



'Individual Growth, Individual People'

Head Teacher: Mrs M A Tyers

Newark Orchard School

Prospectus 2018-2019

STAFF LIST 2018/2019

Head Teacher		Margot Tyers
Deputy Head Teachers	London	Lisa Williams
	Rd Site	
	Town Site	Leanne Hurdle
Education Health Leader		Rebecca Turner
		Clare Stokes
School Business Leader		
Team Leaders	Town Site	Jim McEwen
		Ryan McWilliams
	London	Moyra Mathews
	Rd Site	Kelly Jones
Teachers		Sarah Clay
		Vicky Cox
		Simon Ellis
		Kate Fell
		Clare McGachan
		Claire Myers
		Jantine Nusselder
		Craig Porter
		Janet Richardson
		Gemma Saxelby
		Robert Sutton
		Angela Wilson
	Personalised Education Assistants	
		Michele Emery
		David Harrison
Level 5 TAs	(Moving & Handling)	Estelle Adcock
	(Horticulture)	Margaret Andrews
	(Transport)	Cynthia Nelson
	(Inventory)	Claire Hyland
	(Medical matters)	Pauleen Johnson
Level 4 TAs	(Titan Travel)	Paul Housley
		Theresa Hunt
		Trish Lambert
		Zoe Marshall
		Susan McNish
		Katie Prestage
		Susannah Stokes
		Melissa Tatley
		Janet Tindall
		Stacey Town
Level 3 TAs		Sally Wakefield
		Sarah White
		Sally Baker
		Laura Beedham
		Sophie Bilton
		Paulette Bokula
	Rachael Chambers	

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STAFF LIST 2018/2019

Level 3 TAs (cont'd)

Hannah Eagleton
Catherine Hawksworth
Lisa Hill
Andrew Holmes
Donna Hyland
Catherine Mason
Robyn Morrison
Séan O'Sullivan
Jo Roberts
Sam Sizer
Harry Tyers
Alison Walls
Liana Watson
Debbie Yates

Level 2 TAs

Cherry Stovell

ICT Technician

Paul Housley

School Administrative Assistants

Ellie Bravery
Julie Horseman
Jeannette Jones

Data & Finance Assistant

Sue Wing

Personal Care Assistants

Christine Barratt
Debbie Clark
Sharon Duckworth
Lesley Hind
Tracey Marriott
Rachel Munday
Jane Phillips
Dianne Ridyard
Amanda Williams
Alison Winfield
Sarah Worsdall

Midday Supervisor

Helen Langlands

Driver/Site Assistant

Stuart Scarborough

Catering Manager

Marie Thomas

Assistant Cook

Mandy Wood

Kitchen Assistants

Vanessa Allsop
Rosemary Fern
Jacky Fownes
Mandy Maidlow

Senior Caretaker

Linda Allsop

Caretaker

Amanda Bird

NCC Cleaning

Sharon Fisher
Pamela Greaves
Karen Hopkinson
Elaine Lavin

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GOVERNORS 2018/2019

Mrs Laura Redfern	Chairperson / LA representative
Mrs Claire Hunsley	Co-opted representative
Mr Johnno Lee	Co-opted representative
Mrs Chris Maxwell	Co-opted representative
Ms Jane Starbuck	Co-opted representative
Mrs Lisa Williams	Co-opted representative
Mr Keith Monk	Parent representative
Mrs Anne Glaves	Parent representative
Mrs Karen Bates	Parent representative
Ms Lisa Whaley	Parent representative
Mrs Sarah White	Staff representative
Mrs Margot Tyers	Head Teacher

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USEFUL TELEPHONE NUMBERS

Area Education Office	01623 433433
Chair of Governors (Mrs Laura Redfern)	07808 345211
Education Transport	0115 9340733
Newark Orchard School	
Office - London Road Site	01636 682256
Office - Town Site / Hub	01636 682255
Health Staff - London Road Site	01636 682254
Health Staff - Town Site	01636 682253
Integrated Children's Disability Team	0115 8041275

“Individual Growth, Individual People”

Each student is in the direct care of one Class Teacher and Teaching Assistants for school session times. At lunchtimes Teaching Assistants and Personal Care Assistants are responsible for their welfare. The Head Teacher takes overall responsibility at all times during the school day along with the Deputy Head Teachers. School meals are cooked and provided on the premises.

A Community Paediatrician offers routine medical inspections on an annual basis for each student. Some of our students are linked to the following personnel during their time at school.

Child & Adolescent Mental Health Service
Occupational Therapist
Physiotherapist
Social Worker
Speech & Language Therapist
Educational Psychologist

We are happy to maintain regular contact and are available to attend meetings or to discuss specific issues. The school enjoys successful links with a number of local schools.

SERVICES FROM WHICH THE SCHOOL BENEFITS

Both sites of the school have First Aid Officers. Many members of staff have recognised First Aid qualifications. All class based staff are Emergency First Aiders. Both sites have Mental First Aiders.

Educational and Clinical Psychologists are involved regularly as appropriate with school staff and parents/carers. Our named school Educational Psychologist is Maryam Nazir.

A) ADMISSION PROCEDURE

Facilities and Resources

1. Newark Orchard School is an area day special school for children with learning difficulties. It offers support to children with an EHC Plan in small groups, delivering the full range of the National Curriculum suitably differentiated to the individual needs of the child.
2. The school is registered with the Department for Children, Schools and Families for children in the age range 3 to 18 years.
3. Whilst the school's registration with the DCSF is for children with 'Severe and Moderate Learning Difficulties', the school offers support to children with a broad range of needs that can affect their learning and cause generalised difficulties.
4. Where a child's difficulties require additional specialist expertise, equipment or staffing levels not normally available in the school, those facilities and resources will be negotiated with external providers.
5. Children are normally taught in small groups. These levels of staffing are facilitated by Higher Needs Funding provided by the Local Authority. This is moderated on an annual basis.

Admission Process

1. Admissions to the school are determined by the ICDS.
2. The number of children to be admitted to the school is normally determined by the Agreed Place Number that has been set in agreement with the Local Authority.
3. Prior to admission, all relevant papers will be passed to the school. The school will meet with the parents/carers, child and current school if applicable to determine the arrangements for the child's admission.
4. All placements are subject to annual review according to the requirements of the Education Act and the Code of Practice.
5. Children will normally be admitted in the Autumn Term. Children will also be admitted at other times according to need and as required by the Local Authority.
6. Whilst the school normally expects to admit children from the local area, it is a county resource and may be required to admit a child from any part of Nottinghamshire.

Commitments

1. The school is committed to providing the highest quality educational opportunities for its children. The school makes that commitment without reservation or qualification.
2. The school expects that any child who attends the school will be equally committed to taking advantage of those opportunities.
3. School expects that parents/carers will support the school by complying with the Home/School Agreement.

Location of the School

Newark Orchard School has two sites. The Town Site, which is the 3-14 department, is situated on Appleton Gate, close to the town centre of Newark within 600 yards of the market square. The London Road Site, which is the 14-19 department, is situated on the London Road, Balderton. The Hub is situated on the Town Site and is a specialist provision for children with autism.

The sites are 1.5 miles apart and enable appropriate curriculum opportunities to match the students' age and National Curriculum key stages.

The address for correspondence for the school is as follows:-

The Newark Orchard School
Administration Centre
Appleton Gate
Newark
Notts NG24 1JR

All correspondence regarding age 3—14 and the Hub students should be directed to the Town Site and for 14—19 to the London Road Site utilising the child's transport escort in a sealed envelope for the attention of the person required to read it.

Telephone Numbers for contact on either site are as follows:

Town Site 01636 682255
London Rd Site 01636 682256

Emails are: Town Site tsoffice@newarkorchard.notts.sch.uk
 London Rd Site office@newarkorchard.notts.sch.uk

The Head Teacher of the School is Mrs Margot Tyers

The Governors are:-

Mrs Laura Redfern	Chairperson / LA representative
Mrs Clare Hunsley	Co-opted representative
Mr John Lee	Co-opted representative
Mrs Chris Maxwell	Co-opted representative
Ms Jane Starbuck	Co-opted representative
Mrs Lisa Williams	Co-opted representative
Mr Keith Monk	Parent representative
Mrs Anne Graves	Parent representative
Mrs Karen Bates	Parent representative
Ms Lisa Whaley	Parent representative
Mrs Sarah White	Staff representative
Mrs Margot Tyers	Head Teacher

SESSION TIMES AND HOLIDAY DATES

The school session times from September 2018 will be as follows:-
3—14 9.00-12.00 noon and 1.00- 3.00pm

5 hours per day - 25 hours per week - this includes a daily morning break of 15 minutes, the lunch break is of one hour duration daily.

14—18 8.50-12.00 noon and 1.00- 3.15pm

5 hours 25 minutes per day - 27 hours 5 minutes per week - this includes a daily morning break of 15 minutes, the lunch break is of one hour duration daily.

The Hub 9.00-12 noon and 1.00—3.00pm

	First Day of Closure	Reopen for Students
Summer 2018	Thursday 26.07.18	Thursday 06.09.18
Autumn Half Term	Friday 26.10.18	Monday 05.11.18
Christmas	Monday 24.12.18	Monday 07.01.19
Spring Half Term	Monday 18.02.19	Monday 25.02.19
Easter	Friday 05.04.19	Tuesday 23.04.19
May Day	Monday 06.05.19	Tuesday 07.05.19
Summer Half Term	Friday 24.05.19	Tuesday 04.06.19
Summer 2019	Thursday 25.07.19	To be advised

INSERVICE DAYS 2018/2019	
Tuesday	04.09.18
Wednesday	05.09.18
Friday	26.10.18
Friday	05.04.19
Friday	24.05.19
Monday	03.06.19

TRANSPORT ARRANGEMENTS

In line with the LA's transport policy, if the pupil/student is eligible, free transport is provided by Nottinghamshire County Council from all parts of our catchment area which covers the Minster, parts of Rufford, parts of the Dukeries, parts of Tuxford, the Grove, Magnus and parts of Toot Hill and parts of Dayncourt Families of Schools.

Private coaches, taxis, minibuses and the school's own minibus, transport the majority of students, some walk to school.

The LA policy, with regard to funding free home/school transport, is based on the legal walking distance law (now applicable to Special School admissions), which is as follows:

Any student up to aged 7 who lives within a walking distance of 1 mile from the school; any student aged up to 11 who lives within 2 miles from home to school and any senior aged 11-19 years who lives within 3 miles from school and who can walk, will be expected to do so. Some students may qualify for free home/school transport where it is shown that the student has a special transport need and finds walking difficult or needs to use a wheelchair for mobility. Individual special needs are given extra consideration and transport arrangements are decided before admission, after consultation with everyone concerned. Any necessary harnesses are provided.

B) CONTACT WITH PARENTS/CARERS

VISITING ARRANGEMENTS

Parents/carers are welcome to visit the school at any time by prior appointment made during school hours with the school administration staff. Admission to the school is, however, arranged by the Local Authority and before any child is admitted, they must be subject to an Education Health Care Plan naming Newark Orchard School as the school designated to meet the child's education needs.

Parents/carers of prospective students are encouraged to visit without their children. Suitable arrangements are made for induction visits prior to admission

KEEPING IN TOUCH WITH PARENTS/CARERS

The school keeps in regular contact with parents/carers in a variety of ways; workshops, open afternoons, parents/carers' open days, concerts, sports day, swimming (volunteers), home/school diaries, notes, telephone calls and text messages. Every parent/carer is invited to attend an Annual Review Meeting to discuss student progression and future aims. There is also a parents/carers evening in the Autumn term. During Year 9, parents/carers are invited along with other interested parties, to a Transition Planning Meeting where the future is planned. Each year after this, a review of the Transition Plan takes place.

Parents/carers are asked to fill in forms giving details of home telephone numbers, emergency contact numbers, GP etc. All information is treated with strict confidentiality and will only be disclosed with prior permission from parents/carers. Any arrangements for necessary administration of medication and treatments within school time is organised with the Education Health Leader. Separate arrangements are made when the student is off the school premises. Full details and permission from the parents/carers is sought before any medication or treatments are administered. Some pupils/students will self-administer their medication under staff supervision.

PARENT/CARER GOVERNORS

Parents/carers have an important role to play in the running of the school through the school's Governing Body. This is where parents/carers and other people from the local community get together with teachers to decide what is taught, set standards of behaviour, interview and select staff and decide how the school's budget is spent.

The Governors are keen to hear parents/carers' views and will send a questionnaire out annually to gather those views and then act accordingly on the findings.

Support groups for parents/carers take place fortnightly and are attended, where possible, by the appointed parent/carer representatives on each site.

SUPPORT AND FUND RAISING GROUPS

The Friends of the Newark Orchard School arrange social and fund raising events to help the school achieve its aims and objectives and work together to promote these. Anyone interested in joining should contact Clare Stokes on 01636 682255.

Newark MENCAP is a caring and providing society for children and adults with learning disabilities and their parents/carers. They organise swimming clubs, youth clubs, holiday schemes and can help with any concerns regarding all aspects of learning ability.

‘Think Children’ supports children between the ages of 7-11. They support children who are suffering from stress - their objective is to enable children, despite their adversity, to develop positive and constructive attitudes towards themselves and others.

PUBLIC EXAMINATIONS & ACCREDITATION

Number of students taking accreditation	Accreditation sat	Number achieved accreditation
3	Functional skills Entry 1 Maths	3
1	Functional skills Entry 2 Maths	1
2	Functional skills Entry 3 Maths	2
1	Functional skills Level 1 Maths	Result still pending
3	Functional Skills Entry 1 English	3
1	Functional skills Entry 2 English	1
3	Functional Skills Entry 3 English	2
5	AQA Entry 3 Maths	5
2	AQA Silver award English	2

STUDENT DESTINATIONS POST NEWARK ORCHARD SCHOOL SEPTEMBER 2018

Number of students	Destination
3	Portland College
3	Newark
2	West Notts
1	Confetti Nottingham
1	Fountaindale Post 16
1	North Notts College

TRAVEL TRAINING RECORDS

Year	Red	Amber	Green
2016-2017		4	3
2017-2108	7	5	3

Travel training continued over the term with some students gaining their red, amber and green certificates. Students on travel training have the chance to safely travel by foot, bus, tram and rail to develop their skills as independent travellers.

The travel training lead ensures the students taking part have a broad and balanced experience through travel training. All the routes are planned and carefully risk assessed. Some students went to the Lincoln show, others have accessed Woodhall Spa and several students again made their way to Skegness for the leavers' residential. Generally, students have accessed Newark, Lincoln, Nottingham and Peterborough over the course of the year.

VOCATIONAL EDUCATION

In 2017/2018 students had the opportunity to participate in work experience both internally and externally.

Internal placements included: supporting primary students, caretaker's assistant, kitchen assistant, office staff and some students took part in Team Enterprise activities.

External placements included: Devon Park conservation, Rufford Park and Thoresby Hall, Balderton Library and the Flower Pod, Southwell. Some students also took turns to run a local market stall.

INTRODUCTION

Newark Orchard School is a county co-educational Area Special School (3-18) designated to meet the needs of students with moderate learning difficulties, severe learning difficulties, profound and complex learning difficulties, multi-sensory impairment and challenging behaviours associated with learning difficulties. Many have Autism; some are 'looked after' by the Local Authority

All of the children attending the school have individual needs and this policy will provide the basis for children to receive additional help through support where and when it is required while attending the school. The whole school policy is in accordance with the current DFECODE of Practice.

Every student attending Newark Orchard School has an EHC Plan identified and maintained by the LA. Every student has their Plan reviewed annually. Every student has a significantly greater difficulty in learning than most children of the same age.

PRINCIPLES OR EHC PLAN

At Newark Orchard School to ensure effective education we aim to:

- 1 Provide educational opportunities for individuals which include academic and social experiences.
- 2 Enable students to feel secure and supported whilst encouraging their experiences to be meaningful.
- 3 Enable each individual to develop to their full potential, both in school, home and the community.
- 4 Ensure every pupil/student is afforded respect and that individual dignity is maintained at all times.
- 5 To work with parents/carers and other professionals as partners in education.
- 6 To raise community awareness of equal opportunities and disability.
- 7 To ensure that all pupils will be valued equally whatever their ethnicity, gender, ability or beliefs.

OUR MISSION

All staff and governors are committed to ensuring 'individual growth for individual people'.

"Individual Growth, Individual People"

PRACTICE

At Newark Orchard School all pupils/students will have personal educational programmes. These utilise a small incremental succession of rewarded and recorded achievements.

In addition, pupils/students may have:

- BIPs - Behaviour Improvement Plans or behaviour contracts if their behaviour warrants this.
- ICPs - Individual Care Plans if their medical needs warrant this.
- IEPs - Individual Education Plans.
- Occupational Therapy Plans.
- Speech and Language Therapy Plans.
- Physiotherapy Plans.
- Intimate Care Plans

Inclusion is promoted fully and, where appropriate, pupils may have the opportunity to be supported in experiencing the following environments:

- a) Mainstream school and further education provision.
- b) The community.
- c) Residential field study trips with their peers.
- d) Work related learning.

All pupil achievements are valued and recognised.

All pupils are encouraged to make informed choices which are respected. Different levels of support will be available to the pupils at different points in their school careers as is necessary.

Consultation and information sharing in the partnership of support is an essential prerequisite and is implicit in the working practice of the policy.

Every member of staff is offered excellent continual professional development as identified by pupil needs and within the funds available. How the individual teacher affects systems of support for pupils/students with special needs rests with the Deputy Heads who in practice will monitor and evaluate that support at given intervals.

ADDITIONAL INDIVIDUAL SUPPORT

Every student has an EHC plan which is reviewed annually. Transition planning takes place from Year 9. Parents/carers and other professionals involved with the students are invited to be party to these reviews for comment and consultation. If a student has additional exceptional needs, other than those identified in the review and subsequently planned for in their termly IEP, then the teacher, in consultation with the Deputy Heads, will seek to record base lines and confirm parameters of support and intervention. Assessment can take the form of internal and external screening and may or may not utilise the expertise of other professionals, for example: Educational Psychologist, Clinical Psychologist, Health Staff and Social Care. Records will be kept and meetings arranged to which all interested parties would be invited; this will include the parents/carers or the person deemed to have parental responsibility. Reviews will take place as regularly as predetermined by those gathered at the initial review.

ROLE OF THE CLASS TEACHER

Each class teacher has the responsibility of recognising and planning for individual pupils/students within their class. They should:

- * Collect, collate, record and store pupil information in the context of their special needs.
- * Liaise and coordinate the effective use of external support agencies.
- * Liaise within school, sharing information with staff, colleagues, parents/carers and governors.
- * Regularly consult and respond to the classroom team's concerns.
- * Produce material appropriate for the pupil to support their individual programmes and plans.
- * Produce a report on an annual basis of progression and achievement for the annual review and transition plan meetings.
- * Produce a regular summary of termly aims and objectives for parents/carers and interested parties.

ROLE OF TEACHING ASSISTANTS

Each Teaching Assistant has the responsibility of supporting the teachers to recognise special needs and contribute to planning for individual pupils/ students within their class. They should:

- * Help inform the records maintained on individual pupils in the context of their special needs.
- * Liaise and coordinate with external support agencies as requested.
- * Liaise within school, sharing information with staff, colleagues, parents/carers and governors.
- * Regularly contribute to and respond to the classroom team’s concerns.
- * Help to produce material appropriate for the pupil to support their individual programmes and plans.
- * Contribute to reports as requested by teachers regarding individual progression and achievement for the annual review and transition plan meetings.

The Teaching Assistants are managed by the Education Health Leader who is part of the Senior Leadership Team of the school.

ROLE OF PERSONAL CARE ASSISTANTS

Each Personal Care Assistant has the responsibility of supporting the Teaching Assistants and teachers to recognise special needs and contribute to planning for individual pupils/students within their class on matters relating to moving, handling and personal care. They should:

- * Help inform the records maintained on individual pupils in the context of their special needs.
- * Liaise within school, sharing information with staff, colleagues, parents/carers and governors.
- * Regularly contribute to and respond to the classroom team’s concerns.
- * Contribute to reports as requested by teachers regarding individual progression and achievements for the annual review and transition plan meetings.

Each Personal Care Assistant has responsibility for ensuring that the Hygiene Suite, including the equipment used therein, is properly maintained and fit for purpose. They should undertake all these duties to enable easier access for pupils/students to foster independence.

STATEMENT OF INTENT

Every student attending Newark Orchard School is entitled to a broad and balanced curriculum. As a school, we welcome a selective and flexible approach to the delivery and design of the curriculum. Each area of the curriculum has individual documents which detail the content of both the core and EYFS of the National Curriculum and Newark Orchard School's Accreditation.

NATIONAL CURRICULUM CORE & FOUNDATION

Every student attending Newark Orchard School is entitled to access the National Curriculum, both core and foundation subjects, at the appropriate key stage and in line with their PEP (Personal Education Plan) and IEP (Individual Education Plan). Each student will be empowered via a timetable to follow an individual educational programme which will include English (with Drama), Maths, Science, Technology (with Design and Food), Physical Education (with PE, Swimming and Dance), Music, Art, Religious Education, Geography, History and at Key Stages 3 an additional Modern Foreign Language and Careers Education. KS4 and P16 also have opportunities to access accreditation in their timetable, alongside NC subjects.

NEWARK ORCHARD SCHOOL'S LIFE SKILLS CURRICULUM

Newark Orchard School will enable each student to have opportunities to develop their individual needs, which may not be met entirely within the National Curriculum Core and Foundation subjects. Each student will be entitled to access Personal and Social educational skills, Sex and Relationship Education, Computing and accessing the Community. Residential experiences are used to enrich the curriculum from Key Stage 2 onwards. Work placements form part of the curriculum within the 14-19 department. These areas of the whole curriculum will be accessed via a timetable. Additionally, students who have needs identified within their PEPs and IEPs; and where parents have agreed, will be enabled to work with Speech and Language Therapists, Occupational Therapists and Physiotherapists. The Community Paediatrician will arrange routine medical inspections and medical procedures as identified and discussed with parents/carers. All additional staff input will be discussed with parents/carers.

The Hub provides specialist packages of education for primary, secondary and post-16 pupils

The places at the Hub are for students who have a diagnosis on the autism spectrum, and who display particularly high levels of anxiety. Students might recently have been in school but have found this placement unsuccessful, due to these anxieties. These students have proved to be hard to place in other settings and the staff at the Hub are working to provide an educational placement which they can access successfully.

The Hub provides structured approaches to the school day, with access to an individualised curriculum and small group settings.

PRINCIPLES

The principle of entitlement for all students at Newark Orchard School has been fundamental in framing the curriculum policies and practices. Other principles that have been established within and by curriculum working parties have been adhered to:

- Pupils/students are all entitled to a broad and enriching curriculum which is appropriate to their age, level of understanding and needs.
- Pupils/students of differing abilities and whose experiences are wide ranging are entitled to develop at their individual level and stage of development.

- * Within the delivery of the curriculum issues relating to gender, race, culture and disability will be incorporated, providing equality of opportunity. Differences will be celebrated.
- * All subjects should be incorporated within a cross curriculum approach in the 3-14 department and within schemes of work in the 14-19 department and the Hub.
- * Parent partnership and community involvement should be given full regard in curriculum delivery.

CAREERS AND GUIDANCE

While the form of the 14-19 department's programme generally is designed to equip students for their part in the adult world, a particular leaver's programme focuses attention on the careers aspect of post school life. Work experience is arranged to meet individual needs and post school college courses are available at FE Colleges. Individual needs are addressed and suitable and appropriate placements are organised. Vocational Skills (skills for employment and further learning and independent living accreditation) form an important part of this work.

ASSESSMENT, ATTAINMENT AND ACHIEVEMENT

On entry to the school every pupil will have a baseline assessment to determine their starting point and the pathway they will follow.

Pupils working between P1 and P4 will be assessed against the Engagement Scale. Pupils working above this will be assessed using Wilson Stuart P Steps which is a commercial scheme.

Once the pupils move to the 14-18 Department they will access a range of accreditation which is matched to learning needs. Our pupils working below P5 will continue to be assessed against the Engagement Scale through access to age appropriate activities.

SOLAR - a commercial scheme is used to track progress over time enables the National Curriculum alongside SOLAR provide the framework for assessing the core and foundation subjects at levels within each key stage. The achievement of students at Newark Orchard School will be recorded by means of keys statements taken from SOLAR.

As well as assessments completed by staff, students will be encouraged to record their own experiences and achievements. These will be recorded in a variety of ways using such medium as cameras, videos, written reports and computer programmes. The school has a separate Assessment and Recording Policy, which sets out expectations and responsibilities clearly.

ACCOMMODATION

Newark Orchard School consists of four one storey buildings, on two sites catering for the needs of pupils between the ages of 3 – 18 years.

The town site based on Appleton Gate provides for the 3—14 department. Accommodation includes a multipurpose hall, a multi-sensory interactive environment, two adventure playgrounds.

The London Road Site has two buildings, a main site and a bungalow providing for 14—19 students. There is easy access to a multi-sensory interactive suite, food technology and design technology suites. In addition, there is a sensory garden and allotment. Computer access is available in each classroom on all sites.

The Hub is situated on the Town Site. There is access to all of the facilities on Town Site.

The 14—19 department of the school is situated on the next door to the Newark Academy. Local links are actively encouraged between ourselves and local schools. All links are supported by Orchard staff and arranged in consultation with parents/carers and students.

EXTENDING THE SCHOOL DAY

The students at Newark Orchard school benefit and flourish not only in the traditional teaching hours but at lunchtimes, extended educational visits, and residential trips and out of school activities.

At lunchtimes the students are offered a range of clubs and activities on both sites. In the recent years these have included a school choir, pool tournaments and animation club. Termly the activities and club change to suit the pupils likes, wants and special interests.

We offer the students a range of educational visits to not only focus on life skills but to promote enjoyment in the community. Some of these visits extend beyond the school day and although it can be challenging for parents to collect their child the visits are all greatly received.

Two clubs have led to out of school performances where in one case the pupils performed at Mansfield a dance and on the second their received awards for animations created.

We offer a range of residential trips, starting with a BBQ at school to build confidence, overnight camps at London Road site and then five nights away at a range of venues. Our recent residential trips include going to Beamsley, Hagg Farm and Butlins.

SCHOOL FUNDS

In addition to money provided by the LA there is a school fund managed by the Head Teacher which consists of donations and other income raised in a variety of ways. The purpose of the fund is to benefit students of the Newark Orchard School by the provision of equipment, activities and financial assistance which cannot be made available for whatever reasons from monies provided by the LA. The Friends of Newark Orchard School raise money which is managed by a committee of elected members from within and outside the school community.

SCHOOL DRESS

We aim to give our students every encouragement to develop a pride in their appearance. Navy school sweatshirts and navy and white polo shirts are available bearing the school logo. Students require shorts, plimsolls and T shirts for all PE lessons. Swimming and hydrotherapy lessons will require each student participating to have a towel and costume. It is recommended that all clothing is clearly labelled. Parents/carers are asked to encourage their young person to dress appropriately and suitably, given their timetable activities and discourage the wearing of any jewellery (except that of religious significance) and make up.

SCHOOL ATTENDANCE

It is important that everybody works together to ensure that all students attend school regularly. Attendance is a shared responsibility of parents/carers, the school and the LA. All parents/carers are asked to inform school of the reason for the absence of their young person by telephone on the first day of absence and by letter on the young person's return to school. Any absences that are not notified will be recorded as an unauthorised absence. The school hopes to have an excellent attendance record, but in extreme cases it will be necessary to involve the LA.

PUPIL ABSENCE STATISTICS FOR 2017/2018

Total number of day pupils of compulsory school age on roll for at least one session	105
Percentage of pupil sessions (half days) missed through authorised absence	6.5%
Percentage of pupil sessions (half days) missed through unauthorised absence	2.4%

1 EDUCATION DURING SCHOOL HOURS

The Governors will not charge for admission to the school, all pupils/ students are admitted to the school by the Local Authority. Each student has either a Statement of Educational Need (1993 Education Act 167) or an EHC plan which is prepared by the Local Authority and actioned by the school.

All materials, equipment and transport provided within school hours by the school, as timetable activities are free to all pupils/students.

2 INDIVIDUAL INSTRUMENTAL TUITION

Charges will be made to parents/carers for any individual or group of pupils/students who are taught to play a musical instrument if this tuition is not an essential part of National Curriculum or set examination work.

3 VOLUNTARY CONTRIBUTIONS

Parents/carers will be invited to make voluntary contributions to make school funds go further. Parents/carers will be informed at the planning stage of the likelihood of any planned activity not taking place should school funds with voluntary contributions not meet the cost of such an activity. No pupil/student will be left out of an activity because their parents/carers cannot make a voluntary contribution.

4 ACTIVITIES NOT RUN BY THE SCHOOL OR LA

When a non-school organisation arranges an activity to take place during school hours and parents/carers want their child to take part, such organisation may charge the parent/carer. Parents/carers must then ask for the school to agree to their child being absent. The Governing Body empowers the Head to determine whether this leave will be granted. Parents/carers are reminded this will only be granted in exceptional circumstances.

5 EDUCATION OUTSIDE OF SCHOOL HOURS

Parents/carers will only be charged for activities that happen outside of school hours when they are not a necessary part of the National Curriculum or Religious Education. No charges will be made for essential set examination work or which is part of a syllabus. Charges will be made for other activities that happen outside of school hours if parents/carers agree to pay. This will be in line with the Education Reform Act (1988). Charges will be made to parents/carers for extending the school day in line with the real costs encountered.

6 SCHOOL MINIBUSES

Only the school's pupils/students, staff or parents/carers may travel on the school's minibuses. The school will not charge for any cross-site travel or travel between educational establishments where courses are planned by the school and form part of a timetabled day. Charges will be made for school visits (extended or day visits) which will be costed to recover the cost of any journey undertaken.

7 SALE OF PRODUCED FOOD—SCHOOL CATERING

Charges will be made for the sale of food. These charges will reflect the cost of produce plus catering staff costs and energy and will allow for a small profit commensurate with the market of the day. These will include the following:

- i) Goods made for resale to staff, for example: quiches, cakes, apple pies etc.
- ii) Staff lunches.
- iii) Pre-ordered catering for external events (for example: weddings, civic events etc).

All profit shall be made over to the school budget share.

Goods made for catering events held in school and pre-ordered by groups using the school for meetings will be funded from the budget share.

CHARGING POLICY (INFORMATION FOR PARENTS/CARERS)

A full copy of the school's Charging Policy is available in school, but may be summarised as follows:

- * Parents/carers will be assured that all activities will be planned and costed to meet the actual cost of that activity.
- * Parents/carers may be requested to make a voluntary contribution for:
 - Cookery (Food Technology)
 - Morning Drinks
 - Life Skills (Post 16)
 - Ten Pin Bowling
 - Ice Skating
 - Residential Extensions
 - Residential Field Study Trips
 - Extended Day Visits

CHARGING POLICY (INFORMATION FOR PARENTS/CARERS) (CONT'D)

- * Parents/carers in receipt of Income Support or Family Credit will have the right to claim free activities.
- * Parents/carers will not be charged for their student's entry into public exams, which include GCSEs, GNVQs or job, related qualifications. Parents/carers will be charged if the student fails without good reason to complete the requirements of any public examination or enrolls to sit an examination without the school's express consent.
- * Parents/carers will be charged for travel, which is incurred for extra curricula activities.
- * Parents/carers will be assured that the school will plan and cost activities fairly but reserve the right to cancel any event if costs cannot be met.
- * Parents/carers will be assured that in the event of an activity being fully sponsored by a benefactor no cost will be levied.

The Governing Body controls the use of the premises inside and outside of school hours at all sites.

The Governing Body has decided that no lettings will be sanctioned other than those listed below. This is in the best interests of the pupils/students attending the school.

Those lettings that are sanctioned must not use, permit or allow rooms/sites to be used for any extremist or terrorist activities or for the dissemination of extremist views or materials.

1 THE HEAD TEACHER

The Governing Body empowers the Head Teacher to sanction any reasonable use of the premises in line with the curriculum delivery or which will benefit the pupils/students and the community that it serves. The Governing Body will be kept informed of the use of the building.

2 THE LA

The LA may give directions to the Governing Body about the use of the school premises.

3 THE FRIENDS OF THE SCHOOL (REGISTERED CHARITY)

The Friends of the School will be allowed free access to the building to hold meetings and fund raising events in so far as they are held to benefit the pupils/students attending the school. This free use of the school exists only if the building can be secured by the Caretakers, Head or Deputy Head Teachers and if the Governing Body is assured that the Friends hold their own insurance. The Friends will cover the cost of any damage sustained by their actions or activities and make good same. No cost will be met for such use and if any is caused by whatsoever means this will be levied to the Friends.

5 POLICY FOR CHARGING FOR SCHOOL RELATED ACTIVITIES

The effect of the Education Reform Act 1988 on charging in schools is set out of DfE Circular 2/89. LAs and Governing Bodies have a duty to state a policy on charging with effect from 1st April 1989 and until such a policy is stated, no charges may be levied. This document seeks to fulfil that requirement.

Residential Visits

At this school, all such visits take place wholly outside school hours and therefore will continue to be funded by parents/carers as before. It is already school policy that no child be excluded on financial grounds alone and this will continue with remission arrangements for children whose families are on Income Support or who are in receipt of Family Credit in accordance with the requirements of the Act and Circular 2/89.

Day Visits At Least 50% In School Time

In accordance with the requirements of the Act and Circular 2/89, these will be funded by voluntary contributions from parents/carers based on the cost per child. If there are insufficient funds forthcoming by this method then either:

- i) the trip will be cancelled OR
- ii) those contributions collected will be returned and the whole cost met from school sources.

To this end, where proposed visits fall within this category, as part of the information sent out to parents/carers, the following will be included:

Parents/carers are asked to make a voluntary contribution of per child for this, which should be sent to the school prior to the trip taking place. Failure to make a contribution in respect of a child will not result in differential treatment of that child, but should too few such contributions be received, the visit may have to be cancelled.

It is already school policy that no child be excluded on financial grounds alone and this will continue with remission arrangements for children whose families are on Income Support or who are in receipt of Family Credit in accordance with the requirements of the Act and Circular 2/89.

Non-Residential Visits At Least 50% Out Of School Time

Visits in this category are rare, but examples might be visits to sports events in the evenings or at weekends. These will continue to be funded by parents/carers as before. It is already school policy that no child be excluded on financial grounds alone and this will continue with remission arrangements for children whose families are on Income Support or who are in receipt of Family Credit in accordance with the requirements of the Act and Circular 2/89.

6 POLICY FOR CHARGING FOR SCHOOL RELATED ACTIVITIES (CONT'D)

Activities Arranged By Third Parties

The regulations allow for charging for activities which are arranged by outside third parties such as a tour operator etc. Where visits fall into this category, a charge will continue to be made. It is already school policy that no child be excluded on financial grounds alone and this will continue with remission arrangements for children whose families are on Income Support or who are in receipt of Family Credit in accordance with the requirements of the Act and Circular 2/89.

This policy should be read in the context of DfEE Circular 2/89 and the LA's Charging Policy. This school policy may be varied by resolution of the Governing Body at any time.

The school is required by law to provide on request to parents/carers and other persons, access to the following documents for reference purposes only.

All circulars, statutory instruments and administrative memoranda issued by the Department of Education and Employment.

All schemes of work used by the school.

All policy documents agreed by the Governing Body.

The complaints arrangements issued by the LA to deal with complaints regarding the school curriculum and related matters under Section 23 of the 1988 Education Act.

Nottinghamshire agreed syllabus for RE.

Ofsted inspection report.

The Local Authority has developed their local offer which is accessed via their website. This includes services in the area which provide for pupils with a special educational need or disability. Details of our local offer are available on our website.

This information contained in the brochure which related to the school year 2012-2013 was valid at the time of printing. It should not be assumed, however, that there will be no changes affecting either the arrangements generally described or any particular part of them before the start of the school year 2013-14 or in any subsequent years. Any anticipated changes have been included in part of the text .

Glossary

DFE	- Department for Education
LA	- Local Authority
TA	- Teaching Assistant
PEA	- Personalised Education Assistant
PCA	- Personal Care Assistant
PMLD	- Profound and Multiple Learning Difficulties
MLD	- Moderate Learning Difficulties
AHD	- Attention Hyperactivity Disorder
LAR	- Looked After Review
AR	- Annual Review
IEP	- Individual Education Programme
BIP	- Behaviour Improvement Plan
PEP	- Personal Education Programme
GCSE	- General Certificate Secondary Education
GNVQ	- General National Vocational Qualification
RE	- Religious Education
PE	- Physical Education
ICT	- Information Communication Technology
DT	- Design Technology

COMPLAINTS PROCEDURE

There is a complaints procedure which has been agreed by the Local Authority. It covers any complaints about the school curriculum or other related issues. A copy of the full complaints procedure is available for reference from school. The procedures suggest that normally there should be a preliminary informal discussion with the Head Teacher or other appropriate staff to see if the complaint can be resolved without recourse to the formal procedure. If the complaint cannot be resolved informally, the complainant should write either to the Clerk of the Governing Body, whose address is available at the school, or to the designated officer in the Local Authority who is the Senior Assistant Director (Operations) in the Education Department, County Hall, West Bridgford, Nottingham.

If a formal complaint is lodged, the Head Teacher will be able to provide the complainant with copies of the relevant documents explaining the arrangements for considering the complaint in more detail.