



Torfield School



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



Welcome to Torfield School



Foreword: Headteacher, John Anderson, says...

I am very proud to welcome you to our inspirational primary special school. We cater for children who have a range of Special

Educational Needs (SEN), particularly 'Autism and Associated Communication and Language Difficulties' (ACLD). In practice this means a large number of our children are autistic. A significant number of pupils also have speech, language and communication difficulties and other complex SEN. Every child that comes to Torfield has an Education, Health and Care Plan (EHCP) that describes the particular needs they have.

Our philosophy

Our philosophy is that our children come first. It is our job to ensure all our children have the tools to equip them for the next stage of their life, be it transition to Torfield School, a new phase within our school, or a new primary, secondary or special school. We strive to provide an

exemplary educational experience for all of our children and to be 'more than a school' for our children and their families. We are committed to working in partnership with parents/carers and professionals.

"An outstanding climate for learning"

"Pupils love coming to Torfield School. Each day starts positively, with happy greetings between pupils and with staff, followed by breakfast served in classrooms. Pupils' happiness and strong sense of safety are evidenced through trusting relationships, smiles and laughter. Leaders and staff have high expectations for pupils' behaviour, learning and personal development."

Ofsted 2023

Achievement

We are very proud of the achievements of our pupils, who make progress in so many ways, often exceeding the expectations of their families. Our personalised approach provides the right kind of care, support and intervention that promotes independence and enables all of our children to learn.

Dedicated staff

Our dedicated and highly skilled team of teachers and support staff work with families and professional colleagues to ensure we provide a consistent approach to meeting each child's needs, identifying what steps have been achieved so far and what they need to learn next.

Parent/carer partnership

As you will see, by reading the many parent/pupil stories within this prospectus, you and your child are very important to us. We value the partnership between school and parents/carers because it is only by working closely with each other, that pupils can achieve their full potential. We work very hard to involve you in every step of your child's time here. We hope that your association with us will bring both happiness and success for your child.

Get in touch

We welcome your interest in our school and ask that you come and see us for a visit while our children are present; when you can see the school at work. Please email us at torfieldoffice@tasmat.org.uk to make an appointment.



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

Welcome to our wonderful Trust. We are very proud of the work that we do to support and challenge children and young people at Torfield and Saxon Mount to be the best that they can be.

Understanding

We understand the needs of our pupils and the difficulties they face, as well as the difficulties many parents/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 to become as independent, resilient and successful as possible in all aspects of 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 and in their preparation for adulthood and we genuinely try to 'go the extra mile'. 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

The school day starts at 9.00am. Pupils may arrive from 8.55am. Pupils in EYFS and Key Stage 1 have a 15 minute playtime midmorning and mid-afternoon. Lunch is between 12:00 and 1:00 when pupils will also have a 30 minute playtime. Our school day ends at 3.15pm.

Transition

Children and their families are really well supported when starting at Torfield, whether in Reception or during Key Stage 1 or Key Stage 2. We have a bespoke starting school storybook as well as a number



of other resources that are used to support all pupils who are new to the school.

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 parents/carers to ensure that their child travels safely and behaves appropriately on the transport.

Uniform

We believe a school uniform is helpful in establishing good standards of appearance in school and by wearing it children quickly feel part of the school community. All children are expected to wear the uniform.

School meals

Children at Torfield School can enjoy a school dinner, provided by Harrison Catering. We are committed to ensuring that children eat healthily and a varied menu is provided, with vegetarian options and salads also available each day. Sample menus are available on the school website. When paying for school meals, parents/carers can pay electronically via ParentPay (if you wish to do this, please contact the school office to ask for details), send a cheque payable to 'Harrison Catering' or send cash in daily/weekly. If preferred, children are also welcome to bring in a healthy packed lunch.

Free school meals

For children in Reception, Year 1 and Year 2, the government provides free school meals. For older children, you need to be in receipt of certain benefits. Our office staff are always happy to help and provide information or advice in relation to claiming free school meals and by helping to complete forms if needed.

Oliver-James is now happy at school and making progress thanks to the hard work of the dedicated staff at Torfield School

Vickie and Alex live in Eastbourne with their son, Oliver-James, aged eight. Oliver-James has delayed speech and language and Autism Spectrum Disorder.

Improved speech

Vickie and Alex are amazed by the progress Oliver-James has made since starting at Torfield School. Vickie says: "Oliver-James can now say some words and echo words that we say. It might seem small progress to other people, but it is definitely going in the right direction. For us, every bit of progress is massive. Three years ago, we thought we would never hear him speak. Now, to hear his little voice saying something is a massive milestone for us and a cause for celebration."

Settling well

Vickie and Alex had considered a special needs school in Eastbourne for Oliver-James but when they were told it was full, they started looking further afield and discovered Torfield. "We went to see it and really liked it and so Oliver started in the January after his fifth birthday. We were worried about him starting school to begin with but he settled in really well," Vickie says.

Varied communication channels

"His teachers have been brilliant with him and they all really 'get' him. He has really benefited from the staff at the school using social stories and visuals with him. He is able to use picture exchange communication to communicate with the staff, but he can now also say some words. We think his progress is absolutely amazing.

Specialist help

"Oliver-James now loves everything about going to school. He likes going swimming in Torfield's own pool, having days out with his class and going to the park, and he also loves doing any work on the computer. He will now sit and look at a book, whereas before he started at Torfield he would not have been able to keep his attention on it for very long. He is also beginning to recognise the shapes of numbers. Specialist speech and language therapists come into the school to advise the teachers about things to try with the children and the teachers work with the children on their communication skills every day.

Sensory circuit

"Oliver-James also has occupational therapy at Torfield. He is helped by regularly doing a sensory circuit with different activities, such as jumping on the trampoline, to help his concentration. If he is becoming fidgety or anxious while learning, he can go and do his sensory circuit and then he will be ready to get back to work again.

Eager to learn

"He used to be picked up by a taxi every day to go to school, but a while ago there was a problem with the transport and there was inconsistency with the drivers. Oliver-James hates change and he refused to get in the taxi one day. This is the only hiccup we have had. So, we take him to school ourselves now. He will jump out of the car each morning when he gets there and have a little run about in the play area and then he goes into the classroom happily, ready to start a day of learning.

Understanding teacher

"The teacher he has had this year is amazing, I can't praise him enough. He updates us regularly about what Oliver-James has done and sends us photos of him doing it, especially if he has been trying something new. The staff all work very hard with him, but they make sure he is happy and feels comfortable, which leads to him making progress," Vickie says.

Amazing transformation

"Oliver-James is now like a different child from when he first started at Torfield three years ago. We are very grateful to all the staff at the school for how they have helped him and can't praise them enough."

Children say

Oliver-James would say his favourite thing at school is working on the computer.



Curriculum: creative and rewarding

Carefully planned activities

Learning at Torfield is delivered in carefully planned and differentiated activities and all pupils follow the National Curriculum or the Early Years Foundation Stage curriculum. Although children join us with low levels of prior attainment, we expect all pupils to engage and behave well, so that they are able to make the best possible progress in their learning. Some children require additional support and so assessments are frequent and thorough in order to inform staff, who may then adjust learning programmes to meet the needs of individuals.

Early Years

Children’s learning is largely play-based using high quality, age appropriate resources. Children are supported to join in both child-initiated and adult led activities. Our practice is largely informed by the Early Years Foundation Stage Framework. Pupils in Reception, Years 1 and 2 follow the learning opportunities from the Foundation Stage; which is adapted to meet the needs of each individual child.

Key Stage 2

Pupils in Years 3, 4, 5 and 6 will follow a two year topic cycle. Again planning and implementation will take in all areas of the National Curriculum.

Small groups

Class groups are small with high staff/pupil ratios to ensure that programmes designed to meet individual needs can be delivered. Many of our pupils leave us at the end of Year 6 and transfer to our federated partner school, Saxon Mount. Sometimes children transfer to mainstream secondary schools, or other special schools.

Academic and social progress

Children don’t just learn academically, they also learn through social interaction. This is an aspect that our pupils can find particularly challenging. We understand this and provide lots of personal development opportunities.

Appropriate support

We assess pupils on entry to school. Appropriate speech and language support is then offered to all pupils who would benefit from it. This may be in-class support, small group work or intensive individual programmes delivered in blocks of time. We also have a weekly communication session which includes social use of language. All pupils are supported through access to a curriculum enriched with opportunities to develop communication skills.

Home learning

Home learning is considered to be an integral part of teaching/learning activities at Torfield School and extends opportunities for pupils to practice their newly learned skills and competencies. Class teachers will share our approach at meet-the-teacher sessions and during Family Workshops. Further information about our approach to learning can be found on our website.

Parent/Carer workshops

We do our best to help you to help your child at home too and provide regular parent workshops and programmes. These include guidance in using the home learning packages Education City, Purple Mash, Espresso and Clicker 7. Other workshops include E-Safety, Makaton, Managing Behaviour and Thinking Skills. These sessions are a great opportunity to share experiences with other parents. Please always ask if you need help with home learning.

Staff are available to provide on-going individual support to ensure your child is safe on the internet.

Moving on

We have an excellent track record in preparing children to move successfully into secondary schools. By the time our children leave Torfield School, we aim to have prepared them well for whatever their next stage is. Often this is a transition to a secondary age SEN school and many of our pupils go on to Saxon Mount School which is our Federated partner school. Sometimes children require a different kind of support and may move to a different special school.

Best possible opportunities

Some of our pupils are also able to make a successful transition into mainstream primary or secondary schools following a period of support from Torfield. In each case transition is well planned and supported in order to give children the best possible opportunities in their new school.



Luca is enjoying learning and has made plenty of new friends in the happy atmosphere of Torfield School

Aaron and Aria live in St Leonard’s on Sea with their son, Luca, aged seven.

Luca has been diagnosed with Autism Spectrum Disorder (ASD) and he has speech and language delay.

Great progress

Aaron and Aria are delighted with Luca’s progress since he started at Torfield School and pleased he is finally enjoying school life. Aaron says: “Luca recently had a review at Torfield and we were told he was coming on in leaps and bounds. He absolutely loves going to school now. His speech has improved a lot and he is now talking to us in full sentences.

Unhappy time

“Luca had started at a mainstream primary school because we wanted to see if he was able to cope there,” Aaron says. “Unfortunately, the school weren’t able to cater for children with ASD. If Luca got upset, they would take him out of the classroom and put him in another room for the rest of the day, so he wasn’t learning much. He was very unhappy and would say he didn’t want to go in the mornings.

Good recommendation

“We had heard how good Torfield was, but we hadn’t initially wanted to put Luca in a special school without giving him the chance to try a mainstream school. There wasn’t a place at Torfield straight away so the local authority wanted us to send Luca in a taxi to a school 45 minutes away, which we weren’t happy about. We carried on fighting for him to go to Torfield, which is only about ten minutes away. While we waited for a place to come up, Luca was given a reduced timetable at his primary school and allowed to attend each day between 9.00 and 11.30 only.

Full school day

“Finally, Torfield contacted us and said a place had come up. Luca started in Year One at Torfield in April 2020. By his second day he was able to do a full day. To begin with we took him to school ourselves, but they offered Luca the chance to go in their minibus. They pick him up at 8.40 each morning and drop him off at 3.20.

Academic success

“Luca’s social skills have improved and he has made some good friends. His class has its own little playground with trampolines for the children and Luca enjoys this. He is now in a class of ten and the teacher and assistants are able to give the children all the support they need. Luca can read and write now and is doing very well in Maths and Science. They have to give him extra work because he is ahead for his age.

Making friends

“Torfield asked us what we wanted Luca to achieve and we said our main goal was for him to make some friends. At Torfield he’s got all the friends he could ever wish for. Before he started, Luca was very adult dependent and didn’t want to interact with other children, but now he loves playing with his friends.

Increased confidence

“Recently we went out for the day and there was a children’s play area where we were visiting, so Luca asked if he could play in it. I went over to keep an eye on him and saw him talking to another child and they were soon

running round the play area together having a great time. It was heart-warming to see,” Aaron says.

Parents included

“We think all the staff at Torfield are brilliant and communicate well with us. They give us daily feedback about Luca and send us photos of him doing activities. It is helpful for us to see what he is doing at school so we can help him at home. I have never known a school before, where the staff are so caring towards the parents.”

Children say

Luca says: “I like going to school so I can play with my friends.”





Enriched curriculum: trips and visitors

Supporting independence

Pupils are encouraged to participate in the large number of curriculum trips and after school clubs that can support independence, learning and also provide social and personal development opportunities. This includes opportunities for older children to participate in residential trips.



Trips

To enrich the curriculum we take children on a wide range of educational, academic and cultural visits linked to their current topics. There are two minibuses for educational visits, and pupils at Torfield gain a huge amount from these high quality visits. These have included visits to:

- London theatres.
- Historical buildings and places of cultural significance.
- Drusillas Zoo.
- Herstmonceaux Science Centre.
- Museums and Art Galleries.
- Fire stations, police stations and other places where public services are provided to the community.

As well as supporting learning, educational visits support pupils to develop self help, independence and life skills. Visits to public amenities, supermarkets and other everyday places can help families to achieve family visits more successfully as well.

Residential Experience

Children in years 5 and 6 take part in a residential visit. This week long residential visit provides a wide range of outdoor and adventurous activities including abseiling, zip-wire and archery.

Visitors

In addition to educational visits, we welcome a range of visitors to school who share their skills and experiences with our pupils. These include musicians, writers and illustrators, maths magicians and dance specialists.

Faith is progressing in leaps and bounds in the supportive surroundings of Torfield School

Paul and Naomi live in Hastings with their daughters, Beth, aged 22, Alanna, aged 11, and Faith, aged nine. Faith has severe speech and language delay and additional health problems.

Improved communication

Paul and Naomi are amazed by the progress Faith has made since starting at Torfield School. Paul says: "Faith can now read and write well and when she talks to us, she uses a mixture of words and signs and occasionally writes a word down for us if we don't understand. Faith loves reading and sometimes wins a prize at school for being the star reader. She couldn't write her name when she first started, so it's incredible what the school have achieved with her when you consider the challenges she faces."

Good nursery

Paul says Faith went to a nursery where she got on well. "She was doing so well we deferred her starting in Reception for a year because we didn't think she was ready. We considered a mainstream school for her but as soon as we sat down and started discussing her needs, it became obvious a mainstream school couldn't meet them.

Enjoying school

"Faith started at Torfield when she was six and within a couple of months had settled very well. She had very little verbal communication but was happy to go to school each day and seemed to enjoy it. The first sign of progress we saw was she developed skills with pens and pencils and would draw stick figures. One day she made a figure of a person out of stickle bricks and said it was her teacher.

Encouraging staff

"We were always very aware of her limitations and wouldn't push her to do things if we didn't think she would be

able to. The staff at Torfield have really encouraged her to progress. The children are taught in very small groups and the staff have been able to spend time with Faith and get her motivated.

Making friends

"In nursery, Faith would sit and play next to other children but not interact with them. At school she interacts with others. The staff send us pictures of what she is doing during the school day and you can see her having conversations with other children. She is very fond of Mia and Rory, two children who have been with her right from the start. She still has a speech disability, but can make herself understood a lot better now and understand what she is being told, or what is being said to her.

Cookery club

"We love the photos of Faith that the staff send us during the school day. We only used to see occasional photos of our older daughters at their mainstream schools at open days. It is lovely to see photos of Faith at school talking to her friends, or using a rolling pin in cookery. She loved going to the afterschool cookery club and enjoys making her own lunch now.

Independent reader

"Faith loves writing and tells me she now likes Maths. Her reading has come along very well during the last 18 months. During lockdown we discovered how well she could read. She amazed me by reading books to me. When she read a book we had never read to her, we realised she

had not memorised it, but was actually reading the words on the page," Paul says.

Amazing progress

"We are highly satisfied with Torfield School. They have catered for all Faith's needs and when she has had medical problems, they have adapted to provide her with what she has needed. She is always happy to get in her taxi and go to school each day. The way she has progressed since starting at Torfield is more than we could ever have hoped for."

Children say

Faith says: "I like all my teachers and my friends and I like choosing books in the library."





Excellent facilities

Light and airy building

Torfield is a light, airy and attractive building. We have also invested in high quality resources that support a multi-sensory approach to the curriculum.

Pool and sensory facilities

The indoor heated swimming pool has sensory lights and sound. Both sites have areas and resources that can support sensory needs and there is a sensory garden area at our Croft Road site.

Outdoors

We have three all-weather play areas including canopy and

lighting. This allows children to have access to outdoor learning opportunities during the school day. In addition to this we have two outdoor play facilities with challenging and age appropriate play and fitness equipment as well as a Multi Use Games Area for games and PE lessons. The grounds of the school are attractive, safe and secure and support outdoor learning.

Physical development

The new and recently installed outdoor equipment was selected to provide improved opportunities for physical and social interaction and development and to help children to learn about making healthy lifestyle choices.

Classrooms

Every classroom on both sites is well decorated, well resourced and has an electronic whiteboard and access to PCs.

Additional Support

Children have access to NHS provided Speech and Language Therapist and /or Occupational Therapist support, depending on the needs identified within their EHCP or statement. Additional support programmes are also identified and provided by school staff and monitored through a child's Individual Education Plan.





Clubs and activities

The school runs a number of After School Clubs ranging from 3.15pm until 4.30pm. Letters are sent home with details of these. The clubs on offer include swimming, being active, creative, computers, cookery and Lego. Typically, these clubs cost around £2 per session (this is discounted for pupils who are eligible for support through Pupil Premium), which goes towards the cost of running the clubs. Our School Council would like to hear from pupils about what sorts of after school clubs they would like to see on offer. We encourage parents/carers to talk to their children about their hobbies and interests and let the school know if you have any inspiring ideas or suggestions for new clubs.

Sport

We aim to develop agility, physical co-ordination, fitness, confidence and enjoyment through physical activities. The school encourages all children to participate in sport 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.

Festivals and Celebrations

All pupils are able to participate in assemblies, celebrations and themed activities during the year. They learn about different cultures and have opportunities to develop their skills in music, singing and performance.

Ava is thriving and making good progress helped by the amazing staff at Torfield School

Hannah and Ian live in Bexhill with their daughters, Emily, aged 12, Myah, aged eight, and Ava, aged five. Ava has been diagnosed with autism, speech and language delay and sensory processing disorder.

Social skills

Hannah and Ian are delighted that since Ava started in Reception at Torfield, she has begun to engage with other children and join in activities. Hannah says: "When Ava was at nursery, she would never socialise with other children, but with the help of Torfield's amazing teachers and assistants this is changing and she will now acknowledge and join in with others."

Meeting needs

Ava's older sister, Emily, spent two years at Torfield before moving up to Saxon Mount. "Because Emily had done so well at Torfield, we wanted Ava to go there. We knew they would care for her needs and administer her medication correctly. We knew Ava would be totally lost in a mainstream school and wouldn't cope with the noise because of her sensory processing disorder.

Caring staff

"We had to fight to get Emily a place at Torfield, rather than let her stay at a mainstream school where she struggled and felt lonely. The two years she had at Torfield made a huge difference to her and prepared her to move up to Saxon Mount where she is doing well. We knew the staff at Torfield go the extra mile for every child and we didn't want Ava to go anywhere else.

Gentle start

"Ava started just going in for a couple of hours, then building up to two days and three days, until starting full time. On the first day she went off in her taxi and by

lunchtime they had sent me a message to say she was fine with a picture of her doing an activity.

Speech improvement

"The small classes and good pupil/teacher ratio are helping Ava to progress. There are only ten children in her class and three or four members of staff looking after them. Ava's speech is definitely coming on. Ava has health issues for which she has to have medication and the staff cater for this.

Lunchtime support

"Ava has food faddism, which affects what and how she eats. Ava's teacher allows me to send in a meal plan each week and staff sit with her when she is eating. Ava has the option to try new foods if she wants to. She will have a roast dinner on a Wednesday and eat jacket potatoes with tuna, but has now been persuaded to try them with cheese. She never used to eat cheese, but likes it now.

Great communication

"It is reassuring for parents that Torfield communicate with you frequently. We have access to an instant messaging app, which is fantastic. We get daily feedback about how Ava is and photos of what she has been doing. It is good to be able to recap with Ava, if she says she has had a bad day. We can remind her of what she has done. This is better than a letter sent in a book bag.

Enjoying art

"Ava enjoys cookery and is really talented at art, so the staff encourage her with it. She likes learning outside and going to the park. When we sit with her in the evenings and show her pictures of what she has been doing she has a big smile on her face. She loves getting enough points on the smiley face chart in the classroom to earn a reward," Hannah says.

Happy at school

"When Emily was at her mainstream school, I was worried about her every day, but I don't have to worry about Ava. At a mainstream primary school, she would be considered different, but Ava can be herself at Torfield and not the odd one out. This really matters to us."

Children say

Ava loves art and water play at school.





Behaviour and self-development: foundations for the future

High expectations

All staff within the school will follow the same behaviour rules and procedures to ensure continuity. However, we are aware of the range of complex needs experienced by our pupils; professional judgement will be exercised so that consistency is applied but that the individual needs and abilities of the pupil are taken into account.

Whole school rules and expectations

The following expectations are displayed in all areas of the school:

- Walk around the school.
- Keep hands and feet to yourself.
- Quiet voices.

- Good sitting and listening.
- Do what adults say straight away.
- Work hard and do your best.

Rewards and sanctions

Torfield School operates a reward system for all pupils that links directly to their achievement, behaviour and attitude as described through the school rules and expectations. Pupils can earn smiley face stamps for good work, good behaviour and positive attitude. Stamps can be used as a motivator to target challenging behaviour. Rewards come at 50 stamp intervals with a choice of reward increasing in value as the pupil approaches the 500 maximum level. All rewards are developed to support and increase personal development.

Celebration Assembly

Rewards and certificates are presented in the weekly Celebration Assembly where each pupil is individually praised and their achievement celebrated.

Additional reward charts may be given as short term interventions to help pupils manage playground situations, transitions and taxi journeys. Each week each class teacher awards the Headteacher's Stars of the Week prize to one pupil who has made outstanding effort in work, behaviour or attitude. Pupils may achieve this award a number of times in a year if their behaviour warrants it.

Applications

State a preference

Although we are an academy school, the admissions process for children attending special academies is still managed by the Local Authority. Applications to attend Torfield School are made through the East Sussex County Council application process. As a parent/carer of a child or young person with a statement of special educational needs/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.

Applications are made online at 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.

Admissions

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.

Who can help?

We are always happy to help answer questions or offer advice if you are unsure how to access a place at Torfield School. Please don't hesitate to contact us.

At the Local Authority, you can contact the following teams:

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.caseworkassistants@eastsussex.gov.uk.

Information for Families: (formerly Parentlink) Confidential helpline: 0345 60 80 192 Email: informationforfamilies@eastsussex.gov.uk Admissions.

Transport & Free School Meals Team Telephone 0300 33 09 472. Email admissions@eastsussex.gov.uk Specialist

Transport Officer: Telephone: 0300 33 09. Email: sen.transport@eastsussex.gov.uk or freeschoolmeals@eastsussex.gov.uk. You are also welcome to contact the school office and we will try and answer any questions you may have.

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.

Vision

We value the unique qualities of all children and believe it is the right of every child to be well supported in their development.

Aims and Objectives

Enable our pupils to make reasonable choices, communicate with others and develop independence:

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



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