



ADMISSION INFORMATION Key Stage 1/2/3



2016 - 2017





INDEX

Index	3
Welcome to The Key Stage1 / 2 and 3 Education Department	4
Entitlement Statement for Key stage 2 / 3	5
Contact details	6
School Leadership Team	6
School hours	6
Travel arrangements	7
Visits to St Joseph's	7
Term dates	8
Absence	9
Home / School Link file	9
Class Organisation	9
Daily timetable Arrangements	10
Learner Inclusion and Achievement Meeting	11
Annual Reviews	11
Home School Agreement	12
Responsible use of Technology	14
Curriculum	17
Clothing list	22
Policies of the School Governors	22
Privacy Notice – Data Protection Act 1998	24
Fundraising	25
Therapies	26
Medical team	26



Welcome to The Key Stage1 / 2 and 3 Education Department

This information booklet is intended to act as an initial source of information to you and your family in the early stages of your daughter's or son's career at St. Joseph's. It will also be useful for future reference, as much of the information contained will not alter significantly. You will receive updates and extra information as the terms progress.

Please complete the enclosed consent forms and return them to the School Office prior to your child's start date. Sections that you should pay particular attention to in the immediate future are dates and start times for the year, telephone numbers, clothing lists etc. Other sections will provide specific information on various aspects of school life.

We believe that all of our learners make significant progress in their time with us, and those who often make the biggest steps forward are those whose families enjoy working in partnership with us while supporting their Learner's work. We always welcome regular communication from parents through the LINK file and also by phone. In addition to this, individual curriculum targets give an overview of the main areas to be covered. These are sent to you at the beginning of the seven week block of learning, teaching and assessment. At the end of the Week 7 assessment period the information will be evaluated and sent home to you.

You are, of course, always invited to the Annual Review and three Individual Learner and Achievement meetings every year, along with workshop sessions, mass / liturgy and sports day.

Finally, we wish you and your daughter or son every success over the coming years, and hope that each Learner will have their needs met and be able to develop their full potential during their stay with us.

Key Stage1 / 2 and 3 Team





Entitlement Statement for Key stages 2/3 *



As a young person you are entitled to expect that:




   
At St Joseph's staff will help you :-




1. Choose.


2. To be confident.


3. To make friends.

 
4. Learn about the world you live in.

  
5. Know change is ok.

 
6. To ask for help.

*Learners who are in key Stage 1 will have a specially adapted curriculum designed around their specific needs.



Contact Details

St Joseph's Specialist School & College
Amlets Lane
Cranleigh
Surrey
GU6 7DH

School telephone Number: 01483 272449
School Fax No: 01483 276003
School Email: office@st-josephscranleigh.surrey.sch.uk

School Leadership Team

Executive Principal	Annie Sutton
Assistant Principal	Dawn Phillips
Head of Education	Simon Jaggard
Head of Therapies	Karen May
Director of Residential Services	Alan Day
Director of Business Services	Sue Collins
Head of Facilities & Capital Projects	Carol Davey
Head of Care	Jay Shekleton

School Hours

Monday	9.30am – 3.30pm
Tuesday – Thursday	8.50am – 3.30pm
Friday	8.50am – 2.15pm



Travel Arrangements

Learners should return to school between 10.15am and 10.30am on the first day of each half term.

At the end of each half term learners should be collected at 1.00pm.

On Monday morning the school day begins at 9.30am and on Friday afternoon finishes at 2.15pm. At all other times, the Key Stage 4 / 5 education day starts at 8.50am and finishes at 3.30pm.

We aim to provide a structure in which our learners can feel secure and perform in a business-like manner; time-tables are part of this approach. The beginning and end of terms are very important times in this respect; for instance, learner morale can be very badly affected by being picked up late at the end of term. The information given to you regarding the beginning and end of term will be clear and specific, though it may alter from term to term. Please be sure to read carefully all such information and be punctual.

Visits to St Joseph's

We welcome and encourage visits by families and we hope that you will always feel able to view the work of the Key Stage 4 / 5 department, and occasionally to see first hand how your daughter or son is performing. We also hope that you will feel able to arrange a consultation with any member of staff on any issue connected with a learner's activities or performance. Both of the above can be easily arranged by telephoning the main office.

It is **essential** that **all** persons, including family members, entering the school site during teaching hours report initially to Reception. Anyone wishing to visit the school site or the house off site during residential periods **must** inform residential staff in advance.



Holiday List 2016 – 2017

The school operates a traditional three term year with holidays at Christmas, Easter and in the Summer. In addition there are breaks of one week in the middle of each term and eight days are set aside annually for the school staff's continuing professional development programme.

The timing of holidays in broadly in line with Surrey County Council Schools

AUTUMN TERM 2016

Tuesday 6th September	First Day of Term (NB Learners should return between 10.15am - 10.30am)
Friday 21 st October	End of half term (finish at 1.00 pm)*
Wednesday 2nd November	Return to school (NB Learners should return between 10.15am - 10.30am)
Wednesday 21 st December	Last day of term (finish at 1.00 pm)*

SPRING TERM 2017

Wednesday 4th January	First day of term (NB Learners should return between 10.15am - 10.30am)
Friday 10 th February	End of half term (finish at 1.00 pm)*
Wednesday 22nd February	Return to school (NB Learners should return between 10.15am - 10.30am)
Thursday 30 th March	Last day of term (finish at 1.00 pm)*

SUMMER TERM 2017

Wednesday 19th April	First day of term (NB Learners should return between 10.15am - 10.30am)
Monday 1st May	Bank Holiday – school closed
Friday 26 th May	End of half term (finish at 1.00 pm)*
Monday 5th June	Return to school (NB Learners should return between 10.15am - 10.30am)
Friday 21 st July	Last day of term (finish at 1.00 pm)*

Continuing Professional Development Days

Thursday 1st, Friday 2nd and Monday 5th September 2016

Monday 31st October & Tuesday 1st November 2016

Monday 20th and Tuesday 21st February 2017

Tuesday 18th April 2017

***It is possible in special circumstances to arrange for learners to be collected during the evening before the final day of term or half term.**



Absence

Unexpected absence due to illness etc. should be reported to the main office before 10.00 am on the first day of absence. Any planned absence for holidays or family occasions etc. should be requested on the appropriate form available from the school office.

Home / School Link File

Learners will be given an A5 file which is divided into two sections.

Section One: Curriculum and Residential targets which the learners are working towards.

Section Two: To be used as a diary for you to give us useful information and for us to give you information about your son's / daughter's progress. Often this will give you suggestions as to how you can help your son / daughter achieve his / her targets. The file should be taken home each time the learner goes home and brought back to school on their return.

The department keeps all completed home books as part of the school record keeping procedure.

Class Organisation

Our department caters for learners from age five to eleven in Key Stage 1/2 and from eleven to fourteen in Key Stage 3. We organise our classes to accommodate each year group together as much as possible when numbers allow. We do also consider elements such as numbers of girls / boys in each class and will sometimes group according to ability. Due to these criteria, our numbers also vary from class to class, ranging from four to seven according to the needs of the particular class group.

Class teachers organise their own class routines with support from Teaching Assistants (TAs). Sometimes the TAs are also named as one to one support for particular learners. However, we choose to run our department with flexibility relating to the quantity of time any one adult spends with any one Learner. This is to avoid too great a dependency forming for any one member of staff. Where the continuity of routine is particularly important for a Learner, the member of staff will spend a high proportion of their week with them. You will be allocated an education link worker who is also your son's / daughter's 'reading champion'.



Daily Timetable Arrangements

The School day starts for everyone at 8.50 am and finishes at 3.30 pm. Apart from this the Key Stage 1/2/3 and Key Stage 4/5 departments run a different timetable throughout the day.

Please note that on a Monday morning the school day starts at 09.30am and on Friday afternoon the school finish time is 2.15pm. This time will be used for staff planning to ensure that we continue to meet the needs of all our learners.

Literacy and Numeracy lessons are from 9.30am -10.30am each day.

A twice daily aerobic exercise routine is carried out by each class for 20 minutes. This is timetabled for the beginning of the morning and start of the afternoon across all key stages.

Morning break is for fifteen minutes between 10.30 am and 10.45 am. This is then followed by a 15 minute PSHCE focused drink and snack time.

Lunch time is at 12 noon when all Key Stage 1/2/3 learners have an excellent school dinner cooked on the premises. Learners who require help with lunch routines sit on a staff supervised table.

The learners then have half an hour to play from 12.30 pm until 1.00 pm before registration, exercise and afternoon lessons. At the end of the day staff will escort learners to taxis to go home or to care staff to go back to their residential groups at 3.30 pm.

Feedback on events of the day are given verbally and / or are written up in the home / school Link File for families.

Circle time is part of our class routine; we have a singing assembly on Wednesday afternoons and an achievement assembly on Fridays.



Learner Inclusion and Achievement Meeting (LIAM)

All learners at St Joseph's will have a LIAM meeting every term. LIAM's include their individual education plan targets and their social inclusion plan as well as setting out the individual needs and support of the learner.

The LIAM plan focuses on four areas which are: flexibility of thought, communication, social interaction and sensory issues. The areas covered will vary according to the learner's individual needs and tie into the statement of Special Education Needs.

The targets are drawn up by a team comprising the class teacher, therapists, parents / carers and link residential care worker. Learners are also invited to attend. Targets are referred to throughout the school day, as appropriate. Residential learners continue to work towards these targets in the care setting, in addition to their residential targets.

The targets are reviewed at the next meeting in the following term, when progress is assessed and recorded and new targets are set.

Annual Reviews

All learners are part of the statutory Annual Review of Statements procedure as

All learners are part of the statutory Annual Review of Statements procedure as defined by the 1993 Education Act. We attempt to give learners and families, maximum opportunity to have a worthwhile input into this process by closely linking report writing, consultation of parents and guardians and the actual review meeting in an order which gives proper time for reflection and thought. The process is:

1. Key Stage 1/2/3 team, Residential Care Team (if appropriate) family and learner are requested to submit reports
2. Reports are published and circulated to the Key Stage 1/2/3 team, family, LA representatives, social services departments, and are also discussed with the learner
3. The content of the report may be discussed with the Key Stage 1/2/3 team at the Annual Review meeting or through individual appointments made at the family's request with the class teacher
4. The Annual Review takes place when Key Stage 1/2/3 team, family, representatives of the local authority, careers service etc. are invited to attend
5. Communication is also encouraged through the home / school book and by phone whenever relevant.



Home / School Agreement

The Home / School Agreement may be something with which you are already familiar if you have other children. It is a national initiative which is designed to formalise the relationship between school, family and child. It informs you of the school's commitment to you and your child.

1. What is a Home / School Agreement?

A home / school agreement will explain the aims and values of your child's school. It will spell out the responsibilities of the school and your responsibilities, and what the school expects of their learners.

2. Why are Home / School Agreements important?

Learners achieve more when schools and families work together. Home / school agreements will help you to work with your child's school. Your support and encouragement are very important if your child is to make the most of school.

The school will:

- contact you if there is a problem with attendance, punctuality, uniform or equipment
- let you know about any concerns or problems that affect your child's work or behaviour and immediately on suspicion of any form of bullying
- send Curriculum Targets termly
- clearly identify termly Residential Targets (if appropriate)
- send you Annual Review reports for discussion at Annual Review meetings
- arrange Consultation Meetings and an Annual Review Meeting during which progress will be discussed
- keep you informed about School activities through regular newsletters, notices about special events and leaflets advising families about school policies and guidelines
- endeavour to keep families informed of any changes in the school routine
- endeavour to provide a safe, caring environment, free from all prejudice
- deal with any family concerns and complaints promptly and effectively within three working days
- provide an opportunity, at least annually, for you to express your views about the school and have those views listened to
- will ensure that Learner Inclusion and Achievement Meetings (LIAMs) are in place for each learner
- have clear aims and learning objectives for all learners
- through the nursing staff, we will contact families with any medical concerns regarding the learner and liaise with all medical services if required
- liaise with all agencies involved with your child i.e. Social Services, Health, Education, Careers, Educational Psychological Service



- give the best opportunities to leave St. Joseph's with a wide range of skills, and independence, to the maximum of each learner's ability.

3. Homework

If school staff believe it would be beneficial for the learner to do homework or follow specific instructions at home, it will outline to the families how they can work collaboratively with the school to bring this about. Families have the right to decline this assistance.

4. Home visits

If families request a home visit, the school will arrange for this to occur at a reasonable time.

The Families will try to:

- see that my / our child attends school regularly, on time, in uniform / appropriately dressed and properly equipped
- let the school know about any concerns or problems that might affect my / our child's work or behaviour
- support the School Policies and Guidelines for behaviour
- support my / our child with homework and other opportunities for home learning
- attend and contribute towards Annual Reviews, Consultation Evenings and discussions about my / our child's progress
- get to know about my / our child's life at School and take an active part in it
- keep regular contact with my / our child throughout the week, by telephone if residential
- read all communications from the school and reply when necessary
- communicate, either by phone or written in the Home / School Book, all information, especially medical information regarding my / our child
- talk to the school about our own aims for our child, both in the school and residentially
- work with our child on agreed targets.

The Home / School Agreement is enclosed for you to sign. We would be pleased if you would explain it to your child, and then return it to the school. You will notice that the language used for your child is simple and has symbols to help them understand.



Internet - Acceptable Use Policy

Outline

Networked resources, including Internet and E-mail access, are potentially available to learners and to all teaching, non-teaching and office staff in the school.

All users must follow the guidelines in the policy.

1. Any **learner** who does not follow the guidelines may lose the right to use the networked resources and to access the Internet. Any breach of the conditions will also be considered a disciplinary matter.
2. Any breach of the conditions of the policy by a **member of staff** may lead to withdrawal of the user's access and in some instances could lead to criminal prosecution. Any breach of the conditions will also be considered a disciplinary matter.

These networked resources are intended for educational purposes and may only be used for legal activities consistent with the rules of the school.

Any expression of a personal view about the school matters in any electronic form of communication must be endorsed to that effect.

Any use of the network that would bring the name of the school into disrepute is not allowed.

The school expects that staff will use new technologies as appropriate within the curriculum and that staff will provide guidance and instruction to learners in the use of such resources.

Independent learner use of the Internet or the school's intranet is not allowed. Access for learners will be for educational purposes only and under adult direction.

All computer systems will be regularly monitored to ensure that they are being used in a responsible fashion. By means of regular independent auditing.

Guidelines for Use

Personal Responsibility

Access to the networked resources is a privilege, not a right. Users are responsible for their behaviour and communications. Staff and learners will be expected to use the resources for the purposes for which they are made available. Users will accept personal responsibility for reporting any misuse of the network to senior staff.



Acceptable Use

Users are expected to utilise the network systems in a responsible manner. It is not possible to set hard and fast rules about what is and what is not acceptable but the following list provides some guidelines on the matter:

Unacceptable Use:

- Accessing or creating, transmitting, displaying or publishing any material (e.g. images, sounds or data) which is likely to cause offence, inconvenience or needless anxiety
- Accessing or creating, transmitting or publishing any defamatory material
- Receiving, sending or publishing material that violates copyright laws or Data Protection Acts
- Transmitting unsolicited material to other users (including those on other networks)
- Unauthorised access to data and resources on the school network system or other systems
- User action that would cause corruption or destruction of other users' data, or violate the privacy of other users, or intentionally waste time or resources on the network or elsewhere.

Additional guidelines:

- Users must comply with the acceptable use policy of any other networks that they access
- Users must not download software without approval from the ICT co-ordinator.

Network Etiquette and Privacy

Users are expected to abide by the rules of network etiquette. These rules include, but are not limited to, the following:

- **Be polite** – never send or encourage others to send abusive messages.
- **Use appropriate language** – users should remember that they are representatives of the school on a global public system. Illegal activities of any kind are strictly forbidden
- **Privacy – do not reveal any personal information** (e.g. home address, telephone number) about yourself or other users. Do not trespass into other users files or folders
- **Password – do not reveal your password to anyone.** If you think someone has learned your password then contact the ICT co-ordinator
- **Electronic mail** – is not guaranteed to be private. Messages relating to or in support of illegal activities will be reported to the authorities. Do not send anonymous messages. Do not use personal e-mail accounts of any kind (hotmail etc). You will be given an e-mail account for school use



- **Disruptions** – do not use the network in any way that would disrupt use of the network by others
- **Other considerations** – be brief in your notes, cite references for any facts you present.

Services

There will be no warranties of any kind, whether expressed or implied, for the network service offered by the school. The school will not be responsible for any damages suffered while on the system. These damages include loss of data as a result of delays, non-deliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the network is at your own risk.

Security

Users are expected to inform the ICT Leader or ICT Manager immediately a security problem is identified. Do not demonstrate this problem to other users. Users must login with their own user id and password, where applicable, and must not share this information with other users. Users identified as a security risk will be denied access to the network.

Wilful Damage

Any malicious attempt to harm or destroy any equipment or data of another user or network connected to the school system will result in loss of access, disciplinary action and, if appropriate, legal referral. This includes the creation or uploading of computer viruses. The use of software from unauthorised sources is prohibited.

Media Publications

Named images of learners' must not be published (e.g. photographs, videos, TV presentations, web pages etc.). Learners work will **only** be published (e.g. photographs, videos, TV presentations, web pages etc) if parental consent has been given.

Please sign the enclosed form with regard to your child's internet usage and return to the school



CURRICULUM INFORMATION

The Key Stage One Curriculum

Our Key Stage 1 class provides a secure child friendly learning environment enabling learners to develop their learning through play. Our focus is to develop a broad range of skills in the areas of communication, physical development and social interaction to provide the foundations for good future progress through the school. We use some early years ideas and the International Primary Curriculum as the basis for our timetable.

The Key Stage Two Curriculum

The primary class provides a secure and nurturing environment in which our learners can start to develop the skills they need.

The school follows the International Primary Curriculum. This creative topic based curriculum provides active and engaging learning opportunities. The progressive learning links within each unit enables the learner to make connections within the separate subject areas.

There are discrete Literacy and Numeracy lessons at the beginning of each school day but all other subjects with the exception of Modern Foreign Languages and PE are covered through the IPC units which also ensure coverage of The National Curriculum.

Underpinning all our work is our commitment to our foundation, and the **RE** scheme 'Here I Am', together with the **Every Child Matters** and **SEAL PSHCEE** programmes ensure that our learners have full access to their entitlement.





English

All learners have a personalised Programme of Study to enable them to make progress in Speaking and Listening, Reading and Writing, in accordance with the Primary Literacy Strategy, modified to meet their needs. Ongoing P level / NC level assessments monitor learner progress and inform next-step planning.

A considerable amount of English is covered in our IPC units, where a range of books are used to support the topic theme, these also incorporate a range of genres, for example, stories, poetry and non-fiction texts. Learners are introduced to a variety of writing styles, including lists, diary writing, letters and descriptions.

Drama is an important element of the English programme, and is also incorporated into many other curriculum areas. In addition, learners are encouraged to take part in role play activities, performance and audience participation with visiting storytellers and theatre groups.

Mathematics

All learners have a personalised Programme of Study to enable them to make progress in the four components of the Numeracy programme – Number, Shape, Space and Measure, Using and Applying and Data Handling.

The National Strategy has been modified to meet the learners' needs. Further opportunities to practise skills are planned into IPC units to build on key skills and to contextualise the learning. Practical skills and application form an essential part of our work and learners begin to apply their learning to everyday situations for example on community visits. Progress is monitored and recorded in ongoing P level / NC level assessments.





Science

Science is delivered through the IPC units. A thematic approach is adopted for the delivery of the modified Science curriculum. The four components of the Science curriculum are Scientific Enquiry, Life Processes and Living Things, Materials and their Properties and Physical Processes. The majority of activities are of a practical nature and learners are encouraged to ask questions and make predictions about outcomes. Ongoing P level / NC level assessments indicate the progress made.



PSHCE and Careers Education Guidance

Personal, Social, Health, Citizenship, Economic Education is the foundation for all effective learning. Considerable emphasis is placed on building positive relationships, taking responsibility for their own actions, developing an awareness and understanding of self and others, learning appropriate social skills and recognising emotions.

PSHCE teaches essential skills which are transferred to all situations and enable learners to understand the impact of their own actions on the world around them. The reproductive aspects of PSHCE are covered in Science and sensitive issues are taught to meet individual needs by staff who know and understand the young people. We adhere to the Catholic Faith document which emphasises family patterns, values and relationships.

Careers Education Guidance introduces the learners to the world of work by investigating the range of skills and professions that young people meet in everyday life. The 'Every Child Matters' outcomes are incorporated into all areas of our curriculum. In Circle Time the SEAL programme provides opportunities to learn, discuss and practise appropriate social behaviour and to recognize and begin to deal with emotions.



ICT

ICT is taught as a specific subject, as well as being incorporated into all other curriculum areas. The taught skills cover 'Finding things out', 'Exchanging and sharing information' and 'Developing ideas and making things happen'. These skills are applied to everyday situations wherever possible.

In addition to computer work ICT includes the use of cameras, CD players, video and DVD players and all such equipment that could be in general, everyday use.

ICT is adopting the new approach to this subject and introducing programming and robotics.



Humanities (History and Geography)

There is a strong humanities element in each of the International Primary curriculum units. Learners will learn to describe the geographical features of the school site and other familiar places. They will learn about similarities and differences between their own country and others. They will learn how people lived in the past and identify the differences in their own lives.

Music

Music is an important part of the curriculum and is frequently incorporated into other subject areas to aid learning. All learners have the opportunity to take part in a range of activities to develop their creative and performance skills through singing and instrumental work. The other key areas of listening to and responding to a wide range of musical styles are enhanced by visits from other performers.



Art and Design

Learners are encouraged to express themselves through Art and Design by incorporating these important elements into many other curriculum areas. They are taught a range of skills using colour, form, texture and a variety of craft skills in both two and three dimensions. The themes follow the IPC units.

Design and Technology

The National Curriculum Programme of Study is covered through IPC Topic themes. The range of materials includes electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.

Modern Foreign Languages

French is taught in weekly lessons through songs, games and videos. All learners are encouraged to participate, and all have the opportunity to excel. They learn how to greet one another in French and give simple information about themselves through role play and practise asking for goods in shops and cafes.

Games / PE

During Key Stage 2 learners access a wide range of games and sporting activities, including:



- swimming, with weekly lessons at the nearby Leisure Centre, and further opportunities to swim in our on-site pool during summer months
- riding, at the local Riding for the Disabled Centre
- football, with visiting coaches
- PE and class games, both indoors and out
- Twice daily exercise programme

RE

Our Religious Education Programme of Study is based on the 'Here I Am' scheme. The four year cycle covers Christian teaching under the aspects of 'recognise, reflect, respect and relate'.

Learners attend regular assemblies, and special services are held at significant Christian festivals and St Joseph's day.

Learners of other religions are encouraged to celebrate their special festivals and holy days.



CLOTHING LIST

BOYS

SCHOOL UNIFORM	SPORTS WEAR
Royal blue sweatshirt*	Sports shirt*
Pale blue polo shirt*	1 pair shorts (any colour)
Grey trousers	Black plimsolls (elastic sided)
Jacket / coat (dark colour)	Trainers for outdoor PE
Sensible shoes	Tracksuit bottoms for outdoor PE
School or college bag	Swimming trunks and towel

GIRLS

SCHOOL UNIFORM	SPORTS WEAR
Royal blue sweatshirt*	Sports shirt*
Pale blue polo shirt*	1 pair shorts (any colour)
Grey skirts or trousers	Black plimsolls (elastic sided)
Summer dresses – blue and white	Trainers for outdoor PE
Jacket / coat (dark colour)	Tracksuit bottoms for outdoor PE
Sensible shoes	Swimming costume and towel
School or college bag	

* THESE ITEMS ARE AVAILABLE FROM SCHOOL

PLEASE MARK ALL ITEMS OF CLOTHING WITH SEW ON (NOT IRON ON) NAME TAPES

Uniform Obtainable from School

Sweatshirts

Age 7 - 8, 9 – 10 and 11 – 12	£12.00
Extra Small and Small	£13.50
Medium, Large and Extra Large	£14.00

Polo Shirts

Age 7 – 8, 9 – 10 and 11 – 12	£10.00
Extra Small, Small and Medium	£13.00
Large and Extra Large	£14.00

P.E. Shirts

Age 7 – 8, 9 - 10 and 11 – 12	£5.00
Extra Small, Small and Medium	£6.00
Large and Extra Large	£6.00

If you require uniform please complete and return the order form enclosed with this brochure.



Policies of The School Governors

The following statutory policies are available for families to view on our website or on request:

- Accessibility Plan
- Admissions Policy
- Anti-bullying Policy
- Attendance Policy (Learner Attendance Policy)
- Charging Policy
- Community Cohesion Policy
- Complaints Policy
- Equal Opportunities and Respect for All Policy
- Family Involvement Policy
- Health & Safety Policy
- Inclusion Support Policy
- Internet Usage Policy
- Pupil Premium Policy
- Safeguarding Policy
- Sex & Relationships Policy
- Special Educational Needs Policy
- Work Related Learning and Careers Policy.



Privacy Notice - Data Protection Act 1998

We, St Joseph's Specialist School and College, are the Data Controller for the purposes of the Data Protection Act. We collect information from you and your child, and may receive information about your child from his/her previous school. We hold this personal data and use it to:

- support your child's teaching and learning
- monitor and report on your child's progress
- provide appropriate pastoral care, and
- assess how well the school is doing.

This information includes your contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DFE).

LDD Advisors Services - Once the learner is aged 13 or over, we are required to pass on certain information to the LDD Advisors services. LDD is the government's information and advice service for all young people aged 13 to 19 in England. We must provide both the learner and the family address/es, and any further information relevant to the LDD services' role. However, you can ask that no information beyond name and address be passed on. Please inform Sue Collins, School Business Manager at St. Joseph's if you wish to opt-out of this arrangement.

If you want to see a copy of the information we hold and share about you then please contact Sue Collins at St Joseph's and she will arrange for this to be dealt with.

If you require more information about how the DFE store and use this data please go to the following websites:

<https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data>

Alternatively, you can contact the DFE as follows:

Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

website: www.education.gov.uk
email: <http://www.education.gov.uk/help/contactus>
Telephone: 0370 000 2288



Fundraising

The school is actively engaged in raising additional funds to develop and enhance school facilities including a range of activities which involve staff, families and friends of St Joseph's.

Families are notified of forthcoming events and their help is greatly appreciated. All families wishing to be involved in fundraising activities should contact the school's fundraiser Shirley Illsley.



Speech and Language Therapy

The Speech and Language Therapy Team provide a specialist service that anticipates and responds to the needs of the learners throughout the school and they are available for advice and or individual / group therapy as necessary. Families are welcome to contact the therapists. Please make appointments through the school office.

MAKATON is a key word sign system which is used by staff and learners at St. Joseph's to aid communication. Staff and families have opportunities for training and support in Makaton. We have licensed Makaton Regional Tutors on site.

PECs is also used throughout the whole school for learners to develop communication skills.

TEACCH methodology is also an integrated part of good practice throughout the whole school.

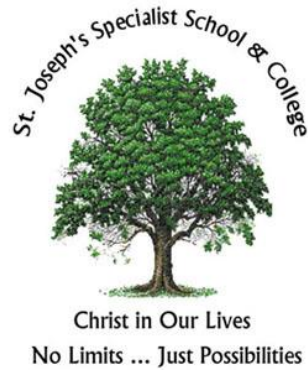
Further details can be obtained from the Head of Therapies.

Medical

There is a qualified nurse, a Senior Healthcare Assistant and a Healthcare Assistant who are responsible for all medical requirements. The surgery is manned during school hours Monday to Friday. Learners who, due to sickness, are unable to attend school will be sent home. If any learner has an infectious illness they will be sent home for a minimum of 48 hours. It is also helpful if we have as much medical information as possible regarding your child. Please ensure that all relevant medical consents have been completed, signed and returned to school.

Physiotherapy and Occupational Therapy are available for learners where necessary.





St Joseph's Specialist School & College

Amlets Lane, Cranleigh, Surrey, GU6 7DH

Tel: 01483 272449

E-mail: office@st-josephscranleigh.surrey.sch.uk

Website: www.st-josephscranleigh.surrey.sch.uk