



Community Special School

Teachers' Handbook

Appendix 5 of Curriculum, Teaching and Assessment Policy



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1) Key Policies

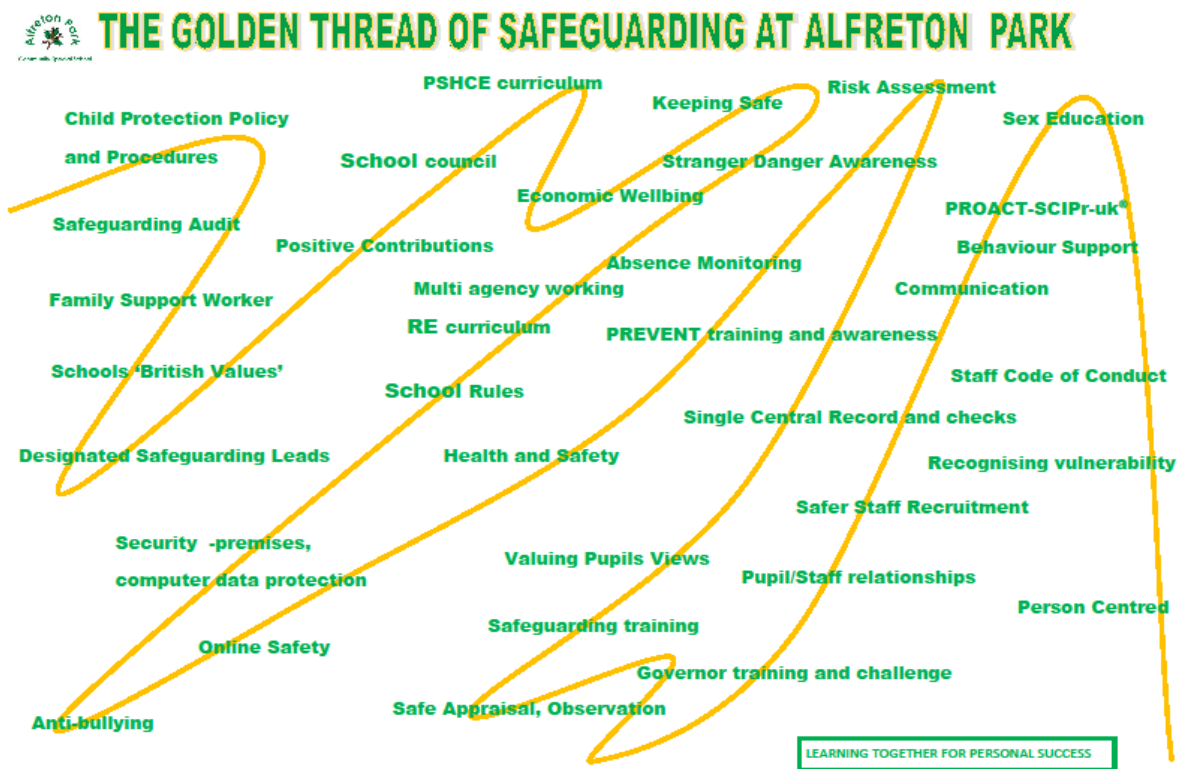
i. Introduction

All teachers at the school are expected to read and familiarise themselves with key policy documents, so that they are well informed about the school’s position and practices in relation to important aspects of our work. Key policies are reviewed and updated once a year by school governors, and the most recent editions are all published on the school’s website. Teacher’s are also able to access these documents via the shared network at school, and new teachers should read all of the policies listed in this section as a priority upon joining the school. The following policies are not listed in any particular order.

ii. Child Protection and Safeguarding Policy

Safeguarding and promoting the welfare of children is everyone’s responsibility. All staff at Alfreton Park form part of the wider safeguarding system for children and young people. We ensure that our approach is child-centred and consider, at all times, what is in the best interests of the child. Our Golden Thread of Safeguarding runs through everything we do.

Our Designated Safeguarding Leads (DSL) are Cheryl Smart (Head Teacher), Sharon Walker (Family Support Worker), Benjy Aarons-Richardson (Deputy Head), Marie Redfern (Assistant Head), Tracy Cross (Lead TA). Any safeguarding concerns should be raised with a member of the team as soon as possible (and where there is a suspicion of harm to a child, immediately) with one of the DSLs. All welfare and safeguarding concerns should be logged in our electronic system **MyConcern**. Please remember that all recording may need to be used as evidence at some point and should be well-written, clear and unambiguous. It is also a requirement that you read **Keeping Children Safe in Education Part 1**.



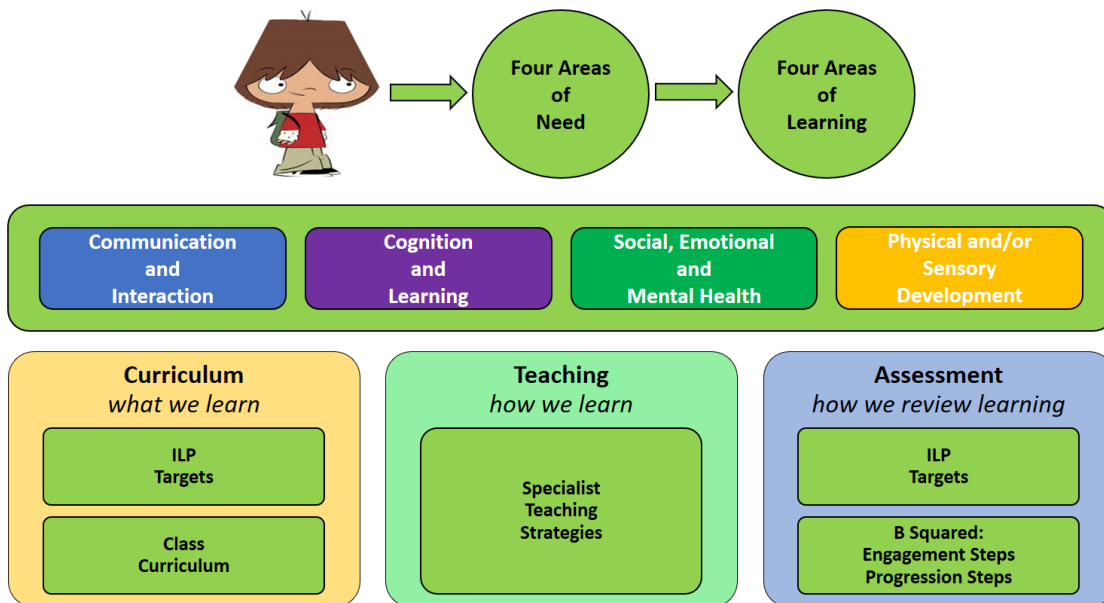
iii. Curriculum, Teaching and Assessment

Many schools have separate policies for these different aspects of education, but at Alfreton Park we draw curriculum, teaching and assessment together into one central policy. We believe these activities are all interconnected as part of the learning process, and we believe that education is most effective when a strong coherence exists between learning content (Curriculum – what we learn), teaching methods (how we learn) and assessment mechanisms (how we review learning).

Teachers need to develop a deep knowledge of this policy document and the appendices included with it, as this is where all the most important information about teaching at Alfreton Park can be found. We do not follow the National Curriculum, we do not administer SATs or other tests, and instead we have developed our own unique ‘pupil-centred learning model’. Each of our pupils have an Education, Health and Care Plan (EHCP), which sets out their needs, the outcomes sought for them and they help they should receive to enable them to make progress. These documents describe four broad areas of need, and these in turn become our four areas of learning at Alfreton Park, and the backbone of our curriculum structure.

The overall intent of our curriculum is that every pupil should gain the skills, knowledge and experiences they most need to grow in confidence and independence.

Alfreton Park Pupil-Centred Learning Model



iv. Positive Behaviour Support

At Alfreton Park we work hard to support our pupils to learn to regulate their emotions and manage their own behaviour. Behaviour is generally a form of communication and behaviour which challenges can take many forms. Our aim is to teach pupils more appropriate ways of getting the things they need.

All incidents of behaviour that challenge should be written up within 24 hours on our online system **Sleuth**.



If it necessary to restrain a pupil the least restrictive means should be used for the shortest amount of time. Restraint (including mechanical restraint such as holding a pupil on a backpack strap) should only be used as a last resort. All techniques used should be **PROACT-SCIPr**. Our internal trainers are Emma Durham (Sixth Form Lead), Cheryl Smart (Head Teacher), Katy Morley (Class Teacher) and Sam Butlin (TA), who can also provide ideas and support around managing complex behaviour. **PROACT-SCIPr** teach many strategies to support distraction, re-engagement and positive behaviour support, we also teach strategies to help staff protect themselves from physical attack by pupils.

v. Staff Code of Conduct

The School values and respects all members of the community. Colleagues are expected to work in co-operation and collaboration, within an ethos of mutual trust and confidence. All employees and volunteers must be committed to promoting the safety, welfare and interests of pupils as paramount. Staff are expected to place the wellbeing, development and progress of children/young people at the heart of their professional practice.

The public is entitled to expect the highest standards of conduct from all the School employees. To serve the School, you should implement its policies and perform your duties, with integrity, honesty, impartiality and objectivity.

The purpose of the **Code of Conduct** is to assist you in carrying out your job by making clear the standards of behaviour the School requires you to meet. It incorporates the existing laws, regulations and conditions of service you should be most aware of in your work for the School.

vi. Administering Medication

Our School Nurse is **Caroline Taylor-Trowbridge**, who is based in the office next to the Head Teacher's Office. She is the school lead for all issues relating to medical conditions and medication.

Please remember that any medication to be administered within School hours must have a current / updated / signed Medication Consent Form. Medications must have a medication label attached from GP/Pharmacy - Child's name, Medication name, amount of medication to be administered.

Medication Consent Form states *"School Staff will not give medication to a child unless this form is completed and signed. Information about medicines and doses must agree with the prescription and the medication label. It is essential that sufficient medicine is sent to the School. Each medicine must remain in the container it was supplied in, with the dispensing label attached. Any changes in medicines or doses must be notified and a new form completed"*

Please discourage Parents from requesting medications to be administered whilst at School - Antibiotics for 3 times a day can be given to child by Parents (1) when wakes up (2) when collected from school (3) before going to bed.

When it is essential that medication be administered during the school day, please ensure you follow policy – where possible it should be administered by the school nurse, if this is not possible two staff should be involved in checking the Medication Administration Record (MAR chart), checking the prescription label, dosage, expiry date, name and DOB. The MAR Chart should be signed by both members of staff.



vii. Communication

Many of our pupils need additional support with communication. We use a range of systems to support communication including Makaton signing, symbols to aid understanding, TaSSEls etc. Pupils may also have electronic communication aids. The new **Communication Policy** can be found in the Alfreton Park Teacher Induction Folder in the shared Resources folder. We buy in Speech and Language Therapy support from **Sarah Throup**, who is generally in school on Tuesdays. (From September this support will be provided in rotation by 3 Speech and Language Therapists). **Josie O'Donnell** is our Middle Leader with responsibility for Communication. **Tracy Cross** (Lead TA) fulfils a Speech and Language Therapy Support role.

viii. Anti-Bullying

Our **Anti-Bullying** Policy and a pupil-friendly Bullying Booklet can be found in the Alfreton Park Teacher Induction Folder in the shared Resources folder. Our Anti- Bullying Champion is Katie Turner (Middle Leader with responsibility for Social, Emotional and Mental Health). We are committed to providing a caring, friendly and safe environment for all of our pupils and staff to enable them to learn and work in a relaxed and secure environment. We promote an understanding that bullying is not acceptable, whilst understanding the difficulties our pupils may have in understanding social relationships. We take part in Anti-Bullying Week each year.

ix. Safe Use of the Internet

Our IT Manager is Richard Harris. He has an office opposite the sensory room. Please ensure that you read the school's **ICT policy**, which includes acceptable use of the internet and social media. You must sign to say that you have read it and agree to abide by it before access is enabled. Any laptop or desktop computers provided to you are the property of Alfreton Park Community Special School. This includes any content on the laptop. By using the laptop you are confirming that you have read and agreed to the **Acceptable Computer Usage Policy**. Please lock the machine when you leave it unattended, by pressing the Windows Key +L. Please ensure that pupils use the internet safely and teach online safety where appropriate. Our pupil friendly **Online Safety Booklet** can be found on the noticeboard in the hall and on the network.

x. Whistleblowing

Employees are often the first to realise that there is evidence of malpractice within the school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the School. Alfreton Park School has a commitment to high standards of openness, integrity and accountability, we expect that employees who have a reasonable belief that malpractice is taking place within the School come forward and voice those concerns internally. This may be an awareness of suspected irregularity, wrongdoing or a failure of standards. **The Confidential Reporting Code (Whistle Blowing Policy)** provides the means for employees to make such disclosures. The code provides employees with a procedure to make disclosures of irregularity or wrongdoing without fear of adverse treatment as a result. The School will not tolerate any harassment or victimisation of employees making disclosures (including informal pressures) and will act to protect employees when they make a disclosure in good faith. Speak to Cheryl Smart (Head Teacher) if you have concerns. If your concerns relate to the Head Teacher, advice can be sought from our Chair of Governors, John Glasby.



xi. Educational Off-Site Visits

Learning outside of the school environment is important for our pupils. The school is situated within walking distance of Alfreton Town Centre and all its amenities. We also have a school minibus and people carrier which can be used to transport pupils and staff further afield. For further guidance and advice please see **Marie Redfern (Assistant Head)** or **Katie Turner (Middle Leader)**.

In advance of your visit please complete an Off-Site Visit Proposal Form and provide this to Cheryl Smart (Head Teacher) for authorisation. Form can be found in the Alfreton Park Teacher Induction Folder in the shared resources drive. Visits should be written into **Evolve** in a timely manner, as part of the planning process as per instructions below:

- **Category 1 Visit**

- Classed as a local visit (so anything which you walk to or go on a regular basis)
- Must have yearly consent from parents (see Toyah Ridgeway Heads PA, for your class list)
- You do not need to complete an Evolve for these visits

- **Category 2 Visit**

- All visits when going on transport or on the school minibus
- You must complete an Evolve
- Must upload your generic visits risk assessment but adapt it to the place you are going to
- If you need to upload a specific risk assessment e.g. water margins or specific transport, then you need to complete a blank risk assessment, which can be found on Evolve under resources, guidance, policies and documents then risk assessments.
- No place specific or activity specific risk assessment needs to be uploaded e.g. high ropes at Lea Green or tropical butterfly house
- Plan B, this needs to be something which is discussed in class and can be uploaded to Evolve. In case of an emergency you need to have a plan B, e.g. if you are getting on the tram who is in charge of which pupils and which stop will you all be getting off at. Another example would be if you're going somewhere which has forecast rain for the day, where will you shelter? Do you have an alternative place which you can visit?
- You must have informed consent for the specific trip and this must be written consent.
- For Lea Green specific activities must be on the letter, e.g. team swing, low ropes, bikes.
- You must have a copy of incident/emergency cards in your going out bag.
- When completing the Evolve you do not have to take a qualified first aider with you (unless EYFS). Although the person you nominate must be told and feel competent to assist with any first aid.
- Your assistant lead must be involved with the planning of your trip and be able to takeover at any point during the day or beforehand if you are off sick.

- **Category 3 Visit**

- Trips including residential visits and adventurous activities
- All as a category 2 visit
- Qualified first aider must go on the trip
- All adults including volunteer or parents must have a DBS check



You will need to check whether the minibus/people carrier are available. If your visit spans over lunchtime please cancel your class dinners two weeks in advance. You will need a contact log from the office, so that you can contact school and/or parents in case of emergencies. All letters should go out from the office, please provide them with the information you need to go in the letter. All pupils must have a signed consent form in order to go on the trip. **Do not leave these until the last minute!**

Parents are encouraged to pay for trips using **ParentPay**. Sometimes it will be necessary to make a request for additional staff for your trip, please see Tracy Cross to arrange this. A written justification for the educational value of the trip must be provided to SLT in advance.

Please ensure you take all pupil medications required with you, check the first aid kit and make sure you have spare clothes, wipes, nappies etc for all pupils. **Participant Lists** provide emergency contact information for off-site visits. These can be generated on Integris.



2) Key Documents

i. Introduction

Class teachers are responsible for writing and updating a range of key documents relating to the pupils in their class. All of these documents should be stored electronically, and in some cases on **Integris**, and hard copies should only be printed, shared and displayed when necessary, and if this can be done without breaching GDPR guidelines. The following documents are not listed in any particular order.

ii. Personal Emergency Evacuation Plans

PEEPs stands for Personal Emergency Evacuation Plans. They provide information to support the pupils in the event of a fire or other evacuation and should be completed for each individual pupil. They are working documents which should be reviewed each year in the **first two weeks of September**, then updated regularly as things change for the pupil. In addition to PEEPs, teachers are responsible for working with Joe Harrison (Pool Manager) to develop **fire evacuation schedules** for their class when using the hydrotherapy pool.

Current PEEPs can be found on the shared Resources drive in a folder entitled PEEPs. Your new PEEPs should be saved to this folder in the relevant academic year folder. A copy of the blank pro-forma can also be found in the Alfreton Park Induction Folder in the Resources Folder on the shared drive. They should be easily accessible in your classroom to all staff in the event of an evacuation.

PEEPS will be checked regularly by the Assistant and Deputy Head Teachers.

iii. Pupil Profiles

Pupil Profiles describe the areas of strength and need for each pupil. They should be shared with new staff, supply staff and relevant volunteers. The template can be found in the shared Resources Folder Alfreton Park Teacher Induction Folder.

Pupil Profiles should be completed / reviewed in July each year to provide the most up to date information for new class teams as part of transition arrangements.

iv. Individual Learning Plans

Please refer to Appendix 1 of the Curriculum, Teaching and Assessment Policy for information about Individual Learning Plans (ILPs). These documents are updated once a term, and there are established systems in place for how and when this gets done. The Deputy Head Teacher administers the ILP system and will be able to provide support.

v. Positive Behaviour Support Plans

We have a team of **PROACT-SCIPr** trainers who can support you with devising plans. Positive Behaviour Support Plans should be reviewed three times per year as a standard but on-going as necessary. All pupils should have a positive behaviour support plan.



vi. Planning

Teachers must familiarise themselves with the concept of the 'class curriculum' at Alfreton Park. This is discussed in the Curriculum, Teaching and Assessment Policy, and in short it represents the idea that each class is effectively running its own curriculum at this school. There is a lot of freedom for teachers to be creative, but we also provide clear guidance and offer support to teachers as they design a specialised learning programme to suit the needs of the pupils in their class.

Planning is expected to take place at three levels; short-term (weekly and daily), medium-term (half-termly) and long-term (yearly), with appropriate levels of detail for each. Teachers are encouraged to complete planning in a way that will be most effective for them and for their class, and there are no agreed formats or template documents that must be used.

Expectations and guidance on planning can be found in Appendix 2 of the Curriculum, Teaching and Assessment Policy – Whole School Curriculum Map. The Weekly Timetable is a really important document, and it should be updated every half term. Senior leaders will routinely discuss aspects of planning with class teachers from time to time. Most significantly, weekly timetables and medium-term plans will generally be discussed each half-term.

vii. Education, Health and Care Plans

Each pupil at Alfreton Park School has an EHCP (Education Health and Care Plan), which can be found in their black file in the main office. This EHCP is reviewed each year and progress towards long term outcomes is discussed. A list of Annual Review dates is published by the office in July for the following academic year. It is the responsibility of teachers to make sure they have the dates for the pupils in their class. In advance of the Annual Review the following paperwork should be completed:

- **Report for Review** – This should detail progress towards the outcomes detailed in the plan for the previous year. Reports for review should be emailed to the office **4 weeks before the review** for checking. Reports should detail clearly the successes and developments of the pupil, but also their areas of challenge and need. These documents may be used in applications for additional funding etc.
- **Review of current ILP Targets** – this includes a review of progress towards previous targets, current targets and a provision map of support planned.
- **A pupil contribution** – This can take a variety of forms. Pupils may be able to contribute information about things they enjoy, this can be supported through pictures, symbols, video etc. Some pupils may be able to talk about their hopes and dreams for the future. Some examples are available in the shared drive Resources in the folder Annual Reviews.

Where possible pupils should attend their annual review meeting. The work they have done in advance of the meeting can then support their contribution in the meeting – they can stick photos, contributions to the relevant boards to save them writing or talking in the meeting if they don't want to.

Guidance for Annual Reviews can be found in the shared Resources drive in the Alfreton Park Teacher Induction Folder. Before the meeting teachers **must** edit a copy of the EHCP, which can be found in the pupil's black file in the main office, by writing on suggested amendments.



viii. Personal Care Plans

Personal Care Plans should be completed for pupils where appropriate in the first few weeks of September, then updated as necessary on an on-going basis.

Completed plans should be stored accessibly in a clearly labelled class folder in the changing/bathroom areas. Please note that volunteers and visiting students should not complete toileting routines with pupils. Toileting routines should only be completed by someone with a full successful DBS check.

Personal Care Routines should always be carried out with the dignity of the pupil in mind. Correct PPE should always be used and school hygiene procedures followed. Part of the teacher's role is to ensure that others always follow procedures

ix. Record of Achievement Folders

Classroom staff maintain a digital Record of Achievement Folder on the school network for each pupil. At least one high quality photograph or video of work from each curriculum area is added each term. This is a minimum of 24 pieces of multimedia evidence over the course of each year, which should cover a wide range of lessons and activities. These can be used at Annual Review and towards Annual Reports. See Marking and Feedback Policy.

x. Individual Learning Plan Folders

Details of current ILP and evidence of progress towards targets in each area of the curriculum. At least one piece of evidence per target per week, and two types of evidence over the course of each assessment window. See Marking and Feedback Policy.

xi. Pupil Progress Folders

Evidence of general progress in each area of the curriculum, beyond the narrow focus of the ILP. At least one piece of evidence from any curriculum area each week, aiming to build up a broad sample of general highlights and achievements over the course of each year. See Marking and Feedback Policy.



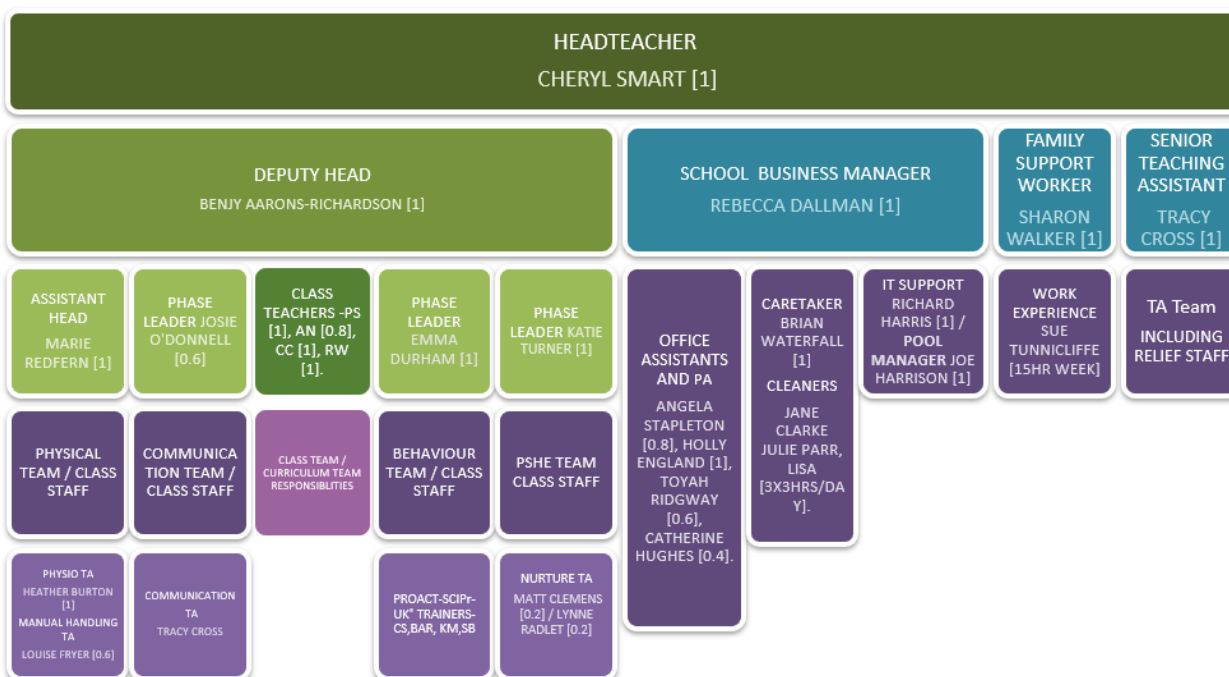
3) General Information

i. Introduction

In addition to the key policies and documents listed above, there is a range of other important information that all teachers at Alfreton Park should be aware of. Detailed below is a range of guidance on various aspects of school life, listed in no particular order.

ii. Staff Structure

Organogram of staff structure from April 2019:



iii. Governors

Our Governors are actively involved in school life. Each class has a Governor Buddy allocated to them, Governors come and listen to pupils read and support visits, learning walks etc when they can. Our **Chair of Governors is John Glasby**.

iv. Teacher Working Hours

- **Directed Time:** working hours are from 8.50am – 3.50pm, three days per week, plus a Class Meeting and a Teachers Meeting on the other two nights. It is the responsibility of the teacher to ensure that their classroom is ready for pupils to start work when they arrive at 9am.
- **Lunch Break:** is 45 minutes each day. There is an expectation that teachers are on duty for one half of the dinner time each day. It is the responsibility of class teachers to organise and communicate dinner time rotas for TAs in their groups. Midday Supervisors may be allocated to class groups. The teacher is responsible for organising which pupils they should support. Staff may go off site during their break, but must ensure that they sign out and back in again for safety reasons.



- Morning Break: all TAs and teachers are allowed 15 minutes paid break during the course of the morning. Teachers should organise and communicate a rota for breaks which meets the needs of their class group. This will need to be flexible on a daily basis.
- Whole School Briefing: takes place every day at 8.50am in the hall. All staff are expected to attend. This is a quick daily opportunity to share important information, and it is an important part of the ethos of the school that we all begin the day together as part of the same team.
- Teachers Meeting: takes place every Tuesday from 3.45pm – 4.50pm. Some meetings will have training agendas and others be organisational. Please ensure that you arrive promptly to all meetings. Teachers may be asked to lead items/sessions within the meetings under the direction of the Deputy Head. Notes from Teachers Meeting should be shared with class teams via the Green A4 Class Notes Books.
- Class Meetings: should take place on a weekly basis. These are vital to ensure contribution to and consistency of behaviour support, planning, organisational issues, general class discussion, making resources etc. Teachers are responsible collaborating with TAs to find a suitable day for their meetings to ensure that all TAs are able to attend. They should not take place on Tuesdays. Teachers are responsible for deciding how to use this time most effectively and they should provide an agenda or plan for each meeting.
- Whole School Meetings: take place approximately once per half term. They take place on a Wednesday after school from 3.50pm – 5.00pm. There will be no class meeting on the week of a whole school meeting.
- Parents Evenings: take place once per year in the Autumn Term. You will be expected to stay until 6pm. A pack is produced centrally with standard letters send out to your class to arrange appointments. TAs also stay for these meetings. The teacher and key worker should meet with each parent and discuss progress, ILPs etc. Parents can also meet with other TAs in the classroom to look at pupils work, displays etc

v. Support Staff Hours

TAs work different hours from teachers. They are expected to set their usual weekly hours with Tracy Cross. Discuss with your TAs what their weekly working hours are in order to inform your class meetings and job lists. It may be possible for TAs to request occasional changes to their hours before and after pupil arrival to attend appointments etc. It is up to the teacher to keep track of this and make sure they complete their hours in this situation. Some TA hours may be completed before after the teacher is in school, please ensure your job lists take this into account and provide enough information about tasks for them to complete, both regular weekly jobs and others that crop up.

It is the teacher's responsibility to direct TA activities on a daily basis and ensure that their valuable skills are used wisely.



vi. Ill Health and Absence

If you are going to be absent from school due to ill-health it is important that you ring the office before 7.45am to inform us. The answering machine will be on overnight, so messages can be left earlier than this. You are able to self-certify for 5 working days and then require a doctor's note after that. It is important that you ring school each day, unless you have been signed off by the doctor, in which case we need a copy of your sick note. Absence is monitored and managed by our office staff.

vii. Pupil arrival and departure

The majority of pupils are transported to and from school by SEN transport. Buses and taxis arrive and wait in the turning circle and bottom carpark. A member of the leadership team will generally be on taxi duty from 8.55am and 3.25pm. Please refer any issues to the member of SLT on duty

Teachers should ensure that their pupils are collected from and taken to their transport *promptly* by their class team. Where possible also support pupils who may not be in your class. All staff going out on taxi duty must wear our high viz vests, this is for safeguarding purposes. Messages to parents/carers should be written in home/school books not passed via the driver/escort. Avoid talking about pupils in front of people who are around at any time, this includes taxi/bus drivers, escorts, parents etc.

Some pupils are brought to school by parents/carers. Parents are able to enter the school building from 8.50am and 3.25pm. They are requested to not spend too much time talking with class staff at these transition times, but to make an appointment where there are matters to discuss.

If you get a message that one of your pupils is ill or they home part way through the day, please make sure you inform the office. Whilst it is the parent/carers responsibility to inform SEN Transport if pupils have gone home early, please be aware that they may forget and ensure that you pass a basic message to the transport (i.e. just that the pupil has gone home without giving reasons).

viii. After School Club/ After School Sports Club

All pupils have the opportunity to attend After School Club (Tuesday 3.30 – 5pm) and After School Sports Club (Wednesday 3.30 – 4.30pm). There is a charge to parents for these and they hold responsibility for ensuring that taxis are informed and pupils are collected from school. After School Club is led by Denise Scrimshire (TA), and all TAs support the club on a rota basis.

ix. Registers

Registers are a legal document which are completed on RM Integris using class computers or iPads. They must be completed by 9.15 each morning and 1.30 each afternoon. If parents have phoned school to alert us to an absence, the office will have made a note in your register, please check this on your arrival at school each day. If a pupil is absent and parents/carers have not informed us of the reason, the absence should be marked as 'unauthorised'. Specific codes indicate pupil attendance/absence etc. These can be obtained from the office (Holly England), who can also support any issues. If a pupil arrives after 9.30am, please mark them as late. If for any reason you are not able to complete your register, please inform the office ASAP. If a pupil leaves school before the scheduled end of the day (due to ill-health or appointments etc), please update your register on RM Integris and inform the office. Though it is the responsibility of parents to inform SEN transport if a pupil has left early, please aim to check that transport know when doing taxi duty at the end of the day.



x. Email and Calendars

You will be provided with a school email address when you start. There are emails groups such as teachers, all staff etc. Please make sure you check your emails regularly as it is an important means of communicating information each day. Within the email programme is a Calendar and you may be sent calendar invites to meetings etc. The whole school and minibuss calendars are also stored here. Please check them regularly.

xi. Communication with Parents

The majority of our pupils arrive at school on SEN transport. This means that our daily contact with parents/carers is limited. In addition our pupils are often not able to talk with their parents/carers about the things they have done in the school day. Systems of communication with parents/carers are therefore vital to maintaining relationships.

Home/School Diaries: Our home/school books are pre-printed. They contain alternate pages for home and school to complete to share information about the pupils' day/evening. Please ensure that books are completed each day. Some parents may have other specific requirements including food diaries, epilepsy diaries etc. The home/school book has a suitable place to encourage visiting professionals to communicate with parents. Messages from parents which provide information about attendance/holiday requests etc, should be shared with the office.

Phone Calls: Parent contact information can be found on RM Integris. Please log any additional contact with parents using **Parent Contact logs**, which should be completed carefully with relevant detail and provided to Cheryl Smart (Head Teacher) for checking and filing.

Weekly Newsletter: The weekly newsletter is sent out centrally from the office. Please support this by sending content to the office by Thursday each week. Also include any diary information

Letters: All letters to parents (re school trips, classroom information etc) should be generated centrally and sent by the office. You may be required to provide clear information about what you need to go into the letter if it is not a standard communication.

Facebook: Alfreton Park Community Special School has its own Facebook page aimed at celebrating events and achievements, which is administered by our middle leaders (Marie Redfern, Katie Turner, Josie O'Donnell and Emma Durham who is currently on maternity leave). **Only pupils whose parents/carers have given permission should be included in Facebook posts.** Please send them regular updates from your class including photos and short paragraphs of text. Do not include pupils' names

Parent Hub: Is a free App that helps parents keep up to date with what's going on at school. They can receive messages, pictures, document and newsletters. Please see Holly in the office for more information.

xii. Snack Money and Trip Money

We encourage parents to pay for trips and visits through **Parent Pay** (please see office staff).



xiii. School Dinners

School dinners are made on-site. For pupils who have school dinners, dinner money is generally collected electronically via parent pay (please see the office for more information). School Dinners for staff cost £2.82 per day. If you want a school dinner, please ensure that you book it with the office and pay for each meal before 9.30am.

xiv. Personal Care

Personal Care routines should always be carried out with the dignity of the pupil in mind. Correct PPE should always be used and school hygiene procedures followed. It is part of your role as a teacher to ensure that others also follow procedures. Volunteers and visiting students should not support pupils with toileting.

xv. Assemblies

Assemblies take place on Mondays and Fridays. The Assistant Head will provide a timetable and rota of assemblies each term. Each teacher will take a turn on the rota to plan and lead assemblies.

xvi. Visiting Professionals

Our pupils often have additional professionals who may come to see them in school. Please encourage them to write in the home/school book to inform parents that they have been in to see their child and the actions they have taken if they do not have their own pro-forma.

xvii. Speech and Language Therapy

Many of our pupils have difficulties with their communication skills and this is one of our priority areas for learning. We buy in Speech and Language Therapy support from Sarah Throup, who is generally in school each Tuesday. Tracy Cross supports Sarah in her role as Speech and Language Therapy Assistant Tracy supports pupils and staff with communication devices, assessment and direct support.

xviii. Physiotherapy Support

Many of our pupils have issues with mobility and some require specialist equipment to support their mobility. We have regular input and support from NHS physio Penny Chambers, who is often in school and who attends as many Annual Reviews as she is able to. We have a full-time Physio Assistant, Heather Burton, who supports the work Penny carries out. Heather works directly with pupils providing support for physio programmes, specialist equipment etc. Heather has an office in the building of the Hydrotherapy Pool.

xix. Hydrotherapy Pool

The Hydrotherapy Pool is situated between the main school building and Sixth Form. Sessions are timetabled by SLT for groups and individuals to access the pool. Our Pool Manager, Joe Harrison has an office in the Hydro pool building. Some classes have an additional pool session which is curriculum based. Please see Marie Redfern (Assistant Head Teacher) for more information.

The pool is used by external groups over the lunch-time period and after school, but is available for bookings each holiday, please see Joe for details/prices etc.



xx. GDPR

We have developed a new privacy policy in-line with GDPR (General Data Protection Regulation), which came into force on 25th May 2018.

Please be aware of what information is on view in your class room. As a basic principle, information can have either a photo or a name/initials but not both. All documentation which includes personal details should be kept locked away. Please always check for permissions before using photos of pupils. If you need more information please see Rebecca Dallman (School Business Manager).

xxi. Performance Management

Performance for all staff is reviewed using an online system called **BlueWaveSwift**. The Headteacher will have uploaded you to the system. All default passwords are *blue*, please go into the system and set your own password to keep your information secure from others.

Career Stage Expectations are loaded for teachers and we expect you to assess yourself against your current career stage, providing uploaded evidence where possible to support your performance reviews.

Once targets have been set with you, please update your progress towards them in the system regularly.

Mentoring – is available to new teachers, which is valuable for the professional development of experienced teachers to support and develop others

Teachers not meeting the responsibilities of the role will be offered support and mentoring from a colleague, this may include the introduction of a support plan.

xxii. Lesson Observations

Formal lesson observations are carried out three times per year. A focus for each observation will be set in advance by the Leadership Team. Lesson observations are written up into **BlueWaveSwift**. You are expected to login and reflect on your own lessons as well as sign of reviews. Learning Walks also take place once every half term, and these shorter visits to your class from SLT and governors do not count towards performance management.

xxiii. Continuing Professional Development

We offer a range of opportunities for CPD that do not rely solely on attending training courses. This includes in-house training at Teacher/Whole School Meetings, INSET days; online training; opportunities to learn from colleagues through observation and mentoring; etc

All CPD opportunities should be evaluated in your **BlueWaveSwift** profile. When external training courses are attended you will be expected to feedback and share your learning with other staff. You may be asked to lead training sessions for small groups or the whole school.

xxiv. Healthy Schools

We are a Healthy School and our Healthy School Champion is Katie Turner. Katie has provided guidance around healthy eating, which suggests appropriate foods for snack tie. Please avoid foods that have a higher sugar content.



xxv. School Council

Our School Council are actively involved in making decisions about their school. **Katie Turner**, (Middle Leader with responsibility for Social, Emotional and Mental Health), leads on the School Council.

xxvi. Damage and Repairs

Please report any breakages or damages to the building and surroundings to Rebecca Dallman (School Business Manager), who will arrange review and repair as soon as she is able.

xxvii. Leading your Class Team

Leading a class team can be a challenging aspect of the role of class teacher at any special school. Lead by example with regard to organisation and tidiness, but remember that you can provide lists of jobs that need to be done by your TAs each day.

Some teachers operate a key worker system within the class, sharing out responsibilities for parent contact etc amongst the team.

