



# **Governors' Handbook 2022-2023**

## Content

Welcome Note from the Headteacher

Our Website and Details

Our Vision, Mission, Ofsted

Holidays and Closures – see website for more details

The Governing Body

Committees

Extract from Ofsted School Inspection Handbook

National Governors Association – 20 Questions

DFE Governors Handbook/Portal/Training

LCC Governor Code of Conduct

Key Activities for Governors

Useful Telephone Numbers

School's Curriculum Summary

Sir Tom Finney Community High School  
Ribbleton Hall Drive , Preston, PR2 6EE  
Tel. No. 01772 795749  
Headteacher: Mr. Shaun Jukes P.G.C.E, B.Phil (special education)  
Email: [head@stfch.lancs.sch.uk](mailto:head@stfch.lancs.sch.uk)



### **Welcome note from the Headteacher**

Dear Governor

May I take this opportunity to thank you for your participation as part of the Governing Body of Sir Tom Finney Community High School. If you are a new Governor you will receive a Governor Induction Pack from the Local Authority about the role and responsibilities of a Governor in general.

This handbook is more about the school and some introductory information you may find useful.

Should you require any more information or wish to come into school, have a look round or join in with classes or have a special interest then do not hesitate to ask.

A handwritten signature in black ink that reads 'Shaun Jukes'. The signature is written in a cursive style.

**Shaun Jukes**

Headteacher

## Our Website and Details

Our website

---

[www.stfch.lancs.sch.uk](http://www.stfch.lancs.sch.uk)

The website is a valuable source of information for all parents, staff and governors. It should be noted that content is periodically updated and/or amended as required, so it is important to keep checking the website for new information.

This is also a useful place to read Newsletters, Policies, the Prospectus, curriculum offer and so much more.

[Our Facebook page to support our parental community and professional engagement](#)

[www.facebook.com/sirtomfinneycommunityhigh](https://www.facebook.com/sirtomfinneycommunityhigh)

Allows school to share events and activities that take place in school with a wider community audience.



**Sir Tom Finney Community High School**  
**Challenges; Inspires; Empowers and Prepares**  
**OUR learners for adulthood**  
***'Learning and Achieving Together'***

BY

Having an inclusive community that develops opportunities to release and build upon an individual's personal, social, emotional, and academic potential; to enrich their quality of life; in an environment that is safe and secure with a climate that supports, celebrates, and values the success, achievements, and attainments of everyone. Where the challenge of diverse individual learning is met by a responsive curriculum and differentiated teaching to ensure access, engagement, and participation.

UNDERPINNED BY CORE VALUES

- A commitment to equality and inclusion
- A broad, rich, relevant, and stimulating curriculum
- High quality teaching and learning
- Personalisation to meet individual needs
- High aspirations and expectations
- Teamwork
- Flexibility, adaptability, and responsibility
- Responding positively to developments in SEND provision

## 'Ofsted Judgements'

### 'Learning and Achieving Together'

**OFSTED (November 2017):**

'Students... benefit from dynamic and inspirational teaching'

'Students make good progress in their reading, writing and mathematics'

'Students grow in confidence during their time in school. They make excellent progress with their verbal communication skills'

'Staff are compassionate and kind and understand students as individuals. This contributes to students' progress and attainment'

'The school's values ensure that students are prepared well for life in Modern Britain. Students are taught independent living skills throughout the school. Their awareness of equalities is excellent. As one student stated: We accept everyone for who they are.'

'Students behaviour is exemplary. This is because of the excellent role models that staff'

'Relationships between students and staff are

'Leaders ensure that the curriculum offers a broad range of options to cater for students' individual needs. Students make good progress in subjects'

'Students are supported in a highly nurturing environment that places their safety and well-being as the highest priority'

A copy of the full report is available from the school office or the school website

[www.stfch.lancs.sch.uk](http://www.stfch.lancs.sch.uk) or [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Holidays and Closures

The full list of holidays and closures can be found on our school website.

---

## The Governing Body – September 2022

Representing	Name	Contact No.
Co-opted	Mrs K D Jones Chair	01772 701399 <a href="mailto:djones@stfch.lancs.sch.uk">djones@stfch.lancs.sch.uk</a>
Co-opted	Maureen Rothwell Vice Chair	07864570861 <a href="mailto:mrothwell@stfch.lancs.sch.uk">mrothwell@stfch.lancs.sch.uk</a>
Staff Governor	Simon Chester	01772 795749 <a href="mailto:schester@stfch.lancs.sch.uk">schester@stfch.lancs.sch.uk</a>
Staff Governor	Joanne Jones	01772 795749 <a href="mailto:jjones@stfch.lancs.sch.uk">jjones@stfch.lancs.sch.uk</a>
Parent Governor	Nicky Hudson	01772 795749 <a href="mailto:nhudson@stfch.lancs.sch.uk">nhudson@stfch.lancs.sch.uk</a>
Parent Governor	Garry Harper	01772 795749 <a href="mailto:gharper@stfch.lancs.sch.uk">gharper@stfch.lancs.sch.uk</a>
Co-opted	Rosemary Hurley	c/o school <a href="mailto:r.hurley@stfch.lancs.sch.uk">r.hurley@stfch.lancs.sch.uk</a>
Co-opted	Gail Beaton	c/o school <a href="mailto:gbeaton@stfch.lancs.sch.uk">gbeaton@stfch.lancs.sch.uk</a>
Co-opted	Paula Barlow	c/o Acorns School 01772 792681 <a href="mailto:pbarlow@stfch.lancs.sch.uk">pbarlow@stfch.lancs.sch.uk</a>
Co-opted	Ian Fazackerley	07890777181 <a href="mailto:ifazackerley@stfch.lancs.sch.uk">ifazackerley@stfch.lancs.sch.uk</a>
Headteacher	Shaun Jukes	01772 795749 <a href="mailto:head@stfch.lancs.sch.uk">head@stfch.lancs.sch.uk</a>
Clerk to the Governing Body	Governor Services	01524 581185

## Governing Body Committees

### **Finance, Resources and Premises Committee**

Mrs K D Jones Chair  
Mr S Jukes  
Mr S Chester  
Ms Hudson  
Mr G Harper

### **Performance Management/Pay Committee**

Mrs K D Jones Chair  
Vacant post  
Mrs M Rothwell

### **Staffing Discipline/Attendance and Dismissal Committee**

3 untainted governors

### **Student Discipline Committee**

3 untainted governors

### **Student, Curriculum and Standards Committee**

Mrs Gail Beaton  
Mr S Jukes  
Mr Ian Fazackerley  
Mrs M Rothwell  
Mrs R Hurley  
Mrs P Barlow  
Mrs J Jones

### **Complaints, Appeals/Grievance Committee**

3 untainted governors

### **Nominated Governors**

SEN/Safeguarding/Child Protection – Mrs G Beaton  
Training Link – Mr S Chester  
Health and Safety – Mr S Chester/Mrs K D Jones

Data Protection – Mrs K D Jones  
Personal, Social Development (inc. Sex/Relation education) – Mrs R Hurley

Staff Wellbeing – Mrs M Rothwell

Post 16 & Pupil Premium – Mr I Fazackerley  
Online safety & Computing – Mrs G Beaton  
Semi-Formal Teaching & Learning - Mr P Main  
Formal Teaching & Learning – Vacant post  
Experiential teaching & Learning – Mrs M Rothwell  
LASGB – Chair/vice-chairs



## A Model Code of Conduct for Governing Bodies

The following code is suggested as a model. It provides a statement of the broad principles by which the governors of the school operate.

### General

The headteacher is responsible for the day-to-day leadership and management of the school, along with the senior leadership and senior management team. This includes the implementation of policy and the operation of the Curriculum. Governors have a responsibility for determining, monitoring and keeping under review, the policies, plans and procedures within which the school operates.

- The main aim of the school is to support preparing our students for adulthood, focusing on progress and educational achievement, personal, social and emotional development, safeguarding and welfare of all our students at the most appropriate level.
- The governing body will contribute most effectively to this aim by focusing on its three roles:
  1. To provide a strategic view of where the school is heading
  2. To act as a critical friend by providing support and advice to the school
  3. To hold the school to account for the educational standards it achieves and the quality of the education it provides.
- All governors have equal status. Although governors are appointed and elected by different groups, their central concern is the welfare of the school.
- Governors have a general duty to act fairly and without prejudice at all times.
- In so far as they have, or share responsibility for the employment of staff; governors should fulfil all reasonable expectations of a good employer.
- Governors should consider carefully how their decisions might affect other schools.
- Governors should encourage open government and should be seen to do so.
- Governors do not act alone but as members of a corporate team. Individual governors have power only when it is delegated specifically to them by the whole governing body.

### Commitment

- Being a governor involves time and energy. Careful regard should be paid to this when agreeing to serve or to continue to serve on the governing body of a school.
- All governors should involve themselves actively in the work of the governing body and accept a fair share of the responsibilities, including service on committees.
- Regular attendance at meetings of both the full governing body and committees is essential.
- Governors should know the school well and take opportunities to visit it and become involved in school activities.

### Relationships

- Governors should strive to operate as a team in which constructive working relationships are actively promoted.

- Governors should develop effective working relationships with the headteacher, staff and parents.

### **Confidentiality**

- Governors must observe complete confidentiality when asked to do so by the governing body, especially in relation to matters concerning individual staff, students or parents.
- Although decisions reached at governors' meetings are normally made public through the minutes, the discussions on which decisions are based should be regarded as confidential.
- Governors should exercise the highest degree of prudence when discussion of potential contentious issues arise, when outside the governing body.

### **Conduct**

- Governors should express their views openly within meetings but accept collective responsibility for all decisions.
- Governors should only speak or act on behalf of the governing body when they have been specifically asked to do so.
- All visits to school should be undertaken within a framework which has been established by the governing body and agreed with the headteacher.
- In responding to criticism or complaints relating to the school, governors should refer to the schools 'Complaints Procedure' and advise the complainant accordingly.
- Governors have a responsibility to maintain and develop the ethos and reputation of the school. Their actions within the school community should reflect this.
- Any pecuniary interest that a governor may have in connection with the governing body's business must be recorded in the register of pecuniary interests
- Where an interest is declared, the governor must leave the meeting while the item is under discussion.

### **Training and Development**

Governor training and development is important. It benefits the school and individual governors and can help to develop effective teamwork. Governors are encouraged to undertake training to further their individual interests within the governing body and the work of the governing body.

### **Mentoring**

An experienced governor who acts as a mentor to new governors can provide support and a listening ear for all aspects of the work of the governing body. Governors should be prepared to act as mentors, as required.

### **Meetings**

Individual governors do not have any authority in school. It is the collective decisions of all the governors together that carry authority. The activities that governors undertake outside meetings can be seen as preparation for the times when the governing body 'goes live' – in a meeting.

It follows that if a governing body is to carry out its functions well, its meetings are crucial. Below is a suggested 'Meetings Charter'. If the Chair, the Head, the Clerk and all the governors subscribe to, and

implement, a charter such as this, the governing body will be giving itself the best chance of coming to informed, collective decisions.

### **Meetings Charter**

#### **As a governor I expect:**

- People to attend regularly and be punctual
- An agenda and relevant documents to reach me at least seven days before the meeting
- An agenda that makes clear the purpose of each item
- A Chair who keeps to the agenda, paces the meeting so that time is given to each matter in proportion to its importance, draws on all members for contributions and keeps discussions to the point
- My contributions to be heard and others to contribute to the discussion
- The decision-making process to be quite clear
- Governors to work together and not to be stubbornly partisan
- Governors to take collective responsibility for decisions
- Minutes that summarise views succinctly, record decisions accurately and are made available, in draft form, soon after each meeting

#### **Others can expect me to:**

- Attend regularly and
- be punctual
- Read the agenda, minutes and other papers before the meeting and note items I want to say something about
- Bring my papers to the meeting
- Make relevant and positive contributions
- Listen to and consider what other people want to say
- Accept my share of collective responsibility, even for those decisions that I do not personally agree with

### **Visiting the School**

- Governors do not automatically have the right to enter the school. However, they do need to have the opportunity to arrange visits to the school in order to see governors' policies in action and to understand how the school works.

In order to avoid misunderstandings arising, it is advisable for every governing body to have its own procedure for governor visits. At STFCH we request:

- All governors should visit the school.
- The total number of visits per term are agreed in the calander.
- The date and timing of a visit should be arranged in advance with the headteacher and other staff involved.
- Visits should have a focus.

- If a governor is going to spend time in a classroom, this should be discussed with the class teacher so that both are clear how long the governor is coming for, what they are going to look at and what they are going to do
- Governors should understand that their visits do not replace professional inspections or the monitoring role of the headteacher.
- If governors are concerned about any aspects of what they have seen this should be discussed with the headteacher.
- After the visit, the governor should report back, in writing to the governing body.

## Key Activities for Governors

### Key Activities for Governors to note

#### The school's strategic direction

- Champion our vision, values and ethos
- Agree priorities for school improvement and future direction
- Consider governance structure



### Typical inputs

Improvement Plans and School regeneration  
Local aspirations/agenda  
National standards agenda  
Parent and student voice  
Assessment data

#### Teaching and Learning

- Student attainment, progress and achievement
- Student behaviour, attendance and safety
- Teaching quality and staff development



Performance data  
Ofsted reports  
Self-evaluation  
School visits

#### Actions

- Agree improvement targets and strategies
- Agree allocation of resources
- Agree how to monitor and review progress



Improvement plans  
Budget data  
School self-evaluations  
Assessment reports and data

#### Performance manage our school leaders

- Appoint/Appraise headteacher and support their leadership
- Challenge school leaders to account for progress
- Ensure financial probity and efficiency



Performance data  
Financial data  
School visits  
Appraisal processes

#### Check we are fit for purpose

- Focus on role and purpose
- Review and evaluate ourselves and ways of working
- Make sure members have necessary skills and training to deliver key activities and functions of Governing Body
- Ensure statutory obligations are in place



Policy context  
Ofsted criteria  
Self-evaluation  
SFVS  
Governor Training

Each of these key activities can be broken down further into a range of actions. For example, to help governors understand the school and monitor and evaluate the school's performance, actions might include:

- Looking at information about achievement – student progress tracking, results of national tests and assessments, data from baseline assessments etc.
- Receiving reports – HT's report to governors, reports from subject leaders, progress reports against priorities in the improvement plan, and self-evaluation, reports from the local authority adviser, reports from senior staff, reports about lesson observations
- Meeting with members of staff to explore issues
- Learning walks – with a member of staff looking at classrooms, playtimes, displays etc.
- Attending lessons to get a first-hand view of the school at work and how children learn
- Talking with students
- Meeting with groups of students, for example the school council, to talk about what children like about the school and what could be better
- Attending senior leadership team and staff meetings as an observer
- Attending parents evenings to provide an opportunity for parents to meet governors
- Attending school events – assemblies, one of events, celebrations
- Reviewing the outcomes of questions
- Linking governors with subjects and improvement plan priorities

### **Managing own effectiveness as a governing body**

How well do we focus on our key functions and undertake our key activities? In other words, how do we check that we are 'fit for purpose'? There are several tools to help:

- Ofsted criteria (see extract from Ofsted School Inspection Handbook)
- 20 Key questions for governing bodies (see National Governors Association)
- Self-evaluation tool and action planning (Lancashire County Council) – this links closely with the 20 NGA questions
- Evaluation of our actions and decisions

### **References**

A useful reference for Governors is the Governors Handbook (DfE, March 2019). This is downloadable from the DfE website <https://www.gov.uk/government/publications/governors-handbook>

## National Governors' Association 20 Key Questions

**Twenty key questions for a school governing body to ask itself:**

**Right skills: Do we have the right skills on the governing body?**

1. Have we completed a skills audit of our governing body?
2. Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?

**Effectiveness: Are we as effective as we could be?**

3. Do we understand our roles and responsibilities?
4. Do we have a professional clerk and run meetings efficiently?
5. What is our training and development budget and does every governor receive the support they need to carry out their role effectively?
6. Do we know about good practice from across the country?
7. Is the size, composition and committee structure of our governing body conducive to effective working?
8. Does every member of the governing body make a regular contribution, and do we carry out an annual review of the governing body's performance?

**Strategy: Does the school have a clear vision?**

9. Have we developed long term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?
10. Does our strategic planning cycle drive the governing body's activities and agenda setting?

**Accountability of the executive: Do we hold the school leaders to account?**

11. Do we understand the school's performance data well enough to properly hold school leaders to account?
12. How effective is our performance management of the headteacher?
13. Are our financial management systems robust and do we ensure best value for money?

**Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?**

14. How do we listen to and understand our students, parents and staff?
15. How do we report to our parents and local community regularly?
16. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?

**Role of Chair: Does our chair show strong and effective leadership?**

17. Do we carry out a regular 360 review of the chair's performance?
18. Do we engage in a good succession planning?
19. Are the chair and committee chairs re-elected each year?

**Impact: Are we having an impact on outcomes for students?**

20. How much has the school improved over the last three years, and what has the governing body's contribution been to this?

### **DFE Governors Handbook (revised March 2019)**

The Department of Education produce a Governors Handbook which is available to all Governors. Please take the time to read this and this should help with any questions. The Handbook can be found at <http://www.gov.uk/government/publications/governance-handbook>

The handbook highlights three core functions for governing body/boards:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its students, and the performance management of staff
- overseeing the financial performance of the organisation and making sure that its money is well spent, including the pupil premium.

In addition to the above, the school inspection handbook also states, those with governance are responsible for ensuring that the school fulfils its statutory duties, for example under the Equalities Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

### **School's Portal**

When you are elected as a Governor you will have access to the School's Portal. This is where messages are placed, documentation is available (from and before meetings) and all information you might need as a Governor. This is a valuable source of information and you should ensure you do have access. (See School Business Manager to set up).

### **Training**

Training courses are available every year and a full list of these can be found in the Training and Development Programme booklet which you should receive from Lancashire Governor Services. The first course which would be beneficial is the New Governors course. Others relevant to your skills and to any committee to which you belong should also be considered. It is very useful to attend those courses which you might feel beneficial to you in expanding your skills and giving more to the school



## Useful Telephone Numbers

Chair of Governors (Mrs D Jones) <a href="mailto:djones@stfch.lancs.sch.uk">djones@stfch.lancs.sch.uk</a>	c/o Sir Tom Finney School 01772 795749
Sir Tom Finney Community High School <a href="mailto:mailmaster@stfch.lancs.sch.uk">mailmaster@stfch.lancs.sch.uk</a>	01772 795749
Headteacher (Mr Jukes) <a href="mailto:head@stfch.lancs.sch.uk">head@stfch.lancs.sch.uk</a>	01772 795749 07875 076 733
School Business Manager (Mrs J Jukes) <a href="mailto:sbm@stfch.lancs.sch.uk">sbm@stfch.lancs.sch.uk</a>	01772 795749 07875 076 864
Lancashire Governor Services	01524 581185

## School's Curriculum Summary

### *'Learning and Achieving Together'*

#### **Overview**

The whole school curriculum is split into 3 distinct categories:

- a) A formal curriculum – based upon the national curriculum and option choices generally for those operating and preparing to work toward 'standard expectations'.
- b) A semi-formal curriculum – based upon a creative themed approach incorporating structured play-based development for those operating cognitively significantly below 'standard expectations'.
- c) An experiential/sensory based curriculum for those operating cognitively and presenting with profound and multiple learning needs.

There are always exceptions and some cross over between the broad offers may be in the best interest of specific individuals.

The curriculum offer is reviewed year on year to account for changes nationally and locally and to meet the needs of different groups of students as new students are admitted and as they progress through school.

#### **The Formal Curriculum in Key Stage 3 (Years 7,8,9)**

The KS3 department offers formal learning for young people with a wide range of SEND. The timetable includes all compulsory national curriculum subjects; English, Maths, Science, Computing, Physical Education, Personal, Social, Health, Citizenship Education, Humanities (history/geography), British Sign Language (modern foreign language), Design & Food Technology, Art, Music, and Drama. Religious Education is delivered as a 'Theme Day' each half term.

The curriculum in KS3 follows the national curriculum programmes of study and is differentiated and personalised to meet the individual needs and ability of each learner. We recognise that some of our learners need access to a customized timetable to enable them to make greater progress and reach their full potential. There are six classes in KS3 which are ability based, both academically and socially, and have a mix of learners in Year 7, 8 and 9.

Interventions are in place for learners who need additional support in meeting their Education, Health and Care Plan outcomes. Sensory Regulation, Hydrotherapy, Physiotherapy and Speech, Language and Communication plans are followed alongside the formal curriculum for learners who need access to additional provision.

Enrichment activities and days are provided to enable learners to develop their confidence, independence and resilience in conjunction with teaching the importance of keeping physically and mentally healthy. All activities provide extended learning opportunities as well as having fun!

Achievement assemblies take place once per week to celebrate each individual learner's success however big or small. The KS3 department is the foundation for preparing our learners for adulthood as they transition throughout school.

#### **The Curriculum in Key Stage 4 (Years 10,11)**

The timetable in KS4 follows a similar pattern to that in KS3, however, there is an increase in emphasis on a personalized suite of accreditation and options. Students may be offered nationally recognised qualifications at an appropriate level which may include, (depending upon ability and subject): Unit award, Entry Level, Functional skills, GCSE. Option choices can be delivered on or off site. These may include construction, food hygiene and health, horticulture, hair and beauty, Enterprise, Creativity, Performing Arts, Physical Education, Mental Health and Well-Being. (*Options offered differ each year*). The curriculum entitlement will still allow all learners, irrespective of need or ability or disability, to follow a progression pathway linked to academic, vocational, and personal development routes and the outcomes of the EHCP in their preparation for adulthood.

Students in KS4 also have the opportunity to access the hydrotherapy pool based upon need.

Some subjects may be delivered on a carousel to facilitate opportunities for a broad and balanced curriculum for all.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

### **The Study Programme in the Further Education Department (Post 16 Y12-14)**

The FE Department follow an individual study programme tailored to suit needs, abilities, aspiration and preferences. The key skills of English and Communication, Maths, PSHCE and Computing form the core of the programme along with careers and physical development. Access to option choices mirror those in KS4 and are often delivered across both departments.

Work placements and work-related learning experiences are offered both off and on-site including working closely with other local FE providers through a College Links programme to provide students with a flavour of what local college establishments can offer post-19. Plus, a transitional links programme to support those moving into social care settings.

Students in FE also have the opportunity to access the hydrotherapy pool based upon need.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

### **Semi-Formal and Experiential Groups**

The Semi-Formal groups offers a curriculum that combines an element of formal learning specifically linked to English and Communication and Maths, Computing and PSHE alongside themed creative and structured play based learning suitable for individual development stage.

The Experiential groups offers a themed base curriculum that specialises in a multi-sensory approach and is designed for learners who present with complex and profound and multiple SEND. This personal approach is based upon principles of communication, cognition, social and emotional development and physical movement.

Students in all these groups also have the opportunity to access the hydrotherapy pool based upon need.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

### **Religious Education (RE)**

The school does not have any religious affiliation, but does offer a broadly Christian ethos, whilst respecting and valuing all other faith and denominations of students and their families who attend the school.

Religious Education includes elements relating to all the world's major religions to aid understanding and respect for each other. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of RE unsuitable for their child may withdraw their child from taking part.

***To do this the Headteacher must be informed in writing.***

### **Assemblies**

Assemblies are split into departmental assemblies. Students participate in assemblies at a level matching their ability or a level within which they feel comfortable. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of assembly unsuitable for their child may withdraw their child from taking part.

***To do this the Headteacher must be informed in writing.***

### **Relationships and Sex Education (RSE)**

RSE is seen as an essential part of our students' development and is integrated into the Personal, Social and Health Educational (PSHE) curriculum –Each student will be treated as a specific individual and the information will be differentiated according to an individual's learning ability and level of understanding. The underlying principle is that we offer the knowledge and information to keep our young people safe and secure and for them to understand their emotions, physical development, personal responsibilities, and personal safety.

### **Homework**

Homework is available for those students whose parents/carers wish their child to undertake additional study at home. The activities can range from practical tasks, generalising learned skills, reinforcing individual educational targets to specific subject-based homework. Should parents want to discuss homework set they should contact their child's form tutor.

### **Education Visits/Residential Experiences**

Off-site educational visits or residential visits take place as appropriate to a specific subject or department or whole school offer.

### **Charging Policy**

An agreed principle is to recover the costs of an educational activity taking place over and above that of the standard curriculum and that parents/carers will be asked for a voluntary contribution towards those costs with an assurance that any lack of contribution would not deny any student the opportunity of participation. However, it is also made clear that should insufficient funds be contributed then the activity may not take place. Similarly, some subject activities require expenditure on specific resources such as ingredients for Food Health and Hygiene and contributions may be requested, again a lack of donation would not stop a student accessing the activity. All requests for contributions would be non-profit making and cover costs only.

Those students who are entitled to the Pupil Premium Grant/Bursary funding may have this funding called upon to help towards the contributions required for that specific child.

### **Out of School Clubs and Extended Activities**

These provide appropriate activities to contribute to the enrichment agenda.

We have a wide and varied menu of lunchtime clubs and after school activities including Computing, Art, Bike and Go-Karting, Football, Swimming, Dance, Integrated Sports, Signing and Sensory. As well as residential experiences and holiday clubs.

The library collates a range of information and guidance material available to parents/carers about opportunities for activities, family learning and support. Whilst school holds information on a wide variety of Special Educational Needs and curriculum subjects.

The school accommodates a local Scout Troop specifically targeting our student Population.

### **Personal Development**

Implicit within the school's teaching and learning at both structured and unstructured times are aspects of personal development often only accounted for anecdotally yet form a major aspect of an individual's **preparation toward adulthood**. We aim for all our individual students to become rounded, well-ordered and positive young people as they grow into adulthood. We want them to be confident and optimistic; build resilience; emotional and social intelligence; to participate, engage and enjoy their learning and lives; to have self-control, self-regulation and coping strategies; to be independent, flexible and adaptable to change. All of this at whatever level an individual's ability can sustain.

**For a diagrammatic summary and narrative of the above refer to the prospectus**