



NORSACA
quality of life for people with autism

Sutherland House Children and Young People's Services

SUTHERLAND HOUSE SCHOOL

Prospectus 2011-2012

NORSACA is the working name of the Nottingham Regional Society for Adults & Children with Autism,
A registered charity, no. 517954, and a company Limited by Guarantee, registered in England, no. 2053860.
Registered office: Park Hall Autism Resource Centre, Park Road, Bestwood Village, Nottingham NG6 8TQ



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Please tell us if you require the information provided in the Prospectus
in a different format e.g. enlarged print, audiotape.

The information in this brochure was correct at the time of printing.



GENERAL INFORMATION

Nottingham Regional Society for Adults and Children with Autism (NORSACA) provides specialist education and support for children with autism under the title of **Sutherland House Children and Young People's Services**. These services comprise:

- A specialist day school – Sutherland House School
- Diagnosis and assessment through the Elizabeth Newson Centre
- Training for parents and professionals
- Consultancy
- Partnership
- Research and Information
- Family support

Sutherland House School is a non-maintained special school. Provision is made for up to 94 pupils, aged from 3 – 19 years across Lower and Upper School, operating over five sites in and around Nottingham.

The original motivation to found the school came from a group of parents of children with autism, and naturally the staff and the Governing Body are conscious of a special responsibility to work in close and harmonious co-operation with the parents. The school seeks to act as an information centre and continuing resource and support for all parents of children with autism and professionals involved with them throughout the area, whether or not they attend the school. It is committed to working in partnership with other agencies.

Sutherland House School was inspected by OFSTED in June 1996, March 2001, October 2007 and February 2011. The inspections were highly successful and noted the good learning and progress taking place across the school, the outstanding curriculum, care, guidance and support, the exceptionally high expectations for all and the drive and motivation to further develop and improve the provision.

“Sutherland House is an outstanding school. Its ethos places the pupils at the heart of every decision made and every lesson taught..... All aspects of pupil's personal outcomes are outstanding and a superb array of partnerships contributes outstandingly to the level of education and care”.

OFSTED February - March 2011



GENERAL INFORMATION (cont'd)



The school has had specialist designation, under the communication and interaction strand of the Specialist Schools Programme for Special Schools, since September 2008.



Sutherland House School is part of a national system for Autism Accreditation. It first achieved accredited status in April 1994 and this has been subsequently renewed at each review, the most recent of which was in 2011.

In 2011 the Accreditation Panel commended Sutherland House on two areas:

“The manner with which the school has maintained an outstanding standard of practice not only consistently providing high quality but also seeking ways in which to develop innovative and cutting edge practice” and

“work in the area of emotional well-being the support for pupils and families with high profile emotional needs”



The school achieved the Healthy Schools Gold Award in July 2007.

The school is also a member of the National Association of Independent Special Schools (NASS). NASS acts on behalf of independent and non-maintained Special Schools at Governmental level.

This includes increasing the recognition of the sector and providing information to members on a whole range of issues.

Copies of the reports are available from the school.



GENERAL INFORMATION (cont'd)

The **Lower School** provides for pupils across Foundation Stage and Key Stages 1, 2 and 3.



Sutherland House School
Ravenshead
272 Longdale Lane
Ravenshead
Nottingham
NG15 9AH
Tel: 01623 490879
Fax: 01623 794746
Email:
ravenshead@sutherlandhouse.org.uk



Sutherland House School
Carlton
Sutherland Road
Nottingham
NG3 7AP
Tel: 0115 9873375
Fax: 0115 9400483
Email:
carlton@sutherlandhouse.org.uk

www.norsaca.org.uk



GENERAL INFORMATION (cont'd)

The **Upper School** provides for students across Key Stages 3 and 4 and Post 16.



Sutherland House School
Harby Lodge
13 Pelham Road
Nottingham
NG5 1AP

Tel: 0115 9629740
Fax: 0115 9629741
Email:

harbylodge@sutherlandhouse.org.uk



Sutherland House School
Falcon House
15 Pelham Road
Nottingham
NG5 1AP

Tel: 0115 9609263
Fax: 0115 9245056
Email:

falconhouse@sutherlandhouse.org.uk



Sutherland House School
Continuing Education Centre
8 Clinton Avenue
Nottingham
NG5 1AW
Tel: 0115 9693373
Fax: 0115 9858911
Email: cec@sutherlandhouse.org.uk



SUTHERLAND HOUSE CHILDREN AND YOUNG PEOPLE'S SERVICES

Diagnosis and Assessment

Children and Young People's Services has its own specialist diagnostic and assessment facility, the Elizabeth Newson Centre. The centre specialises in the assessment of children with disorders of development and communication and accepts referrals from all over the UK. Children and their families usually visit the centre for a play-based assessment but arrangements can be made to see children in other settings where this is felt to be more appropriate. The views of professionals already involved are sought as part of the process and they may also attend to observe and contribute to assessments if parents give their permission.

Funding of the assessment is usually through Primary Care Trusts or Local Authorities with a small number of charitable or independently funded assessments.



The team based at the Elizabeth Newson Centre is also involved in assessments of children referred as admissions to Sutherland House School and in the ongoing monitoring of pupils' behaviour.

Research and Information

Sutherland House Children and Young People's Services has always played an active part in research, publications and continuing professional development since the school was set up in collaboration with the Child Development Research Unit at Nottingham University. Funded and published research has included Frameworks for Communication (an approach to early intervention) and Pathological Demand Avoidance syndrome, which have been reported on at international conferences. Work in these areas continues and other interests include Augmentative and Alternative Communication, sensory issues and promoting and supporting emotional well being. Publications are available to download from the website (www.norsaca.org.uk).



SUTHERLAND HOUSE CHILDREN AND YOUNG PEOPLE'S SERVICES (cont'd)

Partnership

NORSACA has a commitment to ensuring that the needs of all children with autism in the region are met and to this end work in close partnership with other agencies. Working arrangements with Nottinghamshire Local Authority are exceptionally well developed and include the jointly operated facility, Park Hall Autism Resource Centre.



Sutherland House School has excellent links with a number of schools and colleges and works closely in partnership with a variety of agencies to ensure a very high level of care and education for the pupils.

Outreach and Consultancy

Outreach and Consultancy can be provided to support individuals or schools and services working with children with autism. Some of this work happens informally through partnership arrangements. In other cases consultancy is contracted for on a formal basis.



SUTHERLAND HOUSE CHILDREN AND YOUNG PEOPLE'S SERVICES (cont'd)

Training

A regular series of conferences and seminars for parents and professionals is organised by Sutherland House Children and Young People's Services. Often this takes place in conjunction with other parts of NORSACA and outside agencies. Tailor-made training events can also be organised either at NORSACA's own facilities (at Park Hall Autism Resource Centre) or at venues to suit the organisation requesting the training. Areas that have been covered in external training have included: interactive approaches, early intervention, autism and implications for teaching and learning, promoting social and emotional well-being and behaviour support. This year, in collaboration with the National Autistic Society we held a conference on PDA in London for professionals and parents. This is being repeated in Manchester in November.

Sutherland House School is also an accredited training centre for MAPA (Managing Actual and Potential Aggression). The school also provides training to other schools as part of its outreach role.

Family support

NORSACA is a parent-led organisation and there is a strong commitment to working with families across the organisation. Children and Young People's Services are involved in the provision of courses for parents and also in running an annual workshop for brothers and sisters.

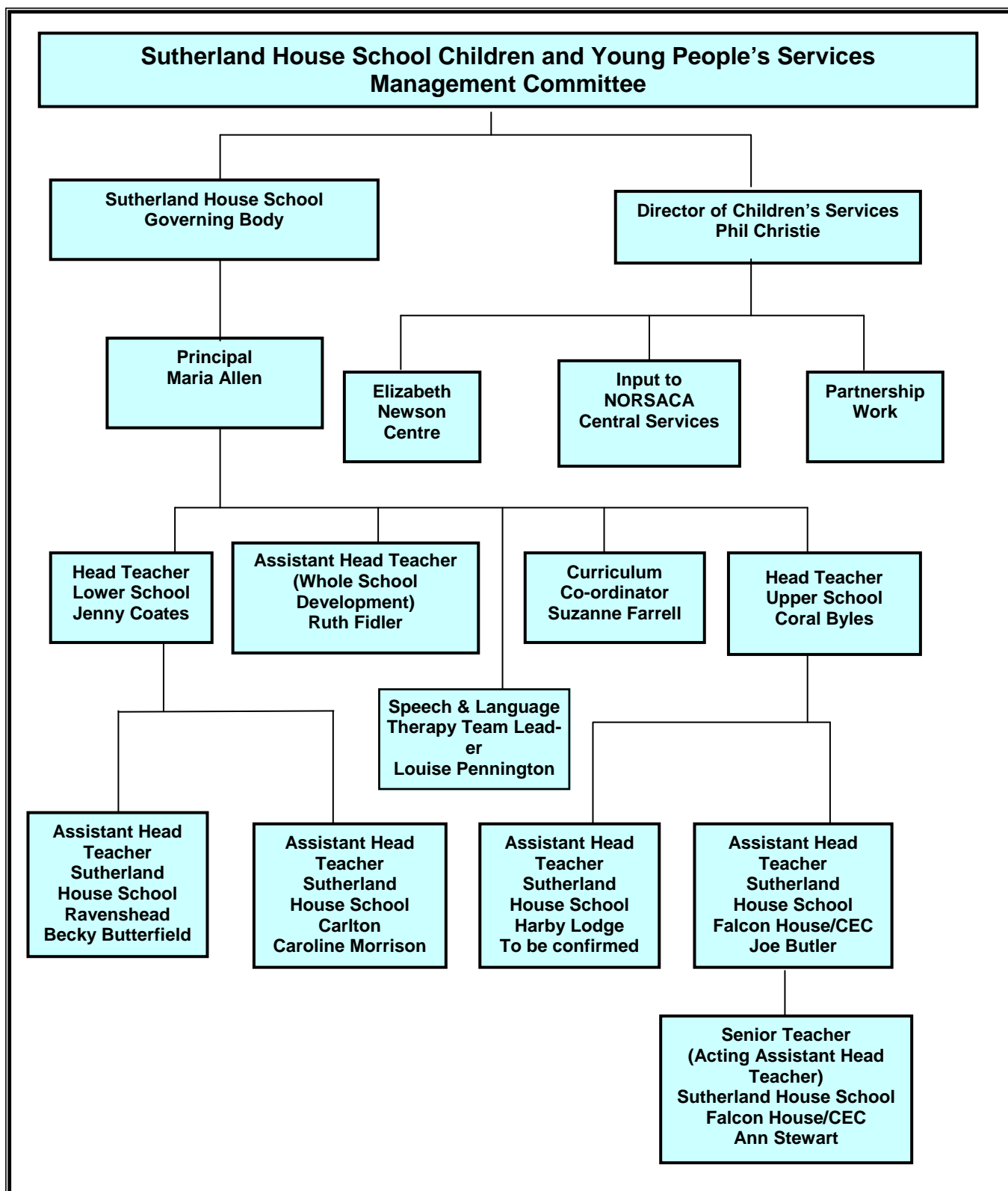
Sutherland House School involves parents very closely in all aspects of their child's education. Parental views are actively sought and consultation takes place about specific issues.



Children and staff from a recent Sibs Group



SUTHERLAND HOUSE CHILDREN AND YOUNG PEOPLE'S SERVICES (cont'd)





NORSACA OBJECTIVES

THE SOCIETY'S OBJECTIVES:

To ensure that people resident in the NORSACA area, whose lives are affected by autism or a related condition, receive services most appropriate to their needs and as a result enjoy the highest possible quality of life.

NORSACA believes that all children with autism have a right to education which is appropriate to their individual needs and circumstances. It recognises that this will, and should, take place in a range of different types of placement which include mainstream and other types of special schools as well as specialised provision specifically set up to meet the needs of the child with autism. This should reflect the degree of children's need and disability and parental choice, as well as the resources available within a given geographical area.

THE SOCIETY'S MISSION:

- To advocate, provide and develop high quality services, information and support for all those whose lives are affected by autism, working in partnership with others.
- To recognise and respond to the needs of the individual, enabling people with autism to live their lives with dignity, choice and independence.

STRATEGIC AIMS:

- To continue to extend and improve the range of services provided by the Society to people with autism.
- To develop high quality services through strategic partnership working.
- To ensure the continued improvement of all areas of the Society's work through the adoption of recognised and validated procedures for quality assurance.
- To create a financially robust organisation with sufficient income and reserves to sustain and develop our services.
- To develop robust governance and management structures.
- To raise the profile of the Society and communicate our aims, values and achievements to stakeholders and the wider community.



SUTHERLAND HOUSE SCHOOL VISION, VALUES AND OBJECTIVES

VISION:

To provide the highest quality specialist education which addresses the specific needs of autism, as well as the individuality of each pupil and his or her family, so that their potential can be achieved at each stage of their education and on into adult life.

VALUES AND OBJECTIVES:

We aim to have a strong value base with clear objectives and:

- Acknowledge that pupils with autism have the same rights as any other pupil and in so doing, act in their best interests at all times.
- Value each pupil as an individual and treat him or her in a way which demonstrates respect and an awareness of their dignity.
- Provide education for all pupils in a safe, caring, warm and stimulating environment.
- Promote healthy lifestyles and support pupils in making healthy choices.
- Support the emotional well being, resilience and self esteem of each pupil and encourage positive self image.
- Build on each pupil's strengths, celebrate their achievements and value their contribution to the school and the wider community.
- Promote pupil enjoyment and achievement, advocacy and autonomy so that they can experience the highest possible quality of life both now and in the future.
- Promote the skills, understanding and knowledge that will enable each pupil to achieve the highest level of independence possible and make a contribution to their family, the school and the wider community.



SUTHERLAND HOUSE SCHOOL VISION, VALUES AND OBJECTIVES (cont'd)

- Provide each pupil with a broad, balanced and individually differentiated range of learning experiences. This comprises a core curriculum of priority areas (Communication, Social Interaction and Self Awareness, Flexibility of Thought and Behaviour, English, Mathematics and Personal, Social and Health Education), the full range of National Curriculum subject areas, and appropriate vocational, college and work related opportunities.
- Monitor pupil progress and measure outcomes so as to ensure appropriate expectations and high standards.
- Support pupils so as to enable them to take as high a level of responsibility as possible for themselves, their behaviour and their learning.
- Recognise the difficulties that families face in living with a child with autism and provide a range of opportunities for contact and support in an open and sensitive manner.
- Work in partnership with parents, families and other professionals in meeting the needs of the pupils.
- Take a broad view of inclusion to best equip pupils to participate in as full a range of educational, social and community opportunities as possible. This includes periods of integration into mainstream educational settings where appropriate.
- Have a commitment to outreach, multi-agency and partnership working and, as a centre of expertise, act as a resource to parents and professionals.
- Have a commitment to developing a high quality service, including keeping abreast of new developments and continuing to extend our expertise and models of good practise.
- Ensure continued improvement through quality procedures for self evaluation and development planning.



ADMISSIONS POLICY

Sutherland House provides educational facilities primarily for those children and young people with a diagnosis of autism but it may also consider those in the broader spectrum of the condition where the school can meet their special educational needs and alternative available placements are not appropriate.

There are no criteria as to intellectual ability or skills attainment, although the school as a whole is less likely to be appropriate for children whose social communication difficulties are secondary to profound intellectual disabilities.

The overall facilities of Sutherland House are intended for children and young people aged between 3 years and 19 years. Children and young people anywhere between these two ages will be considered; but early application is to be encouraged. At Sutherland House School Ravenshead it is possible to consider part-time placements and across the school dual placements can be considered if appropriate.

Referrals to the school are made by Local Authorities, usually following a statutory assessment and issue of a Statement of Special Educational Needs.

Each pupil has an Annual Review, organised by the school, and the continuing appropriateness of the placement is, naturally, included as an item for discussion.

CATCHMENT AREA

The school accepts pupils only within daily travelling distance. In practice this means currently the following Local Authorities: Nottinghamshire, Nottingham City, Derbyshire, Derby City, Lincolnshire, Leicestershire, Leicester City, Rutland and Doncaster. Within this proviso, attention will be given to the length of journey.



PROCEDURE FOR ADMISSION

Initial contact with the school may come in a variety of ways, e.g. from a Local Authority Educational Psychologist or directly from the parents and informal visits are welcomed.

A pupil can only be considered for admission once the Local Authority indicates that they are making a formal request. Most pupils are admitted to school after completion of a Statement of Special Educational Needs, but in certain circumstances, children will be taken on an assessment basis while the Statement is being prepared.

Once a request has been received from the Local Authority, a full assessment of the child is arranged which will involve school staff and advisers, parents and other involved professionals.

If the assessment concludes that Sutherland House School can meet the child's special educational needs, then he or she will be considered for admission by the Principal, the Head Teacher of the Department for which the child is being considered and the Director of Children's Services as part of his advisory role to the school. The school will notify the parents and Local Authority, in writing, immediately following the admissions decision.

On entry to the school all parents receive a detailed induction and are all issued with a Parents' Information Manual which includes policies on behaviour support.

Further information on the admissions procedure is available on request.



SPECIAL EDUCATIONAL NEEDS POLICY

The Special Educational Needs Policy outlines the specialist educational provision made by the School.

The Policy references the overall aims of the School as outlined in the Prospectus. These are met through:

- A range of policies and guidelines on working with pupils and students with autism.
- The provision of staff who are experienced in working with pupils with autism and related communication disorders and who have a high level of expertise.
- A commitment to extending staff knowledge and skills through high quality training.
- Autism specific approaches and strategies.
- Support for pupils to enable them to express their views in a range of situations, including contributing to the Annual Review process.
- The provision of advice, support and training for parents.
- Adherence to the Special Educational Needs Code of Practice (2001).

Access arrangements are made on an individualised basis for pupils with disabilities additional to autism. This may include, as required and reasonable, adaptations to buildings, provision of resources and equipment, and advice, support and training from external services/professionals.

An Accessibility Plan is in place. Over the past year the following has been achieved:

- 50% of pupils received Occupational Therapy provision to support their sensory processing difficulties.
- Staff training included signs and symbols, meeting the needs of complex pupils, intensive interaction and dyslexia.
- 95% of pupils participated in residential visits at Lea Green outdoor pursuits centre in Derbyshire.
- Bespoke software developed in house to improve access to the curriculum.
- Pupil advocacy extended through staff training on the use of talking mats and through the development of the final stage of the Person Centred Review structure.



CURRICULUM AND EDUCATION APPROACH

Sutherland House aims to provide the highest quality specialist education, which addresses the specific needs of autism as well as the individuality of each pupil.

CURRICULUM AREAS

Pupils follow a broad and balanced curriculum, which includes the National Curriculum but is differentiated in a way which is relevant to each individual pupil.

The curriculum for individual pupils is devised by first making an assessment of their strengths and needs in order to identify learning experiences and objectives. This forms the basis of an Individual Education Programme.

The curriculum at Sutherland House School follows two main strands. The core curriculum aims to address the specific difficulties which arise from pupils' autism and has at its centre Language and Communication, Social Interaction and Self Awareness, Flexibility of Thought and Behaviour and Sensory Needs. Objectives in these priority areas are set out in each pupil's Individual Education Programme which also highlights individual targets in English, Maths and Personal, Social and Health Education. These objectives are addressed both through specific teaching sessions and across the whole curriculum.

In addition, pupils are offered the full range of National Curriculum or Foundation Learning subject areas which are delivered in a variety of age appropriate contexts. This provides a cohesive structure of experiences that ensures continuity and progression whilst allowing the flexibility necessary to address individual needs. At 14-19 pupils access a range of accredited courses which lead to qualifications at a level appropriate to their ability. These are delivered both at school and local colleges and reflect pupils individual interests and skills. A variety of work related learning opportunities are also offered.

A range of documentation exists within the school to support the curriculum. This includes curriculum frameworks for each Key Stage, Schemes of Work, Assessment documents, Curriculum Policy Statements, Pupil Personal Profile, Progress Files and Record of Achievement.

Continuity and Progression are monitored across the school.

Religious Education is offered to all pupils (policy available on request). Parents have the right to withdraw their child from religious education if they so wish.

Sex and Relationships Education and Drugs Education is taught within the Personal, Social and Health Education curriculum and on an individual basis as appropriate. Policies and guidelines are available on request. Parents have the right to withdraw their child from Sex and Relationships Education if they so wish.



CURRICULUM AND EDUCATION APPROACH (cont'd)

EDUCATIONAL APPROACH

The approach used is, again, highly individualised but comprises the following key features.

Structure - a learning environment, which is based on clarity, with well-defined routines and expectations. Extensive use is made of personal timetables and visual clarification through sign, symbol or picture. This incorporates elements of TEACCH and PECS.

Positive Intervention - a positive and active teaching style, which involves a calm, sensitive but persistent intervention with high expectations.

Individual Teaching - regular and frequent periods of individual teaching for each pupil alongside opportunities for group and independent work.

Emphasis on Communication and Interaction - through all parts of the school day and areas of the curriculum. Specific individual sessions using musical interaction and intensive interaction also take place.

Emphasis on Emotional Well-being - this is approached in a variety of ways, but includes dedicated time allocated for Personal Tutorials.

Awareness of Sensory Issues – individual pupils' response to sensory information in their environment is taken into account when planning educational experiences in order to minimise potential difficulties in this area. This may include detailed sensory profiling and the provision of sensory diets.

More detailed information on the curriculum and teaching approach is available.



Pupil using AAC



LOWER SCHOOL

The **Lower School** offers places for up to 44 pupils aged 3-13 years. The staff team includes the Head Teacher, two Assistant Head Teachers, a full complement of Teachers, Curriculum Co-ordinator, ICT Specialist and a range of staff to support pupils including Teaching Assistants and Support Workers. An adult pupil ratio of 1:2 or better is maintained throughout. Pupils have substantial access to speech and language therapy and musical interaction. Sensory profiles are completed to enable pupils to be prioritised to receive programmes through the Occupational Therapist. In addition there is administrative and domestic support.

The Lower School is based on two sites enabling individualised and age appropriate education across the Foundation Stage and Key Stages 1, 2 and 3. Curriculum priorities are Language and Communication and all aspects of Personal, Social, Health and Citizenship Education.

At the Sutherland House School **Ravenshead** site (Foundation, Key Stages 1 and 2), a large focus room provides play and educational activities including literacy and numeracy. Pupils are class based according to their age and profile of need. There is a high priority given to individual work and the development of personalised learning programmes.



During the afternoon, pupils work in small groups at a range of curricular activities.

The physical education programme includes the use of the local leisure centre and weekly swimming sessions.

Wide use is made of the community for educational visits both in relation to topics and for developing community skills. Opportunities also exist for supported inclusion into playgroups, nurseries and mainstream classes where this is felt to be appropriate.



LOWER SCHOOL (cont'd)

At the Sutherland House **Carlton** site (Key Stages 2 and 3), pupils are class based and also grouped on the basis of a combination of age and communicative ability.

The site is based in two buildings. The main building accommodates three classrooms, an activity room, resources area and teaching kitchen. The Lynton House Annexe accommodates three classrooms behind which there is a main central office and meetings room. The therapy block is mainly used for delivering music interaction, OT and personal tutorials.

The morning sessions are organised in such a way as to give the opportunity for pupils to receive individual teaching. This is made possible by the central activity room, which provides a range of curriculum activities, including art, design and technology and yoga.

During the afternoon, pupils are class based. Curricular activities then take place mainly within a group setting, and include science, design and technology, drama and physical education. In addition each class has the use of the minibus one afternoon per week to make educational visits related to topic work.

Variations to this occur, including enhanced teacher support, depending on class composition and individual need. For some pupils there is an increased emphasis on group work and self directed learning. Additionally, certain pupils may spend a proportion of their time with a member of staff in mainstream classes if this is felt to be beneficial.



UPPER SCHOOL

The **Upper School** is able to offer 52 places for students aged 11-19 years. The staff team includes the Head Teacher, 2 Assistant Head Teachers, Part-time Senior Teacher, Teachers, Art Specialist, Teaching Assistants, Support Workers, Administration Officers and domestic staff. In addition there is input from the school's Curriculum Co-ordinator, Speech and Language Therapists, ICT Specialist, Music Specialist and Occupational Therapist, part time Family Support Worker and Part time Employer Support Officer. A very high staff: student ratio is offered which facilitates individual teaching sessions, increasingly community based education and a more personalised programme as students progress through the key stages.



The Upper School is based on three nearby sites, which enables age appropriate education and provides markers for students during their transition from childhood to adulthood. **Harby Lodge** provides for KS3 & 4 students, **Falcon House** and the **Continuing Education Centre (CEC)** for KS4 and Post 16 students. In addition to classrooms there are good facilities for teaching domestic skills and personal hygiene. Harby Lodge has a Multi Sensory Learning Environment (MILE) room, a workshop for Art and Design and Technology and an Information and Communication Technology suite. Falcon House has a PE hall. Falcon House and CEC students have a Common Room for developing use of leisure time.

Key Stage 3 and 4 students continue to access the National Curriculum. There is an increasing emphasis on gaining independence, self-advocacy and use of the community. Local shops, cafes, a library and bus stops to the city centre are all close by, supporting a comprehensive Personal, Social, Health and Citizenship Programme. 14-19 year old students have an opportunity to gain accreditation through national award-giving bodies for their achievement at school and at local colleges. These encourage them to explore leisure options, have realistic individualised work experience according to interests and participate in enterprise schemes, whilst developing Foundation Learning. A personalised learning programme is a feature of the school.



UPPER SCHOOL (cont'd)

Accreditation schemes offered to pupils aged 14-19 years are:

School based:

- ASDAN Personal Progress
Personal Social Development
- OCR Functional skills Maths, English and ICT.
Entry levels (1, 2, 3) Level 1 & 2

College based:

- WJEC Entry Level Science
- City & Guilds Skills for Working Life eg animal care, catering, art and design, motor vehicle, construction
- AQA Unit Awards Programme e.g. Music, Digital Photography, Art and Design

Inclusion opportunities are promoted through partnership with local secondary schools, colleges and work experience placements.

The Student Council enables students to share their opinions and have an effective voice. Students also have input into the School Development Plan via the Self Evaluation process. They are encouraged to consider and propose their own targets for learning and development.

There is an increasing emphasis on preparing students for their future. Transitional planning commences at Year 9 when students have a defined role in their Annual Review which are Person Centred Reviews. Students continue to recognise and communicate their achievements and aspirations through Progress File work, Person Centred Plans and Transition Passports



UPPER SCHOOL (cont'd)

Families are involved in the planning during this transitional period, together with the appropriate professionals, including the Educational Psychologist, Connexions P.A.s, Social Care and, when relevant, health representatives. In addition to discussion of students' educational needs, local social and leisure inclusive opportunities are promoted, supported by Social Care and befriending schemes.

School leavers are supported in their transition to the next placements to optimise success and emotional well being.





ACTIVITIES 2010 - 2011

LOWER SCHOOL

**RESIDENTIAL VISIT TO
LEA GREEN, DERBYSHIRE**





ACTIVITIES 2010 - 2011 (cont'd)

LOWER SCHOOL

**RESIDENTIAL VISIT TO
LEA GREEN, DERBYSHIRE**





ACTIVITIES 2010– 2011 (cont'd)

UPPER SCHOOL

WORK EXPERIENCE



DUKE OF EDINBURGH AWARD





NORSACA
quality of life for people with autism

ACTIVITIES 2010– 2011 (cont'd)

UPPER SCHOOL

RESIDENTIAL VISIT TO LEA GREEN, DERBYSHIRE





PARENTAL INVOLVEMENT

Supporting parents and involving them in the education of their children is seen as being of central importance to the work of the school. From the time of the initial involvement in the assessment of their child, parents are seen as a necessary resource for their child and will be offered advice and support through both the school and NORSACA.

The school welcomes parents at all times and many are involved in specific aspects of their child's education or as helpers in activities such as taking children swimming. Once a child starts at Sutherland House, a daily diary is sent between home and school to enhance communication. Parents are seen as central contributors both to the drawing up of the child's Individual Education Programme and to their Annual Review. Parents may receive information and guidance in a variety of ways: regular home visits by staff, parents' evenings at school or through Society meetings. Parent workshops are held at the school regularly.

The school has developed a comprehensive Information Manual for Parents, which includes details of all aspects of the school. This is used as a basis for preliminary meetings before a child starts at the school, and when a child moves from Lower to Upper School.

Additionally, parental views on the school are sought on a regular basis, both through an annual questionnaire and through a more detailed Family Survey every 3 years.

The school's Home Support Service enables direct work with families, supporting specific achievable objectives within the home or community and also coordinates the Parents and Carers Group organising regular social activities during the year.

"Relationships with parents and carers are outstanding. The overwhelming positive response by parents and carers to the inspection questionnaire shows that they profoundly value the work of the school"

OFSTED 2011

*A document entitled 'Parental Guidelines : Working in Partnership' is included in the School Information Manual and Parents' Induction Pack.
Copies are available on request.*



INCLUSION

NORSACA has always believed that every child with autism has a right to education, which is appropriate to their individual needs and circumstances. It recognises that this will and should take place in a range of placements which include mainstream and other types of special school, as well as provision specifically set up to meet the needs of children with autism.

One of the primary objectives of Sutherland House School is to equip pupils to participate in as full a range of educational, social and community opportunities as possible. This is very much in line with government policy, promoting the inclusion of pupils with special educational needs. For all pupils, emphasis is given to personal and social education and there is a clear commitment to working with pupils and agencies to promote inclusion in other aspects of a pupil's life, e.g. befriending schemes, out of school clubs and activities. For a number of pupils their Individual Education Programme might also set out to provide them with educational opportunities within mainstream school settings. This might be at schools local to Sutherland House or the child's home. The objectives might be to provide opportunities for pupils to interact socially within this setting, to provide a particular curricular experience, or for some pupils, to explore the possibilities of full time education within a mainstream school.



This area of work has also included involvement in the Nottinghamshire Autism Strategy Group, Parent Programme and Mainstream Training package and advice and support to partner schools.

A copy of the school's Inclusion Policy is available on request.



SUTHERLAND HOUSE GOVERNING BODY

Owen Gray

Chair

Keith Doble

NORSACA Chair

Dr George Paechter

Janice Hansford

(Parent)

Helen Smith

(Parent)

Lesley Walton

(Parent)

Pam Sedgewick

(Parent)

Phil Christie

(Sponsor Governor)

Maria Allen

(Principal)

Dr Liz Marder

(Community Governor & Safeguarding Champion)

Ruth Hardy

(Local Authority Representative)

Joe Butler

(Teacher Governor)

Sue Coombes

(Associate Governor – Staff Representative)

Fred Parsons

(Associate Governor—NORSACA Adult & Young People Services)

Staff who report to Governing Body:

Jenny Coates

(Head Teacher, Lower School)

Coral Byles

(Head Teacher, Upper School)

Suzanne Farrell

(Curriculum Co-ordinator)

Karen Braithwaite

(Finance Manager)

Phil Carpenter

(Director of Strategic Business Development)

Clerk to the Governors:

Wendy Miller

Senior Administration Officer

Should a parent or visitor wish to contact a member of the Governing Body with a query, complaint or for any other reason, this can be done via the school. The opportunity exists to be put in touch with a person who is independent of the Governing Body should this be deemed necessary. A copy of the School's Complaints Procedure is available on request.

A copy of the NORSACA complaints procedure is available from the Society Office.



SCHOOL INFORMATION

- **Registered Pupils**

The total number of registered pupils on roll at the start of the 2010-11 academic year is 86.

- **Pupil Attendance**

There were 74 pupils of compulsory school age on roll plus 19 students aged 16 and over for the 2010/11 academic year. Average attendance across both departments of the school was 93.72% with 0.98% unauthorised absence.

- **Destination of School Leavers**

During the 2010/11 academic year there were 13 school leavers. Subsequent placements were, The RNIB College in Loughborough, South Nottingham College, Creative Care in Ravenshead, Portland College in Nottingham, Bridlelodge in Nottinghamshire, Cruckton Hall School in Shropshire, Linkage Community Trust College in Grimsby, The Shires School in Rutland, Heathcotes Care in Nottinghamshire and Freemans College in Sheffield.

- **School Sessions**

9.00 – 3.00 Monday to Friday

- **Taught Time**

Age	Hours per week
Reception	23.75
Key Stage 1	23.75
Key Stage 2	23.75
Key Stage 3	23.75
Key Stage 4	24
Post 16	27



SCHOOL INFORMATION (cont'd)

- **Equality & Diversity**

As part of the Self Evaluation process the school reviewed the effects of the Gender Equality Scheme, Disability Equality Scheme and Race Equality Policy over the last year.

The following were highlighted:

- Analysis of pupil progress demonstrates there was no significant difference in the achievements between boys and girls or between pupils from different ethnic groups.
- Gender issues have been taken into account when considering admission requests and are discussed when parents visit . This issue has not impacted negatively on pupils concerned.
- Monitoring of class groups in terms of girl/boy ratio has not highlighted issues that have needed to be addressed. Girls at Post 16 in different class groups have shared work experience/college placements.
- Having identified that pupils with PDA are making less progress in their literacy skills than other pupils, measures have been put in place to address this.
- Additional support systems are in place for pupils with disabilities in addition to autism.
- School Development Plan has continued to increase access to the curriculum for pupils with ASD eg through meeting sensory processing needs, extending access to hi-tech communication aids.
- Anti bullying policy reviewed to inform the school's management of bullying/ discriminatory behaviour within the context of ASD.
- No exclusions to date.
- No racist incidents reported.



SUTHERLAND HOUSE SCHOOL HOLIDAYS 2011/2012 (FROM SUMMER 2011)

	1st Day of Closure	Re-opens to Pupils
AUTUMN TERM		Tuesday 6 th September 2011
AUTUMN MID-TERM	Friday 21 st October 2011	Monday 31 st October 2011
CHRISTMAS HOLIDAY	Tuesday 20 th December 2011	Wednesday 4 th January 2012
SPRING MID TERM	Friday 10 th February 2012	Monday 20 th February 2012
EASTER HOLIDAY	Monday 2 nd April 2012	Monday 16 th April 2012
MAYDAY	Monday 7 th May 2012	Tuesday 8 th May 2012
SUMMER MID-TERM	Monday 4 th June 2012	Monday 11 th June 2012
MID TERM INSET DAY	Friday 22 nd June 2012	Monday 25 th June 2012
SUMMER HOLIDAYS	Friday 20 th July 2012	

STAFF TRAINING AND ADMINISTRATION DAYS (School closed for pupils):

Monday 5th September 2011

Friday 21st October 2011

Tuesday 20th December 2011

Friday 10th February 2012

Friday 22nd June 2012

Friday 20th July 2012 (Day in Lieu of Queen's Diamond Jubilee)



STAFFING LIST

WHOLE SCHOOL

Phil Christie	Director of Children's & Young People's Services	BSc (Hons), PGCE, MA, C Psychology
Maria Allen	Principal	B Ed (Hons), NPQH
Suzanne Farrell	Curriculum Co-ordinator	BA (Hons) M.Ed, PGCE, ACE (Autism)
Ruth Fidler	Assistant Head Teacher Whole School Development	BA (Hons) Philosophy PGCE Intensive Interaction Co-ordinator
Louise Pennington	Speech & Language Therapy Team Leader	BSc (Hons)
Chris Leach	ICT Specialist	NNEB
Alan Coulthard	Part-time ICT Technician	BA (Hons) MCP
Charlotte Bell	Part-time ICT Assistant	
Rob Lowe	Maintenance & Buildings Supervisor	

LOWER SCHOOL

Jenny Coates	Head Teacher	B Ed (Hons)
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RAVENSHEAD

Rebecca Butterfield	Assistant Head Teacher	B Ed (Ord) Special Education PG Cert Ed., M.A Education of Children & Young People with Autism, TEACCH, MAPA trained trainer
Helen Neaum	Teacher	B Ed (Hons) Early Childhood Studies, QTS, TEACCH



STAFFING LIST (cont'd)

RAVENSHEAD

(cont'd)

Angela Rudkin	Teacher	B Ed (Hons) Primary Ed
Chris Hallmark	Part-time Teacher	BA Science, PGCE, TEACCH
Sue Pheasant	Senior Teaching Assistant	NNEB
Deborah Bavester	Teaching Assistant	NVQ III Teaching Assistant
Fleur Gannon	Teaching Assistant	NNEB
Lorraine Swain	Teaching Assistant	CACHE Level 3 Dip (Playwork)
Tina Williams	Teaching Assistant	NVQIII Child Care & Educ.
Kate Winter	Teaching Assistant	NNEB
Alison Ford	Part-time Teaching Assistant	NNEB Post Exp Cert (Autism) TEACCH
Margaret Jackson	Part-time Teaching Assistant	NNEB
Becci Davies	Support Worker	
Michelle Dunn	Support Worker	
Wendy Prevezer	Part-time Music Specialist	BA (Hons) Linguistic & Language Pathology
Rosy Russell	Part-time Speech & Language Therapist	Diploma CST Therapist, TEACCH
Ruth Stanton	Administration Officer	BA (Hons) Public Admin RSA Typing, Shorthand
Vacancy	Cook/Housekeeper	
Joan Norbury-Lea	Kitchen Assistant/Cleaner	



STAFFING LIST (cont'd)

CARLTON

Caroline Morrison	Assistant Head Teacher	BSc (Hons) Psychology, PGCE
Sue Ellis	Teacher	Cert Ed/BEd, M Ed (Autism)
Sally West	Teacher	MA Ceramics, PGCE, TEACCH, MAPA Trainer
Victoria Borghi	Part-time Teacher	BA (Hons) Graphic Design, PGCE, TEACCH
Laura Gardner	Part-time Teacher	BA (Hons) Decorative Arts, PGCE
Valeria Bineva	Temporary Teacher	MA History with Teacher status
Tracey Charlton	Higher Level Teaching Assistant/Family Support Worker	NNEB, HLTA, TEACCH
Zoe Chambers	Higher Level Teaching Assistant	NVQ III, HLTA
Janice Bircumshaw	Teaching Assistant	NVQ III Early Years Care & Ed.
Sarah Brambley	Teaching Assistant	NNEB
Dana Brooks	Teaching Assistant	NVQ III Children & Young Adults
Lorraine Fisk	Teaching Assistant	BTEC Nat. Dip in Childhood Studies
Maxine Forbes	Teaching Assistant	NNEB
Helen Hamilton	Teaching Assistant	BSc (Hons) Physiotherapy, NVQ III, Early Years Care & Ed.



STAFFING LIST (cont'd)

CARLTON (cont'd)

Helen Mutch	Teaching Assistant	NNEB
Chris Noble	Teaching Assistant	NNEB
Sarah Savage	Teaching Assistant	CACHE Level 3 Dip (Child Care & Ed)
Rick Strasburger	Teaching Assistant	BA (Hons) Psychology
Lesley Wood	Teaching Assistant	NVQ III Child Care & Ed. TEACCH
Tracey Watson	Part-time Teaching Assistant	NVQ III Early Years Care & Ed
Gillian Watson	Temp. Teaching Assistant	Cache Level 3 NVQ in Supporting Teaching And Learning in Schools
Sarah Leyland	Part-time Communication Support Worker	BA History, British Sign Language
Deborah Johnson	Supply Teaching Assistant	NVQ III Early Years Care & Ed
Stewart Bell	Support Worker	Cache Level 3 (Playwork)
Shelly Langridge	Part-time Support Worker	NVQ III for Supporting Teaching and Learning in Schools
Jane Clarkson	Part-time Supply Support Worker	NVQ III Early Years Care & Ed
Alison Cuddington	Part-time Speech & Language Therapist	BMed SCi (Hons) Speech Science, TEACCH, Talking Mats Trained Trainer
Sue Coombes	Part-time Music Specialist	BSc (Hons) QTS, TEACCH



STAFFING LIST (cont'd)

CARLTON (cont'd)

Kelsang Rinzing	Part time Music Specialist	Diploma: Musician, Clarinetist
Wendy Miller	Senior Administration Officer	RSA III Typing/Word Processing Cert Institute of Ad- min Management, Shorthand, Access, Excel, Powerpoint
Debra Cotter	Part-time Administration Asst.	EMFEC Typing & Office Studies Microsoft Excel Stage 1
Pat Foster	Cook/Housekeeper	NVQ III Catering NEBSM Supervisory Management and Level 2 Award in Food Safety and Catering
Linda Stapleton	Cook/Housekeeper	C & G Catering 706 1 & 2, NVQ I and II and Level 2 Award in Food Safety in Catering
Petra Makin	Kitchen Assistant	Level 2 Award in Food Safety in Catering
Fenella Baum	Part-time Kitchen Assistant	Level 2 Award in Food Safety in Catering
Robert Bacon	Gardener/Handyperson	C & G Amenity Horticulture Levels 2/3
Linda Reddish	Cleaner	
Shanti Kumari	Cleaner	



STAFFING LIST (cont'd)

UPPER SCHOOL

Coral Byles Head Teacher B Ed (Hons), M Ed.

HARBY LODGE

Vacancy Assistant Head Teacher

Zoe McNeil Teacher BA (Hons) Humanities, PGCE
Secondary

Annette Symes Teacher B Ed (Hons)

Caroline Whitehouse Temporary Teacher B Ed (Hons) Primary Teaching

Gail Anstey-Davies Senior Teaching Assistant NNEB

Pam O'Neil Senior Teaching Assistant NNEB

Elizabeth Brown Teaching Assistant BTech Nat Dip Nursery Nurse

Margaret Dennis Teaching Assistant NNEB Diploma Nursery Nursing

Arron Horrobin Teaching Assistant NVQ III Health & Social Care

Gail Marshall Teaching Assistant NVQ Level 3 Child Care &
Education

Trudi McWilliams Teaching Assistant NVQ 3 Supporting Teaching
& Learning

Alison Morton Teaching Assistant NNEB, STAC's

Emma O'Reilly Teaching Assistant BTEC National Diploma
Caring Services (Nursery Nursing)

Sarah Richmond Teaching Assistant BTEC National Diploma Nursery
Nursing

Jennifer Steatham Teaching Assistant Bsc (Hons) Psychology &
BSL Stage 1



STAFFING LIST (cont'd)

HARBY LODGE (cont'd)

Maureen Taylor	Teaching Assistant	NVQ Level 3 Child Care & Education
Zoe Turner	Teaching Assistant	NNEB
Amanda Woodcock	Teaching Assistant	NVQ 3 Early Years & Education
Julie Beeby	Support Worker	Degree: Youth & Community Work, NVQ I & II Childcare
Milly Murray	Support Worker	
Alison Cuddington	Part-time Speech & Language Therapist	BMed Sci (Hons) Speech Science, TEACCH, Talking Mats Trained Trainer
Chris Leach	ICT Specialist	NNEB
Amanda Holt	Art Specialist	NNEB, BA Open University, Post Grad & Primary D & T
Kelsang Rinzing	Part-time Music Specialist	Diploma: Musician, Clarinettist
Lavinia King	Part-time Administration Officer	NVQ Level 3 Business Admin. RSA 2 Shorthand, RSA 2 Audio Typing, RSA 3 Typing, RSA 3 Word Processing
Tracy Rudd	Part-time Administration Officer	NVQ3 Business Admin, RSA 3 Typing, City & Guilds IT
Pippa Jones	Cook/Housekeeper	City & Guilds 706, 705, 2, Silver Service, Intermediate Food Hygiene, Food Safety in Catering CIEH Level 2
Sue Bird	Kitchen Assistant	Food Hygiene Level 1



STAFFING LIST (cont'd)

FALCON HOUSE

Joe Butler	Assistant Head Teacher Falcon House and CEC	PGCE (Music and SEN), BA (Hons) English & Music Post Graduate Diploma in Education of Children and Young People with Autism, MAPA trained trainer
David Philippides	Teacher	BSc(Hons) Combined Studies (Psychology), PGCE-Middle Yrs
Lesley Gennard	Teacher	PGCE Art & Design, BA (Hons) Fine Art
Amy Dunstan	Teacher	BA (Hons) Drama MAPA trained trainer
Yasmin Akthar	Teaching Assistant	NVQII OCN Caring for Children
Anthony Dean	Teaching Assistant	NVQII and III
Katherine Dunlop	Teaching Assistant	NNEB, BTEC National Dip Nursery Nursing
Sue Jacobs	Teaching Assistant	BTEC National Diploma in Childcare
Roy Lanes	Teaching Assistant	NVQ pending
Jackie Lloyd-Davies	Teaching Assistant	NNEB, Diploma in Special Needs, City & Guilds 730 Teaching
Elaine McKenzie	Teaching Assistant	NVQIII Early Years Childcare & Education
Jane Phillips	Teaching Assistant	NNEB



STAFFING LIST (Cont'd)

FALCON HOUSE (cont'd)

Janine Sanders	Teaching Assistant	NVQ III Childcare and Education, NVQ II Business Admin, RSA 1 & 2 Typing & Word Processing
Teresa Simpson	Teaching Assistant	Pre-Residential Child Care British Sign Language Stage 1, City & Guilds Learning Support
Evanne Wigmore	Teaching Assistant	NCFE Teaching Assistant Level III
Alex Morton-Green	Support Worker	
Louise Pennington	Part-time Speech & Language Therapist	BSc (Hons)
Zoe Revill	Part-time Administration Officer	NVQ III Business Admin.
Joanne Richardson	Part-time Administration Officer	ECDL
Beverley Davies	Cook/Housekeeper	Catering Certificate Food Hygiene, Food Safety in Catering Level 2
Christine Spencer	Cleaner	Basic Health & Safety

CONTINUING EDUCATION CENTRE

Ann Stewart	Part-time Senior Teacher	BA (Hons) Diploma in SEN and Autism
Lindsay Brown	Teacher	Bsc Hons MSC & PGCE
Crystal Bevan	Teacher	BA (Hons)



STAFFING LIST (Cont'd)

CONTINUING EDUCATION CENTRE (cont'd)

Maxine Jones	Teacher	BA (Hons) English Studies, PGCE in English
Beverley Rowland	Temporary Teacher	BA Teaching & Learning, Foundation Degree Teaching & Learning, PGCE, HLTA, Level 2 Science, NVQ III Early Years Care & Ed.
Tracey Hallam	Senior Teaching Assistant/ Employer Support Officer	NNEB, Undergraduate Certificate in ASD
Elizabeth Price	Part-time Senior Teaching Assistant	NNEB, City & Guilds 7307 Teaching Certificate
Amanda Adams	Teaching Assistant	NVQ III, AAT Level 1&2 Accountancy & Finance Degree
Laura Bettinson-Eatch	Teaching Assistant	NCFE/NVQ III, NNEB
Elaine Elliott	Teaching Assistant	NNEB
Tracey Farrell	Teaching Assistant	NVQ III Caring for Children & Young People. BA (Hons) History
John Leeming	Teaching Assistant	BA (Hons) Economic & Social History, MA Prof. Studies in Ed. (Sp. Needs)
Louise Watson	Teaching Assistant	NVQ II and III
Lindsey Martin	Part-time Teaching Assistant	NNEB
Rachael Tyminski	Part-time Teaching Assistant	NNEB
Louise Pennington	Part-time Speech & Language Therapist	BSc (Hons)



STAFFING LIST (Cont'd)

CONTINUING EDUCATION CENTRE (cont'd)

Germaine O'Kane	Full-time (temporary) Administration Officer
Jacque Tyler	Cook/Housekeeper
Susan Straun	Cleaner
Charlie Spinks	Gardener/Handyman

ELIZABETH NEWSON CENTRE

Phil Christie	Director	BSc (Hons), PGCE, MA Chartered Psychologist
Carol Jameson	Consultant Psychologist	MA, MSc Clinical Psychology Chartered Psychologist
Gemma Watson	Assistant Psychologist	BSc Psychology, MSc Developmental Psychology
Siobhain McIntosh	Assistant Psychologist	BSc Psychology
Jayne Gray	Part time Administration Officer	RSA II Typing. Shorthand



NORSACA

GENERAL INFORMATION

NORSACA is a registered charity (No 517954) and a company limited by guarantee (No 2053860). NORSACA, which started in the late 1960s, is still today maintained by the parents and friends of people with autism.

Based in Nottingham it exists to serve people with autism and related conditions, and their families in Nottinghamshire and in the adjacent neighbouring counties. Membership of the Society is voluntary and open to all. In accordance with its Equal Opportunities Policy, NORSACA is keen to encourage wider membership, particularly from those groups that are under-represented.

The members of NORSACA elect a Council of Management at the AGM each year. The Council is responsible for the election of Children and Young People's Services Management Committee annually, which delegates the management of Sutherland House School to the Governing Body.

NORSACA's Central and Family Services are based at Park Hall Autism Resource Centre. NORSACA employs a Finance Manager and three Finance Officers, a Principal Officer, Family Services and sessional Family Service Worker and Counsellor, a Play Co-ordinator, a Fundraising & Communications Manager, a Marketing Co-ordinator and four Administration staff. Family Services offer advice and support to families and those affected by autism and Asperger's Syndrome to ensure that their needs are met as effectively as possible.

NORSACA's Adult and Young People's Services operate across the region and offer a number of services to people with autism including NORSACA's Work and Learn Centre, residential units, day services, outreach respite services, support for independent living and a training department. Key staff are Fred Parsons, Director of Adult & Young People's Services, Keith Lancaster, Assistant Director Day and Outreach Services, Andrea Hunter, Assistant Director Residential Services and Lynn Beresford, HR and Training Manager.

The NORSACA Newsletter is produced regularly and sent to members. Members' contributions are welcomed. Occasional social events are organised for NORSACA members, their families and friends. There is a regular Saturday swimming session, as well as a summer play scheme and a siblings group. NORSACA's Play Project was introduced three years ago and continues to develop extensive provision of play and leisure opportunities for children and young people with autism.



NORSACA

Keith Doble	Chairperson
Matt James	Treasurer
Phil Carpenter	Director of Strategic Business Development
Karen Braithwaite	Finance Manager
Sara Kent Jackie Chapman Julie Tullett (part time)	Finance Officers
Linsey Atkins	Principal Officer, Family Services
Dawn Franklin	Play Project Co-ordinator
Sue Lee (part time)	Family Service Worker
Liz Bincliffe (Sessional)	Counsellor
Darren Worthy	Fundraising & Communications Manager
Sophie Kear	Marketing Co-ordinator
Elaine Herring	Administration Manager
Nicola Hawkins Karen Robinson (part time) Sam Bowles	Administration Officers

NORSACA
Park Hall Autism Resource Centre
Park Road
Bestwood Village
NG6 8TQ

Tel: 0115 9761805

Fax: 0115 9761356

e-mail: norsacaadmin@btconnect.com

Application forms for NORSACA membership are available from the NORSACA office, www.norsaca.org.uk or school