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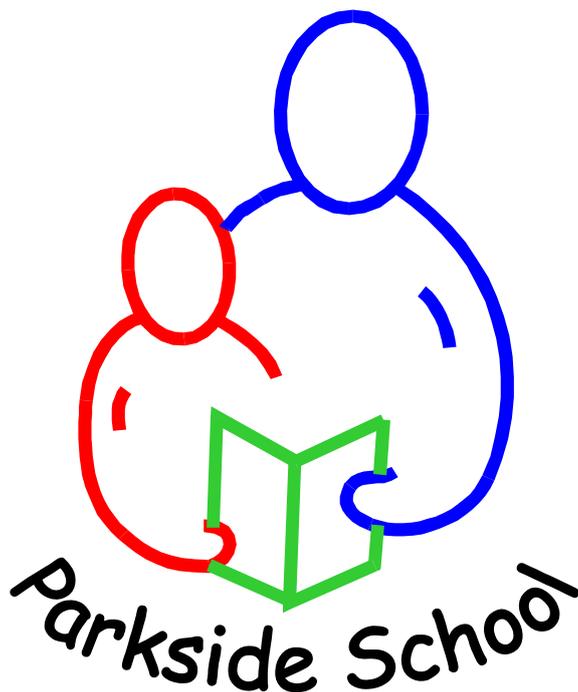
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Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

PARKSIDE SCHOOL

Supported by Parkside Community Trust



SEN SPECIALIST
SCHOOLS

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VISITING OUR SCHOOL

You are very welcome in school at any time. It is always helpful if we know you are coming so please try and phone first.

An appointment with the Head Teacher or Class Teacher can be made to answer specific questions or help with any problems.

Barry Payne
Head Teacher

WELCOME TO PARKSIDE SCHOOL

Parkside School is situated in the area of Earlham in the West of the City of Norwich. It can be found between College Road and Recreation Road and shares sports facilities with other schools in the immediate area. Pupils attend the school from a wide catchment area, ranging from North Walsham in the North to Diss in the South, Great Yarmouth in the East to East Harling in the West.



The full National Curriculum entitlement is offered in lower, upper and middle school and pupils are taught the relevant Programmes of Study for each subject area, subject matter being differentiated to meet the needs of individual pupils. In addition, pupils participate in external accreditation at the end of upper school and gain nationally recognised qualifications.

The school is divided into three main departments, lower, middle and upper, with each having a Head of Department. In Key Stage 2 pupils are generally taught by a class teacher and will see specialist teachers for such subjects as Music and Physical Education. In middle and upper school most pupils have a form teacher for registration and pastoral issues, but see specialist teachers for all other subjects. Pastoral responsibility lies primarily with the class/form teacher and is supported by the lower, middle or upper school head of department.

Currently there are 19 full time teachers, including the Head Teacher, and in general class groups are of 11 or below.

The school specialises in the education of children with language and communication difficulties and has staff dedicated to this area.

We welcome parents and other visitors to our school at any time. However, it is always helpful if we know when you are coming, so a telephone call to arrange a time would be appreciated. An appointment with the senior staff or a Class Teacher can be made to answer specific questions or discuss any problems.

ADMISSIONS

Each year Parkside School accepts around 20 pupils, but demand for places is usually greater than we are able to accommodate. Parkside School exists to help youngsters and we try to be as flexible as possible, balancing the requirements to maintain a stable and developing environment within school and meet the needs of the pupils who, for whatever reason, are not able to continue within mainstream education.

All pupils who attend Parkside School carry a Statement of Special Educational Needs. Most pupils have spent some time in mainstream education before arriving. The decision as to which pupils come to join us is made early in the year, usually around March. Head Teachers of Special Schools, Educational Psychologists and representatives from the Local Education Authority, meet in order to place pupils.

We understand that parents need to visit perhaps a range of provisions before they are able to decide which school they feel would best suit their child. Any parent at any time of the year is welcome to make an appointment and visit Parkside – more than once if they need.

All new admissions are invited into the school with their parents to have a look around and get to know the school and for us to get to know them!

We will ask you to fill out some forms so that we have permission for your child to join in some of the activities of the school which are perhaps a little different, e.g. horse riding. We also need to make sure that we have accurate personal information within school.

Members of staff will visit you at home to introduce themselves and discuss any of your concerns and to answer any last minute questions. On their first day in school all new admissions are collected from the school transport and taken into their class. We are very careful to make sure children feel welcome and secure. Later the pupils will be introduced to the rest of the school, usually during an assembly.



It can be a worrying time starting a new school for mum and dad and carers as well as for the children. If you have any concerns, please do not hesitate to contact the school. Pupils have home/school books which prove very helpful in passing on information.

HOW SCHOOL IS ORGANISED

There are 14 classes or tutor groups, with an average size teaching group of 10. A class-based system operates with an increasing amount of timetabling for specialist subjects after the age of 11. The objectives of the curriculum in the school are best placed within the context of the various stages and within specific curricular areas.

LOWER SCHOOL

Years 3 to 6

Most children arrive with little or no ability in reading, writing and number. We place a good deal of emphasis on making the classroom a pleasant and secure place for children to gain these skills. The teaching focus is on early reading, writing and number activities of various kinds. Teachers work closely with the Speech and Language Therapists and Language Support team. They are skilled in helping with problems of speech or articulation as well as specific language and communication difficulties.

We teach the full range of subjects common to any First and Middle School as required under the National Curriculum. Children learn basic skills in literacy and numeracy, alongside the skills of attending, listening, thinking and of good work habits. In addition those social skills so necessary to general progress within the school:

- the ability to get on with other children;
- to play;
- to conform to simple rules of behaviour;
- self-control;
- self-care, eg correct use of toilet, being able to dress themselves, etc.

The first class caters for children 7 - 8 years old. There is naturally a period of settling into a new school with different routines and expectations. Children who come to Parkside have often experienced two to three years of failure and frustration. By patiently and carefully developing those abilities and qualities of personality that the child possesses we can build up confidence and concentration.

As children move into their next classes, we are seeking to extend their areas of knowledge. Great emphasis is placed on further developing their Literacy and Numeracy skills.

All children in this part of the school have a balanced timetable of subjects which include Mathematics, English (Language, Writing, Reading), Swimming, Music, PSHE, Humanities, I.C.T., Physical Education, Science, Religious Education and Technology.

A flexible approach, using a variety of teaching methods along with team-teaching (two or more teachers working together with one group), gives interest and opportunity to develop themes and learning at the particular level of the individual child.

MIDDLE SCHOOL

Years 7 & 8

The aim here is to assess the child's potential for progress in basic subjects and balance these needs along with the requirement for delivering the National Curriculum. We begin to look at those skills that a child will need after they leave school at 16 (we call these life and social

skills) and emphasise the importance of acceptable social behaviour and a mature attitude. We try to keep a child's interest for learning by relating it to useful and practical issues.

Throughout the middle school students are mostly taught by specialist teachers. Emphasis on practical work is important.

As children progress through the school there is an increase in the amount of timetabling for Design Technology and Food Technology.

Students are encouraged to become independent and confident in their abilities, to use initiative and to make their own decisions on many issues. For this purpose we teach Citizenship, which involves children being directed to undertake errands, visits and shopping out of school. Initially this is done under strict adult supervision. When the child begins to show competence in the required task, then it may be repeated with less and less adult involvement. Local shops and other contacts in the community are used for this purpose.

Road Safety is taught and encouraged. A programme of pedestrian safety is undertaken, leading to a Titan Pedestrian Safety Certificate red level, showing competence in crossing roads, etc. When children prove themselves competent to ride their bicycles safely in the streets, the Head Teacher may allow them to journey to and from school by bicycle.

UPPER SCHOOL

Years 9 to 11

The final classes encompass those students who are 14 – 16 years old. A particular programme has been devised which offers the students 'modules' or sessions of lessons. These include under "Personal Survival Skills" four main areas of emphasis:

1. Job skills
2. Self-care skills
3. Home-care skills
4. Leisure skills

These are taught under a variety of different subject headings in addition to or alongside standard requirements of the National Curriculum.

A practical real life needs approach is adopted to basic Reading, Numeracy and Writing integrated into the National Curriculum Schemes of work.

Citizenship – is continued and extended to Amber and Green levels, with every student having the opportunity to extend his or her own levels of competency in being able to move about the school's local community and the centre of Norwich, in safety. All students work towards an entry level certificate in personal and social skills.

Work Experience placements are obtained for students where appropriate. These may begin at any time during upper school.

Working and living in a caring community is an essential feature of the upper school curriculum. Students are given the opportunity to make contact with other people in the

neighbourhood of the school who are less fortunate than themselves. For example, projects are undertaken to give help and friendship to many elderly citizens.

During the last three years of schooling there is close contact and co-operation with the youth advisory interactive service who visits school regularly to talk to students and their parents. A home visit by the Adviser, often in conjunction with the Senior Teacher from school, is made if necessary.

An important part of the upper school curriculum centres on leisure skills. We teach students how to make the most of any spare or free time, by playing games such as darts, snooker, table tennis, etc. They are encouraged to follow interests in sport or hobbies at home.

Year 11 pupils will have the use of the common room to socialize with their friends.

Children are encouraged to make their own way to school where this is practicable, rather than relying on school transport. A Titan bus pass is provided for children who reach the required standard of pedestrian safety.



THE NATIONAL CURRICULUM AND PARKSIDE SCHOOL

All our children are working within the National Curriculum. The National Curriculum consists of 12 subjects:

Personal and Social Education

English

Maths

ICT

Spanish

History

Geography

Music

Art

P.E.

Technology

Science

Religious Education is also a compulsory part of the school curriculum.



Pupils in the upper school are able to work towards gaining 'Credits' on the Government's New 'Qualifications Credit Framework'. They can pursue a range of courses, which is constantly being expanded.

Our curriculum is developing to include more cross curricular Work. There is a continued focus on Maths, English, ICT and Personal, Social and Health Education.

All pupils in school have Literacy and Numeracy homework. We ask for parents to sign a homework contract to support the school and monitor the work.

Sex Education

As part of our Health Education and Science schemes of work we cover sex education. We are sensitive to the varying maturity levels of the pupils and alter the material to suit individual development. The school will keep you informed of subject matter covered so that you are prepared for any questions. If parents wish to withdraw their son/daughter from this area of the curriculum they must speak with the head Teacher to make alternative arrangements.

We follow the New National Curriculum Framework, but adapt it to make it appropriate for the ability range of our pupils. The three main aims of the National Curriculum are to produce:

Successful learners

Confident individuals

Responsible citizens

In years 3 and 4, pupils follow a topic based plan, where they are encouraged to make decisions for themselves about their learning.

THE SCHOOL DAY

Morning Session

9am – 12.30pm

Lunch

12.30pm – 1.25pm

Afternoon Session

1.25pm – 3.15pm

The time of the school sessions for pupils are as follows:

9am – 12.30pm = 3 hours and 30 minutes

1.25pm – 3.15pm = 1 hour and 50 minutes

Total hours per day = 5 hours and 15 minutes

LUNCH TIMES

School Meals are provided at the standard charge.

Children have a set menu over a four week period with different meals each day, consisting of a main meal and dessert. The meal is good value for money. A packed lunch is provided when children are on out of school day visits.

Children may bring their own packed lunch to school. This should be kept in a sensible bag or container with their name marked on. Please avoid glass bottles. Children eat their packed lunches in the dining room with the pupils having school meals.



When not eating their meals children play out on the school playground, or join in the disco which is organised during wet weather. They can also attend the lunchtime clubs.

Staff supervise the children during their lunch break, under the direction of a Senior member of staff.

READING

Words are all around us. Language and literacy skills are acquired through listening, speaking, reading and writing.

Here at Parkside, we recognise reading is an important skill to develop. We aim to encourage the enjoyment of books and sharing books.

To develop students reading skills a number of approaches are used, including the use of jolly phonics and using the structured Oxford Reading Tree scheme. We encourage parents/carers to be sharing books and hearing their children read.

Jolly phonics lessons teach the letter sounds in an enjoyable, multi-sensory way.

Children need to learn each letter by its sound, not its name.

Children have time allocated to have free choice time in the library.

Suggestions to help your child:

- Play I spy
- Read rhymes
- Listen to stories together on CD
- Talk about what you do
- Point at road signs
- Read signs in shops
- Read labels in the supermarket



Reading stories to children helps them learn to read.

Children should read anything that interests them.

A bedtime story helps a child to read.

Reading with a friendly adult helps children to read.

Reading is a really useful skill for everyone.

SPORT

At Parkside School, we believe that it is really important to build up self esteem and confidence. The PE Department firmly believes in Sport for All and caters for the full range of abilities by either adapting sports or parts of lessons to ensure that we are all inclusive. We endeavour to make sure that your child achieves, enjoys and feels good about themselves every lesson.



We are fortunate to have access to a large playing field, Sports Centre and swimming pool just across the road. In Lower School we work on team building skills and encourage children to widen their movement vocabulary in a safe setting. In middle and upper school we build on the work done in lower school and introduce, when appropriate competitive element.



Children have the opportunity to take part in cross-country, athletics and football events. We encourage the children to do their best and to be proud of their achievements.

In upper school the children have the opportunity to attend a municipal swimming pool.

We do ask for parental support in ensuring that your child brings to school a full P.E. kit please.

SPIRITUAL, MORAL AND MULTI-CULTURAL EDUCATION (RE)

Collective Worship

Collective worship is practised daily as a whole school or in key stage assemblies. Assembly is based around Christianity but we also recognise and celebrate a diversity of faiths. The assemblies focus on promoting the spiritual and moral wellbeing of the children by allowing them to access information about life and the world they live in. If any parent wishes to withdraw their child from RE or Collective Worship they can contact the head Teacher to make alternative arrangements.

Each week there is a whole school assembly theme which is also a part of daily PSHE lessons.

Monday: 9.30 – 9.45 am.

Whole school assembly: the weekly theme is introduced in this assembly by the Head Teacher.

Tuesday: 9.30 – 9.45 am.

Whole school hymn practice; singing practice includes a variety of Christian hymns and popular songs.

Wednesday: 9.30 – 9.45 am. Department assembly; special mention and highest class scorer from the previous week are celebrated.

Thursday: 9.30 – 9.45 am.

Whole school assembly led by a tutor group. A class prepares and leads an assembly on the weekly theme.

Friday: 9.30 – 9.45 am. Whole school 'show and tell' assembly; where classes and/or children show their work to the whole school, where certificates and any other special awards are given.

Every assembly is concluded with a moment of reflection or prayer.

Festivals

Christmas

A Christmas service is held, by tradition, at a local church and is very special as a variety of guests are invited to share with the school our celebration of Christmas.

Easter

The Easter Service is usually held in the school hall. The theme is focused on the school as a community, marking the start of Spring and the Easter message.

Harvest

During the Autumn Term a Harvest Festival is held in the school hall. Donations of produce are requested and then distributed to the local elderly community or the community food bank.

HOME/SCHOOL LINKS

It is vital that the closest links are formed with the child's parents or guardians.

A good partnership between home and school is the ideal.

Knowing how a child gets on within the home generally gives teachers a good insight to their behaviour, performance and attainments in the classroom and school. Links with the home are made in a variety of ways:

- Home visits - by Teacher, Head of lower, middle and upper school, Deputy Head or Head Teacher.
- Invitations to visit school, e.g. Open Evenings.
- Invitations to attend Annual Review Meetings and Medicals.
- Informal contact, social occasions and school events.
- Regular Newsletters.

The policy of the school is to have "openness" between parents and staff of the school. Parents visiting the school, whether expected or not, should always ask to speak to the Head Teacher or Deputy Head. This avoids the possibility of disruption to classes and allows staff to organise their time to be able to talk to parents. Our teaching programmes are based on necessity and therefore reflect an individual approach.

Referrals

Most children come to Parkside as referrals by Head Teachers in Mainstream Schools through the Schools Psychological Service. Under the 1981 Act all children joining us will have a Statement of Special Educational Needs. Our children have a wide range of abilities and difficulties. In addition to a learning difficulty they could have:

- Specific learning difficulty;
- Emotional and behavioural difficulty;
- Physical disability:
- Hemiplegia;
- Visual or hearing difficulty;
- Speech impediment or delay etc.

Referrals to Bethel Clinic (family and child therapy) are generally made through the SMO or by him/her through the child's own General Practitioner (GP).

SUPPORT SERVICES

Support Services play an important role and include:

Speech and Language Therapy	2 days per week
Physiotherapy	Monthly visits
Sensory Support	Weekly visit
Occupational Therapy	Regular visits
School Nurse	Fortnightly visits
Health Visitor	Regular visits & help with Health Education
School Medical Officer	Regular medical examinations
Schools' Psychological Service	Regular visits for assessment and review
Education Welfare Officer	Regular visits - pastoral care to children & their families
Youth advisory integration service	Regular visits
Parent Support Adviser	Based at Parkside
School Counsellor	Based at Parkside 1½ days per week

The School's Parent Support Adviser

The PSA is able to work directly with families, either meeting in school, at home or in a place of their choice. Parents/Carers can also attend the regular PSA coffee mornings, held on the first Wednesday of each month.

The school has full support from the Schools' Psychological Service, Education Welfare Officer, School Medical Officer, Health Authority and Social Services Department.

School's Psychological Service

Regular visits are made to school by the Psychologist. Any difficulties out of the ordinary being experienced by children, whether social or academic, may be discussed with them. Teachers may, through the Head Teacher, invite the Psychologist to assist with the child's performance in class, or on an individual basis. Parents will always be consulted about such arrangements.

Pupil Attendance Service

Similarly the Pupil Attendance Officer visits the school regularly. They are particularly concerned with pupils' unexplained absences and truancy.

School Medical Officer

The School has a Medical Officer who visits on a regular basis. Medicals are conducted at school by Doctors and medical officers when necessary.

COMMUNICATION AND INTERACTION AT PARKSIDE

LANGUAGE SUPPORT

The development of language and communication skills forms an integral part to all aspects of a child's educational and social life. Activities and strategies need to be related to the child's most natural communication environment; therefore, a strong emphasis is placed on meeting pupil's language and communication needs within the classroom, maximizing a child's opportunities to communicate. All staff have a responsibility to support and encourage pupils with the following: attention, listening, interaction, understanding, vocabulary, social skills, conversation skills, speaking. All pupils' have a language and communication target.

The level of direct intervention from the team varies and may change depending on the child's needs. Including support in class in certain lessons from the team, group work, individual assessments and opportunities for pupil's to talk about themselves. There are many different ways to support and develop language and communication and the language team acts as a central resource base for the whole school.

Those pupils' who are on the speech and language therapy caseload, have an automatic entitlement to regular assessments and contact from the speech and language therapists from Norfolk Community Health Care who work at Parkside two days a week.

SPECIALIST COLLEGE

Since September 2008, Parkside School has been awarded specialist status in Communication and Interaction. The school has a specialist area where children may come to develop their communication and interaction skills; whilst the development of communication and interaction goes on throughout the school in all aspects of the school day.

Communication cannot happen without interaction and children who find interacting with others difficult are at a disadvantage in both social and academic situations. The aim of the Communication and Interaction base is to develop the social skills of all children so that they may function effectively in school and in their wider lives outside of school.

The Communication and Interaction team work to develop effective social exchange using both verbal and non-verbal means, so that children may be social beings at whatever level of development they are at. This expertise and provision is made available to other schools in Norfolk as a part of an Outreach and In-reach programme.

REVIEWS AND CASE DISCUSSIONS

Where there is evidence of lack of, or outstanding progress, a case discussion/pupil specific meeting will be held involving as many of the Teachers, Teaching Assistants and Support staff as possible. These are generally Chaired by a Senior member of staff.

Annual Review Conference

Each pupil is the subject of an Annual Review of their Statement. Together with the Parents, Head Teacher, and other relevant professionals, we will look at the child's progress and achievements within school. Each teacher involved with the child will produce a detailed report. During this meeting priorities for the following year will be identified and added to the pupil's Annual Review statement. Parents' views are very important and we hope that all parents will come along to these meetings and help us plan for their child's future.

14+ Reviews

In their 14th year each pupil will have a transition review. This review is similar to the Annual Review procedure described earlier with the addition that a Guidance Adviser joins the meeting. Again we will identify educational priorities for the coming year and also look at options for when your child leaves school. A Transition Plan will be started and updated at each review following the 14+ review.

Pupil Portfolios

Each pupil leaves school with a pupil portfolio. This consists of a Life Skills / Personal and Social Education information which the pupil will have collected throughout Years 9,10 & 11. This information will be of great value as a reference resource for their transition into further education or the workplace. Also included in this portfolio will be a copy of the pupil's college passport and a collection of reports and awards which highlight all the good things that the pupil has done, been involved in, or achieved during his or her school life. This is a portfolio that all pupils can show to anybody with pride.

Open Evenings

Three open evenings are held throughout the year. We hope you are able to come along and see the work we are doing with your child and discuss ways in which you can help. Early in the Autumn Term there will be a chance to meet the class or form teacher. In the Spring Term we discuss children's progress in subject areas. In the Summer Term there is a chance to meet Governors of the school and class or form teachers once again.

INCLUSIVE EDUCATION AT PARKSIDE

At Parkside we are committed to a policy of inclusive education that is not just restricted to issues of placements but which involves the whole school community. This means that:

- We are dedicated to responding to individual pupil needs by providing a high quality appropriate learning experience; and
- We are committed to working with pupils, their parents/carers and other professionals involved with the child in order to provide the best possible opportunities.

As part of this Inclusion Initiative we aim to:

- Provide pupils, where appropriate, with opportunities for mainstream experiences and, subject to review procedures, proactively consider the possibility of a future full time transition to a mainstream school;
- Further develop our partnership with parents and carers;
- Work alongside mainstream colleagues to develop more flexible approaches to meeting the needs of all pupils, whether mainstream or special. In some cases providing opportunities for mainstream
- pupils/groups to join with our pupils and in other cases for our pupils/groups to attend the mainstream school for an identified activity;
- Work with the Education Authority and other professionals to provide mainstream schools with support and practical advice in meeting the needs of identified pupils; and
- Increase teacher and teaching assistant awareness, access and expertise between Parkside, other special and mainstream schools.

Please ask for further information if you are interested. We believe that an inclusive school is one that treats pupils as individuals and works together with parents/carers and other professionals to achieve this.

SCHOOL RULES

We try to keep these to the minimum necessary to keep pupils safe and to gain a satisfactory level of conduct. The main concern of all staff is to instill a sense of self-discipline and good moral standards in all pupils.

The following list summarises the consensus of views of Parents, Teachers, School Governors and the Pupils themselves towards the necessary standards that are required:

- We expect pupils to have respect for adults and for one another at all times and strongly discourage cheek, bad language or anti-social behaviour.
- For safety reasons and to foster a purposeful approach to work without distraction, personal adornments such as jewellery, make-up, nail varnish and unsuitable or outlandish clothing or hairstyles are not considered appropriate.
- Pupils will be expected to conduct themselves in the school and on the journey to and from school, in an orderly manner at all times giving due consideration to the rights of others.
- Proper regard for other peoples' property and the general well being of the school building and equipment in it will be expected.
- Pupils should not bring into school any personal items of value (e.g. Ipods, etc.) which might become damaged or may form a nuisance to others.
- Eating in the classroom situation is not allowed, nor is the eating of "chewing" or "bubble gum" at any time on the school site, as this is anti-social when discarded.
- All playtime or recreational/leisure activities should be undertaken in a friendly, co-operative manner. Aggressive, physically dangerous or ill mannered conduct is considered unacceptable.
- In the interests of health and safety, the School has a total non-smoking policy, which is the same for adults and pupils. Smoking is not allowed anywhere on the school premises.
- Certain rules such as not entering the Hall, Workshops or Activity Play Area without permission and supervision are made for the safety of all pupils. All pupils will be informed of the areas in school which are "out of bounds" and no pupil will be allowed to leave the school premises without permission or supervision.
- Adherence to Fire and Safety precautions by pupils at all times is, of course, essential to ensure safety.

DISCIPLINE

The philosophy of the school is to promote the learning of socially acceptable behaviour and conduct. We ask our children to behave in a civil, courteous and considerate manner at all times, both to one another and to the adults around them. We aim to instill the “norms” of behaviour of the average family. The school has a comprehensive pastoral policy which all parents have access to.

Main Goal should be “co-operation”

In relating the above to Parkside School, it is obvious that the main goal should be “co-operation”, according to the individual circumstances that may prevail. Much depends, therefore, on the school's expectations with regards to social behaviour.

Bullying

We take the problem of bullying very seriously. Bullying can take many forms from physical attack to name calling and in its own way each can be very damaging to the victim. If you have reason to suspect that your child is unhappy at school, then please do not hesitate to contact us.

Children will be encouraged to:

- Show an appropriate level of respect to all adults and other children.
- Be polite and courteous in their responses and general manner when talking to adults or one another.
- Sit or move quietly and calmly in the classroom and concentrate on their work.
- Move around the school in a safe and disciplined way that does not cause a disturbance to others.
- Join in team games or general activities with a willingness to share and co-operate.
- Show consideration for the feelings of others.
- Show initiative, integrity and honesty in an approach to all things.
- Take pride in their own attainments, those of others and of their school.
- Be reliable and responsible members of the school community and the general community at large.
- Demonstrate appropriate or reasonable behaviour towards members of the opposite sex.
- Develop the ability to use leisure time in a positive and constructive way.
- Develop self-confidence and self-worth in all their social relationships.
- Enjoy life, school and the companionship of others.
- Feel secure and well supported by the ethos of the school.
- Realise that mistakes or past behaviours will not be held against them.

PUNISHMENTS AND SANCTIONS

Corporal punishment is not used at the school.

It is necessary from time to time to punish a child for his/her misdemeanours. Sometimes it serves to deter the repetition of unacceptable behaviours and to emphasise that the child was wrong.

Punishment must be appropriate and relevant to the misdemeanour in the eyes of the child. It must also be immediate and short in duration, in order that they can remember and understand the reason for the punishment.

Most incidents will be dealt with as they would in the home by a good "telling off", either by the member of staff dealing with the child at the time, senior staff or the Head Teacher. This is usually sufficient to deter the unwanted behaviour or let the child know that he/she has got something wrong.

The opportunity "to make good" should always be made available, e.g. the chance to do some small worthwhile task, or an apology (but not where the child still feels aggrieved for some reason).

Examples:

1. Loss of "free-time" (eg break)
2. Loss of privilege (eg clubs, special treat, etc)
3. Doing extra work
4. Temporary move to another classroom to work
5. Being put on "Report" where the child's performance is monitored closely during a set period of time
6. Letter home to parents
7. Kept at school for an after school detention
8. Referral to Head Teacher
9. Parents called to school to discuss child
10. Exclusion
11. Permanent exclusion.

Clearly the latter steps (7 - 11) are extreme ones which may only prove necessary very occasionally.

Good Behaviour

Good behaviour is always expected at Parkside and we are keen that this should continue. Parents have an important role in supporting the high quality of behaviour we have in this school and helping their son/daughter to achieve this.

SCHOOL UNIFORM

Parkside School has a school uniform which all pupils, except those in Year 11, are required to wear. Year 11 pupils have the option to wear non-uniform clothes, but within the limitations of the General* statement.

On entry to the school, all pupils will be given a team colour of red, blue or green, which they keep until they leave.

Uniform (to be purchased from school):

- Sweatshirt: Team colour with school logo
- Polo shirt: Team colour with school logo
- T-Shirt: White with school logo in team colour (this is an optional summer item)
- PE T-Shirt: Team colour with school logo.

The PFA (Parkside Friends Association) will endeavour to keep all uniform prices to a minimum and will undertake to revise suppliers and costs at regular intervals. Arrangements can be made to help families who need financial assistance with school uniform purchases.

Uniform (to be purchased elsewhere):

- Dark trousers or skirt (no tracksuit bottoms)
- Footwear:
 - Dark sensible day shoes (no high heels or boots)
 - Plimsols or trainers for PE
- Swimwear: Plain one-piece costume or trunks, hat and towel.

ALL ITEMS SHOULD BE CLEARLY NAMED, AS UNCLAIMED LOST PROPERTY WILL BE DISPOSED OF AT THE END OF EACH TERM.

The following are not allowed:

- Makeup, jewellery of any type including finger rings, ear-rings, nose rings, body piercings etc (except small ear studs, which must be removed for PE & swimming)
- Heavy footwear/flimsy summer footwear
- Extreme hairstyles involving layering, dyeing, shaved, markings etc
- Tracksuits
- Military or camouflage clothing
- Logos or offensive designs on T-Shirts or clothing.

TRANSPORT

Transport to and from school is provided for all children by Norfolk County Council, free of charge for those who live more than 3 miles from school.



The school has the use of a minibus each day. Class groups make visits to local places of interest – Castle Museum, Wildlife Parks, etc. Parents are asked to sign a consent form to indicate that they are willing for their son/daughter to take part in activities using a school minibus when the child first joins the school.

POST 16 PROVISION

Post 16 Provision is available at Pathways College based at The Hewett School but staffed and run Parkside. Children attend for twelve months gaining independence skills before moving on to open employment, City College or other colleges – on various, appropriate courses.



PARENTS AND FRIENDS OF PARKSIDE SCHOOL ASSOCIATION

The PFA was formed in 1983 and is now a busy Association. As the name suggests, it is a group of Parents, Teachers and Friends of the school whose main aim is to enhance the education of the children at Parkside. This is done in the usual way by raising funds to purchase equipment which would not normally be available through the Local Education Authority. Equally important is the role the Association plays in helping parents and children and enabling them to support each other. Making parents aware of Further Education Courses available after 16 and discussion groups with Teachers regarding educational issues in school.

All parents are automatic members of the Association.

Over the years our Parents and Friends Association has played many roles within school, some of which are listed below:

- Fund raising
- Mutual support
- Representation to the:
 - Local Authority
 - Head Teacher
 - Governors;
- Information gathering and distribution
- Organising pupils' social evenings
- Helping in classrooms
- Refreshments during open evenings.



PFA Contact Names:
Mr J Wright **Chairman**
vacant **Treasurer**
Mrs L Rombough **Secretary**

The Association is there to help you and your child.

The Association would also like your help to organise its events.

PARKSIDE SCHOOL GOVERNORS

There is a meeting of the School Governors at least once per term. Their role is to oversee school policy and conduct. Having regard to the Local Authority's Statement on County Curriculum Policy, the Governors in consultation with the Head Teacher, determine the aims of the School Curriculum.

Governors

Head Teacher:	Mr B Payne
Parent Governors:	Mrs S Woolterton
	Mrs J Wright
	Mrs A Dinneen-Lovick
Teacher Governor:	Miss M Maidment
Non-teaching Staff Governor:	Mrs L Applegate
Community Governors:	Mr I Gibson
	Mrs E Shields
	Mr P Raven
	Mrs Z Denmark
	Ms C Waddams
Trust Governors:	Mrs S Gamble (Chair)
Clerk to Governors:	Mrs H Freeman

Useful Names and Telephone Numbers

Mrs S Gamble	Chair of School Governors
Mr J Wright	Chair of Parents & Friends Association
	School – 01603 441126
Attendance Improvement Officer	Telephone school – 01603 441126
Norfolk County Council, County Hall	0344 800 8020
Parent Support Advisor	Telephone school – 01603 441126

SCHOOL POLICY ON CHARGING

- No charges will be made for any education provided.
- If the activity cannot be funded without a voluntary contribution, the school will make this clear to all prospective participating parents at the outset.
- The School will regard voluntary contributions as essential in order for most trips out of school to take place.
- The Head Teacher will retain the right to exercise full or partial exemption of charges at his discretion for parents experiencing particular hardship.



COMPLAINTS PROCEDURE

If parents have any concerns regarding the curriculum, discipline, or any other aspect of school policy, they should in the first instance contact the Head Teacher.

Should the complaint not be resolved, parents should contact a School Governor (For instance: There are 3 Parent Governors who represent parents' views to the Governing Body.)

Most problems can be resolved at school level. If the complaint is still unresolved, the Local Education Authority has a statutory Complaints Procedure which deals with more difficult issues.

All information supplied in this brochure is correct at time of printing. Changes may occur which will be included in the next edition.

July 2012

STAFF LIST

Teachers

Mr Payne
Mrs Booth
Mrs Hayman
Mrs Baldwin
Miss O'Connor
Miss Tweedy
Mrs Bell
Mrs Payne
Mrs Holderness
Ms O'Reilly
Mrs Williams
Mr Hallett
Mrs Webster-Lee
Mrs Hawkes

Mr Holderness
Miss Maidment
Miss Thorpe
Mrs Wicks
Miss T Mutty
Miss Daniels
Miss Woodworth

Language Support

Mrs Prince
Miss Sharpe

Behaviour Support

Mr Angland
Miss Sanderson
Mrs Punt

Parent Support Adviser

Miss Peachment

Office Staff

Mrs Freeman

Mrs Wolverson
Mrs Dunham
Ms Slaney
Mrs Cook
Mrs Eagle

Head Teacher
Deputy Head teacher
Head of Lower School
Class teacher
Class teacher
Class teacher
Head of Upper School
Class teacher
Head of Middle School
Class teacher
Class teacher
Class teacher
Class teacher
Assistant Head Teacher
Extended Curriculum Co-ordinator
Head of Pathways
Class teacher
Class teacher
Class teacher
Teacher
Class teacher
Specialist College

School Support
Manager
Head Teacher's PA
Secretarial Assistant
Secretarial Assistant
Secretarial Assistant
School Secretary

Teaching Assistants

Mrs Applegate
Ms Ashfield-Brown
Ms Bradbury
Miss Brewer
Miss Carter
Mrs Chambers
Miss Clarke
Mrs Davies
Mrs Dixon
Miss Dunseath
Miss Edwards
Mr Fleck
Mrs Harris
Mrs Hill

Mrs Hughes
Miss Irons
Mrs Jepp
Mrs Kett
Miss King
Mrs Maciejewska
Mrs Locksmith
Miss Mason
Miss Moore
Miss S Mutty
Mrs Nelson
Mr Nelson
Ms Pascall
Mrs Pope
Mrs Potter
Miss Richardson
Mr Rogers
Mrs Shaw
Mrs Stearman
Mr Walter
Mrs White
Miss Wilson

(Pathways College)

(Pathways College)

(Pathways College)

SCHOOL POLICIES

All school policies can be found on our website www.parkside.norfolk.co.uk

DATA PROTECTION ACT

Schools, Local Authorities (LAs), the Department for Children, Schools and Families (DCSF), the Qualifications and Curriculum Authority (QCA), Ofsted, the Learning and Skills Council (LSC) and organisations that require access to data in the Learner Registration Scheme as part of the MIAP (Managing Information Across Partners) Programme all process information on pupils in order to run the education system; and Department of Health (DH) and Primary Care Trusts (PCTs) process information on pupils in order to tackle the year on year rise in obesity among children, and in doing so have to comply with the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The **school** holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to LAs, the DCSF and to agencies that are prescribed by law, such as QCA, Ofsted, LSC, DH and PCTs.

www.parkside.norfolk.sch.uk

Address:
College Road
Norwich
NR2 3JA

The **Local Authority (LA)** uses information about children for whom it provides services to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the child may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual children cannot be identified from them. The LA has a duty under the Childrens Act 2004 to co-operate with their partners in health and youth justice to improve the well being of children in their areas. As part of this duty they will be required to maintain the accuracy of the information held on ContactPoint about children and young people in their area.

www.norfolk.gov.uk

**Data Protection Officer, Children's Services, Norfolk County Council,
Room 37, County Hall,
Martineau Lane, Norwich, NR1 2DR**

The **Qualifications and Curriculum Authority (QCA)** uses information about pupils to administer the national curriculum assessments portfolio throughout Key Stages 1 to 3. This includes both assessments required by statute and those that are optional. The results of these are passed on to DCSF to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

www.qca.org.uk

**Data Protection Officer, QCA,
83 Piccadilly, LONDON, W1J 8QA;**

Ofsted uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Ofsted also uses information about the views of children and young people, to inform children's services inspections in local authority areas. Inspection reports do not identify individual pupils.

Ofsted includes the Adult Learning Inspectorate which reports, both to the Secretary of State for Children, Schools and Families, and the public, on the quality of education and training received by adult learners and young people in England. The ALI is responsible for inspecting all publicly funded work-based training for people over 16 and learning for post-19s. ALI inspectors are also responsible for inspecting learning in prisons, all adult and community education, area inspections of provision for 16-19 year olds in support of Ofsted, and e-learning via learn direct provided on-line by the University for Industry. In addition, the ALI will inspect training offered and funded by employers at their invitation.

www.ofsted.gov.uk

**Data Protection Officer, Alexandra House,
33 Kingsway, London WC2B 6SE;**

The **Learning and Skills Council (LSC)** uses information about pupils for statistical purposes, to evaluate and develop education policy and monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only. The LSC or its partners may wish to contact learners from time to time about courses, or learning opportunities relevant to them.

www.lsc.gov.uk

**Data Protection Officer, Cheylesmore House,
Quinton Road, Coventry, Warwickshire CV1 2WT**

Learner Registration Scheme The Learning and Skills Council (LSC) also administers the Managing Information Across Partners (MIAP) Programme on behalf of the MIAP membership. More information about MIAP membership can be found at www.miap.gov.uk, or if a hard copy is required please contact the Learning Skills Council (address above). LSC is responsible for the development and operation of the Learner Registration System (LRS) and also the creation of a learner record.

For pupils of 14 years and over and for pupils registering for post-14 qualifications, the school will pass on certain identification information to the LRS to create and maintain a unique learner number (ULN), and achievement information to the MIAP Service to create and maintain a learner record.

The Learner Registration Service will enable organisations allowed by law and detailed at www.miap.gov.uk to access the ULN and contain it in their systems, thereby saving individuals having to supply the same information repeatedly to different organisations.

Details of how an individual may opt-out of sharing achievement data in their learner record with those organisations detailed at www.miap.gov.uk, can also be found on the MIAP website

www.miap.gov.uk

**Data Protection Officer, Cheylesmore House,
Quinton Road, Coventry, Warwickshire CV1 2WT**

Primary Care Trusts (PCT) use information about pupils for research and statistical purposes, to monitor the performance of local health services and to evaluate and develop them. The statistics are used in such a way that individual pupils cannot be identified from them. Information on the height and weight of individual pupils may however be provided to the child and its parents and this will require the PCTs to maintain details of pupils' names for this purpose for a period designated by the Department of Health following the weighing and measuring process. PCTs may also provide individual schools and LAs with aggregate information on pupils' height and weight.

NHS UK - www.nhs.uk

Norfolk PCT - www.norfolk-pct.nhs.uk

Gt Yarmouth & Waveney PCT - www.gywpct.nhs.uk

The **Department of Health (DH)** uses aggregate information (at school year group level) about pupils' height and weight for research and statistical purposes, to inform, influence and improve health policy and to monitor the performance of the health service as a whole. The DH will base performance management discussions with Strategic Health Authorities on aggregate information about pupils attending schools in the PCT areas to help focus local resources and deliver the Public Service Agreement target to halt the year on year rise in obesity among children under 11 by 2010, in the context of a broader strategy to tackle obesity in the population as a whole. The Department of Health will also provide aggregate PCT level data to the Healthcare Commission for performance assessment of the health service.

www.dh.gov.uk

**Data Protection Officer, Skipton House
80 London Road, London SE1 6LH;**

The **Department for Children Schools and Families (DCSF)** uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. They will feed back to LAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school

The Children Act 2004 provides for the Secretary of State to issue Regulations requiring the "governing body of a maintained school in England" to disclose information for inclusion on ContactPoint. The purposes of Contact Point are to:

- help practitioners working with children quickly identify a child with whom they have contact
- determine whether that child is getting the universal services (education, primary health care) to which he or she is entitled
- enable earlier identification of needs and earlier, more effective action to address these needs by providing a tool to help practitioners identify which other practitioners are involved with a particular child
- encourage better communication and closer working between practitioners. ContactPoint will hold for each child or young person in England:

- basic identifying information: name, address, gender, date of birth and a unique identifying number based on the existing Unique Identifying Number/National Insurance Number
- basic identifying information about the child's parent or carer
- contact details for services involved with the child: as a minimum school and GP Practice but also other services where appropriate
- the facility for practitioners to indicate to others that have undertaken a common assessment in relation to a child. ContactPoint will NOT record statements of a child's needs, academic performance, attendance or clinical observations about a child.

All practitioners and system support staff (in LAs who will be responsible for maintaining the data) will have to have relevant training and to have undergone rigorous checks and appropriate security clearance procedures. To ensure high standards of accuracy, information on ContactPoint will be drawn from a number of sources including the termly School Census from which pupils' home address will be collected.

The DCSF will also provide Ofsted with pupil data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans. Pupil information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progression; and to provide comprehensive information back to LAs and learning institutions to support their day to day business. The DCSF may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys. Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the DCSF's Chief Statistician. The DCSF may also disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

The Fair Processing Notice has been prepared at a time of change with the restructuring of the Department for Education and Skills and the Department of Trade and Industry into three new Departments: the Department for Children, Schools and Families (DCSF), the Department for Innovation, Universities and Skills (DIUS) and the Department for Business, Enterprise and Regulator Reform (DBERR). It may be that, [during the period covered by this FPN], steps will be taken to enable the DCSF to match individual pupil information with higher and further education attainment data held by the DIUS.

www.dcsf.gov.uk

**Data Protection Officer, DCSF,
Caxton House, Tothill Street, LONDON, SW1H 9NA:**

In order to fulfill their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the personal data requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If they wish to exercise this right parents should write to the school.

Providing information to Integrated Youth Support services providers and the right to opt out

Integrated Youth Support is the government's support service for all young people aged 13 to 19 in England. It also provides support up to the age of 25 for young people who have learning difficulties or disabilities (or both).

Integrated Youth Support brings together all the services and support young people need during their teenage years offering differentiated and integrated support to young people through Guidance Advisors (GAs). For some young people this may be just for careers advice, for others it may involve more in-depth support to help identify barriers to learning and find solutions brokering access to more specialist support, eg drug abuse, sexual health and homelessness. GAs work in a range of settings including schools, colleges, one-stop shops community centres and on an out-reach basis.

For pupils of 13 years and over, the school is legally required to pass on certain information to Integrated Youth Support services providers on request. This information includes the name and address of the pupil and parent, and any further information relevant to the Integrated Youth Support services' role. However parents, or the pupils themselves if aged 16 or over, can ask that no information beyond name and address (for pupil and parent) be passed on to Integrated Youth Support. If as a parent, or as a pupil aged 16 or over, you wish to opt-out and do not want Integrated Youth Support to receive from the school information beyond name and address, then please contact the school.

The LA and DCSF may supply to Integrated Youth Support services providers information which they have about children, but will not pass on any information they have received from the school if parents (or the children themselves if aged 16 or over) have notified the school that Integrated Youth Support should not receive information beyond name and address.