

Halesbury School



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Welcome to Halesbury School

On behalf of everyone at Halesbury can I welcome you to the school.

We are an all age special school where 'individuals are valued for themselves and expected to give their best'.

Our mission is 'Achieve Believe & Challenge'

We have places for 107 pupils and cater for a range of additional needs, including moderate learning difficulties, autistic spectrum disorders, speech and language communication and attention deficit hyperactivity disorder.

Our highly skilled and enthusiastic staff work with parents/carers and children to meet their individual needs and to promote independence, communication and social skills. We also work closely with stakeholders in encouraging our pupils to be lifelong learners and valued members of their community.

We are all working together for the good of the children in our care.

The School ethos and values

Achieve, believe and challenge

Provides us with our aims for all pupils and staff

Achieve:

- A Confident attitude towards life
- To Feel proud of accomplishments
- Reaching goals

Believe:

- Proud to be who we are
- The best that we can be
- To Aim high and shine

Challenge:

- The sky is the limit
- Overcoming barriers
- No target out of reach

Halesbury School Uniform

Primary through to Year 9

Boys <ul style="list-style-type: none">• Black trousers• White polo shirt• Navy blue school sweat shirt• Shoes – black	Girls <ul style="list-style-type: none">• Grey skirt or trousers• White polo shirt• Navy blue school sweat shirt• Shoes – black
P.E <ul style="list-style-type: none">• Shorts• T shirt• Pumps /trainers• Swimming Kit	P.E <ul style="list-style-type: none">• Shorts• T shirt• Pumps /trainers• Swimming Kit

Year 9 and above

Boys <ul style="list-style-type: none">• Black trousers• White shirt• School Blazer• School tie• Shoes – black	Girls <ul style="list-style-type: none">• Black skirt or trousers• White shirt• School Blazer• School tie• Shoes – black
P.E <ul style="list-style-type: none">• Shorts• T shirt• Pumps /trainers• Swimming Kit	P.E <ul style="list-style-type: none">• Shorts• T shirt• Pumps /trainers• Swimming Kit

Swimming:

A swimming costume and towel are needed on swimming days.

N.B if you wish your child to be excused from swimming or P.E than we need a written note from you or a doctor's note for an extended period.

Jewellery

This is **NOT** allowed in school. In the interests of safety we ask that all jewellery is left at home. If ears are to be pierced then please do this during the summer holidays to allow for healing, after this time only studs are allowed in school.

First Aid and Medication

The school has a number of staff who are qualified First Aiders. In the event of a minor accident or illness, pupils may be treated by one of these staff. In the event of a serious accident or suspected illness, pupils are always taken to the hospital and their parents informed as soon as possible.

If your child requires medication either long-term or for short periods of time, it may be administered by one of the First Aiders. It is essential however to fill in the appropriate form stating the pupils name, exact dosage and time to be taken – forms available from the school office.

N.B Asthmatic pupils must keep an inhaler in school at all times with their name on.

Care Plans

Pupils with medical needs have care plans which are reviewed regularly.

Charging for activities

The Rationale:

The school believes that all education should be free at the point of access and tries very hard, within its limited resources, to support this philosophy. There are certain subjects however, that requires charges to be made. These subjects include Food Technology and Design Technology. Where pupils are required to make or cook products that

they then wish to take home, the school will have to make a minimal charge for the materials used. No pupil will be prevented from taking part in the lessons because of lack of money: if these circumstances arise the end product will remain the property of the school and be sold to recover the costs.

Trips and Visits:

All trips and visits are part of the school curriculum unless parents are specifically informed otherwise. As such all pupils will go on the trips as they are an integral part of the class work of the time. Some trips and visits are financed through school fund. Voluntary donations may be requested from parents to defray some of the costs. No pupil would be excluded from a trip because they had been unable to make a donation.

In some circumstances a teacher may wish to take a group or class on a trip which cannot be afforded by school; in these circumstances voluntary donations will be asked for as usual, but if sufficient donations are not forthcoming the trip may have to be postponed or cancelled. In this situation all monies would be refunded to the parents who made donations, and the teacher would either select another, less expensive venue or wait until school fund could provide the necessary support. If residential trips are planned, contributions may be required to support the costs of board and lodgings.

No pupil would be refused access to a trip or visit because of lack of funds.

School Security

Security is always a concern for the school. Recent additions to security include code locks on most exterior doors. There is a new side gate, a new front entrance with a ramp, new fencing around the whole school site, electric vehicular gate and pedestrian gate. All of these comply with the DDA Act. A new burglar alarm has been installed along with a new fire alarm and emergency lighting system.

DDA Compliance

In order to comply with the Disability and Discrimination Act of 1995, Halesbury School staff and governors complete and audit that identify what the school needs to do comply with the regulations. The outcome of the audit results in an action plan and includes accessibility to the physical environment, access to the curriculum and access to information.

Admissions Procedure

The school takes pupils between the ages of 4 and 16 years. All pupils entering the school have an existing statement of Special Educational needs, or an Education, Health and Care plan. The school is classified as a Foundation School catering for pupils with moderate learning difficulties and some more complex learning difficulties.

The school has a maximum capacity of 110 and this limit cannot be exceeded unless by prior agreement between the Local Education Authority and the school's Governing Body. The school's Admissions Policy is based on the Admissions Policy laid down by Dudley Local Authority.

Parents/carers are welcome to visit the school prior to their child's admission. They may wish to be accompanied by their child, and/or staff from support agencies. All parents will be given this handbook with information that has been updated on a regular basis. They will also be given Parent/carer Information forms to complete along with necessary statutory permission forms needed and a Home-School Agreement.

Our most recent Ofsted report can be accessed by following this link:










<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103881>

2014 KS2 Performance Tables last update : (11 Mar 2015)






Year on year comparisons

Percentage achieving Level 4 or above in reading, writing and maths	2012	2013	2014
School	0%	0%	0%
LA	72%	74%	78%
England - All Schools	75%	75%	78%

KS2 test results and progress

	All pupils	Low attainers	Middle attainers	High attainers
Pupils eligible for KS2 assessment 	11			
Percentage of pupils achieving 3 or below in reading and maths test and writing TA 	100%	100%	NA	NA
Percentage of pupils achieving level 4 or above in reading and maths test and writing TA 	0%	0%	NA	NA
Percentage of pupils achieved level 4B or above in reading and maths test and level 4 in writing TA 	0%	0%	NA	NA
Percentage of pupils achieving level 5 or above in reading and maths test and writing TA 	0%	0%	NA	NA
Percentage of pupils making at least 2 levels of progress in reading 	9%	9%	NA	NA
Percentage of pupils making at least 2 levels of progress in writing TA 	9%	9%	NA	NA
Percentage of pupils making at least 2 levels of progress in maths 	18%	18%	NA	NA
Average point score 	13.4			

Disadvantaged pupils

	Disadvantaged pupils	Other pupils
Percentage of disadvantaged pupils achieving level 3 or below in reading and maths tests and writing TA 	SUPP	SUPP
Percentage of disadvantaged pupils achieving level 4 or above in reading and maths tests and writing TA 	SUPP	SUPP
Percentage of disadvantaged pupils achieving level 4B or above in reading and maths tests and writing TA 	SUPP	SUPP
Percentage of disadvantaged pupils achieving level 5 or above in reading and maths tests and writing TA 	SUPP	SUPP
Percentage of disadvantaged pupils making at least 2 levels of progress in reading 	SUPP	SUPP

Percentage of disadvantaged pupils making at least 2 levels of progress in writing TA ?	SUPP	SUPP
Percentage of disadvantaged pupils making at least 2 levels of progress in maths ?	SUPP	SUPP

Value Added measures

	Measure	Lower CI	Upper CI	Coverage
Overall value added measure ?	93.7	92.5	94.9	100%
Reading value added measure ?	94.2	92.9	95.5	100%
Writing TA value added measure ?	94.2	92.8	95.6	100%
Maths value added measure ?	94.2	92.7	95.8	100%

Subject level results

	Reading test	Maths test	Grammar, punctuation and spelling test	Writing TA
Percentage achieving level 3 or below ?	100%	100%	100%	100%
Percentage achieving Level 4 or above ?	0%	0%	0%	0%
Percentage achieving Level 4b or above ?	0%	0%	0%	NA
Percentage achieving Level 5 or above ?	0%	0%	0%	0%






2014 KS4 Performance Tables last update : (31 Mar 2015)

Cohort information







Number of pupils at the end of KS4	7
Key Stage 2 APS of cohort ?	12.6

	Number in cohort	Percentage of cohort
Low attainers ?	7	100%
Middle attainers ?	0	0%
High attainers ?	0	0%
Pupils for whom English is not their first language	0	0%
Pupils with statements or supported at school action plus ?	NA	NA







Year on year comparisons

 Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	2011 	2012 	2013 	2014 
School	0%	0%	0%	0%
LA	58.5%	56.1%	59.7%	53.3%
England - All Schools	59%	59.4%	59.2%	53.4%

KS4 exam results

	All pupils	Low attainers 	Middle attainers 	High attainers 
Percentage achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs	0%	0%	NE	NE
Percentage achieving A*-C in English and maths GCSEs	0%	0%	NE	NE
Percentage of pupils achieving the EBacc	0%	0%	NE	NE
Percentage of pupils achieving 5+ A*-C grade GCSEs (or equivalent)	0%			
Percentage of pupils achieving 5+ A*-G grade GCSEs (or equivalent)	0%			
% of pupils achieving any qualifications 	71%			
Number of KS4 pupils with entries in all EBacc subject areas 	0	0	NE	NE
Percentage of pupils with entries in all EBacc subject areas 	0%	0%	NE	NE


KS4 pupil progress

	All pupils	Low attainers	Middle attainers	High attainers
Percentage of pupils making expected progress in English 	0%	0%	NE	NE
Percentage of pupils making expected progress in maths 	0%	0%	NE	NE
Best 8 value added 	851.4	851.4	NE	NE
Lower confidence limit 	797.2	797.2	NE	NE
Upper confidence limit 	905.6	905.6	NE	NE
Percentage of pupils included in VA measure 	100%			








KS4 Average Point Scores

	All pupils	Low attainers	Middle attainers	High attainers
Total average (capped) point score per pupil	26.1	26.1	NE	NE
Average grade per qualification		G-	NE	NE

KS4 Exam entries

	All pupils	Low attainers	Middle attainers	High attainers
Average entries per pupil - all qualifications 	1.6	1.6	NE	NE

Disadvantaged Pupils

	Disadvantaged pupils	Other pupils
Number of Pupils	6	1
Percentage of Pupils	86%	14%
Percentage achieving grades A*-C in English and maths GCSEs	SUPP	SUPP
Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	SUPP	SUPP
Percentage of pupils making expected progress in English 	SUPP	SUPP
Percentage of pupils making expected progress in maths 	SUPP	SUPP
Best 8 VA measure 	SUPP	SUPP
Best 8 VA lower 95% confidence limit for disadvantaged pupils 	SUPP	SUPP
Best 8 VA upper 95% confidence limit for disadvantaged pupils 	SUPP	SUPP
Average entries per pupil - all qualifications 	SUPP	SUPP
Average point score per pupil (best 8) - all qualifications 	SUPP	SUPP

For the purposes of the table Disadvantaged pupils are considered as those eligible for free school meals and children looked after (ie, in the care of the Local Authority for at least 6 months).

Parent carers can access this and additional information by following this link:

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=103881>

Curriculum

Halesbury provides a curriculum that:

- Develops the full potential of individual pupils
- Seeks to address any barriers to learning of individual pupils
- Gives access to all aspects of the National Curriculum where possible
- Provides continuity in all subject areas
- Improves the pupils' independent learning strategies
- Takes account of National Progression Guidance when setting targets.

Phonics

This page contains information for parents and carers about phonics. Below, you will find a PowerPoint that explains phonics letters and sounds, as well as links to some websites that you might find useful.

- 'Letters and Sounds for Parents' PowerPoint
- <http://www.letters-and-sounds.com/>
- <http://www.phonicsplay.co.uk/>
- <http://www.ictgames.com/>
- <http://www.mrthorne.com/>



Halesbury Curriculum

Early Years and Key Stage 1

The Early Years and Key Stage 1 medium term curriculum is always updated on the class pages of the school Website. Early Year and Key Stage 1 follow the Letters and Sounds scheme to teach phonics. This is used in conjunction with Guided Reading. In this way the children can put into practice what they have learnt and experienced in the phonics lesson.

We use a combination of reading schemes which are colour banded into levels of difficulty. These include Phonics Bug, Rapid Phonics, Oxford Reading Tree, Oxford University Press and Rigby Star.

Halesbury teaches their Curriculum through themed topics. The planning is updated every half term on the school website

English and Maths are taught for 4 sessions a week and is assessed through the schools DAPA assessment system.

Children start swimming from year 2.

Halesbury School Long Term Plan 2014-2015

<u>Primary School 2014 - 2015</u>		
	<u>Theme title</u>	<u>Main focus</u>
Autumn 1	All About Me	PSHE
Autumn 2	Celebrations and Festivals	RE
Spring 1	Traditional Stories	Literacy
Spring 2	Habitats	Science
Summer 1	Fantasy	All areas
Summer2	travel	Geography

<u>Primary School 2015 - 2016</u>		
	<u>Theme title</u>	<u>Main focus</u>
Autumn 1	My world	PSHE, geography
Autumn 2	Celebrations and Festivals	RE
Spring 1	A long time ago	Literacy, History
Spring 2	Houses and homes	Science, geography
Summer 1	Fantasy	All areas
Summer2	Air and water	Science

Key Stage 2

The Key Stage 2 medium term curriculum is always updated on the class pages of the school Website.

The Early Years and Key Stage 1 medium term curriculum is always updated on the class pages of the school Website. Early Year and Key Stage 1 follow the Letters and Sounds scheme to teach phonics. This is used in conjunction with Guided Reading. In this way the children can put into practice what they have learnt and experienced in the phonics lesson.

We use a combination of reading schemes which are colour banded into levels of difficulty. These include Phonics Bug, Rapid Phonics, Oxford Reading Tree, Oxford University Press and Rigby Star.

Halesbury teaches their Curriculum through themed topics. The planning is updated every half term on the school website

English and Maths are taught for 4 sessions a week and is assessed through the schools DAPA assessment system. Writing is a school priority for the school and Maths is taught through Numicon

The children continue swimming up to Year 6

Halesbury School Long Term Plan 2014-2015

<u>Primary School 2014 - 2015</u>		
	<u>Theme title</u>	<u>Main focus</u>
Autumn 1	All About Me	PSHE
Autumn 2	Celebrations and Festivals	RE
Spring 1	Traditional Stories	Literacy
Spring 2	Habitats	Science
Summer 1	Fantasy	All areas
Summer 2	travel	Geography

<u>Primary School 2015 - 2016</u>		
	<u>Theme title</u>	<u>Main focus</u>
Autumn 1	My world	PSHE, geography
Autumn 2	Celebrations and Festivals	RE
Spring 1	A long time ago	Literacy, History
Spring 2	Houses and homes	Science, geography
Summer 1	Fantasy	All areas
Summer 2	Air and water	Science

Key Stage 3 and 4 Curriculum 2015-2016

	Autumn 1	Autumn 2	Spring 1	Spring 2	summer 1	summer 2
History	4 Challenges for Britain, Europe and the wider world	1 Development of church state and society in medieval Britain 1066-1509	3 ideas political power, industry 1745-1901	Local study	6 the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	2 the development of Church, state and society in Britain 1509 - 1745
Year 7	WW1	Normans	Britain as the first industrial nation - the impact on society	A depth study linked to black country	the changing nature of political power in Britain, traced through selective case studies from the iron age to the present	The English reformation and counter reformation (Henry VIII)
Year 8	Women's suffrage	Black death	The development of the British Empire with a depth study (India)	A depth study linked to the canal, jewellery quarter, glass etc.	a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British isles	Society, economy and culture across the period: for example, work leisure,
Seniors	WW2 - Holocaust , Winston Churchill	PEASANTS REVOLT	Slave trade	A depth study linked to the local history pre 1066 wrens nest	Britain's changing landscape from the iron age to the present	Renaissance and reformation in Europe

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	summer 1	summer 2
Year 7	Intro Russia - introduction, flags, culture, arts food, music, landmarks	Birmingham vs. Moscow	Geographic features /Physical geography MOUNTAINS RIVERS, CLIMATE, LAND MASS,	Local area field work measure weather, traffic	Human geography, climax, environment, economy	Field work using ordnance survey maps, River Stour field trip 3 locations in the day computer
Year 8	Intro Asia, china and the middle east	Birmingham vs. Beijing	Place Knowledge and Geographical Skills Water and Rock	Place Knowledge and Geographical Skills Ice and Rock	Human geography, climax, environment, economy	Field work using ordnance survey maps, River Stour field trip 3 locations in the day computer
Seniors	Intro to Africa	Birmingham vs. Cape Town	Place Knowledge and Geographical Skills Plate Tectonics and volcanoes	Place Knowledge and Geographical Skills Ice and Rock Landscapes	Environments (Africa's many) and ecosystems, rainforests	Local Environment Study Midlands

Design technology	Autumn 1	Autumn 2	Spring 1	Spring 2	summer 1	summer 2
Year 7	Introduction to the design process - design and 3D modelling - Designing an activity room	Follow the Art Time table	Healthy Snacks design and making a food product	Follow the Art Time table	Picture frame	Follow the Art Time table
Year 8	Follow the Art Time table	Introduction to the design process - Packaging and products	Follow the Art Time table	Sandwiches	Follow the Art Time table	t-shirts design
Seniors	Out of Africa	Food Tech	Resistant Materials			

Introduction to Graphics, design and 3D modelling - Designing an activity room

Art	Autumn 1.2	Autumn 2	Spring 1	Spring 2	summer 1	summer 2
Year 7	Follow the DT Time table	Exploring Colour	Follow the DT Time table	3D structure	Follow the Art Time table	Folk art-Ceramics
Year 8	Exploring Colour	Follow the DT Time table	3D structures	Follow the DT Time table	Folk art - Ceramics	Follow the DT Time table
Seniors	Natural forms VS Man made	Natural forms VS Man made	Land and sea scape	Land and sea scape	Aboriginal art and culture	Aboriginal art and culture

PSHE / Citizenship	Autumn 1	Autumn 2	Spring 1	Spring 2	summer 1	summer 2
Year 7	Intro- Welcoming and getting to know your classmates/Teachers Healthy living x 4	images from the media - media influence x 3 (body image) Local action x4	Critical consumers x 4 ,	rights and responsibilities x 4,	How government works, Houses of Parliament, Local government	drugs x 3, alcohol x 6,
Year 8	Intro- Welcoming and getting to know your classmates/Teacher Taking care of yourself - personal hygiene, personal safety, healthy mind - healthy body. Fire safety.	Active citizenship x 6	Work and wages x 4, Budgeting	Global citizenship x 6		Work of an MP, Local government, Forms of government
Year 9 PSD	Intro- Welcoming and getting to know your classmates/Teachers Career opportunities x2, Professional Skills and Career Planning career planning x6	Volunteering x 4 - contributing as a citizen,	Respect and Tolerance Relationships / sexuality x4, SRE x 4,	A nation of immigrants	Politics x 4, Democracy x4	Depression and Teenage Suicide x 4, Cannabis and Mental health x 4
Year 10 PSD	Injunction with Dudley Youth Services , Substance misuse - Drugs, Alcohol, mental health, internet safety, Anti Social Behaviour	Injunction with Dudley Youth Services , Internet safety, Knife awareness, SRE- Body image/Relationships, SRE- STI's- Condoms, Personal Hygiene, Personal safety -Roads, Fireworks, frozen bodies of water	Personal Social development Unit			
Year 11 PSD	Injunction with Dudley Youth Services , Substance misuse - Drugs, Alcohol, mental health, internet safety, ASB	Injunction with Dudley Youth Services , Internet safety, Knife awareness, SRE- Body image/Relationships, SRE- STI's- Condoms, Personal Hygiene, Personal safety -Roads, Fireworks, frozen bodies of water	PSD			

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	summer 1	summer 2
	Using a range of tactics and strategies to overcome (Outwit) opponents in direct competition through team and individual games	Perform dances using advanced dance techniques with a range of dance styles and forms HAKA		Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	Develop their technique and improve their performance in other competitive sports	Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
Year 7	Football	Dance HAKA	Netball / Inclusive games	Basketball	Cricket / Athletics	Orienteering, Team building, communication, trust activities. / tennis
Year 8	Football	Tag rugby	Netball / Inclusive games	Basketball	Cricket / Athletics	Orienteering, Team building, communication, trust activities. / tennis
Seniors	Football / BTEC	Tag rugby / BTEC	Netball / Inclusive games / BTEC	Basketball	Cricket / Athletics/ BTEC	Orienteering, Team building, communication, trust activities. / tennis / BTEC

ICT	Autumn 1	Autumn 2	Spring 1	Spring 2	summer 1	summer 2
Year 7	Introduction to instructions and programming Commands repeated	Purple Mash Introduction to algorithms and programs	Animation Pivot stick figure	Textease Presentations	Photography	Simple photo manipulation procedures using Revelation Art
Year 8	Logo Commands Building up instructions for the turtle	Purple Mash Further programming	Animation Simple movement	Simple presentations with Powowpoint	Photography	Simple Photoshop procedures using photoshopx2 and Revelation Art
Year 9	Programming procedures	Purple Mash advanced programming	Animation Creating Graphics	Advanced presentations with Powowpoint	Photography	Advanced Photoshop procedures using photoshopx2
Year 10	Btec ICT Units					→
Year 11	Btec ICT Units					→

KS4 Exam subject and Awards

English (WJEC) Entry Level 1 2 3
English (AQA) GCSE Foundation

Maths (AQA) Entry Level
Maths (Edexcel Pearsons) GCSE Foundation

Science (OCR) Entry Level
Science (OCR) GCSE Foundation

BTEC (Edexcel) ICT Users (Certificate)
BTEC (Edexcel) Personal and Social Development (Certificate)
BTEC (Edexcel) Workskills (Award)
BTEC (Edexcel) Diploma

Continuing Professional Development

The Governors believe that the pupils should have access to the best qualified and trained staff and Continuing Professional Development is one of the most important aspects of the school. This means that all staff within the school is given the opportunity to develop their personal skills to the highest possible level.

External Examination Results:

2014/15 Key Stage 4 External Accreditation – 5 Pupils

Board	Subject Entry level	Not entered	Level 1	Level 2	Level 3	GCSE
OCR	Science	1	2			4
WJEC	English		2	2	3	
AQA	Mathematics					2
OCR	ICT				1	
OCT	Child Dev	1	6			
EDEXCEL	ICT		7			
EDEXCEL	PSD		7			
EDEXCEL	Hair and Beauty		3			
EDEXCEL	Construction		4			
EDEXCEL	Landbase		7			
EDEXCEL	Workskills		Award			

Destination of leavers:

- 1 2 - Stourbridge college
- 2 4 - Halesowen college
- 3 1 Dudley College

Pupil premium grant expenditure:

Report to governors: 2014/15 (current to June 2015)

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	88
Total number of pupils eligible for PPG	40
Total amount of PPG received	£55,555

Record of PPG spending by item/project 2014/15			
Item/project	Cost	Objective	Outcome
2.5 days of Family outreach co-ordinator salary	£15,715	To ensure families of vulnerable pupils are supported both academically and socially	
2 days teacher support appointed to provide academic interventions	£19,686.25	To scrutinize data ½ termly and provide academic interventions – Focus writing as per SIP	
1 day share of additional speech therapist	£8,861	To introduce and embed the SCERTS programme	
Provision of breakfast club	£205.93	To provide nutrition on arrival at school	
2 days Administration support	£5,284.55	To assist with EHCP transition	

2.5 days Family outreach worker	£5,659.75	To support families with the transition to EHCP's in addition to the increased work load of the co-ordinator	
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Total PPG received	£55,555
Total PPG expenditure	£55,412.49
PPG remaining	£142.51

Sports premium expenditure:

Report to governors: 2014/15 (current to June 2015)

Number of pupils and sports premium grant received	
Total number of pupils on roll	95
Total amount of PPG received	£8,190

Record of SPG spending by item/project 2015/16			
Item/project	Cost	Objective	Outcome
Supporting additional swimming opportunities	£300	Government objective- all pupils to swim 25 metres by year 6	
Sports coaching for year 6 combined with neighbouring school. to encourage co-operation and improve fitness.	£960	To encourage co-operation and improve fitness	
Medals and cups for teams participating in "ignite " sports a tournament for local primary schools pupils to compete with our pupils (termly) FSM pupils primary school	£195	To enable our pupils to participate in competitions which do not require full teams from a year group	3 events have occurred with very positive feedback from involved primary schools- this is to be further developed.
PE teacher release	£3,000	To provide CPD for all primary staff to improve the quality of PE lessons	CPD feedback was very positive

Total SPG received	£8,190
Total SPG expenditure	£4,455
SPG remaining	£3,735

Year 7 literacy and numeracy catch up expenditure:

Report to governors: 2014/15 (current to June 2015)

Number of pupils and year 7 catch up grant received received	
Total number of pupils on roll	95
Total number of pupils eligible for grant	12
Total amount received	£6,500

Record of spending by item/project 2015/16			
Item/project	Cost	Objective	Outcome
Additional literacy resources.	£5,601.15	To ensure age appropriate materials are available to support the drive to improve standards of literacy	

Total received	£6,500
Total expenditure	£5,601.15
Remaining	£884.85

Halesbury School

Person Responsible John Kulyk (Head Teacher/TEAM TEACH Trainer)

Behaviour, Behaviour Management/Positive Handling Policy

Halesbury School aims to provide a supportive, educational environment for students who present with social, emotional and behavioural difficulties which might have impacted upon their ability to learn in a mainstream setting. There is a whole school approach to actively promote improvements in educational attainment, attendance and achievement together with the development of positive social skills. The staff will engender 'equality of opportunity' to maximise educational and social potential to enable its students to develop the necessary skills to approach adulthood with a range of qualifications and confidence so that they make a successful transition from school into the world of work; further education/training and to become responsible members of the community. The school recognises the need to incorporate models of acceptable behaviour; to clearly define expectations of positive behaviour amongst its students and where measures are taken to address unacceptable behaviours, these are reasonable, proportionate and understood by all concerned. **Standard 12.1 requires that 'The school has and consistently implements a written policy on managing behaviour, including promoting good behaviour. This policy includes:**

- **measures to combat bullying and to promote positive behaviour**
- **school rules**
- **disciplinary sanctions**
- **when restraint is to be used and**
- **arrangements for searching children and their possessions'.**
(National Minimum Standards 2011).

This Policy also complies with The Education Act 2011 '**Helping teachers maintain good discipline**' and applies the Positive Handling Guidance DoH/DfES Joint Guidance for Restrictive Physical Interventions (2002) and the DfE guidance for the Use of Reasonable Force (2012).

Halesbury School will promote positive behaviour through clear, effective policies and procedures that embrace the essential ethos and values of the school. These include:

- Behaviour Policy
- Behaviour Management/Positive Handling Policy
- Positive Handling Plans
- Anti-bullying Policy
- School Rules
- Screening/Searching of students
- Complaints Policy

Halesbury School considers that within any social situation there are limits and standards of behaviour which are a necessity and the school has designed a 'Behaviour Checklist' which outlines expectations within the school and care setting and whilst each student will have his own 'level of need and understanding', they are determined as the School Rules for all students:

- 1. Keep hand, feet and comments to yourself.**
- 2. Follow all instructions given by an adult.**
- 3. When an adult or pupil speaks everyone listens.**
- 4. Enter and leave the classroom quietly and sit in your own places.**
- 5. Remember that when you walk down the corridors other pupils are still learning.**
- 6. Treat other the way you like to be treated.**
- 7. Mobile phones and any other electronic equipment should be left at home.**
- 8. Respect everyone in school whatever their differences.**

Additional and individual expectations within the classroom and/or groups within the care setting should be negotiated between the staff members and the students which should reflect:

- each student's history prior to admission to the school
- the student's patterns of behaviour and the 'triggers' that cause negative behaviours

- the level of understanding of each student
- the student's response and possible actions towards 'authority'
- the student's responses to their peers.

Whatever rules are applied, they need to be both fair and consistent and should reflect the responsibilities of the students. They should be clearly understood by them as existing for their general benefit both as individuals and as a group. The students should be given every opportunity to be involved in the decision making process as to whether the rules are fair and appropriate and review them in the School Council and/or Tutor group sessions as it is agreed that any set of rules are more effective when they are owned and accepted by those using them.

Halesbury School strives to build self-esteem and increase the awareness of its students to the needs of others. Abusive, racist or sexist comments are unacceptable and will be challenged. The school believes that all those who live, learn and work in the school have a responsibility to treat others as they would wish to be treated and the staff will work in an anti-discriminatory manner to achieve this.

Primary prevention is achieved through effective Team-Teach training to develop 'staff expertise in working with (students)...who present challenging behaviours' (DoH/DfES RPI Guidance (Prevention)). Each student who presents risk has his own Individual Learning/Behaviour Plan which includes regular target setting to improve behaviour and Risk Assessments which outline the level of risk depending upon the activity or behaviour. All staff are familiar with the IIP and any related Risk Assessments which should be reviewed on a regular basis and amended accordingly. In addition and in compliance with the DoH/DfES RPI, students who need a Positive Handling Plan which details:

- any known medical conditions, e.g., diabetes, asthma, epilepsy, etc
- Trigger Areas – common places/times known to lead to Positive Handling
- Trigger Behaviours – behaviours/situations known to lead to Positive Handling. Such information will enable staff to be aware of environmental factors and the potential hazards that may be prevalent; if there is a physical stimulus that is provoking the student's responses that can be removed and whether the physical boundaries provide sufficient security
- is the student known to assault staff, peers or damage property
- Preferred Supportive Strategies - effective supportive strategies known to defuse situations or behaviours
- *Preferred Positive Handling Strategies - effective responses/holds*
- Success Criteria – what strategies can be developed to avoid holding situations?
- Recording in the Incidents Involving Physical Intervention Book
- Evaluation/de-brief – Resolution Meeting, etc.
- Names/signatures of all involved.

It is recognised that many of the students of Halesbury School find difficulty in managing their anger. The reason(s) for this could include that they have:

- been victims of abuse or neglect

- felt or feel a sense of rejection
- low self-esteem
- not experienced consistent levels of care and attention
- difficulty trusting adults
- medical conditions, i.e. ADHD which contribute to their poor behaviour
- frequently experienced periods of failure throughout their educational career.

In addition to the above, some students may have been or are involved in criminal activities including alcohol or drug related incidents; acts of vandalism and assaults on others and actions that have brought them to the attention of the Police and the courts.

Strategies for avoiding incidents:

Staff at Halesbury, through regular Team-Teach training, possess the skills to adopt effective strategies to defuse potential instances of conflict or aggression. Addressing situations in their infancy can be invaluable in managing potentially extreme behaviours. In line with the DoH.DfES RPI Guidance, secondary preventative strategies are applied when 'primary prevention has not been effective'. These measures include:

- **communication/verbal advice and support.** Early intervention needs to be assertive but non-confrontational. If students are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should attend to a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation
- **affection** - for the angry student whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. **Reject the behaviour not the person** by showing that you care despite the difficulties
- **distraction/redirection** – is the action of diverting the student's attention from a potentially inflammatory situation to something in which he has an interest
- **reassurance** – is about supporting, comforting and encouraging a student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment
- **planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment
- **time out** – this is to allow a student 'space' on their own; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience

- **withdrawal** – which involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in a Quiet Room; with the Head teacher or the SLT Office
- **humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular student
- **calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations
- **negotiation/being objective** – the ability to listen and talk to students and come to an agreement by setting limits and offering options. This will allow a ‘back door exit’ from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved
- **transfer adult** – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of sight might defuse the situation. This should be done, if possible, leaving enough staff to control the situation
- **success reminder** – remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good
- **support through daily routine** – a bored student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours
- **physical intervention** – is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted.

The aim of the staff of Halesbury School is to provide an environment that is safe and secure and through a ‘whole school approach’ to behaviour, be able to minimise the need for Positive Handling. However, any situation that threatens the safety of the student, his peers, the staff team or the fabric of the school, will be responded to in a method that is appropriate, reasonable and proportionate whilst limiting the damage to those concerned and enabling the student to recognise the possible need for physical intervention and how he will be supported in acknowledging his anger; how this affects others and the strategies that will be put in place to help him manage his negative behaviour.

The ‘Use of Reasonable Force 4/2012’ Guidance is aimed at Governing Bodies, Head teachers and staff in all schools. The Key Points are as follows:

- school staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- suspension should not be an automatic response when a member of staff has been accused of using excessive force
- senior school leaders should support their staff when they use this power.

When can reasonable force be used?

- to prevent students from hurting themselves or others; from damaging property or from causing disorder
- to control or restrain students
- to enable staff members to use their professional judgment when deciding whether or not to physically intervene whilst taking account of individual circumstances

Schools can use reasonable force to:

- remove a disruptive student from the classroom or an activity outside of the school day, where they have refused to follow an instruction
- prevent a student behaving in a way that disrupts a school event; a school trip or visit
- prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student or to stop a fight
- restrain a student at risk of harming themselves through physical outbursts.

The purpose of Permissible Forms of Restraint is:

- to restrain the student who has lost his self-control and hold him until anger passes and self-control is regained
- to alleviate the significant risk that students are exposing themselves and/or others to by being 'out of control'
- to demonstrate to the student that adults are able to support and manage what appears to be uncontrollable anger using the minimum amount of force necessary to contain the situation.

Escorts and Interventions

If a situation develops that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings and ensure that they do not apply an escort or method of physical intervention where there is limited space, e.g., on the stairs or where they expose themselves or the student to unnecessary risk of injury due to the environment.

The staff of Halesbury School are trained in the Team Teach method of Care & Control/Positive Handling which aims to 'promote the least intrusive positive handling strategy and continuum of graded and gradual techniques with an emphasis and preference for the use of verbal, non-verbal de-escalation

strategies being used and exhausted before Positive Handling strategies are utilised' (Team-Teach aims and course objectives). Details are given below of the escorts and interventions that can be applied when all other methods of Behaviour Management have been exhausted. The staff team are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used. On-going training for all staff includes an annual refresher course for basic Team Teach/Positive Handling; an annual refresher course in Advanced Team Teach/Positive Handling and half-termly review sessions for both the Teaching and Care staff teams with the Team Teach Instructor. These review sessions provide the opportunity for staff to reflect on incidents that they have been involved in and to explore other strategies that might have been more effective.

All situations should initially be managed by staff with the minimum degree of physical intervention, whenever possible. There will be occasions when gentle guidance/removal from a situation is all that is needed. Application of the Caring Cs is an unobtrusive method where the staff member(s) have 'open palms' placed on either side and above the student's elbow with their body sideways onto the student. This guide is not a hold or a restraint as the student can move away freely, if they wish.

Single Elbow Hold – this is a more determining/supportive escort aimed at removing a student from an area or situation to avoid further escalation or involvement. This is carried out by two members of staff.

Double Elbow Hold – This can involve one or two members of staff (one each on either side) to add greater purpose in removing a student from an area or situation. This hold would be applied if it were considered that the Single Elbow Hold would be ineffective or pose a risk to the student or others in the vicinity. This hold should NOT be applied in a seated position.

Staff are taught that they can de-escalate a situation by moving down from a higher level escort to a lower level prior to releasing a student

The Wrap – This hold is a medium level intervention and staff undertaking this hold should be aware of the height of the student as there is the risk of being head butted. Therefore this hold should only be carried out on students lower than head height. This is a single person hold which should be carried out in front of a witness, whenever possible.

This hold can allow a student to be taken to a chair if his behaviour escalates or he attempts to kick back on the staff member's shins

The Shield – this is a more robust single person method of intervention, useful for moving a student over a relatively short space. As in any single person intervention, where possible carry out in front of a witness.

The DoH/DfES RPI (Risk Assessment) clearly defines the risks involved in applying 'restrictive physical intervention' and the staff through Team-Teach training, are skilled in taking the appropriate steps to minimise the risks of injury, pain or distress to both staff and students in line with the Guidance.

Standard 12.5 requires that 'All children and staff are given an opportunity to discuss with a relevant adult incidents of restraint they have been involved in, witnessed or been affected by'. Standard 12.6 requires that 'A written record is kept of major sanctions and the use of physical

intervention.....The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice'. (National Minimum Standards 2011)

The school complies with this requirement with a process that provides support, supervision, repair and reflection for all involved. The Education Team holds a Resolution Meeting between the staff member(s) involved, a senior manager and the student to review the incident: what could have been done differently? What was learnt from the situation? How to move forward and whether a sanction should be imposed.

The Heads of Care meet with those involved to discuss the incident; explore what lead to the restraint; share alternative strategies to enable the student to manage their behaviour in the future to avoid being held and if a sanction is applied, assist the student to understand why this was imposed.

All staff should record any incident requiring physical restraint in the:

- Reports of Incidents Involving Physical Intervention (Bound and Numbered Book
- Behaviour Log (if appropriate)

All information should be signed and dated and if more than one member of staff is involved, their individual account should be recorded to give a full picture of the situation.

Police involvement may be required if there is a particularly violent incident that cannot be contained by the staff; if a student or member of staff is assaulted or significant damage is caused to the school as a result of the incident. In these situations, staff/students can exercise their right to press charges upon the student concerned and the school has a duty of care to support them in their decision. The parents/carers, Social Workers/Guardians, etc must be informed if any student is arrested by the Police.

Students and staff need to be protected from any form of physical violence and the school believes that it is important that both staff and students recognise that most behaviours have consequences.

Whenever there is a need for a consequence to any given situation, it is vital that the sanction is:

- understandable to the individual concerned
- directly related to the incident
- individualised – there should not be a prescribed tariff of offences and sanctions
- as close to the episode as possible
- seen to be fair.

Examples of acceptable sanctions include:

- the temporary restriction or withdrawal of privileges such as leisure activities
- make-up time
- close supervision at break times
- IT, vehicle, sports equipment ban
- internal exclusion
- fixed term exclusion
- permanent exclusion

No consequences should involve or lead to, the humiliation of a student and staff should ensure that he is able to retrieve his dignity and self-respect after the imposition of any sanctions.

Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the student. Details of the incident and the sanction should be recorded in the appropriate books/logs.

Unacceptable sanctions

- physical punishment or the threat of physical punishment
- deprivation of food/drink
- removal of clothing and the requirement to wear alternative or inappropriate clothing
- the denial of contact with parents/carers or significant adults
- withdrawal of communication with staff
- withholding of medication, medical or dental treatment
- humiliation or bullying by staff
- applying the use of seclusion where a student is forced to spend time alone against his will in a locked room or a room he cannot leave
- use force as a punishment as this action would fall within the definition of corporal punishment which has been abolished
- use pain to gain compliance.

This Behaviour Management/Positive Handling Policy is aimed at providing a framework for guidance for both staff and students. It is also intended to offer direction for staff on how they should best respond to difficult and aggressive behaviour in addition to the formal Team-Teach training.

Compliance with this Policy will demonstrate that Halesbury School will consistently provide a safe and caring environment allowing and enabling its students to mature and develop to their full potential.

September 2014

Review Date September 2015



Halesbury School

CHARGING AND REMISSIONS POLICY

Introduction

This policy has been formulated in accordance with Authority's guidance on: Charging for School Activities.

Aim:

The aim of this policy is to set out what charges will be levied for activities, what remissions will be implemented and the circumstances under which voluntary contributions will be requested from parents.

Responsibilities:

The Governing Body of the School are responsible for determining the content of the policy and the Head Teacher for implementation. Any determinations with respect to individual parents will be considered jointly by the Head Teacher and Governing Body.

Prohibition of Charges:

The Governing Body of the School recognise that the legislation prohibits charges for the following:

- education provided during school hours (including the supply of any materials, books, instruments or other equipment);
- education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education;
- tuition for pupils learning to play musical instruments if the tuition is required as part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education;
- entry for a prescribed public examination, if the pupil has been prepared for it at the school;
- examination re-sit(s) if the pupil is being prepared for the re-sit(s) at the school;
- education provided on any trip that takes place during school hours;
- education provided on any trip that takes place outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education;
- Supply teachers to cover for those teachers who are absent from school accompanying pupils on a residential trip;

Charging for School Activities
November 2013

- transporting registered pupils to or from the school premises, where the local education authority has a statutory obligation to provide transport;
- transporting registered pupils to other premises where the governing body or local education authority has arranged for pupils to be educated;

- transport that enables a pupil to meet an examination requirement when he has been prepared for that examination at the school;
- transport provided in connection with an educational trip.

Charges

The Governing Body will make a charge for:.

- (a) board and lodging on residential visits (not to exceed the costs)
- (b) the proportionate costs for an individual child of activities wholly or mainly outside school hours ('optional extras') to meet the costs for:
 - (i) travel
 - (ii) materials and equipment
 - (iii) non-teaching staff costs
 - (iv) entrance fees
 - (v) insurance costs
- (c) individual tuition in the playing of a musical instrument
- (d) re-sits for public examinations where no further preparation has been provided by the school
- (e) costs of non-prescribed examinations where no further preparation has been provided by the school
- (f) any other education, transport or examination fee unless charges are specifically prohibited
- (g) breakages and replacements as a result of damages caused wilfully or negligently by pupils
- (h) extra-curricular activities and school clubs.
- (i) Visits and excursions that are not part of the National Curriculum.
- (j) Breakfast Club ingredients.
- (k) Food Technology ingredients.

Remissions

(Where the governing body have determined to charge for board and lodging on a school trip the following paragraph must be included).

Children whose parents are in receipt of the following support payments will, in addition to having a free school lunch entitlement, also be entitled to the remission of charges for board and lodging costs during residential school trips. The relevant support payments are:

- a) Income Support;
 - b) Income Based Jobseeker's Allowance;
 - c) Support under part VI of the Immigration and Asylum Act 1999;
 - d) Child Tax Credit, where the parent is not entitled to Working Tax Credit and whose annual income (as assessed by HMRC) does not exceed £13,480
- In respect of (e) above account will be taken of any revision to the amount as advised by the Authority.

(For any other charges which are to be made the policy must set out below the remissions which will apply to each charge. If charges are not to be made the corresponding remission does not exist).

- a) 50% remission
- b) 50% remission
- c) 50% remission
- d) 50% remission

Voluntary Contributions

Parents will be invited to make a voluntary contribution for the following:

- a) Trips and visits to places outside of the National Curriculum.
- b) Food Technology and ingredients.
- c) Breakfast Club.

Charging for School Activities

The terms of any request made to parents will specify that the request for a voluntary contribution and in no way represents a charge in addition the following will be made clear to parents:

- a) that the contribution is genuinely voluntary and a parent is under no obligation to pay; and
- b) that registered pupils at the school will not be treated differently according to whether or not their parents have made any contribution in response to the request.

The responsibility for determining the level of voluntary contribution is delegated to the Head Teacher.

June 2015

Halesbury School

Special Educational Needs Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

AIMS:

That practice reflects our school mission statement.

Our Mission statement is: - Achieve, Believe and Challenge.

This provides us with our aims for all pupils and staff.

Achieve

- A confident attitude towards life
- To feel proud of accomplishments
- Reaching goals

Believe

- Proud to be who we are
- The best that we can be
- To aim high and shine

Challenge

- The sky is the limit
- Overcoming barriers
- No target is out of reach

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to each individual child's needs. We aim to create an environment in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extra- curricular

- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: Through our local offer of whole class, small groups and individual attention, through half termly pupil progress meeting.
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Profiles.

OBJECTIVES

All of our pupils have statements of SEND or EHCPs.

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
 - Provide staff with up to date and relevant information on the needs of pupils
 - Provide staff with regular opportunities to discuss pupils' needs.

TYPES OF SEN

The SEND Code of Practice describes the four broad categories of need:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multi- sensory and physical difficulties.

These four areas give an overview of the range of needs that Halesbury school may need to meet, however we identify the needs of the pupil by considering the needs of the whole child which is so much more than just their special educational needs.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:• we **must not** directly or indirectly discriminate against, harass or victimize disabled children and young people

- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part

of the school’s usual differentiated curriculum and strategies. The school uses the Dudley SEND action record to maintain information about the identification, assessment and provision for each pupil.

Every child at Halesbury has a statement or EHCP stating their individual needs and objectives to be met and reviewed annually through the Annual Review Process.

Advice is sought from relevant outside agencies to support these objectives. All pupils have termly Individual Intervention Plans (IIP’s) to support progress in both academic and social and or communication needs. Pupil Passports are used to record additional provision for all pupils in school.

A Graduated Approach to SEN Support

At Halesbury school, we adopt a “quality first teaching” approach.

The key characteristics of quality first teaching are:

- highly focused lesson objectives with suitably differentiated targets to meet pupils needs
- high demands of pupil involvement and engagement with their learning
- appropriate levels of interaction for all pupils including the use of Augmentative and Assistive communication resources
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may require additional interventions.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. These occur half termly with members of the management team, whereby each individual child’s progress is reviewed across the Three waves of interventions, and targets and interventions are set for the following half term. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. Data is analysed in line with progression guidance against a traffic light system. This highlights any pupil who is not reaching their Upper Quartile target and whether they are on track to meet their end of year target.

The first response to a lack of progress should be high quality teaching targeted at their areas of weakness. In addition to this the whole child would be discussed to see if there are any additional wave 2 or 3 interventions that would benefit them.

SUPPORTING PUPILS AND FAMILIES

Class teachers, in partnership with the Pastoral Deputy and Family Outreach, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child’s needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils’ eligibility for access arrangements.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be

disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The child's medical needs if necessary will be supported by an individual care plan written by the School Health advisor in discussion with the child's parents. School adheres to the medical protocol both in and out of school. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "Policies" tab on the school website. Annual medical training is provided by the Schools Health Advisor for Asthma, Epilepsy and Epipen training. Additional training is requested by the appropriate agencies on a needs basis.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Additional Needs Co-ordinator to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. The schools allocated Governor for SEN liaises regularly with the Pastoral Deputy to ensure pupils needs continue to be met successfully.

Governors will ensure that:

- the necessary provision is made for all pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs(2001)
- they are fully informed about SEND issues, so that they can play a major part in school self-review

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the Additional Needs Co-ordinator
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **Pastoral Deputy** is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils individual needs

- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils additional needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils, alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- assisting in the monitoring and evaluation of progress of pupils through the use of existing school assessment information, e.g. class-based assessments/records, pupil progress meetings etc.
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary/secondary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the Additional Needs Co-ordinator and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing pupil targets and interventions and monitoring progress.

The Designated Lead for Safeguarding is Mr Kulyk. He has responsibility for ensuring that all staff training is up to date and renewed appropriately. He ensures recording and reporting procedures are adhered to and any new legislation/advice is shared with all staff. He has responsibility for the

confidential storage of information and meets regularly with the Designated Governor for Safeguarding – Mrs Whitmore.

Mr Kulyk is equally responsible for managing PPG/LAC funding.

Mrs Appleby Payne – Deputy Head Pastoral is responsible for liaising with parents and health in order to ensure the medical needs of pupils are met.

STORING AND MANAGING INFORMATION

Documents relating to all pupils in school will be stored with their Pupil File in fireproof cabinets in the school office; these cabinets are in a locked room overnight. Any information and records will be passed on to a child's next setting when he or she leaves Halesbury School. The school has a Confidentiality policy which applies to all written pupil records.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Long Furlong's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies" tab.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Managing Medical Conditions in School policy
- Personal Care policy

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.

LOCAL AUTHORITY TERM DATES

Dudley Term dates 2015-2016

2015 Autumn Term

Term Starts: Wednesday 2nd September

Half Term: Monday 26th October – Friday 30th October

Term Ends: Friday 18th December

73 days

2016 Spring Term

Term Starts: Monday 4th January

Half Term: Monday 15th February - Friday 19th February

Term Ends: Thursday 24th March

54 days

2016 Summer Term

Term Starts: Monday 11th April

Half Term: Monday 30th May - Friday 3rd June

Term Ends: Thursday 21st July

68 days

Total 195 days

Please note that the total of 195 days includes 5 inset days, which are to be set by the school

Primary Liaison Week

2016 4th – 8th July

Election Day

5th May 2016 (To be confirmed)

Bank Holidays

25th and 28th December 2015 (Christmas)

1st January 2016 (New Years Day)

25th March 2016 (Good Friday)

28th March 2016 (Easter Monday)

2nd May 2016 (Early May)

30th May 2016 (Spring Bank Holiday)

29th August 2016 (Summer Bank Holiday)