

Winchelsea School



‘Bringing out the best’

Prospectus 2015/16





Dear Parents and Carers

I am delighted to welcome you to Winchelsea School. The School is a caring learning community focused on enabling pupils to achieve their very best.

Winchelsea is a community special school committed to meeting the needs of pupils with a wide range of learning difficulties. Our 104 pupils, aged 4–16, are supported by just over 90 staff. We pride ourselves on creating bespoke packages tailored to the individual needs of our pupils.

At Winchelsea School we believe that every pupil has something to offer and that by working together we can achieve great things. We celebrate the successes of our pupils at every opportunity and are very proud of their achievements. We are passionate about improving outcomes for our pupils and work very closely with families to facilitate this.

I do hope you enjoy reading our prospectus. Should you have any questions or would like to arrange to visit our very special school, I or a member of my staff would be delighted to assist you. Please contact the School Office on 01202 746240 or e-mail: enquiries@winchelsea.poole.sch.uk to make an appointment to speak or meet with a member of staff.

Yours sincerely

Rachel Weldon
Headteacher

“Pupils, including early years children, make good progress. They achieve well and are effectively prepared for the next stages of learning or work.” Ofsted report June 2015

CONTENTS

	<u>Page</u>
1. Introduction	4
2. Mission Statement	4
3. Focus of the School	4
4. Admissions	5
5. Arrangements for Admission of Pupils with Disabilities	5
6. Steps to Prevent Disabled Pupils Being Treated Less favourably than Other Pupils	6
7. School Organisation	6
8. The School Day	6
9. Uniform	7
10. The School Curriculum	7 - 12
11. Multi-Sensory Facilities	12
12. Accreditation	13
13. Assessment, Recording and Reporting	13
14. Home Learning	14
15. Speech and Language Therapy	16
16. Extended school Activities – After School and Holiday Clubs	16
17. Links with Other Schools and The Community	16
18. Out of School Activities	16
19. Charges for School Activities	17
20. Behaviour Management	17
21. School Rules	17
22. Medical Matters	18
23. Medication	18
24. Sun Protection	19
25. Absence from School	19
26. School Meals	19
27. School Transport	20
28. School Governors	20
29. Parents Group	21
30. Pastoral Care	21
31. Complaints Procedure	21

1. INTRODUCTION

Winchelsea is a Special School committed to meeting the educational needs of children who have a Statement of Special Educational Needs. These needs include Moderate Learning Difficulties, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (including Asperger Syndrome), and mild sensory and physical impairments.

“Teaching is good. Teachers and teaching assistants work closely together, conveying high expectations to pupils. Teachers provide well-planned activities that capture pupils’ interests.” Ofsted report June 2015

2. MISSION STATEMENT

Winchelsea is a safe, welcoming and nurturing school where pupils, families and staff are included and valued equally. Together we provide opportunities for every child within school and in the wider community to grow in confidence and develop a love of learning. Every child is encouraged and challenged to become as independent as they can be to prepare for life beyond Winchelsea.

“Staff have high expectations of pupils, and they respond well to them. There is much laughter in the school, as teachers make sure lessons are enjoyable as well as productive.” Ofsted report June 2015

We aim to:

- Promote open and honest communication throughout the school and its wider community.
- Set high standards and expectations for each child according to their individual needs and abilities.
- Provide a holistic yet individual curriculum that supports the academic and personal development of each child through encouraging responsibility, independence, self-awareness and the skills to make positive choices.
- Celebrate diversity by promoting personal, social, moral, spiritual and cultural development, encouraging creativity, and inspiring respect for themselves and others regardless of race, gender, age or disability.
- Continually develop a professional and approachable staff team who inspire confidence in the support given to children and their families across all areas of the school.

3. FOCUS OF THE SCHOOL

- To enable our pupils to maximise their achievements in all aspects of their development through a broad, balanced and personalised curriculum.
- To ensure equal opportunities for all regardless of age, gender, ethnicity or disability.
- To encourage all pupils to take responsibility for themselves and to appreciate the needs of others.
- To help each pupil to enjoy learning and achieve high self-esteem. To promote spiritual, moral, social and cultural (SMSC) awareness and understanding.

- To promote Fundamental British Values and within our context.
- To promote high, value added, standards of achievement and behaviour, within a challenging, but safe and secure environment.
- To promote a positive partnership between home, school and all relevant agencies.
- To prepare our pupils for effective transition to the next stage of their education through careers education, suitable accreditation and links with colleges, training agencies and employers.
- To enable our pupils to achieve future economic well-being.
- To promote a healthy lifestyle for all.
- To work with mainstream schools, the wider community and local employers to promote social and educational inclusion for our pupils.
- To review the performance and placement of each child within the Code of Practice guidelines.
- To extend our professional expertise through training and good practice to better meet our pupils' needs.
- To support mainstream schools through an effective Outreach Service.
- To develop Winchelsea as an Extended School supporting the whole community.
- To ensure that we are recognised as a Centre of Excellence in the education of children and young people with special needs.
- To ensure that all agreed therapy programmes are implemented for our children.

4. ADMISSIONS

The Borough of Poole as the LA (Local Authority), through the Children and Young Peoples Integrated Services Department, manages admissions to Winchelsea. All admissions are made on the basis of the school's ability to meet each child's needs and the availability of places within the appropriate year group.

A copy of the school's admission criteria is available on request from the school office.

We recommend that parents and children visit Winchelsea before making decisions about future placement.

5. ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH DISABILITIES

The school offers places to all statemented pupils or pupils with an Education Health Care Plan on the basis of the school's ability to meet each child's needs and the availability of places within the appropriate year group. In line with the SEN (Special Educational Needs) Code of Practice, the Governors are legally required to admit a child with a statement of special educational needs issued by the local authority. Pupils with disabilities face no disadvantage with regards to admissions to the school.

We ask that parents give as much information concerning their child's disability as possible in advance of admission to ensure that reasonable adjustments can be made in time for their child starting at Winchelsea.

Staff are aware of their responsibility to make reasonable adjustments and to ensure that disabled pupils are not treated less favourably.

6. STEPS TO PREVENT DISABLED PUPILS BEING TREATED LESS FAVOURABLY THAN OTHER PUPILS

The school has an accessibility plan which is regularly monitored and updated and which takes into account the delivery of the curriculum, physical accessibility and communication.

Staff training is arranged as appropriate.

7. SCHOOL ORGANISATION

Winchelsea provides for children from 4 to 16 years of age. The school is organised into Primary (Early Year Foundation Stage and Key Stage 1 and 2) and Secondary (Key Stage 3 and 4) Departments.

We currently operate twelve classes. Pupils are allocated to these on the basis of their year group, Key Stage and developmental level. Many of our classes have a mix of year groups.

8. THE SCHOOL DAY

The school day begins at 8:45 am and finishes at 3:00 pm.

Times of lessons and breaks are as follows:

<u>Whole School</u>	
Morning Registration	8:45 am – 9:00 am
Lesson 1	9:00 am – 9:55 am
Break	9:55 am – 10:10 am
Lesson 2	10:10 am – 11:05 am
Lesson 3	11:05 am – 12:00 noon
Lunch	12:00 noon – 1:00 pm
Afternoon Registration	1:00 pm – 1:05 pm
Lesson 4	1:05pm – 2:00 pm
(Break)	(For primary as and when required.)
Lesson 5	2:00 pm – 3:00 pm

9. UNIFORM

All pupils at Winchelsea are expected to wear school uniform. We believe that the school uniform helps to promote a sense of school identity and encourages pupils to take a pride in their appearance.

Our uniform consists of:

1. Key Stages 1, 2 and 3

Plain royal blue polo shirt and sweatshirt or fleece all bearing the school logo. These items can be purchased from the school.

2. Key Stage 4 (National Curriculum Years 10 and 11)

Plain black polo shirt and sweatshirt or fleece all bearing the school logo. These items can also be purchased from the school.

3. Whole School Uniform

- Full, plain black appropriate footwear with no trimmings or add-ons.
- Plain grey or black skirts, trousers or shorts. Blue and white striped or check dresses can be worn in the summer.
- Plain socks appropriate to the uniform being worn.

4. Physical Education Kit

A clearly named PE Bag containing: plimsolls or trainers without black soles, spare socks, blue or black tracksuit, plain blue t-shirt and plain blue shorts (not tight fitting lycra).

5. Swimming Kit

A clearly named Swimming Bag containing: a plain, appropriate, one-piece swimsuit. Also, a swimming hat and towel in a waterproof bag.

All uniform must be clearly labelled with the child's name please.

10. THE SCHOOL CURRICULUM

"The good teaching contributes strongly to pupils' good achievement in all aspects of the curriculum." Ofsted Report June 2014.

At Winchelsea we ensure that pupils have access to a broad, balanced and relevant curriculum, adapted and modified to enable enjoyment and achievement for all. We believe that all pupils are entitled to a high quality, well-planned, well-organised and effectively taught curriculum and that every child has the right to have their individual needs met and to develop their full potential.

"Equal opportunities are effectively promoted through the school's individual approach to provision which helps ensure individual pupils do well." Ofsted Report June 2015.

We have high expectations of pupil achievement.

Knowledge, skills and understanding are taught in ways that match and challenge pupils' abilities. Whilst complying with National Curriculum requirements, we modify and differentiate the programmes of study to give all pupils relevant and appropriately challenging work that will enable them to develop the necessary skills and concepts to succeed at Winchelsea, in further education, and after they have left school.

The following are brief descriptions of the subjects pupils study.

ENGLISH

We deliver the Primary Literacy Strategy to Key Stages 1 and 2, Key Stage 3 Literacy Strategy to Key Stage 3. In Key Stage 4, pupils follow the syllabuses leading towards AQA (Assessment and Qualifications Alliance) Entry Level Certificates and Unit Award Schemes.

MATHEMATICS

We deliver the National Primary to Key Stages 1, 2 and 3. In Key Stage 4, pupils work towards the AQA Entry Level Certificate and Unit Award Scheme. Pupils are also able to achieve accreditation for Numeracy.

SCIENCE

We follow the National Curriculum, giving particular consideration to areas and concepts which are of direct relevance to everyday life. In the early stages, science teaching is delivered by the class teacher and develops into specific science teaching taught by a specialist teacher within Key Stage 4. Senior pupils have access to Science laboratories at neighbouring schools.

GEOGRAPHY AND HISTORY

All pupils follow the National Curriculum for History and Geography at an appropriate level. Where possible we aim to give pupils a practical experience in these areas through visits in the locality to farms, museums etc.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The use of ICT is central to teaching and learning at Winchelsea. It supports learning throughout the school. We appreciate that it will feature greatly in their future lives and we aim to educate our pupils so that they can use it productively and safely. We follow the National Curriculum. Multimedia computers are available in all classes, with each teaching area having one or more computers, linked to our own network and with carefully filtered Broadband access to the Internet. A computer suite is used for whole class ICT teaching. All classes are equipped with Interactive Whiteboards.

MUSIC

Pupils are offered a wide range of musical experiences throughout the school and are provided with opportunities to participate in percussion, singing, movement and the playing of instruments. Visiting musicians are invited to perform. Pupils have the opportunity to perform

orchestral and choral pieces for the school community. We join with local mainstream schools to produce an annual musical event for the whole community.

DESIGN AND TECHNOLOGY

We encourage children to explore design concepts, make articles and offer them opportunity to engage in problem solving activities. Technology in the Foundation Stage and Key Stage 1 & 2 takes place in classroom settings, but the school has a well-equipped specialist workshop equipped for working with a full range of resistant materials.

The school is equipped with a food preparation area that is used to teach food technology and important home management skills. Our aim is for pupils to develop the necessary skills and confidence to enable them to cater as independently as possible for themselves.

PHYSICAL EDUCATION

Our physical education programme teaches a wide range of skills including co-ordination, team co-operation etc. The school is equipped with apparatus for use by all age groups. Older pupils also have access to the facilities within local leisure centres. Children have opportunities to represent Winchelsea in sporting activities with children from other schools.

We want every child to be able to swim and be confident in the water, and all pupils in Foundation Stage, and Key Stages 1, 2 and 3 have regular swimming lessons at local pools. Certificates and badges are awarded as an encouragement, and the children are well supervised by qualified and experienced staff.

PERSONAL, SOCIAL, HEALTH AND EDUCATION (PSHE)

This is a vital area of the curriculum.

Our aim is to enable children to:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for good relationships with others.
- Have respect for others.
- Recognise bullying and inappropriate behaviour.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.

The school ethos, extra-curricular activities and all aspects of their school lives also support children's development in these areas.

Included within PSHE is:

- Drugs education - where we provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

- Sex and Relationship Education (SRE)- where we provide opportunities for pupils to develop their understanding of the importance of marriage for family life; stable and loving relationships, respect, love and care as well as the teaching of sex, sexuality and sexual health.

Parents may request that children be excused from elements of sex education in school, except where those elements are specifically contained in the National Curriculum.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC)

“Spiritual, moral, social and cultural development is effectively promoted through visits, assemblies, themed days on different countries, and through art, stories and music.” Ofsted report June 2015

Winchelsea School is committed to promoting equality and has high expectations of all pupils. As such we expect all pupils irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010 to do their best to achieve the highest level of personal achievement. In return the school will ensure that there is equality of access to all aspects of school life and that every staff member will be a good, positive role model in his/her approach to all issues relating to equality of opportunity.

Spiritual, moral, social and cultural education helps pupils develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. It is taught across the curriculum and throughout school life. It is linked closely to our school aims and philosophy.

At Winchelsea sessions are consciously planned to contribute to pupils SMSC development, such as in assemblies, acts of worship, co-curricular programmes and lessons across the curriculum. Contributions to the SMSC programme can be found in the taught curriculum and extra-curricular activities.

BRITISH VALUES

“Broad programmes of study encourage good academic progress and help develop understanding of British Values.....” Ofsted report June 2015

The Department for Education has recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.”* At Winchelsea these values are reinforced regularly and in the following ways:

Democracy

Democracy is widespread within the school. Pupils have the opportunity to have their voices heard through:

- School Council - members are voted into office by their class peers.
- Pupil questionnaires on aspects of school life.
- Pupil voice reports for Annual Reviews.
- Active involvement in the selection processes of new staff.

- Influence over the reward system that underpins the school behaviour management policy.

The Rule of Law

The importance of laws/rules, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day. They are promoted through the implementation of the school's Behaviour Policy, through school assemblies and when dealing with incidents of behaviour that fall short of expectation. The school places a great deal of emphasis on restorative justice when incidents between two people occur. Pupils are taught the value and reasons behind laws/rules in the way they govern and protect us and the consequences when laws are broken. Visits from authorities such as the Police and the Fire Service help us to reinforce this message.

Individual Liberty

Within school pupils are actively encouraged to make choices as independently as they can, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely, through our provision of a safe environment and an empowering curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised and guided how to exercise these safely, for example through our E-Safety and PSHE lessons.

Mutual Respect

Much of our school ethos is focused around respect for each other. Many of our policies and practices promote core values such as respect. Where possible, pupils take part in class discussions and all pupils take part in assemblies related to what this means and how it is shown.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them as many opportunities as we can to experience such diversity. In addition, the very nature of a special school provides ongoing opportunities to celebrate diversity on many levels, resulting in a very tolerant and accepting community. Assemblies involving different faiths, prejudices and prejudice-based bullying are undertaken regularly and are supported by learning in RE and PSHE. Members of different faiths or religions, albeit a very small part of our school community, are encouraged to share their knowledge to enhance learning within classes and the whole school.

RELIGIOUS EDUCATION

Religious Education is taught through the Poole Agreed Syllabus for Religious Education whereby the moral, social and religious teaching reflects the school policy as a whole and our Christian heritage. Children are introduced to the beliefs and customs of a number of other faiths in order to promote tolerance and understanding. Regular assemblies include collective worship, visiting speakers and the celebration of achievement.

Parents have the right to withdraw their child from the religious element of assemblies and Religious Education if they wish.

CAREERS EDUCATION AND GUIDANCE

“Careers advice and guidance effectively enable older students to gain further education or employment.” Ofsted report June 2015

All pupils have an entitlement to a planned programme of careers education and the support of an Independent Careers Adviser.

POST 16 TRANSITION

“Pupils are well prepared for the next stages of learning or employment.” Ofsted Report June 2015

We work very hard to ensure that all of our leavers move on to further education or take up employment. After a pupil's 14th birthday a 'Transition Review' takes place at which the pupil, parents/ guardians, teachers, Connexions staff and other relevant agencies consider the post-school opportunities for each pupil. An individual action plan is drawn up to prepare the pupil for leaving school in the most appropriate and student centred way. For some pupils this includes a period of work experience.

The transition programme includes:

- Visits to a variety of places of work
- Link courses at Bournemouth and Poole College
- Independent Travel Training

11. MULTI-SENSORY FACILITIES

We have two multi-sensory rooms (Ball Pool and Soft Play and the Sensory Integration room) in the school and these are used to support the sensory needs of pupils. They are used to develop:

- Speech and language skills
- Social interaction and communication skills
- Self-esteem and confidence
- A sense of cause and effect
- Ability to make choices
- Imaginative play

In addition, we implement carefully planned programmes in classrooms to ensure that pupils have access to a rich and varied sensory diet to meet their sensory needs.

Additional therapeutic interventions include:

- Soft Play Room
- Sensory Garden
- Play Therapy

- Art Therapy
- Horse Riding
- Speech Therapy
- Rebound Therapy
- Allotment
- Creative Design Studio
- Physio Therapy
- Occupational Therapy

12. ACCREDITATION

We offer nationally recognised accreditation at entry level in English, Maths and ICT and AQA Entry Level in Art, Technology (Food and Design) and Personal Social Development. All pupils in Year 11 have further opportunities to access vocational studies at Bournemouth and Poole College.

13. ASSESSMENT, RECORDING AND REPORTING

Assessment of skills, knowledge, behaviour and attitudes is vital to identify pupils' individual needs and plan their future learning.

Continuous records are kept of each child's progress and achievements within each class and teaching group, including data collected from the Standard Assessment Tasks at the end of Key Stage 2. Children have a growing portfolio of evidence of their achievements.

Assessment and Recording includes:

- The use of a special online assessment recording system.
- Early Learning Goals in Early Years Foundation Stage.
- Annual target setting for Year 1 through to Year 11 on National Progression Guidance in Reading, Writing, Speaking, Listening, Number, Shape, Space and Measure and Using and Applying.
- Specific assessment of independent pupil writing on a termly basis.
- The use of special comparative assessment software to compare pupil attainment annually with nationally held data.
- The collection of National Progression Guidance data for annual key stage comparison with nationally held data.
- Individual Education Plans (IEPs) are reviewed on a termly basis.
- Twice yearly 'Goal Attainment Scaling' which interprets progress made on the IEPs.
- Evidence of current levels through work scrutiny – half termly.
- Half termly evidence collection of current levels through work.
- Annual reading age assessment.
- Pupil attendance.
- Behaviour monitoring and assessment.
- Progress made in individual therapy programmes.

Reporting to Parents include:

- Annual review Meetings.
- Termly IEPs with report of progress and new targets.

- End of year reports each July (to include all achieved academic levels)
- Parents' / Carers' consultation evenings
- Home – school communication diaries
- Telephone calls
- Home visits

Each child's Statement of Special Educational Needs is formally reviewed at least once a year and, where appropriate, transfer onto an education Health Care Plan will be undertaken. Reports are prepared by all of the agencies directly involved, circulated in advance and include the involvement of parents. Where possible, all children will be asked to contribute to their Review. At the end of the Review process the conclusions, with objectives for the next 12 months, will be circulated to parents, the home LA, and all of the agencies involved. The process may result in an amendment to the child's Statement/Plan, additional provision or a complete re-assessment.

The first review after each child's fourteenth birthday, and those subsequently should produce a Transition Plan to aid the progress from school into adult life.

14. HOME LEARNING

Home learning is an area where parents and carers can actively support and be involved in the learning that is undertaken by their child. Home learning is any activity, designed to support learning beyond the classroom.

At Winchelsea we believe that a programme of home learning actively supported by parents / carers can make a significant contribution to pupils' learning.

The purposes of home learning are to:

- provide an opportunity for pupils to demonstrate their understanding of class learning;
- consolidate or extend previous or current class learning;
- prepare for future lessons;
- provide an opportunity for either independent or supported learning at home;
- help pupils understand that extra study can result in higher achievement;
- help parents / carers feel more directly involved with their child's progress;
- assist in meeting the demands of the school's external accreditation programme;
- raise self-esteem and confidence, and
- support achievement of targets within Individual Education Plans (IEPs) and additional therapy programmes.

We also acknowledge that some parents / carers would prefer that home learning is not sent home. Parents / carers are provided with Individual Education Plans and information about the topics being studied on a termly basis. This provides the opportunity for parents / carers to enrich teaching and learning provided by the school by undertaking supportive visits or research if they judge this to be appropriate to their child. Teachers also aim to work closely with parents / carers in the development of self-help and independence skills and in the management of behaviour, where consistency between home and school is especially important.

Early Years Foundation Stage

Early years provision is good. Children make good progress in all aspects of their learning because the provision is well organised and behaviour and learning are well managed. Ofsted report June 2015

Parents / carers will receive regular information with suggestions of play activities that can be done at home with their child. These will support the things we have been working on in class. It is also encouraged that parents / carers try to find time to share books with their child focusing on the pictures etc that they can see.

Occasionally there will be a request for parents / carers to bring something from home related to the topic we are studying. This is to help their child begin to make a connection between school and home. We are always interested in events and activities at home so we can talk about them too. We would ask that parents / carers please record any 'wow' moments in the home/school book so that this can be added to pupils' learning journals.

Pupils with Moderate Learning Needs

In response to parental willingness to support their child in completing additional learning at home, class teachers will set tasks each week in the form of spellings, reading or activities related to the topic being studied. Parents / carers will have the option at the start of the year of selecting whether or not their child receives additional learning for home. Where possible, more than one night will be given to complete the tasks to give families some flexibility. We would not wish to put any pressure on parents / carers to ask for home learning. The majority of our pupils need a lot of support to complete their learning and we recognise that this does place an extra demand on parents / carers.

Pupils with Severe or Complex Needs

All parents / carers are encouraged to read and play with their children. Activities may be sent home to share from time to time or families may be requested to support their child's learning by sending in objects or photographs from home in connection with a specific topic. Teachers are always willing to give advice on ways of extending learning at home and will send specific materials if requested. The development of communication skills is a priority for all pupils. For those pupils using specific programmes such as Picture Exchange Communication Systems (PECs), parents / carers may be asked to extend this technique into the home environment. Speech and Language reports will be shared as routine through the Annual Review process but activities can also be shared with the home if requested.

Home Learning Activities

The following are examples of home learning activities that may be set. This list is by no means exhaustive:

- maths games;
- reading / researching items related to a lesson;
- worksheets;
- practise of self-help / life skills;
- symbol activities;
- finding information;
- maths workbooks.

15. SPEECH AND LANGUAGE THERAPY (SALT)

“Teachers and teaching assistants work well together with other professionals, including the school’s speech and language therapists, to engage pupils in their learning.” Ofsted report June 2014.

The school has two SALTs and one communications assistant. They support children who have specific language difficulties.

Therapists are based at the school and assigned to classes and individual pupils. They work with individuals, groups and whole classes. The SALTs also offer training in a number of communication areas both in school and other learning establishments.

16. EXTENDED SCHOOL ACTIVITIES

The school runs an after school club on Tuesdays through to Fridays. The club offers a broad range of activities which can include; Games, ICT, Arts and Crafts, Music, Cookery, Street Dance and Drama. In addition we commission a Youth Club on a Friday evening (Gimme a Break) and a holiday club (Gimme a Break / Gimme Some Fun). All activities take place at the school.

As a support for families, we also provide facilities for the community nursing service to run a Siblings Group in the holidays, (details are available from the school office).

17. LINKS WITH OTHER SCHOOLS AND THE COMMUNITY

We aim to include our pupils in the wider community and we take every opportunity to extend activities beyond the confines of the school. Wherever possible we promote participation in mainstream educational activities, including part-time attendance at mainstream schools with the view to moving the pupil back to full-time mainstream attendance.

We have strong links with local schools and engage in a number of joint projects on equal terms.

Year 11 pupils take part in link courses with local Colleges and enjoy a period of work experience.

Through the Dorset Schools’ Sports Association we offer an annual programme of sporting events.

Every opportunity is taken to use facilities in the locality to extend pupil’s awareness of their part in the community. We also welcome a range of speakers and performers into school.

18. OUT OF SCHOOL ACTIVITIES

We believe that it is important to take pupils outside the immediate school environment to widen their experience. Pupils normally travel in one of our mini-buses accompanied by their teacher and other adults, as appropriate.

All activities are researched and managed through risk assessment following national guidelines.

19. CHARGES FOR SCHOOL ACTIVITIES

We try to make the minimum number of requests for financial contributions from parents, but some additional activities may prove too expensive to be provided from school funds. A small voluntary contribution may be sought from parents for occasional offsite visits.

Under the 1988 Education Act we can make a charge for food and accommodation (from which some parents receiving benefit can claim exemption). Children cannot be excluded from residential visits or trips, where an element of the payment is voluntary but some activities will invariably be dependent upon the available level of funding.

Parents are requested to make a voluntary contribution towards the cost of cookery materials where the finished product is to be taken home or eaten by the child instead of a school meal.

For other craft activities a contribution will only be sought towards the cost of the more expensive materials, where parents have indicated a willingness to own the finished product.

20. BEHAVIOUR MANAGEMENT

“The behaviour of pupils is good. The school’s welcoming atmosphere encourages and promotes good conduct.” Ofsted report June 2015

We take pride in the high standards of behaviour demonstrated by our pupils. The development of standards of personal responsibility along with a tolerant, caring environment is achieved through a positive partnership between pupils, parents, staff and the wider community.

We prefer to operate by rewarding good work and behaviour. We use a person centred approach to support young people who may display inappropriate behaviour. However, at times we recognise that sanctions may be a useful strategy to support young people to make good choices.

Bullying will not be accepted at Winchelsea. Our approach to bullying is to encourage all children to report incidents immediately. All reports will be taken seriously and fully investigated.

To enable our staff to effectively support young people, a majority are trained in the Team Teach approach to managing behaviour. The school has an advanced Team Teach Instructor who is available to provide further information to parents / carers about our supportive approach to behaviour management.

Team Teach is accredited by BILD (British Institute of Learning Disabilities). Team Teach emphasises a spectrum of gradual and graded responses to reduce the probability of challenging behaviour escalating. The emphasis is always on preventative measures; environmental management, defusion and de-escalation. When these approaches are insufficient risk-reducing physical interventions are designed to keep people safe as part of a holistic response.

A complete copy of the school’s policy on behaviour management and bullying is available upon request from the school office.

21. SCHOOL RULES

To ensure the school is a safe and secure environment for all of the children we make a few common sense requests.

1. Children must not bring sharp or dangerous objects to school.
2. No valuables e.g.: rings, radios, expensive toys, should be brought to school.
3. Mobile telephones, etc, must be handed into the class teacher.
4. No money, watches or valuables should be left in coat pockets, bags or changing rooms. These items must be handed to a member of staff for safekeeping.
5. Small ear studs or rings are permissible, but must be removed for PE.
6. Inappropriate jewellery should not be worn.
7. School hours are between 8:45am and 3:00 pm. Where children are brought to school by parents, or make their own way, they should arrive on time and be collected promptly at the end of the day (supervision cannot be guaranteed for a child arriving at school before 8:45 am).

22. MEDICAL MATTERS

It is essential that we have up to date lists of contacts in case your child is ill. A short questionnaire will be given to you before your child begins school and we will ask for this to be updated at regular intervals. If you have a change of telephone number, change your job etc. please let the school office know straight away.

If your child becomes ill during the school day we will contact you if necessary but, it goes without saying that, children who are already unwell should not be sent to school.

Any child that has diarrhoea or vomiting should stay away from school until 48 hours after they are clear.

The School Doctor regularly follows up the health of all of our pupils. We also receive visits from Dentists and other professionals.

23. MEDICATION

Guidelines concerning children with medical needs make it clear that the school has no legal duty to administer medication. At Winchelsea, however, we have always been prepared to voluntarily give medicine to ensure that children do not lose time at school. The school has a comprehensive 'Managing Medicines in School' policy.

There are two groups of children involved:

1. Children with a short-term illness requiring medicine for a few days.
2. Children requiring long-term medication for asthma, epilepsy etc.

For children requiring longer term medical support we will require a more detailed health cover plan to be drawn up and agreed between home and school. In extreme cases a protocol for treatment may be agreed requiring specialised advice from Health Care Professionals, and additional training provided for staff. Many antibiotics etc. can now be given at the beginning and end of the day so that there is no need for school involvement. If, however, your child really needs medication for a few days at some time during the school day, please help us by using the following procedure:

1. Send the medicine (in its original packaging and with the pharmacy dispensing label on) with the transport escort.

2. Send us a signed form, which can be obtained from the school office, setting out the reason for the medication, the dosage and time of administration.

It is essential that you keep us informed of any long-term illness or serious allergy that your child may suffer from, so that we can work together to ensure their safety.

At no time should children have medicines with them in school (unless specifically agreed as part of a treatment plan). All medication, including paracetamol, aspirin antihistamine would all need to be a prescribed for our staff to be able to administer them in school.

Thank you for your co-operation in this matter. If you have any queries please do not hesitate to contact the school.

24. SUN PROTECTION

During the Summer Term we always hope for some good sunny weather and during breaks, PE lessons and other special activities pupils will inevitably be exposed to sunlight.

Due to the raised awareness of the dangers of exposure to sunlight we need to give careful consideration to the issue of sensible protection.

We ask that parents apply the sunscreen before their child comes to school. Unless otherwise instructed, our staff will apply sunscreens to children if they deem it necessary.

If children need to re-apply sunscreens, such as after swimming, they will be expected, in the first instance, to do this themselves. If necessary, staff will apply sunscreens to children.

Children must not share sunscreens. Please warn them of the dangers of using another child's sunscreen (especially if your child has an allergic reaction to sunscreens).

We also encourage the wearing of an appropriate sun hat during breaks and other outside activities.

25. ABSENCE FROM SCHOOL

Winchelsea prides itself on the continuing high level of pupil attendance and feel that it reflects the high level of parental support. If your child is away from school for any reason an early telephone call, on the first day of absence, is required. If we have no explanation for any absence we are required to record it as "unauthorised". Where children persistently miss school we are legally obliged to involve the services of the Education Welfare Officer.

Holidays in term time are discouraged and the school is not able to authorise these unless in very exceptional circumstances. The LA always scrutinises any authorisation given and may levy a fine.

26. SCHOOL MEALS

Pupils may bring a packed lunch or have school meals which are prepared on the premises. Money for school meals should be sent in for the whole week each Monday or` paid for in advance. It is not permissible to be in arrears. If you have a minor financial issue, you must

liaise with the school office. All children should bring their money in a sealed envelope with their name, class and amount, written on it.

We do not allow peanut butter sandwiches or any other nut products in a packed lunch box as some of our children have extreme allergy reactions to nuts or nut products.

Parents who believe they may be eligible for free meals should contact the school office for the appropriate application form. Towards the expiry of a period of entitlement the Local Authority will send out a reminder letter and a new form. It is important that you re-apply immediately because we cannot provide meals, without payment, beyond the expiry date.

Meals are currently provided free of charge to children who are in Reception, Year One and Year Two under the Government's Universal Infant Free School meals programme. However, if you feel you might be entitled to Free School Meals, then we strongly recommend that you apply at the earliest possible opportunity as this will ensure that not only will your child's meal continue to be free in Year Three but it will also generate additional Pupil Premium funding for the school which can be used to directly support your child's education.

27. SCHOOL TRANSPORT

Transport arrangements for new children starting at Winchelsea should be discussed with the Council Transport Department, 01202 261939.

Responsibility for pupil safety and conduct remains with parents until they are on the transport and when they leave the transport in the afternoon.

On all vehicles there is an escort responsible for safety and discipline but we rely on parental support to help to ensure the good behaviour of each child.

In cases of difficulty with school transport please contact the appropriate Transport Officer and then inform the school.

Poole 01202 262243

Bournemouth 01202 458944

Dorset 01305 224683

At times of very bad weather, transport may be unable to run, in which case every effort will be made to send out information through the local radio station – Heart 102.3 (FM 102.3). If coaches etc. do not run in the morning and you decide to bring your child to school please be prepared to pick them up in the afternoon.

Changes to transport arrangements for your child must be requested with adequate written notice. In the case where changes of transport arise from one child being invited to the home of another we require notes from both sets of parents to avoid possible confusion.

28. SCHOOL GOVERNORS

“Governors know the school well, challenging and supporting it effectively.”

Ofsted report June 2015

Winchelsea has a very proactive and supportive Governing Body, who thoroughly monitor the running of the school. The Governing Body is made up of representatives of the Local Education Authority, the local community and business, parents and staff. A list of Governors is available from the school office upon request.

Parent Governors are elected for a period of four years and are an essential part of the Governing Body. We would encourage all parents keen to play an active role in the school to make the school office aware of their interest.

29. PARENTS GROUPS

A **Parent-Teacher Association**; 'Friends of Winchelsea' also exists for the purpose of raising funds for specific school projects. Communications will be sent out on a periodic basis. We would encourage all parents wishing to play an active role in supporting the school to request further details from the school office.

30. PASTORAL CARE

We take the Pastoral Care of our young pupils very seriously. The main responsibility for pastoral care lies with the class teacher and class team. Please make contact with these members of staff in the first instance.

31. COMPLAINTS PROCEDURE

We respond immediately to difficulties or concerns as they arise, and encourage parents to talk to the class teacher in the first instance. The vast majority of problems can be resolved in this manner. Senior members of staff and the Head Teacher are also very ready to listen to problems or suggestions. Where parents remain unhappy, even after considerable discussion at school level, they are free to consult the Poole Borough Council Complaints Procedure, a copy of which is kept in the school office.

Thank you for taking the time to read this prospectus. Should you have any questions and/or would like to arrange to visit Winchelsea School, please contact the School Office on 01202 746240 or e-mail: enquiries@winchelsea.poole.sch.uk to make an appointment to speak with a member of staff.

'Bringing out the best'

