



## Parental Information Sheet January 2023

<b>Head Office</b>	Outcomes First Group Ltd Atria Spa Road Bolton BL1 4AG		
<b>School Address</b>	<b>Primary School</b> Upton Grange Datchet Road Slough SL3 7LR Tel: 01753 971 090	<b>Primary School</b> Yiewsley Grange High Street Yiewsley UB7 7QP Tel: 01895 420 315	<b>Secondary School</b> Hillingdon Manor School Harlington Road Hillingdon UB8 3HD Tel: 01895 813 679
<b>Proprietary Body</b>	P BLOOM LTD SCHOOLS Options Autism (7) Ltd Atria Spa Road Bolton BL1 4AG <b>Proprietor Representative/Chairperson:</b> Richard Power <b>Proprietor Body Directors:</b> Jean-Luc-Janet David Leatherbarrow Richard Power Richard Cooke <b>Secretary:</b> Chris Duffy		
<b>Regional Director/Chair of Governors</b>	Ciaran Walsh		
<b>Head teacher (All Sites)</b>	Richard Gadd		
<b>Head of School (Secondary)</b>	Rebecca West		
<b>Head of School (Primary)</b>	Jemma Kerr		
<b>Assistant Head teachers</b>	Secondary – Laura Nichol Secondary – Brendon Mascarenhas Secondary – Dawid Deszkiewicz Primary – Gregg Berry Primary – Chris Vivian		

<b>School Business Manager (All sites)</b>	Grace Mullally
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### **Admissions**

The school will review all relevant and recent reports. This will usually include:

- Recent EHCP
- Last school's report
- Social history and any relevant reports
- SALT/OT
- Psychologist's reports
- Psychiatric report (if any) and diagnoses of special need
- Another other factors e.g. other disability (OCD, ODD and PDA etc)

Parents and the young person will be invited to visit the school site which where appropriate, will be followed by an assessment.

### **Policies**

Copies of the policies listed below are available on our website:

- Positive Behaviour Management
- Curriculum & Clinical Handbook
- English as an Additional Language
- Safeguarding, welfare and health and safety arrangements
- Special educational needs
- Complaints procedure

### **Safeguarding**

The best interests of the children and young people and their right to protection drives all decision making within the school. High standards are set across the school for all aspects of safeguarding, with pupils' safety and well-being central to all school practice. Information is shared with LCSB and LADO, working jointly with services involved in the protection and safety of young people. Training in safeguarding is given high priority; staff undertake a comprehensive range of training promoting commitment to a child centred approach to safety, with reference to Keeping Children Safe in Education. Staffing structures are designed so that safeguarding responsibilities are clearly defined and understood, with accountability clearly established.

### **Behaviour for Learning**

At Hillingdon Manor School we understand that a young person on the autistic spectrum can use behaviours for a number of reasons, often as a result of poor social communication skills. Behaviour can be used as a way of expressing feelings of anxiety, low self-esteem or as a means to gain control

over environment or their personal state. Within Hillingdon Manor School all staff are trained to approach behaviour as functional and communicative. We recognise that any intervention to manage or reduce behaviour needs to take into consideration the needs of the young person, and take place in a secure and sensitive environment that promotes respect.

### **Provision for pupils with Education Health and Care Plans**

In order for a pupil with an EHCP to reach their full potential they must have their individual education and other needs recognised and supported. Hillingdon Manor School is a specialist school for autism supported by professional staff with a wide range of experience and expertise in autism and associated conditions.

### **Complaints**

Hillingdon Manor School is committed to working in close partnership with parents in the provision of a high-quality education, within a secure and supportive environment. Whilst we strive to achieve the very best for the welfare and education of all pupils it is appreciated that there may be occasions when concerns may be raised regarding a young person's education or about a particular incident that happened at school. The school takes such expressions of concern seriously and will follow up on concerns courteously and promptly.

The school's Complaints Procedure is available on our website. This gives clear timescales for the management of any complaint.

**Total number of complaints logged for 2021/22: 6**

**Exam results 2021:**

Functional Skills Entry Level 1,2,3	
Maths Entry Level	
1	7
2	12
3	2
English Entry Level	
1	5
2	6
3	1
Science Entry Level	
1	
2	1
3	4
ICT Entry Level	
1	11
2	2
3	
Functional Skills 1,2,3	
FS Maths	
1	3
2	3
FS English	
1	1
2	4
Step up to English 1,2 ,3	
1	4
2	4
3	3

Entry Level Certificate 1,2,3	
English	
1	1
2	
3	
Maths	
1	9
2	
3	1

GCSE									
	1	2	3	4	5	6	7	8	9
Art&Design				1	1		1		
Biology						1			
English Language			2	1	5				
English Literature			1	2	3	6			
Geography			1	1		1			
History			3	1		6			
Psychology	1	1	2						
GCSE									
Science Double Award			1 x 34		3x55				
IGCSE									
	A	B	C		D	E	F	H	
Computer Science	2	3	1			2			
AS&A Level									
Computer Science	2								

BTEC Level 1 & 2					
	Level 1	Level 2			
	Pass	Pass	Merit	Distinction	Unclassified
Business	3	2	1	1	
Public Services	1				

BTEC Level 1				
	Pass	Merit	Distinction	Unclassified
BTEC Introductory	11	8	5	
BTEC Level 2				
Home Cooking Skills	2			
Workskills	2			
Law and Legal Work	6			
Hospitality	1			
Horticulture	1			

## **EHC Plans**

An initial draft of an EHC Plan will be formed with the school, parents of the child/young person and contributions given from the therapy team. Each child will be assessed individually with a detailed plan produced outlining the needs and requirements of each child. Once all parties are satisfied with the proposed EHC Plan it can then take effect.

The EHC Plan is shared with all members of staff who work with the child/young person. The EHC Plan will be reviewed at a minimum of once per year to continue to ensure that the service supports the specific needs of the individual. The Executive Head Teacher and Head of Education for the school are responsible for ensuring all staff are aware of the content of the EHC Plan.