



HILL HOUSE SCHOOL

PARENT HANDBOOK 2016

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MISSION STATEMENT

Hill House School exists:

- To provide high quality independent education in a supportive, congenial and family-based community.
- To help develop the academic and other talents of each student in order to educate the whole person, within a framework of encouraging, and disciplined pastoral care
- To make the pursuit of excellence central to every aspect of the school's work.
- To enable our children to be confident, capable, considerate and compassionate people, with independent minds and a proper sense of service and responsibility.

INTRODUCTION

Hill House School operates an 'open door' policy and parents should feel free to discuss matters concerning their child at any time. It is better for us to know of any worries than to be ignorant of them.

At Hill House, staff provides good lessons, a full education and look to develop the skills and character needed to be fulfilled, both at school and in later life.

Students join in this process by working hard, following the rules of our community and above all by showing respect, care and consideration for others.

The school has policies for all aspects of school. Key policies are included in this handbook. If you would like to see any other policies, please ask at the School Office.

HOUSES

- School is divided into three houses; Field (green), Master (red) and School (blue).
- There are inter-house events throughout the year. Details are in the school calendar.
- There is a reward system whereby pupils may earn house points for good work, effort or behaviour.

1. GENERAL INFORMATION FOR ALL PARENTS

PUNCTUALITY

- Pupils are expected to be punctual for all lessons.
- Any pupils arriving at school after registration should go to the School Office to be marked present. Unnotified absence will be recorded as unauthorised.
- If leaving before the end of the normal school day, pupils should also go to the School Secretary to sign out. If leaving and returning they must remember to sign in again on their return.

ARRIVAL AND DEPARTURE

- Pupils should arrive at school for registration by 8:30 am, and no later than 8:40 am.
- No pupil should be on the school site premises before 7.30 am. Children arriving between 7.30am and 8.00am will go to Wraparound Care, for which there is an extra charge.
- From 8:00 am, children arriving early should go to the Master Hall (R-Y6) or Houses (Y7-11), where they will be supervised. Children in Reception will be taken to the classroom at 8:10am, Yr 1-6 at 8:25am.
- PE Bags must be taken to the cloakroom areas. Cricket bags are not allowed in the main school building and must be taken directly to be stored in the pavilion. They should only be brought when being used for a match; the school provides bats, pads etc for practices.
- At the end of the day, pupils leave by the correct door and via Sixth Avenue. Those walking home or using public transport should take care when crossing side and main roads.
- Any child staying for after school activities or waiting for home buses may have squash and biscuits in the dining room 4.00pm - 4.05 pm
- Pupils staying for activities should be collected at 5pm promptly as there is no supervision after this time. **Wrap-around provision to 6.00 pm is available by arrangement (extra charge).**

AFTER SCHOOL

- On dark winter nights children should be collected from either Reception, The Junior Playground or the Master Hall.
- Children returning to school after 4.00pm (e.g from fixtures) should be collected from Reception.

PREP

- Senior Prep starts in the Library and Junior Prep starts in 5M Classroom at 4.05pm.
- Any child not collected by 4.15pm will join Prep.
- To avoid disruption, all children in Senior Prep must remain in the Library until 5.00pm

ABSENCE

- If a child is ill, notification should be by telephone **before 9.00 am on the first day of the illness.**
- If a child contracts an infectious disease, including conjunctivitis and impetigo, the school should be informed at once and the situation discussed. Children with infectious diseases should not be brought to school and medical advice should be sought concerning the exclusion period.
- A full list of school holidays is provided well in advance. Holidays should be taken within these dates to avoid affecting the child's progress. **The law does not allow holidays in term time** except in exceptional circumstances; in these cases, parents are strongly advised to ask for permission before booking, to avoid disappointment.

TERM DATES

These are fixed in consultation with other schools and authorities, and are published over a year in advance. They are also available on the school's website.

HOLIDAY SCHEME

Hill House has an activity programme during school holidays. Exact dates and fees are available from the school office.

This covers:

- 2 weeks at the October half term holiday
- 2 weeks at Christmas subject to where Christmas Day may fall.
- 3 weeks at Easter
- Throughout the Summer holiday, except for the final week.
- The children are cared for by qualified and experienced members of staff.
- Hours of opening are 8am until 5pm, including breakfast.

FOOD AND DRINK

- All pupils from Reception to Year 11 attend **school lunch**. Vegetarian options, salad bar and soup are also available as well as the main meal. Halal meat is available on request.
- The menu for the week is displayed throughout the school and on the school website
- Any requests for special arrangements, on dietary or medical grounds, should be addressed to the Bursar.
- Children may bring **still water** in a small bottle for drinking in the classroom. There are also water machines for the refilling of water bottles.
- The school promotes healthy eating and therefore suggests this is reflected in snacks brought to school, which should be eaten outside. Snacks should be of fruit or cereal bars. (No sweets, biscuits, crisps or chocolate)
- Tea is included as part of wrap-around care between 5.00 pm and 6.00 pm (extra charge).
- No food is to be eaten during lessons, or while walking around school.
- Please do not send anything containing **NUTS** as we have children in school with severe nut allergies.

CHILD PROTECTION

- All members of staff have undergone enhanced checks with the Criminal Records Bureau or the Department Barring Services.
- Entry to all areas of school is through secure controlled-entry doors.
- All visitors to school must report to Reception where they sign in and receive a visitor's badge.
- We take our responsibilities for ensuring the safety and well-being of all our children very seriously and we are legally obliged to contact the local Social Services Department about any child whom we feel may be at risk.

IF A STUDENT IS WORRIED

Bullying is any action or behaviour over time which causes one to feel frightened, threatened, hurt or damaged in any way. Hill House does not accept any form of bullying.

If a student is worried about something, they are encouraged to talk to someone – Prefects, Tutor, Class Teacher, Headmaster, Deputy Head, Head of Juniors or any other member of staff. They are also encouraged to talk, telephone or write to one of the following:

- Parents
- Child line 0800 1111

There are also concern boxes around school where children may leave notes for SMT members to read and act upon.

MEDICAL CARE AND MEDICINE

- If a child is unwell or has an accident in school, then the parents will be informed by telephone. If the parents are not available one of the emergency numbers you gave the school will be contacted.
- The school seeks written permission to deal with any pupil in an emergency.
- Any minor ailment or injury is dealt with in school. Certain members of staff have been trained and qualified to administer First Aid.
- If you have given permission on the Pupil Profile form, then Paracetamol/Calpol will be administered to your child if necessary. We will contact you in advance for further permission.
- Should your child need to bring any medication into school, it MUST be given to the staff who will administer it according to the instructions given on the medication form, which needs to be completed and signed by the parent on arrival at school.
- For health and safety reasons all medicine should be brought to school in the original packaging.
- Younger Asthma sufferers must give their medication to their form teacher. Senior School children should keep their inhalers with them at all times.

HEALTH AND SAFETY

- Fire drills are carried out on a regular basis
- Risk assessments are carried out and updated on all aspects of school life on a regular basis and steps taken to resolve any issues or concerns.
- Hill House has a procedure to deal with a lost child.
- The Health and Safety at Work Act makes it a criminal offence to interfere with safety equipment or otherwise to put at risk any member of the school, whether pupil, teaching staff or workman, etc. Pupils must behave responsibly at all times by showing concern for personal safety and for the safety of others, and by always behaving in a reasonable manner. This includes using all facilities with care. Specifically, pupils must:
 - Follow the instructions given;
 - Always use the correct tools and equipment and use safety equipment and protective clothing when appropriate.
 - Keep tools and equipment in good condition and report any defects in plant and equipment to the teaching staff.

Pupils are accountable to teaching staff for their actions on school premises. They can assist by suggesting ways of eliminating hazards, and must always report accidents causing injury, damage, loss or any dangerous incidence to the member of staff in charge.

CONDUCT

- The reputation of the school and its members depends on the conduct, manners and appearance of each of its members. These personal qualities are developed at school, but our efforts need to be supported at home. Your help is much appreciated.
- Discipline and reward systems are in place and are designed to offer positive reinforcement to the children. Should the need arise, there is an agreed procedure to discipline a child and to ensure that parents are informed.
- School rules are kept to a minimum and children are encouraged to work hard and behave sensibly, responsibly and with good manners.
- At the end of the school day all pupils are expected to leave school premises correctly attired in full school uniform. In special circumstances, and upon request, the Headmaster may grant permission for individuals to leave in casual clothing. Behaviour and dress to and from school must be exemplary

CHEWING GUM

This causes expensive damage to clothes, furniture and carpets. It is not allowed at any time in school.

SMOKING

Hill House is a no smoking school; this applies to all staff, parents and children. This is totally prohibited, both on and adjacent to the school site.

EATING

Students must not eat or drink while walking around the school site.

DANGEROUS ITEMS

Dangerous items such as penknives and laser pens are strictly banned. Students should not bring spray deodorants to school

ANIMALS

Parents are asked not to bring animals onto school grounds. Any pets brought onto the school grounds should be left in cars

TELEPHONES

- The telephone in the office is available for pupils in emergencies only.
- Mobile telephones are not normally allowed in school. Should a parent feel it is essential for a child to bring one into school, permission must be obtained. The mobile phone **must** then be handed in to the office (named) on arrival and collected at the end of the school day.
- Failure to hand in a mobile phone will result in its confiscation. For a first offence, the telephone will be kept by the Deputy Head for one week. For a further offence, it will be kept for the remainder of the half term, or longer as appropriate.

SOCIAL NETWORKING

Members of the school are expected to use social networking sites responsibly, and should not bring the school into disrepute through social networking. Pupils should not refer to the school, or publicise photographs etc, of other pupils or staff on any social media. **Any instances of pupils doing this will be dealt with seriously.**

PERSONAL PROPERTY

Pupils should not bring to school large amounts of money, i-pods, virtual pets, pagers, mobile phones or other expensive equipment. Any of these items brought in by accident, should be taken to the School Secretary for safekeeping. School is not the place for precious belongings. The school cannot accept responsibility for loss or damage, and it is recommended that any such equipment be insured under the family policy.

DRESS

Whether students like it or not, people are likely to base their ideas about them and the school on the way they dress and whether they look smart

- Please refer to the School Uniform Booklet for full details. All necessary items are obtainable from **www.schoolblazer.com** Other items (which are marked with an asterisk in the Uniform Booklet are readily available in departmental stores.
- The second-hand shop is run by the Friends of Hill House and is open on specified days throughout the school terms.
- For all school engagements, including Parents' Evenings and concerts, school uniform **MUST** be worn, unless special permission has been given by the Headmaster.
- School uniform should be worn correctly to and from school, and at all

times in school.

- Girls should wear uniform skirts to the appropriate length, which is considered to be knee length.
- Please ensure that **all** items are clearly marked with your child's name.
- Summer uniform is optional from Easter until half term in the Michaelmas Term, and compulsory from May Day Holiday until the start of the Michaelmas Term.
- All children in the Middle and Lower School need a school book bag. School kit bags should be used for PE kit. Year 5 and above should use **plain dark blue/black bags** for their books.

APPEARANCE

- To ensure a smart appearance, shoes must be polished, **shirts tucked in** with top buttons fastened. Visible cuffs should be fastened or neatly rolled up. When summer uniform is announced, students may remove blazers, but ties should be worn at all times.
- Correct House ties or awarded ties should be worn. Ties should display a minimum of six bands of stripes.
- **Shoes** must be smart, polishable leather, and business like. Students from Year 5 upwards may not have shoes with velcro fastening. Shoes with excessive heels or of the trainer variety should be avoided. No boots are to be worn.
- **Make-up is not allowed**, except for a discreet amount for girls at Year 9 and above. **Nail varnish is not allowed**.
- **Hair** should be of its own natural colour. Wearing of **hair products** including gel, wax mousse etc. is not permitted, nor is braiding, highlighting or artificially colouring hair.
- Any hair style which draws attention to itself through colour, style or length is inappropriate. Tramlines etc should be avoided. Children with such a style can expect to be asked to remain at home until the problem is rectified.
- Girls' hair should be neatly tied back (in school colours or navy/black), and boys' hair should be above the collar, eyes and ears.
- For health and safety reasons jewellery should **not** be worn, with the exception of a small gold or silver coloured stud in each ear lobe, if ears have been pierced. A **small sensible watch** of subdued colour may be worn by children able to tell the time.

In any discussion about appearance and dress, the Headmaster's

judgement is final.

EDUCATIONAL VISITS

- All children will be taken on day trips during as part of their education. The cost of these will be charged in arrears as disbursements on the school bill.

ACTIVITIES PROGRAMME

- There is a range of lunchtime and after school activities, including prep supervision between 4.05 pm and 5.00 pm. All children are expected to participate in the Activities Programme.
- Parents are requested to collect promptly as there is no supervision available on site after 5pm. Please note that any child not collected by 5.00 pm will automatically transfer into wrap-around care and the extra charge will apply.

BREAK

Nursery to Y6 have breaks in their playgrounds. Years 5 & 6 are also allowed the privilege of access to the Lawn. Junior children are allowed into the Woods under supervision.

Senior School students may use the Library for work/reading. They may also have the privilege of access to the Woods, Lawn and Tennis Courts. The Senior School playgrounds are available to all Senior School students.

INDIVIDUAL MUSIC LESSONS

Various peripatetic music teachers visit school to give lessons using a wide variety of instruments. Children are welcome to participate and parents should contact the Director of Music to make arrangements.

SPECIAL EDUCATIONAL NEEDS

- If staff have any concerns about the progress of a child this will be discussed with parents and appropriate action taken, in line with The Special Educational Needs Policy.

EXTRA CURRICULAR COMMITMENTS

As a member of the school community, there are certain events and activities in which students are expected to participate. For example:

- Speech Day is a compulsory event, and **MUST** not be missed.

- All children from Year 3 upwards **MUST** attend the Carol Service
- Students selected to represent the school in sports' teams must do so; this is likely to include late returns or occasional weekends. Alternative travel arrangements may need to be made.
- Students selected to represent the school in musical events must do so.

SPORTS' FIXTURES & MATCH TEAS

Fixtures are published at the start of each term. Sports' teams are selected each Friday and published via e-mail; these are also displayed on the Sports' Noticeboard. Students selected to represent the school must do so.

Parents are warmly invited to support matches; for away fixtures, the postcode of the venue is published on the team sheet.

All team members must attend match teas both at home and away before leaving the venue. At home, parents are warmly invited to enjoy match teas; we hope that parents' teas are a pleasant social occasion. Brothers or sisters of players should wait for their parents & siblings in either prep tea (in the Dining Room) or in their normal waiting area.

MUSIC COMMITMENTS

The school is very committed to music. All pupils selected for a choir or orchestra are expected to represent the school at concerts etc.

OPEN DAY

Open Days take place regularly, and students should see these as an opportunity of giving service to the school community.

Pupils, especially Prefects, will be expected to represent the school at Open Day and other functions

ASSEMBLY

On Fridays the whole school meets in the Main Hall. On other days there are House Assemblies or Form Periods.

CONFIDENTIALITY

All information regarding individual children and their parents is treated in the strictest confidence. Failure by staff to respect confidentiality will be treated as a serious disciplinary offence.

Other than following statutory obligations, where information needs to be shared e.g. referral to an outside agency for help or advice, the written permission of the parent is gained in advance.

CALENDAR

Every family is issued with a school calendar each term. The calendar is also available on the school website. Parents are warmly invited to attend any event, which include school productions, concerts, matches, and to the varied social and fund-raising functions organised by the Friends of Hill House. Your support is much appreciated.

NOTICES/LETTERS

There are general noticeboards throughout the school. Letters are posted on the school website each Friday afternoon, and alerts are occasionally sent by text message or email. The only letters sent home in hard copy are those requiring the return of a reply slip.

PARKING

Parents coming to school to visit the office or for a meeting are welcome to park at the front of school and enter via Reception, or in the car park on the far side of 6th Avenue.

Older students should be dropped at the Drop-Off Point on the far side of 6th Avenue

For younger children, please park your car in the Main Car Park and make your way into the Master Wing. Please note that drop-off bays are not parking areas.

Please do **not** delay or obstruct other cars by dropping off children in the roadway.

Doors to the Master and Haigh wings will not be open during the course of the day once school has started. If a child needs collecting or is arriving late, please drive to Reception at the front of the School.

SCHOOL TRANSPORT

Students from Reception upwards are able to use school transport, both for journeys to and from school, and for events in the school day, on the understanding that their behaviour is good. Routes are published on the school website.

Younger children may be given a 'Bus Buddy', a responsible pupil from the senior school to ensure their journey is an enjoyable one.

For EYFS, parents will be made aware of the procedure for transporting their child to and from school and be asked to sign an acceptance form. This will make it clear when parents' responsibility for the children commences and ceases. This will usually be when they are met or delivered to the vehicle and handed over to the school staff at the various pickup and drop off points.

Any student who misbehaves on school transport can cause unpleasantness, inconvenience, and danger. Misbehaviour on school transport can lead to a student being banned from using school transport, either temporarily or permanently. Seatbelts must be used at all times on school transport and full risk assessments are carried out to assess the levels of supervision needed.

For EYFS children records about vehicles in which children are transported, including insurance details and a list of named drivers are kept.

REPORTING TO PARENTS

For Reception to Year 4, regular reports are compiled electronically for parents each half term. For Year 5 and above reports are provided electronically every 3 weeks.

Parents' evenings take place at key points of the year for each Year Group. These are operated on an appointment system.

Parents are warmly invited to discuss their child's progress at any convenient time

CORRESPONDENCE

The school publishes a Newsletter each term. This is distributed to all families.

General letters are available electronically each Friday, apart from the start and end of term mailings, which are sent through the post. Alerts are occasionally sent by text or email. Please make sure that the school office has a functional e-mail address for your family, or inform the office that you do not have access to e-mail

Correspondence on school business should be addressed to:	Correspondence concerning fees should be addressed to:
<p>The Headmaster Hill House School Sixth Avenue Auckley DONCASTER DN9 3GG</p> <p>Telephone 01302 776300 Fax: 01302 776334</p>	<p>The Bursar Hill House School Sixth Avenue Auckley DONCASTER DN9 3GG</p> <p>Telephone 01302 776300 Fax: 01302 776334</p>

FEES

School fees are due by the first day of term. Any non-payment of fees will result in the student not being allowed in school until the fees are paid.

A full term's fees are due if a student is removed at any time without a full term's notice.

For details of methods of payment, please contact the Bursar

FRIENDS OF HILL HOUSE

This is a very strong and supportive Parents' Association, which meets regularly and holds events throughout the school year. Proceeds from many past events have been donated to the school and used to enhance and extend the range of equipment and resources available.

2. SENIOR SCHOOL

Each pupil is allocated a Form Tutor who can deal with academic, personal and social problems. Form Tutors work within House and are responsible to the Housemaster or Housemistress.

Besides the organised times, if you wish to talk to a teacher about anything to do with work (Subject Teacher) or anything else that you have concerns about (Form Tutor) please telephone to arrange a suitable time to discuss the matter.

Mrs Havard (School House), Mrs Thomas (Field House) and Mr Shipston (Master House) or the Senior Master, Head of Sixth Form, Deputy Head or Headmaster are available if you would like to speak to someone other than the teachers. Please telephone for an appointment.

Pupils should always talk to their Form Tutors and/or Subject

Teachers first about any difficulty.

- *PLANNERS* All pupils have a Planner, which is be used by parents and staff to relay messages and information between home and school. Please check this and sign **weekly**.
- If a pupil does not seem to be receiving sufficient homework, please inform the relevant Tutor.
- As a guide, students in the following years should be receiving the following amount of homework, according to the annual homework timetable.

Years 7 & 8: 20-30 minutes per subject, normally 2 or 3 subjects daily.
Year 9: 20-30 minutes per subject, normally 2 or 3 subjects daily.
Years 10 & 11: 30-40 minutes per subject, normally 2 or 3 subjects daily.

- All homework is to be handed in on the morning of the next school day. If this is not possible due to circumstances, the pupil should discuss this with the relevant teacher

HOUSE POINTS

50 House Points
100 House Points
150 House Points

Bronze and Badge
Silver and Badge + £10 Voucher
Gold and Badge + £10 Voucher

EQUIPMENT

Certain items of equipment are required as follows:

- A full selection of writing materials – a cartridge pen and cartridges, pencils, pencil sharpener, rubber, coloured pencils and felt pens, 30cm ruler;
- Calculator;
- Dictionary and thesaurus;
- Pair of compasses and a protractor;
- Art suit/shirt.

3. JUNIOR SCHOOL

YEAR 3 TO YEAR 6

MERIT BADGES

These are awarded each term to children when they have reached the following targets:

40 House Points	-	Bronze
80 House Points	-	Silver
120 House Points	-	Gold

CURRICULUM

- All children have weekly music lessons taught by specialist teachers.
- All children use the ICT suite for a weekly lesson from a specialist teacher.
- All PE, Games and swimming lessons are taught by specialist staff.
- All children in Year 5/6 will receive some specialist Science teaching.
- All children in KS2 will receive specialist Art teaching.
- Children from Year 1 upwards will receive specialist MFL teaching.
- All children take part in team and individual sports working on basic skills leading to representing school. Competitive matches start in Years 3 and 4.
- An individual support lesson from a specialist teacher is available for

children when it is felt that spelling and/or reading would benefit from extra help. Parents are always consulted and kept informed of progress on a regular basis.

- All children bring home a reading book and should read every evening. Children may bring books from home if they are free readers and the book is felt appropriate.

HOMEWORK

- Years 3 to 6 have weekly spellings to learn and maths tasks such as tables.
- All children are expected to read each evening.
- Year 2 have 1 prep per week.
- Year 3 have 2 preps per week.
- Year 4 have 2 preps per week.
- Year 5 have 30 minutes of prep each night
- Year 6 have 40 minutes of prep each night

COMMUNICATIONS

All pupils have a 'Communication Folder' which may be used by parents and staff to relay messages and information between home and school, and will contain any letter distributed by school that day. Please check this folder **every night** and return it to school each day after removing any enclosed letter.

Please use this to inform us of any change in the adult collecting your child at home time.

- All children in Years 3 and 4 need a school book bag. Children in Years 5 and 6 could bring a small, plain dark bag as they sometimes need to carry things between lessons.

ASSESSMENTS

All children are assessed on a regular basis, including reading and spelling ages.

RECEPTION to YEAR 2

All children finish at 3.45pm, but supervision to 5 pm is available for all Junior School children

Please advise school, either in the communication folder or by telephone, if there are any changes to the picking up arrangements.

COMMUNICATION FOLDER

- All pupils have a 'Communication Folder' which may be used by parents and staff to relay messages and information between home and school, and will contain any letter distributed by school that day. Please check this folder **every night** and return it to school each day after removing any enclosed letter.
- All children have an individual target card which covers academic as well as social target (e.g. fastening buttons). These will be reviewed and updated regularly. This card is kept in the communication file so that parents are kept informed of progress.

CURRICULUM

- Weekly music lessons are taught by specialist teachers (not usually their form teacher).
The recorder is introduced to all children in Year 2.
- All PE and swimming lessons are taught by specialist staff.
- Years 1 and 2 have weekly swimming lessons.
- Children in Reception, Year 1 and Year 2 use the ICT suite for a weekly lesson.

ASSESSMENTS

- All children are assessed on a regular basis, including reading and spelling ages.

READING, SPELLING AND OTHER HOMEWORK

- All children bring home a reading book and should read every evening.
- Years 1, 2 have weekly spellings to learn.
- Other homework may be sent home on a regular basis.

EDUCATIONAL VISITS

We seek assistance from parents to keep the child adult ratio as small as possible, but parents are not invited to go on the same outing as their own child

MEDICINES

Medicines are given to the School Office

5. NURSERY

Times of sessions are as follows:

Full day 8.00 am - 5.00 pm

Morning 8.00 am – 12.30 pm (Morning session includes lunch)

Afternoon 12.30 pm - 5.00 pm

For those parents who wish their child to attend Nursery for the grant funded, **only** the following session times apply.

Morning 8.30am – 11.30am

Afternoon 12.30pm – 3.30pm

Provided these times are observed the five funded sessions will be cost neutral.

Children become eligible for nursery funding the term after their third birthday. This grant covers term time only and is claimed by the school on your behalf and deducted from your bill.

The nursery funding provides five sessions per week of 3 hours each.

STAFFING

All our staff are appropriately qualified holding at least NVQ level 3 (or equivalent). All staff attend regular training courses, including first aid and child protection. The following staff ratios apply

3 years to 5 years

1:8

ADMISSION

All children follow an induction procedure before starting nursery, including starter visits.

COMMUNICATIONS

- A Nursery Newsletter is published every half term. This will contain information of forthcoming events as well as curricular information about that half terms topic.
- All pupils have a 'Communication Box' which may be used by parents and staff to relay messages and information between home and school, and will contain any letter distributed by school that day. Please check this box **every night**.
- **Staff should be informed if there is a different adult collecting your child that day.**
- All Nursery children may stay for school lunch which they eat with the Nursery staff. A healthy snack and drink is provided during every Nursery session.
- Wrap-around care from **5.00pm to 6.00 pm** is available by arrangement (extra charge) and is held in the Master Wing

REPORTING TO PARENTS

- A progress book is built up for every child during the year. This provides evidence of their development, and gives a lasting memory of their time in Nursery.
- There is a parents' evening each term for Nursery parents.
- All children in Nursery 1 will receive a written assessment before they finally leave Nursery in the Summer Term.
- Please feel free to discuss your child's progress informally with the Nursery staff.
- A curricular evening for parents of Nursery children is held in the first term. This includes information on how to help your child in developing numeracy and literacy skills. It is also an opportunity for parents to chat with staff in a more informal setting.

6. KEY SCHOOL POLICIES

As parents may be aware, schools have a large amount of statutory documents, including schemes of work for subjects and age groups, and policies on various areas of the school.

Some of the most important policies are included below.

Other documents which are available to parents upon request include:

- Safeguarding Children Policy
- School Trips Policy
- Schemes of Work
- Personal, Social & Health Education Policy
- Careers' Guidance
- Complaints' Procedure & Number of Complaints
- Details of Academic Performance
- Special Educational Needs Policy
- Sex Education



HILL HOUSE SCHOOL

Admissions Policy

Admission to Hill House School is based on the following criteria:

- A prospective parent visit and a successful interview/meeting between the Headmaster, or delegated person, and the prospective student(s).
- The successful completion of a day visit by all prospective students in Reception to Year 10. (The School does not normally expect Nursery children to undertake a day visit but a home visit by a member of staff may be carried out.)
- A satisfactory report from the prospective student's previous school, playgroup or day-care centre covering academic and behavioural standards.
- Clarification that due notice has been observed in the case of a child joining from another independent school.
- The successful completion of entry assessments, carried out during the day visit, for all students from Reception to Year 10. Entry assessments will, wherever possible, be carried out on the basis of normal school work done during the day visit.
- September entry to Year 7 will be carried out by means of formal testing on an annual date each January.
- Sixth Form entry is dependent upon students meeting the entrance criteria through GCSE results.

In general, assessment will take the following form:

- The completion of a signed declaration by all prospective parents, which informs the School of all known Special Educational Needs of the prospective student(s) concerned
- A parental agreement for their child(ren) to attend Learning Support lessons as decreed necessary by the School
- Hill House School reserves the right to refuse entry or to refuse further progression up the school if the School's structure, in the opinion of the Headmaster and teachers, does not meet the educational, pastoral and social needs of the student concerned.

In general, admission will not be considered:

- When application for a September place is made during the summer holiday period. In this instance, with all schools on holiday, it is not possible to assess a prospective student fully or to obtain the necessary information from previous schools. Any such application would be considered at the start of the new term.
- Students applying for a place later than the first term of Year 10 or Lower Sixth, except where: parents are relocating to the Doncaster area; the options offered by the school are compatible with those which are already being studied, and evidence can be produced of an acceptable standard of GCSE/A Level assignments to date. In such cases, entry will be considered.

September 2016



HILL HOUSE SCHOOL

Rewards and Discipline

Recognition and approval are often more influential than sanctions. They apply to far more students than disciplinary procedures. The underlying aim is to encourage positive behaviour and practice within the school.

- Consistently praise good work and behaviour.
- Apply punishment fairly and consistently.
- Keep tutors and thus parents informed.

Rewards

House Points (HPs)

All students have a Planner to record rewards for good behaviour and exceptional effort.

HPs should be awarded for:

- Taking responsibility and showing initiative.
- Acts of kindness, helpfulness and thoughtfulness.
- Exceptional effort

HPs are **not** for rewarding academic attainment, nor for overcompensating low achievers. They should not be used as an inducement, nor should they be given to students who ask for them.

Ultimately we are seeking to promote good behaviour for its own sake and thereby to build character and a sense of community.

Recording House Points

Staff should tell children that they will be awarding a **House Point**, and for what reason. Staff should then record the award in the child's planner. No more than one House Point can be given at one time without authority from the Deputy Head.

House Points are subsequently used as follows:

50 House Points	Bronze Award	House Assembly
100 House Points	Silver Award & £10 voucher	School Assembly
150 House Points	Gold Award & £10 voucher	School Assembly

Discipline

Low level infringements should be dealt with by a rebuke, unless there is repetition.

Order Marks (OMs) are given for offences such as

Sloppy Uniform
Chewing Gum and eating/drinking in corridors
Rudeness and Unkindness
Disobedience
Yobbishness
Failure to hand in homework

Recording Order Marks

Staff should tell children that they will be awarding an Order Mark, and for what reason. Staff should then record the award in the child's planner, and on the Rewards & Sanctions Board in the Staff Room. Staff should complete a box next to the child's name with his/her initials.

Tutors should monitor the OMs. Order Marks are subsequently used as follows, per term:

- a) 2 OMs will lead to a supervised **Lunchtime Detention** (1.00-1.40pm)
- b) 4 OMs will lead to a supervised **After School Detention and being placed on Tutor Report**, involving parents., with parents informed (4.05-5.00pm)
- c) 6 Oms will lead to a supervised After School Detention and being placed on **House Report**, involving parents., with parents informed (4.05-5.00pm)
- d) Students who gain more than 6 Order Marks will lead to their record being passed to the Deputy Head.
- e) Failure to pass **Tutor Report** will lead to **House Report**, then **Headmaster's Report**, and to reflection on the child's future, and likely suspension.

Detentions are to be arranged by the Tutor in consultation with the Housemaster/Housemistress. Detention lists will be published in the Staff Room.

More serious offences such as vandalism, bullying, smoking or missing lessons should be passed immediately to the Deputy Head.

The Headmaster reserves the right to ask students who show consistent disregard for our standards to leave the school. This is automatic for certain offences involving restricted substances.

A fuller list of standard rewards and punishments appears in the table below:

Standard Rewards	Example of situations in which used
Verbal commendation.	Praise often for good work and good behaviour
Display work	Display examples of good work to reward those producing it and encourage others.
House Point	Showing initiative, taking responsibility, spontaneous acts of kindness, helpfulness, thoughtfulness, for exceptional effort in academic work, for excellent verbal answer in class.
Praise Postcard	Available from Departments, to be sent via post to parents, to commend excellent work.
Departmental Reward	An excellent piece of work relative to the standard of the class as a whole, or of the student in particular.
Standard Sanctions	Example of situations in which used
Verbal reproof	Minor misdemeanour – e.g. calling out
Separate from rest of class/move place in class	Persistent minor misdemeanour – e.g. repeated calling out
Repeat a piece of work	Automatic for work that is not up to standard
Order Mark	The standard and necessary punishment for poor behaviour. Homework not completed without reason, Uniform Offences, Yobbishness, Disobedience. On average a member of staff might give out approximately 2 per week.
Send out of lesson. Students must be sent to Reception	Only use if there is an immediate and significant disruption to the lesson. If there is immediate physical danger to others or their belongings.
Suspension	Carried out by the Headmaster for students who consistently fail to keep to our standards, or for single major incidents.
Expulsion	Carried out by the Headmaster for students who show consistent disregard for our standards. Automatic for certain offences with restricted substances.

1/9/2016



HILL HOUSE SCHOOL

Promoting Good Behaviour: Pastoral Care and Discipline

Introduction

The school promotes good behaviour, self-discipline and respect. This is done through pastoral care, classroom management, assemblies, PSHE, rewards, discipline, personal example, etc. (*Behaviour and Discipline in Schools, DFE, 2011*)

The pastoral care of pupils is the responsibility of the Head of Junior School or Housemaster /Housemistress (HsM).

Behaviour Management in EYFS is the responsibility of the Head of Junior School, Mr J Hall.

The Form Teacher

The daily pastoral care of pupils is the responsibility of the form teacher, who is expected to build and develop a relationship in which pupils feel relaxed and able to discuss any problems. The Form Teacher is the first point of contact for parents. Staff will encourage discussions in an informal classroom situation and pastoral themes will be used as a theme for assembly when full school discussion can take place.

Form teachers register their classes before morning and after afternoon sessions and the reason for any absence is recorded. Parents inform school when an absence is due to a medical problem.

During registration, pastoral issues can be addressed. All subject teachers, during their lessons, are encouraged to look out for any developing problems, be they academic or social and take the necessary steps, making sure they inform the form teacher and the relevant senior teachers.

In the Junior School class teachers complete a social profile of each pupil once a year and they keep them in a file with their academic records. In the Senior School there is on-going recording of any social issues.

Records of problems are put on to pupils' files and members of staff are expected to be aware of situations and keep files up to date. Any interview with parents is recorded and placed in the child's file. Problems with pupils are discussed at weekly sector meetings.

Communication

The School hopes to establish a relationship between school and home by fostering good communications. Every pupil in Junior School has a communication book/folder, which they take home daily. Members of staff write notes and put letters into this for parents and similarly parents can write to the teacher. In the Junior School parents are encouraged to look round classrooms at the end of the day and chat to the staff.

There are parents' evenings at all ages regularly when parents are given an academic and social progress report, but they may ask to see work or talk about pupil progress at any time. There are also many events during the year, which bring parents into the school environment.

School has assemblies during the week, which are Christian based and promote a caring, sharing environment. Members of staff are expected to set a good moral example through their relationships with staff and pupils. They encourage courtesy and good manners through example. Classes have discussions on behaviour and peer group interaction.

The caretakers, bus drivers, office and domestic staff form an important part of the children's environment. Pupils are encouraged to converse with all staff and include them in activities.

When pupils have problems with each other they are encouraged to talk to their Form Teacher, HsM, or senior member of staff. There will be an individual discussion and then all parties will be brought together to discuss the problem and agree a solution or course of action. Members of staff involved record all details. There is not a set procedure or manner for handling these situations as they vary considerably and also children have to be handled in a manner applicable to their needs. Staff must utilise their knowledge of the individuals involved. If the problem is serious then parents will be informed and will have discussions with the Head of Junior School/HsM. If the parent brings the problem forward, they will be contacted and invited into school for a discussion with the Head of Junior School/HsM. When the situation has been resolved they will be informed of the outcome.

Rewards

A reward system of House Points is operated which recognises academic, sporting and social achievement and effort. Pupils are regularly awarded merit badges in an assembly. Senior pupils are also awarded gift tokens. There are three Houses in the school, Master, Field and School, and every child, on entry to the school, is allocated to a House.

The Junior School stages a weekly 'birthday' assembly in which certificates or stickers are given for good work and positive behaviour. This helps to promote a caring environment. House points are also awarded for positive social behaviour.

In the Junior School pupils are awarded house points for good attitude and good effort in their work, and these are recorded and displayed each week on a chart for every individual pupil. Pupils throughout the school are awarded bronze, silver and gold merit badges as and when they reach preset thresholds.

At the end of each academic year there is a Prize-giving ceremony, at which awards are made for achievement, effort and positive attitude for each year group. In Year 11 and The Upper Sixth Form, subject prizes are awarded.

Discipline

We have high expectations of the children with respect to behaviour and all members of staff are asked to be consistent in their attitude and approach to it.

If children fail to respond to our expectations, and depending on the seriousness of the infringement, any or all of the following stages may take place:

- Pupil sent to HsM
- Pupil sent to Head of Junior School, Deputy Head or Headmaster.
- Imposition of Report
- Parental interview
- Fixed term suspension.
- Permanent exclusion.

In addition, members of staff are aware that:

- they should continually be emphasising good manners in the school;
- children must not be left standing outside classrooms;
- there will be no corporal punishment, or threat of corporal punishment;
- physical violence amongst children will not be tolerated;
- children showing disrespect to any adult will be seen by the Headmaster;

Although teachers may not use corporal punishment as a disciplinary sanction, they and others, if authorised to do so by the Headmaster, may physically intervene with such force as is reasonable to prevent a pupil from:

- committing a criminal offence;
- injuring themselves or others;

Any instance of physical intervention will be reported to parents on the day, or as soon as possible thereafter.

Standard Rewards	Example of situations in which used
Verbal commendation.	Praise often for good work and good behaviour
Display work	Display examples of good work to reward those producing it and encourage others.
House Point	Showing initiative, taking responsibility, spontaneous acts of kindness, helpfulness, thoughtfulness, for exceptional effort in academic work, for excellent verbal answer in class.
Praise Postcard	Available from Departments, to be sent via post to parents, to commend excellent work.
Departmental Reward	An excellent piece of work relative to the standard of the class as a whole, or of the student in particular.
Standard Sanctions	Example of situations in which used
Verbal reproof	Minor misdemeanour – e.g. calling out
Separate from rest of class/move place in class	Persistent minor misdemeanour – e.g. repeated calling out
Repeat a piece of work	Automatic for work that is not up to standard
Order Mark	The standard and necessary punishment for poor behaviour. Homework not completed without reason, Uniform Offences, Yobbishness, Disobedience. On average a member of staff might give out approximately 2 per week.
Lunchtime detention Work or an activity to be set by supervisor	2 Order Marks in one term
After School Detention. & Tutor Report	4 and more Order Marks in one term
After School Detention. & House Report	6 and more Order Marks in one term
Headmaster's Report	For serious disciplinary incidents or failure to pass House Report
Send out of lesson. Students must be sent to Reception	Only use if there is an immediate and significant disruption to the lesson. If there is immediate physical danger to others or their belongings.
Suspension	Carried out by the Headmaster for students who consistently fail to keep to our standards, or for single major incidents.
Expulsion	Carried out by the Headmaster for students who show consistent disregard for our standards. Automatic for certain offences with restricted substances.

Suspension from School

Should this action be deemed necessary, it will be following interview with the pupil and his/her parents/guardians. The reason for the school's action in applying a fixed term suspension to a child will be discussed with the child and conveyed both verbally and in writing to the parents/guardians. The school will expect understanding and support from the parents/guardians.

After such action, and the child's return to school, the school, in partnership with the parents/guardians, will offer reasonable support and guidance to the individual pupil. At this stage it will be made perfectly clear in writing that if, after the child's return to school, the problem were to persist then permanent exclusion would be highly likely.

Permanent Exclusion

A permanent exclusion may be applied summarily in a number of circumstances, e.g., use of a weapon, inappropriate sexual behaviour, possession of drugs, repeat of an offence that resulted in a fixed term exclusion. This list is not exhaustive. In such cases, parents will be asked to remove their child from the school as soon as practicable. The child will be removed from lessons and supervised until collection is possible.

The reason for the school's action in applying a permanent exclusion to a child will be discussed with the child and conveyed both verbally and in writing to the parents/guardians.

1/9/16



HILL HOUSE SCHOOL

Special Educational Needs

INTRODUCTION

This policy has regards to the SEND Code 2014, and outlines the essential elements contained within the SEN Code of Practice (November 2001) and the Early Years' Foundation Stage on the identification assessment and reporting of Special Educational Needs (S.E.N.).

At Hill House School we believe that all pupils have the same rights of access to an education which offers equal opportunities for all. This should take account of all individual needs and differences.

S.E.N. is part of the mainstream curriculum delivered by all our teachers, who have a shared responsibility for addressing the needs of all their pupils.

ADMISSION ARRANGEMENTS

Hill House welcomes any child into our caring and happy environment when we feel we can meet their individual needs. (See admission policy for procedures.)

DEFINITION OF S.E.N.

All children have individual needs. However:

- The Code of Practice determines that 'children have **Special Educational Needs** if they have a learning difficulty which calls for special educational provision to be made for them'.
- Children have a learning difficulty if they:
 - (a) have a significantly greater difficulty in learning than the majority of children of the same age in this school.
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

- Special educational provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of their age in school.
- The child's need may be because s/he is very able or talented. (see Gifted, More Able and Talented Policy)
- The child's need may be because English is not his/her first language, but should not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Therefore, the school regards S.E.N. as a general term applying to any child who requires teachers to make responses beyond their normal teaching style.

These needs may be related to a difficulty in:

Communication and interaction

- speech and language difficulties;
- autistic spectrum disorders.

Cognition and learning

- general learning difficulty;
- specific learning difficulty.

Behavioural, emotional and social development

- age inappropriate or socially inappropriate;
- interferes with learning of pupil or peers;
- emotional turbulence;
- forming and maintaining positive relationships.

Sensory and/or physical

- hearing impairment;
- visual Impairment;
- physical & medical difficulties.

ETHOS OF THE SCHOOL

Hill House aims to provide an education which is the entitlement of every child, irrespective of need, in developing his or her learning to the highest potential by:

- creating a happy, secure environment for learning in which all pupils are valued equally;
- ensuring that the achievements of all children of all abilities are celebrated;
- giving support to all staff to ensure that consistent and high expectations are met for all pupils;
- providing opportunities for all children to become independent learners and to develop and maintain self esteem;
- ensuring that all pupils gain access to the full range of a broad balanced relevant and differentiated curriculum (including an appropriate curriculum at the foundation stage);
- being positive and encouraging to pupils however small their progress;
- developing a partnership with parents which is supportive and creates the opportunity for them to be involved and participate in all aspects of their child's learning;
- ensuring that the child's views are taken into account wherever possible according to capability and maturity, and
- identifying children with S.E.N. as early as possible.

IDENTIFICATION OF PUPILS WITH S.E.N.

It is essential that any pupil who may have special educational needs is identified, assessed and provided for as early as possible. A teacher may identify pupils in a number of ways:

- Result of observed consistent behaviour and emotional problems.
- Use of nursery records.
- Use of baseline testing.
- Use of PIPS (Reception, Years 1, 2, 4 and Year 6).
- Reception screening by school nurse.
- Speech and language difficulties.
- Sensory impairments (hearing & visual).
- Immature motor skills.
- Medical conditions.
- Annual reading and spelling test results.
- Internal examinations
- Referral from teachers own continual class assessments/records.
- Concern of parent.
- Pupil's own perception of difficulties.
- Examples of pupil's work over a period of time.
- Use of identification profile to help focus on problem areas (Form A – see appendix).
- Making little progress in a specific area in spite of differentiated learning opportunities to help them progress.

ROLES and RESPONSIBILITIES

GOVERNORS

The 1996 Education Act re-iterated that the governing body should do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.

The governing body should ensure that S.E.N. provision is an integral part of the school development plan, and that the quality of the provision is monitored.

The governing body may have a delegated member with particular responsibility for special needs.

STAFF

All teachers are responsible for day-to-day operation of the children with special needs.

The Headmaster will ensure that policy documents take account of the provision for special needs.

Whole staff and team planning will ensure that curriculum breadth is accessible to all pupils. All teachers are responsible for ensuring that differentiation is related to both the less and more able child. The school has a teacher with responsibility for able pupils.

Head of Learning Support, Mrs J Bent

The Head of Learning Support will:

- monitor the provision;
- liaise with and advise fellow teachers;
- liaise with Sector Heads over the placement of Learning Assistants.
- train Form Teachers to write Individual Education Plans
- oversee the records of all children with S.E.N.;
- oversee the work of Learning Assistants.
- liaise with parents;
- take responsibility for the operation of the S.E.N. policy and for co-ordinating provision for children with S.E.N., particularly through Early Years Action and Early Years Action Plus, or School Action and School Action Plus;
- ensure that appropriate individual education plans are in place;
- ensure that review meetings take place and new dates are arranged, and

- be responsible for requesting involvement of outside agencies, including statutory assessment, and collecting any relevant information from them.

GRADUATED RESPONSE - Three Stage Plan of Action

The first stage of concern about a child's difficulties is either EARLY YEARS ACTION or SCHOOL ACTION.

The triggers for intervention through Early Years Action or School Action could be that the child:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- shows signs of difficulty in developing literacy or maths skills which result in poor attainment in some curriculum areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continued to make little or no progress despite the provision of personal aids and specialist equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning or continues to make little or no progress despite the provision of differentiated curriculum.

At this stage the teacher should:

- refer to the appendix for forms related to graduated response;
- use Form A (identification of strengths and weaknesses);
- provide as much information as possible including evidence and observation notes about the concern. (Use form A to record);
- liaise with the child's parents to gather further information and establish close working partnership. (Record on form B);
- involve the Head of Learning Support, who should collect relevant information from external agencies that may already be involved with the pupil (form E);
- open an individual special needs file to be held by The Head of Learning Support;
- liaise with the child's parents, The Head of Learning Support and, preferably, the child, to implement an IEP;
- Ensure that a review date is set.

Individual Education Plan (IEP)

An IEP must record only strategies that are additional to or different from the normal differentiated curriculum. Form C should be used and teachers should:

- focus on 3 or 4 targets;
- show the teaching strategies;
- show success/exit criteria;
- record the review date.

The IEP and pupil's progress should be reviewed at least twice a year, but preferably once a term with The Head of Learning Support, parents, teacher (as appropriate) and pupil (if possible). At the review, progress should be recorded using form D and new targets set.

The second stage is called either EARLY YEARS ACTION PLUS or SCHOOL ACTION PLUS.

This is the stage when a pupil continues to have difficulties and everybody involved feels it has become necessary to involve outside agencies who can support and help with advice on new IEP's, provide more specialist assessment, suggest new strategies and possibly offer specialist support or activities. A request for help from external services will usually follow a decision taken by The Head of Learning Support and colleagues in consultation with the parent/s at a review meeting. The triggers for referral for seeking help from outside agencies could be that, despite receiving an individual programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues to work substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which greatly interfere with the child's own learning or that of the group;
- has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause barriers to learning.

At this stage The Head of Learning Support and staff involved should:

- ensure that relevant records and information are available for external specialists to use;
- liaise with the external specialists and make sure their advice and support is made available to all concerned (including parents, and pupil if appropriate). Use form E.
- work together with the specialist agent/s to decide on a new IEP to include targets and teaching strategies.
- ensure a review date is set, which must be every term.

The third stage is STATEMENTED PROVISION/EDUCATION, HEALTH & CARE PLAN

Only a very few children will find Action Plus sufficiently ineffective to meet their learning difficulties. However, if this is the case it may be necessary, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. All parents may make a request to the LEA for a statutory assessment.

Schools and relevant nursery education providers have a statutory right to ask the LEA to conduct a statutory assessment or re-assessment of a child's educational needs (Education Act 1996). In this context 'Schools' include all independent schools and all early education settings, which are in receipt of government funding to provide Early Years education.

When the LEA is considering an assessment the school will need to provide evidence of:

- identification of difficulties;
- records of the pupil's progress in National Curriculum tests and any other standardised test results;
- IEPs at both Early Years and Early Years Action Plus, or School Action and School Action Plus;
- advice from outside agencies which has already been gathered and acted upon;
- parental views.

The issuing of a statement/EHC Plan should take a maximum of 6 months and then will be reviewed annually.

Fees

The Head of Learning Support has a small amount of Learning Assistant time at her disposal to give help where appropriate, either within a lesson or by withdrawal. There is no extra charge for this, assuming standard levels of contact.

Any provision beyond that which is deemed reasonable may incur extra costs. Please refer to the separate policy for **Reasonable Adjustments for Pupils with Special Educational Needs or Disabilities**

DOCUMENTATION FOR GRADUATED RESPONSE - See appendix

Early Years Action / School Action

- Initial cause for concern sheet / Strengths and weaknesses *Form A*
- Parental contact *Form B*
- IEP *Form C*
- Review Sheet *Form D*

Early Years Action Plus / School Action Plus

- Paper work from earlier stages
- IEP *Form C*
- Review Sheet *Form D*
- Outside agency involvement *Form E*

Statemented/EHC Plan Provision

- All paper work from earlier stages.

MEASURES ENSURING ACCESS TO BROAD AND BALANCED CURRICULUM

By careful planning, members of staff ensure that the curriculum contains work which is differentiated for a pupil with S.E.N. To assist, the following are implemented within the School:

- Differentiation in the curriculum (see Page 8, 'Planning for Special Needs').
- Variety of grouping systems.
- Support systems, including the possibility Learning Assistants.
- Individualised programme of study.
- Opportunity to have assessment by multi-sensory teacher, who can then support differentiated curriculum planning and/or an IEP.
- Opportunity to have individual lessons with independent multi-sensory teacher.

CRITERIA FOR ENSURING THE EFFECTIVENESS OF THE POLICY

- Members of Staff are aware of the needs of all pupils.
- Members of Staff are aware of the procedures regarding children with special educational needs.
- Children are achieving targets set in 'individual education targets'. These should be specific and measurable.
- Parental involvement (and pupils, where appropriate) is maintained.
- Pupil's self esteem is raised.
- Review dates are set.
- Parents are satisfied with S.E.N. procedures and policies within the school.

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT S.E.N. PROVISION

- Hill House recognises the importance of good relationships with parents, including the parents of children who have special educational needs.
- Parents are informed about their child's progress and are involved at each stage of assessment, reviews and decision-making.
- Complaints should be discussed with the Head of Sector in the first instance, and if considered necessary involvement with the Headmaster and thereafter the Chairman of the Governors.

PLANNING FOR SPECIAL NEEDS

Special educational needs are generally the result of the mis-match between the delivery of the curriculum and the pupil's learning needs.

In providing special help, class teachers and subject teachers could consider varying:

- **input**
 - match work specifically to a child's previous experiences
 - specifically try to increase pupil's motivation
- **task**
 - break down task into smaller steps
 - allow more time for completion of task
 - allow different parts of a complete piece of work to be tackled by different children
 - provide extension activities
- **resources**
 - provide different/alternative resources
 - information technology
- **support**
 - consider altering teaching style
 - provide additional help
 - provide greater amount of reward/reinforcement
 - provide greater revision period
 - arrange additional time allocation for tests/exams, where appropriate
- **outcome**
 - plan work to allow for differences in outcome.

Learning Assistants

There is some capacity to offer limited time with Learning Assistants, either in the classroom or by withdrawal.

In the senior school, the school policy is for any work by Learning Assistants to take place outside the classroom, due to class size, the importance of independence, and social considerations.

Support Workers

Support workers may be accommodated where practical in the Lower and Middle School but not in the Senior School, due to class size, the importance of independence, and social considerations.

Learning Assistants and Support Workers who are employed on an individual basis are not funded by the school, and are funded by parents or by the local authority if appropriate.

EYFS

In EYFS, the School has regard to the *SEND Code 2014*

- The setting should plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- They should have a clear approach to identifying and responding to SEN.
- In addition to the two specific points in the EYFS for formal assessment, there should be monitoring and review of progress throughout the early years.
- Where a child appears to be behind expected levels, a methodology is outlined in the *SEND Code 2014* for gathering information and seeking "Early help" (see Working Together), if appropriate. The cycle of action: assess/plan/do/review, should be used to create a graduated response to needs.
- Guidelines are given for seeking external help of specialists or requesting an EHC assessment.
- Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEN support.

1/9/15



HILL HOUSE SCHOOL

BOARD OF GOVERNORS

MRS E. C. PAVER (CHAIR)

S. COLBEAR

MRS V CUSWORTH

R. DE MULDER

N. EBDEN

R. FENNELL

M. GUTOWSKI

P. K. IQBAL

MRS J. JAMESON

R. LEGGOTT

J. SPRENGER

M. WILSON-MACCORMACK

Chair of Governors

c/o Senior Secretary
Hill House School
Sixth Avenue
Auckley
Doncaster DN9 3GG

Registered Office

Hill House School
Sixth Avenue
Auckley
Doncaster DN9 3GG

Please mark correspondence 'private and confidential'



HILL HOUSE SCHOOL

STAFF LIST

SENIOR STAFF	QUALIFICATIONS	TITLE
D R HOLLAND	MA (Cambridge)	Headmaster
MRS B McCREA	MA (Cambridge)	Deputy Head
J HALL	BEd Hons (Leicester De Montfort)	Head of Junior School
S HOPKINSON	BA Hons (Loughborough)	Senior Master
MRS C LEACH	BA Hons (Durham)	Deputy Head of Junior School Year 4
MRS C ROGERSON	BSc Hons (Imperial)ARCS	Head of Sixth Form
MRS K KIDNEY	ACMA (Hons)	Bursar & Clerk to the Governors

SENIOR SCHOOL	QUALIFICATIONS	TITLE
MRS C HAVARD	BA Hons (York)	Housemistress (School) Physical Education, Sport Studies
P SHIPSTON	BA, MA (Manchester)	Housemaster (Master) History & Politics, Master in Charge of Hockey
MRS M THOMAS	BSc Hons (Leicester)	Housemistress (Field) Head of Mathematics
MRS R FRISBY	BA Hons (Liverpool)	Deputy Head of Sixth Form Head of Geography Duke of Edinburgh Award
MRS J ASHTON	BA Hons (Sheffield)	Geography, Careers
L ATKINSON	BSc Hons (Newcastle)	Science (Biology)
C BARNETT	BEng Hons (Sheffield)	Deputy Head of Mathematics
D BELL	GCLCM Hons (Leeds)	Music & Drama
MRS E BELL	BA Hons (Hull)	English
MRS H BELL	NVQ Level 3 (Doncaster)	Teaching Assistant
MRS J BENT	GMus, CCET (Huddersfield)	Head of Learning Support
J BOOTH	BSc Hons (London)	Mathematics
DR C BOYNTON	PhD, BSc Hons (Sheffield)	Head of Science
D BUCKINGHAM	BSc Hons (Leeds)	Science (Physics)
MRS S BURTON	L.ES L. (Toulouse)	Foreign Languages
M CADMAN	BA Hons (Birmingham)	Director of Music
MRS G CAIRNS	BSc Hons (Sheffield Hallam)	Mathematics
MISS J CHAPPELL	BA Hons (Durham University)	Head of Religious Studies
MISS A CHOUDHARY	BSc Hons (Sheffield)	Assistant Housemistress (Master) Mathematics
R DORMAN	BA Hons (Leicester)	Head of History
MRS S GREEN	BA Hons (Bradford)	Modern Languages
M HAGUE	CCA (Sheffield)	Physical Education
S HIRST	BSc Hons (Bath)	Mathematics Duke of Edinburgh Award
MRS C JUSTO	BA Hons (Northumbria)	Physical Education

MISS E JOINER	BA Hons (Leeds)	Physical Education
DR K JOHNSON	PHd, BA Hons (York)	Head of English
C KEYWORTH	BEd Hons (York)	Head of Physical Education
D KNAGGS	BSc Hons (Lincoln)	Head of ICT & Computing
J LENNARD		Director of Rugby
C LASZKOWICZ	MA (Sheffield)	Music
MS H LINDSAY	BA Hons (Newcastle)	Head of Classics
MRS J MAJOR	BEd (Huddersfield)	Head of Modern Languages
L MAY	BA Hons (Leeds)	Head of Economics and Business Studies
MRS D NAYLOR	Cert.Ed. (Lady Mabel)	Assistant Housemistress (Field) Physical Education
MRS W PARKHURST	BA, MA (Leeds)	Head of Art
MISS S RICHMOND	BSc Hons (Sheffield)	Psychology
J ROSS	MA (Cambridge)	Deputy Head of English G&T Co-ordinator
MRS C SABEL	BA Hons (Vigo, Spain)	Deputy Head of Modern Languages
MRS D SAWOSCIANIK-MURRAY	BA Hons (Loughborough)	Art
MISS L SPENCE	BSc Hons (Sheffield Hallam)	Assistant Housemistress (School) Deputy Head of Science
B TAYLOR	BSc Hons (Durham)	Science
I THYNE	MSc (Strathclyde)	Science
MRS A-M TROUPES	MA (Edinburgh)	Religious Studies, PSHE
M WEBDALE	BSc Hons (Cardiff)	Director of Sport
A WILDIN	MA (Sheffield)	English

JUNIOR SCHOOL	QUALIFICATIONS	TITLE
MRS J GUEST	BA Hons (Open University)	Head of EYFS, Reception
MRS G GUTOWSKI	HNC Level 4 (Doncaster)	Nursery Manager (Morning)
MRS M LEE	BA Hons (Manchester)	Key Stage 1 Co-ordinator, Year 2
S MARSH	BA Hons (London)	Key Stage 2 Co-ordinator Year 6, ICT
MRS M SUTTON	HNC Level 4 (Rother Valley)	Nursery Manager (Afternoon)
MRS S ATTACK	BEd (Birmingham)	Year 1
MRS L BEEKIE	NVQ Level 4 (Doncaster)	Nursery Nurse
MISS L BINKS	HND Level 5 (Doncaster)	Nursery Nurse
MRS S BIRCH	BEd Hons (Hertfordshire)	Art
MRS J BROWN	BSc Hons (Salford)	Year 6
P CATTELL	Level 3 Teaching Assistant	Teaching Assistant
MISS L COLEMAN	BA Hons (Bishop Grosseteste)	Year 2
MRS S ELLWOOD	BA Hons (Lancaster)	Year 4
MRS E GLEADELL	BA Hons (Hull)	Classroom Assistant/Wraparound
MRS A HOLLAND	BEd Hons (Cambridge)	Year 5
J LAWRIE	BSc Hons (Leeds)	Year 5
MISS E LISTER	BA Hons (Bishop Grosseteste)	Nursery Nurse
MRS C MASON	BSc (Birmingham)	Year 6
R MYATT	BA Hons (Cheltenham & Gloucester)	Year 3

MISS M PAGE	NVQ Level 3 (Doncaster)	Nursery Nurse
MRS R POULTON	BEd Hons (Leeds)	Year 2
MRS R SIMONS	BA Hons (Bishop Grosseteste)	Year 1
MRS D SMITH	BEd Hons (Sheffield)	Year 3
MRS J SMITH	BA Hons (Leeds)	Year 4
MRS J STIRLING MARTIN	BEd (Leeds)	Year 5
MS C TALBOT-STRETTLE	NVQ Level 2 & 3 (Kent)	Nursery Nurse
MRS G TAYLOR	BEd Hons (Machester)	Year 3
MRS C WILKINSON	BA Hons (Liverpool)	Reception Deputy EYFS Co-ordinator

VISITING STAFF	QUALIFICATIONS	TITLE
MRS V BODMAN	BA Hons (Leicester de Montfort)	Guitar
MRS C CADMAN	BMus (Birmingham)	Piano, Violin
A CARR	BA Hons (Salford)	Trombone
M DABBS		Percussion
P DEWHURST	BMus (East Anglia)	Voice
MRS F DONNELLY SCHMIDT	BA Hons (Huddersfield)	Cello
M ELLIS	Prof Dip Mus (Birklee, America)	Woodwind
MISS M HAYWARD	BA Hons (Leeds)	Voice
MRS R JEROME	BMus Hons (RNCM)	Harp
D LANE	MA (Salford)	Piano
D MCCAUGHERN	MA (London)	Bass Guitar
MRS D MELLORS	LLAM, AISTD	Voice, Speech and Drama
MS C MILES	BA Hons (Hull)	Woodwind
G SMITH	BA Hons (Leeds)	Brass
DR E WOODHOUSE	PHd, BA Hons (Durham)	Voice

NON TEACHING STAFF	QUALIFICATIONS	TITLE
MS J ALLEN	BA Hons (Reading) PS Dip, ILM	Librarian
K JACKSON	BSc Hons (Durham)	Network Manager
D MARSHALL	BSc Hons (Leeds)	Science Technician

NON TEACHING STAFF	TITLE
MRS S WALKER	Senior Secretary
MRS A MCALPINE	Transport and Sport Fixtures Co-ordinator
MISS I RANDALL	Receptionist/Secretary
MISS M ROONEY	Receptionist/Secretary
MRS K CADMAN	Data Manager/ICT Technician
MISS E COOPER	Art Technician
J BENNETT	Buildings Manager
B PEEL	Groundsman
P LOTYSZ	Caretaker

M WOMBELL	Caretaker
MRS M WALLACE	Cleaner
A BIDMEAD	Driver
S BRELSFORD	Driver
M CARR	Driver
M HEDGES	Driver
P FOSTER	Driver
MRS V GLAZIK	Driver
B RADLEY	Driver
MRS L TYRER-BOND	Bus Chaperone
J WALSH	Driver
S SHAW	Accounts Clerk
MRS A WESTON	Accounts Clerk/HR