

ISA Awards 2023 Case Study: SEND School of the Year



LVS HASSOCKS

JANUARY 2024



LVS Hassocks

History of the School

Nestled in the heart of Sussex, LVS Hassocks offers a transformative educational experience for young minds on the autism spectrum. More than just a school, it's a nurturing community dedicated to unlocking each student's full potential within a culture of respect, collaboration, and unwavering support. Founded by the Licensed Trade Charity, LVS Hassocks ethos of care extends to young people aged 11-19, providing them with a specialist curriculum tailored to their individual needs and aspirations. Recognising the specific challenges faced by individuals with autism, LVS Hassocks goes beyond conventional education, fostering academic growth alongside essential life skills for a successful future.

LVS Hassocks plays a crucial role in the future of the young people it caters for. At the heart of the school's philosophy lies a commitment to equipping students for meaningful careers. This unwavering focus permeates every aspect of their journey, from personalised curriculum design to collaborative teaching teams, relevant work experience opportunities, and a seamless transition towards future endeavours.

Fuelled by an inclusive and ambitious vision, the dedicated staff who are specifically trained to work with students with autism, led by visionary Principal Rachel Borland, has transformed LVS Hassocks into a beacon of academic excellence and support. Recognised with many awards like the National ISA Award for Outstanding Learning Support in 2020 and the IQM Centre of Excellence 2023, the school fosters a vibrant and welcoming environment where high attendance signifies not just dedication to learning, but a deep sense of belonging and mutual respect.



Rachel Borland
Principal



<https://www.lvs-hassocks.org.uk>

Aims

- To provide the very best education for students with autism, irrespective of their individual starting points.
- To foster a nurturing community where each student feels respected, valued, and empowered.
- Equip students with the skills, qualifications, and confidence to live their best lives.
- To have high Aspirations for all by offering universally recognised qualifications such as BTECs, GCSEs, A-Levels, and EPQs.
- To break down stereotypes and build trust with students who may have experienced negativity in mainstream education.
- To ensure equal opportunities for all our students, regardless of their academic profile or needs.
- To offer diverse learning pathways, including academic, vocational, and practical options so there are a variety of pathways to success.
- To partner with businesses and the wider community to create real-world learning experiences.
- To help students develop essential life skills and workplace readiness.
- To improve attendance, engagement, and well-being for all students.
- To equip students with the confidence and the skills needed to thrive in further education, employment, and independent living.
- To build strong and positive relationships with parents and carers, working in partnership to achieve individual student goals.
- We strive to create a truly transformative educational experience for our students with autism.

Actions

- As we believe every student has the potential to succeed, we committed ourselves to providing them with the support and opportunities they need to reach their full potential.
- By recognising and respecting the individual needs and strengths of each student, it allowed us to tailor our approach accordingly.
- Working closely and collaboratively with students, families, staff, and the wider community we created a supportive and inclusive learning environment.
- Our commitment to continually developing and improving our practices ensured the best possible outcomes for our students.



OUTCOMES

Academic Achievement:

- Our students achieve universally recognised qualifications, including BTECs, GCSEs, A-Levels, and EPQs.
- Negative stereotypes about autism are challenged, and trust has been built with students who have struggled in mainstream education.
- Equal opportunities are provided for all students, regardless of their academic profile or needs.
- The full potential of students is recognised, supported and celebrated.

Life Skills and Employability:

- Our diverse learning pathways suit individual aspirations and offer academic, vocational, and practical options.
- Partnerships with businesses and the community have created real-world learning experiences and opportunities for students.
- Students have developed essential life skills and workplace readiness, preparing them for successful futures.

Well-being and Engagement:

- Improved attendance, engagement, and overall well-being for all students has been seen and evidenced in classroom success.
- Students are leaving equipped with the confidence and skills to thrive in further education, employment, and independent living.
- Strong and positive relationships have been built with parents and carers, ensuring collaboration towards individual student goals.
- Students feel respected, valued and empowered.
- Through our innovative and inclusive approach, we have set a high standard for autism education.



Next steps

- We aim to develop the school buildings and facilities for the students and provide first class learning environments.
- We are working towards building deeper connections with businesses and community organisations to create more diverse and enriching work experience opportunities.
- Design and implement programs specifically focused on crucial life skills, such as financial literacy, communication, and self-advocacy., such as financial literacy, communication, and self-advocacy.
- To continue to develop the outside horticultural space to give students more opportunities in this area.

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