

HELSEBY

High School



Achieving Success
Valuing Others

Additional Statutory Information

2016/2017



Science



SCHOOL GOVERNORS

LA Representative

Mrs F Miller

Parent Representatives

Ms J A R Hunt-Chambers
Dr A Morley
Mr A Wheeler

Staff Governor

Mrs K Lindop

Co-Opted Governors

Mrs G Fullbrook
Mr A Gardiner
Mrs B Ratcliffe – Chair of Governors
Mr T O'Neill
Mr R Hyde
Mrs D Jones
Dr A Reeves – Vice Chair of Governors
Mr C Jennings
Mrs J Cawley-Gelling

Headteacher

Mr J Dowler

Associate Members

Mrs G Cairns
Mr I Deveraux-Roberts
Mrs M Porter

HELSEBY HIGH SCHOOL STAFF 2016/17

Mr John Dowler
Mrs Sarah Parr
Mrs Samantha Warburton
Mrs Karen Neal
Mr Ian Duffell

Headteacher
Deputy Headteacher
Deputy Headteacher
Assistant Headteacher
Director of Sixth Form

English

Mrs Clare Taylor
Ms Elizabeth Booth
Ms Lesley Boyer
Mrs Sarah Cummins
Mr Christopher Eaton
Miss Kathryn Edwards
Mrs Kathryn Foulder
Mrs Rebecca McGovern
Miss Susan Martin
Mr Martin Matthews
Mr David Mellor
Miss Sarah Pickup

Department Leader
Deputy Department Leader

(part time)
Year 7 Year Leader

Assistant Deputy Department Leader
Deputy Department Leader – Media Studies (part time)

Modern Foreign Languages

Mrs Victoria Lewis
Mrs Louise Crammond
Mrs Jackie Jacobson
Mrs Rachel Musgrave
Mrs Karen Neal
Mrs Gaynor Speakman
Miss Louise Stone
Mrs Emily Tobin

Department Leader
Deputy Department Leader
(part time)
(part time)
Assistant Headteacher
Sixth Form Year Leader

SENDCo

Mathematics

Mr Kevin Sewell-Davies
Miss Louise Akrigg
Mrs Debra Bellis
Mrs Polly Flood
Mr Adrian Fuller
Mrs Sarah Parr
Mrs Nicola Ramage
Miss Hayley Rogers
Mrs Kirsty Vandermark
Ms Louise Whitley
Mrs Lisa Wasson

Department Leader

Assistant Department Leader (shared) (part time)

Deputy Headteacher
Assistant Department Leader (shared) (part time)

(part time)
(part time)
Deputy Department Leader

Science

Mr Michael Wise
Mrs Karen Brown
Mrs Lauren Crimp
Mrs Helen Darlington
Mrs Elaine Dawson
Mrs Alys James
Mr Simon Jankowski
Dr Roland Parkes

Department Leader - Science
(part time)
(part time)
Department Leader – Biology
Department Leader - Chemistry
(part time)

Dr Megan Ravetz
Mrs Joanne Robinson
Mr Leon Rowland
Mr Toby Shipley
Mr Russell Whelan
Mrs Caroline Wynne

Sixth Form Year Leader

KS3 Science Co-Ordinator
Department Leader - Physics
(part time)

Social Sciences

Mr Christopher Wheeler
Mrs Nicola Barrett
Mr Jason Callaghan
Miss Joanna Hyland
Mrs Samantha Ingman
Mrs Pippa Joyce
Mrs Jane Penney

Department Leader

PSHE Co-Ordinator

(part time)
Deputy Department Leader

History

Mrs Natalie Llewellyn
Ms Catherine Atherton
Mrs Lucy Goodwin
Mrs Katie Jones
Mrs Madeleine Marvin

Department Leader
(part time)
(part time)
Year 8 Leader
Year 11 Leader

Geography

Mr Anthony Mellors
Mr Philip D Howe
Miss Carina Riley
Mrs Gillian Thomas

Department Leader
KS3 Leader

Computing & ICT/Business Studies & Economics

Mrs Kirstin Lindop

Department Leader – Computing & ICT / Business & Economics
KS4 Leader
Deputy Department Leader – Computing & ICT
Deputy Department Leader – Business & Economics
(part time)
Y6 Transition and KS3 Leader
Head of Work Related Learning & BTEC Co-Ordinator
Year 9 Year Leader

Design and Technology

Mr Gordon Bonney
Miss Rachel Clarkson
Mrs Catherine Cross
Mrs Sarah Gilbert
Mrs Gill Spencer
Mrs Lara Stewart
Mrs Kathryn Wroblewski

Department Leader - Technology
(part time)

(part time)

Department Leader - Food Technology & Health & Social Care

Expressive Arts

Miss Helen Adams
Mrs Victoria Cross

(Part-time)
Department Leader - Drama

Miss Nadine R Garside
Mrs Donna Healey
Mrs Briony Hunter
Mrs Maria Knox
Mrs Julie Mallinson
Mrs Sharon Ray
Miss Donelle Reynolds
Miss Georgina Tier
Mr David N Wilson

(Part-time)

Department Leader – Music (extra-curricular)

Department Leader – Music

(Part-time)

Deputy Department Leader – Art & Design

Department Leader – Art & Design /Marketing and Display

Physical Education

Mr Paul Park
Mr Michael Bennett
Miss Rebecca Clarke
Miss Nicola Wilkes
Mr Martin Smiddy

Department Leader - PE

Deputy Department Leader

Year 10 Year Leader

(temporary part-time)

Special Needs

Mrs Emily Tobin
Mrs Donna Burden
Mrs Carol Dunbavand
Mr Mark Higgins
Mrs Gemma Newman
Mr Theo Riley
Miss Hannah Sterenfeld

SENDCo

Teaching Assistant

Teaching Assistant

Teaching Assistant

Lead Teaching Assistant

Teaching Assistant

Teaching Assistant

SUPPORT STAFF

Mr Matthew Vickers
Mrs Diane Shingler
Mrs Claire Goodwin

Business Manager

Head's PA

Office Manager and Clerk to the Governors

Reception Office/ 6th Form Administration

Mrs Diane Clarke
Mrs Angela Cook
Mrs Tracy Stickels
Mrs K Millinger

Attendance/First Aid

KS5 support; First Aid

KS3 transition support/First Aid

KS3 support/First Aid

Student Services

Mrs Deborah Bailey
Mrs Judith Holland

KS4 support/ First Aid/Work Experience

KS3 support; SENDCo support/First Aid

Finance Office

Mrs Gaynor Eglin
Mrs Stephanie Hill

Resources Manager

Finance Officer

Exams/Data/ Cover

Mrs Barbara Ball
Miss Harriet Taylor
Mrs Rebecca Walker

School Diary/Staff Cover

Data and MIS Manager/Exams

Student reports/Exams

Cover Supervisors

Mrs Emma Wright
Miss Lianne Cawley

(part time)

(part time)

Mrs Carol Crooks
Mrs Valerie Edwards
Mrs Rachel Musgrave (part time)
Mr Martin Smiddy (part time)

Student Support Co-ordinators

Mhairi Louden (temporary)
Darren Whitfield (temporary)

Basketball/Cross Country Coach

Mr Dennis Evans (Part-time)

School Counsellor

Katherine Caffrey (Part-time)

Careers Advisor

Diane Schofield (part time)

Technicians

Mrs Janice Bradley	Senior Laboratory Technician
Mrs Jayne Clayton	Laboratory Technician
Mrs Wendy Donaldson	Food Technology Technician (part time)
Mrs Karen Edwards	Reprographics & Resources
Mr Simon Edwards	Senior IT Technician
Mr Steve Ford	Strategic ICT Manager
Mr Greg Hadfield	CDT Technician
Mrs Diane Jones	Laboratory Technician
Mrs Andrea Neild	Food Technology Technician (part time)
Mrs Karen Roberts	Food Technology Technician (part time)
Mrs Gillian Spencer	Art Technician (part time)
Mrs Sarah Taylor	Laboratory Technician
Mr Tolu Taiwo	ICT Technician

Maintenance/ Caretaking Staff

Mr Howard Woodfine	Site Manager
Mr Jason Banks	Maintenance Officer
Mr Ian Bratby	Caretaker
Mr Andrew Donaldson	Caretaker

Catering Officer

Mrs Sandra Burton

Electricity at Work Regulations - Accredited Testers

Mrs Jayne Clayton
Mr Andrew Donaldson
Mr Greg Hadfield
Mrs Janice Bradley
Mrs Andrea Neild

ADMISSION ARRANGEMENTS

Children attend this school from a number of partner primary schools in the vicinity of Helsby and Frodsham and the surrounding villages including: Alvanley, Manley, Ashton Hayes, Kingsley, Dunham-on-the-Hill, Norley and Aston. Application is made by October preceding the year of entry.

This year 220 applications were received for 225 places available and places were offered by the Local Authority to out-of-zone applicants on the following basis:-

- Cared for children
- Children with particular medical or social reasons
- Siblings
- Children resident within the catchment area
- Children not resident within the catchment zone but attending a feeder primary school

Admission to the 6th Form to study 'AS' levels is available to students who gain a minimum of 5 Grade Cs at GCSE level.

Parents/Carers can find further information about Helsby High School admission arrangements through the on line admissions service on Cheshire West and Chester (CWAC) website. Or alternatively telephone 0300 1237039.

BEHAVIOUR for LEARNING POLICY

Aims of the School

Our expectations are clarified in the school aims:

Achieving Success

Encouraging high aspiration and a love of learning

Maximising progress and potential

Providing rewarding learning experiences

Offering diverse opportunities

Recognising and celebrating all achievement

Preparing for independence and future challenges

Valuing Others

by

Contributing to a safe school environment

Showing tolerance, respect and fairness

Listening to and respecting others' views

Appreciating and embracing diversity

Being an active member of our school and local community

Co-operating with others

Ethos of the School

The school believes that good behaviour forms the basis of high quality education and is essential for effective learning. High quality learning can only take place in an orderly community.

Uniform enhances a sense of community and students are expected to wear their uniform in the correct manner and to take a pride in their appearance.

All students should feel comfortable and secure in the school environment and should know where to seek help if they have any concerns, either for themselves or for other members of the school community.

It is the role of all members of staff and parents to model and reinforce good behaviour. All students should be encouraged to recognise and understand the link between good behaviour and effective learning

Academic Year 2016-2017
Key Stage 3

KS3 (Years 7 to 9) Number of lessons per two week cycle of 50 periods					
Year 7	Lessons	Year 8	Lessons	Year 9	Lessons
English	6	English	6	English	6
Mathematics	6	Mathematics	6	Mathematics	6
Science	6	Science	6	Science	6
French	6	French/German*	6	French/German*	6
Geography	3	Geography	3	Geography	3
History	3	History	3	History	3
Religious Education	3	Religious Education	3	Religious Education	3
Art	2	Art	2	Art	2
Drama	2	Drama	2	Drama	2
Music	2	Music	2	Music	2
PE	4	PE	4	PE	4
CDT	2	CDT	2	CDT	2
ICT	2	ICT	2	ICT	2
Food Studies	1	Food Studies	1	Food Studies	1
Textiles	1	Textiles	1	Textiles	1
Tutorial/PSCHE	1	Tutorial/PSCHE	1	PSCHE	1

*In years 8 and 9 students in sets 1 and 2 for MFL take French (3 lessons) and German (3 lessons). Students in sets 3 take French only (6 lessons) and sets 4 in Year 9 take French (3 lessons) and literacy/numeracy support (3 lessons).

Key Stage 4

KS4 (Years 10 and 11) Number of lessons per two week cycle of 50 periods			
Year 10	Lessons	Year 11	Lessons
English	8	English	7
Mathematics	7	Mathematics	6
Science	10	Science	9
Option A	5	Humanities*	5
Option B	6	Modern Foreign Languages*	5
Option C	5	Option A	5
Option D	6	Option B	5
PE	2	Option C	5
PSCHE	1	PE	2
		PSCHE	1

A number of students Choose to follow an Applied Learning course (10 lessons) instead of Humanities (History, Geography or Religious Studies) and Modern Foreign Languages (French or German)*A group of students follow a Leisure and Tourism course instead of a MFL.

** Includes the statutory provision for religious education

Year 10 Applied Learning Course			
Vocational (2 year courses)			
Construction	5	Travel and tourism	5
ICT	5		

Year 11 Applied Learning Course			
Vocational (2 year course)			
Travel and Tourism	5	Construction	5
ICT	5		

Students in Year 10 choose four subjects whilst students in Year 11 choose five from the following:

Art	Business Studies	ICT	Drama
Geography	History	Food Studies	Health & Social Care
Media Studies	Music	Product Design	PE
French	Separate Sciences	Systems & Control	Computer Studies
German	Photography	RE	

Sixth Form

In Year 12 students can choose three or four subjects in year 12. If a student has chosen four subjects they can continue to study three of these in year 13 for the complete GCE A-level.

Each subject is studied for nine lessons over the 50 lesson cycle.

The courses offered are:

Art	ICT	Biology	Business Studies
Chemistry	Drama	Sociology	English Language
English Literature	Engineering	French	Geography
German	History	Health & Social Care	Mathematics
Maths - Further	Media Studies	Music	PE
Photography	Physics	Religious Studies	Psychology
Economics	Politics	Criminology	BTEC IT
			BTEC Business

Other Opportunities in the Sixth Form

General Studies	Extended Project Qualification	Games
Sports Leader Award	Newsletter	Paired Reading
Outdoor Pursuits	GCSE English/Maths	PHCSE*

*includes the statutory provision

LUNCHTIME

During the lunch break many extra-curricular activities take place, these include: choir practice, orchestra and band practices, sports activities, technology club, computer club and Math's club. Clubs and activities vary from year to year. The Art rooms, Technology and ICT rooms are often open for use as also is the Library and Fitness Suite. For those students who wish to spend part of their lunch break preparing homework, a supervised quiet-room is available most days each week.

LOCKERS

Lockers are available for all Year 7's and 8's and students in other year groups who either cycle to school or who participate in 2 or more sports clubs.

HOME STUDY

Home Study is an important part of school life and it will be set regularly, although the amount will vary according to the needs of each student. Home Study may be used to consolidate work done in class or may be useful in preparing for a future lesson. We hope that it will help students to develop study skills and independence, which will become increasingly important as they move through the school and prepare for external examinations. In Year Seven no child should spend more than an hour, per subject, per week, on Home Study although this will increase to some two or three hours for Sixth Formers. Each child in Years 7-13 will be given a Planner, in which to note down the Home Study tasks and parents are asked to look at this and sign it at the end of each week, so that they are aware of the work their child has been doing. If there is any problem with the set tasks please contact the Year Leader. The Planner can also be used for students to record comments on the progress they are making. In addition to this parents have access to SIMS Learning Gateway (SLG) which provides information on homework that has been set. All students have access to Doodle Learn to use as a resource in addition to homework.

REWARDS

We start celebrating achievement in Year 7. To encourage good work, good behaviour and participation in the life of the school we have a straightforward reward system which all staff use on a regular basis. Rewards are recorded electronically; such achievements as excellent attendance, extra-curricular activities and service to the school are recognised and children of all abilities will earn rewards. Individual rewards such as early lunch passes, certificates, letters, star of the week and post cards home will also be awarded. Form tutors play an active role in checking the progress of their forms, praising those who are achieving rewards regularly and encouraging those who might not be doing so well. We do not underestimate the use of quiet verbal praise or notes in Planners, as we know from discussions with students that they value these as well as more tangible rewards. Parents are able to access rewards via SLG.

CONDUCT AND DISCIPLINE

Sanctions used to deal with students whose behaviour or work is unacceptable include detention at lunch-time, removal from lessons or being "On Report", when the student has to have a report form signed by the class teacher at the end of each lesson and by parents each evening. This allows the Year Leader and parents to monitor both behaviour and work. On occasions an after school detention will be held but parents will be informed 24 hours in advance if such a detention had been given. After school detention would be given if there were to be persistent failure to complete homework or coursework properly. Sanctions are recorded electronically, forming part of the student record. Parents can use SLG to view their child's sanctions.

In some cases students may be involved in the Step Out Program which involves working for a fixed period at another local school. In extreme cases it is possible for a student to be excluded from school for a limited time. This is a very rare occurrence; exclusion is used only when a student has been guilty of serious misbehaviour.

CHARGING AND REMISSIONS POLICY

The Education Reform Act has presented schools with some difficulties in continuing to offer such worthwhile extensions to students' education such as theatre visits, fieldwork excursions, lectures and museum visits. It is the Governors' intention that we should try to maintain those school visits which take place in school time by seeking voluntary contributions from parents to fund them as they arise. A copy of the policy which the governors have approved for charging and remissions is available on request.

RELIGIOUS EDUCATION

Religious Education is taught to all students in Years 7-13, and in Years 10-13 it is also offered as a public examination subject. The approach to the study of religion does not assume religious commitment nor does it seek to convert to any particular point of view. The aim of the course is to help students to understand the contribution religion has made, and continues to make to our culture and society.

SEX EDUCATION

Basic biological aspects of human reproduction are taught in Science lessons in Year 7, but Sex Education and Relationships form an integral part of the PSCHE in Years 8, 9, 10 and 11. By this time students have reached a physical and emotional maturity sufficient for this subject to be discussed without undue embarrassment. Within the framework of PSE, staff can treat the physical and emotional aspects of personal relationships with sensitivity and lead their group in the consideration of moral standpoints. Much thought and preparation go into the compilation of this course, but should parents/guardians have any worries they should not hesitate to contact the school. The treatment of sex education in the curriculum has been reviewed in the light of recent statutory requirements and a copy of our policy is available for inspection in school. In Years 9-11 a specialist team will cover this topic.

DRUGS EDUCATION

A programme of drugs education is included in the PSCHE course, beginning in Year 8 and continuing in Years 9, 10 and 11. The Governors' policy for drugs education follows recommendations from the Local Education Authority. In the unlikely event of a student being involved in a drugs related incident during school hours or when travelling to or from school the student could face permanent exclusion. In Years 9-11 a specialist team will cover this topic.

LUNCHES

The school operates a cafeteria system in the school dining room. There is a wide choice of hot and cold food, prepared in our own kitchen. Children can buy a satisfying meal for £2.25. Those students who have free meals obtain a credit worth £2.25, which is automatically charged to their SMART card.

A number of children prefer to bring packed lunches and these must be eaten in the dining room to avoid the problem of waste and litter in classrooms and corridors. Students are expected to remain on the school premises for the whole lunch hour. The only students allowed off site are Sixth Formers and those going **to their own home** for lunch (with their parents' written permission). The safety of students at lunch time can only be ensured if they remain in school under the supervision of the mid-day assistants and senior members of staff. Parents should be aware that if students leave the premises without permission they are no longer the school's legal responsibility. We do ask for parents' co-operation in this matter.

MONEY

We would suggest that students do not bring large amounts of money to school. If, however, for some good reason a considerable amount has to be brought to school it should be handed in at Student Services or given to a member of staff for safe-keeping. The school cannot take responsibility for money or valuables left in coat pockets, school bags or changing rooms. If there is a genuine need to contact home then students may make a phone call from Student Services. The Local Education Authority has no insurance policy covering loss of, or damage to personal property, and parents would therefore be well advised to consider taking out private insurance to cover their child's belongings.

TRANSPORT

Buses

Many students are transported to school by buses provided by Cheshire West and Chester. Students should alight from these buses in the school coach park and proceed into school along the **rear** of the school buildings. Students should be reminded that if they miss a school bus at the end of the day they should report to Student Services. Every effort will be made to contact parents to arrange transport. Under no circumstances should students start to walk home without parents' prior knowledge.

Bicycles

Permission must be sought before bicycles can be brought to school. Students who come to school on bicycles must dismount at the gate and park their cycles in the cycle racks. They must wear a safety helmet.

Cars

For reasons of safety, parents who bring their children to school by car will not be able to enter the front entrance of School to set down or pick up. Should it be necessary for students to cross the main road to and from the waiting transport, the footbridge must be used at all times. Parents are asked to set down or pick up children in the coach park not at the school entrance where staff drive in.

COMMUNICATION TO SCHOOL

Any communication should normally be addressed to the form tutor who deals with the student on a day-to-day basis. It is essential that the following procedure is adhered to so that we ensure the safety of all children at all times. We do ask parents to send an email or note to cover the following cases:

- The reason for even one day's absence whatever the cause.
- Any absence which will last more than three days – in this instance it may be possible to send work home, if requested.
- An unavoidable visit to a doctor, dentist or hospital in school time – this could be explained by a note or appointment card. Please note that unless the student has registered in the morning, then leaves school and returns in time for afternoon lessons the student will be registered as absent.
- Any lack of uniform or correct kit for games or P.E.

Parents are reminded that students should not be taken out of school for family holidays. The Headteacher can authorise holidays in term-time only in the most exceptional circumstances and in most cases permission cannot be given. This means that if parents decide to take students out of school without permission, the absence will count as unauthorised and will be recorded as such. Request for Leave of Absence form is available on the school website. Any parent who has a problem with this will be invited in to discuss it with the Year Leader and

a member of the Leadership Team. We would strongly advise parents not to book a holiday until the matter has been discussed with the school. Evidence strongly supports the link between attendance and attainment and when writing references for students, an attendance record forms an important part of the overall picture.

LATE PROCEDURE

Students who miss registration should report to Student Services before going to class. Please note that due to government initiatives students who arrive in school after 9.10 a.m. are registered absent.

Autumn Term 2015

Year 7	97.0%
Year 8	96.1%
Year 9	95.1%
Year 10	95.3%
Year 11	94.9%

Spring Term 2016

Year 7	95.9%
Year 8	95.0%
Year 9	94.2%
Year 10	93.7%
Year 11	93.8%

Summer Term 2016

Year 7	95.9%
Year 8	94.5%
Year 9	93.2%
Year 10	95.1%
Year 11	90.9% - up to study leave starting

Whole Year 2015/16

Year 7	96.2%
Year 8	95.3%
Year 9	94.2%
Year 10	94.8%
Year 11	93.8% - up to study leave starting

	Years 7-10	Year 11 before study leave
Average Attendance	95.1%	93.8%
Average Authorised Absence	4.0%	4.5%

Average Unauthorised Absence

0.9%

1.7%

CAREERS AND WORK RELATED LEARNING

The school has a well-staffed and equipped Careers and Work Related Learning Department, with its own section in the Library and careers interview room. The Department works with students in groups and individually and encourages parental involvement at all times.

The overall aim is to provide all students with the skills, knowledge and information to enable them to make considered educational and career decisions, consistent with their abilities and needs in a complex and changing world. The department offers its service in the following way:

Careers and Work Related Learning Lessons

Careers and Work Related Learning lessons take place within the context of the Personal and Social Education program, between Year 7 and 11. In Year 7 and 8, students investigate the world around them and have an introduction to decision making. In Year 9, students concentrate on developing self-awareness and decision-making skills, particularly with a view to assisting students with their choice of options for Year 10 and 11.

The Year 10 module aims to make students aware of the opportunities available to them at the end of compulsory education, along with a section on money management skills. The careers element in Year 11 deals with transitional skills such as letters of application, filling in application forms, self-presentation and interview skills. There is also a "World of Work" module to introduce students to the practicalities of employment. Additional careers input to the Year

11 PSE program include a talk by the Head of Sixth Form on the implications of Sixth Form education at Helsby, with an explanation of the various employment and higher education or training routes that lie beyond.

Talks are also organised for Year 11 students on such topics as apprenticeships, the training schemes and vocational courses, and arranges visits; all students have an interview with a Helsby High School careers advisor.

Year 10 Work Experience

Each summer all Year 10 students are provided with the opportunity for two weeks' work experience during the Summer term.

Year 10 Sixth Form Taster and College Taster Lessons

In order to help with the choices students make after Year 11, Helsby High School organises a 'taster' day where students can attend A Level lessons in their chosen subjects or attend a local college for the day to experience vocational courses.

Year 11 Other Opportunities

In the Spring term of Year 11, students have the opportunity to attend the Other Opportunities sessions at Helsby High School. Representatives from local colleges, apprenticeship providers and the armed forces come into school to hold workshops with students and provide essential information to help make students make an informed choice on their career.

Sixth Form

In the Sixth Form there is Careers and Work Related Learning Department involvement in the General Studies with a program of talks, which include speakers representing local employers, universities and colleges of higher education.

A Careers Convention is organised biennially, whereby a large cross-section of local

employers, universities, colleges and apprenticeship providers give out information, advice and guidance to students in Year 10, 11 and Sixth Form. The next Careers Convention is March 2017.

School Uniform

Girls – Years 7-11

Skirt	Bottle green, plain, without trimmings. The style should allow for easy movement and the skirt be of knee length.
Trousers	Black with school crest on waistband. This item is only available from the School Uniform Shop. No other trousers are permitted.
School Blouse	A white, long-sleeved school blouse worn with school tie. The blouse should be “uniform” style with plain white buttons. A short sleeved blouse can be worn in the summer term.
Blazer	Bottle green with school badge: this is a compulsory part of the uniform for girls joining the school and is obtainable only from the School Uniform Shop.
Pullover	Bottle green V-necked pullover embroidered with school badge – obtainable only from the School Uniform Shop. This is optional for girls joining the school, to be worn with the blazer. Bottle green cardigans may be worn by girls in Y10 and Y11.
School Tie	Obtainable only from the School Uniform Shop.
Coat	Plain coloured coat for outside wear only. It should be plain and free from decoration. Denim, leather jackets/coats, sports tops or hooded tops are not allowed and should not be worn to school. If scarves are worn they must be in the school colours.
Shoes	Shoes must be flat heeled and black or dark brown. Trainers, boots, sandals or fashion shoes are not acceptable.
Socks and Tights	Plain bottle green or white knee/ankle length socks or black tights (winter weight). Patterned tights are not acceptable.
P.E. Skirt	Bottle green pleated P.E. skirt.
P.E. Socks	Gold colour.
P.E. Shirt	Gold polo shirt – available from School Uniform Shop. P.E. garments must be embroidered in chain stitch with the girl’s initial in a colour contrasting with that of the shirt, i.e. green on gold.

P.E. Sweatshirt Bottle green, embroidered with school name – available only from the School Uniform Shop.

'Cycling Shorts' Black

Gym shoes or training shoes and hockey boots and shin

pads.

Hair ribbons (if worn) should be plain bottle green, black or white.

Overall or old shirt for Art.

Girls may wear one stud in each lower earlobe, if they have pierced ears, no other piercings are permitted. No nose, tongue studs or other facial piercings to be worn. No other jewellery should be worn apart from a watch. For health and safety reasons long hair must be tied back neatly. Simple hair bands in black, white or bottle green may be worn. Extreme hairstyles, colour, hair extensions and elaborate hair decorations are not acceptable. No make-up, nail varnish or false nails to be worn.

Bags

Students should use a sensible school bag in which to carry text books and equipment. Small 'fashion' bags are not acceptable.

Boys – Years 7-11

Blazer Black with school badge this is a compulsory part of the uniform and is available only from the School Uniform Shop.

Trousers Dark Grey/Black.

Shirt White long sleeved "uniform" style with plain white buttons. A short sleeved uniform shirt may be worn in the summer term.

Pullover Grey V-necked, to be worn with the blazer. Y10 and Y11 boys are allowed a black v-necked pullover.

School Tie Obtainable only from the School Uniform Shop.

Socks Grey or Black

Shoes Black or dark brown. **Trainers, fashion shoes or boots are not acceptable.**

Coat Dark coloured coat for outside wear only. It should be plain and free from decoration. Denim, leather jackets/coats, sports tops or hooded tops are not allowed and should not be worn to school.

Overall or old shirt for Art

White shorts

White T shirt

Towel for showers

Gym shoes or training shoes and football boots and shin pads.

A strong **green reversible rugby shirt, athletics vest** and **green socks** can be purchased through the School Uniform Shop. For internal cricket matches grey trousers suffice, but 'whites' will be needed for matches against other schools.

Boys should note that extremely short haircuts, partially or totally shaved heads or extremes in fashion styles are not acceptable. A 'number 3' haircut is the minimum permitted by boys. For health and safety reasons long hair must be tied back neatly. No jewellery should be worn other than a watch.

SIXTH FORM DRESS CODE

- School is a workplace and dress should reflect this following a business model.
- There should be no extremes of fashion or facial piercings.
- Hats /hoods or caps should not be worn indoors

EXAMINATION POLICY

The school's policy for entry for GCSE is that all students who have successfully completed all requirements of the course will be entered for GCSE.

In the sixth form students who conscientiously complete the required two years study will be entered for the appropriate examination. At the end of the Lower Sixth year the students complete their AS level examinations. They will continue with the A2 course completing the full 'A' level in the upper sixth.

REPORTS TO PARENTS

It is intended that reporting should be a two way process and parents are welcome to come into school at any time to discuss any aspect of their child's education.

Arrangements for consultation evening and reporting are currently as follows:

CONSULTATION AND REPORTING DATES 2016-2017

CONSULTATION EVENING DATES

Year 7	Pastoral Evening	Tuesday 11 October
	Consultation Evening	Tuesday 21 March
Year 8	Consultation Evening	Monday 6 March
Year 9	Consultation Evening	Tuesday 31 January
	Options Evening	Wednesday 15 February
Year 10	Consultation Evening	Thursday 9 February
Year 11	Consultation Evening	Thursday 8 December
Year 12	Pastoral Evening	Tuesday 11 October
	BTEC Consultation Evening	Wednesday 23 November
	Consultation Evening	Monday 12 December
Year 13	Consultation Evening	Wednesday 23 November
	Consultation Evening	Thursday 16 March

REPORTING SCHEDULE DATES FOR INTERIM ASSESSMENTS

Year 11	Week Commencing:	Monday 24 October
Year 12-13	Week Commencing:	Monday 21 November
Year 7-10	Week Commencing:	Monday 28 November
Year 11	Week Commencing:	Monday 23 January
Year 7-9	Week Commencing:	Monday 30 January
Year 10	Week Commencing:	Monday 6 February
Years 12-13	Week Commencing:	Monday 13 February
Years 11-13	Week Commencing:	Monday 27 March
Years 7-10	Week Commencing:	Monday 24 April
Years 7-9	Week Commencing	Monday 3 July
Year 10	Week Commencing	Monday 17 July
Years 7-9	Week Commencing	Monday 3 July
Year 10	Week Commencing	Monday 17 July

Achieving Success. Valuing Others'

Aims

Achieving Success

Encouraging high aspiration and a love of learning
Maximising progress and potential
Providing rewarding learning experiences
Offering diverse opportunities
Recognising and celebrating all achievement
Preparing for independence and future challenges

by

Valuing Others

Contributing to a safe school environment
Showing tolerance, respect and fairness
Listening to and respecting others' views
Appreciating and embracing diversity
Being an active member of our school and local community
Co-operating with others

HELSEBY HIGH SCHOOL

POLICY ON CHARGING AND REMISSIONS FOR EDUCATIONAL ACTIVITIES

Purpose and Aim

Helsby High School believes that learning outside the classroom makes an invaluable contribution to the education of young people. It follows therefore that all students should have an equal opportunity to benefit from school activities and visits (curricular and extra curricular) independent of their parents' financial means. This charging and remissions policy describes how we will support families overcome some of the financial barriers which may prevent some students taking full advantage of the full range of educational opportunities.

The 1996 Education Act requires all schools to have a policy on charging and remissions for school activities.

This policy identifies activities for which:

- charges that will not be made
- charges that may/will be made
- charges that may be waived

Voluntary contributions guidance

The law allows schools to seek voluntary contributions from parents to finance activities that are not part of the National Curriculum or external examination syllabus. All requests for voluntary contributions from parents and carers must emphasise their voluntary nature. If insufficient voluntary contributions are raised to fund a visit, then it must be cancelled and the parents must be notified of this from the outset. No child can be excluded from an activity because parents are unable to pay. The charges for a visit cannot include a subsidy for any other students whose parents are unable or unwilling to pay the full charge. Staff should use the framework of the school's model letter to make this clear to parents.

1 No charges will be made for:

- a. Education provided during school hours (including the supply of any materials, books, instruments or other equipment)
- b. Education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the student is being prepared for at the school, or part of the school's basic curriculum for religious education
- c. Tuition for students learning to play musical instruments (or singing) if the tuition is required as part of the National Curriculum, or part of a syllabus for a prescribed public examination that the student is being prepared for at the school
- d. Entry for a prescribed public examination, if the student has been prepared for it at the school*
- e. Examination re-sit(s) if the student is being prepared for the re-sit(s) at the school*
- f. Education (including books and materials) provided on any trip that takes place during school hours
- g. Supply teachers to cover for those teachers who are absent from school accompanying students on a residential trip

* If a student fails, without good reason, to meet any examination requirement for a syllabus a charge will be made.

2 Activities for which charges may be made

a. Activities outside school hours

Non-residential activities (other than those listed in 1 above) which take place outside school hours but only if the majority of the time spent on that activity takes place outside school hours (time spent on travel counts in this calculation if the travel itself occurs during school hours).

b. Residential activities

Board and lodging costs (but only those costs) of residential trips deemed to take place during school time. However, students whose parents are in receipt of certain benefits (see remissions section below) may not be charged for board and lodging costs. Residential trips deemed to take place outside school time provided as an optional extra (other than for those activities listed in 1 above).

c. Music tuition

Music tuition for individuals or small groups.

d. Public Examinations

The Headteacher has the delegated responsibility to decide whether students are entered into particular examinations and is authorised to request payment for wasted examination fees.

e. Loss and Damage to School Property

Parents of a student who damages or loses any item of school property or equipment are liable for the costs of repair or replacement.

3 Residential Visits

Residential trips that take place mostly in school time must request voluntary contributions from parents as schools are not allowed to charge for them. When any trip is arranged parents must be notified of the policy for allocating places and staff must not use 'first come first served' as the process can disadvantage certain students.

4 It is the policy of the School that charges will (or may) be made as indicated below.

Activities which can be charged for (with the exception of board and lodging for residential trips) are regarded as 'optional extras'. Charges will not exceed the actual cost (per student) of provision. Charges will/may be made for:

- any materials, books, instruments, or equipment, where a parent wishes their child to own them
- music tuition to cover the cost, or a proportion of the costs of teaching staff employed to provide tuition in playing a musical instrument or singing, where the tuition is an optional extra for an individual student or a small group.
- for the board and lodging component of residential trips (the charge will not exceed the actual cost)
- missed public examinations
- loss and damage to school property

5 Remissions

In order to remove financial barriers from disadvantaged students, the governing body has agreed that some activities and visits, where charges can legally be made, will be offered at no charge or a reduced charge to parents in particular circumstances. This remissions policy sets out the circumstances in which charges will be waived.

Families qualifying for remission or help with charges.

Criteria for qualification for remission are given below.

Parents in receipt of;

- Income Support
- Income-based Jobseekers Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided that Working Tax Credit is not also received and the family's income (as assessed by the Inland Revenue) does not exceed £15,575
- Guaranteed State Pension

- an income related employment and support allowance

these criteria usually relate to the family being eligible for free school meals.

6. Additional considerations

The governing body recognises its responsibility to ensure that the offer of activities and educational visits does not place an unnecessary burden on family finances. To this end the school's processes will operate to the following guidelines:

- to offer on request a system for parents to pay in instalments
- to offer on request to arrange, when a trip arises at short notice, to pay by instalments beyond the date of the trip
- to recognise that offering opportunities on a 'first pay, first served' basis discriminates against students from families on lower incomes and avoid that method of selection

HELSEBY HIGH SCHOOL BEHAVIOUR POLICY

Aims of the School

Our expectations are clarified in the school aims:

Achieving Success

Encouraging high aspiration and a love of learning

Maximising progress and potential

Providing rewarding learning experiences

Offering diverse opportunities

Recognising and celebrating all achievement

Preparing for independence and future challenges

by

Valuing Others

Contributing to a safe school environment

Showing tolerance, respect and fairness

Listening to and respecting others' views

Appreciating and embracing diversity

Being an active member of our school and local community

Co-operating with others

Ethos of the School

The school believes that good behaviour forms the basis of high quality education and is essential for effective learning. High quality learning can only take place in an orderly community.

Uniform enhances a sense of community and students are expected to wear their uniform in the correct manner and to take a pride in their appearance.

All students should feel comfortable and secure in the school environment and should know where to seek help if they have any concerns, either for themselves or for other members of the school community.

It is the role of all members of staff and parents to model and reinforce good behaviour. All students should be encouraged to recognise and understand the link between good behaviour and effective learning.

Standards of Behaviour

General School Principles

All students are expected to:

- contribute to a safe environment, both in the classroom and in all other areas of the school
- show tolerance, respect and fairness
- listen to and respect the views and needs and others
- appreciate and embrace diversity
- become active members of the school and local community
- co-operate positively with all members of the school community
- behave in a considerate and respectful manner travelling to and from school and on all trips

- and visits
- attend school regularly and be punctual to registration and lessons

Classroom Behaviour

All students are expected to follow the classroom code which is displayed in every classroom and can be found in the Student Planner. It is helpful if both staff and parents discuss this code with students to reinforce the message

Behaviour in public areas

All students are expected to show consideration and tolerance when moving around the school and lining up outside classrooms. Students should also respect the needs of others in areas such as the Dining Hall, the Break Out Space, Bus Park and the Field. Students are expected to cooperate to keep these areas tidy and free of litter

Respect for others

Students are expected to speak to all other members of the school community with courtesy and respect. Inappropriate language is unacceptable in school. All allegations of anti-social behaviour or bullying will be investigated thoroughly. Where such incidents are discovered to be well-founded they will be officially logged and appropriate action taken.

Health and Safety

Students are expected to observe all the rules devised to protect their own safety and the safety of others. Students are encouraged to take responsibility for their future health; and a sensible attitude to eating and physical activity is encouraged

E-Safety

Students are encouraged to use all forms of technology safely. It is the responsibility of all staff to reinforce this message. Advice to parents has been made available on the school web-site and details can be found in the e-safety policy

Responsibilities of Staff

- all members of staff are briefed on and inducted into day-to-day procedures for managing behaviour
- all members of staff take responsibility for the behaviour and safety of students
- members of the SLT, including the Headteacher, are kept informed of behaviour issues in each year; these are reviewed on a weekly basis
- prompt communication with parents will be made in the event of serious or persistent breaches of the school's behaviour code
- clear guidance will be given to students to ensure that they understand what is expected of them
- good behaviour and attendance will be recognised on a regular basis

Responsibilities of Parents/Carers

The implementation of a successful Behaviour Policy entails close co-operation between school, students and parents; the role of parents cannot be over-estimated in supporting the school in ensuring that good behaviour, both in and out of the classroom leads to successful learning. It is helpful if parents discuss both the Code of Conduct and the Rights and Responsibilities page in the Student Planner with their daughters and sons.

The School's System of Rewards and Consequences

The school operates a system of formal and informal rewards and consequences as follows:

Formal Reward System

- reward points are awarded for good behaviour and service to the school/local community, as well as for good work; these points are recorded electronically on the BROMCOM system
- parents can access MCAS to see how many reward points their child has earned
- rewards such as tokens and certificates are issued at the end term in special celebration assemblies
- in Years 7 and 8 students are invited to celebration lunches
- the Headteacher, Key Stage (KS) Co-ordinators, Year Leaders send home letters of commendation
- every two weeks reward points for each form are published and in the Summer term the form with the most points is rewarded with a trip. Also invited on the trip is the highest performing students in each of the other 7 forms and an 'unsung hero' from each form

Informal Rewards

- verbal praise from all members of staff
- positive comments in Student Planner
- positive comments in exercise books
- e-mails/letters/postcards to parents

Formal Consequences

In all cases of poor behaviour, whether relatively trivial or more serious, students are encouraged to reflect on their actions and discuss alternative ways of handling a similar situation, should it arise again

- minor infringements are recorded electronically and the record viewed by Form Tutors/members of the pastoral team and parents, through MCAS
- such consequences can result in equivalent reward points for the form being cancelled
- monitoring cards – a variety of different cards are used to monitor a student's work and behaviour over a fixed period – parents can check the cards and discuss issues with their children. Cards will also be checked regularly by the Form Tutor/ Year Leader/KS Leader
- official letters home - departmental/pastoral
- subject detentions – served at break, lunchtime or after school with the support of the Subject leader
- lunchtime or after school detentions, supervised by KS Leaders Year Leaders – letter sent to parents/formal records kept
- internal isolation – students spend time in the Inclusion Room, supervised by a member of the teaching staff. The provision is used flexibly according to the circumstances. Records are kept to monitor use of the room and parents are kept informed
- Fixed Term Exclusion - in exceptional circumstances students may be excluded from school for a number of days, usually as a result of aggressive, violent or disruptive behaviour which is having a detrimental effect on the learning or welfare of others – a formal meeting will usually take place with parents to agree an re-integration plan
- Behaviour Plans – these will be negotiated with the student by Year Leader/KS Leader, setting out SMART targets. There will also be parental involvement and, if appropriate, involvement of the Special Educational Needs Co-ordinator (SENDco)
- Pastoral Support Plans – where issues have become very serious SENDco will involve outside agencies to draw up a formal plan

Informal Consequences

- verbal warnings
- notes in Planners/exercise books
- brief 'cooling off' period outside classroom
- letter home expressing general concerns

Student Voice

The views of students on behaviour and other related matters are taken into account:

- new behaviour levels are discussed and amended by groups from each year – they will be reviewed
- rewards system constantly under review
- Year 7 focus group consulted on induction process – students also consulted about any concerns/anxieties
- the agenda for student focus groups include issues around bullying

Behaviour Modification

When trying to support students in reflecting upon their behaviour with a view to modifying it, a number of strategies can be employed:

- low level disputes between students which can lead to disruptive behaviour can often be settled by a meeting of all parties when a code for future behaviour can be agreed. Form Tutors/Year Leaders/KS Leaders can be involved
- Circle of Friends can be set up for an individual student who is experiencing difficulties with the peer group
- peer counselling – this can take the form of meetings with trained 6th Form students or through a 'buddy' system
- restorative methods- students make an apology or undertake an act of service to the community
- where it is felt that poor behaviour may be caused by emotional/social difficulties the services of the School Counsellor, Educational Welfare officer, Family Liaison worker or support from outside agencies will be invoked

Helsby High School SEND Information Report 15-16

HELSEBY

High School



Helsby High School Details

School Name and Address	Helsby High School Chester Road Helsby Frodsham WA6 0HY
Telephone Number	01928 723551
Website Address	www.helsbyhigh.org.uk/
Age range within your school	11-18 years

Helsby High School SEND Contact details

Name of person & Job Title	Mrs Emily Tobin
Contact telephone number	01928 723551
E-mail	sen@helsbyhigh.org.uk

Helsby High School SEND information

The new Code of Practice states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

SEND students are identified in a number of ways at Helsby High School:

- Primary School information
- Local Authority information
- Outside agency advice
- Parental Concerns
- Concerns with regard to academic progress through school's tracking and monitoring procedures
- Concerns with regard to pastoral issues which may arise in school
- Failure to progress in line with national expectations

Concerns that parents may have regarding their child should be raised with:

- The Year Leader in the first instance
- For more serious concerns, the Key Stage Leader
- The SENDCO

The school is an inclusive school and is able to support a variety of SEND conditions.

There is a named school governor with a particular interest in SEND and a named governor who has a responsibility for the safeguarding and welfare of all students.

FUNDING

The school is funded for SEND by the Local Authority following the updated national system used for mainstream schools.

Element 1: core education, place led funding from the Education Funding Agency for all students attending school

Element 2: Additional Support driven by proxy indicators such as local deprivation and prior attainment decided by the Education Funding Agency

Element 3: Top-up funding from the Local Authority to meet the individual needs of High Need students placed in the school.

Provision Outcomes

The school is able to monitor the success of its provision by looking closely at a number of factors including:

- Accessibility of classrooms for disabled students by adapting timetables and rooming arrangements to ensure accessibility and safety for all
- Inclusion in PE through the provision of a differentiated PE curriculum by funding additional members of staff for students with disabilities
- The progress of SEND students academically and socially through internal and external assessment, and monitoring behaviour and attendance
- The use of the form tutor and pastoral system to monitor student well-being
- Evaluating the management of any safeguarding concerns, where appropriate

Curriculum Needs

All teaching staff receive information regarding SEND concerns and will differentiate lessons according to the needs of the students.

The curriculum needs of students are met by:

- Ensuring learning experiences cater for the needs of all abilities
- Adjusting class sizes for those with greatest need
- Providing in-class support in departments for those with significant needs
- Providing additional literacy and numeracy opportunities in Year 9
- Providing accessible options in Key Stage 4
- Adjusting for the learning needs in the classroom
- Ensuring the accessibility for disabled students in the classroom

All teaching staff receive Continuing Professional Development (CPD) training to ensure that they are up to date with current theoretical and practical approaches to SEND issues.

Inclusion

Support for inclusion involves:

- Providing staff with relevant and up to date information regarding all SEND students' needs
- Having high expectations for all SEND students in order to ensure that they are prepared for adulthood as well as achieving their potential within the school setting
- Providing appropriate support and intervention for underachievement
- Ensuring that appropriate education, health or safety care plans are in place and all staff are aware of them
- Ensuring that the school pays regard to relevant legislation including the Equalities Act and the Special Educational Needs Policy

Progress monitoring

Progress for SEND students is closely monitored through existing procedures by subject teachers and form tutors as well as pastoral staff, Heads of Departments, the SENDCO and Senior Leadership Team.

If there are concerns, parents are welcome to seek a meeting with the SENDCO or other teachers and if a student is causing concern, regular meeting with parents should take place.

If there are changes in pastoral or teaching staff, Heads of Departments and Pastoral Leaders ensure that new staff are updated with regard to the educational needs of students.

The progress of all students including SEND students is measured against their individual prior attainment and this is shared with parents on a regular basis.

The school planner is used by students to organise their learning and to provide opportunities for parents to liaise with subject and form staff. Where SEND students have additional needs, or at a parent's request, the Home/School books are used to ensure that there is a positive dialogue and greater detailed information sharing between home and school.

There will be annual review meetings for students with an Education and Health Care Plan (or Statement) and these are used for reviewing and planning the student's education provision over the next year.

There are a number of opportunities over the year where parents are invited to attend informative sessions such as the parent information forums and the dates of these are available on the school website.

Students learn life skills through a variety of extra-curricular activities which enhance their social skills, independence and confidence. Some examples are:

- A wide variety of educational visits
- Activity weeks in Key Stage 3
- Year 10 work experience
- National competitions
- Public speaking competitions
- Duke of Edinburgh Award
- Drama productions
- School choirs and orchestra

The taught PSHCE programme, also supports students in areas which are outside academic studies.

Pastoral Support

There is a highly effective Pastoral system in place and the first contact point for a parent is with the form tutor or Year Leader for every day matters or with the Key Stage Leader for more serious concerns. The SENDCO works closely with the pastoral team.

All students are looked after by their form tutor who works with the Year Leader. The school has invested in employing Student Support Coordinators for Key Stage 3 and Key Stage 4. These are non-teaching staff who will look after students who require additional, different support outside the curriculum based activities.

The school anti-bullying and e-safety policies are available on the school web site to ensure the safeguarding and well-being of all students.

Teaching staff have a duty to ensure that students with medical needs are dealt with according to the advisory guidelines. The SENDCO publishes an updated list of Medical Needs students in line with the new Code of Practice September 2014.

Students with serious medical conditions have a Care Plan in place and this is written with parents and communicated with school staff.

If a SEND student requires particular support for the administration of medicines or for keeping themselves safe due to a medical condition, appropriate arrangements are put in place and communicated with key staff.

There are strict safety guidelines around the administration and storage of medicines and the First Aid trained staff are responsible for ensuring that these are kept safely under the guidance of the Health and Safety Officer.

SEND students whose behaviour puts them at risk of an exclusion will be managed according to an adjusted whole school behaviour system which includes:

- Advice from outside agencies
- Team Around the Family (TAF) support meetings
- Adjusted support and intervention
- A Pastoral Support Plan

Where a SEND student's behaviour may be subject to serious consequences, their SEN needs are taken into account. Where this is more serious, the SENDCO will be kept fully informed.

Systems are in place which recognise students who are trying hard and doing well. Reward systems will encourage personal improvement and progress through positive reinforcement.

The SENDCO meets regularly with the Education Welfare Officer to support the needs of SEND students whose attendance may be a cause for concern. The SENDCO will make adjustments with pastoral staff in order to support any specific needs a SEND student may have. Home tuition will support serious medical needs resulting in long term absence and this is funded and agreed by the Local Authority.

The school is developing a system of pastoral panels to support students whose attendance is causing concern. Parents will be invited in to discuss ways in which the school can help them improve their child's attendance.

Student Support Coordinators will also work closely with students whose attendance is causing concern.

Specialist Support and Advice

All staff employed to teach students have appropriate specialist qualifications.

The SENDCO has a post-graduate OCR diploma in the teaching of students with Specific Literacy Difficulties (dyslexia) and advises staff, students and parents as appropriate.

The SENDCO attends National and Local Authority training in SEND and delivers training to teaching staff and updates parents through the parents' forum.

There is a wide range of support staff who are qualified to look after the variety of student needs. These include First Aid, technical support and administration.

A variety of school staff are attending basic training in areas such as dyslexia, Speech and Language and Autism. One member of staff has is following a level 3 Autism course.

School staff are also receiving specific training in the quick response to medical conditions and they received diabetic training in September 2014. It is hoped that there will be close liaison with the new school nurse who will provide advice for additional severe medical conditions such as asthma and diabetes.

Support staff and lunchtime supervisors are made aware of the specific requirements of students.

Teaching Assistants have attended dyslexia, dyscalculia, Autism and disabled handling courses. The SENDCO ensures that required training is up to date.

The school counsellor is professionally trained and qualified and works to support the emotional needs of students for whom there is a concern.

There is an effective careers pathways programme and an employed careers advisor who offers valuable Information Advice and Guidance for post sixteen and adult education.

The bi-annual Careers Convention offers students careers advice from local and national businesses.

The Rotary Club also speaks to groups of students to ensure careers choices are well-informed.

Educational Activities and Visits

All educational visits are fully inclusive and planned to take into account the needs of the cohort attending. The SENDCO acts in an advisory role for staff in the following ways:

- **Overseeing the writing of an additional risk assessment for each SEND student attending the visit**
- **Ensuring parents of students with additional needs are contacted by the visit leader**
- **Ensuring that the leader writes a comprehensive Care Plan, if necessary**
- **Providing additional TA support, as required, to ensure the needs of the SEND student are met**

Site Accessibility

Students in wheelchairs are successfully educated and included in all aspects of school life. All departments have classrooms which are accessible to wheelchairs.

There are regular visits from outside professionals such as Occupational Therapy, Physiotherapy and Hearing and Visually Impaired services who advise on the school environment.

There are two disabled toilets in the school and special facilities can be made available for disabled students' changing areas.

The school has invested in a number of lockers which is an additional facility which disabled students are able to use in order to assist with their equipment carrying around school.

There are quiet areas in school which SEND students are able to access and which are run by support staff. These facilities allow their emotional, social and learning needs to be supported.

As the number of EAL students is gradually increasing, ways of supporting communication with parents whose first language is not English are being considered.

Transition

There are very close links with partner primary schools and sharing of information, familiarisation with setting and liaison smoothes the way for successful settling into Helsby High school. Key staff including the SENDCO visit primary schools to receive appropriate information from primary school teachers.

Parents are also involved with this process and meet with key staff to share concerns prior to their child starting in September. Care plans are written and important relevant information to support the emotional, learning and special needs of new students is disseminated to teaching staff. This is done in advance of the student starting school.

The SENDCO attends Year 6 review meetings in order to prepare for SEND students entering the school.

In Year 11, the appropriate careers advice is offered by specialist school staff and from the Local Authority Children and Young People's Services in order to ensure that an appropriate post sixteen setting is found.

Specialist Equipment

Specialist equipment can be purchased to ensure SEND students are able to be fully included in all aspects of schooling. Examples of these are:

- iPads for research or language translation
- Fully equipped disabled kitchen area for wheelchair users
- Specialist equipment to enable firm grip for weak muscular problems
- Specialist chairs for use in the classroom

Support Planning

Schools will be advised on the appropriate support by working with:

- **Parents**
- **Teachers**
- **Outside agencies**
- **The Local Authority**

Referrals will be made, as appropriate, to relevant outside agencies such as the Educational Psychologist, School Nurse, Speech and Language Therapy, Autism team, CAMHS and Social Care agencies. Multi-agency meetings such as Team Around the Family are run in school as a way of supporting the whole family's needs.

Progress through outcomes is measured in a variety of ways within the existing procedures adopted in school. Improvements in a student's behaviour, attendance, academic progress and emotional well-being are assessed and reported to parents.

Parental Involvement

Parents are able to involve themselves in school activities in a variety of ways:

- Governing body
- Parents' forum
- Friends of Helsby (PTA)
- Consultation Evenings
- Celebration events

Further Contact Information

- **First point of contact – Year Leader**
- **Other contacts – Key Stage Leader, SENDCO, Head of Department**
- **Concerns should be initially brought to the attention of the Year Leader**
- **For initial contact telephone the school on 01928 723551**
- **The SEND Coordinator is Mrs E Tobin**
- **Parent Partnership will support parents of SEND students and details can be found on Cheshire West and Chester website**
- **The Local Offer can be found on Cheshire West and Chester web site**
<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>
- **Normal complaints procedures can be followed by parents of SEND students and the policy is available on the school website.**

Specialist Support and Advice

All staff employed to teach students have appropriate specialist qualifications.

The SENDCO has a post-graduate OCR diploma in the teaching of students with Specific Literacy Difficulties (dyslexia) and advises staff, students and parents as appropriate.

The SENDCO attends National and Local Authority training in SEND and delivers training to teaching staff and updates parents through the parents' forum.

There is a wide range of support staff who are qualified to look after the variety of student needs. These include First Aid, technical support and administration.

There is a whole school plan, following the September 2014 Code of Practice, to audit the training needs of staff with regard to SEND issues.

School staff are also receiving specific training in the quick response to medical conditions and they received diabetic training in September 2014. It is hoped that there will be close liaison with the new school nurse who will provide advice for additional severe medical conditions such as asthma and diabetes.

Support staff and lunchtime supervisors are made aware of the specific requirements of students.

Teaching Assistants have attended dyslexia, dyscalculia, Autism and disabled handling courses. The SENDCO ensures that required training is up to date.

The school counsellor is professionally trained and qualified and works to support the emotional needs of students for whom there is a concern.

There is an effective careers pathways programme and an employed careers advisor who offers valuable Information Advice and Guidance for post sixteen and adult education.

The bi-annual Careers Convention offers students careers advice from local and national businesses.

The Rotary Club also speaks to groups of students to ensure careers choices are well-informed.

Educational Activities and Visits

All educational visits are fully inclusive and planned to take into account the needs of the

cohort attending. The SENDCO acts in an advisory role for staff in the following ways:

- **Overseeing the writing of an additional risk assessment for each SEND student attending the visit**
- **Ensuring parents of students with additional needs are contacted by the visit leader**
- **Ensuring that the leader writes a comprehensive Care Plan, if necessary**
- **Providing additional TA support, as required, to ensure the needs of the SEND student are met**

Site Accessibility

Students in wheelchairs are successfully educated and included in all aspects of school life. All departments have classrooms which are accessible to wheelchairs.

There are regular visits from outside professionals such as Occupational Therapy, Physiotherapy and Hearing and Visually Impaired services who advise on the school environment.

There are two disabled toilets in the school and special facilities can be made available for disabled students' changing areas.

The school has invested in a number of lockers which is an additional facility which disabled students are able to use in order to assist their equipment carrying around school.

There are quiet areas in school which SEND students are able to access and which are run by support staff. These facilities allow their emotional, social and learning needs to be supported.

As the number of EAL students is gradually increasing, ways of supporting communication with parents whose first language is not English are being considered.

Transition

There are very close links with partner primary schools and sharing of information, familiarisation with setting and liaison smoothes the way for successful settling into Helsby High school. Key staff including the SENDCO visit primary schools to receive appropriate information from primary school teachers.

Parents are also involved with this process and meet with key staff to share concerns prior to their child starting in September. Care plans are written and important relevant information to support the emotional, learning and special needs of new students is disseminated to teaching staff. This is done in advance of the student starting school.

The SENDCO attends Year 6 review meetings in order to prepare for SEND students entering the school.

In Year 11, the appropriate careers advice is offered by specialist school staff and from the Local Authority Children and Young People's Services in order to ensure that an appropriate post sixteen setting is found.

Specialist Equipment

Specialist equipment can be purchased to ensure SEND students are able to be fully included in all aspects of schooling. Examples of these are:

- i pads for research or language translation
- Fully equipped disabled kitchen area for wheelchair users
- Specialist equipment to enable firm grip for weak muscular problems
- Specialist chairs for use in the classroom

Support Planning

Schools will be advised on the appropriate support by working with:

- **Parents**
- **Teachers**
- **Outside agencies**
- **The Local Authority**

Referrals will be made, as appropriate, to relevant outside agencies such as the Educational Psychologist, School Nurse, Speech and Language Therapy, Autism team, CAMHS and Social Care agencies. Multi-agency meetings such as Team Around the Family are run in school as a way of supporting the whole family's needs.

Progress through outcomes is measured in a variety of ways within the existing procedures adopted in school. Improvements in a student's behaviour, attendance, academic progress and emotional well-being are assessed and reported to parents.

Parental Involvement

Parents are able to involve themselves in school activities in a variety of ways:

- Governing body
- Parents' forum
- Friends of Helsby (PTA)
- Consultation Evenings
- Celebration events

Further Contact Information

- **First point of contact – Year Leader**
- **Other contacts – Key Stage Leader, SENDCO, Departmental Leaders**
- **Concerns should be initially brought to the attention of the Year Leader**
- **For initial contact telephone the school on 01928 723551**
- **The SEND Coordinator is Mrs E Tobin**
- **Parent Partnership will support parents of SEND students and details can be found on Cheshire West and Chester website**
- **The Local Offer can be found on Cheshire West and Chester web site**
- **Normal complaints procedures can be followed by parents of SEND students and the policy is available on the school website.**

Year 7 Catch-Up Premium

The Year 7 catch-up premium is used by Helsby High School to deliver additional tuition or intensive support in small groups, giving pupils valuable strategies which will help them make progress.

The government has allocated a maximum of £500 in respect of each pupil who was at a maintained school in year 6 who had not attained level 4 in reading and/or mathematics.

At Helsby High School, catch-up funding in 2015-16 was £7,000

Allocation of Year 7 catch-up premium

- Department Leaders will be offering extra intervention and support in literacy and numeracy for Year 7 catch-up group, including.
- After school tuition and a breakfast club with teaching staff and members of the learning support team to improve numeracy skills.
- 1:1 literacy skills sessions with the Learning Resource Centre.
- The SENDCo and Deputy Headteacher will liaise closely with the Department Leaders of Maths and English and subject staff to support the progress of students who require catch-up.
- Focused intervention and In-class support for literacy and numeracy using Teaching Assistants.
- Nurture group will target literacy for Disadvantaged, below target SEND, Catch-Up and Pupil Premium students

Student Premium

In 2015/2016: Helsby High School received £146,795 for Student Premium Support; below is the allocation.

2015/2016 total income from Student Premium	£146,795
Expenditure Items	Cost
Small group intervention support KS3 & KS4	£10,136.88
Additional staffing Y9/Y10/Y11 core	£69,831.84
School counsellor	£10,640
Careers advice and guidance	£8,208
Learning Resource Centre	£24,609
Student support	£49,704
Total Expenditure	£180,904.52

In 2014/2015: Helsby High School received £136,140 for Student Premium Support; below is the allocation.

2014/2015 total income from Student Premium	£136,140
Expenditure Items	Cost
Small group intervention support KS3	£9,157.81
Small group intervention support KS4	£6,274.94
Additional staffing Y9/Y10/Y11 core	£63,695.79
Additional literacy and numeracy support	£7,774.80
School counsellor	£10,160
Careers advice and guidance	£8,041
Learning Resource Centre	£24,514
Student support	£49,028
Total Expenditure	£170,771.54

In 2013/2014: Helsby High School received £129,300 for Student Premium Support; below is the allocation.

2013/2014 total income from Student Premium	£129,300
Expenditure Items	Cost
Nurture group	£8,368.36
Small group intervention support	£12,742.73
Small group intervention support KS4	£10,179.44
Additional staffing Y10/Y11 core	£52,495.48
Family support worker	£10,000
School counsellor	£9,120
Careers advice and guidance	£8,100
NISAI online programme	£7,000
Additional staffing KS3	£1,937.62
Enrichment activities	£9,356.36
Total Expenditure	£129,300

In 2012/2013: Helsby High School received £81,750 for Student Premium Support; below is the allocation.

2012/2013 total income from Student Premium	£81,750
Expenditure items	Cost
Nurture Group	£8,368.36
Small Group Intervention and Support	£12,742.73
Additional staffing in KS4	£43,189.47
School Counsellor	£7,600
Family Support Worker	£10000

Careers advice and guidance	£8,100
Enrichment programme	£28,462.60
Total Expenditure	£92,763.16
Overspend	£11013.16

Impact of Student Premium Support funding

This support is monitored and led by a deputy head and the school's Special Educational Needs Co-ordinator (SENCO) to ensure that targeted support leads to the improved academic progress of students within this cohort. As a result of the student premium support and the initiatives in the school Development Plan, for narrowing the attainment gap, there has been a significant impact on the outcomes for these students.