Ingfield Manor
School
Special school for children and young people
Dear Parents and Carers,

Scope’s Ingfield Manor School is a nationally recognised, non-maintained day and weekly residential special school for children and young people between the ages of three and 19 years. We cater for up to 70 students and have 15 weekly residential and overnight places.

The aim of Ingfield Manor School has always been the same; to provide an exceptional learning environment for children and young people with neurological motor impairments, such as cerebral palsy. Some of our students also have additional needs like visual impairment and more complex medical needs.

Our curriculum is stimulating and diverse and delivered through Conductive Education, and we are acknowledged as one of the leading centres for this education system in the UK. Progress is not only seen in terms of National Curriculum learning but also personal independence, social and emotional confidence, communication skills and the development of motor skills. Pupils and students are additionally involved in their own learning through personal education plans.

Do pay us an informal visit. Parents and children are very welcome to visit the school at a mutually convenient time.

Hazel Darby, Principal

About Scope

Scope is the national charity for disabled people. Scope exists to make this country a place where disabled people have the same opportunities as everyone else.

Through our specialist schools we enable children and young people to learn in a supportive, accessible and encouraging environment, and to become independent and confident young people.

We provide support, information and advice through our services when disabled people and their families need us. And we raise awareness of the issues that matter.
Statement by students from the secondary department

• We want to be called by our names and not judged by our appearances.
• See us as people, not things, because this is who we are.
• We don’t want to be laughed at because we are in a wheelchair.
• We are comfortable with who we are and we don’t want to be anyone else, just us!
• Please don’t see what we can’t do.
• If you look closely you will see what we can, want and will do!
• We are independent and try to do most things for ourselves.
• We try to walk by ourselves and write without a scribe wherever possible.
• We just want the same opportunities as everyone else.
• We want to push ourselves to achieve our best.
• We are proud of ourselves.

Pre-School and Assessment Service (PSAS)

Offers full and part-time placements to three to five year olds. Pupils may also have dual placement with their local nursery or reception class. The Early Years Foundation Stage curriculum is followed.

The primary department

Pupils learn in their class groups. We currently have 4 classes across Key Stage 1 and Key Stage 2. The National Curriculum is modified to meet individual needs.

Secondary department

In the Secondary Department students access a modified National Curriculum. Students work in groups that are designed specifically to match needs.

16plus

The 16 plus learners access the core curriculum including the motor-learning programme at Ingfield Manor. All students have the opportunity to attend external providers supported by school staff who know the learners well.

We also deliver the Ingfield Manor School for Parents.

This provides a valuable service for families of babies and young children from birth to five years. It works in partnership with parents to help their children become active learners. This service works closely with PSAS.

The positive and inclusive approach has given our son a belief in himself that will stay with him throughout his life.

A parent

Ingfield has shown to us how outstanding it is in giving our son every opportunity to develop through all aspects of life.

A primary parent
The curriculum

The Ingfield Manor curriculum is based on, and firmly embedded in, the theory and practice of Conductive Education developed by Hungarian physician Professor András Petö in Budapest. Pupils have access to the Early Years Foundation Stage (EYFS) and National Curriculum, which is modified to take account of individual needs. The curriculum at Ingfield is designed to develop independence, communication and mobility across all Key Stages. The curriculum is divided into the following Key Stages:

**EYFS**

The EYFS curriculum at Ingfield Manor ensures all children have the opportunity to reach their full potential and experience the best possible start to their education. We provide learning opportunities for children from three to five years incorporating the key areas of learning and development from the Early Years Foundation Stage curriculum. Topics are planned half termly and learning tasks are broken down into small achievable steps.

**Primary**

In primary, in order to give the pupils access to all subjects, a cross-curricular approach is followed through half termly learning journeys. Literacy and numeracy skills are applied throughout the learning day and synthetic phonics is taught using the letters and sounds schemes of work.

**Secondary department and 16 plus**

In the secondary department at Year 7 (Key Stage 3) the curriculum is topic based. The schemes of work are based on National Curriculum areas with ICT integrated into all subjects.

At Key Stage 4 we are committed to joining the national drive to engage all young people in learning through varied and flexible routes through school and into post 16 education and training. With this delivery of the 14 - 19 agenda, the curriculum develops educational and vocational skills by the provision of age appropriate opportunities designed to extend and consolidate the life and living skills needed for adult life. Students in 16 plus provision here follow this pathway with the addition of linking to external providers during the week to receive aspects of the curriculum.

Conductive Education (CE) teaches those with movement difficulties to learn actively to achieve purposeful movement which can then be applied throughout daily life and learning. Ingfield has had a unique place in the development of CE in this country for many years. CE enables our pupils and students to do functional activities empowering them to make choices and take responsibility for themselves in order to progress towards independence.

We believe that our ethos enables pupils to develop independent living as active and purposeful individuals. Conductive Education is a holistic approach to the development of the child with Cerebral Palsy and other motor disorders. Every aspect of the pupil’s day is considered a learning opportunity, contributing to the development of their whole personality.

At Ingfield, our aim is not to compartmentalise our pupils’ learning into different areas but rather to embrace all areas of learning within every session.

The daily motor learning programmes ensure that skills learnt at that time can be applied throughout the whole learning day. All learning activities provide opportunities to practise motor skills whether it be sitting, standing or stepping or fine motor skills. For example as pupils learn to grasp and release they can then use this skill to do functional activities like hold a tooth brush or access technology.

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People should come here because of Conductive Education – it helps give independence.

Student, 18
Information and Communication Technology (ICT)

Information and Communication Technology (ICT) plays a huge part in the lives of our pupils and students, and the school is extremely well equipped to meet those needs.

The ‘Independence through Communication Project’ at Ingfield aims to provide pupils and students with a communication device, training and support to develop vital skills for the future. Following a thorough assessment, each device is bought and adapted to meet students’ individual needs. This could be a communication aid or a touchscreen tablet with communication software and adapted access.

Our technologist, with our therapists, works with each pupil and student to ensure their device meets their individual needs and trains them in its use. Since communication is a two-way process, training is also provided to those people closest to the pupil or student – this includes family, friends, teachers and other staff. This innovative approach has been highly successful and is now a key part of what Ingfield does.

Alternative and Augmentative Communication (AAC)

Alternative and Augmentative Communication (AAC) skills are taught within group or individual communication sessions and then practised and applied throughout the school day. Pupils and students who use AAC follow a programme to develop ‘linguistic, operational, social, and strategic competencies’ and this is embedded within the whole curriculum. Communication plays a key part in being able to access the curriculum. Picture Communication Symbols (PCS) are typically used at Ingfield, these are incorporated into communication books and software. Ingfield Dynamic Vocabularies (IDV’s) is a system of grids which are used. These were devised and developed at Ingfield, and are now nationally recognised.

The school day, teaching and staff support

The school day runs from 8.45 – 3.30. Timings are flexible and can be adjusted to meet every individual’s needs.

Primary department

8.45 School is open
Students can arrive and have a comfort break.

9.00 – 12.10 Morning lessons
Beginning with motor learning. A snack and comfort break is incorporated.

12.10 – 1.30 Lunchtime

1.30 – 3.30 Afternoon lessons
A snack and comfort break is incorporated.

3.30 Home time

Secondary and 16 plus department

Secondary and 16 plus department

8.45 School is open
Students can arrive and have a comfort break.

9.00 – 12.10 Morning lessons
Beginning with motor learning and can include courses off-site at colleges. A snack and comfort break is incorporated.

12.10 – 1.30 Lunchtime

1.30 – 3.30 Afternoon lessons
Beginning with a hand / foot task motor learning lesson, and can include courses off site at colleges.

3.30 Home time

Meal times

Meal times are an integral part of the daily curriculum. This is an opportunity for pupils and students to learn a variety of skills including personal, social and oral-motor skills. Individual objectives for eating and drinking are worked on during this time. The team works closely with the family, child’s paediatrician, nutritionist, dietician and school’s catering department in our kitchen to ensure the menu, consistency and texture of food are appropriate for each individual student. We also provide a healthy nutritional plan and core diet tailored for every student. If your child has a gastrostomy we have trained staff to manage this under the guidance of their assigned paediatrician and school nurses.
Transitions

At every point of transition there is close collaboration between staff teams, and planned sessions to experience the new environment are built into the timetable. The final transition from school at age 19 can be a daunting one for many students and parents.

At Ingfield we understand the fears as well as the opportunities and build a transition team around our year 13 and 14 students to ensure that there is opportunity to express and address concerns, and time to be allocated to visits to new settings such as colleges, as well as working closely with the related adult teams.

The sixth form is well led and effective links have been established with local workplace providers and colleges. This work contributes well to students’ futures.

Ofsted 2013

Maximising each student’s independence skills as they journey towards transition is a particular strength.

Ofsted 2015

School campus and facilities

At Ingfield Manor School is set in beautiful grounds and is well equipped and resourced. We have woodland, playing fields, a pond, well equipped external play areas and a small swimming pool which the pupils and students use regularly. Residential students also have the opportunity to use the pool in the evenings.

Ingfield provides a welcoming and spacious campus, with access to wonderful woodlands that have been used to complement the curriculum and outside learning. It is a rare treat to have complete wheelchair access to such a rich learning environment.

A parent

The classrooms are in an accessible single storey building. Classrooms are light and airy, and especially equipped to cater for the holistic curriculum.
Outside the classroom

Residential students are regularly consulted about what they would like to do after school, and they enjoy a variety of activities in the evenings with opportunities to join in organised group activities as well as having time for individual choices if they wish. They also attend events and activities in the local community.

Secondary students also attend an activity week in Devon and a primary group go camping for a week annually in Surrey.

The majority of learning activities are funded. Occasionally we ask for voluntary contributions towards an activity however parents have no obligation to contribute.

I like the trips in the evenings; we go out to the cinema, as well as the bowling centre.

Student, 18

Outstanding leadership of the Early Years Foundation Stage has resulted in the high-quality outcomes for these children being maintained since the last inspection. As a result children make an excellent start to their school lives.

Ofsted 2013
Residential services

The school provides weekly boarding placements with resident pupils and students returning home at weekends. Some of the day residents board on a flexi basis and have short stays at school.

The bright and modern residential facility has been completely refurbished and provides an environment to match the high standard of care that Ingfield staff delivers. There are five shared bedrooms and three single bedrooms, most having en-suite facilities. The area is organised with all the furniture and equipment necessary for each individual. We have a lounge area with games, toys, books, a TV, computer and games console for example. There is also a dining area and student kitchen. Resident’s health, safety, happiness and security are priorities and standards of hygiene are excellent.

The staffing structure at Ingfield reflects the holistic approach of Conductive Education. There are no separate residential care or school teams, one staff team caters for all the pupil’s and student’s needs, this ensures continuity and consistency of care. Secondary and 16 plus staff work shifts across the student’s waking day. The staff know each individual well, and ensure independence, communication, mobility and social skills are maintained during their residential stay.

When a primary pupil has an overnight stay a member of staff from their class who knows the pupil well will work in the evening and morning to ensure they are comfortable. This ensures they get the most out of their stay at school.

Residential students live in an environment which is inclusive and non-judgmental. Students views help to shape the ethos and culture of residency, where achievement is celebrated.

Parents and carers

Parents and carers are encouraged to take an active part in their child’s education

Many of our parents attended, with their child, the Dame Vera Lynn School for Parents before their child joined the school. Parents are well informed about their child’s progress. There are daily or weekly home / school diaries to keep up continuous communication, and parents are encouraged to come in informally during the year, as well as the more formal parents’ evenings and review meetings.

The staff are experts in their field and are able to provide a very high level of care to all the children and are holistic and inclusive in their approach. Parents are very much part of the team.

A parent

Ofsted 2015
Safety and wellbeing

We work hard to ensure the school has a caring ethos in which everyone feels valued and secure. We are fully committed to the safeguarding of pupils and students, and take their welfare very seriously. All staff appointments to the school are subject to the Disclosure and Barring Service (DBS). Scope has rigorous safeguarding policies to which the school adheres. We meet all our statutory duties and also ensure all our staff and volunteers provide high-quality support and vigilance. The strong home school partnership ensures a consistent approach to promote welfare and wellbeing. We have four Designated Safeguarding Advisers (DSA).

Students behave exceptionally well. They feel safe and care about each other.

Ofsted 2013

Equality and diversity

Everyone at Ingfield is valued for who they are. The school is committed to ensuring all pupils and students have equal access to activities to the best of their abilities.

The promotion of equality and diversity is strong and disability is not viewed as a barrier to experiencing a full, enriching lifestyle.

Ofsted 2015
There is always enough time to talk things through. My daughter would not be the confident, happy person she is due to the help and progress made with her speech, which is outstanding. There is an astonishingly good level of expertise in the staff who recognise and understand her needs.

A parent
If you are considering sending your child to Ingfield Manor School we welcome your enquiry. We have a very rigorous admissions procedure to ensure that Ingfield Manor can meet your child’s needs.

1. Next steps

Contact the school office on 01403 782 294 or ingfield.manor@scope.org.uk to find out about visits and admission arrangements to the school.

There will be an informal chat to find out what you are looking for in a school and a little about your child to see if a visit to school is appropriate.

If appropriate your child will be invited to have an initial visit to the school which usually lasts an hour.

2. Find out what we do

During the initial visit you can:

Meet a member of the school leadership team. Discuss matters relating to your child’s needs and look at how the school will meet these needs.

Go on a tour of the school and its facilities and see classes taking place.

Talk to the staff and children in the school.

3. Assessment

During the assessment visit you and your child will:

Join a class for the day.

Meet the staff that will be working with your child, and if you are interested in a residential placement, the Head of Care.

At the end of the visit meet with key staff to decide if Ingfield Manor is suitable.

4. Decision making

If we feel we cannot meet your child’s needs we will always explain why and try to make some suggestions.

If we feel we can meet your child’s needs we will formally offer you a place.

After you have considered the school’s offer and decided to pursue a place at school we will write to your local education authority informing them of the offer. Your child’s school placement will be discussed at a local authority placement panel meeting. Neither school nor parents are invited to this meeting. Following the decision made at that meeting we will either plan your child’s induction or provide advice about the next steps.

5. Induction

There is a comprehensive induction day for you and your child. Your child will spend the day in the class meeting the staff team and other pupils and students.

This will be your opportunity to discuss anything you feel is important and ask any further questions.

You will get time to meet with key staff again to go through any paperwork. Your child’s team leader will also explain class routines and ensure you have everything you need. If your child will be a residential student or have overnight stays you will meet the Head of Care again who will show your child’s bedroom and reacquaint you with the residential provision and answer any questions.
How we’re run

Ingfield Manor has a unique staffing structure reflecting the holistic approach of Conductive Education. Staff work in trans-disciplinary teams. Each team is made up of professional team members (which may include teachers, conductors, physiotherapists, occupational therapists, speech and language therapists), senior team members and team members: All staff undergo a comprehensive induction programme and a continuous training programme. The impact of this structure is that staff build up a very close working knowledge of every pupil and student’s development and special educational needs, leading to highly-effective planning and support to ensure excellent learning opportunities throughout the day.

School governors

We have an active governing body made up of parents, community, local authority and staff. Governors play an important part in the school’s success and have good relationships with pupils, students and staff.

Students benefit from a strong, experienced, hierarchal and child-focused management team who has high aspirations and expectations for them.

Ofsted 2015

How to find us

We are located in the heart of West Sussex, just north of Billingshurst.

We are just off the A29 at the Five Oaks roundabout.

If you are using Satnav in some cases it is better not to use the school’s postcode. Use RH14 9AZ which takes you to the roundabout at the top of the school drive.

Senior Leadership Team

Principal
Hazel Darby

PA to The Principal
Jane Hart-Coombes

Vice-Principal
Becki Smale

Assistant Head (Secondary and 16 plus)
Annette Smith

Assistant Head (Primary)
Lizzie Bell

Assistant Head (Early Years)
Rachel Sebastino

Head of Care
Nicky Dodds

School Manager
Alan Setchell
Contact the school

Ingfield Manor School
Ingfield Manor Drive
Five Oaks
Billingshurst
West Sussex
RH14 9AX

01403 782 294
ingfield.manor@scope.org.uk

The school office is open 8.30 until 4.30 term time

Contact Scope

Scope
6 Market Road
London
N7 9PW

020 7619 7100
scope.org.uk

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