

Pebble Brook School



Prospectus 2021-2022

Success for All

www.pebblebrookschool.org.uk



We want our pupils to be safe and happy in school.

We want our pupils to be proud of their school and feel respected.

We want our pupils to understand how to behave and to be supported in behaving as well as they possibly can.

We want our pupils to enjoy learning and to maximise their achievements, particularly in reading, writing, communication and numeracy.

We want our pupils to be given the opportunities they want to gain qualifications and experiences in a wide variety of skills.

Education at Pebble Brook School



The sections underlined are the most important!

Pebble Brook School is a Local Authority maintained SEND School for pupils with specific learning difficulties aged 11-19 years. All pupils have an Education, Health & Care Plan (EHCP) that detail the targets we are working towards throughout all key stages.

Our school aims to ensure that pupils are well taught according to their individual needs. We provide a focus on Numeracy, Literacy and Personal and Social Development.

Pupils can access a broad and balanced enriching curriculum that includes key subjects as well as vocational studies.

We enable our pupils to achieve external accreditations but recognise the vital importance of learning to love learning for a lifetime and developing as a mature, happy and responsible member of society. We follow the guidance mentioned on the website regarding British Values.

When it comes to leaving our school, we will support our pupils in choosing the next steps in their life. Whatever a young person chooses to do we will try and give them everything they need to achieve their goal.



We will ensure that pupils go into employment, apprenticeship or an appropriate college course.

The following is from our school 'Entry and Exit Criteria':

Provision

The provision aims to support the development of children (aged 11 - 19) with communication and interaction needs including speech, language and communication needs, Autistic Spectrum Disorder and moderate learning difficulties. Some children may have a sensory impairment, i.e. hearing or vision. The provision is a Community SEND School and it is expected that the catchment area will primarily be the Aylesbury Vale district. Pupils from other areas will be considered upon request by Buckinghamshire Local Authority.

There are three main departments:

Key Stages 3 and 4

FED (Further Education Department)

Additional Needs Department. This includes 3 primary model Key Stage 3 / Key Stage 4 classes and one FED class

Children are supported through:

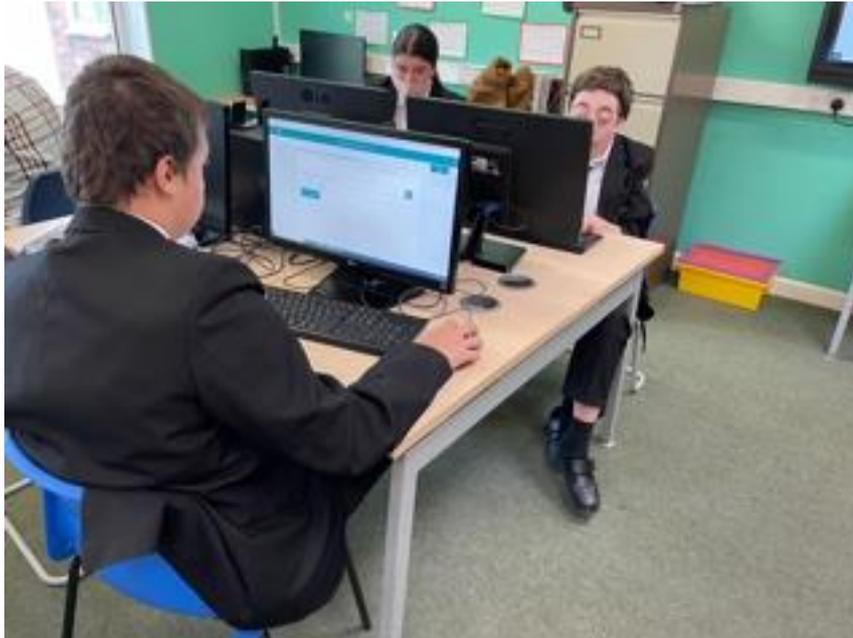
Smaller than normal class sizes / enhanced staffing ratios.

Staff experienced / trained in supporting pupils with Special Educational Needs.

When appropriate, access to a range of therapies, teaching strategies, specialist resources and equipment not usually available in a mainstream setting.

Relevant, modified or alternative curriculum models, including the National Curriculum where appropriate, including a broad and balanced range of activities and experiences tailored to meet individual learning styles. There is an acknowledgement of the very small steps of progress made by some pupils (and in some cases, the loss of previously learned skills).

The aim of all of the above is to support pupils in accessing the curriculum and to ensure that their planned needs are met. However, it is important that all pupils are appropriately placed, therefore, the entry and exit criteria will be considered at each Annual Review of the child's EHCP.



Primary Need

(as identified in the EHCP)

Speech, Language and Communication Needs

Pupils with a language disorder, or speech and language delay, which may or may not be in addition to other learning difficulties. However, pupils will have difficulties with some or all of the following: pragmatic / abstract language, non-verbal language, understanding and following instructions, word-retrieval, word order, dysfluency, omission of syntactic structures, speech production.

Some pupils will also have difficulties with attention and listening, development of literacy skills, lack of self-esteem / self-confidence and / or frustration due to lack of ability to communicate effectively.

Autistic Spectrum Disorder

Pupils will have a diagnosis, or exhibit significant traits, of Autistic Spectrum Disorder, (including high-functioning Autism or Asperger Syndrome). All will display behavioural, social and emotional difficulties that prevent them from being able to access the curriculum in a mainstream school.

Some pupils may also experience learning difficulties which fall within the MLD range.

Specific Learning Difficulties

Pupils will have significantly lower educational development across all National Curriculum areas than is generally expected for pupils of the same age. Pupils will also have additional barriers to learning which prevent them from being able to access a mainstream environment, for example, communication and interaction difficulties, social and emotional difficulties, sensory or medical difficulties. Some pupils may present a range of additional needs due to a syndrome or condition such as Autism or a medical and / or life-limiting condition which require additional support.

NB Upon request by Buckinghamshire Local Authority, children who have a significant hearing or visual impairment will be considered for placement. Pebble Brook is able to offer a curriculum suitable for children of average academic ability with these areas of need.



Entry Criteria

A child is eligible to be considered for placement if they meet the following criteria:

The child has an EHCP.

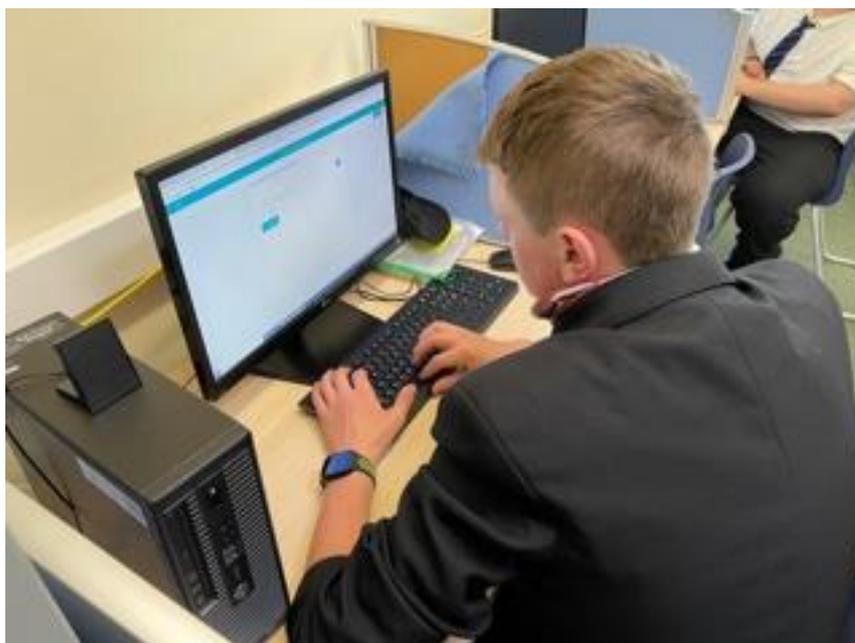
The child is aged 11 – 19 years old.

The child is unable to fully access, or follow in a modified form, the National Curriculum in a mainstream setting.

For most children their ability will lie within the following bands for Literacy and Numeracy:

Year Group	Academic Ability (see point 4 above)
7	Pre- National Curriculum to early Key Stage 2
8	Pre- National Curriculum to early Key Stage 2
9	Pre- National Curriculum to mid Key Stage 2
10	Pre- National Curriculum to mid Key Stage 2
11	Pre- National Curriculum to mid Key Stage 2
12	Pre- National Curriculum to mid Key Stage 2
13	Pre- National Curriculum to mid Key Stage 2
14	Pre- National Curriculum to mid Key Stage 2

Curriculum and Achievement:



On each EHCP there are a range of long term targets which have been determined by the individual pupil with support from family and school. These form the basis of our target setting:

Academic

PSD

Post 16 (current or planned)

Personal Ambition

We record progress towards all targets on our individual roadmap to the future. Regarding quantifiable progress, the following applies:

Key Stage 3

Our core subjects are English, Maths and the personal and social development of the whole child. We call our personal and social development framework GLGP which stands for great learners, great people. GLGP covers careers and employability, expressive and receptive language, independence skills and social and emotional development.

Progress is also recorded and tracked in all of the subjects.

We use an online system to evidence our work in assessment, planning, implementation, reviewing and reporting.

Using our online system, we can make decisions around acceptable, good and outstanding progress. This will be standardised across the school during Spring 2022 once the system has sufficient data.

Key Stage 4

The process for evidencing progress and measuring progress at Key Stage 4 is exactly the same as mentioned in Key Stage 3.

In Key Stage 4 pupils are prepared for examinations in a variety of subjects at a variety of levels from Entry Level 1 to Functional Skills Level 2 and GCSE.

Challenging targets are set based upon achievements in Key Stage 3 and our knowledge of the whole child. Progress against these targets is monitored and intervention implemented if necessary.

Monitoring

Progress is tracked and monitored so that we ensure pupils are kept on course and decide what interventions are necessary.

We also set an advanced target equating to a higher level accreditation to ensure extended or outstanding progress can be achieved.

GCSE

Pupils who can potentially achieve a GCSE grade will be offered the chance to take GCSE at the end of Key Stage 4 or during their time in FED.

FED (Further Education Department)

Focus in the FED becomes more directed towards expected or likely outcomes on leaving school, whether this is after one year, two years or three years.

English, Maths and ICT are continued in Functional Skills and all students cover various elements of the curriculum that will support their independence, employability and personal growth.

The qualifications at Entry Levels or Levels 1 or 2 are ideal for those who require a truly individualised curriculum. Work experience and volunteering work develop personal skills as well as employment skills.

FED New Building

We finally opened a fully refurbished sixth form block in November 2020. It has four classrooms, an art room, offices and a large common room / student kitchen. Our sixth formers now have the facilities they deserve.







Reporting

Whole school progress is collated, analysed and presented to Governors in mid-October every year and published on the website.

Reporting on progress takes place at twice yearly parents evenings, Annual Reviews and other statutory meetings such as Social Care core groups. Information is also available on request.

Progress records are updated half termly.

Target Setting across the School

This is the responsibility of the teacher and is part of the continuous process of planning, delivery and assessment. Every pupil knows their target lesson by lesson and these are always challenging and designed to support rapid progress.

Target levels are detailed on our achievement data and are an integral part of the teaching process.

Achievement leads to accreditation and qualifications. Our mission is to maximise our pupils' ability to read, write, communicate and understand the application of number. We offer appropriate qualifications in other subjects and vocational qualifications.

At the moment our accreditations and qualifications are as follows:

Maths, Entry Level 1 to GCSE
English, Entry Level 1 to GCSE
Science, Entry Levels 1-3
ICT, Entry Level 3 to Level 2
Food Tech, BTEC Level 1 and 2
PE, ASDAN Units, BTEC 1 and 2
Practical Construction, Entry Level 3 to Level 1
Horticulture, Entry Level 3 to Level 1
Small Animal Care, Entry Level 3 to Level 1
Travel and Tourism, BTEC Entry Level 3 to Level 1
Health and Social Care, BTEC Entry Level 3 to Level 1
Art, Entry Level 3 to GCSE

In House Qualifications

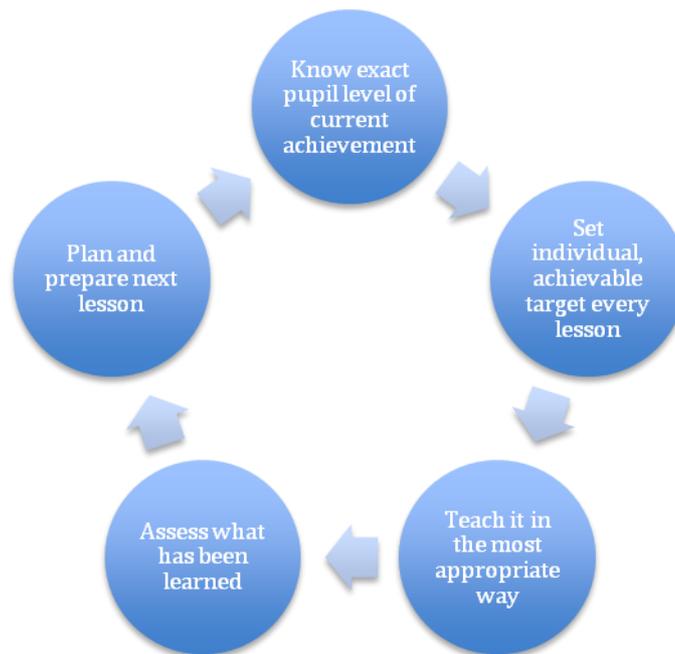
We also offer other vocational subjects such as mechanics and plumbing which are delivered by external providers and certificated as appropriate.

In FED (Further Education Department) we continue to develop English, ICT and Maths as well as offering more vocational qualifications, work experience, voluntary work and community links.

Careers Guidance – pupils start to receive careers guidance and support from Year 7 onwards. Careers and employability is a very important skill for our pupils to develop as they move towards independence and employment on leaving school.

Teaching

The principle behind our approach to teaching and related learning is simple:



This approach requires careful planning and constant monitoring of every child. It is a challenge that all teachers are meeting.

Because pupils do learn in different ways and each pupil in our school has an individual learning need, we have established and introduced individualised guidance for every pupil where appropriate.

This individual information on every pupil and is contained within our online record keeping system.

Our commitment is to provide good to outstanding lessons across the entire timetable. We want our lessons to be varied, vibrant and interesting with lots of practical work and problem solving.

We also know there is a place for occasional direct teaching and rote learning. Examples include 'times tables' or spellings.

Timetable

Morning 8.50am-12.45pm

Subject	Focus and cross curricular opportunities
5 x English	English focus (Reading, Writing, Communication)
5 x Maths	Maths focus (Number and Algebra, Shape, Space and Measures, Data Handling and Using and Applying)
3 x Science	Science focus + Maths + English
2 x PE	PE focus
2 x ICT	ICT focus + English + Maths
2 x Design and Technology	D and T + Maths + English
1 x PSHE	PSHE focus + English
Lesson 5 (daily 12.15-12.45)	RE, PSD, Golden Time, Literacy and Numeracy, Careers

Afternoon 1.45pm-3.30pm (Monday–Thursday)

Key Stage 3	Key Stage 4
Creative Curriculum. This provides opportunities to experience elements of humanities, creative arts, music and performing, ICT, RE and modern foreign languages. Pupils will meet in form groups or can rotate around different activities according to teachers specialism.	Vocational qualifications. Careers and employability.

Afternoon Friday (2.00pm-3.15pm)

Both Key Stages
Celebration Assembly 1.45pm
Enrichment Activities 2.00pm: Outdoor sport Indoor sport Dance Singing Art Library Swimming Cooking Film and Animation

Assemblies: Mondays at 12.45pm
Fridays at 1.45pm

Homework

At present we provide one piece of homework in literacy and one in numeracy.

SMSC - Spiritual, Moral, Social and Cultural Education

Much of this important work is evident on a day to day basis with adults modelling good practice for pupils to follow. Opportunities to develop these key areas are

identified and recorded via a tracking grid; this allows staff to analyse the coverage and ensure that every area is being developed.

Assemblies, school trips, visiting speakers, workshops and religious events, as well as morning and afternoon lessons, provide opportunities to enhance and reinforce how we live together as a community.

Our work in SMSC supports our work in preventing extremism and radicalisation (PREVENT) and the promotion of British Values.

SMSC is planned on weekly planning and is assessed via our PSHE and SMSC recording booklets.

AfL stands for 'Assessment for Learning' and is a principle whereby work is marked as effectively as possible so that the pupil understands how the work has demonstrated his or her learning. It also means a teacher can guide the pupil on what needs to be done next and work closely together on improvement. AfL is practised throughout the school.

Assessment is continuous so that we can keep pushing progress all the time. This also means teachers can set accurate targets lesson by lesson. Assessment is carried out by teachers and support staff and monitored by the leadership team. Evidence on reported levels is available in exercise books and annotated work in specific assessment folders.

Speech and Language Therapy is implemented full time by an Assistant Speech and Language Therapist with the support of a SaLT who oversees the department twice a week. The Speech and Language Therapy team is seen very much as an integral part of Pebble Brook School, supporting the vast range of needs of the students. The team comprises of one qualified Speech and Language Therapist two days a week and one full time Speech and Language Therapy Co-Worker.

The purpose of speech and language therapy is to develop the speech, language and social communication skills of students.

This includes: supporting their understanding (comprehension) of language; developing their attention and listening skills; teaching students to use spoken and/or signed language; developing understanding of and use of vocabulary; developing use of grammar; developing speech skills; teaching alternative means of communication; supporting students who stammer or who have selective mutism; helping students to express opinions and make choices; and supporting their emotional and social skills development.

The SaLT team work in a variety of ways determined by the needs of each individual student. This may include:

Individual speech and language therapy, paired work or small group work outside the classroom.

Leading class groups to learn social, emotional and relationship skills.

Support of the teacher in classroom lessons to facilitate students' access to the curriculum including preparation for accreditations.

Occupational Therapy

Occupational Therapy in school consists of one full time therapist and a part time therapist.

The purpose of occupational therapy is to develop the functional independence of students and to assist in regulating their sensory environment. This includes: working on gross motor skills for the general development of core strength and shoulder stability; working on fine motor skills to improve handwriting and independence skills; to explore a sensory environment to improve sensory discrimination; to improve general motor planning and co-ordination; to provide groups with calming strategies/movements for self-regulation; to promote social interactions with peers and team working skills; and improving skills in praising others and self within groups.

Behaviour Support

The Pebble Brook School Behaviour Support Team is based in the Watermead Unit. We as a Team see our role as supporting the behavioural and emotional welfare of students within the school. In order for students within Pebble Brook School to achieve and progress, it is important that they feel safe and secure within the school environment. Positive and proactive management of students' behaviour is an essential requirement for this and we recognise that behaviour is a form of communication that needs to be heard and understood. Our focus is to help the students to understand and take responsibility for their behaviour and using a therapeutic approach learn to manage it more effectively. Whilst teaching and classroom staff are responsible for the daily management of students and their behaviours, the Behaviour Support Team oversee the behaviour management process within the school, ensuring that policy and procedure is followed, offering additional guidance and expertise when students' behaviour starts to interrupt the productive learning environment. The Team will monitor behaviour incidents through Behaviour Watch and discussions with school staff to identify pupils who may need additional support and detect behaviour trends. The role of the Team is to work with, support and empower the Class Tutors to manage the behaviour of pupils within their class, not to impose, instruct, or to take over responsibility.

Family Liaison

This department is led by two staff who support pupils who are receiving input on any level from Bucks Social Care. They are our 'in house' social care team and provide direct support for families.

They are both Designated Safeguarding Leads and maintain all related records.

This department also plans and implements training, information, activities and social activities for families

Pupil Voice

We have half termly council meetings led by the pupils. An agenda is agreed and minutes shared with the whole school. Action is taken where appropriate. We would like to think that pupil voice is always available throughout every day. We love to hear the views of our pupils to help us shape all elements of school life.



Behaviour and Safety

This is the most important part of our work. All normal compliances to safeguard our pupils are in place, particularly around vetting of staff and visitors. The school premises are safe and secure and regularly reviewed.

We practise a 'positive approach' to behaviour whereby pupils are supported and taught to behave appropriately. Our policy is clear and available for parents at any time.

We believe in an individualised approach as one pupil may well have different needs to another. Some pupils with particular needs have an individualised 'Behaviour Support Plan'. A need for a 'BSP' is identified at the 'MDM' stage. Incidents are recorded using the online Behaviour Watch System and logged on an incident form. This form details what happened and, more importantly, what has been done about it. These forms help us to analyse behaviours and adopt strategies that will minimise such incidents in the future. Strategies can vary from direct additional support for the pupil through to curriculum initiatives. We cannot eliminate behaviours but we can minimise them.

All behaviours and incidents are now recorded and analysed using an e-tool called 'Behaviour Watch'. This will further enhance our practice.

Data is accumulated and analysed and used to inform areas of need.

Risk assessments are updated and developed where necessary. We also have 'OPPs' (One Page Profiles) that summarise behaviour and risk.

Parents and carers will always be informed when a serious incident occurs.

Additional action may include a report to the Bucks Safeguarding team that may lead to additional developments. This is at the discretion of the school Designated Person for Child Protection (Headteacher).

Most of our challenging behaviours at Pebble Brook are 'low level' that require reminding pupils of how to behave and modelling of good practice. All staff take responsibility for all areas of behaviour support.

Form Tutors and key workers take a pastoral role and responsibility for pupils in their form. Each member of the form has their form tutor as their first point of contact in all aspects of their life in school. The form tutor is the first point of contact for parents and carers. School Leadership Team maintains an open door policy and will support both parents and tutors where appropriate.

Leadership and Management

Every part of life in school requires all staff to take on a leadership role. The formal duties of the school Leadership Team are detailed below:-

Headteacher: David Miller – overall responsibility for all aspects of school life.

Deputy Headteacher: Jane Lovis – leads on achievement and behaviour support plus day to day organisation of the school.

Assistant Headteacher: Sally Knighton – leads on teaching.

School Business Manager: Roly Meddows Taylor – leads on financial management and school premises.

Head of Admin and HR: Veronica Cordery

All of the above team are accountable to the Headteacher and, in turn, to the Governors. Accountability, monitoring and challenge are key parts of a successful school and form a major part of the role of the Leadership Team with the rest of the school staff.

Teachers are leaders and lead on learning. We have two school middle leaders who work on developing the staff team and related key projects.

Governing Body

The Governors are led by the Chair, Mrs Kirsty Gilroy, who is available for contact on chairofgovernors@pebblebrookschoo.com.

The Governors have overall responsibility for the school. The Headteacher, alongside all staff, is responsible to the Governors.

SEN Policy

All pupils have the right to a broad, balanced and relevant education including access to the National Curriculum.

As Pebble Brook School is a Special school for pupils with a range of developmental needs, our SEN Policy has been generally incorporated into our Curriculum Policy and Teaching, Learning and Assessment Policy.

All teachers have a shared SEN Co-ordinator role because of the nature of our school.

Curriculum and Teaching, Learning and Assessment Policy

These are available on request and are also available on our website:- <http://www.pebblebrookschoo.org.uk/Policies/>

Facilities



The school is very fortunate in its location in central Aylesbury. Sporting facilities include a grass running track, football pitch and access to a hard sports area at Sir Henry Floyd School next door. The school minibuses enable trips to local swimming pools and to sporting fixtures with local schools. The minibuses are also used extensively for visits to local places of interest as part of the normal delivery of the curriculum.

Information Communication Technology is an important part of work in the school. We have 2 ICT rooms and access to PCs in all classrooms.

A new teaching block became operational in March 2013 and is now an integral part of the school. The new building includes six new classrooms and specialist smaller learning areas.

There is a specialist working area for Science, Art, Design and Technology and Food Technology.

Parental Contact and Communication

We have a strong commitment to sharing information and support with our families and carers. The school adheres to an 'open door' policy and recognises the vital role all our families can play in our school. Central to this is to provide clarity on what your child is learning and is aiming to learn so that we can all work together to increase the achievements of everyone.

School will have three formal parent / carer evenings per year plus our statutory Annual Review of EHCP meetings.

Pastoral Organisation

Each group has a form tutor who is responsible for the pastoral care of the pupils. The form tutor ensures that the pupil is benefiting from all aspects of school life and is likely to be the first person the pupil turns to for guidance and is the first point of contact for parents. Just as we hope you will keep us fully informed about any significant event in your son's or daughter's life, we will inform you of important events which take place in school. Telephone calls, letters and meetings between parents and teachers occur frequently and help us work together to ensure a

consistent approach and we encourage you to play a full part in your child's learning and development.

Safeguarding Statement

At this school, the health, safety and wellbeing of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Vetting and Barring Checks, as recommended by Buckinghamshire Council in accordance with current legislation.

In accordance with our responsibilities under section 175 {Section 157 for Independent Schools and Academies} of the Education Act 2002, we have a Designated Person for Child Protection (Mr Miller) who is a member of the senior management team, and has received appropriate training for this role. It is his responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

On rare occasions our concern about a child may mean that we have to consult other agencies. Unless it is not safe for a child, we would always aim to achieve this with a parent's consent. The procedures which we follow have been laid down by the Buckinghamshire Safeguarding Children Board (<http://www.bucks-lscb.org.uk/>), and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to David Miller, Headteacher; the Policy can be found under <http://www.pebblebrook.org.uk/Policies/>

We follow the DfE document 'Keeping Children Safe in Education' (September 2019).

Designated Safeguarding Leads in school are:

Headteacher, David Miller (overall lead)
Jo Greaves (Family Liaison)
Natasha Emery (Family Liaison)
Jane Lovis (Deputy Head).

Anti-Bullying, including Cyber Bullying

School has a clear policy on appropriate action should any form of bullying be known in school.

Procedure for Complaints

The school aims to work closely with parents and we hope that parents who have any concerns or anxieties will, in the first instance, raise these by telephone, in person or in writing. If you are not sure who to approach, please ask your child's class teacher (or get in touch with the staff in the school office who will be able to help you.) We find that nearly all concerns or potential complaints can be resolved happily through discussion. A leaflet about our complaints procedure is issued annually. If you would like a full copy of this policy, then please contact the school.

Attendance and Absence

Good attendance is essential for good progress.

The school has two registration periods during the day; the morning session is 8.50am - 9.00am and the afternoon session is 12.15pm – 12.20pm. If a pupil arrives in class after the registration time has finished, they will be marked late.

In legal terms, this will be regarded as an unexplained absence until such time as the school receives notification of the reason for the lateness. If a pupil is absent for any reason, the parent or guardian must provide the school with a note or a telephone call to explain the absence. If we have not been notified of an absence, parents are contacted on the first day of absence to clarify why the pupil is not at school. Our Educational Welfare Officer reviews all absences. The Educational Welfare Officer may then decide to carry out further enquiries.

Going off-site without permission is considered to be a serious risk to a pupil's safety. Parents will be informed as soon as possible should this occur.

Transport

The Local Authority makes arrangements for transport and this is usually free of charge provided you live more than 3 miles away.

Many pupils who live locally may walk or cycle to school.

Travel

Sometimes pupils wish to change travel arrangements in order to stay with friends. The school cannot become involved in making any such changes to the usual travel arrangements.

Any alterations to the normal arrangements are at the discretion of the Transport Department at County Hall. Taxi drivers may, on occasion, be prepared to help if requested directly by a parent but are under no obligation to do so. In all cases of changes to the usual travel arrangements, the school must be notified, as should Transport at County Hall, by the parents concerned (a telephone call will suffice). In the interest of the pupils' safety the school will not permit any pupil to change his or her travel arrangements without prior notification from the pupil's parent / carer.

Reporting to Parents

All pupils at Pebble Brook are protected by an Education, Health & Care Plan (EHCP).

We fulfill our statutory responsibilities by reviewing these EHCPs annually and in the case of pupils reaching the age of 13 ½ years, we work alongside parents, with our own Careers Adviser, to put together a Transition Plan.

In all cases we gather information from subject colleagues and form tutors.

School reports: are sent to parents as part of the Annual Review.

Annual Reviews: provide the opportunity to review any change in a pupil's circumstances, to evaluate to what extent his/her needs have been met, and to suggest future provision, based on the pupil's strengths, weaknesses and learning needs. We invite parents and pupils to make their views known to us at this important time.

Mandatory Reviews: This multi-disciplinary reassessment includes reports from the support services and, in some cases, pupils may be seen by the school psychologist.

Parents are invited to be present at the assessment interview, and the school seeks their views, by letter or telephone. We value the co-operation and support of parents. Recommendations from all services regarding future provision are suggested. While we believe in being positive in our comments, we feel we must provide parents with a realistic account of their child's progress, behaviour and achievements.

Reports on Transfer: In accordance with guidance from the Department for Education, we send all relevant information to receiving schools if pupils transfer.

We revise and update our reporting format in line with recent legislation and we use the Reviews and Reports as a basis for meeting each pupil's individual needs.

School Statement

At Pebble Brook, we seek to create a caring environment wherein: members of the community can realise their full potential in all areas; individuals can feel confident and valued regardless of race, religion, gender, sexual orientation or ability; opportunities are offered for pupils to grow as independent members of the wider community.

Equal Opportunities Policy Statement

We, at Pebble Brook School will promote community cohesion by ensuring that all members of the school community are treated with respect and courtesy regardless of race, religion, gender, sexual orientation or ability.

We will:

- value all contributions to the community;
- ensure the right of pupils to be educated in an environment conducive to learning;
- give all individuals the opportunity to develop to the best of their ability;
- provide a safe and caring environment for everyone;

We will ensure that any concerns will be treated with sensitivity and with an outcome beneficial to all involved.

Collective Worship and Religious Education

Religious Education is an important part of the curriculum at Pebble Brook School. It follows the Buckinghamshire Agreed Syllabus on Religious Education which is multi-faith in character. Parents are welcome to see the scheme of work.

We consider that the fostering of spiritual and moral values is the responsibility of every teacher and should permeate all aspects of the curriculum.

Full assemblies are held twice a week.

Parents who wish to exercise their right to withdraw their child from religious activities are asked to arrange an appointment with the Headteacher before doing so.

Sex and Relationships Education

Sex and Relationships Education forms part of the school curriculum. It will take place informally where the topics arise from the individual needs of pupils and more formally as part of the SHAPE curriculum. The delivery of this area will include talks, discussions, videos and visits from the School Health Service.

Parents have the right to withdraw their children from such lessons. Any parent considering doing so is asked to contact the school for discussion. Copies of the Sex and Relationships Education and Drug policies are available on request and on our website.

Homework

It is recognised that homework is an excellent opportunity for pupils to consolidate their learning, increase their independent working ability and to earn praise. All pupils at Pebble Brook School are offered homework and are rewarded when they return it, often with merit cheques. The nature of the pupils at this school means that homework is not compulsory as this could be a source of stress and upset to them and their families.

Homework is offered weekly in Literacy, Numeracy and other subjects where appropriate. Sometimes this is through work books. Other homework tasks may be set from time to time. Pupils in Key Stage 4 who are studying for GCSE are expected to make use of the work books and homework provided as revision exercises and practice questions.

The non-completion of homework or its return will never be allowed to become an area of contention between pupil, parent and teacher.

School Meals

The school sets the cost of School Dinners annually. This information can be obtained from the school office. Payment by half term or termly is also acceptable. There are facilities for pupils who wish to bring a packed lunch. Free school meals are available for those who fit the criteria. These need to be applied for annually through the school office.

Injury and Illness

If injury or illness occurs there are staff who have a first aid qualification and they will administer 'on the spot expertise'.

If we are concerned about a pupil, parents will be informed immediately. It is therefore essential that we have an emergency telephone number where we can contact parents at all times. This is required by Law.

Medication

Pupils should not bring any form of medication into school unless this is absolutely unavoidable. In these cases, we ask parents to write with precise instructions on how the medication must be administered. The medication must be in its original container or packet. The pupils are expected to hand the medicine in to the office and it is then the responsibility of the staff to give the medicine to the pupil. A form is available for completion, should your child need daily ongoing medication.

School Journeys and Visits

School journeys and visits generally take place in school time if they are linked to the pupils' National Curriculum studies. Pupils frequently visit places of interest within the locality to aid understanding and stimulate interest in many areas of the curriculum. The school is fortunate to have two minibuses of its own which are used extensively throughout the year for a number of offsite visits. We believe that pupils learn a tremendous amount from these valuable experiences outside school. We request that all parents sign a permission slip, allowing their child to take part in all such local visits and journeys. This saves us having to bother parents with a separate letter every time such a visit is undertaken, although for more ambitious journeys, or journeys out of school hours, we would of course inform parents separately and very fully. This is explained to parents in further detail upon their child's entry into school.

Charging Policy

We are not allowed to ask parents to pay for these visits but we usually ask for a voluntary contribution equal to the actual cost in order to raise the necessary funding. If insufficient money is raised by voluntary contributions, we may have to cancel the

visit. However, we will always notify parents of this as soon as possible and refund any monies already paid. In all cases the school will listen very sympathetically to requests for help from any parents who find it difficult to meet the costs of an activity. Some expense may occur to parents in relation to optional visits which take place out of school hours.

Charges for "finished products"

Where parents indicate a wish to own finished products, a charge may be levied to cover the costs of ingredients or materials in subjects such as Food and Textile Technology and Resistant Materials.

External Professionals

The school has access to a considerable number of professionals who are based outside the school. They are the:

School Nurse
Educational Psychology Service
Physiotherapist
Bucks Skills Hub

If any pupil has a significant physical or sensory impairment, an advisory teacher with specialist qualifications in that area can see him or her from time to time.

<http://www.pebblebrookschoo.org.uk>

Pebble Brook School
Summer 2021

Contact Information

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