The St. Christopher School strives to develop a positive learning community where everyone feels valued and encouraged to achieve their full potential in all aspects of life.

The St. Christopher School is part of Sen Trust Southend, a charity and company registered in England, Number 07973980 – Limited by guarantee.
THE ST. CHRISTOPHER SCHOOL

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GENERAL INFORMATION

The St Christopher School is an SEN Specialist School for Communication and Interaction with a recognised admission number of 212 pupils. Children in the primary department are aged 3-11 with a range of learning needs, including communication and interaction difficulties, cognition and learning difficulties, autism and some with social emotional and behavioural difficulties.

The St Christopher School is also designated to cater where appropriate for Key Stage 3 pupils (age range 11-14) and Key Stage 4 pupils (age range 14-16) who have severe Autism and/or ADHD.

The St Christopher School also caters for a small number of young people (maximum of 12) aged 16 – 19 who have Autistic Spectrum Disorders and/or ADHD

SCHOOL RECOMMENDED NUMBER 212
NUMBER OF PUPILS (September 2018) 229

CHAIR OF GOVERNORS: Mr Franklin Hartle
EXECUTIVE HEADTEACHER: Mrs Jackie Mullan
HEAD OF SCHOOL: Miss Louise Brown
ASSISTANT HEADTEACHER: Miss Tracy Coster
ASSISTANT HEADTEACHER: Mrs Elspeth Kirk
ADDRESS: The St. Christopher School
Mountdale Gardens
Leigh-On-Sea
Essex, SS9 4AW

TELEPHONE: 01702 524 193
FAX: 01702 526 761
E MAIL: office@tscs.southend.sch.uk
WEB: www.thestchristopherschool.co.uk
CHRISTOPHER'S COTTAGE WEBSITE www.thestchristopherschool.co.uk/respite
### PRIMARY DEPARTMENT

#### Teachers:
- Vicky Brumby (60%)
- Gemma Coker (Instructor)
- Gwen Cook (40%)
- Graham Fuller
- Michelle Harrison
- Amelia Howe
- Lorraine Mann (40%)
- Jo Mutimer
- Andrea Noble
- Michellie Rose (Instructor)
- Ashling Sayer (40%)
- Emily Shuttleworth (Instructor) (60%)
- Paul Shuttleworth (Senior Teacher)
- Amy Sparrow (80%)
- Kiera Stubbington (80%)
- Sharon Wilkins

#### Learning Support Assistants:
- Diane Allmark
- Kerry Armstrong (60%) (Mat. leave)
- Hannah Brady
- Elaine Brumby
- Jane Brumby
- Jane Burman (80%)
- Christy Calder (60%)
- Danielle Cane
- Stacey Chapman
- Daniel Beasley
- Malissa Dennis
- Hayley Brooklyn (80%)
- Laura Gardiner
- Hayley Grant
- Elaine Brumby
- Jane Burman
- Christy Calder
- Danielle Cane

#### Secondary Department

#### Teachers:
- Dashiel Allum (Senior Teacher)
- Nicole Caldon
- Cheryl Chant (40%)
- Tracy Churchill
- Rebecca Danyali
- Amy Garrod
- Andrew Joseph (Instructor)
- Jody Kempster-Swanson
- Keeley Leavitt (60%)
- Sarah Lobar
- Vince Lodemore (Instructor)
- Jackie Manton
- Tracey Padmore (60%)
- Andrew Scott
- Hayley Spooner
- Andrew Stokes
- Jason Sprett

#### Learning Support Assistants:
- Tracey Barwin
- Emma Brown
- Trevor Campbell
- Hayley Brooklyn (80%)
- Laura Carpenter
- Theresa Fitzpatrick
- Kim Flower (80%)
- Elice Foster
- Matthew Hinton
- Anne Huntington (80%)
- Stephen Jameson
- Simon Kirk
- Katie Lingfield
- Clare Lloyd
- Vanessa McIntroy
- Samantha Merle
- Leanne New (60%)

#### Classroom Based Staff Who Work Across the School

| Jo Hitchen  | Senior Speech & Language Therapist | Andy Monk (Instructor) | ICT Network Manager |
| Amy Horton (Mat Leave) | Speech & Language Therapist | Kyle Gordon | ICT Technician |
| Rosie Thomas | Speech & Language Therapist | Chris Nardolilli | Reprographics Assistant |
| Lisa Langley (HLTA) | Senior Pastoral Support Worker | Wendy Chattaway (HLTA) | Pupil Support |
| Vicki Mallion (60%) | Home Economics/Cookery |

#### Office Staff

| Bridget Moss (60%) | School Administrator | Stef Cauflfield | Admin Assistant |
| Helen Grimwade (60%) | PA/Administration Officer | Audrey McElcan | Admin Officer |
| Louise Vinten | Administration Officer | Wendy Millington | First Aider/Admin Assistant |
| Karen Stevenson | PA/Administration Officer | Ann Stafford (40%) | AST |

#### Christopher's Cottage Staff

| Daniel Lambert | Manager | Jerry Griggs | Site Manager |
| Rebecca Shelford | Assistant Manager | Dean Faulkner | Site Staff |
| Pat Atkins | Hayley Delaney | Lesley Walden | Michelle Lee | Midday Assistant |
| Robert Anderson | Louise Hill |
| Amy Berry | Lorraine Needham |
| Yvonne Billingham | Ruth Thorn |

#### Premises Staff

| Wayne Curtis | Manager | Shelley Harris | LSA/Swim Instructor |

#### Sports Hall Staff

| Lynne Goddard | Cook in Charge | Karin Hudson | Assistant |
| Karen Young | Assistant | Mary Young | Assistant |
THE SCHOOL

From its opening in 1906, as the first educational provision for pupils with Special Educational Needs in South East Essex, The St. Christopher School has developed to meet the changing demands placed upon it and aims to meet the individual needs of its current pupils.

The school is recognised to meet the needs of children with a range of learning needs, including communication and interaction difficulties, cognition and learning difficulties, Autism and some with social emotional and behavioural difficulties. The St Christopher School also caters for Key Stage 3 pupils (age range 11-14) and Key Stage 4 pupils (age range 14-16) who have severe Autism and/or ADHD. The school also caters for a small number of young people (maximum of 12) aged 16 – 19 who have Autistic Spectrum Disorders and/or ADHD. Many of our current pupils could be described as having “complex learning difficulties” in that they have a combination of various difficulties.

The school was inspected by Ofsted on 8 June 2017 and continues to be ‘Outstanding’.

The report states that ‘The St. Christopher School is an incredibly happy school. Pupils arrive cheerfully in the morning and are warmly welcomed by staff, who support them exceptionally well. Staff ensure that the learning environment is vibrant and welcoming. Pupils are extremely polite and well mannered’.


From 1st April 2012 The St. Christopher School became an Academy.

The school became a Stonewall Champion in July 2014, championing diversity and working to eradicate bullying in all its forms.

The school achieved a Gold award for the Outdoor Learning Project in July 2014.

The school achieved the Learning Outside the Classroom Gold award in October 2016.

The school achieved the Enhanced Healthy Schools Award in 2014 and in 2018.
SEN TRUST SOUTHEND

On 1st September 2017, the school became part of the SEN Trust Southend Multi-Academy Trust. This is a partnership between The St. Christopher School, Lancaster School, Kingsdown School and St. Nicholas School. This is a formalisation of the partnership which has existed between these four successful special schools in Southend.

We each retain our own identity, buildings, type of special need we cater for, but work together on some aspects and have one overall Trust Board for our governance. There are some functions which we will all share and some aspects remain within each school’s remit.

The aims and values of the SEN Trust Southend are set out below. These were decided upon by all before the Trust was set up and agreed formally at our first Trust Board meeting. There will be a separate SEN Trust Southend website which will link to the four schools.

OUR AIMS:

- To create an outstanding community of schools working collaboratively across Southend and South East Essex to enable pupils with Special Educational Needs to achieve their best and to enable them to move on to independence, making the most of their abilities.
- To be able to share expertise, resources and training across the schools whilst maintaining the individual ethos, status and character of the individual school.
- To provide a source of training, expertise and support for mainstream schools to enable the great majority of pupils with Special Educational Needs to remain in mainstream provision, where appropriate, with the correct support.
- To work within our community to ensure our young people are included, accepted and are part of the life of Southend/South East Essex.

OUR VALUES:

- Valuing our young people - a voice for everyone.
- Ambition for our students - high aspirations - the sky is the limit.
- Accountability and transparency in our practices.
- Inclusivity - meeting the needs of the students, whatever the background.
- Rigour and challenge - leading to excellence in our practice.
- Community involvement - working with other services to meet the Special Educational Needs of our young people and their families.
OUR VISION

The St. Christopher School strives to develop a positive learning community where everyone feels valued and encouraged to achieve their full potential in all aspects of life.

The Image

This visual jigsaw ‘child’ is a representation of all pupils at the school. It is a figure which shows how all the teams working with a pupil piece together to make a complete pupil. Each part of the jigsaw is important and will vary in size for each child. Some pupils will need additional specialist help and have their own personalised jigsaw pieces.

The Vision Statement

The visual jigsaw representation and vision statement came about as a result of all staff Governors working together to create a picture and statement that we feel is pertinent to our work and school.
ADMISSIONS

Parents of prospective pupils are welcome to contact the School at any time. Places at the school, however, are offered on completion of an Education, Health and Care Plan / Statement of Special Educational Needs or as an emergency measure, following consultation with parents and a referring Local Authority.

Admission for pupils aged 16 – 19 is via a request for placement from the Local Authority Special Educational Needs Panel.

For further information please write to Mrs. Mullan, Executive Headteacher or telephone the school, the administration staff will be happy to help if Mrs. Mullan is not available herself.

TEACHING ORGANISATION

The curriculum at The St. Christopher School aims to ensure that pupils receive teaching which meets both the requirements of central Government guidelines and recognises each pupil’s individual Education Health and Care Plan or Statement of Special Educational Needs, and their personal learning needs. Our curriculum model puts the learner at the centre.

The school is divided into Primary/Secondary Departments and a 16 – 19 unit which caters for a small number of pupils.

TEACHING GROUPS

Groups are arranged by age and ability and within Key Stages. The individual needs of pupils are paramount. Pupils are placed into teaching groups which are often more than one year group but which we feel will best meet the needs of each pupil.

SPECIALIST TEACHING AREAS

There are specialist teaching areas within the Primary and Secondary Department catering for those pupils that find it more challenging to access the National Curriculum. These pupils still focus on the National Curriculum, however there are more opportunities for pupils to undertake work on sensory and life skills alongside this.

PRIMARY DEPARTMENT

There are twelve main teaching areas in the Primary Department. In addition, there are small rooms for group work, access to a specialist cookery room, computer suites, individual computers in every classroom, interactive whiteboards, art and P.E. areas, plus use of the school indoor heated swimming pool all year round.
Primary Department

The Primary Department is split into 12 teaching groups where pupils are mainly:

<table>
<thead>
<tr>
<th>Group</th>
<th>Year Group</th>
<th>Group</th>
<th>Year Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badgers</td>
<td>Early Years/Foundation and Key Stage 1</td>
<td>Phoenixes</td>
<td>Key Stage 2</td>
</tr>
<tr>
<td>Hedgehogs</td>
<td>Early Years/Foundation and Key Stage 1</td>
<td>Falcons</td>
<td>Key Stage 2</td>
</tr>
<tr>
<td>Dormice</td>
<td>Key Stage 1</td>
<td>Hummingbirds</td>
<td>Key Stage 2</td>
</tr>
<tr>
<td>Squirrels</td>
<td>Key Stage 1 &amp; 2</td>
<td>Owls</td>
<td>Key Stage 2</td>
</tr>
<tr>
<td>Frogs</td>
<td>Key Stage 1</td>
<td>Penguins</td>
<td>Key Stage 2</td>
</tr>
<tr>
<td>Toucans</td>
<td>Key Stage 1 &amp; 2</td>
<td>Wagtails</td>
<td>Key Stage 2</td>
</tr>
</tbody>
</table>

The Primary department has 132 pupils and is staffed by:

- 15 Full and Part-time Teachers
- 44 Full and Part-time Learning Support Assistant
- 3 Instructors
# PRIMARY SCHOOL DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8.30am – 9.00am</td>
<td>Arrival</td>
</tr>
<tr>
<td>9.00am – 9.15am</td>
<td>Tutor Group Supervision</td>
</tr>
<tr>
<td>9.15am – 9.55am</td>
<td>Lesson 1 Badgers, Hedgehogs, Dormice, Squirrels, Frogs</td>
</tr>
<tr>
<td>9.15am – 10.15am</td>
<td>Toucans, Phoenixes, Falcons, Hummingbirds, Owls, Penguins, Wagtails</td>
</tr>
<tr>
<td>9:55am – 10.10am</td>
<td>BREAK Toucans, Phoenixes, Falcons, Hummingbirds, Owls, Penguins, Wagtails</td>
</tr>
<tr>
<td>10.10am – 10.55am</td>
<td>Lesson 2 Badgers, Hedgehogs, Dormice, Squirrels, Frogs</td>
</tr>
<tr>
<td>10.15am – 11.20am</td>
<td>Toucans, Phoenixes, Falcons, Hummingbirds, Owls, Penguins, Wagtails</td>
</tr>
<tr>
<td>10.55am – 11.45am</td>
<td>Lesson 3 Badgers, Hedgehogs, Dormice, Squirrels, Frogs</td>
</tr>
<tr>
<td>11.20am – 12.15 noon</td>
<td>Toucans, Phoenixes, Falcons, Hummingbirds, Owls, Penguins, Wagtails</td>
</tr>
<tr>
<td>11.45am – 12.30pm</td>
<td>LUNCH Toucans, Phoenixes, Falcons, Hummingbirds, Owls, Penguins, Wagtails</td>
</tr>
<tr>
<td>12.30pm – 1.20pm</td>
<td>Lesson 4 Badgers, Hedgehogs, Dormice, Squirrels, Frogs</td>
</tr>
<tr>
<td>1:00pm – 1.40pm</td>
<td>Toucans, Phoenixes, Falcons, Hummingbirds, Owls, Penguins, Wagtails</td>
</tr>
<tr>
<td>1:20pm – 2:10pm</td>
<td>Lesson 5 Badgers, Hedgehogs, Dormice, Squirrels, Frogs</td>
</tr>
<tr>
<td>1:40pm – 2:20pm</td>
<td>Toucans, Phoenixes, Falcons, Hummingbirds, Owls, Penguins, Wagtails</td>
</tr>
<tr>
<td>2.10pm - 2:55pm</td>
<td>Lesson 6 Badgers, Hedgehogs, Dormice, Squirrels, Frogs</td>
</tr>
<tr>
<td>2:20pm - 2:55pm</td>
<td>Toucans, Phoenixes, Falcons, Hummingbirds, Owls, Penguins, Wagtails</td>
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## ASSEMBLIES

<table>
<thead>
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<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Primary Assembly</td>
<td>9:05am – 9:30am</td>
</tr>
<tr>
<td>Friday</td>
<td>Whole School Assembly</td>
<td>9:05am – 9:30am</td>
</tr>
</tbody>
</table>
SECONDARY DEPARTMENT

The secondary department is organised around a range of specialist teaching areas as follows: science room, design & technology room, cookery room, English room, maths room, humanities, PSHE, computer suites and a new Business and Enterprise Centre. Interactive whiteboards and laptop computers are available in every classroom.

The secondary department tutors have overall responsibility for the pupils in their groups. All pupils move around to subject specialist teachers throughout the day. Secondary groups have access to specialist teaching rooms for most subjects.

The Secondary Department is split into 11 registration groups and supported by:

<table>
<thead>
<tr>
<th>Full and Part-time Teachers</th>
<th>Full and Part-time Learning Support Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
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<td>2</td>
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</tr>
</tbody>
</table>

16 – 19 Annex

The 16 – 19 Annex is staffed by:

<table>
<thead>
<tr>
<th>Assistant Headteacher</th>
<th>Learning Support Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

SECONDARY / 16-19 SCHOOL DAY

<table>
<thead>
<tr>
<th></th>
<th>Key Stage 3</th>
<th>Key Stage 4 &amp; 16-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival (Tutor Group Supervision)</td>
<td>8.30am – 9.00am</td>
<td>8.30am – 9.00am</td>
</tr>
<tr>
<td>Registration</td>
<td>9.00am – 9.15am</td>
<td>9.00am – 9.15am</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>9.15am – 10.00am</td>
<td>9.15am – 10.05am</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>10.00am – 10.55am</td>
<td>10:05am – 10:35am</td>
</tr>
<tr>
<td>BREAK</td>
<td>10.55am – 11.15am</td>
<td>10:35am – 10:55am</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>11.15am – 12.05pm</td>
<td>10:55am – 12:05pm</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>12.05pm – 1.05pm</td>
<td>12:05pm – 1.10pm</td>
</tr>
<tr>
<td>LUNCH</td>
<td>1.05pm – 1.45pm</td>
<td>1.10pm – 1.45pm</td>
</tr>
<tr>
<td>Tutor/Registration</td>
<td>1.45pm – 1.55pm</td>
<td>1.45pm – 1.55pm</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>1.55pm – 2.45pm</td>
<td>1.55pm – 2.45pm</td>
</tr>
<tr>
<td>Registration</td>
<td>2.45pm – 3.00pm</td>
<td>2.45pm – 3.00pm</td>
</tr>
</tbody>
</table>

ASSEMBLIES

| Monday     | Secondary Assembly | 9:05am – 9:30am |
| Friday     | Whole School Assembly | 9:05am – 9:30am |
Additional Staff Working Across The School Include:

1. Executive Headteacher
2. Head of School
2. Assistant Headteachers
1. Senior Speech and Language Therapist
2. Speech & Language Therapists
1. ICT Instructor – Network Manager
1. Technician (ICT)
0.6 Specialist Home Economics/Cookery Teacher
1. First Aider/Admin Assistant
2. Pupil Support/Pastoral Team
0.4 Teacher - Outreach/Training
6. Administration Team
1. Resource/Reprographics Assistant
1. Sports Hall Manager
1. Sports Hall Assistant

**SHARE SPECIALIST FACILITIES ACROSS THE SCHOOL**

P.E. facilities include a modern purpose built sports hall, school field and playground, all weather surface and running track, outside Astroturf and football pitch.

Small heated swimming pool
Purpose built cookery room
3 ICT suites
Life and social skills area
Creative arts block (art & drama)
Multisensory room & therapy suites
Family / training room
Outside playground and equipment
Business & Enterprise Centre
2 x school caravans
Music studio
Outdoor learning area
Bbq area with home grown fruit and vegetable garden
Early years outdoor play area (attached to classrooms)
Therapy Suite

Creative Arts Block

New Business and Enterprise Centre

Inside one of the caravans

Our swimming pool
PRACTICAL SKILLS BLOCK

There is a practical skills block of classrooms adjacent to the sports hall and cottage. This gives us specialist classroom facilities for cookery, art and craft and science as well as freeing classroom space in the main school.

16 – 19 ANNEX

The school caters for a small number of pupils (maximum of 12) aged 16 – 19 years old in a separate annex which promotes independence. These pupils have needs associated with Autism and/or ADHD. Admission is through a recommendation by Southend Local Authority SEN Panel and is only for pupils who have a Statement of Special Educational Needs or Education, Health and Care Plan.

The aim of this provision is to support a small number of pupils in their transition from one facility to another e.g. college or work placements, and to support the development of their independence, functional, life and social skills and travel training.
TRAINING FOR OUTSIDE GROUPS

Early years degree students, trainee teachers, social workers, speech and language therapists and nurses spend time at the school learning about the nature of pupils’ difficulties and how to understand and appreciate the different approaches to young people with communication and difficulties.

We also offer training courses to parents/carers, staff from other schools and outside organisations including autism training, parenting groups and Team Teach.

PARENT SUPPORT GROUPS

The opportunity for parents to meet and discuss common concerns can be invaluable. The parent support group Younify meet every few months throughout the year for coffee mornings/discussions at the school. For dates of future meetings, contact the school. An informal support group, The Unravel Room, runs on a fortnightly basis subject to demand, contact Tracy Coster for further information.

PASTORAL CARE AND DISCIPLINE

This School is a community in which behaviour is based on mutual respect and consideration for others. Pastoral care and discipline are the responsibility of all staff who have contact with pupils, as the relationship which they have to establish in order to teach successfully is the best vehicle through which to deal with any pupil's difficulties and problems.

Staff are supported in their pastoral and discipline roles by senior staff, the Head of School, Assistant Headteachers and the Executive Headteacher.

Values and standards are best learnt through experience and discussion. The school sees the development of these by role model and discussion as an important part of the School's work.

If a pupil displays persistent inappropriate behaviour, consultation is arranged between appropriate staff and parents, so that an attempt can be made to solve the problem.

In the rare cases of serious and persistent discipline problems, suspension and finally exclusion from school can take place.

CHILD PROTECTION AND SAFEGUARDING

This school recognises the importance of effective child protection and safeguarding procedures. It adheres to the national guidance on multi agency and working procedures for safeguarding children (Keeping Children Safe in Education - DfE Revised Guidance September 2018). These documents outline specific steps which we must take at any time if we are concerned about the welfare of pupils at this school.
Referrals are made by the school to Social Services Child Protection Team if necessary. Any referrals are via the Senior Management Team who make a decision whether to refer the matter further. A decision is then made by a multi-agency team if any further action needs to be taken.

Our Child Protection Officers should you have child protection concerns are:

Jackie Mullan  
Louise Brown  
Lisa Langley  
Tracey Coster

**PHYSICAL CONTACT BETWEEN STAFF AND PUPILS**

As part of the school’s work with pupils, it is from time to time, unavoidable that physical contact takes place between staff and pupils. This can be part of either discipline or pastoral care activities. When engaged in disciplining or caring for pupils, all staff are aware of the expectations and regulations that exist regarding physical contact with pupils. The school’s approach is guided by DCSF Guidance 2010 “The Use of Force to Control or Restrain Pupils”, “Guidance on the Use of Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders” (DfES July 2002) and “Use of Reasonable Force” (DfE July 2013).

All staff working in the school undertake training in “Team Teach” approach. The aim of this approach is to ensure that all staff are aware of the importance of understanding pupils in any situation, before physical intervention is used. The approach also outlines a range of minimum physical handling techniques that have been proved to be safe when used. Staff new to the school receive induction into the school approach and undertake formal training as soon as it is practicable to arrange.

Details of Team-Teach training are available from the School Office.

**PARTNERSHIP WITH PARENTS/CARERS & OUTSIDE GROUPS**

Partnership with parents/carers is seen as vital part of our work. Positive working relationships are seen as vital to improving the future and meeting the needs of pupils. Regular communication between school and carers takes many forms: regular newsletters are sent home with pupils and we also publish these on the school website for those who do not always get their letters home safely. Younger and less verbal pupils have daily or weekly communication books so that messages can be passed on safely.

Parents are able to ring in to discuss any difficulties or to talk to the group tutor. This should be after 3.15pm as teachers will be busy in the classrooms until this time.

Parents of pupils may call at the school with any urgent difficulties at any time to make an appointment or speak to Mrs Jackie Mullan, Executive Headteacher or Miss Louise Brown, Head of School.

For any longer discussions, it is advisable to telephone and make an appointment. This is essential if one or more teachers need to take part in the discussions.

**PARENTS EVENING**

Primary Parents Evenings are held in the Autumn and Spring Term when parents can see their child’s work and discuss his or her progress with teachers. Secondary Parents Evening is held in the Spring Term. The 16-19 Annex has an initial parents evening during Autumn Term and a Presentation evening in the Summer Term.
A meeting takes place at the beginning of term in September for parents of pupils who are new to the school to enable them to meet other parents and ask any questions.

WORKING WITH OUTSIDE AGENCIES

On occasion it may be necessary to work with groups to gain support for a child/family from outside school staff. This can take a variety of formats and is completed with parents/carers wherever possible. The completion of an Early Help Family Support Assessment form (EHFSA) is done with parents/carers to move forward in gaining access to outside agencies. Specialist support staff within the school help families complete the forms and attend meetings to obtain any necessary support. They will then liaise on behalf of the family to enable specialist support to be monitored.

ADDITIONAL SUPPORT

Pupils with specific additional learning needs within the school receive additional help from the Physiotherapy, Occupational Therapy, Partial Hearing, Speech Therapy, Mentoring, Multi-sensory and any other therapeutic services as appropriate and where available to the school.

The Health Service as part of its ongoing support to the School monitors development and progress of pupils at the School. The school doctor, Physiotherapist, Occupational Therapist and other specialists may see pupils at some time during their school life to review their development. Should any specific ongoing programmes be required, the Health Service will make contact with parents directly. Where pupils are receiving treatment outside of the school from the Health Service, this will be supported at school.

The Educational Psychologist will assess, review and give advice on individual pupils when appropriate.

ADDITIONAL SUPPORT FROM SCHOOL STAFF

Speech and Language Therapy: Mrs. Jo Hitchen is employed by the school as a Senior Specialist Speech Therapist working with children across the school. She is available to give advice and support on general language development to staff and parents, as necessary. Two other Speech and Language Therapists, Mrs Amy Horton and Miss Rosie Thomas are currently employed by the school and work in class groups and with individuals.

Mrs Vicki Mallyon works offering additional support to pupils with cookery/life skills.

Mr Andrew Monk works full time supporting the development of our ICT program in both our Primary and Secondary Departments.

Mrs Lisa Langley supports staff and pupils with safeguarding, Looked After Children, EWMHS referrals and RAP applications, Mrs Wendy Chattaway is a Pupil Support Worker and helps those pupils with specific additional difficulties such as eating programmes and fine motor skills support across the school.

INDIVIDUAL SUPPORT PLAN

Each pupil works towards an Individual Support Plan which is agreed with parents within two months of a pupil starting at the school and reviewed termly. Parents receive a copy at the beginning of each term, with an invitation to make an appointment to meet to discuss the ISP if they feel that there are other issues which currently need to be included in the ISP.

EDUCATION, HEALTH & CARE PLAN

Following the introduction of the Children and Families Act 2014, all pupils currently in receipt of a Statement of Special Educational Needs will have their statement amended and converted into an Education, Health & Care Plan. This will take place over a number of years. A transition programme is in place and pupils that are at a transition point i.e. end of primary school or school leaving age will be the first priorities. Help and advice will be available from within the school and from specialist transition officers at the Local Authority.
Moving to this new way of working gives everybody the chance to create a joined up plan that brings together all services that may work with a child under one plan.

**ANNUAL REVIEW OF STATEMENT / EDUCATION, HEALTH & CARE PLAN**

As part of the Annual Review process a report is sent home each year. This is followed up by an Annual Review/ Education Health Care Plan review meeting at which a pupil’s progress is formally reviewed. We would encourage parents to attend this meeting if at all possible, as it gives everyone an opportunity to discuss their child’s needs and progress with both teachers and other professionals involved with their child.

**ANNUAL REPORT**

Parents receive an annual report on their child’s progress in all subject areas, each year. This report is posted home at the end of the Summer Term.

**HOME SCHOOL BOOKS**

Home school books are provided as standard in many of our classes but can be provided on request should you wish to use one.

**TAPESTRY**

Within school we use an e-online tool to record evidence of pupil achievement. Parents/carers find it to be an excellent resource for sharing achievements between home and school. The system is called Tapestry, it is an online learning journal hosted in the UK on secure servers. It will provide an individual learning journal of your child as they move through school. It records photos, videos, observations and comments. You will have secure access (via email address and password) to your child’s learning journal and in addition to viewing our contributions; we encourage you to add to it by uploading photo’s and/or videos as well as commenting on observations made by us. Tapestry is currently available for primary pupils.

**EXTRA CURRICULUM ACTIVITIES**

All of these activities are led and supported by school staff who know and understand the pupils.

**Secondary School**

A programme of after school activities for secondary pupils takes place after school, 3.00pm - 4.00pm on Wednesdays and Thursdays. Any secondary aged pupil can participate with their parent’s permission.

Parents are responsible for the transportation of their child after such activities and for informing the usual transport that 3.00pm pick up is not required. A list of activities is sent home at the beginning of the half-term with a booking form. The school makes a charge of £1.50 for each session to cover the cost of materials and refreshments. Such activities include Sports Club and ICT Club.

**Primary School**

A programme of after school activities for primary pupils, runs on Tuesdays and Thursdays 3.00pm – 4.00pm. Parents are sent a list of activities at the beginning of each half term and can then book the sessions they wish their child to attend. The school charges £1.50 per session when the booking is made, to cover refreshments and any materials required for the activity.

**Wednesday Sports Club – Key Stage 2, 3 & 4** – A variety of sporting activities are arranged and run between 3.00pm – 4.00pm in the Sports Hall. The cost is £1.50 per session which must be booked in advance.
Parents are responsible for the transportation of their child after such activities and for informing the usual transport that 3.00pm pick up is not required.

School teams participate in Football Competitions, Swimming Galas, Cross Country and Athletics meetings held for similar Schools in the SE and SW of the County.

**AFTER SCHOOL EXTENDED CARE 3:00PM - 7:00PM TERM TIME**

After school extended care is a service for parents, providing short term respite. Pupils can stay for after school care Tuesday – Friday during term time from 3.00pm – 7.00pm. This is £8.50 per hour and social care direct payments can be used.

A timetable indicating which groups can use this service on which night is sent home each month for parents to book. Children take part in a variety of activities, sometimes playing in the sports hall, swimming or just relaxing. Children are given a hot meal and drink as part of their stay.

Parents are responsible for collecting children at the end of the evening.
THE CURRICULUM

The curriculum for pupils at The St. Christopher School Academy Trust puts the learner at the centre. We aim to individually fulfill the needs of the learner through appropriate differentiation and personalisation.

Our curriculum offers opportunities for learning in a wide variety of areas, at an appropriate level, depending on the pupils’ age and ability and their pathway through school. We also make use of ‘Learning Powers’ across the curriculum to develop an individual’s ability to reflect on their learning and build a wider range of skills to enable and encourage them to succeed. All possible efforts are made to reduce the barriers to learning which are presented through varying levels of complex learning difficulty, autism, ADHD, challenging behaviour and an inability to communicate effectively.

The curriculum covers 6 areas:
- Personalised Curriculum – including access to all the national curriculum subjects
- Family Support
- Learning Environment – including opportunity for learning outside the classroom
- Life Skills & preparation for transition and work readiness
- Assessment for Learning
- Functional IT Skills

These areas include all aspects of learning. This includes in the wider sense of learning and involvement with the key adults in a young person’s learning journey.

The ‘Learning Powers’ that all staff encourage the pupils to think about are:
- I was curious
- I tried something new
- I followed instructions
- I enjoyed learning
- I made links
- I worked with my friends
- I had a go
- I made good choices
- I didn’t give up
- I knew my next steps

Staff use some specialist approaches to support pupils in achieving their curriculum targets and these include access to mentoring, 1:1 support, alternative communication systems such as PECS (Picture Exchange Communication Systems), Proloquo2go, sensory work, Intensive Interaction, Objects of Reference, Makaton, structured teaching approaches and Positive Handling Strategies, which allow pupils to manage their own behaviour where possible.
RELIGIOUS EDUCATION

Religious education is part of the timetable of all classes. If parents wish to withdraw their child from Religious Education they should contact the Headteacher and alternative arrangements can be made.

RELATIONSHIP AND SEX EDUCATION (RSE)

The teaching of RSE is an important aspect of the personal, social, health and citizenship education (PSHCE) curriculum and will be included at various stages in the pupils’ development. It will be dealt with sympathetically and with due regard to moral considerations and the value of family life. In accordance with statutory regulations, parents will be informed as to the content of RSE lessons and have the right to withdraw their children from all or part of the programme if they wish. If parents wish to withdraw their child from RSE lessons, they should contact the Head of School so alternative arrangements can be made.

SCHEMES OF WORK

Schemes of work for all subjects are available for parents to view upon request, at any time.

RETURN TO MAINSTREAM SCHOOL / 11+ TRANSFERS

The School sees the return to a mainstream school for appropriate pupils as an important part of its role.

The return to mainstream school is based upon an individual pupil's needs and the appropriateness of the mainstream provision. Pupils may transfer initially on a part time basis while others transfer full time. Successful return to a mainstream school requires the fullest co-operation of pupils and parents, Educational Psychologists and the staff at both schools.

During School year 5/6, pupils’ secondary education needs are reviewed as part of the Local Authority Plan for special needs provision. Pupils whose needs are not significantly affected by Autism or ADHD will transfer to either St Nicholas School or a Learning Resource Base in a mainstream school or a mainstream school of the parents’ choice.

HOMEWORK

In the Primary Department, homework takes the traditional form of reading books, vocabulary to learn and spellings. The importance of parents helping pupils at this stage cannot be stressed too highly.

In the Secondary Department, spelling and vocabulary continue to be the main forms of homework in years 7, 8 and 9. Pupils in years 10 and 11 may receive homework as part of their course work.

Staff and parents may decide that it would be beneficial for a pupil to have homework on an individual basis.

VISITS

Pupils take part in a wide range of educational visits throughout their time at The St. Christopher School. Visits are aimed at broadening curriculum and social experience. Visits will be inside school hours unless specifically informed. All pupils in a group gain a great deal from the visits and complete work based around the visits as well as gaining valuable social and communication experiences. Opportunities also arise for pupils to take part in more social visits organised by such groups as the Variety Club of Great Britain, local Rotary Clubs and Lions Clubs.

RESIDENTIAL VISITS

The School traditionally makes use of residential visits as part of the development of pupils. A varied programme of visits is arranged each year with all pupils being offered a variety of experience during their time at the School. These can range from short overnight stays at two caravans owned by the school, to extended stays. All details will be sent to each parent/ carer individually as a visit is arranged and support for these visits is important and seen as a valuable learning experience.
CHARGING FOR SCHOOL ACTIVITIES

All curriculum activities are funded from school capitation. Voluntary parental contributions and school private funds help us to maintain a wider range of practical activities and visits. In accordance with National Legislation, no pupil will be disadvantaged by lack of voluntary parental contribution.

WORK EXPERIENCE

Work Experience takes place during Years 10 and 11 for many of our pupils. This valuable time enables pupils and parents to experience the world of the working environment outside the school setting. Other pupils who are unable to access work outside the school environment complete an enterprise work experience inside school, gaining an understanding of economic well-being through enterprise activities.

POST 16 DESTINATIONS

Destination of Leavers July 2018

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Essex College (SEC)</td>
<td>4 pupils</td>
</tr>
<tr>
<td>Lancaster Further Education Unit</td>
<td>12 pupils</td>
</tr>
<tr>
<td>SEEVIC College</td>
<td>3 pupils</td>
</tr>
<tr>
<td>Glenwood School</td>
<td>2 pupils</td>
</tr>
<tr>
<td>The St. Christopher School 6th Form</td>
<td>2 pupils</td>
</tr>
</tbody>
</table>

ABSENCES FROM SCHOOL

Please ensure that if your son/daughter is absent from school for any reason, that you contact the school as soon as possible i.e. on the first day of absence via email, telephone call or letter to give a reason. If a child is going to be absent for longer than a week then you may be required to show that they have seen a doctor. If we receive no direct communication from a parent, we have no alternative but to record absences from school by pupils as being unauthorised absences. This can reflect badly on a child’s educational record and the school.

HOLIDAYS DURING TERM TIME

If you want to take your child out of school during term time you have to get permission from the Executive Headteacher or Head of School. You can only do this if:

- You make an application to the Headteacher in advance (as a parent the child normally lives with)
- There are exceptional circumstances.

It is up to the Executive Headteacher/Head of School how many days your child can be away from school if leave is granted.

You can be fined for taking your child on holiday during term time without the school’s permission.

DELIBERATE DAMAGE TO SCHOOL PROPERTY

Where it is considered that damage has been done to school property deliberately by a pupil, the Governing Body reserves the right to charge the parents of the pupil responsible for the costs of any replacement or making good.

CCTV

Almost all teaching/circulation areas in the school are monitored by CCTV. The CCTV system in use re-records every 10 days. No permanent image is kept unless a specific incident is required for monitoring purposes. This will not take place unless parents/carers are informed of the reason and are fully aware.
PICTURES OF PUPILS

Increasingly photo and video material is being used as part of the pupils’ learning experiences at the school. Inevitably this includes the use of displays of pupils’ work around the school which may include photographs and video pictures of pupils. **If parents/carers have any concerns about pupils’ images being used in school displays we would ask that they inform the school in writing of any restrictions that they may wish to put upon their son/daughter’s images being used.**

INTERNET ACCESS/SCHOOL WEB SITE

The school has in place a policy for safe internet use. All staff and parents are made aware of this and full copies are available of this extensive document from the school office if a parent wishes to read them.

In addition to the school policy, access to inappropriate sites is restricted by both our service providers and by in school blocks. It has to be recognised however, that as children’s skills and interests develop, continuous supervision is to be maintained on the use of the internet.

The school website address is:  
[www.thestchristopherschool.co.uk](http://www.thestchristopherschool.co.uk)

Christopher’s Cottage website address is:  
[www.thestchristopherschool.co.uk/respite](http://www.thestchristopherschool.co.uk/respite)

The websites contain some useful information and we would welcome any observations on their effectiveness at any time in order to help us update the quality of information available.

COMPLAINTS PROCEDURE

Complaints concerning the school should be made either directly to the Executive Headteacher (Mrs Jackie Mullan) or in writing to The Chair of Governors (Mr. Franklin Hartle).

SCHOOL TRANSPORT

The Local Authority will only provide free home to school transport for your child if one of the following reasons apply:

- It is specified in your child’s statement of special educational needs on grounds of need.
- Primary aged children who live at least 2 miles from the appropriate special school
- Secondary aged children who live at least 3 miles from the appropriate special school. (For secondary aged pupils who are eligible for Free School Meals or whose parents are in receipt of the maximum level of Working Tax Credit, the walking distance is reduced to 2 miles.)

Parents need to contact their appropriate Local Authority for transport arrangements:

<table>
<thead>
<tr>
<th>Area</th>
<th>Passenger Transport Team</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southend</td>
<td>Passenger Transport Team</td>
<td>(01702) 215841</td>
</tr>
<tr>
<td>Essex</td>
<td>Passenger Transport Team</td>
<td>(01245) 437747</td>
</tr>
</tbody>
</table>

If for any reason a pupil is unable to use the transport, parents should inform their appropriate taxi firm or LA. All transport is arranged by the LA and the school has no authority to re-arrange transport.

If your child attends respite care during term time, the school would appreciate notification of these dates and transport arrangements so that a smooth transition between school and respite care takes place.
MEDICATION

If a pupil is required to take medication during the school day, the school must be informed in writing in order that we can take the responsibility for ensuring that the medication is taken.

ALL MEDICINES MUST BE CLEARLY LABELLED WITH THE CHILD’S NAME AND THE REQUIRED DOSAGE. The school can only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. (Insulin can be provided to the school inside an insulin pen or pump, rather than its original container but must be in date.)

Any pupil who has a medical condition that requires specialist medical monitoring i.e. epilepsy/diabetes must have an up to date health care plan so that staff can ensure correct procedures are followed.

MEDICALS

As in all schools, pupils are seen by the school doctor for health checks. Parents are notified of appointments with the doctor who attends the school and it is important that the parents inform the school if they intend or do not intend to keep appointments. Vaccinations are arranged as required by the Health Service and we will inform parents accordingly. Pupils are also seen every year by the school dentist who will advise parents if an additional appointment or treatment is necessary.

TOILET TRAINING

We recognise that some pupils require help with developing appropriate toilet training. As a school we are happy to work with parents to move pupils towards independence in this area. However we would request that parents regularly provide the school with appropriate nappies/pull-ups etc. All of these are kept individually for the child whilst we move towards independence for them.

SCHOOL MEALS

School meals are cooked on the premises and are available every day for £2.00. Parents can pay daily or weekly as appropriate or via ParentPay. The school is working towards Government Guidelines on healthy eating. A menu rotation is available on request and on the school website. All pupils sit together for meals and are joined by staff as we feel it is an important social time.

In the 16-19 Annex, students shop for and prepare their own lunch. This is part of our curriculum so a charge of £10 is paid weekly.

FREE SCHOOL MEALS

From September 2014 all children who are in N1, Reception, Year 1 or Year 2 are entitled to a free school meal, following changes to Government policy.

Parents who receive one of the following support payments are also entitled to receive free school meals.

- Income Support (IS)
- Income Related Employment and Support Allowance
- Income Based Jobseekers Allowance (IBJSA)
- Support from NASS (National Asylum Support Service) under part 6 of the Immigration and Asylum Act 1999
- Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190.
- Guarantee element of State Pension Credit.
- Working tax ‘run-on’ – the payment someone may receive for a further 4 weeks after they stop qualifying for working tax credit.
- Universal Credit
Please note that if the parents or guardians are in receipt of Working Tax Credit children are not entitled to Free School Meals.

Free school meals should be organised directly with the School Office by requesting an application form and supplying the requested proof of income support. This evidence has to be supplied on a regular basis throughout the school year. Parents wishing to apply online for free school meals can check whether they are eligible by going to: www.southend.gov.uk/fsm

**PARENT PAY**

We use ParentPay as a method of communicating with our parents/carers and also as an additional method of accepting payment for services such as school uniform, after school clubs, school dinners, school trips and other activities as appropriate.

In order to communicate with you electronically, you need to set up an account with ParentPay which is where you will pick up all school correspondence. You need to go to the website www.parentpay.com and activate your account via the Account Login area on the homepage of the website (top right hand side). Your username and password are generated automatically and will have been given to you via a letter home. If you have mislaid or forgotten this information, please do not hesitate to contact the school office who will be able to provide the details for you.

**New to ParentPay?**

You have a secure online account, activated using a unique activation username and password; you will be prompted to change these and to keep them safe and secure as your Username and Password for future logins. If you have two or more children at a ParentPay school, you only need to activate one account to create your ‘main account’ and then add your other children via the Add a child tab on your home page.

Please do not hesitate to contact the school office if you need assistance.

**UNIFORM**

**Primary School**
- White Polo Shirts (Pref. With School Logo)
- Grey Trousers/Skirts
- Grey 'V' Necked Sweatshirt (Pref. With School Logo)
- Grey school logo fleece for outside wear.
- Black shoes

**Secondary School**
- White Polo Shirts (Pref. With School Logo)
- Black Trousers/Skirts
- Black 'V' Necked Sweatshirt (Pref. With School Logo)
- Black school logo fleece for outside wear.
- Black Shoes

**Post 16 Unit**
Students may choose their own clothes but must always be mindful that they are representing the name of the school.

Our students are encouraged to present themselves appropriately and neatly at all times.

There is no set uniform for P.E. as this will depend on the chosen activity.

**PE Kit (Primary and Secondary)**
- School Logo 'T' Shirt (Initial 'T' Shirt supplied free of charge)
- Black P.E. Shorts/P.E. Skirts/or Black Track Suits
- Plimsolls or Trainers
- Swimming Kit and Towel

Polo shirts, sweatshirts and fleeces with embroidered school logo are available to purchase/order from the school.

YOUR SUPPORT IN PROVIDING AND NAMING UNIFORM AND P.E. KIT IS ESSENTIAL
FREEDOM OF INFORMATION ACT

The Freedom of Information Act (2000) gives people in the UK the right to access information held by public bodies. The information that the school undertakes to make available includes:

- **School Prospectus**
- **Pupils & Curriculum** – information about polices that relate to pupils and the school curriculum
- **School Policies** – information about policies that relate to the school in general

If you require a copy of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. There may be a small charge for photocopying and/or postage.
CHRISTOPHER’S COTTAGE

Christopher’s Cottage is a specialist respite care centre for children with special needs aged 5 – 19. Young people from across the South East Essex area are referred by Social Care for short breaks at the Cottage. This is to enable families, carers and children to have respite for up to two weeks at a time allowing family life to be sustained throughout the rest of the year. All places at the Cottage are commissioned by Social Care Departments and are obtained through allocations granted from Social Workers.

The Cottage is open all year round and there is space for up to 6 children at a time. For further information contact Daniel Lambert, Cottage Manager.

SPORTS HALL

The St Christopher School’s very own sports hall has been offering children’s activities for many years and has extended its opportunities for ALL children to have fun and enjoy sports and games in a supportive atmosphere.

Children can experience a vast numbers of sports and games from beginners to more advance levels. Our focus is on participation and enjoyment rather than awards and winning.

Activities are open to children of all abilities, from within the school and outside, especially siblings.
CHRIS CROSS AFTER SCHOOL ACTIVITIES

The children’s after school club ‘CHRIS CROSS’ has great opportunities for all. The sessions cost £3.50 and must be booked and paid for in advance. If your child is attending a new session for the first time, you can pay a trial session of £4.00 (limited to two sessions). Booking forms are available from the School Office and on our website.

Sessions include:

**Tuesday**  
4.30 – 5.30pm  **Beginners Football Coaching**  5 – 8 years (Level 2)  
5.30 – 6.30pm  **Improvers Football Coaching**  8 – 15 years (Level 3)

Learn from basic passing, shooting and tackling, building up to more team-orientated exercises and finishing with a mini-match at the end. Very good for communication, teamwork and fitness.

**Wednesday**  
4.30 – 5.30pm  **Tramp N Fitness**  3 years and over

A mixture of Trampoline, exercise, fitness and Gymnastics. Using a fun approach, children learn the basics of trampoline, gymnastics and fun fitness.

**Thursday**  
4.30 – 5.30pm  **1st Steps into Football Coaching**  3 years and over (Level 1)

This is a great introduction to football for young children or older children with little knowledge of the game. Very good for improving co-ordination, team play and simple fun fitness.

**Thursday**  
5.30 – 6.30pm  **MEGA Sports**  6 – 15 years

A combination of different sports chosen by the children each week, from a selection on offer. A great way of introducing children to a variety of sports and games, in a fun and exciting way.

CHRIS CROSS BIRTHDAY PARTIES

Saturdays or Sundays  
Times to be arranged

Sports & Activity Parties can be booked for children of all abilities from 5 years – 15 years. 1 hour of organised activity, the use of our Party Room for you to supply your own food for up to an hour, where our staff will be on hand for the last 30 minutes to help co-ordinate some traditional games, like ‘Pass the Parcel’ or ‘Musical Statues’ if you wish to supply the prizes.

**Parties Cost £125 (inclusive of VAT for up to 30 children.)**

CHRIS CROSS HOLIDAY CLUBS

Normally run Monday, Tuesday, Wednesday and Thursday of each week of the holidays. 10.00am – 3.00pm. Open to all.

Charge £42 for 4 days or £11.00 per day. Bring own lunch etc. **Booking and payment must be made in advance.**

SNAC (SPECIAL NEEDS ACTIVITY CLUB)

This holiday club is for young people who need considerable additional support to access holiday activities. It is only for pupils of The St. Christopher School who require specialist additional staffing to enable them to access activities. A booking form is available from the School Office. Due to high demand for this club, places are limited.

Charge:  £25 per day for Southend Pupils (this is due to the grant we receive from the Children with Disabilities Team)  
£26 per day for Essex or other LA pupils
Whole School Targets 2018–2019

•
**NATIONAL ACCREDITED COURSES FOLLOWED IN THE SCHOOL YEAR 2017/2018**

Year 11 pupils took part in the following externally accredited examination courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASDAN PSHE</td>
<td>6 pupils</td>
</tr>
<tr>
<td>ASDAN Personal Progress Award</td>
<td>7 pupils</td>
</tr>
<tr>
<td>Duke of Edinburgh – Bronze</td>
<td>11 pupils</td>
</tr>
</tbody>
</table>

Pupils gained the following entry level courses:

<table>
<thead>
<tr>
<th>Level</th>
<th>Science</th>
<th>English</th>
<th>ICT</th>
<th>Maths</th>
<th>BTEC Home Cooking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry level 1</td>
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<td>Entry level 2</td>
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**GCSEs**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Art &amp; Design</th>
<th>English</th>
<th>Maths</th>
<th>PE</th>
<th>ICT (at St. Thomas More)</th>
</tr>
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<tbody>
<tr>
<td>A*/9</td>
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### SCHOOL TERMS AND HOLIDAY DATES – ACADEMIC YEAR 2018/2019

<table>
<thead>
<tr>
<th>August 2018</th>
<th>September 2018</th>
<th>October 2018</th>
<th>November 2018</th>
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#### Terms and Holiday Dates

- **Autumn Term:** 72 days (First Half Term 33 days, second Half Term 39 days)
- **Spring Term:** 62 days (First Half Term 32 days, second Half Term 30 days)
- **Summer Term:** 61 days (First Half Term 23 days, second Half Term 38 days)

Total Terms: 195 days
5 July 2017

Jacqueline Mullan
Headteacher
The St Christopher School
Mountdale Gardens
Leigh-on-Sea
Essex
SS9 4AW

Dear Mrs Mullan

**Short inspection of The St Christopher School**

Following my visit to the school on 8 June 2017 with Ofsted Inspector Liz Cornish, I write on behalf of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in March 2014.

**This school continues to be outstanding.**

The leadership team has maintained and further improved the outstanding quality of education in the school since the last inspection. Your focused approach to making the school even better was apparent from the outset of the inspection. You are unwavering in your determination for all pupils to unlock their full potential and succeed. Leaders are excellent role models, with very high expectations. You, alongside the highly skilled senior leaders, inspire the whole school community to ‘achieve more’. Staff morale is extremely high and they feel valued by the school’s leadership. You have gained the respect, admiration and trust of the entire school community. Leaders and governors work tirelessly in developing all areas of the school and constantly check for new ways to make it even better.

The St Christopher School is an incredibly happy school. Pupils arrive cheerfully in the morning and are warmly welcomed by staff, who support them exceptionally well. Staff ensure that the learning environment is vibrant and welcoming. Pupils are extremely polite and well mannered. Inspectors observed very courteous, caring and friendly behaviour. You and your staff provide a nurturing learning environment, building pupils’ confidence, self-esteem and independence over time.

Pupils are rightly proud of their school. This pride is reflected in the way pupils behave around the school. They are keen to talk about how teachers help them improve their work and motivate them in learning. They enjoy and participate in the wide range of extra-curricular opportunities that the school provides for them.
A vast majority of parents have a deep affection for the school. They are overwhelmingly positive about the high aspirations and support given by the school’s leadership. Many responses on the free-text section of Ofsted’s online survey mentioned their admiration for you, the increased happiness of their child since attending the school and ‘staff going above and beyond’ the call of duty in supporting families. Referring to the support provided, a parent said, ‘It is amazing in every way.’

British values are taught across the school and celebrated through vibrant displays. Leaders recognise the importance of giving pupils experiences of varied cultures and visiting different places of worship such as the mosque, the synagogue and local churches. Bullying is not tolerated.

Under the guidance and expertise of the highly experienced chair of governors, the governing body carries out its statutory duties exceptionally well. Governors are extremely committed and dedicated to the work of the school. They have a wide range of backgrounds and experiences, providing an excellent mix of the skills necessary to further support the school in its journey. They ensure that the pupil premium is used wisely to benefit all pupils. Governors visit the school regularly to see for themselves the difference leaders’ actions are making.

A significant feature of the school’s work is the high-quality outreach support provided to other local special and mainstream schools. This support is very well used and has a very positive impact on the quality of provision for pupils and staff across the local area.

Leaders have effectively addressed the areas for improvement identified at the time of the previous inspection. The 16 to 19 annexe was a new provision. This has helped leaders develop a more cohesive 16 to 19 offer on the school site. A variety of resources and activities are now used to promote effective independent learning in improved accommodation for older learners in the school. Leaders have responded successfully to sharing with each other some of the excellent ways they have found of marking pupils’ books through the curriculum steering group. You have identified the need to further develop the skills and expertise of staff to enable a wider spread of leadership responsibilities.

**Safeguarding is effective.**

Safeguarding is given a very high priority within the school. Systems for signing in visitors to the school are robust. The school’s record of recruitment checks to ensure staff are suitable to work with children is compliant. Staff have received and read the latest guidance for ‘Keeping children safe in education’ (2016). Detailed and thorough records are kept of child protection concerns. When necessary, you work extremely effectively with external agencies to support your pupils’ needs. Records regarding pupil attendance and behaviour are rigorously maintained and analysed to inform any required actions.
Pupils are taught to keep themselves safe in a number of ways. For example, they regularly learn about e-safety, road safety and how to stay safe in the local community. Pupils know that they can talk to staff about any problems or worries that they might have. Parents say they are very confident that their children are safe and extremely well cared for when they are at school. Safeguarding arrangements are equally strong for children who attend the early years setting and for students who attend post-16 provision.

Risk assessments are effective, including for when pupils go off-site on educational visits. Staff ensure that pupils are supervised at the beginning and end of the school day. Leaders check pupils’ safety vigilantly as taxis arrive and leave the school site.

**Inspection findings**

- My first key line of enquiry in order to ascertain that the school remained outstanding focused on how effectively leaders keep in touch with parents and referring local authorities.

- Relationships with parents are extremely strong. Parents value the opportunity to use a variety of methods to communicate between home and school staff. For example, parents and staff make very regular use of your online journal. This captures pupils’ experiences and celebrates individual pupils’ progress and success. One parent stated, ‘The way we are engaged to participate in their learning journey at every stage is by far above and beyond our expectations.’ The sharing of information and regular contact with parents ensures that they contribute to the children’s excellent progress.

- You also ensure you have very clear lines of communication with local authorities in order to provide the best education possible. Your own local authority regards the school as a beacon of excellence.

- My second key line of enquiry focused on how well leaders and managers ensure that communication skills in lessons develop at a suitable rate. All staff make consistently outstanding use of communication aids to ensure that pupils have full access to learning. This includes signing, symbols, gestures, body language and the use of information and communication technology to promote effective communication.

- Pupils show an exceptionally keen interest and are able to articulate what they are learning. During learning walks, we saw how well children readily engage in learning activities and were focused on their work. Teachers and learning support staff work seamlessly to support pupils in their communication. Speech and language therapists complement the team’s work. Pupils typically sustain their attention and concentration to make rapid progress. Activities enhance communication in many ways: they support pupils’ self-esteem, help them to grow in confidence and help pupils to voice an opinion. One parent said, ‘Teachers are wonderful because their love for the children shines through in every aspect of their interaction with them.’

- My third line of enquiry focused on how leaders ensure that pupils are motivated to learn. Teachers plan highly stimulating lessons that draw out pupils’
understanding. You use the objectives in pupils’ education, health and care plans (EHCPs) to plan finely tuned targets for their learning and personal development. You have ensured that tasks set for pupils consistently take account of their starting points, and that teachers provide opportunities for the most able pupils to extend their knowledge. You have ensured that teachers monitor pupils’ progress accurately and, as a result, any gaps pupils have in their knowledge are closed swiftly and effectively. Work seen shows that teachers set appropriate tasks to meet the needs of pupils consistently. For example, the most able pupils respond successfully to ‘think’ questions for additional opportunities to develop their reasoning skills.

- Relationships are extremely positive between adults and pupils. Pupils really enjoy learning and are developing into resilient, lifelong learners. Mini-enterprise skills are developed, but you acknowledge that further work can be done by raising the profile more with the creation of a business and enterprise centre.

- My fourth line of enquiry focused on how leaders have extended and improved the provision for the growing number of sixth form students. Due to the high success and, therefore, increasing reputation of the sixth form, the number of students transferring from local mainstream and special schools is growing quickly.

- The range of accreditation opportunities and the curriculum offer for sixth form students has developed significantly. Leaders have designed a bespoke curriculum that meets the wide range of special educational needs and abilities of students. The vast majority of students make rapid progress in a wide range of subjects.

- Staff are very knowledgeable and highly creative in their approach. They craft learning so that it engages all students, whatever their starting points. All staff ask probing questions that deepen students’ learning through active participation. Students’ responses show the extent of their enthusiasm for learning.

- My fifth line of enquiry focused on the welfare arrangements of the youngest children in the early years. Staff work very closely with families to provide strong support to help them manage their child’s transition into the school. Children are happy and learn exceedingly well in this caring, well-organised and stimulating environment. They swiftly settle into the routines and respond appropriately to adults’ very high expectations. Adults are trained well and skilfully use every opportunity to encourage and develop children’s speaking and language skills.

- You have provided children with their own outdoor learning environment and ensure that they have separate breaktimes that are well supervised. There is a very strong emphasis on keeping safe and how to stay safe for the younger children.

**Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they maintain and further develop the skills and expertise of staff to enable a wider spread of leadership capabilities
they further extend the business and enterprise curriculum opportunities through their planned creation of a business and enterprise centre.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children’s services for Southend-on-Sea. This letter will be published on the Ofsted website.

Yours sincerely

Stefanie Lipinski-Barltrop
Ofsted Inspector

Information about the inspection

During the inspection, we checked safeguarding arrangements, including the records of recruitment checks, policies and procedures. We reviewed a range of published information, including the school’s website, and reviewed the school’s self-evaluation and development plan. We reviewed records of behaviour and attendance. We also spoke to teachers and learning support assistants wherever this did not interrupt pupils’ learning. We undertook these visits with senior leaders. We considered 61 responses to the Parent View online questionnaire, 23 responses to the pupil survey, 28 responses to the staff survey, 59 text responses and a letter from a parent. One inspector also spoke to parents at the start and at the end of the school day and made calls to parents. We spoke to the chair of governors and a local authority representative by telephone and met with the safeguarding governor and senior leaders.
INDIVIDUAL RIGHTS POLICY

SEN TRUST SOUTHEND
KINGSDOWN SCHOOL
LANCASTER SCHOOL
ST. NICHOLAS SCHOOL
THE ST. CHRISTOPHER SCHOOL

<table>
<thead>
<tr>
<th>CREATED:</th>
<th>MAY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEXT REVIEW DATE:</td>
<td>MAY 2019</td>
</tr>
</tbody>
</table>
Context
Under the General Data Protection Regulations (GDPR) coming into force in May 2018, organisations are required to ensure that provision of individual rights are made. This policy outlines individual rights and will be updated when the legislation comes into force to ensure it accurately reflects the regulations.

SEN Trust Southend is committed to ensuring provision of an outstanding education to its pupils. In order to carry out its legal obligations it is required to collect personal data about the pupils and specific information about their parents.

In preparation for the implementation of the GDPR, the Trust has reviewed and updated its existing related policies and procedures which are detailed at the end of this policy.

1. **The Right to be Informed**
The ‘right to be informed’ encompasses the Trust’s obligation to provide ‘fair processing information’. We meet our obligation by issuing Privacy Notices to staff and parents. Information supplied by SEN Trust Southend is:-

- Concise, transparent, intelligible and easily accessible. The Privacy Notice adopted by SEN Trust Southend was recommended by the Department for Education (DfE) to ensure it is compliant. It is concise and outlines the purpose of data collection along with details of third parties with whom we may share that information. It is issued to staff on appointment and annually thereafter. An electronic version is stored on each school’s network.
- Written in clear, plain English
- Free of charge

2. **The Right of Access (Subject Access Requests)**
Staff at SEN Trust Southend and parents of children attending each of the schools have the right to obtain:-

- Confirmation that their data is being processed
- Access to their personal data
- Other supplementary information

The GDPR clarifies that the reason for allowing individuals to access their personal data is so that they are aware of, and can verify the lawfulness of, the processing. Requests for access are referred to as **Subject Access Requests**.

2.1 **Response Times**
Subject Access Requests are handled by the Headteacher at each school acting for the Trust as data controller. Such requests will be dealt with within one month of receipt of request. SEN Trust Southend has the right to extend the period by a further two months where the requests are numerous or complex. However, the Trust will inform the individual of this extension within one month of receipt of the request.

2.2 **Subject Access Request - Fees**
The GDPR states that organisations will not charge a fee for provision of access unless the request is manifestly unfounded or excessive, particularly because they are repetitive. In accordance with this, SEN Trust Southend has the right to charge a reasonable fee which is calculated on the amount of administrative time required to fulfil the requirements of the request. The individual will be informed of the fee within one month of the request being made.

2.3 **Refusal to Respond**
The Trust has the right to refuse to respond to a request that is manifestly unfounded or excessive. In the event that the Trust refuses to respond it will inform the individual, without undue delay and within one month, of the reason for the refusal and their right to complain.

2.4 **How the Information is Issued**
In ensuring compliance with data protection legislation the Trust will verify the identity of the person making the request using ‘reasonable means’. This will be through identity checking.
Information may be supplied electronically or in paper format. An analysis will be made to determine which of the formats is the most appropriate and the decision will be agreed between the person making the request and the Trust. In the event that the information is supplied electronically it will be provided in PDF format.

Whilst the GDPR recommends good practice to have access to a self-service portal this is not possible at SEN Trust Southend.

3. **The Right to Rectification**
The GDPR gives individuals the right to have personal data rectified if it is inaccurate or incomplete.

3.1 **Right to Rectification Timeframe**
SEN Trust Southend will respond to individuals within one month. Where the request for rectification is complex, the Trust reserves the right to extend this timeline to two months.

In the event that the Trust is not taking action in response to a request for rectification we will explain to the individual, in writing, and outline the reasons for this along with their right to complain.

3.2 **Right to Rectification – Third Parties**
Where a third party has information about an individual that requires rectification, the Trust will inform those parties without undue delay.

4. **The Right to Erasure**
The right to erasure is also known as the ‘right to be forgotten’. The broad principle underpinning this right is to enable an individual to request the deletion or removal of personal data where there is no compelling reason for its continued processing.

4.1 **When the Right to Erasure Applies**
Individuals have the right to have personal data erased and to prevent further processing in specific circumstances:

- Where the personal data is no longer necessary in relation to the purpose for which it was originally collected/processed.
- When the individual withdraws consent.
- When the individual objects to the processing and there is no overriding legitimate reason for continuing the processing.
- The personal data was unlawfully processed (ie in breach of GDPR).
- The personal data has to be erased in order to comply with a legal obligation.
- The personal data is processed in relation to information society services to a child.

Under GDPR the right to erasure is not limited to processing that causes unwarranted and substantial damage or distress. However, if the processing does cause unwarranted and substantial damage or distress the case for erasure will be strengthened.

4.2 **Refusal to Comply with Right to Erasure Request**
In accordance with data protection legislation, SEN Trust Southend has the right to refuse to comply with requests for erasure where the personal data is processed for the following reasons:

- To exercise the right of freedom of expression and information.
- To comply with a legal obligation for the performance of a public interest task or exercise of official authority.
- For public health purposes in the public interest.
- Archiving purposes in the public interest, scientific research, historical research or statistical purposes.
- The exercise or defence of legal claims.
4.3 The Right to Erasure of Children’s Data
Schools have the right to collect pupil data in order to carry out its legal obligation for the performance of a public interest task. However, the GDPR enhances protection of children’s data particularly in relation to online environments. Where consent has been given and a request for erasure is later received the Trust will remain mindful that the initial consent may have been given without full awareness of the impact of its use.

4.4 Informing Third Parties of Erasure
Where a school has disclosed personal data to third parties SEN Trust Southend will inform those parties, without undue delay, about the personal data erasure unless it is impossible or involves disproportionate effort to do so.

5. The Right to Restrict Processing
Individuals have the right to block or suppress processing of personal data. In these instances SEN Trust Southend shall be permitted to store data but not to process it further.

5.1 When the Right to Restrict Processing Applies
The Trust shall be required to restrict processing in the following circumstances:-
- Where an individual contests the accuracy of the personal data the Trust will restrict further processing until the accuracy of the personal data has been verified.
- Where an individual has objected to the processing (where it was necessary for the performance of a public interest task or purpose of legitimate interests), and the Trust is considering whether it’s legitimate reasons override those of the individual.
- When processing is unlawful and the individual opposes erasure and requests restriction instead.
- If the Trust no longer needs the data but the individual requires it to establish, exercise or defend a legal claim.

5.2 Informing Third Parties of Restriction of Processing
Where personal data becomes subject to restriction of processing and has been disclosed to a third party, SEN Trust Southend will inform the third party, without undue delay, unless it is impossible or involves disproportionate effort to do so.

When a school/the Trust decides to lift a restriction on processing it must inform the individual.

6. The Right to Object
Individuals have the right to object to:-
- Processing based on legitimate reasons or the performance of a task in the public interest/exercise of official authority.
- Direct marketing.
- Processing for purposes of scientific/historical research and statistics.

6.1 Compliance with the Right to Object for the Performance of a Legal Task
Individuals must have an objection on ‘grounds relating to his or her particular situation’. SEN Trust Southend will stop the processing of personal data unless:-
- We can demonstrate compelling legitimate grounds for the processing, which overrides the interests, rights and freedoms of the individual; or
- The processing is for the establishment, exercise or defence of legal claims.

Individuals are informed of their right to object within the Trusts privacy notices. We will also inform individuals of their right to object at the point of the first communication and will be ‘explicit and presented clearly’.
Privacy Notice to Parents
(How we use pupil information)

This privacy notice sets out how each school within SEN Trust Southend collects information about pupils.

Why do we collect and use pupil information?
We collect and use pupil information under Article 6 (1) (e) of the General Data Protection Regulations (GDPR) because it is necessary to collect such information in order for the Trust to educate your child(ren) which is carried out in the public interest.

We use the pupil data:

- To support pupil learning
- To monitor and report on pupil progress
- To provide appropriate pastoral care
- To comply with the law regarding data sharing

The categories of pupil information that we collect, hold and share, include:

- Personal information such as name, unique pupil number, date of birth and address
- Characteristics such as ethnicity, language, nationality, country of birth and free school meal eligibility, relevant medical information and special educational needs information
- Attendance information such as number of absences and reasons for absences
- Academic information such as academic progress, exam participation and results

Collecting pupil information
Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulations, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data
We hold pupil data for as long as the school/Trust is required to hold it. Pupil data is held for as long as the pupil attends their school within SEN Trust Southend or for as long as is required by law.

Who do we share pupil information with?
We routinely share pupil information with:

- Schools that the pupil attends after leaving us
- Our local authority
- Local authority where the pupil resides or is in care of
- The Department for Education (DfE)
- School Counsellor (if required)
- Staff (as required)
- Allocated school paediatrician/doctor/dentist/Health authority
- School passenger transport

Why we share pupil information
We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so. We share pupils’ data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority and the DfE under section 3 of The Education (Information about Individual Pupils) (England) Regulations 2013.

Data collection requirements
To find out more about the data collection requirements placed on us by the Department for Education please visit https://www.gov.uk/education/data-collection-and-censuses-for-schools.

The National Pupil Database (NPD)
The NPD is owned and managed by the DfE and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the DfE. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including school, local authorities and awarding bodies.

We are required, by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years’ census. Some of the information is then stored in the NPD. The law that allows this is the Education (Information about Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to https://www.gov.uk/education/data-collection-and-censuses-for-schools. To find out more about the NPD go to https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information.

The DfE may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- Conducting research or analysis
- Producing statistics
- Providing information, advice or guidance

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- Who is requesting the data
- The purpose for which it is required
- The level and sensitivity of the data requested
- The arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data. For more information about the DfE’s data sharing process please visit https://www.gov.uk/data-protection-how-we-collect-and-share-research-data. For information about which organisations the DfE has provided pupil information (and for which project) please visit https://www.gov.uk/government/publications/national-pupil-database-requests-received.

To contact the DfE please visit https://www.gov.uk/contact-dfe

Requesting access to your personal data
Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child’s educational record, contact the school office in person, by telephone on 01702 524193 or email office@tscs.southend.sch.uk

You also have the right to:

- Object to processing of personal data that is likely to cause, or is causing, damage or distress
- Prevent processing for the purpose of direct marketing
- Object to decisions being taken by automated means
In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
Claim compensation for damages caused by a breach of the Data Protection regulations.

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner’s Office at https://ico.org.uk/concerns/

Contact:
If you would like to discuss anything in this privacy notice please contact:
Jackie Mullan, Executive Headteacher, SEN Trust Southend
Tel: 01702 524193
Email: office@tscs.southend.sch.uk