

Achievement for all



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Church Stretton School
Shrewsbury Road, Church Stretton,
Shropshire, SY6 6EX

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www.churchstretton.shropshire.sch.uk



Autumn 2018

Welcome to Church Stretton School. We hope that you will find this guide interesting and informative. It has been written to help you and your child get a better understanding of how the school works, our expectations and how we achieve success.

We have kept this prospectus brief as all parents who choose the school have access to the website. This outlines in detail our priorities and procedures.

For us, success is based upon our care for pupils as individuals. We are a relatively small school and it matters to us very much that every child is a “known” child able to maximise their potential. It is important to us that pupils are happy, motivated and confident. There is a real commitment to quality lessons and a strong sense of community. Everyone at Stretton is encouraged to do their best and pursue excellence. This is reflected not only in the examination results which are excellent but also in the sporting, cultural and recreational life of the school.

Moving to secondary school is a big step and we aim to work closely with parents and primary schools to make the transition as smooth as possible.

Good links already exist with local primary schools but throughout Year 6 we spend a lot of time visiting primary schools informing pupils of what they can expect on transfer. We believe this helps them make a flying start in September. We offer a Summer School and an ice-breaker residential to Year 7 in the first week of term. Feedback suggests this is very popular and really helps the pupils to settle in.

Feedback from our current Year 7's suggests they appreciate the care that is taken to get this process right and already some four weeks into the term they feel they “belong”.

If, after reading this prospectus and visiting us on our Open Evening or Morning, you have any queries about any aspect of the school please do not hesitate to contact us. Better still, book an appointment to visit the school during a working day, (the best way to judge a school!) We would be delighted to show you around.

John Parr

John Parr
Headteacher

Contact

Church Stretton School is part of the South Shropshire Multi Academy Trust and we currently have 552 pupils on roll; our admissions limit is 124 in Year 7.

CONTACTING US:

Address: Church Stretton School
Shrewsbury Road
Church Stretton
Shropshire SY6 6EX

Telephone: Church Stretton (01694) 722209
Fax: (01694) 722417
Email: office@csschool.co.uk
Website: www.churchstretton.shropshire.sch.uk

Office times: 8.30 am - 4.30 pm

The school office can also provide paper copies of school policies and other documentation (including National Curriculum literature and Ofsted reports). Please visit our website for more information: www.churchstretton.shropshire.sch.uk

If you require information about, or copies of, Local Authority policies, please contact:

Shropshire Council
Children & Young People's Services
Shirehall
Abbey Foregate
Shrewsbury, SY2 6ND

Parents are always welcome to come and see the school at work, in fact the Headteacher positively encourages visits to the school. The Senior Leadership Team, House Leaders, Heads of Department, tutors and teachers are always ready to meet parents to discuss any concerns or queries. Please contact Mrs Floyd (Headteacher's PA) for an appointment. admin@csschool.co.uk

ADMISSIONS

Shropshire County Council produce a booklet “Parents’ Guide to Education” each year with up to date information about schools and a full explanation of the admissions process. The booklet can be accessed on the Shropshire website. Parents/Carers who may wish to speak directly to an Admissions Advisor may also contact them through the Admissions Team.

We are always pleased to show prospective parents and pupils around the school, to see the school in action.

The contact address is: Admissions Team, Children & Young People’s Services, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. Tel: 01743 254459

Or email: school-admissions@shropshire.gov.uk

Website: www.shropshire.gov.uk

Catchment areas for schools can be viewed on Shropmap which can be found on the above website address.

Parents/Carers of Year 6 children and resident in Shropshire will be required in the autumn term prior to the school year of transfer to complete a Shropshire application form on which 3 preferences can be stated. Information will be given to Year 6 pupils’ schools in early September or applications can be made online through the Shropshire website. Where there are more applications than there are places available, allocations will be made in accordance with the oversubscription criteria. Full details of these criteria are given on the website. In general terms, they are based upon the following (in order):

- Looked After Children (that is, children in public care)
- Residence in catchment area
- Sibling connection
- Attendance at a primary school within the catchment area
- Proximity of home address to school

Children who have an Education, Health & Care Plan, which names this school as the appropriate school to meet those needs, will be offered a place.

Most secondary schools work closely with their local primary schools and often invite pupils to attend for various activities. Such visits have nothing to do with the admissions process and do not in any way give any guarantee of a place at the school. Shropshire does not operate a system of feeder schools, as the home address of your child is

the arbiter of being offered a place. That home address will be checked against data sources to ensure potential applicants are not, for example, using other relatives' addresses, work or office addresses to achieve a higher priority under the published criteria.

Where applications are not successful, parents/carers may wish to put their names on a waiting list or appeal against the decision. The Admissions Team will be able to advise on these matters. Members of the school staff and Governors are legally **not** allowed to write a letter of support for appellants so please do not ask them to do so. Nor is the school allowed to give any guarantee that a place will be offered at the school.

Mid-Term or In-Year Admissions

Where families move house at other times of the year after the start of Year 7, please contact the Headteacher's PA (admin@csschool.co.uk), in the first instance, in order to make an appointment to visit the school. You will be given an indication of whether there are places available in the relevant year group.

MISSION STATEMENT

‘Achievement for All’

We aim to help our pupils to:-

- enjoy learning and come to see education as a lifelong process;
- develop attitudes, understanding and skills necessary to become a fully participating member of a democratic community;
- develop lively, flexible and enquiring minds to:
 - find, evaluate and use information
 - question and debate rationally
 - apply understanding and skills in order to address issues, solve problems and carry out practical tasks
 - make the appropriate use of technology;
- develop their interests and abilities and manage all their time constructively and enjoyably;
- develop personal values and appreciate the qualities and abilities of other people and their way of life;
- understand the world in which they live and the inter-dependence of individuals, groups and nations;
- develop appreciation and concern for the needs of others and the environment;
- develop attitudes, understanding and skills necessary to exercise independence and initiative;
- develop a positive self-image;
- develop their potential to the full.

BEHAVIOUR PLAN

RULES IN THIS CLASSROOM

BE ON TIME

FOLLOW INSTRUCTIONS **STRAIGHT AWAY**

RESPECT EVERYONE **INCLUDING YOURSELF**

TAKE RESPONSIBILITY FOR YOUR LEARNING & **DO NOT DISTRACT OTHERS**

DO NOT EAT, DRINK OR CHEW (**WATER IS ALLOWED**)

SWEARING IS NOT ACCEPTABLE

MOBILE DEVICES **MUST BE SWITCHED OFF AND STORED IN YOUR BAG**

STANDARD CARDS **OUT ON DESK**

READING BOOK **OUT AS SOON AS YOU ENTER (KS3)**

HAND REPORT IN TO **CLASS TEACHER**

REGISTER ANSWERED YES: Mr.../ Mrs...

REWARDS IN THE CLASSROOM

SPOKEN PRAISE and written comments

CONTACT HOME phone calls & email

HOUSE POINTS on the rewards route

POSITIVE POINTS ON STANDARDS CARD

CONSEQUENCES IN THIS CLASSROOM

ACTION	RESPONSIBILITY	SANCTION
C1. Non-verbal warning	Class Teacher	-
C2. Verbal warning	Class Teacher	-
C3. Move seat within class	Class Teacher	Break detention (15 mins)
C4. Outside classroom (3 mins)	Class Teacher	Lunch detention (30 mins)
C5. Managed move within dept.	Class Teacher/HoD/HoF	After school detention
C6. On call*	Duty Staff/HoD/Class Teacher	Half day isolation

*For **persistent** and **disruptive** behaviour which is stopping the whole class from learning

Severe misbehaviour will result in: ISOLATION / EXCLUSION & THE INVOLVEMENT OF HoD, HL, SENIOR STAFF & PARENT/CARERS.

THE PUPIL IN SCHOOL

On entry all of our pupils are placed into a mixed vertical age tutor group and assigned to a tutor. Tutor groups are organised in a house basis. We believe that membership of these groups helps pupils to settle in and gives them a sense of security and belonging. We take careful note of information from Primary Schools when assigning pupils to tutor groups.

The tutor is the first point of contact for all routine matters regarding pupils. They meet their group every day and monitor welfare as well as academic progress.

We value the views of all our pupils. Every tutor group sends representatives to **The House Council**. This group meets regularly to discuss issues raised by pupils and to inform the Senior Leadership Team of pupil opinions and suggestions. The Council also has a fundraising role and actively supports several charities.

We all work together to make our school happy, productive, secure, caring and orderly. This creates an atmosphere in which all of us, pupils, teachers and others can achieve our potential.

The rules which guide us are based on our **Behaviour Plan**. This is based on common sense and mutual respect and we expect all pupils to adhere to it. If a pupil allows their standard of behaviour or work to slip, we work to help them to get back on track. Discipline here is aimed to be constructive as well as corrective. We all make mistakes; it is part of growing up. What is important is that we learn from them. The school, wherever practical is adopting the Restorative Justice approach to resolve conflict based on four key features: Respect, Responsibility, Repair and Re-integration

We greatly value the support of parents and carers in helping us to create a positive approach to learning amongst all our pupils. We believe in establishing a culture in which pupils are proud to celebrate their successes and those of others. All parents will receive a copy of our **Home-School Agreement** to sign to show their support for the school.

We have a range of sanctions including lunchtime and after school detentions. Parents will always be informed, at least a day in advance, of detention after school. Parents should accept responsibility for safe transport home in such cases.

We have active policies on **Anti-Bullying** and **Anti-Racism**. We aim to address issues in a sensible and sympathetic way. We recognise that both the bully and victim need help and support. **All incidents** are investigated and recorded in the Bullying Register. Copies of the policies are available on the school website. Incidents of racist behaviour or racial bullying are recorded in a separate register. Parents are always informed. Both bullying and racism are addressed formally through the PSHE programme of study.

Over the years we have developed our curriculum to reflect the changing world we live in and our PSHE programmed now includes work on British values and reflects the Government "Prevent" strategy in addressing the threat of radicalisation.

THE CURRICULUM

Church Stretton School works hard to provide pupils with the best life chances possible. We take pride of course in the high levels of achievement and excellent examination results but also fully appreciate the importance of enrichment through experiences not confined to the taught academic lessons. We actively seek and promote opportunities for pupils to participate in events which provide that 'something else' to the school experience. We believe that this is what makes Church Stretton School special.

Our curriculum provides a broad and balanced diet throughout both Key Stage 3 & 4.

THE TIMETABLED CURRICULUM (2018 - 2019)

Key Stage 3

All pupils study the following:

English; Mathematics; Science; French; Art; Music; Drama;	Geography; History; Religious Education; Design Technology	Computer Science PSHE (Personal, Social and Health Education including Careers) ; Physical Education;
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Key Stage 4

All pupils study the following as 'Core' subjects:

Mathematics; English; English Literature;	Combined Science or Biology/Chemistry/Physics;	PE; PSHE;
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In addition pupils choose a 'Pathway' of four additional subjects to study from the following:

History; Geography; Religious Studies; French; Spanish; Triple Science (Biology, Chemistry, Physics);	Drama; Art; Music; Design Technology; Computer Science; Btec PE; Btec Construction;
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Please note: timetable restrictions may mean that not all combinations are possible.

Religious Education and Collective Worship

Pupils also participate in a programme of Faith, Philosophy and Ethics sessions at specified points during the time allocated to PSHE lessons in Year 10 and 11. The compulsory Religious Education requirement (as set out by Government), allows year groups to explore issues and themes such as the environment, marriage, spirituality, prejudice.

Parents have the right to withdraw their children from RE or acts of worship. If you wish to know more about this or wish to withdraw your child, please contact us at the school.

Setting

Setting enables the pace of the lesson to move at an appropriate level to the learners, but does not place a ceiling on progress. Where setting takes place it is based on a combination of assessment data and targets. Some professional judgement may also be used when deciding on a teaching group, but the overwhelming factor is progress against targets and the evidence from summative testing over time that supports this.

In Key Stage 3 pupils are placed in ability sets. The starting point in Year 7 is their performance in Key Stage 2 tests and/or department baseline test. Pupils may be moved between sets at the end of a term based on performance over that year.

In Key Stage 4, groupings are based on pupil subject choice for option subjects. In large subject areas (maths, English, science) pupils are placed in ability sets.

Teaching in ability sets allows pupils to have their needs met more effectively through an appropriately modified curriculum. By working at a suitable pace, individual needs are addressed which enables pupils to progress at their own rate with others of similar ability.

Relationships and Sex Education

Pupils gain awareness through PSHE lessons as part of the whole curriculum including aspects of reproduction, friendships, relationships, responsibilities, growing up, parenthood and family life. Our policy outlines our approach and materials; copies are available on the school website.

Parents have the right to withdraw their children from aspects of relationships and sex education. If you wish to explore this please do not hesitate to contact the House Leader for your child.

LEARNING SUPPORT

Church Stretton School welcomes children of all abilities. We support those in our care and we take pride in the achievements of each one of our pupils. Our teachers are committed to getting the most from every one of the pupils in their care and share a responsibility for their progress and attainment. We value our pupils with Special Educational Needs and Disabilities (SEND) and aim to ensure that they are fully integrated into the academic and social life of the school. We endeavour to see that they maximise

their potential and experience and contribute to all aspects of school life, whilst having fun and being challenged. SEND describes a wide range of ability and therefore requires a wide range of support. There are pupils whose needs are short term, for whom intervention strategies may be put in place until they catch up and support is no longer needed. There are also pupils whose needs are long term, who may have an Education, Health & Care Plan and require individual support throughout their education. Provision includes in class support, individual and small group withdrawal classes, social skills classes, mentoring, supervision and support during lunch and breaks times and support with behaviour and emotional difficulties. The Learning Support department has excellent partnerships with outside agencies including health professionals, education psychology service and Woodlands outreach service. We use a wide range of strategies to identify pupils who are experiencing difficulties including records from Key Stage 2, reading and spelling tests, reports from outside agencies, Education, Health & Care Plans, information from parents and concerns from teachers.

The learning support department comprises of a SENDCo, three higher level teaching assistants and five teaching assistants.

We work closely with parents, carers and outside agencies. The SEND policy and access plan is reviewed annually through the school's review and evaluation processes. SEND is a statutory item at the governing body meetings. The school's offer for SEND is available on the school website.

INFORMATION, ADVICE AND GUIDANCE

Church Stretton School is committed to providing a high quality, planned programme of careers education and information, advice and guidance (CEIAG) for all pupils in Years 7-11.

Aims

Careers Education and Information, Advice and Guidance at Church Stretton School is a progressive journey for Years 7 – 11. The programme is planned so that students receive the relevant careers information and education that is suitable for their age. The progression throughout the years encourages students to be proactive about their future and actively seek careers advice and guidance. We are dedicated to tailoring the provision to meet students' needs in order to help them on their future path. The programme allows for impartial advice and guidance, making students the centre focus. The careers curriculum delivered via Personal, Social and Health Education (PSHE) is designed to help the pupils plan and take control of their future.

Work Experience

All pupils complete a one week placement during the summer term in year 10. We place a great emphasis on pupils organising their own placements and the process is introduced at the end of year 9. We ensure all employers are suitable and that appropriate Health and Safety checks are in place.

The Wider School Community

PARENTS AND TEACHERS ASSOCIATION

We have a loyal and hardworking band of committed parents who work unstintingly to support the school. The association exists to advance the educational aims of the school and hopes to provide facilities and equipment not normally covered by, or available from, the Local Authority. All staff and parents are automatically members of the PTA!

Please try to support them actively. An Annual General Meeting is held in the Spring term and your attendance is invited. Many parents have talents which could be very valuable to the school. If there is any way that you feel you could help us, please get in touch!

USE OF THE SCHOOL

Various parts of the school premises are available for hire to members of the community. Good use is made of the hall, sports facilities and the Resources department which offers a community printing service. This includes photocopying (colour and black & white), printing, binding, laminating and computer-aided publishing. Full details of this service are available from the Resources department.

CHARITIES

We are proud that the school, in turn, supports a variety of charities. Donations have been made to McMillan Nurses and Teenage Cancer appeals, the Air Ambulance and World Book Day, among others. Many donations are made at the request of the pupils' House Council, which selects a main charity to support each year. We hold an annual sponsored walk where pupils raise funds for charity. This raises several thousand pounds for charities selected by our pupils and the school.

ACCESSIBILITY

We regularly review provision for access to the school buildings and grounds.

EXAMINATION RESULTS

	2015	2016	2017	2018
% 5 + A* / A (9 – 7 from 2017)	15	23	14	16
% A* - C (9 – 4 from 2017) in English & Maths	62	59	79	62

INDIVIDUAL CARE AND PROGRESS

It matters very much to us that every child fulfils their full potential. In order to enable this to happen we stress the following:-

ATTENDANCE IS VITAL

We rely on the support of parents to ensure regular and punctual attendance. We all know that the long term effects of poor attendance can be very serious. Unauthorised absence will show on pupils' attendance records. We can only authorise absences for certain clearly defined reasons. Please see our website for the latest Attendance policy and procedures; this was updated summer 2018.

The school's attendance in 2017 – 2018 was 95.44%; the vast majority of our pupils come to school enthusiastically.

ASSESSMENT

We all need to know how well pupils are progressing! We monitor every pupil's all-round development as well as their academic achievement. Assessment is continuous; we make use of formal assessments and examinations in addition to regular discussions between pupils and their teachers. This helps pupils to evaluate their progress and identify areas for improvement.

We use Key Stage 2 performance to generate a GCSE target from the start of Year 7. The targets are the statistically most likely grade that has previously been achieved by the top 20% of similar ability pupils nationally. We will report whether or not a pupil is on-track for his/her target grade throughout Years 7 – 11. Targets are aspirational and may be reviewed from time to time during your child's journey from Year 7 to Year 11.

Progress is monitored regularly and shared with parents at key points throughout Years 7 to 11.

In each school year there will be:

- ❖ A Progress Evening where subject teachers and tutors are available to discuss pupils' progress, strengths and weaknesses.
- ❖ Grade Reports, giving brief details of attitude to learning and progress in each subject.
- ❖ An Annual Report. This contains detailed written comments from teachers. It will also contain relevant examination or assessment results, information on progress towards targets, advice on areas for improvement and an indication of your child's attitude to learning.

Reports are available on-line by accessing Go4Schools. At any point during your child's time in school the current grades and historical grades are available to view as well as current/historical reports. This allows you to follow your child's progress on-line and to see it in context alongside attendance and behaviour information.

HOMEWORK

It is important for pupils to develop the skills necessary for individual study and research. This means that we set a variety of homework and this may not always involve written tasks.

To help pupils to organise their homework they are issued with a Pupil Planner at Key Stage 3 and Key Stage 4. We ask parents to check and to sign these planners regularly. Planners are regularly checked by tutors.

The homework timetable can be found on the school website. Homework is set through Go4Schools and pupils and parents have access to this online. Pupils also have a school email account with Office 365; homework resources are also shared using this account on the school's SharePoint area.

EXTRA CURRICULAR ACTIVITIES

We offer our pupils a rich and varied diet in lessons. Outside of the formal curriculum we provide a wealth of other opportunities and activities – all pupils are encouraged to get involved. We have numerous clubs and activities organised at lunchtimes and after school.

Updated lists of clubs, etc are posted each term on the school website. This is in addition to practices for sport and rehearsals for music and drama. During the summer term we suspend the formal curriculum for a special 'Enrichment' week. Pupils are involved in a wide range of cross-curricular events, visits and workshops.

We have regular visits out of school. Among others, these include:

- ❖ Geography and History field trips.
- ❖ Theatre visits in English and Drama
- ❖ Community visits.
- ❖ Sports fixtures with other schools
- ❖ Visits to Post 16 providers

Transport is provided by the school. We have two minibuses which have forward facing, belted seats and all staff driving these have passed the Local Authority driving test.

Supervision will always be by school staff who may be assisted by parent helpers or other adults. Our supervision complies with the LA guidelines.

Longer visits

We have a wide range of residential visits including:-

- ❖ Year 7 Bushcraft Camp
- ❖ Visit Year 7 to France
- ❖ Year 8 Water sports trip
- ❖ Years 7 – 9 Sports tour
- ❖ Year 8/9 Ski trip
- ❖ Year 7 – 9 Harry Potter Experience
- ❖ Year 9 Battlefields

HOW WE DRESS

SCHOOL UNIFORM FOR STUDENTS IN YEARS 7-11

Rationale: Church Stretton School insists on high standards of uniform. It is important that students take pride in their appearance and are aware of the impression their appearance makes within the community. Church Stretton School seeks to promote a sense of belonging and shared identity through the implementation of its uniform policy.

Parents/carers and students are advised to consult the Assistant Headteacher, Ms Moore, or relevant House Leader, if they are considering uniform, dress or appearance changes that might conflict with the school policy. The school adopts a zero policy on non-compliance with our stated school uniform.

Any student who arrives out of uniform; in unsuitable uniform; wearing inappropriate jewellery; or with an unsuitable hairstyle or hair colour may be removed from lessons and their parent/carer contacted.

Uniform:

Please see our website for further information regarding our uniform supplier
www.churchstretton.shropshire.sch.uk

- Navy blue/pale blue polo shirt
- Girls: black pencil or back vent school skirt (worn with the hem of the skirt on the knee) or conventional black tailored trousers (not skinny fit, denim, canvas, stretch or leggings/jeggings)
- Boys: conventional black tailored trousers (not skinny fit, denim, canvas or stretch)
- Years 7 - 11 Navy blue V-neck pullover bearing school/House logo
- Shoes: low heeled, completely plain black leather or leather look with no coloured logos. Please note that canvas, pumps, trainers and sports branded footwear are NOT acceptable
- Girls: grey or black socks, or plain black tights – not patterned
- Boys: grey or black socks

PE Kit:

Navy polo shirt bearing school logo

Navy shorts

Navy skirt

White socks (indoors)

Navy football socks (outdoors)

Trainers (football boots may be required for lessons on the school field)

Please note: we strongly advise the wearing of mouth guards (gum shields) and shin pads for rugby, hockey and football lessons.

Outdoor coats are not to be worn inside the school.

Trainers are only acceptable for PE.

Caps, hoodies and denim jackets are not allowed in the school building and will be confiscated if worn inside.

Hairstyles and colouring:

Parents should be aware that we do not permit extremes of fashion in students' hairstyles or dress. Added hair colours must be natural and subtle. Students who have shoulder length hair, or longer, may be required to tie it back for health and safety reasons and/or if it obscures the face.

Jewellery

This must be limited to a watch and one pair of sleepers or studs, one worn in each ear. Health and Safety and security considerations mean that other items of jewellery are not permissible.

Watches and studs/sleepers should be removed for practical lessons when necessary or any lesson where they may pose a danger. Individual subject teachers will make the decision.

The school cannot accept any responsibility for the loss of valuables.

No facial or body piercing is permitted for Health and Safety reasons.

The school will temporarily confiscate inappropriate items of jewellery and valuables

If a student persistently ignores these rules the school will employ further sanctions

PREFECTS - SMART OFFICE WEAR DRESS CODE

Rationale: The school believes that clear expectations and consistently high standards are essential to success. This particularly applies to our Prefects, including attendance and punctuality; behaviour for learning; academic effort and dress code. It is important that students take pride in their appearance and are aware of the impression that appearance makes within the school and the wider community.

In Year 11, one of our on-going aims is to prepare students for progression into their chosen career or profession. In order to support this aim and further strengthen the ethos of study, if a student applies and is accepted as a Prefect smart office wear dress code is in place.

Prefect uniform:

- A smart white, long sleeved shirt.
- Prefect tie (appropriately worn)
- Conventional black trousers/skirt (as applies in year 7-10)
- Shirts should be tucked in at all times

Mobile phones and media players must be switched off during lessons and stored in the student's bag.

Makeup and jewellery should be subtle.

Outdoor coats/scarves/gloves/hats/caps should be removed after arriving at the school and stored or carried whilst on site.

Please note the following:

1. Pupils should arrive at and leave from the school in correct uniform.
2. All items of clothing should be marked with the owner's name.

See overleaf for a simple view of our uniform:

Our School Uniform

- | | |
|---|---|
| ✓ Trousers, black, non-stretch | ✗ Skin tight jeans or trousers, no patch pockets |
| ✓ Skirts, black, on the knee, straight, non-stretch | ✗ Skater style or pleated skirts, or made of stretch fabric |
| ✓ Polo shirts, navy/sky blue with school logo | ✗ T-shirts worn under polo shirt |
| ✓ Jumper, navy with school logo | ✗ Trainers/Boots |
| ✓ Tights, black/plain | ✗ Canvas shoes |
| ✓ Socks, plain black/grey | ✗ Nail varnish |
| ✓ Shoes, black sensible, low heeled | ✗ Excessive make-up |
| ✓ Wrist watch | ✗ No other jewellery |
| ✓ 1 pair of stud earrings | ✗ Facial/body piercings |
| ✓ Hair colour-natural | ✗ Extreme hairstyles |
| ✓ Prefect -white shirt & tie | ✗ Coats/jackets/scarves/hoodies, indoors |

Schools Accessibility Plan

The disability plan has three key duties:

- To ensure that the school does not treat pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan an increase in access to education for disabled pupils.

The key aim of the accessibility plan is to promote equality of participation in the life of the school. This requires that we make reasonable adjustments to promote physical access, provide appropriate equipment and materials, promote an ethos of valuing diversity and have an appropriate curriculum.

The school currently includes pupils with a range of disabilities including: physical disabilities, sensory impairment, learning disabilities, communication difficulties and emotional difficulties.

The school consults with parents through annual reviews of Education, Health & Care Plans, at parents' evenings and through parental questionnaires, as well as through regular communication with the SENDCo, key workers and pastoral staff. We also consult with a range of outside agencies. The views of pupils are sought via pupil voice, target setting and evaluation in writing, pupil centred plans and through annual reviews.

The Academy SENDCo is Mr Ward. If you have any questions about the learning support department then you should contact the school. He would be delighted to speak with current or prospective parents.

