directors is the accountable body for Torfield and Saxon Mount and has a responsibility to agree the vision for the Trust, monitor and hold the schools to account for educational performance, and oversee financial performance.





# We will strive to

Promote independence and preparation for life after school

Promote inclusion and equality of opportunity

Provide accessible, meaningful and challenging activities to promote learning and personal development

Promote and develop communication and social skills

Provide opportunities to learn about and practise empathy, respect, kindness, trust and collaborative working

Provide opportunities to develop self-esteem and self-worth

Develop moral, spiritual and cultural awareness

Provide a caring, supportive, safe and stable learning environment

Work effectively as a staff team, constantly striving for improvement

Celebrate achievements in all aspects of development

Provide pupils with opportunities to fulfil their potential

Promote enjoyment and pride in learning and achieving

Clearly share our values with parents, carers and other stakeholders

Manage our resources effectively to ensure maximum benefit to learners



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Tel: 01424 426303

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