



Eagle House School (Sutton)



An independent special school for young people with an autistic spectrum disorder, Asperger's syndrome and associated social and communication difficulties

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*“Unlocking the Potential of Young People
with an autistic spectrum disorder”*

Welcome to Eagle House School (Sutton)

Dear Parent or Carer

This prospectus is an introduction to Eagle House School (Sutton) incorporating the Steps and the Bridge Groups.

We hope that you find it interesting and informative and that it answers some of the questions you may have in thinking about making the right choice of school for your young person.

Of course, the best way to answer your questions is for you to visit us here at school. We offer monthly open days for parents and you can book your place by calling the parent liaison team on 0845 074 2972. If you are unable to attend an open day, we can also offer individual appointments which can be made by contacting our school administrator on 020 8661 1419.

We are very pleased that you are considering Eagle House School (Sutton) as a possible choice for your young person and should you choose for them to join us, we will look forward to working with you to ensure that they have a happy and successful experience.

I hope to meet you and your young person in the very near future.



Tom Coulter

Head Teacher



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It is our vision that by the end of their time at Eagle House School (Sutton), all of our pupils will have a sense of achievement, raised self esteem and will leave us with a positive attitude towards their future life and learning”



“Providing specialist education for young people with an autistic spectrum disorder”

The School

Eagle House School (Sutton) is part of the Eagle House Group of Schools. We are an independent specialist school providing specialised education and registered for young people, aged 11 to 19 years, who hold Statements of Special Educational Needs. Pupils will have a diagnosis of an autistic spectrum disorder, Asperger's syndrome or have social communication difficulties as their main presenting difficulty.

The School was established in 2009 and is expanding its current provision to incorporate two streams of education; the Steps Group and the Bridge group.

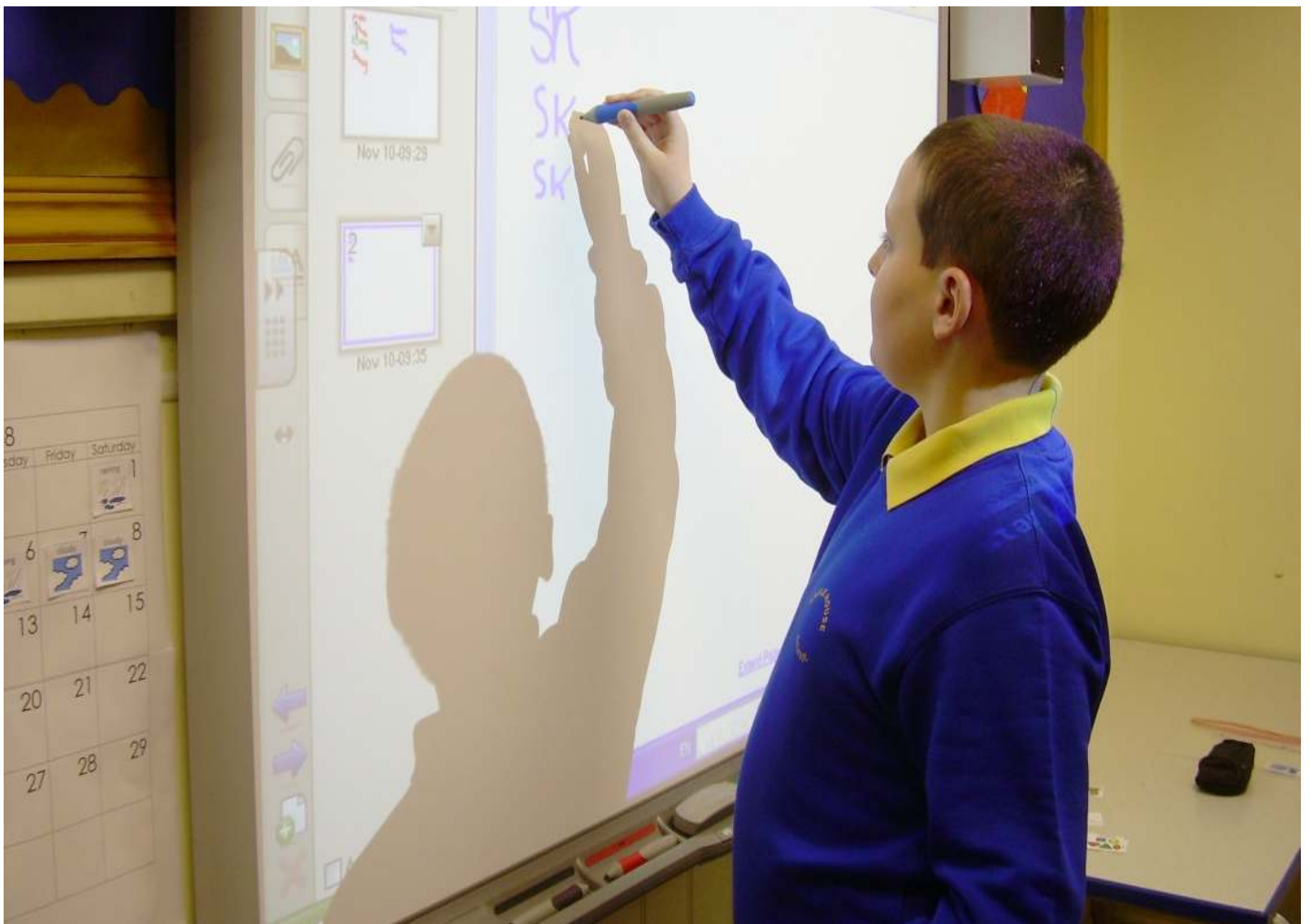
Pupils are arranged into small teaching groups with up to six pupils in each class for the Steps Group and a maximum of ten pupils in a Bridge Group class. The classes are organised to cover Year 7 through to Year 13.

Each Steps class is typically staffed by a Qualified Teacher and 2 Learning Support Assistants (LSAs). In some cases there may be an additional LSA where a particular young person might benefit from one-to-one support, which has been agreed with the funding Local Authority. Bridge groups are arranged in Tutor Groups where the form tutor plays a key pastoral role. LSA support is present within each tutor group and within subject lessons.

Our Difference

What distinguishes us from many other schools for young people with autistic spectrum disorders is that we aim to be much more than just a school. Our provision includes our own dedicated multidisciplinary team (MDT). This includes our own in-house psychology, speech therapy, occupational therapy and music therapy.

This makes us a unique multi-professional educational resource and the reason why we regard ourselves as remarkably well placed to meet and develop our pupil's global needs, not just their education.





Ethos

Our School is a community in which everyone works happily and purposefully together and where we value the contribution each pupil brings. We recognise that successful learning is achieved through positive experience so we aim to unlock each pupil's full potential through the creation of a school day that is motivational, rewarding and purposeful for each individual.

Vision

It is our vision that by the end of their time at Eagle House School (Sutton), all of our pupils will have a sense of achievement, raised self esteem, the ability to participate in wider society and will leave us with a positive attitude towards their future life and learning.

Principles

At our School:

- Every pupil is valued as an individual
- We provide a safe, secure and positive environment
- Every pupil is welcome and accepted
- We offer a motivating environment
- Learning is achieved through participation
- We develop enquiring minds
- We provide meaningful learning opportunities
- We encourage pupils to communicate with confidence
- We promote effective and supportive relationships
- We are a centre of excellence in the field of autism
- We welcome pupils from all religious denominations and faiths



“Unlocking the full potential of each young person by creating a day that is purposeful, rewarding and motivating”

Working with Parents

We recognise and value the important role played by parents and carers. We encourage you to play an active role in your child's education and ensure mutually supportive home / school links.

Our parents and carers can expect us to:

- Value your young person as an individual
- Provide a stimulating and motivating curriculum
- Encourage your young person's full potential
- Provide a safe, happy and caring environment for teaching and learning
- Ensure close communication through open and honest discussion
- Respect confidentiality
- Be non-judgemental
- Recognise the important role you play in your young person's education
- Provide you with regular information about your young person's progress

We ask parents and carers to:

- Work in partnership with us
- Share your concerns with us
- Be honest and open
- Ensure your young person's regular attendance at school
- Attend progress meetings and annual reviews
- Support the teaching team
- Agree to undertake any home / school learning
- Actively support School policies and guidelines for behaviour

We strive to keep our parents and carers informed and involved.

We achieve this by:

- Providing a home / school book system which allows a two-way flow of information
- Sharing the excitement of new skills learnt in school
- Encouraging you to share your young person's achievements
- Communicating success and feeling proud of achievements
- Asking you to tell us about events that may have happened at home
- Sending you our regular school newsletter
- Giving you access to our MDT for support and advice
- Giving you access to our Psychologists, Speech & Language Therapists and Occupational Therapists for support
- Holding review meetings to discuss progress, targets and provision
- Making policies available on request from the school office
- Providing parental training and workshops regularly on a range of relevant issues
- Offering support from the parent liaison team who can help on a range of issues including SENDIST

"Our teams operate side by side with our families to ensure that each individual's potential is fulfilled"

Admission Arrangements

Admission to Eagle House School (Sutton) is made through the Special Educational Needs Department of each pupil's Local Authority.

Where the pupil's parents or carers express a preference for the School and where the pupil's Local Authority agrees that the School can meet their needs, then the Local Authority will contact us and may request a place.

The Head Teacher, in conjunction with the MDT, will seriously consider each Local Authority's request carefully and may make an offer of a place to the Local Authority. An offer will depend on the pupil having a Statement of Special Educational Needs, specifying that the main barrier to learning is an autistic spectrum disorder and/or an associated social and communication difficulty.

Often the first part in the admissions process is an enquiry from a parent. Parents are encouraged to contact our dedicated parent liaison team who can offer advice, support and make appointments for parents to see the school. They can be contacted on 0845 074 2972.



"Our priority is to engage our pupils in a way that is motivating to them"

The Curriculum, Teaching & Learning

At Eagle House School (Sutton), we have two streams of education offering pupils a personalised curriculum that meets the demands of their lives:

- the **Steps Group**
 - core academic, communication and life skills
 - specialist, structured teaching model
 - working towards *supported access* to the community
- the **Bridge Group**
 - enhanced mainstream curriculum
 - study group teaching model
 - *extending independent access* to the community

We have developed a curriculum which links the Steps Group and the Bridge Group together seamlessly, enabling pupils to access the learning they need to work towards and achieve independence within their lives.

In the Steps Group, pupils will typically require structured and repetitive opportunities to develop core academic and life skills within a highly specialised setting.

Within the Bridge Group, more academically able pupils will benefit from a smaller, more specialised environment than that found within a typical, mainstream secondary school setting.

Both the Steps Group and the Bridge Group follow the Eagle House Approach to teaching and learning, which starts with the individual at its core. The approach builds layer by layer to produce a multidimensional framework.

Every pupil:

- Is taught within a specialist, empowering learning environment
- Follows a multidisciplinary model involving school based teams of teaching staff, speech & language therapy, occupational therapy, educational psychology and music therapy.
- Is offered a specialist autism specific curriculum
- Is offered a core academic curriculum appropriate to their needs and ability
- Uses a personalised learning approach



The Steps Group Curriculum

The approach for the Steps Group works on the basis that *interaction* is the cornerstone of learning. Techniques are used to develop social skills and to understand and develop peer interaction. This forms part of the *core life skills* which focusses on self help and independence skills, and foundation life skills work develops pupil's roles and responsibilities within the school and home setting. Further skills development includes problem solving skills, communication and academic learning.

Every pupil is provided with a broad and balanced curriculum that is delivered within a highly structured and visually supported setting in small, class based groups with a class Teacher supported by Learning Support Assistants, with regular input from the in house MDT.

The pupil's individualised learning style is taken as a priority within the teaching approach which supports all aspects of flexibility of thought (for example, coping with change, transition, choices, self regulation).

Academically, we offer Steps pupils a highly differentiated National Curriculum. Functional language, literacy and numeracy are taught in a meaningful, practical way and new skills are practised within each lesson.

At Eagle House School (Sutton), we also take full advantage of our local community. Pupil's outings are always undertaken with full support and are designed to develop their familiarity and independence, and forge links with other schools and colleges. When appropriate, we work with external businesses in order to develop work experience opportunities for pupils who we feel would benefit.



"We engage, motivate and focus"

The Bridge Curriculum

For our more able pupils in Bridge Groups, we work towards accredited Foundation Level and higher courses, including GCSEs and OCR National qualifications.

The curriculum offered at KS3 includes English, Maths, Science, Humanities, Art & Design, Music, PE, ICT, Foreign Language and PSHE / Citizenship.

At KS4, we offer all core subjects including humanities and GCSE options: Media Studies, Art & Design and OCR National ICT.

The in-house MDT is regularly involved and in conjunction with the teaching staff, designs an enhanced PSHE and citizenship curriculum supporting the development of social skills, independence and organisation skills.

Pupils are taught in small tutor groups (maximum of 10 pupils per class) ensuring full, active participation in lessons with individual targets reinforced throughout. A varied timetable is offered with a focus on pupils experiencing and developing independent learning strategies and study skills.

A key aim of the Bridge Group is to develop flexible thinking, placing an emphasis on mentoring, supported problem solving, study skills work and daily opportunities to reflect and prepare for the following day. Pupil confidence is developed through self awareness and through understanding of 'self', understanding your strengths and weaknesses, and being given strategies with which to work. This extends to developing and understanding of others and how your own behaviour affects interaction and relationships.

The School maintains close links with Connexions and Further Education colleges in order to provide opportunities of work experience where appropriate and to prepare our young people for life beyond school.





“We share the excitement of new skills learned in school”

“A carefully considered education for each and every young person that comes to us”

Multidisciplinary Team (MDT) Professionals within School

Our School has its own dedicated multidisciplinary team of in-house professional support to include psychology, speech and language therapy, occupational therapy and music therapy. This makes us a unique multi-professional educational resource for young people with an autistic spectrum disorder and / or associated communication difficulties. Additionally, the MDT provides training and support to other staff members and also to our families.

Music Therapy

Music Therapy is grounded in the belief that everyone can respond to music. By improvising and creating music together, a relationship is built as the Therapist helps the pupil to engage in active participation specifically designed to meet the needs and capabilities of the individual. Our Music Therapist ensures that these sessions are both interactive and fun.



Occupational Therapy

Occupational therapy is concerned with a pupil's ability to function in their every day life activities, for instance, self-care, school work, play, social interaction and independence. Therapists assess pupils in terms of age-appropriate life tasks and focus on areas that interfere with their ability to function in these tasks. They also assess their motor and sensory abilities and how these impact their functional abilities.

The Occupational Therapist aims to:

- Improve the motor abilities of pupils so that they are able to participate in gross motor (whole body) activities in the playground.
- Improve their strength, muscle tone and endurance so that they can maintain an upright sitting posture at the desk, needed for table top activities.
- Improve their abilities to modulate sensory experiences in their world so that they are able to register and respond to sensory information from their bodies and their environment.

Psychology

Our psychologists are committed to a positive and proactive approach. Working as part of the MDT, they have a key role to play in understanding individual pupil's strengths and areas of difficulty. Challenging and restrictive behaviours are carefully observed and monitored in order that the purpose of the underlying difficulty can be understood.

Using the '5P Approach to Behaviour Intervention' (*Linda Miller 2009*), they aim to understand why a pupil may be displaying a particular behaviour and then work in partnership with others to design a behaviour management plan to address these issues; always taking into account personal developmental level and their likes/dislikes and interests. The emphasis is to support the pupil's ability to access social and learning opportunities.

Speech & Language Therapy

Speech & language therapy is concerned with a pupil's ability to develop, understand and use receptive and expressive communication skills. These will include joint attention, understanding language, using words/gestures/pictures to communicate and social communication within a group.

Our therapists work in partnership with teaching staff to integrate speech and language therapy into the classroom. Communication is fundamental to learning so the goal is to enable pupils to develop and use functional communication skills in order to access learning opportunities.

Activities are selected which will engage, motivate and focus our pupils' attention - a necessary skill for learning. From here, the therapists work in collaboration with the teaching staff to develop each pupil's communication skills. This will include the use of a visually supported curriculum throughout the School. They also provide direct support through meetings and discussions with teaching staff and other professionals.

Our School Accommodation

The Steps Group and the Bridge Group are in different areas of the school site with timetables organised to allow the best use of the shared space. Throughout the school, the physical environment has been designed with our pupils very much in mind. Colours have been chosen to be subtle and lighting is non-glare.

The school accommodation comprises:

- Teaching rooms
- Relaxation areas
- ICT suite
- Art & Design studio
- Science lab
- Independent living skills suite
- Hall
- Secure suitably equipped playground

"We value the contribution each young person brings to the life of our school"

"Our dedicated teams work daily to facilitate our young people, helping them, to cope better with their weight of anxiety and their abundant challenges"

Links with the local community

Our pupils attend a range of activities outside of school including regular visits to:

- Sutton Library
- Horse riding
- Local swimming and leisure centres
- Local sports fields
- Supermarkets and other shops in Sutton Town Centre
- Devonshire Road Nature Reserve
- Overton Park
- Visits to central London

We regularly welcome visitors from the community who compliment our curriculum. These have included Officers from the London Fire Brigade and the Metropolitan Police Service.

Every year group incorporates a variety of educational visits in order to support the curriculum. Educational visits have included trips to the British Museum, theatre productions and the London Aquarium.





“We are a unique multi-professional educational resource for young people with an autistic spectrum disorder”

The School Year and the School Day

The School operates a three term year. Term dates are circulated to parents and carers and to each pupil's Local Authority.

Assemblies take place weekly. As well as providing the opportunity for classes to gather together, these allow us to celebrate achievements, reflect on topical issues and explore cultural, faith and moral issues.

During the school year, pupils attend for 190 days; teaching staff for 195 days to include five training days (INSET).

We ask parents and carers to avoid taking pupils out of school for family holidays whenever possible. Current regulations allow a maximum of ten school days during which young people may be absent in a school year for family holidays. This must be requested in advance by writing to the Head Teacher.

We ask parents to report a pupil's absence as soon as possible for illness or medical and dental appointments by a letter to the class teacher or a message in the home-school book. The regulations in force regarding attendance require schools to record any unauthorised absences. These are any absences which have not been explained by parents or carers.

School Uniform

We encourage pupils to wear our school uniform as parents and carers find our uniform helps reduce problems in dressing and choosing clothes each morning as well as promoting the feel of a whole school community. All items can be purchased from the school office.

The following items are *not* allowed in school:

- Jewellery - this is too precious to risk losing in school
- Earrings - if your child has pierced ears, then only small studs should be worn because everything else is dangerous
- Boots or other shoes with hardened toecaps - these can injure others if a child kicks

The PE kit is simple and is worn by all pupils:

- Plain white T-shirt
- Shorts
- Plimsolls / gym shoes

As PE is one of compulsory subjects of the National Curriculum, pupils will only be excused from these lessons in cases of illness or injury. Parents and carers should contact the school to let us know if this has happened.

Lunchtimes

Pupils should bring their *own* lunch to school in a secure plastic container marked with their name and class. We would ask parents / carers *not* to include sweets or fizzy drinks in their child's lunch box. A plastic flask or plastic bottle of a 'still' drink, which has minimal additives or artificial colourings, inside the lunch box is ideal.

Health and Safety

All external doors are locked during lesson times and all fire exits are easily opened from the inside. The main entrance is monitored by the school office which is also the first point of contact for all visitors to the school. All visitors are required to wear a visitors badge and sign themselves in and out of the building. The playground is kept secure when school is in session and there are always at least three members of staff on duty during break times whenever pupils are outside.

When the building is empty, the school site is protected by fire and burglar alarms.

First Aid

Some members of our class teams are trained first-aiders and can deal with minor cuts, bumps and grazes. If a pupil becomes ill or is injured, we need to be able to contact parents and carers quickly. To help us to do this, we keep the pupil's contact files as up to date as possible in the office, and rely on parents and carers to tell us of changes to phone numbers or addresses as quickly as possible to avoid unnecessary anxiety for a pupil in distress.

We do not generally administer medicines to pupils during the school day. Parents and carers are asked to regulate the dosage to avoid school hours. The exception to this rule is a pupil who has a long-term clinical condition such as ADHD, or one who has a condition such as asthma. Inhalers kept in school are administered as and when required. Written authority is needed from the parent or carer.

Each classroom has a copy of a medical list of pupils in that class who may give cause for concern so that any adult in the room has an immediate reference guide if a pupil becomes ill.

English as an additional Language

Some pupils may come from homes where English is not the first language. Many other pupils may additionally have a limited understanding of spoken language as a result of their autistic spectrum disorder. To help them access the curriculum, we use objects of reference, photographs, pictures, symbols, and Makaton signs. We employ the Picture Exchange Communication System (PECS) as an important tool for supporting communication. Each classroom computer is also equipped with a programme called 'Communicate in Print' to aid understanding of language.

Several staff at school are able to speak languages other than English and use this to aid in communication with parents and carers, for example in Spanish, Portuguese, Turkish or French.

Safeguarding Young People

We support the Children Acts 1989 and 2004 and the responsibility of adults to protect the rights of young people in their care. All staff are committed to these responsibilities supported by policies on behaviour and dealing with bullying. The School has a published *Safeguarding and Child Protection Policy* which is available from the website or school office.

All staff have been cleared by the Criminal Records Bureau at the enhanced level in accordance with DCSF statutory guidance (2006) *Safeguarding Children and Safer Recruitment in Education*.

The Head Teacher is the designated trained teacher for *Safeguarding and Child Protection*.



"The in-house MDT is regularly involved in conjunction with the teaching staff"

Behaviour and Discipline

We focus strongly on the positive aspects of a young person's school life but reserve the right to inform parents of the more negative side of giving consequences.

The school reserves the right to impose temporary exclusions in exceptional circumstances where a young person is a severe danger to others.

Our Behaviour Policy and practice is also supported by the school's MDT. The school's Behaviour Policy outlines in more detail how we respond to particularly challenging behaviours, and the 'Rewards and Consequences' section outlines in depth how the school rewards achievements using autism-specific methods.

Sex Education

We are sensitive to the importance of developing appropriate awareness of human development and of appropriate social behaviours in our young people - particularly as they approach puberty. Young people with an autistic spectrum disorder can be vulnerable because they may have a limited understanding of socially inappropriate behaviours, for example, they may be over familiar with strangers.

We aim to help our pupils learn about themselves and about appropriate behaviour in public. The School has a policy on Sex Education which provides more details.

Complaints Procedure

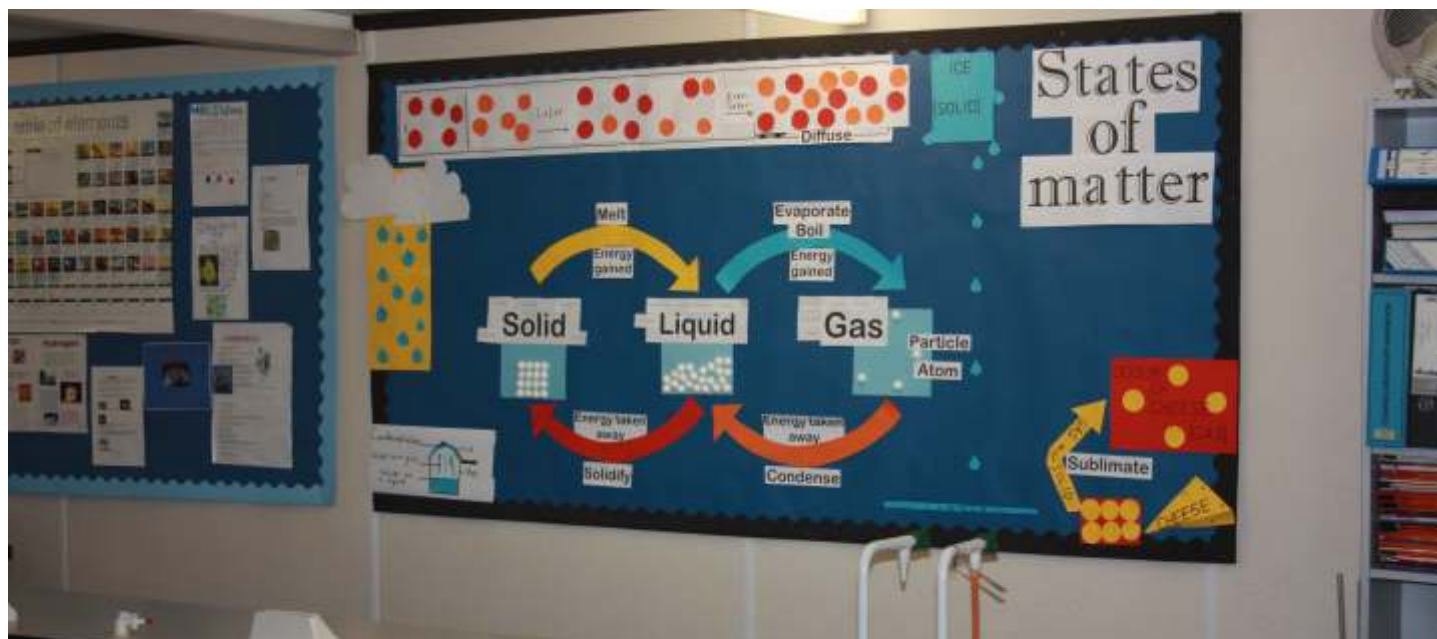
All staff recognise the importance of working in partnership with parents and carers and we value positive relationships with them.

We realise that on rare occasions a parent or carer may feel unhappy with an aspect of their young person's education at Eagle House School (Sutton). We have a school policy which aims to allow complaints to be addressed and satisfactorily settled which can be obtained from the school administrator.

Complaints are resolved informally if possible, but if this is not successful, they are considered formally and this may ultimately involve a panel which includes someone who is independent of our school.

The school's policy is guided by the Government's *The education (Independent Schools Standards) (England) Regulations 2003*.

A copy of all school policies are available from the school office on request.





Experienced in Autism

Is your child struggling to cope in school?

*Anxiety, guilt, blame, anger, distress, concern -
all emotions we have experienced...*

We completely understand just how stressful school can be for you and your child because we, the Parent Support Team, are experienced parents of children with autism ourselves.

For understanding without the need to explain, contact our 'Parent Support Team'

0845 074 2972 parentsupport@eaglehousegroup.co.uk

If your child has a diagnosis of Asperger's Syndrome, autistic spectrum disorder or autism, our provisions can offer you our experience in autism, delivered by creative staff across each of our provisions; from day schools and nurseries (*London*) to 52 week residential school (*Norfolk*)

We're here to help you consider your choices for a better future for your child



The Parent Support Team
is waiting to help you now
0845 074 2972
parentsupport@eaglehousegroup.co.uk
www.eaglehousegroup.co.uk

"We are
happy to
advise
prospective
parents on
all aspects
of
admission"



Eagle House Group

The Proprietors of the Eagle House Group are Messers Paul & Michael Conrathe. The Eagle House Group Strategic Board is responsible for the Governance of all schools and provisions within the Group. The Chair of the Board is Linda Miller, Group Operations Director.

Should you wish to contact either the Board Eagle House Group Proprietors or the Eagle House Group Board, your enquiries should be addressed to:

Eagle House Group, 8th Floor, Grosvenor House, 125 High Street, Croydon Surrey, CR0 9XP
Or via the 'Contact Us' page on the Group website at: www.eaglehousegroup.co.uk

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