

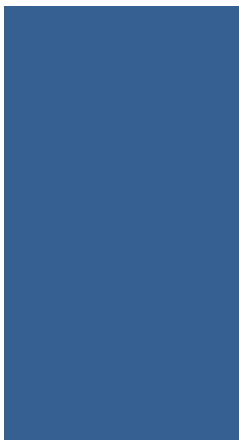


# The Parkside School

Supported by Parkside Community Trust



*Our aim is to provide a learning environment with outstanding teaching, support and pastoral care. We will empower all students to have the skills necessary to become valued members of society who will not be afraid to try new experiences, or feel limited by their particular needs and who will aspire to achieve their best.*



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# CONTENTS

VISITING OUR SCHOOL .....	2
WELCOME TO PARKSIDE SCHOOL .....	2
ADMISSIONS .....	4
HOW SCHOOL IS ORGANISED .....	5
THE NATIONAL CURRICULUM AND PARKSIDE SCHOOL .....	8
THE SCHOOL DAY .....	9
READING .....	10
SPORT .....	11
Spiritual, Moral, SOCIAL and Cultural Education (RE) .....	11
HOME/SCHOOL LINKS .....	12
SUPPORT SERVICES .....	13
LANGUAGE SUPPORT .....	13
SPECIALIST COLLEGE .....	14
PUPIL PROGRESS, REVIEWS AND CASE DISCUSSIONS .....	14
INCLUSIVE EDUCATION AT PARKSIDE .....	15
SCHOOL RULES .....	16
BEHAVIOUR FOR LEARNING .....	17
CONSEQUENCE .....	18
BULLYING .....	18
GOOD BEHAVIOUR .....	18
SCHOOL UNIFORM .....	19
TRANSPORT .....	20
POST 16 PROVISION .....	20
PARENTS AND FRIENDS OF PARKSIDE SCHOOL ASSOCIATION .....	21
PARKSIDE SCHOOL GOVERNORS .....	22
SCHOOL POLICY ON CHARGING .....	23
OPERATION ENCOMPASS .....	23
SCHOOL POLICIES .....	24

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## VISITING OUR SCHOOL

We welcome visits to the school. Appointments can be made with the Head Teacher, Department Head or Class Teacher to answer specific questions or to help with concerns.



ROBERT HOLDERNESS  
Head Teacher

## **WELCOME TO PARKSIDE SCHOOL**

Parkside is a school for pupils with additional needs 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 across the County.

The full National Curriculum entitlement is offered in Primary and Secondary 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 Secondary school and gain nationally recognised qualifications.

The school is divided into three main departments, Primary, Secondary and Pathways College, with each having a Head of Department. There is also a Senior Leader with responsibility for move-around pupils in Years Nine, Ten and Eleven. 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 Secondary school most pupils have a form teacher for registration and pastoral issues, but see specialist teachers for some subjects. Pastoral responsibility lies primarily with the class/form teacher and is supported by the Heads of Department.

Currently there are 17 full-time teachers and five part-time teachers, including the Head Teacher, and class groups are of twelve or below.

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

## 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 educate pupils with complex needs and we aim 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 an Education, Health & Care Plan (EHCP). 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 and representatives from the Local Education Authority work co-operatively 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. Parents/carers are welcome to make an appointment and visit Parkside. Our website ([www.parkside.norfolk.sch.uk](http://www.parkside.norfolk.sch.uk)), provides an excellent introduction to the school.

All new pupils 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, eg horse riding, trips, etc. We also need to make sure that we have accurate personal information within school and important, up-to-date contact details.

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

It can be an anxious 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 15 classes or tutor groups, currently with between ten to twelve pupils. A class-based system operates with an increasing amount of timetabling for specialist subjects after the age of eleven for those pupils who can manage this.

### PRIMARY SCHOOL

Years 3 to 6

Most children arrive with very delayed skills in reading, writing and number. We place a good deal of emphasis on making the classroom a stimulating and secure place for children to gain these skills. The core teaching focus is on early reading, writing and number activities of various kinds. Teachers work closely with the Speech and Language Therapist and the Communication 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 Primary School as required under the National Curriculum. Children learn basic skills in literacy and numeracy, alongside the skills of concentration, listening, thinking and of good work habits. In addition, they will learn those social skills key to their general progress within the school:

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

The youngest classes are for children in Years Three and Four (seven - eight 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 struggling and being frustrated. By patiently and carefully developing those skills and qualities for good progress we can build up their confidence and self-esteem.

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

All children in this part of the school have a balanced timetable of subjects which include Mathematics, English (Speaking and Listening, Writing, Reading), Swimming, Music, PSHE, Humanities, Computing, Physical Education, Science, Religious Education and Art & Craft.

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.

## **SECONDARY SCHOOL**

Years 7 & 8

The aim in our secondary department 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 maintain a child's interest in learning by relating it to useful and practical issues.

Throughout Years Seven and Eight, students are mostly in static classes, however, we do have a move-around class, where pupils are taught by different subject specialists. Emphasis on practical work is important.

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 TITAN\*/Citizenship, which involves children being directed to undertake visits out of school. This is done under adult supervision. As pupils begin to show greater independence then less adult involvement is needed. 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 showing competence in crossing roads, etc.

\*TITAN – safe travel and transport training.

## **SECONDARY SCHOOL**

Years 9 to 11

Year Nine, Ten and Eleven classes encompass those students who are 14 – 16 years old. Across these years groups there are five move-around classes and five static classes. A particular programme has been devised which offers the students 'modules' or sessions of lessons. These include under life-skills in four main areas:

- 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 functional needs approach is adopted to basic Reading, Numeracy and Writing integrated into the National Curriculum Schemes of work.

Citizenship and Titan 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.

Work Experience placements for Year Elevens are obtained for students where appropriate.

Older 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 2014 National Curriculum. The National Curriculum consists of twelve subjects:

### **Personal and Social Education**

**English**

**Maths**

**Computing**

**Modern Foreign Languages**

**Humanities**

### **Creative Arts**

**Health and Physical**

**Wellbeing**

**Art & Craft**

**Science**

**Multi-culturalism**

**Careers from Year Seven**

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

Pupils in Years Nine, Ten and Eleven work towards gaining recognized qualifications. They can pursue a range of courses, which is regularly reviewed and expanded.

Our curriculum is delivered to include more cross curricular learning. There is a continued focus on Maths, English, Computing and Personal, Social and Health Education. Social, Emotional and Mental Health (SEMH) is also taught as an essential part of the curriculum.

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.

### **Relationship and Sex Education**

As part of our Health Education and Science schemes of work we cover relationship and 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 contact the Head Teacher to make alternative arrangements.

We follow the 2014 National Curriculum 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 Three and Four, pupils follow a topic-based curriculum, where they are encouraged to make decisions for themselves about their learning. Cross-curricular learning continues to be included in some static classes further up the school.



## THE SCHOOL DAY

Morning Session	Lunch	Afternoon Session
0845 – 1230 hours	1200 – 1230 Primary School 1230 – 1300 Secondary Move Around 1300 – 1325 Secondary Static	1325 – 1515 hours

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

0900 – 1230 hours	=	3 hours and 30 minutes
1325 – 1515 hours	=	1 hour and 50 minutes
<b>Total hours per day</b>	<b>=</b>	<b>5 hours and 15 minutes</b>

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## 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. Schools meals are cooked on the premises to provide a health nutritional lunch. 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. The school encourages all pupils to eat healthy balanced meals. We can give advice to families about healthy lunchboxes.

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

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

Primary pupils also benefit from structured group activities at lunchtimes to develop interaction, co-ordination and motor control.



## READING

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 phonics and whole word reading. We use a range of reading schemes, including Collins Big Cat and the Oxford Reading Tree. We encourage parents/carers to be sharing books and hearing their children read.

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 build reading skills:**

- 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 PE 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 adapting the sports activities, 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 Primary School we work on team building skills and encourage children to widen their movement vocabulary in a safe setting. In Secondary School we build on the work done in Primary School and introduce, when appropriate, the 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.

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

Sensory circuits, in the school hall, are accessed by students to increase gross motor control and co-ordination.

## **Spiritual, Moral, SOCIAL and Cultural Education (RE)**

### **Collective Worship**

Collective worship is practised as a whole school, in departmental or class assemblies. The assemblies focus on promoting the spiritual, moral, social and cultural 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 of School to make alternative arrangements.

Each week there is an RE theme and department assemblies may include singing practice. On Fridays the whole school gathers together for 'Show and Tell' assembly where classes and/or children show their work to the whole school and where certificates and any other special awards are given.

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

### **Festivals**

Throughout the year various festivals and traditions are celebrated, including Christmas, Harvest, Chinese New Year and Diwali.

Our local church is used to celebrate traditional Christian-based festivals and to foster links with the local community.

## **HOME/SCHOOL LINKS**

The school aims to develop close links with the child's parents or guardians.

A good partnership between home and school is the most effective way to support the pupil's progress.

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 Primary and Secondary schools, Deputy Head or Head Teacher.
- Invitations to visit school, eg Parents Evenings, open afternoons, literacy/ numeracy cafes, options open afternoons.
- Invitations to attend Annual Review/EHCP Meetings.
- Informal contact, social occasions and school events.
- Home school diary for daily information sharing.
- Regular Newsletters.
- Primary School blogs, Seesaw app and Earwig software.

**The policy of the school is to have “openness” between parents and staff of the school. Parents can contact the class tutor or ask for an appointment with a member of the Senior Leadership Team to discuss information about their child.**

## SUPPORT SERVICES

Support Services play an important role and include:

<b>NHS Speech &amp; Language Therapy</b>	For children on the Health case load
<b>Sensory Support</b>	Regular visits for referred pupils
<b>Occupational Therapy</b>	Regular visits for referred pupils
<b>Physiotherapy</b>	Regular visits for referred pupils
<b>School Medical Officer</b>	Regular medical examinations
<b>Schools' Psychological Service</b>	Available upon request by school
<b>Parent Support Adviser</b>	Based at Parkside
<b>School Counsellor</b>	Based at Parkside 1 day per week
<b>School Speech &amp; Language Therapist</b>	Member of Parkside School staff

### 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.

The school has full support from the Schools' Psychological Service, School Nursing Service, Health Authority and Children's Services Department.

### Psychological Services

The Local Authority's Educational Psychology Service (EPSS), may be approached if a pupil requires a re-assessment of need. This may happen at a phased transfer or change of placement. The school also uses the services of the Child and Education Psychology Practice (CEPP), to inform systemically the work that we do in supporting pupils.

## 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 a 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 Communication team varies and may change depending on the child's needs. This includes support in class in certain lessons from the team, group work, individual assessments and opportunities for pupils to talk about themselves. There are many different ways to support and

develop language and communication and the team acts as a central resource base for the whole school.

Those pupils who are on the NHS speech and language therapy caseload have an automatic entitlement to regular assessments and contact from the speech and language therapist from East Coast Community Health Care who support Parkside.

## **SPECIALIST COLLEGE**

Parkside School has specialist status for 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 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 can be made available to other schools in Norfolk as a part of an Outreach and In-reach programme.

## **PUPIL PROGRESS, 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/EHCP Conference**

Each pupil is the subject of an Annual Review of their EHCP. Together with the parents, Senior Leader and other relevant professionals, we will look at the child's progress and achievements within school. Each teacher involved with the child will have fed information into this process. During this meeting priorities for the following year will be identified and added to the pupil's documentation. 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.

Consideration will be given to parents/carers who are unable to attend on the pre-arranged date and time due to work or child care commitments. A second meeting will be proposed by the school to the parents/carers with consideration for school continuity and parent/carer commitments. A maximum of two

meetings will be proposed; this is not exhaustive and will take account of individual extenuating circumstances for example, bereavement.

### **14+ Reviews**

In Year Nine each pupil will start the transition process for next steps after Year Eleven. Again we will identify educational priorities for the coming years and look at the options for when your child leaves Parkside. A Transition Plan will be started and updated at each review following Year Nine.

### **Pupil Portfolios**

Each pupil leaves school with a pupil portfolio. This consists of Life Skills/Personal and Social Education information which the pupil will have collected throughout Years Nine, Ten and Eleven. This information will be of great value as a reference resource for their transition into further education or the workplace.

### **Parent/Carer Evenings**

Three parent/carers 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.

## **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 Local 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 achieve an effective level of conduct. The main concern of all staff is to develop a sense of self-regulation 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 rudeness, 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 and unsuitable or inappropriate clothing are not allowed in school.
- Pupils will be expected to conduct themselves in the school, on the journey to and from school and on school trips or visits in an orderly manner at all times giving due consideration to the rights of others.
- Proper regard for other people's property and the general care for the school building and equipment in it, will be expected.
- Pupils should not bring into school any personal items of value which might become damaged or may form a nuisance to others.
- 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.

### **Holidays During Term Time**

In line with Government policy it is not possible to take family holiday during term time. Pupil absence may be permitted under ‘Exceptional Circumstances’ at the discretion of the Head Teacher.

## **BEHAVIOUR FOR LEARNING**

Parkside is committed to promoting positive behaviour and conduct throughout and beyond the school. We expect and encourage our pupils to interact in a civil, courteous and considerate manner at all times, both to one another and to the adults and other people around them. We aim to support the development of these positive behaviours as a key part of each pupil’s entitlement to learning, incorporating both British Values and the global shared values enshrined in the UN Convention on the Rights of the Child.

We use Behaviour for Learning Profiles to help children understand what to do if they are feeling anxious or upset. These include the Parkside Zones for Learning, a colour-coded system for children to recognize and express their emotions.

Our children are encouraged to:

- show appropriate respect to all other pupils and adults
- be polite and courteous in responses and their manner
- be calm, concentrate on their learning and move around the school building safely
- join in with group activities and share resources
- show consideration for the feelings of others
- demonstrate responsible and reasonable behaviour towards others
- develop skills to use leisure time in a constructive way
- develop self-worth and confidence in social relationships
- realise that mistakes can be remediated
- feel supported by the adults in the school, to develop effective behaviour strategies
- recognise their own behaviour needs and use Parkside’s Zones of Regulation (colour coded) to help identify emotions leading to behaviours and learn to self-regulate behaviours.

## **CONSEQUENCE**

In line with our Behaviour policy pupils may be given consequences to support their learning. This may take the form of:

- catching up on missed work
- assisting with repairs
- rehearsing a different way
- restorative meetings
- conflict resolution
- limited access to trigger activities.

Consequences will always be talked through with the pupil concerned, in order for them to understand the impact of their choices and make the connection between behaviour and consequences.

Corporal punishment is never used at the school.

## **BULLYING**

We take the issue of bullying very seriously and do not tolerate it. Bullying can take many forms – from physical to name calling and indirect bullying including online/cyber interactions. If you have reason to suspect your child may be unhappy at school please contact us immediately.

## **GOOD BEHAVIOUR**

The school recognizes good behaviour and this is reinforced daily in class and in various school systems, such as the end of term assemblies, Friendship Awards and personalized certificates.

We always aim to work co-operatively with parents and carers to include them in their child's development. Parents and carers are very important to the school in supporting pupils' progress towards good behaviour in the school and in helping our pupils acquire effective skills in self-regulation, which will continue to benefit them as adults both in the work place and in social relationships.

## SCHOOL UNIFORM

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

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 (can be purchased online or in person from Birds of Dereham <https://www.birdsofdereham.com/shop/category/specialist-schools-519/>):

- 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)

Arrangements can be made to help families who need financial assistance with school uniform purchases.

Uniform:

- 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
- tracksuits
- 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 three miles from school (or over two miles for those entitled to free school meals).

The school has the use of three minibuses 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 currently based at The Hewett Academy but staffed and run by Parkside. Children attend for twelve months gaining independence skills before moving on to open employment, City College, Great Yarmouth College or other colleges – on various, appropriate courses. Staff will advise and support pupils and their parents/carers about Post-16 placement as pupils enter Secondary School.

## **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 automatically 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
- Refreshments during open evenings.

PFA Contact Names:

**Mr R Holderness**  
**Mrs J Inglis**  
**Mrs C Cumberlidge**  
**Mrs S Chapman**

**President**  
**Chair**  
**Treasurer**  
**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 of School, determine the aims of the School Curriculum. The Governing Body holds the following committees: Leadership and Management; Quality of Education; Behaviour, Attitudes and Personal Development, and Sites and Assets.

### **Governors**

Head Teacher:	Mr R Holderness
Chair of Governors:	Mr S Hobbs
Parent Governors:	Mrs J Laycock vacancy
Non-teaching Staff Governor:	Mrs L Applegate
Community Governors:	Mrs E Shields Mr P Stanley Mr T Allison
Trust Governors:	Ms C Waddams
Clerk to Governors:	Mrs S Gamble

### **Useful Names and Telephone Numbers**

Mr S Hobbs	Chair of School Governors
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 of School will retain the right to exercise full or partial exemption of charges at her discretion for parents experiencing particular hardship.

## **COMPLAINTS PROCEDURE**

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

Should the complaint not be resolved, parents should contact a school governor (for instance, there are three 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.

## **OPERATION ENCOMPASS**

School takes part in a jointly-run operation between Norfolk County Council, Norfolk Police and our school, it is called Operation Encompass. Encompass has been set up to help schools to provide support to children who have been present at incidents of domestic abuse and violence or Children Missing Education. Our Key Adults have received training from Norfolk County Council to allow them to use the information that has been shared to make sure that the right support is available for children and their families who have been involved in or witnessed a domestic violence incident.

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

**January 2020**

## SCHOOL POLICIES

All school policies can be found on our website [www.parkside.norfolk.co.uk](http://www.parkside.norfolk.co.uk)

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](http://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](http://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](http://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](http://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](http://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](http://www.miap.gov.uk), can also be found on the MIAP website

[www.miap.gov.uk](http://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](http://www.nhs.uk)

**Norfolk PCT** - [www.norfolk-pct.nhs.uk](http://www.norfolk-pct.nhs.uk)

**Gt Yarmouth & Waveney PCT** - [www.gywpct.nhs.uk](http://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](http://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](http://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.