

# ADMISSION INFORMATION Key Stage 4/5



2016 - 2017





## INDEX

Index	3
14-19 Department Objective	4
Entitlement Statement for Key stage 4 / 5	5
Contact details	7
School Leadership Team	7
School hours	7
Travel arrangements	8
Visits to St Joseph's	8
Term dates	9
Absence	10
Home / School Link file	10
Learner Inclusion and Achievement Meeting	10
Annual Reviews	11
Home School Agreement	12
Responsible use of Technology	14
Curriculum	17
Progression notes	18
Accreditation	20
Recording Experience and Achievement	21
Activity Week	21
Bursary Fund	21
Clothing list	22
Policies of the School Governors	24
Privacy Notice – Data Protection Act 1998	25
Fundraising	26
Therapies	27
Medical team	27



## The 14-19 Department objective is:

***'to work with parents and carers to enable the learner to reach their full potential as an independent person'.***

This information booklet is intended to act as both 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, though you will obviously receive updates and extra information as the terms progress.

It isn't only your daughter or son who is beginning the KS4 and / or KS5 course at St Joseph's. The next few years will be as demanding of you as families as it will be for the learners. We hope that these years will also be rewarding and we look forward to working with you.

We believe that all of our learners make significant progress in their time with us, and those who make the biggest steps forward are those whose families come with them, sharing the successes and set-backs, involving themselves in the learners' learning programmes, and supporting within the home environment the moves toward independence which take place at St Joseph's.

Please complete the enclosed consents 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 times of the start of term, telephone numbers, clothing lists etc.*** Other sections such as suggested sources of information, will become more valuable as time goes on.

Finally, we wish you and your daughter or son every success over the coming years, and hope that they will be able to develop their skills and capabilities to the full.

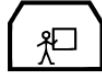
*The Key Stage 4/5 Team*



# Entitlement Statement for Key stages 4 / 5

## Careers Education and Guidance

As a young person you are entitled to expect that:



Staff at St Joseph's will:



1. Show you respect.



2. Help you to set targets.



3. Discuss about leaving St Joseph's.



4. Develop your communication skills.



5. Support you in making choices.



6. Give you the right information and resources.



7. Develop your work related skills and work experiences.



8. Help you when you leave St Joseph's.



9. Support your appropriate behaviour in the community.



10. Help you to know your own achievements.



11. Explain your rights.



12. Explain the rights of others.



## 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](mailto: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 is broadly in line with Surrey County Council Schools**

### AUTUMN TERM 2016

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

### SPRING TERM 2017

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

### SUMMER TERM 2017

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

### **Continuing Professional Development Days**

Thursday 1<sup>st</sup>, Friday 2<sup>nd</sup> and Monday 5<sup>th</sup> September 2016

Monday 31<sup>st</sup> October & Tuesday 1<sup>st</sup> November 2016

Monday 20<sup>th</sup> and Tuesday 21<sup>st</sup> February 2017

Tuesday 18<sup>th</sup> 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.

## **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 defined by the 1993 Education Act. We attempt to give the learners and their family the maximum opportunity to have a worthwhile input into this process by closely linking report writing, consultation with parents and guardians and the actual review meeting in an order which gives proper time for reflection and thought. The process is:

1. KS4 / 5 team, Residential Care Team, family and learner, (often through an advocate) are requested to submit reports
2. Reports are published and circulated to the KS4 / 5 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 4 / 5 team through individual appointments made at the parents' request with the class teacher
4. The Annual Review takes place when the KS4 / 5 team, family, representatives of the local authority, careers service etc. and the learner, are invited to attend
5. At the Annual Review the process is very learner focused with an initial presentation of their work being shown by the learner. This can range from work books through pictures to PowerPoint presentations.



## 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**



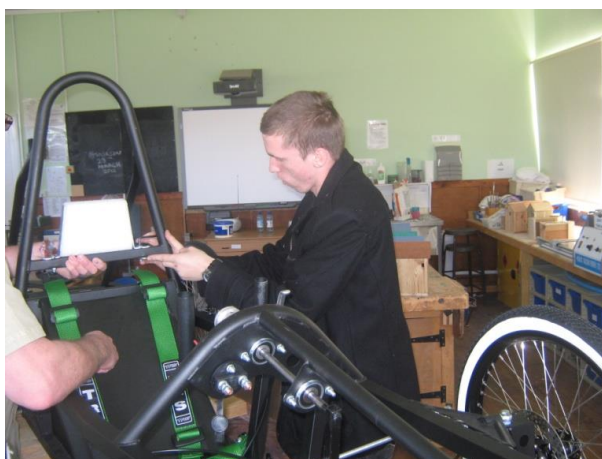


## **CURRICULUM INFORMATION – Key Stage 4 / 5**

Learners joining the 14 - 19 Department will follow the Foundation Learning Programme.

This is a topic based curriculum which works with the three strands of foundation learning:-

1. Vocational Skills
2. Personal Social Development
3. Functional Skills



### **Vocational Skills**

- Work preparation
- Careers
- Internal Work Experience
- External Work Experience
- Work Enterprises – horticulture, catering, workshop, bag and jewellery Making
- Individual work projects including local radio station, kit car, mechanics, satro bus

### **Personal Social Development**

- Socialising / communication
- Developing social skills
- Awareness of what I can do / what I need to work on
- Community and travel skills
- Home skills – meal making, budgeting, caring for the home
- Safety in the home, community and work place
- Citizenship

### **Functional Skills**

- Time – 24 hr clock, timetables, calendars, diaries
- Money – recognising notes and coins, paying for items, checking change, budgeting, bank accounts, ATMs, independent living costs
- Measurement, shapes, signs
- Filling in forms, asking for help, making telephone calls / appointments, reading – social signs
- ICT skills, using technology in the home, college, workplace and community
- Use of social media sites / safe use of the Internet
- Using search engines
- Training in the use of mobile phones, communication devices, iPads and other technology.



## Progression Routes

On joining the department learners will be designated with a route for Post 19. This will be agreed in discussion with families / carers, teachers and the learner. The progression route will show the units and skills that the learner needs to achieve their Post 19 destination.

Yr9	Transition Annual Reviews. Designated route for Post 19 Discussions			
Routes	Upper Green	Green	Purple	Yellow (working through stages of Achievement Continuum)
Yr10	<b>OCR Functional Maths and English</b> Entry 3  <b>GCSE</b> English / Maths / Science / Art	<b>OCR Functional Maths and English</b> Entry 2  <b>GCSE</b> English / Maths / Science / Art  <b>ASDAN PSD Award</b> (6 credits)	<b>OCR Functional Maths and English</b> Entry 1  <b>ASDAN PSD Award</b> (6 credits)	<b>Entry 1 in Personal Progress</b>
Yr11	<b>OCR Functional Maths and English</b> Entry 2 / 3  <b>GCSE</b> English / Maths / Science / Art	<b>OCR Functional Maths and English</b> Entry 2  <b>GCSE</b> English / Maths / Science / Art  <b>ASDAN PSD Certificate</b> (13 credits)	<b>OCR Functional Maths and English</b> Entry 1  <b>ASDAN PSD Certificate</b> (13 credits)	<b>Entry 1 in Personal Progress</b>
Yr12	<b>GCSE</b> English / Maths / Science / Art  <b>ASDAN Entry Level Diploma in Life Skills</b> (Entry 3 – 12 credits)	<b>GCSE</b> English / Maths / Science / Art  <b>ASDAN Entry Level Diploma in Life Skills</b> (Entry 2 – 12 credits)	<b>OCR Functional Skills</b>  <b>ASDAN Entry Level Diploma in Life Skills</b> (Entry 1 - 12 credits)	<b>Entry 1 in Personal Progress</b>



<p><b>Yr13</b></p>	<p><b>GCSE / A level</b> English / Maths / Science / Art</p> <p><b>ASDAN Entry Level Diploma in Life Skills</b> (Entry 3 – 24 credits)</p> <p><b>ASDAN Level 1 Employability</b> General / Career Education / Enterprise Education Award (8 credits)</p> <p>Work Experience placements</p>	<p><b>GCSE / A level</b> English / Maths / Science / Art</p> <p><b>ASDAN Entry Level Diploma in Life Skills</b> (Entry 2 - 24 credits)</p> <p><b>ASDAN Entry 3 Employability</b> General / Career Education / Enterprise Education Award (8 credits)</p> <p>Work Experience placements</p>	<p><b>OCR Functional Skills</b></p> <p><b>ASDAN Entry Level Diploma in Life Skills</b> (Entry 1 - 24 credits)</p> <p><b>ASDAN Entry2 Employability</b> Qualification Award (8 credits)</p> <p>Work Experience placements</p>	<p><b>Entry 1 in Personal Progress</b></p>
<p><b>Yr14</b></p>	<p><b>ASDAN Entry Level Diploma in Life Skills</b> (Entry 3 – 37 credits)</p> <p><b>ASDAN Level 1 Employability</b> Certificate (13 credits)</p> <p>Work Experience placements</p>	<p><b>GCSE/A level</b> English / Maths / Science / Art</p> <p><b>ASDAN Entry Level Diploma in Life Skills</b> (Entry 2 - 37 credits)</p> <p><b>ASDAN Entry 3 Employability</b> Certificate (13 credits)</p> <p>Work Experience placements</p>	<p><b>ASDAN Entry Level Diploma in Life Skills</b> (Entry 1 - 37credits)</p> <p><b>ASDAN Entry 2 Employability</b> Certificate (13 credits)</p> <p>Work Experience placements</p>	<p>➤ <b>Entry 1 in Personal Progress</b> (37 credits)</p>
<p><b>Post 19</b></p>	<p>FE College Employment</p>	<p>Apprenticeships / FE College – Entry Level Courses, Supported Employment</p> <p>Employment</p>	<p>Supported employment</p> <p>FE College – Life Skills course</p>	<p>Specialist FE College</p> <p>Residential College</p> <p>Social Care</p>



## Accreditation

The 14-19 curriculum offers a range of qualifications that will develop the learners and are a foundation for life-long learning.

We offer three diploma pathways;

1. Diploma in Life Skills
2. Diploma in Creative, Media and Performance Arts
3. Diploma in Personal Progress

These diplomas cover the three areas of the Foundation Learning programme.

Learners not achieving diploma can achieve Certificate and / or Award in these three areas.

We are also able to offer GCSE qualifications in Maths, English and GCSE and Arts Award in Art.

For our more able learners we offer the ASDAN Certificate in Personal Effectiveness.

Learners can achieve the RHS Level 1 in Horticulture.

'A' level Art and Drama for our upper green pathway is followed at a local college supported by St Joseph's staff.



## Sports & Leisure

St Joseph's is committed to encouraging young people to adopt a healthy lifestyle. Education on healthy lifestyles is included in our PSHE programme.

Learners are encouraged to choose and experience a wide range of sports and leisure options. The importance of a range of leisure interests is recognised as it develops the skills learners need to independently and actively use their own leisure time post 19.

Our Leisure and Sports Options include:-

<b>Football</b>	<b>Drama</b>
<b>Walking</b>	<b>Dance</b>
<b>PE</b>	<b>Swimming</b>
<b>Art</b>	<b>Photography</b>
<b>ICT</b>	<b>Gardening</b>
<b>Horse riding</b>	<b>Pottery</b>
<b>Music</b>	<b>Humanities</b>



## **St Joseph's Record of Experience and Achievement**

We work towards creating and updating summary documents for each learner relating to his or her achievements both in and out of school. It includes positive statements about the learner's skills and evidence of personal and social qualities. Learners are encouraged to take part in setting themselves goals and discussing their progress. All residential and education team members will be involved in this process.

Families and others who have evidence of a learner's achievements outside St Joseph's are also invited to contribute. Learners will bring home yellow comment slips. These are for you or another adult to record achievements at home during holiday periods and weekends. We also have citizenship slips and evidence slips for the five areas of the Every Child Matters government focus for Be Safe, Positive Contribution, Economic Well Being, Enjoy and Achieve and Be Healthy. The Social, Emotional, Aspects of Learning (SEAL) are also planned into the curriculum and form an integral part of each learner's day. Any activity such as caring for someone, or being responsible for cooking or washing up can be recorded. It is important that comments sheets are completed and returned to us when your son / daughter achieves something at home, so that it can be acknowledged in the record at the weekly student meeting.

### **Activity Week**

We also offer our learners the opportunity to take part in an Activity Week in the Summer Term. Learners take part in a number of challenging and adventurous activities whilst remaining in a safe and well supervised environment. For many learners this is at a residential centre. Learners who have taken part have all benefited from achieving success through effort and families have considered it to be a very valuable part of their son / daughter's education.

### **16-19 Bursary Fund**

What is the bursary fund?

The government has set aside some money for schools, colleges, training providers and local authorities to allocate to young people who need financial support to stay on in further education or training. This is called the 16-19 Bursary Fund.

It could help with any education related costs that may arise during the school year, including essentials like a meal during the day or transport to the school, college or training provider. Or you might need extra help to buy additional books, clothing or equipment for a course, or pay for educational visits.

If you would like more information or advice regarding the Bursary Fund please contact Sarah Sutton in the Education Administration Team. Or visit the Department of Education website [16 - 19 Bursary Fund Overview](#)



## Clothing List

Years 10 and 11 wear school uniform. Items marked \* can be purchased through the school.

Between Years 12 to 14 we encourage learners to take an interest in choosing their own clothes and to express their own style of dress, as well as taking as much responsibility as possible for the care of their own clothes. However, we have suggested a list of clothing which is likely to be required during the course.

**Items in bold are essential and learners will not be able to access Work Related Activities until these are supplied.** If there is any item which you are unable to supply please let us know. Please make sure all clothing is marked with the learner's name with sew-on (not iron-on) name tapes.

### BOYS – YEARS 10 AND 11

<b>SCHOOL UNIFORM</b>	<b>SPORTS WEAR</b>
Royal blue sweatshirt*	Sports shirt*
Pale blue polo shirt*	1 pair shorts (any colour)
Grey trousers	Black plimsolls (elastic sided)
1 winter coat / anorak (dark colour)	Trainers for outdoor PE
1 pair walking shoes	Tracksuit bottoms for outdoor PE
5 pairs socks	Swimming trunks and towel

### BOYS – YEARS 12, 13 AND 14

<b>SUGGESTED SCHOOL CLOTHES</b>	<b>SPORTS WEAR</b>
2 pairs trousers	T-shirts and shorts suitable for PE
3 jumpers / sweatshirts	Trainers for outdoor PE
4 T-shirts / shirts	Tracksuit bottoms for outdoor PE
Trainers	Swimming trunks and towel
1 anorak	1 pair football socks
1 pair walking shoes	

### ALL MALE LEARNERS – for Work Related Activities

#### Boiler suit

**1 pair safety boots**

**Lightweight waterproof jacket with hood**

**1 pair wellington boots**

**1 apron suitable for Food Technology**

A school or college bag / rucksack

A wallet or purse for money



## GIRLS – YEARS 10 AND 11

<b>SCHOOL UNIFORM</b>	<b>SPORTS WEAR</b>
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

## GIRLS – YEARS 12, 13 AND 14

<b>SUGGESTED SCHOOL CLOTHES</b>	<b>SPORTS WEAR</b>
2 pairs trousers / skirts	T-shirts and shorts suitable for PE
3 jumpers / sweatshirts	Trainers for outdoor PE
4 T-shirts / blouses	Tracksuit bottoms for outdoor PE
Trainers / sandals	Swimming costume and towel
1 anorak	
1 pair walking shoes	

### **ALL FEMALE LEARNERS – for Work Related Activities**

**Dungarees or boiler suit suitable for gardening**

**1 pair safety shoes or boots**

**Lightweight waterproof jacket with hood**

**1 pair wellington boots**

**1 apron suitable for Food Technology**

A school or college bag / rucksack

A wallet or purse for money

### **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, Director of Business Services 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/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](http://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 provides a specialist service that anticipates and responds to the needs of the learners throughout the college and are available for advice 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 signing and symbol 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.

Picture Exchange (PECS) is also used for learners to develop communication skills.

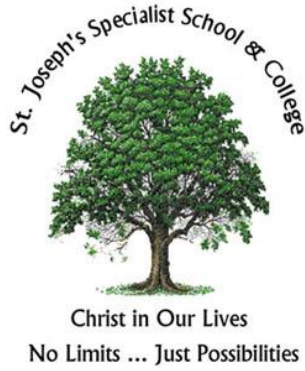
TEACCH methodology is also an integrated part of good practice throughout the whole school.

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 college 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

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Tel: 01483 272449

E-mail: [office@st-josephscranleigh.surrey.sch.uk](mailto:office@st-josephscranleigh.surrey.sch.uk)

Website: [www.st-josephscranleigh.surrey.sch.uk](http://www.st-josephscranleigh.surrey.sch.uk)