

Inclusion School

Bridgwater House, Jays Close, Basingstoke, Hampshire RG22 4AX

Inspection date

19 July 2022

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 1–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(h)–2A(1)(b), 2A(1)(d)–2A(2), 3–4

- Leaders have produced a curriculum policy, which is available to parents and carers on the school's website. This policy sets out the subjects that pupils will study alongside an enhanced focus on English, mathematics and the creative arts.
- Leaders have designed a broad and balanced curriculum. They have created a curriculum for each subject offered from key stage 3 onwards. This sets out the knowledge that pupils will learn while developing positive behaviours and attitudes to learning. The curriculum will be adapted to ensure that pupils catch up with any gaps in their learning, particularly in English and mathematics. Pupils in key stage 4 will work towards nationally accredited qualifications such as GCSEs and functional skills. Pupils will also have regular physical education (PE) and personal development sessions. Leaders aim to ensure that pupils are well prepared for the next steps in their education or employment.
- Leaders are alert to the importance of providing pupils with impartial careers education, information and advice. The proprietor intends to commission external careers guidance to ensure that pupils receive their entitlement to high-quality advice about planning for their future. The proprietor has already established links with relevant experts in a college which is also owned by the proprietor body.
- Personal, social and health education (PSHE) forms an integral part of the planned curriculum. The PSHE programme will enable all pupils to develop their understanding of healthy relationships and will teach them how to keep themselves physically and emotionally safe.
- Leaders have recruited teachers and pastoral staff for this school. Four trained and qualified teachers, along with the headteacher, have relevant expertise and experience of teaching pupils with special educational needs and/or disabilities (SEND). Leaders have given careful thought to induction processes for pupils joining the school. The proposed number of teaching and support staff is appropriate for the number of pupils likely to be on roll.

- Each pupil will have an education, health and care (EHC) plan for an identified special educational need. Some pupils may have been absent from formal schooling for some time before they arrive. The curriculum is planned with pupils' likely needs in mind.
- Leaders understand the importance of identifying gaps in pupils' knowledge promptly. Teachers will use assessments of pupils' needs when joining the school to adapt their plans. Planned opportunities for staff to reflect on pupils' progress are likely to contribute usefully to this process. Formal assessments will complement teachers' ongoing reviews of pupils' learning. This information will be used to contribute to pupils' statutory annual EHC plan reviews.
- This part of the independent school standards is likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5–5(d)(iii)

- Leaders place a high priority on promoting pupils' spiritual, moral, social and cultural development. Detailed programmes of study in different subjects will be used to develop pupils' understanding of aspects of British society, such as democracy, individual liberty and the rule of law. Through the study of religious education, pupils will learn how to respect and understand different faiths and cultures.
- Leaders aim to equip pupils with well-developed social skills. Pupils will be taught how to interact with their peers positively. All pupils will be taught to express their opinions and to respect the views of others. Leaders aim to ensure that pupils develop a strong sense of self-confidence and self-esteem. Teachers will encourage pupils to debate topical issues with their peers.
- The school's therapeutic behaviour approach is designed to help pupils to understand their own feelings. It is intended that, by understanding the reasons behind their actions, pupils will be able to learn about how to manage their own emotions successfully.
- This part of the independent school standards is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 6–7(b), 9–16(b)

- The school has a suitable safeguarding policy. It is available on the school's website. The proprietor has ensured that all staff who have already been appointed are well trained to safeguard pupils. Regular training is planned into staff induction sessions.
- The headteacher has already established links with Hampshire local authority. This has enabled the school to access useful training and support from designated safeguarding leads (DSLs) in the local area.
- The headteacher has given careful thought to how safeguarding responsibilities will be fulfilled. As DSL, he has completed relevant training, including in safer recruitment. Leaders understand the potential for heightened risk to pupils with SEND. Procedures in place include seeking advice from external experts when required. Leaders have a secure understanding of their legal responsibilities.
- The proprietor has drawn up a suitable behaviour policy to promote pupils' positive behaviour. The policy is available on the school's website. It contains clear procedures

and sanctions to ensure that pupils understand the importance of behaving well. Regular briefings will be used to provide staff with safeguarding, behaviour and welfare updates.

- The school has an anti-bullying policy on its website. This sets out the procedures for dealing with bullying issues should they occur. Leaders have set up a system for recording, tracking and monitoring instances of poor behaviour, including bullying and harassment. This is likely to provide leaders with an accessible and useful way to identify and address incidents and patterns of poor behaviour.
- The proprietor has created a health and safety policy which explains the school's processes for keeping pupils and staff safe and for promoting their welfare. The school's risk assessment policy demonstrates that the proprietor has plans in place to identify and take appropriate action to mitigate any risks posed to pupils.
- The proprietor has responded robustly to a recent fire safety review they commissioned. Consequently, facilities, fire equipment and procedures are fit for purpose. Plans for fire evacuation are in place and are suitable. The proprietor has designed a programme for ongoing staff training and for regular testing of relevant fire equipment.
- The proprietor school's first-aid policy is fit for purpose. The proprietor has ensured that appropriate first aid equipment is provided and that systems for recording accidents and for administering controlled medicines are appropriate. The proprietor has made sure that there is a locked medicine cupboard which only staff can access. All staff will complete health and safety training as part of their induction. This will include first aid and fire marshal training.
- The proprietor has ensured that the school employs a suitable number of staff to provide appropriate supervision. Suitable consideration has been given to how pupil supervision will be managed. For instance, staff will meet and welcome pupils in the car park when they arrive and leave school every day. The proposed staffing ratios are adequate to enable adults to manage their breaks without compromising pupil safety.
- The school's admissions register complies with The Education (Pupil Registration) (England) Regulations 2006. Pupils will be registered twice daily. They will sign in electronically at the start of the day. Individual form tutors will contact parents and carers if pupils do not attend school.
- This part of the independent school standards is likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 17–18(2)(e), 18(3), 20(6)–20(6)(c), 21(1)–21(3)(b), 21(6)–21(7)(b)

- The single central register is maintained electronically. All necessary checks to ensure that staff are suitable to work with children are completed before they start at the school.
- Suitable checks are completed for all governors and members of the board of trustees.

- All checks on the suitability of staff are recorded correctly in the school's single central record as required. The proprietor and the headteacher monitor this regularly to ensure it is up to date and accurate.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 22–24(1)(b), 24(2), 25–29(1)(b)

- The premises are well maintained. The proposed school is located in an area away from the main road. The school site is close to other external users, including a craft centre and a local college. Leaders understand the potential risks to pupils and have suitable risk assessment procedures in place. This includes risk assessments for the use of a nearby field, which leaders intend to use regularly for outdoor play and physical education.
- The school has a mixture of classrooms and breakaway spaces for small groups. The school also has specially designated spaces, such as a computing suite, music area, science lab and an art studio, as well as a pastoral support room. These are all well-lit. Rooms are a suitable size for the intended number of pupils.
- Toilet and washing facilities are available for the sole use of pupils. These have an adequate supply of hot and cold water. Changing and shower facilities exist on site should they be required. A separate medical room is available with a washbasin.
- Drinking water is always readily accessible to pupils while the premises are in use. These facilities are clearly labelled and are in shared areas on all floors.
- The school's extensive site provides pupils with plenty of outdoor space to play and to participate in PE. Leaders intend to use facilities at the nearby local college for some aspects of the PE and sports provision.
- This part of the independent school standards is likely to be met.

Part 6. Provision of information

Paragraph 32(1)–2(1)(d), 32(1)(f)–32(2)(b), 32(2)(b)(ii)–32(5)

- All the required policies and information are available on the school's website. The school's website provides the contact details of the school, the proprietor, the headteacher, governors and the board of trustees. The website promotes the school's ethos and unique selling points in a clear and accessible way. As such, it is a helpful resource to support prospective parents who may, via the relevant local authority, be considering the school for their child.
- The proprietor has a strong understanding of the independent school standards and has designed a breadth of appropriate policies to comply with them. All policies are on the school's website. Admissions arrangements are also set out clearly.
- Parents will receive a termly and an annual written report for their child, outlining progress towards EHC plan targets and in the subject areas taught. An appropriate format has been devised for sharing this information. The proprietor recognises well the duty to provide the local authority with relevant information about the difference that local authority funding is making to pupils' education.

- The independent school standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The proprietor has produced a written complaints policy, which is published on the school's website. The policy meets requirements and is accessible to parents and carers. For example, the policy outlines the timescales for each stage of a complaint and the details about different stages, including the independent panel should this be required.
- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(2)

- Leaders and the proprietor have an in-depth understanding of the independent school standards. They form a cohesive team and have relevant experience to support their work. They have left no stone unturned in preparations to open this independent school.
- The proprietor has clear structures in place to hold leaders to account. There is a clear scheme of delegation, including for trustees and governors. Through this, the proprietor has ensured that there are clear lines of accountability across all tiers of school leadership. Leaders know precisely what staff are responsible for and who they report to.
- The proprietor intends to commission regular auditing and external checks of the school's work, including the quality of education and safeguarding. These activities will keep them up to date with the school's performance, inform their decision-making, and help them to identify the need for greater support or challenge where required. This will help them to ensure that the independent school standards continue to be met.
- Leaders have ensured suitable arrangements are in place to promote pupils' well-being.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has designed an appropriate accessibility plan, which is on the school's website.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	149140
DfE registration number	850/6107
Inspection number	10238127

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent day school
School status	Independent special school
Proprietor	Inclusion Hampshire
Chair	Jane Pratt
Headteacher	Matthew Atkinson
Annual fees (day pupils)	£43,100
Telephone number	01256 760800
Website	inclusionhampshire.org.uk
Email address	info@inclusionhampshire.org.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11–16	11–16
Number of pupils on the school roll	Not applicable	31	31

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	31

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	31
Of which, number of pupils with an education, health and care plan	Not applicable	31
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	31

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	1
Number of staff in the welfare provision	Not applicable	3

Information about this proposed school

- Inclusion School intends to provide education for up to 31 pupils aged between 11 and 16 years. Pupils coming to the school are likely to come from Hampshire local authority.
- All pupils will have an EHC plan for an identified special educational need. These are most likely to be: behavioural, emotional and social development needs or difficulties; communication and interaction needs; a diagnosis of attention deficit disorders; speech, language and communication needs; and/or autism spectrum disorder.
- The school will not have a particular religious character.
- The school has not previously operated. It plans to open in September 2022.
- A board of trustees and a local governing board provides external scrutiny to the proprietor.
- The proposed school has no plan to make use of any alternative provision.

Information about this inspection

- The inspection was conducted by Ofsted under section 99 of the Education and Skills Act 2008.
- This inspection was commissioned by the Department for Education.
- This was the school's first pre-registration inspection. The school intends to admit 30 pupils in September 2022.
- The lead inspector met with the headteacher, the proprietor, the school business manager and the education systems manager. She also met online with the headteacher of the college run by the proprietor.
- The lead inspector toured the school to check the premises as well as scrutinising documentation relating to the independent school standards and the school's curriculum. The lead inspector also scrutinised records relating to how the school keeps pupils safe and ensures their welfare, health and safety.

Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

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