



# THE SELE SCHOOL

*Belief in everyone • Achievement for all • Excellence is our goal*



*Prospectus  
2015-16*



*Hertford's Specialist School in Sport and the Performing Arts*



# CONTENTS

<b>THE SCHOOL AIMS</b>	<b>3</b>
<b>SCHOOL PERSONNEL</b>	
The School Staff	4
Governors	6
<b>THE SCHOOL CURRICULUM</b>	
Years 7 - 9	7
Years 10 - 11	7
Years 12 and 13 (The Sixth Form)	7
How the classes are organised	7
Teaching and Learning	8
Homework	8
Personal, Social and Health Education	8
Citizenship	9
Careers Education and Guidance	9
Sex and Relationships Education	10
Support for Learning	10
Support for Students	11
Students with Disabilities	11
Child Protection	11
The Sele School Publication Scheme	11
The School Library	12
<b>LEARNING IN INDIVIDUAL SUBJECTS</b>	
Art, Design and Technology	12
English	13
Performing Arts	13
♦ Drama	14
♦ Music	14
♦ Dance	14
♦ Physical Education	15
Humanities	
♦ History	15
♦ Geography	16
♦ Religious Education	16
Computing	16
Mathematics	17
Modern Foreign Languages	17
Science	18
<b>EXTRA CURRICULAR ACTIVITIES</b>	<b>19</b>

## **SUPPORT AND GUIDANCE**

Pastoral Care	20
Links with Parents	20
Attitude and Behaviour	22
Anti-Bullying	22
Rewards and Celebrating Success	22
Attendance	22
First Day Response	23
House System	23
Positions of Responsibility	23
School Uniform	24
Transport to and from school	25
School Trips	25
Admission Rules	25
Equalities	27

<b>FRIENDS OF SELE SCHOOL (FOSS)</b>	<b>28</b>
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# THE SCHOOL AIMS

## **Vision**

The vision for The Sele School is to develop responsible young people of whom all can be proud, who have achieved more than they ever believed possible and who make a positive contribution to their local, national and global communities.

Our approach is underpinned by a belief that learning transforms lives, that everyone can achieve and that high expectations result in the achievement of excellence.

## ***A Learning Community***

- To promote excellence and enable students to reach their full potential in everything that they do.
- To recognise, encourage and develop the widest possible range of skills, abilities and interests in all our students.
- To provide a curriculum, which meets the present and future needs of all our students.
- To develop Sport and the Performing Arts in order to:
  - Raise standards in all areas of the curriculum
  - Contribute to diversity and choice in educational provision in Hertford and Ware
  - Develop interests, skills and qualities that will help young people make the transition from adolescence to adulthood
- To develop in each student an enjoyment of learning and a commitment to learning as a lifelong process.
- To offer high quality professional development for all staff to ensure the school's continuous improvement and to extend personal and professional satisfaction.

## ***A Caring Community***

- To encourage students to develop self-confidence, self-respect, self-discipline and individual judgement.
- To develop a caring community in which each student is recognised and valued as an individual in his or her own right, and to acknowledge the rights and responsibilities of individuals within the school community.
- To encourage students to develop a concern for the well-being of all members of the community through good personal relationships, sensitivity and tolerance.

## SCHOOL PERSONNEL

### SENIOR LEADERSHIP TEAM

Headteacher	Mr Nick Binder BSc (Hons) MBA NPQH PGCE
Deputy Headteacher	Mrs Sharon Gray BEd MA Dip SpLD NPQH
Assistant Headteacher	Mr David Wragg BSc (Hons) NPQH
Assistant Headteacher	Miss Tosca Hein BA (Hons)
Assistant Headteacher	Mrs Jan Morgan BSc MEd NPQSL
Inclusion Manager	Mrs Hilary Warne HLTA
Business Manager	Mrs Lorraine Cole

### PASTORAL MANAGEMENT TEAM

Head of Well-Being and Integration	Mrs Nicky Ranner
Key Stage 3 Manager	Ms Erin O'Dell BA (Hons) GTP
Key Stage 4 Manager	Mr Steve Millar BA (Hons)
Key Stage 5 Manager	Mrs Jan Morgan BSc MEd NPQSL

### PASTORAL LEADERS

Year 7	Mrs Judith Adams
Year 8	Mrs Elaine Buxton
Year 9	Ms Laura Topliff BA (Hons)
Year 10	Mrs Alison Steaggles
Year 11	Vacancy - temporary - Mr Robin Gray BA (Hons)

### CURRICULUM TEAMS

#### English - Head of Faculty

Key Stage 3 English Co-ordinator	Miss Tosca Hein BA (Hons)
	Mrs Ruth Harding-White BA (Hons) PGCE
	Mrs Alison Clancy BA (Hons) PGCE
	Mrs Alison Pearce BA (Hons) PGCE
	Mr Phil Roberts BA (Hons) PGCE
	Mrs Valerie Johnson-Marchisella Dip HE QTS
School Direct Trainee	Miss Olivia Overington BA (Hons)

#### Mathematics - Head of Faculty

Key Stage 5 Maths Co-ordinator	Mrs Katrina Jackson BSc (Hons)/Education
Key Stage 3 Maths Co-Ordinator	Mrs Vaidehi Kambampati MSc PGCE
	Mrs Jane Lee BSc (Hons) GTP
	Mrs Melanie Pescaru BA (Hons) GTP
	Mrs Hilary Warne HLTA

#### Science - Head of Faculty

	Mrs Jan Morgan BSc MEd NPQSL
	Mr Robin Atkins BEd (Hons)
	Mr Owen Grinter BEng (Hons) PGCE
	Ms Louise Sanders BSc (Hons) PGCE
	Miss Natalie Wilsher BA (Hons) MEd
	Miss Laura Morgan BSc (Hons)
	Miss Nieves Guijarro MSc PGCE

**IT and Computing - Head of Faculty**

Ms Roa Dillon BA (Hons) GTP  
Mr David Wragg BSc (Hons) NPQH  
Mr Steve Millar BA (Hons)

**Art, Design & Technology  
Head of Faculty**

Ms Sam Burgess BA (Hons) GTP  
Mrs Anna Brady BA (Hons) GTP  
Mr Richard Eversley BSc (Hons) PGCE  
Mrs Sandra Dyke BA (Hons)  
Mr David Wragg BSc (Hons) NPQH  
Mrs Jane Beale BEd (Hons) NPQH  
Mrs Joy De Biasi BSc (Hons) PGCE

Construction  
Food Technology  
Child Development

**Humanities - Head of Faculty  
Geography**

Miss Jessica Wall BA (Hons) PGCE  
Mrs Alison Draper BSc (Hons) GTP  
Mr Paul Pickard BA (Hons) PGCE  
Miss Jessica Wall BA (Hons) PGCE  
Mr Anthony Fulton BA (Hons) PGCE  
Mrs Sharon Gray BEd MA Dip SpLD NPQH

History and Citizenship  
RE and Sociology  
Sociology

**Modern Foreign Languages  
Head of Faculty**

Miss Michelle Deroe BA (Hons) PGCE  
Ms Alison Nicholls BA (Hons) PGCE  
Mrs Melanie Pescaru BA (Hons) GTP

**Performing Arts - Head of Faculty  
Dance Co-ordinator  
Music Head  
Physical Education - Head**

Mrs Laurie Vivian BA (Hons) PGCE  
Ms Erin O'Dell BA (Hons) GTP  
Mrs Suzie Correya BA (Hons) MA PGCE  
Miss Gemma Tait BSc (Hons) PGCE  
Mr Robin Atkins BEd (Hons)  
Mr Paul Foster BEd (Hons)  
Mr Steve Millar BA (Hons)

**Learning Support  
Assistants**

Mrs Cheryl Sweeney BA (Hons) PGCE  
Mrs Marilyn Lock  
Mrs Judy Saint  
Miss Louise Taylor  
Mr James Gordon BSc (Hons)  
Mrs Sheila Newby

Pastoral Support

**Achievement Coach**

Mr Robin Gray BA (Hons)

**Cover Supervisor**

Ms Ann Adams BA (Hons)

## SUPPORT STAFF

Attendance Clerk	Mrs Jackie Woodhouse
Bursar	Mrs Jean Basill
Examinations Officer	Mrs Claire Walsh
Headteacher's PA/Office Manager	Mrs Chris Futter
Librarian	Mrs Ellie Pegram BA (Hons)
Library Assistant	Mrs Denise Lawrence BA (Hons)
Receptionist	Mrs Tracey Hobley
Selections/Lettings Co-ordinator	Ms Sophie Bruton BSc (Hons) CIHCM
Student Administrator	Mrs Judith Adams

### Technicians

Art & Technology Technician/ Reprographics Technician	Mrs Perri Foot BA (Hons)
Construction/Technology Technician	Mr Andrew Burtenshaw
Food Technology Assistant	Mrs Maggie Day
IT Technician	Mr Darren Reed MCP MCTS
IT Apprentice	Mr Charles Hoggarth
Laboratory Technician	Mrs Di Auty

### Site Team

Site Manager	Mr Richard Warne
Caretaker	Mr Kamel Boubeker
Caretaker	Mr Neil Ansell

## GOVERNORS

<b>Chair</b>	Mr Gareth Morgan	
<b>Community Governors</b>	<b>Parent Governors</b>	<b>Staff Governors</b>
Mr Peter Beattie	Mrs Julia Bateson	Mr Nick Binder
Mrs Sian Beytell	Mr Alan Cohen	Mr Paul Pickard
Mr David Futter (Vice Chair)	Ms Michelle Cooke	Ms Sophie Bruton
Mrs Patricia Moore	Two vacancies	
Mr Bruce White		
One vacancy		



# THE SCHOOL CURRICULUM

The curriculum is designed to meet the needs of students of all abilities and interests and is delivered in ways that help all students reach their full potential.

## **Years 7 - 9 (Key Stage 3)**

During Key Stage 3 all students follow a common curriculum:

Art, Computing, Dance, Drama, English, Geography, History, Mathematics, a Modern Foreign Language, Music, Personal, Social and Health Education (PSHE) incorporating Citizenship, Physical Education, Religious Education, Science and Technology.

## **Years 10 - 11 (Key Stage 4)**

During Year 9 students are given guidance on which courses would be appropriate for them to study in Years 10 and 11. All students follow a balanced curriculum, which comprises: English Language and Literature, Mathematics, Science (Core and Additional Science or Triple Science), Physical Education and PSHE (incorporating Citizenship and Enterprise Education) and Religious Education.

Additional courses can be chosen from a range of subjects. The following subjects are currently available: Art and Design, Childcare, Computer Studies, Construction, Dance, Drama, French, Food Technology, Geography, History, Music, Product Design, Resistant Materials, Religious Studies, Spanish, Sports Studies and XL.

## **Years 12 and 13 (The Sixth Form)**

Students take AS Levels and/or A Levels.

A wide range of GCE 'A' Level courses provide the basis of our one and two year courses, including Art, Biology, Business Studies, Chemistry, Dance, Design Technology, Drama, English Literature, Geography, History, Maths, Music, Photography, Physics, Psychology and Sociology. We presently have consortium arrangements which allow students to study additional subjects, e.g. Electronics, Leisure and Tourism. Courses vary according to demand and a limited number of subjects can be taken through our partnership with neighbouring schools in Hertford and Ware.

Students can also take part in the Duke of Edinburgh Award Scheme which helps to prepare them for their future careers and/or Higher Education.

## **How the Classes are Organised**

In Year 7 classes are either set, mixed ability or taught in Form Groups. From Year 8 onwards students are increasingly taught in sets. Students may be moved up or down sets according to their level of effort and achievement in end of year examinations.

## **Teaching and Learning**

We are proud to be a comprehensive school; this means that we serve students of all abilities. We cater for these in a variety of ways which ensures all our students are appropriately encouraged, supported and challenged to reach their full potential.

Students are 'set' according to their ability as they move up the school and even within sets teachers carefully differentiate tasks and resources according to the abilities of students. More Able students require work that is specially matched to their needs. Students with learning difficulties are taught by identifying challenging targets for improvement. These are regularly monitored through Academic Review Days three times a year.

Lessons at The Sele School are characterised by excellent planning, clear outcomes, good pace and progression as well as challenge, and varied activities, which cater for a wide variety of learning styles. As they move through the school our students are also taught the skills to help them become independent learners; vital if they are to move on to Further and Higher Education and also essential if they are to become the lifelong learners that modern society now requires.

We believe that learning can take place anywhere and by no means just in the classroom, and consequently we encourage our students to get the most out of every experience and opportunity. In this context, we provide a rich and diverse programme of extra-curricular activities and Enrichment Days, which help students develop important skills and qualities, as well as further their knowledge.

## **Homework**

Regular homework is an essential part of the curriculum and the school seeks to work closely with parents to ensure that they have as much information as possible to support their son or daughter in this crucial area of their studies. In Year 7, homework may take up to about one hour per night and the amount increases steadily as the students move up the school.

Homework can take a variety of forms, not all of which are written. All students receive a homework timetable at the start of each year, and the homework set is recorded in Student Planners with information regarding the deadline. Some homework will take the form of assignments to be completed over a period of time. All homework can be viewed on Show My Homework which enables students/parents to access the tasks that have been set via the internet from home/Library. In addition, reading of free choice books should play a daily part in each student's schedule and for imminent tests and examinations, well-planned revision over a reasonable time is essential. Students are helped to acquire the skills to plan and organise their work without supervision to provide a foundation for examination success later on. Homework Club runs Monday - Thursday 3.30 - 4.30 pm and Friday 3.00 - 4.00 pm in the Library. All students are welcome to attend to undertake homework/study.

## **Personal, Social and Health Education**

Personal, Social and Health Education (PSHE) is an essential part of the whole school curriculum and is seen as an important component in the life of each student. It is designed to encourage

the development of the complete person; aesthetic and creative, human, social, literary, moral, physical and spiritual.

This is a whole-school course administered through the curriculum and the pastoral system and is delivered by teachers and specialist staff. The tutorial programmes consist of modules of study ranging from study skills to drugs education and health education to the influence of the media. In Year 7 students will also be following the Resilience Programme. This work is designed to encourage the students to become involved in 'real world' issues and to help them develop the social, problem-solving and communication skills necessary to express their own opinions with confidence and develop the emotional resilience to become successful adults.

## **Citizenship**

Citizenship is taught as part of the PSHE Curriculum at both Key Stage 3 and Key Stage 4. It gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels and encourages pupils to play a helpful part in the life of their school, neighbourhood, community and the wider world. It also teaches them about Britain's economy and democratic institutions and values, encourages respect for different nationalities, religions and ethnic identities, and develops pupils' ability to reflect on issues and take part in discussions.

## **Careers Education and Guidance**

The aim of careers guidance in the school is to prepare all students to take their place to the full in society, both as workers and as members of their local community.

Careers work forms an integral part of both the school curriculum and the pastoral system. Time is allocated in all Key Stages within the curriculum. Although the careers work is co-ordinated by one teacher, all tutorial staff are actively involved.

We benefit from close links and an effective working relationship with Hertfordshire Connexions who are always available to give detailed information and advice concerning employment and Further and Higher education. The policy of the school is to introduce Careers Education in Year 7. In Year 9, when subject and course choices and their career implications are discussed, care is exercised to ensure that the selection of subjects retains an open career choice.

During Year 10 students have the opportunity to take part in both work experience and a Careers' Carousel where employers come into school and explain their profession and skills to our learners. Important decisions concerning future careers are made in Year 11: the transition from school to apprenticeship, Further Education or a Post-16 course in school. Every student has the opportunity of at least one interview with a Connexions Advisor and one interview with an employer to gain experience.

Post-16 students are carefully advised on Higher Education courses at universities and other places of Further Education. They are also given relevant information regarding employment and training schemes.

## **Sex and Relationships Education**

Sex and relationships education is a statutory requirement and is part of the PSHE programme. At KS3 this deals with the biological study of human reproduction from conception to birth and parent care. The physical and emotional changes associated with growing up and relationships are considered. Contraception is dealt with simply and openly.

At KS4 Sex Education is developed with reference to relationships, aspects of health and sexually transmitted diseases, including HIV. Guest speakers (where appropriate) are invited to discuss the various topics with students.

Inevitably, some aspects of Sex Education will be met in other subject areas such as Science, English and Religious Education.

Great importance is placed upon responsibility, understanding and sensitivity to others. In line with Department for Education guidelines, we are careful to provide correct information and dispel myths in accordance with the professional discretion of the teacher.

## **Support for Learning**

The Support for Learning Department aims to help all students to benefit fully from the educational opportunities offered at The Sele School. The work of the department ranges from devising individual programmes for students with special educational needs, to supporting staff in providing opportunities for extension work to students whose levels of achievement are already promising. We also work with external agencies to put in place strategies that they may suggest to aid learning.

Students who need to improve their reading skills take part in the Reading Intervention Programme. This involves reading regularly each week at registration or Guided Learning Time to a member of staff or to a Sixth Form student. The scheme has proved successful with students gaining in confidence and fluency with their reading.

For those students who arrive at Secondary School without the necessary learning and organisational skills to be able to fully access the curriculum, we provide a programme of extra support designed to improve literacy skills, basic skills and encourage them to gain in confidence. We also offer literacy classes to boost reading, writing, spelling skills and ensure concentrated small group teaching for students who are not able to work with confidence at level 3.

The Sele Support Centre provides a base for withdrawal and small group work. With its generous teacher student ratio and specialist resources it can support a wide range of needs. Individual programmes are arranged through consultation with students, parents and teachers. Support may be provided by teachers, learning support assistants and on occasion, by Sixth Form students.

## **Support for Students**

A variety of other support can be provided in school as we have workers from other agencies who will help us to meet the needs of students e.g. Counsellors, Outreach from Rivers ESC and other staff who will work with students experiencing difficulties in meeting expectations. Parents will be advised and play an active part as programmes are established to support students.

## **Students with Disabilities**

All parents who make applications for their children to attend The Sele School have their applications assessed against our published admissions criteria. Parents of children with an Education, Health and Care Plan may name Sele as their preferred choice of school on their plan. The school will consider this request. Every effort is made to ensure that all students have access to the full curriculum and to extra-curricular activities. Access to some of the ground floor is provided by ramps but there are some inaccessible areas. There are no lifts to the first floor accommodation. There are disabled toilet facilities to cater for students with physical difficulties. The school has a disability access plan for increasing disability access to the school.

## **Child Protection**

All schools have a clear responsibility placed on them by the Education Act 2004 and by guidance from the Department for Education to safeguard the welfare of all their students. In doing so, schools are expected to consult with Hertfordshire Children Schools & Families if they believe there is a possibility that a child may be suffering from abuse or neglect.

A referral to Hertfordshire Children Schools & Families is not intended to be an accusation of any particular person; it is the reporting of concerns that have come to the school's attention. This is in accordance with Hertfordshire Safeguarding Children Procedures. The Sele School has a Child Protection Policy which is available for parents and carers to see and works within guidelines set out by Hertfordshire Safeguarding Children Board (Procedures can be found at [www.hertssafeguarding.org.uk](http://www.hertssafeguarding.org.uk)). There are five designated members of staff for Child Protection. They will be happy to discuss any questions or concerns parents/carers may have about Child Protection.

The Sele School works closely with the agencies which support children and families. This includes the Health Service, Social Care, the Police and Local Authority agencies. Professional judgement is used to determine which data about our students should be shared in the interest of children.

## **The Sele School Publication Scheme**

The Sele School Publication Scheme describes how the school meets its obligations under the Freedom of Information Act 2000 and is available from the school office. If you wish to see copies of any of the School Policies please contact the school office.

## **The School Library**

This is an excellent resource and is at the 'hub' of learning at Sele. This facility encompasses an ICT Suite, soft seating and wide variety of books and e-readers. It is well used and is highly rated by students.

Students are encouraged to use the Library/Resources Centre during lesson times, at break, lunchtimes and after school. There is a supervised Homework Club Monday - Thursday 3.30 - 4.30 pm and Friday 3.00 - 4.00 pm which is open to all students. Help is on hand in the Library every day to assist students to work independently.

The Library has a good range of fiction and non-fiction books, reference material, periodicals and cuttings files. The stock is carefully selected to support both staff and student needs for the National Curriculum. Senior students studying 'AS' and 'A' level courses have unlimited access to the facilities.

All students may borrow up to three books at a time for two weeks. Students are encouraged to use the Library for study, homework and leisure reading. The Library provides a quiet space for all.

## **LEARNING IN INDIVIDUAL SUBJECTS**

### **ART, DESIGN AND TECHNOLOGY**

Designing and making is at the heart of this subject which incorporates Art, Graphics, Food Technology, Textiles and Product Design.

Students are taught in well-equipped specialist rooms that combine the traditional elements of the subject with more modern production techniques including a laser cutter and 3D printer.

In Years 7, 8 and 9 (Key Stage 3) students learn how to work with a number of materials and use many different processes. The materials used include Paint, Ceramics, Textiles, Food, Construction Materials (wood, metal, plastic), and Graphics. Students are taught to combine their designing and making skills with the knowledge and understanding they gain to design and make a variety of products. They learn about composition, structures, electronics and control systems and have opportunities to include these in their design work.

In Years 10 and 11 (Key Stage 4) students are offered the opportunity to study a Design and Technology GCSE that specialises in either Food, Product Design and/or Resistant Materials.

In the Sixth Form (Key Stage 5), Design and Technology, Art and Photography are popular options.

Many students continue to study design related subjects at college or University and develop successful careers in these fields.

## **ENGLISH**

The aims of the English courses are:

- to help each student develop and formulate his or her own ideas, through varied and skilful forms of expression: speaking and listening, reading and writing.
- to give each student an enjoyment and understanding of modern and older texts, including fiction, non-fiction, poetry, media and drama texts.
- to encourage the development of social, moral, cultural and spiritual values through the study of texts and discussion of themes.
- to encourage students to appreciate the writer's craft and develop these techniques in their own writing.

Texts are at the heart of our schemes of work because they record and communicate what people have learned from experience and how they make sense of their lives in different periods and societies. In all schemes of work there is a strong emphasis on communication skills, both formal and informal. Pupils will write convincingly for different purposes and audiences and enter fully into the imaginative world of texts. Analysing texts enables young people to recognise both honest and misleading representations and persuasion.

At KS3 schemes of work and assessment follow National Curriculum guidelines. At KS4 we follow the AQA English qualifications. All classes are banded into sets according to ability and needs. Students are placed into sets based on teacher assessments. All KS3 lessons begin with ten minutes of individual or paired reading. This encourages exploration of a variety of texts and promotes personal reading. We follow the OCR A Level syllabus for English Literature. Students study a variety of Prose, Drama and Poetry.

## **PERFORMING ARTS**

Drama, Music, Physical Education and Dance combine to form this exciting and innovative faculty. Through these four main areas of study students gain confidence and self-awareness through self-expression and evaluation.

Facilities in the faculty include a Drama studio, soundproofed Music practice rooms, a recording studio, a general music classroom and music technology suite, gym, fitness suite, newly resurfaced outdoor courts and extensive playing fields. There is also a designated Dance Studio.

We encourage academic excellence and foster interest in and enjoyment of sport and the Arts, through a multi-cultural approach. Extra-curricular activities are numerous and include Drama

club, junior and senior rock bands, junior and senior choir, concert bands, school productions, Dance club, sports clubs and teams.

The popularity of these subjects has grown over the last five years. We are justly proud of our students' high achievements in GCSE and 'A' Level examinations.

## **DRAMA**

Drama is taught throughout Years 7 - 9 and is a popular subject. During these three years, the students learn a combination of voice and performance skills, mime, movement and improvisation.

In Year 10 the school offers a GCSE Drama course as an option that includes script work, visits to the theatre and Drama presentations. AS/A2 Level Drama and Theatre Studies is available in the Sixth Form.

There is an annual production and a number of Drama showcases throughout the year.

## **MUSIC**

The objective in this subject is to give as broad an experience as possible of all types and styles of music. Our aims are to ensure that by the time the child leaves school, he/she will be open-minded enough to enjoy and appreciate a wide range of music and will wish to explore music further.

Peripatetic lessons are given in a wide range of instruments, including clarinet, saxophone, piano, drum kit and voice training. The school also runs a variety of ensemble groups such as junior and senior choirs, orchestra, keyboard club and rock bands.

Music is part of the core curriculum for all students in Year 7, 8 and 9, and is offered as an option at GCSE at A Level.

## **DANCE**

Dance is a popular subject within the Performing Arts Faculty. All students in Years 7 to 9 have Dance as part of the Key Stage 3 curriculum. Dance involves a unique combination of creativity, performance and physical development which enables students to develop their co-ordination and rhythmic skills whilst appreciating the various styles and cultures from which dance has risen. During the last few academic years the Performing Arts Faculty has organised several opportunities for students to perform at prestigious events outside of the school including The Hertfordshire County Dance Festival.

In Year 10 the school offers a GCSE Dance course as an option. Dance is presently available as an option in the Sixth Form as an A Level or a BTEC course.

Our excellent facilities are first rate and are well worth experiencing. The facilities are also used by the Carter School of Dance out of school hours.



## **PHYSICAL EDUCATION**

Physical Education is considered to be a vehicle for the education of the child - physically, developmentally, emotionally and intellectually - using experiences centred on movement. These experiences are focused largely upon the natural and instinctive movement seen in active play or recreational life.

The school has extensive playing fields that are frequently used by the local community as well as by Sele students. We have floodlit netball/tennis courts which enable fixtures to proceed throughout the dark winter months and these are in constant use by local football and netball clubs. The well-equipped gymnasium is also a dual-use facility. The Sele School has a fitness suite which is used across the whole school. The cardiovascular equipment helps develop the fitness of our younger years and the resistance machines are introduced from Year 10.

The school maintains close links with many specialist local sports clubs and the students are encouraged to join these to gain additional expert coaching. The Bengoe Tigers Football Club is located at The Sele School site and provides considerable support to the football programme across all Key Stages.

The department is very keen to maintain good relationships with parents who are encouraged to support their children at fixtures and are often involved in assisting with officiating.

There is an extensive extra-curricular programme and students are provided with the opportunity to gain district, regional and even national honours.

## **HISTORY**

The department closely follows the National Curriculum and covers a variety of historical time periods. Our principal aim, however, is to develop a lifelong enthusiasm for History which will enrich the lives of the students when they become adults and will help them to become active citizens in the increasingly complex world in which they find themselves. We also aim to teach the students those analytical skills which they can use in all aspects of life.

We use a range of teaching styles in History including active learning methods where appropriate. The department has a wide range of resources that are used to facilitate learning. We also encourage the students to independently research topics of their choice using the school and local libraries.

Visits to sites of historical importance are particularly useful to enhance historical understanding. We offer a range of such visits throughout the school. These have included visits to the Verulamium Museum (St Albans) in Year 7 - Hampton Court in Year 8 and visits to the 'Battlefields' in Belgium for GCSE students. In addition to the above, we invite members of the local community into the school to discuss their experience of World War Two with our Year 9 students.

## **GEOGRAPHY**

The department aims to help students develop an awareness of their surroundings and an interest in the relationships between the earth and its peoples.

In Years 7 to 9 students acquire a range of geographical skills linked to studies of the UK, Europe and Africa. Students learn from films, frequent use of the library and computers and by undertaking fieldwork in the school grounds and in the local area.

Presently in Years 10 and 11 students follow Edexcel Specification B. A field trip is held each year to give students the opportunity to broaden their experience.

The 'A' Level Syllabus is the Edexcel specification looking at the physical and human environment. We encourage students to extend their geographical skills by carrying out fieldwork in different locations.

## **RELIGIOUS EDUCATION**

The aim of the department is to develop a knowledge and understanding of the principal religions represented in this country and to gain an insight into the influence religious beliefs and traditions have on communities and individuals. It is hoped that students will enhance their own spiritual awareness by considering human experiences and how faiths relate to them. In Key Stage 3 students study the environment, pilgrimages, religious food laws, issues of life and death and suffering, religious figures including Jesus, Moses and Corrie Ten Boom and Buddhism.

The 1988 Education Reform Act allows parents to withdraw their children from Religious Education and collective acts of worship. Parents wishing to do so should contact the Headteacher to discuss alternative arrangements that need to be made.

## **COMPUTING**

We consider Computing to be a key feature of education. The school has five centrally networked rooms, each capable of taking a full class. Students never have to share computers at Sele. There are twenty computers serving technology, art and graphic design. Special Needs also has a cluster of ten computers with further clusters of computers in the Sixth Form Suite, English rooms and Library. All the computers are networked so that students can pick up their work anywhere in the school. In the summer of 2014 a fully managed wireless network was installed across the school. This will support all WiFi enabled devices. The Sele School has a student to computer ratio of better than 1:3.

Most subjects use IT heavily and our facilities are sufficiently generous to allow this.

At KS3, all students have timetabled Computing lessons where they are taught all the basics of computer programming and digital literacy.

At KS4 students follow *GCSE ICT*. We also offer a Level 3 qualification at *AS/A2 Level in IT*. Our computer facilities are open to school students during the lunch hour and after school.

Our aim is to ensure that by the time our students leave the school they will see IT as a useful learning tool and will be able to demonstrate to employers that they have had experience of modern commercial software - a real advantage in today's competitive world.

## **MATHEMATICS**

The department believes that all students have the capacity for mathematical understanding. Students have the opportunity to study mathematics in a variety of contexts and are encouraged to apply their skills in other subjects and beyond the classroom. We place great emphasis on mental methods and students develop strategies through oral or mental starters to each lesson. We also use a variety of maths related programs in the computer suites, and in class and these help to visualise some of the maths concepts.

Year 7 students are taught in sets, which have been determined by teacher assessment. Work is differentiated to take account of the ability levels of our students, extra support is provided for the lower ability and challenging activities and resources are available for the more able students. Regular assessment takes place throughout the year and parents are informed of progress via Academic Review Days and Reports.

## **MODERN FOREIGN LANGUAGES**

The National Curriculum requires all students in Key Stage 3 and Key Stage 4 to study a Modern Foreign Language; either French or Spanish. This will ensure the ability to get an English Baccalaureate qualification if taken with a Humanities subject.

Our aims are to provide a worthwhile language-learning programme that has a value beyond school for the world of work, holidays or further study. At each and every level, communication is the key. Effective communication involves one or more of the skills of listening, speaking, reading or writing. Students participate in an active learning process using these skills thus enabling them to communicate successfully in the foreign language in everyday situations and on topical issues.

The first language (Spanish) is taught to everyone in Year 7 with the second language (French) offered in Year 7 dependent on ability. These subjects will then be offered at *GCSE* and can be studied at *A Level* either at The Sele School or through the consortium partnership.

Throughout all Key Stages we use a multi-media approach to the acquisition of language skills including trips and visits abroad, a wide variety of books, magazines, authentic documents, work sheets, role-play materials and cue cards. Under the National Curriculum guidelines students are also expected to use the language for communication in the classroom, to appreciate and learn grammatical structures and to acquire a wide range of vocabulary. They are also expected

to learn about cultural differences via school visits abroad, exchanges and extra-curricular activities. The aim is to broaden and enrich the students' learning experience.

## **SCIENCE**

The Science department has been refurbished with over £400,000 of investment. Each laboratory has an interactive whiteboard and there are a wide range of teaching materials designed to promote whole class and individual learning. There are extra-curricular activities and extra support lessons on offer to all students.

All Science classes are taught by specialist staff. Students are divided into pairs or small groups for practical work. Another of our strengths is that we cater for students of all abilities, from those with special needs to those who will enter Oxbridge and other prestigious universities. Throughout our science courses, a strong emphasis is placed on developing an understanding of the scientific method. Hence, from Year 7 onwards, students are encouraged to plan and carry out their own investigations and are shown how to collect and process data and draw justified conclusions.

### **Key Stage 3**

Throughout Key Stage 3 we endeavour to provide all students with a basic science education which will enable them to achieve to the best of their ability at Key Stage 3. Students in Years 7 to 9 are taught in sets according to ability and explore a range of science topics in accordance with the National Curriculum. Upper set students follow a two year KS3 course starting GCSE study at the beginning of Year 9.

### **Key Stage 4**

In Years 10 and 11 all students study for either the AQA Core and Additional Science or Triple Science GCSE certificate. The Triple Science course followed is set by the AQA Board and is known as AQA Science A (course 4461). This course is divided into three separate Sciences: Biology, Chemistry and Physics. In contrast with previous GCSE courses, much emphasis is now placed on "How Science Works". The assessment procedure is based on Investigative Skills Assignments and terminal examinations. There is a strong emphasis on scientific literacy and students will develop these skills along with their numeracy skills in their study of Science.

### **Key Stage 5**

In the Sixth Form, students are able to study for the AS/A2 level examinations in each of the three sciences. The OCR syllabus is followed with assessment based upon a series of terminal examinations. Students are encouraged to develop their ability to research and work independently in preparation for university level study.

## EXTRA-CURRICULAR ACTIVITIES

The vibrancy and variety of extra-curricular provision and the number of students participating are a real strength of The Sele School. Students are able to explore and gain further enrichment from the curriculum outside of the classroom with a range of activities including:

Art Club	Badminton
Basketball Club	Booster and Revision Sessions
Boys' Football	Cheerleading
Computing Programming	Creative Writing
Drama Club	Elite Fitness
Girls' Football	Girls Only Fitness
Homework Club	Maths Club
Netball	Photography Club
Science Club	Sele Singers
Sport Science Club	Street Dance
Table Tennis	Team Trampolining

### ENRICHMENT ACTIVITIES

**Other activities offered to students have included visits to:**

Art and Design Technology	Tate Modern, Henry Moore Sculpture Park, Victoria and Albert Museum Broxbourne Civic Hall (Rotary challenge)
PE	School Games, Ski Trips, Bruce Langdon and Nicky Morris (Athletics), Trampoline Competitions, Harlow Outdoor Centre, Snow Centre (Hemel Hempstead)
History	St Albans Abbey, Hampton Court, Tower of London, Verulamium Museum, Battlefields of WW1
Geography	Belgium, France - Geography Field Trip, Local Rivers Trip
Science	Science Museum, Biology Field Trip, Industrial Cadetship, Crest Awards, Nuffield Bursaries and STEM enrichment activities
Careers	Hertford Regional College (Aim Higher), Hertfordshire University (Aim Higher)
XL	Ten Pin Bowling, Grafham Water, Tennis (Wimbledon), Gosling Sports

In addition to various onsite performances.

**Students have also taken part in:**

The School Production - "Wyrd Sisters" (2015)

Numerous sporting competitions for all year groups against other local schools, as well as taking part in District Athletics and other District based events.

Rotary Youth Speaks competition  
Hertford Youth Town Council meetings  
Chemistry Analyst Group  
West Essex Dance Festival (special guests)  
Duke of Edinburgh Award  
Author Visits  
UK Maths Challenge  
Youth Council meetings  
Herts and Ware Secondary School Dance Festival  
Primary school PE sessions as part of Sports Leaders' Award  
Mayor's Tea Party  
Institute of Biology Challenge

## **SUPPORT AND GUIDANCE**

### **PASTORAL CARE**

Our pastoral system aims to ensure that all students are able to achieve their potential, supporting both their academic and social well-being. We are proud of our caring and friendly ethos. The welfare and guidance of students has a high priority. The Pastoral Teams, which include Pastoral Leaders and Key Stage Managers, work hard to establish positive, effective and supportive relationships with each student and their family.

This support takes place in a climate of high standards and clear expectations where there is consistent recognition of effort and achievement and success is celebrated. All students are valued as individuals and encouraged to achieve their best.

Form Tutors play a key role in supporting the academic progress and personal development of students. Each Form Tutor makes a point of getting to know the students in their care and monitors their attainment, attitude, behaviour and all round welfare and development. All tutors communicate regularly with parents. Pastoral Leaders support the work of Form Tutors and with the Key Stage Manager, oversee the progress and development of the year group as a whole.

### **Links with Parents**

We aim to work in partnership with parents to promote effective learning for all students. One way we work together is to communicate regularly. This is supported by the student planner.

- It contains the student's timetable.
- It contains the student's homework timetable.
- It is the place where students record the homework they have received each day. This allows them to remember what was set and when it is due to be handed in.

- It allows communication between home and school. The planner can be used by parents to record concerns, inform school of absence or medical appointments and also for staff to communicate any concerns.
- It is the place where staff record detentions set which students must show to their parents.

We ask that parents sign the planner each week so the school knows you are aware of the homework your child has been set and that your child is using their planner in the correct way. The school also knows that if it is signed you have seen any letters that have been written informing you of concerns in school.

### How to contact school

There will be times when you will need to contact the school. There is a procedure to follow at these times.

- **School Reception** - This is the best point of contact if you need to get an important message to your child.
- **Email** - [admin@sele.herts.sch.uk](mailto:admin@sele.herts.sch.uk)
- **Planners** - see above.
- **Form Tutor** - For concerns about progress or social well-being, this is the best person to contact in the first instance. They will try to deal with any concerns you may have or will refer this to the Pastoral Leader if it is more appropriate to do so.
- **Pastoral Leader** - If your concern is serious it may be more appropriate to contact the Pastoral Leader directly. This can be done by telephoning and/or making an appointment to see them.
- We place the highest importance on our partnership with parents. No matter how small an issue may seem, if it concerns you, please contact us. The Headteacher, Mr Binder, is always happy to discuss issues with parents, but in most situations, parents will find that matters will be investigated and resolved by members of staff with a particular responsibility for the issue raised. Staff are always willing to meet parents but are not always available. It is essential, therefore, **to book an appointment** to ensure you are seen by the member of staff in question.
- **'The Sele Messenger'**, our magazine, is sent home half termly (via students) giving information about school dates and past and future events. Please let us know if you are not getting your copy!
- **Email** - Wherever possible the school will send letters/messages to parents by SchoolComms so in order that no important messages are missed, please ensure that the school has an up to date record of your email addresses. Copies of letters will continue to be sent by post or via students if there is no email address. Hard copies of any letters can be obtained from Reception.
- **Website** - This gives details about the school, its organisation and dates in the school calendar.

We pride ourselves on our partnership with parents, but can only address issues and resolve concerns if you make us aware of them. Please do not hesitate to contact us if there is anything you wish to discuss or want to know more about.

## **ATTITUDE AND BEHAVIOUR**

Great importance is placed on high standards of work, behaviour and appearance. The support and co-operation of parents in this respect, is most important.

All staff are able to impose short, after lesson detentions of up to ten minutes without notice. For longer after school detentions and Saturday morning detentions, 24 hours' notice is given. Parents are expected to support the school's behaviour management policy and our use of sanctions for unacceptable behaviour and lack of class work and homework. We expect students to learn how to take responsibility for, and manage their behaviour so that they are able to achieve. Students may be placed on report so that a detailed check of their performance can be made.

## **ANTI-BULLYING**

Anti-Bullying is everyone's responsibility. The school expects all of its students to respect each other and challenge bullying or to tell an adult. The school strives to deal with any lack of respect quickly and efficiently so that all students feel safe and happy at school. Repeated unpleasantness or bullying will always be challenged and parents will be informed to ensure that they can support students in making changes to their behaviour so that it becomes more acceptable to others. Students' awareness of the consequences of bullying is raised through discussions within PHSE. The student council have signed up to the Anti-bullying Charter and the school's community works within the Anti-bullying Policy.

Students have established a panel that meets to discuss incidents which may involve unpleasant behaviour towards others.

## **REWARDING AND CELEBRATING SUCCESS**

Each subject can issue merits. When a student is rewarded for excellent work or effort, the student will be given a merit by the teacher. The merits have a 'nominal value' and once these have been collected in multiples of 20, students are given rewards and vouchers in recognition of their success.

During the year reward activities take place for those students who have achieved success and no behaviour points.

Our annual Prizes and Awards Evening gives us the opportunity to recognise the achievements of a cross-section of the school community and we present awards for academic attainment and service to the community as well as progress in the Performing Arts and Sport.

## **ATTENDANCE**

We expect all students to attend school regularly (95% is a minimum expectation) and punctually. They should be well-equipped and ready to learn. Students are reminded that regular attendance is a key to later success. At The Sele School, good attendance is valued



highly and recognised with certificates and merits. If a student is absent from school, it is essential that a letter from the parent or guardian be brought in on the day of the student's return. It is the school's responsibility to authorise the student's absence.

**Absence for holidays in term time can only be authorised in 'exceptional circumstances' by the Headteacher. To help ensure all students can achieve their full potential, we ask all parents to avoid taking their children out of school for holidays or trips. Written applications prior to the event will be considered only in exceptional circumstances.**

The following are statistics for Absence from the school 2014/15:-

Total number of students on roll	415
Percentage of half days missed due to authorised absence	4.5%
Percentage of half days missed due to unauthorised absence	1.2%

## **FIRST DAY RESPONSE**

We operate a 'First Day Response' system at The Sele School. This means that we may telephone you at home or work on the first day of your child's absence. This is to let you know that your child is not in school and to find out when he/she is likely to return.

It will, of course, help if you can telephone us before 10.00 am with this information and keep us informed if the absence is likely to be prolonged. We greatly appreciate your support in helping us monitor attendance.

## **HOUSE SYSTEM**

On entry to the school, each student is placed in one of three houses: Bayley, Castle or Shire. Activities arranged last year included competitions in Sport, Music, Drama, quizzes and a talent show. The points gained from all school events are then totalled, producing a winning house for the year. Castle won the 2015 House Trophy.

## **POSITIONS OF RESPONSIBILITY**

Giving students positions of responsibility helps them to develop as individuals. There are numerous opportunities for students to take on these important roles. For example, students from all years are able to become form representatives for the School Council, and other committees. Year 11 students can apply to be appointed as "Senior Students" and Sixth Form students are encouraged to be prefects and are led by a senior team including Head Boy/Head Girl.

Additionally, students are entrusted, from time to time, with tasks such as: showing visitors around the school, helping at events for parents and even being involved in the interview process by questioning candidates for teaching jobs!

## SCHOOL UNIFORM

All students who are not wearing acceptable school uniform are liable to be sent home to change or, if this is impractical, may be 'isolated' from lessons until correct uniform is worn. We expect students to wear full school uniform on their journeys between home and school.

Boys' and girls' uniforms are available direct from Kids Connection, Hertford.

All students are expected to wear uniform appropriately (except Years 12 and 13 who are expected to comply with the Sixth Form dress code).

**White long or short sleeved shirt** not a sports shirt - should be tucked in at all times with top button fastened at the neck.

**School tie** - worn in a traditional manner - at least 10 grey stripes showing

**Black school trousers** - **school regulation type** should be of a reasonable width and length.

Denim, cords, skinny trousers or leggings are not acceptable

Or **Skirts** - must be **at least down to the knee** and not pencil slim with slits

No fashion belts

**Black blazer with school badge (compulsory)** - must be worn at all times in and whilst travelling to and from school, unless permission is given to remove them

**Black sensible polishable shoes**- must be completely black. Shoes with heels higher than 2cms, platforms, stilettos or extreme wedges could be dangerous and are not acceptable.

Trainers/trainer shoes are also unacceptable. Students may be given plimsolls to wear if they do not comply with these expectations

**Plain black or white ankle socks or black tights**

**Maroon 'V'-necked knitted pullover with school logo** (optional) **OR plain black school 'V'-necked cardigan** - are acceptable if worn in conjunction with the blazer. Cardigans are not to be worn without the blazer

**Plain, dark coloured winter coat** - to be worn to and from school, hooded tops are **not** an acceptable alternative

### Jewellery

Students may wear small plain studs (one pair only worn in the conventional manner in the ear lobe) if their ears are pierced. Wristwatches may be worn but no responsibility is accepted by the school **for loss or any damage**. You are discouraged from wearing other jewellery to school. Any extra jewellery is liable to be confiscated and given to your Pastoral Leader for safe keeping. No jewellery should be worn during PE or Dance lessons.

**Hair should be of a natural colouring with no extreme of cut (ie shorter than a No 2 cut) or colour.**

**No make-up or extreme of fashion is permitted**

Students may be sent home or isolated if they do not comply with these expectations.

### Mobile Phones

Mobiles are not to be used in school. If mobile phones are seen in school they will be confiscated until the end of the school day. Subsequent offences will require a parent to come

to the school to collect the phone. Phones are to be passed to the Bursar at the earliest opportunity for safe keeping.

**PE Kit** (all kit compulsory or optional must be purchased from school and labelled with student's name)

<b>Boys (compulsory)</b>	<b>Girls (compulsory)</b>	<b>Optional Kit</b>
Rugby shirt	Polo shirt	PE sweatshirt
Black shorts	Black shorts	Tracksuit bottoms
Polo shirt	Socks	Rain jacket
Socks	Skort	Dance top/dance bottoms

**All students must have a separate bag for their PE kit.** We ask parents/carers to ensure all items of school wear are labelled with the child's name. Most kit should be purchased directly from the school. Please contact the PE Department for an order form.

## **TRANSPORT TO AND FROM SCHOOL**

**School Coaches** The County Council makes provision for the transport of students from Bramfield, Bayford, Brickendon and other outlying areas. For information on assisted places, or on all savercards and ID cards please contact the Passenger Transport Unit Helpline on 0300 123 4043 or [www.hertsdirect.org](http://www.hertsdirect.org).

**Contract Coach** routes at present are as follows:

- Route E65 From Little Berkhamstead
- Route R77 Datchworth, Watton and Stapleford - please contact Reg's Coaches on 01438 822000 for more information

**Arrival by car** Parents who bring their child to school by car and/or collect them at 3.35 pm, must **not** drive into the school grounds and should **not** stop or wait near the school's entrance. This is to ensure the safety of all the children at the school.

## **SCHOOL TRIPS**

School trips and visits can only go ahead if parents make sufficient voluntary contributions to school funds to meet the costs. Students who are entitled to free school meals may also be able to receive support for school trips. Where the Headteacher deems appropriate, and if the visit does take place, a student whose parent has not contributed may still be able to go. Where a student's behaviour causes concern that either the health and safety of individuals or the school's reputation might be at risk, the Headteacher may refuse permission for a student to join a trip.

## **ADMISSION RULES**

The Sele School is an all ability Academy secondary school. The number admitted at age 11 to Year 7 is 120. Boys and girls will be admitted at age 16+ provided they meet the entry qualifications for their proposed programme of study

**Rule 1** Children in public care (children looked after) and children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or a special guardianship order).

**Rule 2 Medical or Social:** Children for whom it can be demonstrated that they have a particular medical or social need to go to the school.

Governors will determine whether the evidence provided is sufficiently compelling to meet the requirements for this rule. The evidence must relate specifically to The Sele School and must clearly demonstrate why it is the only school that can meet the child's needs.

**Rule 3 Sibling:** Children who have a sibling at the school at the time of application, unless the sibling is in the last year of the normal age-range of the school. Notes: (a) the 'normal age range' for The Sele School is Years 7 to 13. (b) a sibling means the sister, brother, half brother or sister, adopted brother or sister, or child of the parent/carer or partner, and in every case living in the same house from Monday to Friday.

**Rule 4** Children who live in the priority area for whom it is their nearest Hertfordshire maintained school or academy that is non-faith, co-educational and non-partially selective. Note: Non-partially selective means that the school does not offer any places based on academic ability.

**Rule 5** Children who live in the priority area who live nearest to the school.

#### **Priority Area - Hertford and Ware**

On conversion to Academy, the Governing Body agreed The Sele School would not then change the parishes in its priority area.

Bayford, Bengoe Rural, Bramfield, Brickendon Liberty, Datchworth, Great Amwell, Hertford, Hertford Heath, Hertingfordbury, Hunsdon, Little Berkhamsted, Little Munden, Sacombe, Stanstead Abbots, Stanstead St. Margarets, Stapleford, Tewin, Thundridge, Ware, Wareside, Watton-at-Stone and Welwyn.

**Rule 6** Children living outside the priority area on the basis of distance, with those living nearest to the school given priority.

These rules are applied in the order they are printed above. If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. Where there is a need for a tie-breaker where two different addresses measure the same distance from a school, in the case of a block of flats for example the lower door number will be deemed nearest as logically this will be on the ground floor and therefore closer. If there are two identical addresses of separate applicants, the tie break will be random.

## **Twins/Multiple Births**

In the event that one child of a multiple birth is awarded a place but one or more other children of that same multiple birth, who have applied for a place at the school are not awarded a place, the school would take in all children in that multiple birth who have applied.

## **Appeals**

Parents have a right to appeal against non-admission to The Sele School. A continued interest list is held by the school. If a child is not offered a place at The Sele School, the Local Authority should offer the child a place at another school. The parents have the right to appeal to an Independent Appeal Panel. At transfer time parents wishing to appeal who applied online should log into their online application and click on the link 'register an appeal'. For those who did not apply online, please contact the Customer Service Centre on 0300 123 4043 to request an appeal pack'.

## **Notes**

The Governing Body of The Sele School will reserve the right to use the straight line distance measurement provided by Hertfordshire County Council's GIS system as outlined in the Moving On publication. The measurement is made between the child's home address point and the school address point.

The Governing Body will agree on any changes to its Admission Rules with the Admissions Forum.

## **In Year Admissions**

The school will remain part of the county council's coordinated In Year admissions scheme. Application forms can be accessed via [www.hertsdirect.org/admissions](http://www.hertsdirect.org/admissions) or from the Customer Service Centre, 0300 123 4043. Parents should return the application form direct to the County Council (address on the form).

## **Fair Access**

The school participates in the county council's Fair Access protocol and will admit children under this protocol before children on continuing interest.

## **EQUALITIES**

The Sele School aims to be an equal opportunity organisation. It is the policy of the school that no student receives less favourable treatment or reduced access to their curriculum on grounds such as race, colour, ethnic or national origins, religion, gender, cultural or social background. The school was officially recognised as an Investor in People institution in November 2000 and has been re-affirmed four times, the last being in February 2013.

## FRIENDS OF THE SELE SCHOOL (FOSS)

This is an association whose objectives are to further the interests of the students educationally, recreationally and socially. This has not only been achieved by acquiring extra money for activities but also by fostering good and extended relationships between the children, parents, staff and public.

FOSS activities include quiz evenings, fireworks, craft fairs etc. In the last few years, the efforts of FOSS have provided finance for many items to complement the facilities of the school. Larger purchases have included two minibuses, lighting equipment for our drama and music productions, a multi-media projector and other items such as books, musical instruments, Table Tennis Tables and lockers. Members of FOSS have revamped the gardens between the main school and the Sixth Form building making this an exciting space for learners.

The Annual General Meeting of FOSS is usually held in October. The current committee is as follows:

<b>Acting Chair:</b>	Shuan Ives
<b>Treasurer:</b>	Nigel Blore
<b>Secretary:</b>	Tess Gatens

We hope that you will wish to participate in the activities of FOSS and the committee look forward to hearing from you.



# THE SELE SCHOOL



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