



# **BROOKLANDS COMMUNITY SPECIAL SCHOOL**

## **PROSPECTUS**

January 2017

### **Vision**

Brooklands vision is to be; an innovative, enriched and vibrant learning community that celebrates progress and achievement, in all its forms, for young people with learning difficulties

### **Aims of the School**

The aim of Brooklands School is to provide high quality teaching and learning experiences to enable our pupils to develop the knowledge, skills and personal qualities which will prepare them to lead meaningful and satisfying adult lives, fulfil their potential and promote their wider inclusion within education and society by:

- Providing a learning environment that is happy, safe, stimulating and successful
- Ensuring Brooklands is an ambassador and leading force for SEN within the extended community
- Facilitating a learning that is distinctive and specialised and that supports a personalised learning pathway to fulfilment and active citizenship
- Developing a skilled, professional and dedicated team providing support around the pupil and the family
- Working in partnership across north Yorkshire to be an outward looking centre of excellence ( Special School Improvement Partnership)
- Demonstrating and communicating progress and quality in all that it is involved in

## **Location and Catchment Area**

Brooklands Community Special School is a co-educational special school for children with severe and complex learning needs. It is a North Yorkshire Local Education Authority School.

The school is located in Skipton, North Yorkshire and its' full address and contact numbers are:

Brooklands Community Special School  
Burnside Avenue  
Skipton  
North Yorkshire  
BD23 2DB

Tel: 01756 794028

Fax: 01756 794200

Email: [admin@brooklands.n-yorks.sch.uk](mailto:admin@brooklands.n-yorks.sch.uk)

Web page: [www.brooklands.n-yorks.sch.uk](http://www.brooklands.n-yorks.sch.uk)

## **Catchment Area**

The catchment area of the school is Skipton and Craven – although we do have some pupils from Lancashire, Harrogate and Bradford – this is by arrangement with the Local Education Authority.

## **Headteacher**

Mrs Fran Cracknell

## **Chair of Governors**

Mrs Wendy Clark

Link to SEN Review Document [www.northyorks.gov.uk/senparents](http://www.northyorks.gov.uk/senparents)

Link to North Yorkshire Local Offer and School SEN offer

[www.brooklands.n-yorks.sch.uk](http://www.brooklands.n-yorks.sch.uk)

## **HOME-SCHOOL-PUPIL AGREEMENT**

We believe that pupils learn best when their home and school work together. Parents can help more effectively if they know what the school is trying to achieve and how they can help. This Home-School Agreement provides a framework for that partnership and takes into consideration views of the pupils.

### **The School will:**

- Provide a caring and safe environment in which the children can have a happy school life.
- Provide a balanced, enriching and appropriate curriculum to challenge and stimulate pupils to meet their individual needs.
- Encourage the children to do their best at all times and reach their full potential.
- Inform parents about the progress of their children through diaries, newsletters, reports and personal contact in IEP meetings, annual reviews and parents' evenings.
- Ask parents/carers to collect their child if they become unwell during the school day
- Involve parents in the life of the school through meetings on specific topics and whole school events.
- Handle complaints effectively and quickly and advise parents in formal complaints procedures.
- Help to develop and maintain a healthy lifestyle for every pupil.

**Parents will:**

- Ensure their child is well enough to come to school and participate in school activities and not put other vulnerable pupils at risk of illness.
- Ensure that their children are ready for the taxi so they arrive on time.
- Let the school know why their child is absent by letter or telephone.
- Attend parents meetings and annual reviews to discuss progress.
- Let the school know of any concerns they or their child may have.
- Get to know about their child's life at school.
- Promote a healthy lifestyle for their child
- Acknowledge that they have seen the Child Protection Policy or asked for information about it if unable to access it.

**The Pupil will:**

- Follow our chosen Golden Rules which are:
- To be friends with everyone
- To listen to what other people have to say
- To be helpful to everyone
- To share with everyone
- To be kind to everyone

## **Curriculum**

### **Curriculum Statement**

Brooklands School has a curriculum approach that takes the statutory 2014 National Curriculum and enhances it to meet our school aims and vision.

Our school curriculum policy directs our adapted and differentiated curriculum which not only encompasses an age-appropriate and creative EYFS curriculum and a real, relevant, broad and balanced Post-16 Department but allows for a wide range of learning styles, abilities and individual needs; a sensory curriculum and a 'nurture' curriculum deliver specialised programmes, strategies and interventions.

Our curriculum provision covers statutory, core and foundation subjects and life and community skills as well as personal learning outcomes.

Such a flexible and adaptable curriculum model informs personalised learning pathways for pupils whose learning may be at an experiential, contextual or discrete/concept level. Pupils may have their own personal timetables and individual strategies and interventions are described in class planning. These Learning pathways inform a pupils' Individual Education Plan (IEP). In addition to learning pathways the IEP describes personal support plans (such as Behaviour plans) and therapy goals (for example, MOVE programme targets and outcomes). The IEP informs and is informed by the EHCP evaluated during the Annual Review process.

At the moment most pupils are disapplied from taking National Standard Test Assessments.

### **Curriculum Aims**

As directed by the 2014 statutory guidance, every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

## **Curriculum Objectives**

1. To provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs.
2. To increase pupils' knowledge, skills and understanding as they grow and develop and strengthen their connections with the world around them.
3. The curriculum will be carefully planned and structured to ensure that learning is continuous and that pupils make good progress in the development of their learning.
4. To engage the children's interest by offering excellent opportunities to extend creative learning, challenge their imagination, value originality and to encourage and motivate them to want to learn.
5. To be exciting and to offer pupils lots of first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.
6. To open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live

## **Assessment and Reporting**

Formal assessment uses B Squared assessment tool, P Scales and B<sup>2</sup> National Curriculum levels. Specialist interventions may use additional assessments or rating scales such as Sensory profiles and SCERTS or CRS for pupils with autistic spectrum disorder. Both formal and informal assessments and observations evidence pupil attainment which may be recorded and celebrated as qualifications from nationally recognised awarding bodies such as AQA and ASDAN or in-house awards and celebrations of achievement.

Results of assessment, attainment, personal, social and physical development as well as nurture goals are reported at Annual Review and in the Annual school report to parents. Overviews of general well-being are also reported at multi-agency reviews.

## **Homework**

This should be set with parental approval or when requested. Homework can take many forms and include support for therapy programmes, work towards topics or Individual Education Programme targets. Work relating to behaviour programmes may also be introduced. Care should be taken to ensure that the purpose of the 'homework' is understood and that parents are happy to provide support. Teachers will monitor progress and provide on-going support as appropriate. Homework should be seen as an important aspect of home-school liaison but it should never be imposed if parents feel that is it not appropriate. Where possible, pupils should be involved in managing and monitoring homework. The best homework is the homework that motivates pupils to want to achieve.

Each class will send home its plans for the term and display them on the school website so that parents can support curriculum subject content if they wish to.

## **Curriculum Trips and Visits**

All trips and visits are risk assessed, overseen by Senior Managers and an Educational Visits Coordinator and entered onto the Local Authority EV site. Some curriculum work in the community is part of a rolling programme that class staff only seek parental/carer signatures for once a year. This once a year signature is also sought for continued programmes such as swimming lessons, bespoke Post 16

course (Horse Care), Donkey Sanctuary. Longer or unique trips will require individual permission.

A Rolling Programme could include:-

- Local shops, cafes, banks and libraries.
  
- Local museums
  
- Local Parks or walks
  
- Local sports' facilities (The Coulthurst Craven Sports Centre - Sandylands)
  
- Minibus trips in the local area.

### **Inclusion**

At Brooklands we value the individuality of all our pupils. We are committed to giving them all every opportunity to achieve success and the highest of standards appropriate to their abilities & needs. We do this by taking account of pupils' varied life experiences and needs. We offer a broad, balanced and enriched curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter.

The school fully meets the requirements of the Equality Act 2010, in relation to disability discrimination. All reasonable steps are taken to ensure that pupils with disabilities are not placed at a disadvantage compared with their peers.

New Positive Action stated in the Equality Act 2010 allows our school to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Brooklands is therefore able to offer the individual programmes and activities to meet different needs.

The school is committed to providing an environment that allows disabled pupils full access to all areas of learning – for example, all our classroom entrances are on the flat for wheelchair access and the designated points of entry to our school also allow wheelchair access.

### **Aims and objectives**

- To respond appropriately to pupil's diverse learning needs and plan a curriculum that meets the specific needs of individuals and groups of pupils.
- To set suitable learning challenges for all and increase participation and engagement for all learners.
- To remove barriers to appropriate learning and participation that might hinder or exclude individual pupils, or groups of pupils, thereby making equality of opportunity a reality for our pupils.
- To increase self-esteem and the desire to achieve for all learners.
- To celebrate human diversity and ensure the achievement and well-being of different groups of pupils within our school.
  - girls and boys;
  - pupils with global learning difficulties as a result of a specific syndrome;
  - pupils with complex & challenging special educational needs;
  - pupils who receive intervention due to their communication difficulties;

- minority ethnic and faith groups;
- pupils whose first language is not English;
- pupils from low income families who are entitled to free school meals;
- pupils whose education has been disrupted by illness, or breaks in their schooling for other reasons;
- more able pupils;
- pupils who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers;
- different gender orientation

### **Organisation of Classes**

The following notes are intended as a guide only. In meeting the needs of pupils requiring special help, it is most important that a flexible approach is adopted. Accordingly, arrangements are made depending upon the pupil's needs and this should be kept in mind when reading these notes.

The classes are organised according to pupil age and need with a flexible approach that allows specific needs to be met. Staffing levels are high to meet the diverse needs of the pupils. Many staff have extensive experience and expertise in specialist teaching methods.

Current classes are:

Pine - Early Years and Primary ASD specialist class

Apple – Early Years and Primary ASD specialist class

Willow - PMLD specialist Class

Cedar - Primary Nurture Class

Oak - Key Stage 2/3

Beech - Key Stage 3/4

Ash - Key Stage 4/5 (Post 16 Department (Yr 12)

Rowan - Key Stage 5 –Post 16 Department (Yrs 13 & 14)

Classes in Key Stages 1-4 follow the New National Curriculum adapted and differentiated to the individual pupils needs. Willow class follows a Sensory Curriculum for pupils with PMLD. There is also an appropriate focus on sensory diets, self- help, independence, physiotherapy, and total communication, personal and social skills, life / community skills, enrichment and FUN!

There are ability groups for English and Maths for three mornings a week.

AQA and ASDAN qualifications are undertaken in Key Stages 3, 4 and 5.

On leaving Brooklands most of the students from the Post 16 provision will go on to further education. This has been the pattern with previous leavers. Some have gone to the local colleges including Craven College in Skipton but also residential colleges. North Yorkshire pupils are also entitled to apply for Personalised Learning Pathways (PLP) that extend college provision. Pupils for whom further education is not considered appropriate may move onto Social Services establishments.

## **Religious Education**

The school is not affiliated with any particular religious denomination. Religious Education is given in accordance with North Yorkshire Agreed Syllabus of Religious Education, which includes the teaching of Christianity and other major faiths. As with all our teaching we do this with respect and sensitivity.

**If parents wish to withdraw their child from Religious Education or our daily shared act of worship they should contact the Headteacher in order that alternative arrangements can be made. This is perfectly acceptable and appropriate provision will be made.**

All members of staff teach RE and share in the collective acts of worship.

## **Sex and Relationship Education**

Sex education in its widest sense is taught through the Personal, Social, Health and Citizenship programme. This is taught in a very gentle and sensitive way that is appropriate for our pupils' age, ability and understanding. This programme has been considered by the Governing body and approved by them. The disability nursing team support the planning and delivery of regular workshops to ability and gender specific groups in areas of PHSCE and S&R learning. **Parents are very welcome to see the programme and discuss it with staff. Parents can also withdraw their children from this aspect of our teaching if they so wish. Please discuss this with the Headteacher.**

## **Ofsted**

### **Summary of the Report: October 2013**

Brooklands is a good school.

Typical of Ofsted's comments is 'all students are fully included and none discriminated against in their education', 'in a superb science lesson each student was made acutely aware of his or her targets and consequently each enthusiastically participated, getting the most from the lesson', 'teachers provide interesting and well-matched activities for their classes'.

As students' starting points are much lower than the national averages, most students make good progress with their achievements being good or better.

Teaching is good or outstanding and student's behaviour and safety are good – they feel safe and rates of attendance are high. On their journey through school students demonstrate personal gains that help them move on successfully. The sixth form is good as is leadership and management with new systems being introduced to ensure that the school continues to improve. The Headteacher is outstanding at recognising the strengths and weakness of the school. Effective performance management of school staff is rapidly improving the quality of teaching and students achievements. The Governing Body has improved its effectiveness since the previous inspection and provides good support and challenge to school managers.

Link to full Ofsted Report <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/121778>

## **General Information**

### **1. Facilities and Resources**

The school caters for all age groups and all ranges of special needs from Moderate (MLD), Severe (SLD), Profound and Multiple (PMLD) Learning Difficulties and Complex Learning Difficulties and Disabilities (CLDD). The school has provision for Early Years/ Foundation but, as numbers are generally small, these pupils access an adapted and differentiated curriculum based on the new Early Years and Foundation within a Primary Class.

We are able to offer a place to children from the age of two if professionals and parents are concerned about the pupil's development and they have a statement of educational need/ EHCP or if a request for an assessment for Educational Health care Plan has been approved.

The school considers close links with parents to be very important and ensures that they are fully involved with their child's education. Close links are also maintained with professional colleagues.

The school is a single story building with seven classrooms and a Post 16 facility. It also has a multi-sensory room, Food Technology room, Science/D&T and Art room, Library, Meeting/Music room, Nurture room, Hall, showers and various small resource areas. The grounds are extensive and pleasant. Outside there are three play areas and a Post 16 garden. All are enclosed and two have an adventure playground. The school has specialised inclusive play equipment including wheelchair swings and roundabout. There is also a wildlife area and purpose built cycle track. A sensory garden is being built by Skipton Building Society volunteers. Access to all these areas is good as you would expect for a school catering for the needs of pupils with learning difficulties.

## **2. School Session Times**

8.45 School open to receive pupils

9.00 School starts

10.20 Morning Break

12.30 Lunch Break

13.15 Start of afternoon session

15.15 End of school

## **3. Local Facilities**

As well as resources within school, we are always keen to use local facilities. We are actively involved with the Special Schools Sports Development Programme and take part in a variety of inter school sporting events. We enjoy using local facilities such as The Coulthurst Craven Sports Centre - Sandylands and Craven Swimming Pool. Our choir is part of the YAMSEN group of musicians. We have used the Donkey Sanctuary in the past.

## **4. NYCAP**

The North Yorkshire Communication Aids Partnership (NYCAP) is a multi-disciplinary team made up of teachers, teaching assistants and speech and language therapists. Its main purpose is to give advice, training and to make assessments and recommendations relating to the use of communication aids. Brooklands School is one of the four NYCAP centres within North Yorkshire County Council.

## **5. The Complex/Severe Learning Difficulties and Disabilities Outreach Support Service (C/SLDD OSS)**



C/SLDD OSS operates from four SLD schools within the Authority. The purpose is to provide a member of staff who is a practitioner with up to date and detailed skills, knowledge and expertise in teaching, learning and inclusion issues to support mainstream schools that have children and young people with SLD on roll.

## **6. Attendance**

Under Section 36 of the Education Act 1944, the responsibility for ensuring that a child attends school rests with parents. Parents are requested to inform the school as soon as possible if their child is absent giving the reason and likely return date. This can be done by telephone or by letter handed to the escort. Messages passed by word of mouth can become confused. If parents wish to take their son or daughter on holiday in term time permission should be sought on the appropriate form which can be obtained from school. The form should be completed and forwarded to the Headteacher at least seven days before the first date of the proposed absence. The Headteacher has discretion to allow limited holidays during term time.

## **7. Pupils Medical Needs**

We have a number of pupils in school who need medication during the school day. This could be for epilepsy, diabetes, gastro feeding etc. Many staff are trained and willing to administer medication so that this does not become a barrier to a pupils' education and enjoyment of school. We are well supported by Airedale Health Trust with training for the administration of medication. Staff will administer routine medication such as antibiotics/headache tablets but they need to be in the original packages with the prescription doses written on. Parents and Headteacher need to sign the relevant form for permission to administer these in school.

We take health care very seriously as we do have some pupils who are quite frail. Consequently when a pupil has sickness or diarrhoea we do ask that they be kept off school for 48 hours to ensure they are clear of any infection. Infection spreads very quickly at school.

## **8. School Uniform**

After very wide consultation the Governors agreed to the introduction of a sweatshirt with a school logo on from September 1999. There is a royal blue for primary/juniors and a navy blue for seniors. These are available from MC Sports, Sackville Street, Skipton BD23 2PB Tel: 01756 791688.

There is no compulsion to wear the sweatshirt and all we ask of parents in the consideration of dress is that pupils attend school in clothing that is suitable, practical and appropriate.

## **9. Transport**

This is provided for North Yorkshire pupils and is organised from County Hall Northallerton. To contact them ring 0845349466 and ask for the Special Needs Passenger Transport Department.

## **10. Meals**

A cooked meal is provided each day and we have a family service system. Pupils are welcome to bring packed lunches if they wish. Those parents who may be eligible for free meals should contact the Welfare Team CYPS,

Jesmond House, 31/33 Victoria Avenue, Harrogate HG1 5PE Telephone 01609 533405.

**11. School Leavers Destinations – September 2016**

4 students went on to further education at a local college and 1 student went onto a working Apprenticeship.

**12. Speech & Language Therapy Provision**

Airedale NHS Foundation Trust provide a Speech & Language Therapist who provides individual SLT programmes, based on communication targets, which are incorporated into every aspect of school activity/classroom activity.

These programmes are implemented in school by school staff. The therapist regularly joins students in class and meets with class teachers to monitor and discuss progress.

Training is offered to school staff on the communication needs of individual students, as appropriate. For example, this might involve training related to communication aids.

A progress report is provided for the annual review, which includes SLT targets and attends Annual Reviews when she can. There are also regular, informal opportunities to share information and/or concerns about communication via the Home/School Diary.

If you would like to discuss your child's communication development please contact your child's class teacher or Speech & Language Department at Skipton General Hospital on 01756 701713.

**Further Information**

If you would like further information on any of the details provided in this prospectus please contact the Headteacher. If you would like to visit the school please do so by arranging an appointment with the Headteacher or other senior member of staff.

**Comments**

Any comments about this prospectus or suggestions about how it might be improved will be welcomed and will be taken into consideration when the next revision is undertaken.

## **POLICIES**

### **1. Access**

In order to ensure that access to the school and its facilities are accessible to pupils, staff and visitors by:

- Consulting with pupils, parents the Authority and disability organisations
- Plan for access improvements to enable disabled people to use its services
- Regularly review whether its services are both accessible and effective and take
- appropriate action
- Monitor the implementation and effectiveness of these guidelines
- Operate an accessible complaints procedure so that people can make improvement suggestions and request assistance.

### **2. Admissions**

Pupils are referred to Brooklands School through the Authority. Some initial contact is made through the Child Development Centre which is run by the Health Trust based at Airedale General Hospital, Steeton, West Yorkshire. Admissions are agreed according to the NYCC Special Schools and Units Admission guidelines.

All pupils who attend Brooklands School on a full-time basis have a Statement of Special Educational Need/Education, Health and Care Plan (EHCP) as their needs tend to fall within the range from severe to profound or complex learning difficulties.

### **3. Behaviour and Discipline**

The overall responsibility for the management of behaviour and discipline lies with the Headteacher and Governors of the school. On a day to day basis, behaviour and discipline are maintained, within the context of class and curriculum activities, by class teachers and teaching assistants. Pupils are encouraged to behave in a considerate and responsible way.

Where there are difficulties in establishing this it is essential that all concerned discuss the issues involved so that strategies which are both suitable and consistent can be developed.

Each pupil's developmental level and any emotional or medical difficulties will be taken into account in responding to his or her behaviour.

A Care Management Plan may be put in place in consultation with parents which sets out the consistent approach needed for the pupil.

Where possible, discipline should be associated with rewarding pupils for appropriate behaviour and their achievements. Parents will be informed of any difficulties at an early stage. Co-operation between home and school on all matters to do with behaviour and discipline is essential and can be very effective in enhancing the development of the pupils concerned.

## **POLICIES** Contd.

### **4. Equal Opportunities**

The Governors and staff of Brooklands School are fully committed to supporting the Equality Policy Statement established by North Yorkshire County Council. Our policies ensure that fair and equitable treatment is an integral part of everything we do. Further details are available on request.

### **5. Special Needs**

The special needs policy provides a focus for governors, staff and parents to develop and maintain appropriate resources, planning, implementation, monitoring and evaluation to ensure that the needs of pupils are met in line with the aim of the school. The responsibility for implementing the policy lies with the Headteacher on behalf of the Governing Body.

### **SEN Aims**

- To make pupils' special needs the main focus of all school development activities, policies and practices.
- To keep parents, governors and the Authority informed about the school so that they can make informed judgements about the effectiveness of the provision made.
- To foster effective working relations between governors, the staff of the school, parents, the LA and outside agencies, including the Local Health Authority and Social Care.
- To develop the curriculum, resources and contacts with the wider community so that pupils are given a range of appropriate opportunities.
- To support the view that all pupils are entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum, including the National Curriculum and RE, at a level appropriate to their individual needs.
- To link the curriculum to detailed continuous assessment and recording, including annual reviews, having due regard to the Code of Practice, so that pupils' needs can be identified and met and their progress monitored.
- To develop and implement a wide range of policies to augment this special needs policy in support of the general school aim.
- To ensure that pupils' individual needs and the needs of the groups in which they are placed are met in an appropriate and complementary manner and within a safe and stimulating environment.
- To foster integration within school and within the wider community and to make appropriate transition arrangements in preparation for leaving school.
- To provide staffing levels, subject to financial constraints, which are favourable to meeting pupils' needs and which will foster their progress.
- To maintain on-going in service activities so that staff continue to develop professional skills appropriate to pupils' individual needs.
- To have regard to such feedback as is provided through the LA and Ofsted to maintain and develop high professional standards.

## **POLICIES** Contd.

### **6. Complaints**

The Governors of Brooklands School have adopted the formal complaints procedures, both general and in relation to the curriculum and religious education, recommended by the Local Authority. The procedures are comprehensive and are available on request.

If you have a suggestion or concern we would like you to tell us about it. We welcome suggestions for improving our work in the school and want to know if you have any concerns.

Be assured that whatever you wish to tell us, our support and respect for you and your child in the school will be maintained. Dealing with concerns that arose some time ago is often very difficult, so please let us know as soon as possible.

Some concerns will be dealt with through your child's class teacher. However, if you have a concern which you feel should be looked at by the Headteacher, you can contact her directly if you prefer. If you wish, you can take a friend or relative with you to the appointment with the Headteacher. The Headteacher and staff involved will make every effort to deal with your concern fairly and with understanding.

We will do all we can to resolve matters straight away but if you are not entirely satisfied with the response to your verbal concern you can make a formal complaint to the Headteacher or Chair of Governors in writing.

For a formal written complaint the Headteacher will invite you to discuss the problem. You may take a friend or someone else with you if you wish. The Headteacher will then conduct a full investigation and you will receive a written response to your complaint.

If you are still unhappy you should write to the Chair of the Governing Body giving an outline of your complaint and why you are unhappy and feel the matter has not been dealt with to your satisfaction. The Chair of the Governing Body will then deal with your complaint in accordance with the adopted procedures, a copy of which is available for your information.

Any complaints relating to the Headteacher should be addressed to the Chair of the Governors.

Complaints about school problems are usually settled within the school but in exceptional cases it may be necessary to refer the matter to an outside body such as the Local Authority or the Secretary of State for Education and Skills. Further information is available on request.

## **Achievement and Assessment**

### **1. P Scale Data**

The P scales are a set of optional indicators for recording the achievements of pupils with Special Educational Needs (SEN) working towards level one in the national curriculum programmes of study.

P scale data is reported to the authority for pupils who have SEN. The information is submitted in the school year in which the pupil reaches the age of 11 and 14.

For pupils who are working under expected levels, P scales provide a means of assessing attainment and progress over time and across a range of contexts. This information can be used in reporting to parents with more detailed information on pupils' progress in relation to the core national curriculum that they are following.

### **2. Target Setting**

Individual records reflect the levels reached by each child so that decisions can be made about the next steps to be taken. These are often referred to as objectives or targets. It is hoped that parents will participate in the processes for setting targets at the Annual Review. Opportunities for parental comments are invited as part of the annual review process in relation to the targets listed on each pupil's Individual Education Plan, or Transition Plan. However, parents can also be involved in establishing appropriate targets at other times and on a more regular basis. As part of the teaching process, tasks are carefully structured to ensure that pupils can achieve the objectives within a reasonable length of time, although for some pupils this may be measured in months rather than days.

The school also carries out assessments based on the P-scales. The data collected through this assessment is analysed by CASPA which enable us to set school targets and compare the progress of our pupils to that of similar pupils in other schools. We also carry out annual assessments of pupils' progress against the targets set in their IEPs. Further details concerning these assessments can be obtained from the school.

## **Appendix**

### **Governors and School Staff**

#### **Governors**

<b>Name</b>	<b>Type of Governor</b>
Mrs W Clark	LA Governor and Chair of Governors
Mr R Wohlrupp	Co-opted Governor and Vice-Chair of Governors
Mrs G Quinn	Co-opted Governor
Ms C Roberts	Staff Governor
Mrs T Spencer	Staff Governor
Ms J Stinson	Parent Governor
Mrs M Barraclough	Parent Governor
Vacancy	Parent Governor
Mrs F Cracknell	Headteacher
Mrs E Buffett	Associate Governor
Mr M Foy	Clerk to the Governors

All Governors can be contacted via the school.

## **Staff List September 2015**

### **Senior Management**

<b>Fran Cracknell</b>	<b>Headteacher</b>
Elizabeth Buffett	Deputy Headteacher
Carolyn Roberts	Teacher & TLR2
Maria Swain	School Business Manager

### **Class Teachers**

Apple	Melanie Pozzana
Pine	Carolyn Roberts
Willow	Jill Marchini/Elizabeth Buffett/Elinor Daly
Oak	Elisabeth Starkey
Cedar	Louise Armit
Beech	Samantha Emmott
Ash	Andy Webb
Rowan	Margaret Allen/Pat Charmbury

### **Specialist Instructor ICT**

Tracy Spencer

### **Higher Level Teaching Assistants**

Christine Wood  
Elinor Daly

### **Senior Teaching Assistant**

Sharon Whitfield

### **Advanced Teaching Assistants**

Veronica Oxley, Maggie Jacques, Denise Burdett, Helen Smith, Dianna Pullano, Sandra Horner, Tracy Spencer, Gina Harvey, Bev Pullan, Julie Karmann, Jane Spurgeon, Catherine Lane, Sobia Ahktar

### **General Teaching Assistants**

Ashley Farren, Jane Spurgeon, Angela Mostyn, Charlotte Lister, Catherine Lane, Lyn Marsden, Toni-Anne Brzozowski, Ashley Farren,

### **Personal Care Assistants**

Rachel McDermott  
Amy Hannah

### **School Finance Administrator**

Janice Jaundrill

### **School Administrator**

Caroline Lunn

### **Site Supervisor**

Keith Jump

**Midday Supervisory Assistants**

Tracy Stevens, Catherine Lane, Bev Pullan, Jane Spurgeon, Christina Pickles, Michelle Cooper, Sarah Turner-Woodward

**Supply Advanced Teaching Assistants**

Linda Battle

**Supply General Teaching Assistants/Personal Care General Teaching Assistants**

Tracy Stevens, Catherine Lane, Bev Pullan, Jane Spurgeon, David Sutcliffe, Amy Hannah, Andrea Peace

**School Cook (North Yorkshire County Caterers)**

Janet Tiplady

**Healthy School**

A Healthy School promotes the health and wellbeing of its pupils and staff through a well planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices.

