

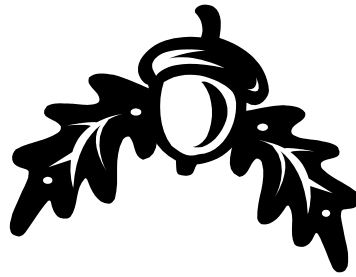


## Prospectus 2016/2017



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# ***Welcome to Highfield School!***

**Our Head Teacher is Mr Simon Bainbridge**

**Our Deputy Head Teacher is Mr Andrew Munday**

**Our address is:**

Highfield School  
Downham Road  
Ely  
Cams  
CB6 1BD

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## **1. About Highfield School**

Highfield School is an area community special school taking children from a wide area around Ely. Places are offered to both girls and boys within a 2-19 age range. All of our pupils have statements of Special Educational Needs, which means each pupil has a significant and complex learning difficulty. Some may have associated behavioural problems, physical disabilities, sensory, communication or medical needs. Highfield is a very popular school which enjoys a very good reputation in the county and places are in high demand.

The school is situated on the edge of the City of Ely in Cambridgeshire. It occupies large and attractive landscaped grounds and is in very close proximity to Ely College and Lantern Primary School. These two schools, Highfield and six other local schools form 'The Ely Schools Partnership'. We enjoy very good relationships with our partnership schools. We all benefit from each others expertise, experiences, facilities and resources, working together to support inclusive practices across the partnership.

The school has accommodation that includes specialist teaching rooms: Hall/gymnasium, food technology, science/technology, art, music, library, ICT, multi-sensory, soft play, sound/light room and a life skills flat. Visiting therapists have their own suite including offices and therapy rooms. We have three minibuses, which enable pupils to access educational visits to various places including the swimming pool, leisure centre, riding stables, work related learning placements and college course at Cambridge Regional College.

The school is organised into three main departments: Early Years and Key Stage One, Key Stage Two and Key Stage 3, and Key Stage Four and Sixth Form. Classes are small, staffed by a teacher and sufficient teaching assistants to ensure good staff to pupil ratio. Our most recent OfSTED report in October 2014 said *'Throughout the school, teachers communicate high expectations to pupils and promote in them an excellent attitude to learning. This ensures that pupils have a belief in themselves as learners and develop the necessary personal skills to succeed.'*

We aim that our learners are confident, happy and achieve to the best of their ability. OfSTED reported *'Throughout the school, pupils' excellent attitudes to learning contribute a great deal to their academic progress and personal development.'*

We are committed to improve the work of the school and welcome the support provided by parents, staff, governors and partners across a range of services. OfSTED said *'There has been a substantial amount of training to develop the staff's skills and teachers have plenty of opportunity to observe one another's teaching in order to spread best practice. Training has been particularly effective in developing the staff's skills in teaching reading and writing, using special equipment for teaching mathematics, and supporting pupils with autistic spectrum disorders.'*

### **Highfield School Aims**

At Highfield School we strive to provide a supportive, safe, nurturing and rich environment that ensures the best possible progress for all our learners. We celebrate the small and larger steps of progress our learners make.

We continually review and develop our provision to meet the changing needs of our school population. Communication, social and emotional needs are central to providing an outstanding level of provision. We aim to provide a fun, child centred and flexible curriculum that teaches skills for life and sets learners up well for their future.

**Highfield School aims over the next three years to make its community one which:**

- Develop and consolidate the provision for pupils with the highest needs, including learners with Profound and Multiple Learning Difficulties
- Ensure that our learners are exceptionally well prepared for the next step in the learning or employment, focusing on the development of our work related learning opportunities in Key Stage 4 and Sixth Form
- Continuing to track the progress of all individuals and groups of learners, working with the staff team to raise progress where it is not as good as it could be
- Amend assessment and monitoring systems to reflect the breadth of progress our pupils make, not just on curriculum subjects
- Have self-evaluation evidence that outlines clearly that provision for learners and their families is at least Good in all areas
- Use research to inform and develop our practice
- Work in partnership with the Active Learning Trust in opening the new area special school in Littleport

**About the School Day**

The school day starts at 9.00 am and finishes at 3.15 pm. The lunchtime period is from 12.00 pm to 1.15 pm, with a primary and secondary lunch sittings being staggered. Morning or afternoon breaks are for 20 minutes. Staff are ready to receive pupils from their transport up to 15 minutes before 9.00 am and to supervise pupils getting onto transport for 15 minutes at the end of the day.

**2. Admissions**

Places at Highfield are offered using the following criteria:

1. The pupil has a statement of special educational need or EHC plan, or this process is underway.
2. Paperwork is sent through the Statutory Assessment and Resources Team (START)
3. Special school education rather than a mainstream setting can best meet the pupil's needs.
4. Resources are available to meet the pupil's needs.
5. The pupil wants to come to the school.
6. The parents agree to the school's policies and/or its philosophy/ethos.
7. A place is available in the appropriate key stage and class group.
8. The school offers a placement which is appropriate for the pupil and is the nearest available to their home.
9. The placement has been agreed by the school and the Local Authority.
10. If the pupil's individual needs cannot be met within existing resources the appropriate staffing is to be agreed and arranged within the appropriate authorities before the child is admitted.
11. The school will be allowed full access to the pupil's medical, academic and social records where necessary to build up a 'pen-picture' of the child's need. This will

ensure that any placement offered will be appropriate, both for the individual pupil and for other pupils already at the school.

Constraints on admissions:

1. The pupil requires a residential placement.
2. The pupil has communication/sensory/physical/social, emotional and/or behavioural difficulties but does not have learning difficulties.
3. The pupil needs substantial and regular support from a teacher qualified in the teaching of the visually and/or hearing impaired.
4. The pupil has other needs outlined in his/her statement that Highfield cannot accommodate.

### **3. After School Club**

The Highfield After School Club gives your child the opportunity to participate in many fun activities at school, while spending time with their friends.

Parents have the choice of using the free taxi service home or if preferred parents can pick up their child from the club. Taxi collection is at 5.15pm however parents can choose to pick up their child and they can stay until 5.30pm. Sessions start at 3.15pm and run until 4.15pm or 5.15pm.

If you are interested in your child attending the After School club and would like more information about fees etc, please contact Daniel Godfrey via the school office for a welcome pack.

### **4. Assessment, Recording and Reporting**

**Pre-admission meetings** – This takes place shortly after a place has been offered, and is a time to gather some basic information about your child's needs in order that the transition into Highfield is as smooth as possible.

**Assessment on entry** – On entry to the school, all children are assessed using a range of resources, to provide a 'baseline' which may include end of Key Stage tasks if appropriate.

**Annual reviews** – A meeting is held annually when each child's statement of educational needs is reviewed, parents and professionals are invited. This is part of the statutory process for children who have an Education, Health and Care Plan

A report of the pupil's achievements and progress is produced for this meeting against the statement objectives, and including progress data from CASPA (up to the end of Key Stage 3) or Entry Level qualifications (Key Stage 4 and Sixth Form).

**Individual Education Plans (IEPs)** - At the annual review and the September parents evening the pupil's learning priorities are agreed. These are written into the IEP and kept in the Teacher's file; a copy should be given to the office and parents. Each IEP has three aims, which are regularly reviewed. The IEP is reviewed twice a year.

**Assessment week** - During May, each year teachers assess each pupil in national curriculum subjects. These results are reported to parents at the Parents Evening in June.

**End of key stage assessments** - These take place in the Summer Term and comply with national guidelines; the tests are administered to pupils for whom it is appropriate for national performance tables.

**Parent's evenings** – We hold two parents evenings, one each in the Autumn and Summer terms. The focus for the autumn evening is to discuss what we plan to work on through the year with your son or daughter. We will ask for your ideas! The summer one is to feedback progress and discuss the next steps in your son or daughters learning.

## **5. Behaviour, Safety and Positive Reward Systems**

One of the aims of the school is to help children to be aware of good behaviour and self-control. The school aims to provide a positive atmosphere, giving children praise and encouragement when appropriate. Individual members of staff deal initially with any problems but the Headteacher has overall responsibility for disciplinary measures. In the event of real difficulties we would work with the Educational Psychologist but as with any problem, parents' involvement and co-operation is always sought and appreciated. Where possible, acceptable and desirable; good behaviour is encouraged by giving positive rewards. We avoid using a negative approach of nagging or punishment.

All staff at the school are trained in positive handling techniques, Team Teach, and there are regular retraining programmes in place. In order to comply with this guidance parents may receive, at some stage, a letter informing them that their child needed to be held by a member of staff when all other intervention strategies have failed. Using safe holding techniques is always an absolute last resort, and pupils with who present with challenging behaviour have Individual Behaviour Plans written and agreed with them and parents. Currently the school is graded as outstanding in Behaviour and Safety.

### **Positive Reward Systems**

The school prides itself on valuing children's work and efforts. Each teacher has his/her own system for rewards in their class. Classes also have display boards inside and outside the classrooms so that pupil work can be celebrated.

The Golden Book is a whole school method of reward; it is taken to the whole school assembly on Friday afternoon. Stickers and certificates are presented to children for very special achievements. Nominations for the Golden Book are written onto a special slip and handed in to the office on Friday mornings.

There is also a specially designed postcard, which can be sent from the head teacher directly to parents, when a pupil makes an exceptional achievement. These always go '1<sup>st</sup> class post' and provide parents with a swift 'good news message'.

At the end of each year there are bronze, silver and gold medals and shields awarded for outstanding achievement across all phases of the school.

**Brilliant news** celebrate  
**Good work SPECIAL EFFORT**  
*Well done excellent good news*  
Highfield School  
*special achievement notice great*  
**OUTSTANDING EFFORT** *fabulous*  
*exceptional superb fantastic impressive*

## 6. Child protection

Highfield School fully recognises its responsibility to protect children and has arrangements in place to safeguard and promote their welfare. **OfSTED reported that** ‘*Safeguarding arrangements meet all requirements.*’

**‘Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children.**

Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child’s welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will, in general, discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. **This will only be done where such discussion will not place the child at increased risk of significant harm.** Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Highfield, as other area special schools in Cambs have four specially trained ‘designated people’. They oversee child protection within Highfield and liaise with Social Care when necessary. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Child and Family Team (Social Care). Any concerns about a pupil’s well being will be reported straight away.

The Headteacher is the lead designated teacher for Child Protection in the school. The deputy and two senior teachers are also trained as designated teachers and will cover if the head is absent. There is a school policy for child protection, which is updated annually. Samantha Wright is the designated governors for child protection at Highfield.



## 7. Complaints Procedure

Highfield School works hard to minimise the causes for complaints. We hope that parents will feel able to approach the school to discuss any aspect of their child's education. Class teachers are the initial point of contact to discuss any concerns parents or carers may have, and are able to make an appointment with parents to talk about issues or difficulties upon request. It is hoped that most problems can be resolved this way but in the event of ongoing situations, parents can request an appointment with the head teacher. If matters are still unresolved parents may contact the governing body, via the school office or the local authority. Contact details can be obtained from the school office.

## 8. Curriculum

Pupils at Highfield feel safe and secure in their learning environment. Emphasis is placed on making all pupils feel supported in their learning. We achieve this by ensuring that the school day is a positive, rewarding and enjoyable experience for every pupil. Through setting appropriate challenges and celebrating achievement, both within class and as a whole school, we aim to make every pupil a confident and inquisitive learner. As pupils progress through the school increasing emphasis is placed on pupils taking responsibility for their own work. By the time pupils leave we aim for them to be independent, confident, happy learners who have been challenged, stretched according to their ability and are ready to take on their next challenge.

**Early Years** education is considered to be the essential foundation upon which all pupils build the rest of their lives and is an education that encompasses all learning. Early Years education is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child, with no one area standing in isolation from the others. We use the Early Years Foundation Curriculum as the basis for the curriculum in classes Caterpillars and Butterflies, which includes Early Years and Key Stage 1 aged children.

In **Key Stage 2** the curriculum is designed within the whole school context, building on the foundation years and aiming towards the greater diversity offered at Key Stage 3 and contributing towards the life skills focussed on at Key Stage 4 and Sixth Form. The emphasis of the curriculum is on key skills, focussing on the core subjects of English, Maths, ICT, PHSCE and Science. The aim of giving these areas a more prominent role is to enable the children to develop skills that will allow them to access a more diverse curriculum when moving into Key Stage 3.

Alongside this emphasis on core skills is the recognition that children will thrive when given an opportunity to explore all areas of their creativity and abilities. We therefore include a wide variety of foundation subjects and 'special' curriculum areas that provide stimulation and help to meet the individual needs, including the physical needs, of the children.

In **Key Stage 3** we aim to build on prior attainment by ensuring a smooth transition into Key Stage 3 through a progression in teaching and learning. We aim to deliver the Key Stage 3 National Curriculum but we will adapt this curriculum to the needs of every pupil ensuring that they can continue to develop skills previously taught, learn new and exciting skills and fulfil their potential.

The Key Stage 3 National Curriculum document provides the basis of topics taught. As the programmes of study for Key Stage 2 are not fully covered at Highfield in that Key Stage, we have incorporated some Key Stage 2 topics, especially in humanities, into our Key Stage 3 curriculum. The framework is a guide of what is to be taught

during the three years that pupils spend in this Key Stage. We ensure a breadth and balance across each term, each year and the whole Key Stage to ensure appropriate coverage of the National Curriculum. The schemes of work are planned using additional advice and guidelines from the DCFS, QCA and Cambridgeshire Education Authority.

In each of the Key Stage 3 classes Numeracy and Literacy skills are taught as outlined in the primary framework but all schemes of work address skills in Key Stage 1, 2 and P scales. These core skills are reinforced throughout all areas of the curriculum whenever the opportunity arises. Pupils are placed in ability groups for some Numeracy and Literacy classes.

In Key Stage 4 and Sixth Form students have a range of curriculum options. For all pupils now we offer Entry Level qualifications. Threaded through their time in Key Stage 4 and Sixth Form students have opportunities to study off site at places like Cambridge Regional College, Anglesey Abbey and Ely College. We also link with Ely College for those who are able to access GCSE coursework. So that our Sixth Form students have a sense of progression through the school they enjoy a non school uniform policy.

## **9. Equality at Highfield**

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Equality at Highfield School is based on the core values. All pupils in the school are entitled to learning experiences which will enable them to achieve their potential and enrich their lives. The management and Governors of the school are committed to ensuring high expectations of staff and pupils and providing a high quality learning environment within the limits of available resources. We place a high value on diversity in the school and treat every member of the school as an individual. The ethos of the school supports the development of self-respect and self esteem in all pupils, staff and the community it serves. The school encourages pupils to become responsible and independent while preparing them for their role in a wider social context. This policy supports and reflects the objectives of the LA document '*Equality and Community Cohesion*'.

## **10. Family Worker**

I am Jane Tuck, Family worker for Highfield School. I support parents/carers who have a child with additional needs with managing behaviour and improving attendance. I also run various support groups and these include a monthly Parent Support Group, a sibling group during the holidays and a Dads Group once a month. During the Summer holidays I have a variety of activities that the whole family can attend and enjoy and these are very well attended.

I can be contacted through the school or on 07827 309394 if there is any advice or support that you may need as parents and I will do my best to help you.

## **11. Governing Body**

The Governing Body have a role as being 'critical friends' of Highfield. This means that they provide support and challenge in order that the school provides the best it can for its pupils. The main aim of the governing body is to maintain and improve its school's standards of education. The responsibilities of the governing body are defined by legislation. A Guide to the Law for School Governors addresses governors' responsibilities in detail and can be accessed through the Department for Education website [www.education.gov.uk/schools/leadership/governance](http://www.education.gov.uk/schools/leadership/governance).

Currently our Governors are:

Mr Simon Bainbridge (Headteacher)  
Mrs Esther Harris (Parent Governor)  
Mrs Val Manning (Co opted Governor)  
Mr Philip Woolner (Parent Governor)  
Mrs Anne Dyer (Co opted Governor)  
Mr Ian Bayes (Co opted Governor)  
Mrs Sarah Bradshaw-Hughes (Staff Governor)  
Mrs Rachel Ash (Co opted Governor)  
Mrs Pippa Edwards (Associate member)  
Mr Andy Munday (Associate member)

The work of a Governing Body can be divided into three key areas:

- Setting the school's vision and strategic aims, agreeing plans and policies, and making creative use of resources.
- Monitoring and evaluating performance, acting as a critical friend to the Headteacher to support and challenge them in managing the school.
- Ensuring that the school is accountable to the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs.

The Governing Body is made of up parents, co-opted and staff Governors.

Our Full Governing Body meets once every half term, as do the Personnel, Finance and Premises, and School Development sub committees.

## **12. Health and Welfare**

A Consultant Paediatrician visits the school regularly and will see any child or parent on request. Permission is always asked before a medical examination and parents are invited to attend. Contact is maintained with the Special School Nursing Service who also visits roughly weekly.

It is paramount to maintain the safety and welfare of our pupils and this is the duty of all staff. A member of staff trained in first aid swiftly deals with any accidents, which occur during school hours. The accident is recorded in the Accident Book and parents informed by the class teacher. In the event of any serious accident or concern parents will be informed immediately.

If a child requires medication it is best administered at home, but if it is essential to give the drug during the school day a designated member of staff is able to give it provided a written consent form has been signed by the parent. The drugs must be prescribed and clearly labelled with the child's name, the name of the drug and the dosage.

The administration of more complex medication will require a trained member of staff to administer it and only after a written agreement with the parents and either the Consultant Paediatrician or School Nurse.

The school has a Medical Conditions Policy which provides detail on how we support pupils with medical conditions in school.



### 13. Friends & Parents Association

The HFPA is a group of friends, parents, carers and teaching staff who work together to organise fundraising and social events in support of the school.

We raise money to benefit all children attending Highfield School and requests are made by students and teaching staff on specially-designed forms held in the school office. Recently, we have supported the purchase of a school minibus, iBoards, a Christmas gift for each child, children's entertainers and pantomime performances in school, class days out, parties for students and their siblings, and year group activities. Our popular events include an Easter Egg Bingo, a Summer Fair, an evening of Christmas music with the Somersham Town Band, and Quiz Nights.

We meet termly at the school or at Café Highfield and alternate morning and evening meetings to accommodate as many people as possible. An Agenda is distributed in advance to parents and carers via Highfield Homemail and we have an email distribution list for members to receive Minutes and information. We offer an opportunity for people to become involved with the school mission, and to meet other parents, carers and school staff in a relaxed and positive way. We try to make the meetings fun by providing refreshments and leaving some time to chat. We appreciate that attendance at our meetings is often difficult and we receive a great deal of support from parents, carers and teaching staff who contribute in valuable ways by attending our events and donating prizes for our raffles.

We have a bright notice board directly within the school entrance with posters promoting forthcoming events, photographs of the children enjoying our activities, and printed Minutes of HFPA meetings.

If you would like to join us (please don't feel you are obliged to attend every meeting), or would simply like to find out more, please contact the school office or view the HFPA pages on the school website.

### 14. Home-School Agreement and Communication

Parents are always welcomed to the school. The Headteacher and staff endeavour to foster and maintain close links with parents and are willing to discuss children's progress and concerns formally or informally at any convenient time, by appointment. A copy of the **Home-School Agreement** is below.

Regular meetings are planned to give parents the opportunity to consult staff about their child's progress. The annual review of the statement of special educational

needs is an important meeting for staff, parents, pupils and other professionals when progress is assessed and new programmes and priorities are planned for the forthcoming year.

**HIGHFIELD SCHOOL**  
**HOME / SCHOOL**  
**AGREEMENT**  
**Education is a partnership**  
**between home and school**  
**Highfield School will:-**

*Be open and welcoming at all times*  
*Care for your child's safety and happiness*  
*Encourage each child to achieve their full potential*  
*Provide a suitable curriculum to meet the needs of your child*  
**Inform parents promptly of any matters relating to your child**  
*Report to parents about the progress of each child and general school matters*

Signed \_\_\_\_\_ Headteacher

*The Parents will:-*

*See that my child goes to school regularly*  
*Inform the school by 'phone or letter if my child is absent*  
*Tell the school of any concerns or problems that might affect my child*  
*Attend the Annual Review Meetings to review my child's progress*  
*Show an interest in my child's work at school and help them to achieve their best*  
*See that my child is suitably dressed and equipped*

Child's Name \_\_\_\_\_

Signed \_\_\_\_\_ Parent/Guardian

Date \_\_\_\_\_

Letters are sent home from school with the children to relay important news or information. Teachers also keep a home-school diary, which travels between home and school with the child; it is used by staff and parents to write down messages or news. Some students are expected and able to carry information to and from school independently. Teachers or office staff will also phone if a conversation is needed. Parents are asked to keep a good level of communication up with the school as well.

Highfield has set up 'Highfield Homemail', which is an email system for sending home letters and information from the office. Parents are encouraged to set this up when their child enters the school.

## 15. Leavers Destinations July 2015

Routes taken by Learners	Boys	Girls	Total
Impington Village College – IDEAL			
Cottenham Village College and 6 <sup>th</sup> Form			
Cambridge Regional College - PALS			
Cambridge Regional College			
College of West Anglia			
Not in Employment, Education or Training (NEET)			

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## 16. No Smoking Policy

Highfield School has an agreed no smoking policy, which advises all parents, staff, governors and visitors that smoking is not permitted in any part of the school premises. The school has a 'Clean Air Award' that acknowledges our endeavours to provide a safe and clean environment for all.

## 17. Pupil Premium

We receive a certain amount of funding for pupils who are entitled to free school meals, are children with parents in the armed forces, adopted, or are in looked after care. We use this funding in a variety of ways including top slicing the total funding to provide music therapy and part of our Family Worker position. We also plan to spend it on individual pupils by purchasing resources such as iPads, individual tuition, access to the Letterbox scheme, or attendance incentive awards. We invite parents and carers to input into this as well as the child. Each child eligible for Pupil premium has a planning sheet outlining expenditure and impact.

## 18. Pupil Progress and Key Stage Results

### **How much progress do pupils make at Highfield School?**

*OfSTED said 'Most pupils make at least the amount of progress expected nationally and an increasing percentage make outstanding progress. Overall rates of progress show an upward trend over the past three years, with gaps in achievement between groups of pupils narrowing.'*

All of our pupils have an Education, Health and Care Plan. Most of our pupils spend the majority of their time at Highfield School working at either pre-national curriculum levels (called P levels, numbered 1-8) or around Levels 1 and 2 of the National Curriculum (we still use the National Curriculum levels). We have excellent systems for assessing, collecting and collating data. We use an assessment recording system called B Squared and an analytical electronic tool called CASPA. These two systems help us to compare our pupil progress with other Cambridgeshire special schools as well as at a national level. We continue to use a variety of means by which to measure each pupil's progress, including:

- An Individual Education Plan, regularly assessed and updated a minimum of twice yearly according to progress made.
- Progress meetings between the Class Teacher and Head Teacher termly. Each pupil's progress is discussed, and any actions arising agreed and put into place.
- An assessment week held every May whereby all pupils are assessed and records collated. This enables us to measure and compare progress over time and demonstrates clearly that there is an upward trend of progress from when pupils first enter the school right through to when they leave us.
- External accreditation for all pupils in our KS4 and Sixth Form.
- Annual Reviews that are held for every pupil and student in partnership with parents/ carers and appropriate agencies. A full report is made and a meeting is held to review the statement, discuss achievements and agree new IEP targets. A parents evening is held twice a year, one in the Autumn and one in the Summer term and individual meetings can be requested during the year.

#### Key Stage 2 results – July 2015

% pupils achieving level 4 or above in reading, writing and maths	0%
% pupils who have improved by 2 or more levels in reading, writing and maths	100%
% pupils achieving level 5 or above in reading and writing	0%
% pupils achieving level 5 or above in maths	0%

#### Key Stage 4 results – July 2015

% pupils who achieved a C or above in GCSEs (or equivalent) in 5 or more subjects, including English and Maths	0%
% pupils who achieved the English Baccalaureate	0%
% of pupils who have achieved at least the minimum expected levels of progress in English and Maths in KS4	100%

## 19. Religious Education and Collective Worship

Religious education is part of our regular curriculum for all pupils. The school uses the Cambridgeshire agreed syllabus for RE, which is modified for our pupils level of need and understanding. There is a whole school assembly, phase assemblies and class circle times each week. Some assemblies host a visitor from a local church. If you wish to withdraw your child from Religious Education please contact the head teacher.

## 20. School Meals

### School dinners

Our school dinners are provided by Cambridgeshire Catering Services. We believe that our school meals offer good quality, healthy choices that are freshly prepared each day. Pupils can choose to have a school dinner or bring a packed lunch from home each day. We do not provide fridges for packed lunch storage.

### Free school meals

Check if you are eligible for free school meals by visiting Cambridgeshire County Council website at:

[http://www.cambridgeshire.gov.uk/info/20059/schools\\_and\\_learning/294/help\\_with\\_school\\_and\\_learning\\_costs/2](http://www.cambridgeshire.gov.uk/info/20059/schools_and_learning/294/help_with_school_and_learning_costs/2)

## 21. School Transport

Most children are transported between home and school in taxis or mini-buses. However, if you live within a certain distance from school you may not be eligible. Please use the following address for further information:

[http://www.cambridgeshire.gov.uk/info/20059/schools\\_and\\_learning/496/school\\_transport](http://www.cambridgeshire.gov.uk/info/20059/schools_and_learning/496/school_transport)

## 22. School Uniform and Dress Code

School uniform is highly recommended as it is felt that this adds to the school's ethos and gives children a sense of belonging. Uniform is available through the school office at very reasonable prices (a current list is available from the school office). All clothing needs to be clearly labelled with the child's name. There is no objection to small ear studs but not drop earrings and loops. In the interest of safety, damage or

loss, avoid allowing children to wear any valuables such as jewellery or expensive watches. Earrings will be removed for P.E. lessons for safety. Extreme hair styles will not be accepted as suitable for school attendance.

The school has a uniform, which consists of a dark green sweatshirt, white polo shirt and dark skirt or trousers. Students at KS 4 have a black sweatshirt, and in the Sixth Form there is no uniform, but a dress code. Please see below for further details:

### **Girls**

Dark green sweatshirt

White blouse / polo shirt with collar

Dark knee length skirt or dark trouser (elasticated or fixed waistband)

Sensible shoes or trainers

Hat for sun protection

Coat for sessions outside

In the summer,  $\frac{3}{4}$  length dark, plain trousers are acceptable

### **P.E.**

White T-shirt

Dark shorts

White socks

Trainers or plimsolls

One piece swimming costume and towel

Boots with definite heel for horse riding (if they access riding)

### **Boys**

Dark green sweatshirt

White shirt / polo shirt with collar

Dark trousers with elasticated or fixed waistband

Dark shorts in summer up to year 6

Sensible shoes or trainers

Hat for sun protection

Coat for sessions outside

### **P.E.**

As for girls

Plus swimming shorts or trunks and a towel

Boots with definite heel for horse riding (if they access riding)

### **Upper School**

As above but with black sweatshirt instead of green

Sensible safe dress, discreet make up allowed

### **Sixth Form**

School uniform is not required, but clothes worn must not be any of the 'inappropriate items below'.

### **Inappropriate Dress**

- No jewellery, but for pierced ears simple studs may be worn (one pair only)
- No extremes of fashion e.g. jeans, tight leggings, crop tops, skimpy shorts, dresses or skirts, low cut tops.
- No high heeled shoes, mules or flip flops. We don't recommend open toed sandals due to the risk of injury from wheelchair users, trip hazards and outside play.
- No extreme hair styles or hair colours.



All clothing needs to be clearly labelled with the child's name to reduce the risk of it going missing in school.

## **23. Sex and Relationships Education**

Our school policy and agreed curriculum for sex education is delivered as a part of Personal, Social and Health Education. It is part of the governing body's responsibility to review this and parents' views are welcomed to support this process.

Parents have the right to withdraw their child from Sex and Relationships Education at any time but should first discuss this with the Head Teacher.

## **24. Swimming and Horseriding**

Given parents' permission the children, except the very youngest are taken swimming to the Paradise Pool in Ely. Horse riding is arranged and funded by the Riding for the Disabled Association at stables in Witchford. Children are referred by the class teachers where they feel a pupil would benefit from the RDA sessions.

## **25. Therapy Provision**

Physiotherapists spend regular time in school assessing and working with individual children and staff on physio programmes. The physiotherapist also helps to obtain specialist equipment when required.

Speech Therapists are also based on the school site and work with pupils who have identified speech and language needs. In the main they assess the pupil's individual needs and the class team then carry out a programme within the class timetable. For some pupils, their speech and language program will mean sessions with the speech therapist on an individual or small group basis.

The occupational therapist works regularly with the children in the classroom and advises staff on suitable activities, equipment and seating, often liaising with parents and the other therapists.

We now employ two music therapists for a total of three days per week. Inclusion into music therapy sessions is via teacher referral, and parents can put their child forward for this if they wish.

Contact details for our therapists are available from the school office.

## **26. Use of Photography and Images**

During the school year there may be opportunities to publicise school activities which may involve the use of an image of your child. This could be a photograph, video or website image. The school also regularly uses images for individual pupil portfolios to record achievement; these become the property of the pupils when they are completed.

The school has adopted certain safeguards in order to minimise any risk to your child

- We will avoid the publication of your child's full name with any image on any of our school material/website, etc.
- Only appropriate images will be taken - i.e. children will always be fully dressed and in designated areas

- Images will be kept securely and destroyed after their required time
- Any external photographer will have the validity of their organisation checked
- Appropriate levels of supervision will be undertaken at all times

Please note that the school does not have control of how images taken by the media are published.

The school respectfully requests that parents are sensitive to child and staff privacy and do not publish images on any web pages, including personal social networking sites.

## **27. Volunteers, Work Experience and Students**

We are always pleased to welcome the help of volunteers who come to swimming or riding sessions, workshops and may help in the classroom. All volunteers are subject to the usual CRB and safety checks. A number of students from local secondary schools and local further education colleges spend time with us on work experience placements.