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Vision Statement

All members of the school community will be inspired to learn through rich experiences, progress through achievement and become the very best they can be.

We will make healthy, safe and positive choices; solve problems, face challenges and have respect for ourselves, others and our environment.
**Headteacher’s Message**

On behalf of myself, the management team, the teaching and non-teaching staff, governors and the pupils, I would like to welcome you to Skilts School.

We believe we have much to offer your child and look forward to a positive partnership between school, child and parents.

In choosing Skilts School you are choosing a school which is looking to the future, aiming for all pupils to be the best they can be.

Skilts School continues to be a successful, popular and happy school. The ethos of Skilts allows children to learn and grow both emotionally and academically. We believe in a caring curriculum where we teach children to care for themselves and their education, the environment of the school and each other.

I hope this prospectus provides you with a flavour of the expectations we have at Skilts School.

Our facilities, staff, ethos and curriculum provision are among the best in the country. Our overall aim is to allow every child to be the best they can be before their successful transition to their next school whether it is mainstream or special.

**Introduction**

Skilts is a Residential Special School for primary age boys (National Curriculum Years 1-6; ages 5-11 years old) with emotional, social and mental health difficulties. Some children may have attachment difficulties, autistic spectrum condition or attention deficit hyperactivity difficulties.

We are situated just outside Redditch in Worcestershire. The school is approximately 5 miles from the Birmingham boundary and is maintained by Birmingham Local Authority.

We follow the Birmingham Schools term dates and can support 80 pupils in the school day which includes 18 pupils in residency.

Residential placements can be up to 4 nights a week (hence pupils can stay 1, 2, 3 or 4 nights, dependent upon their needs). The vast majority stay 2 nights a week to develop social skills allow children to develop independence and care about their families. Residential children always go home at weekends and during school holidays.

Pupils have a wide variety of abilities from P Scales to Level 5, having learning difficulties linked to behaviour, rather than specific learning difficulties.

Pupils arrive from a variety of placements; mainstream, Pupil Referral Units or Special Schools and most have experienced part time education or have been out of school for long periods.
Philosophy
The school philosophy is based on the belief that the individual needs of the child are paramount and that all pupils are able to make progress. Children learn to respect each other and the people who help them through structured systems which are fair and consistent. We have a clear sense of what we want our children to achieve and work with them individually to get there.

Enjoyment, achievement and realistic challenge are all essential if our pupils are to be motivated to engage in their learning and experience success. We make great efforts to ensure the balance between curriculum coverage and practical learning linked to the acquisition of team working skills are achieved.

We believe strong positive relationships are essential to support our pupils to achieve their best. We promote a principle of everyone having the right to feel safe and encourage support and co-operation. We teach our children to ask for help and talk to us about the things that worry them.

All learning takes place within small groups, no bigger than 9 with up to 3 staff members. We regard praise for doing the right thing as the best way to encourage new behaviours and staff work hard to be specific when praising children’s efforts. We celebrate children’s success at all times and all together in a weekly assembly where children’s efforts are rewarded.

Aims:
The purpose of Skilts School is to
• re-engage primary age pupils, who have experienced considerable difficulty or have been permanently excluded from their mainstream school
• establish pre-learning and learning skills and acceptance of school routine in order for children to access their entitlement to education. We recognise that our pupils have often had a history of failure in school and are already demotivated to learn. Many children simply need a greater level of adult support for their emotional, social or mental health difficulties.
• to recognise and praise positive behaviour and celebrate success and achievement. It is our role within school to enable our pupils to learn and grow academically, socially and emotionally. When we get this right they begin to feel safe and confident enough to fulfil their potential.
• to ensure that all children become the best they can be.

Commitment:
The school believes that:
• everyone should be treated fairly, equitably and justly
• everyone should have their individual needs supported to promote their learning and their own personal development
• everyone should have their efforts and achievements recognised and celebrated
• everyone should have the right to teach and learn free from distraction and disruption
• everyone has the right to feel safe

Admission
All pupils are referred through the Birmingham LA Special Education Needs Assessment and Review (SENAR).

All pupils therefore have the support of a Statement of Special Educational Needs or, an Education Health and Care Plan (E.H.C.P).
If there is space available, the Headteacher or Deputy will review a request for a place at Skilts. Either the Deputy and/or the Parent Support Advisor will visit the child at school and/or at home to see the child in a familiar setting, gather or give further information.

This process is carried out over a period of time ensuring visits to the school by parents/carers and the pupil with the support of any outside agencies that are involved.

This ensures that before a pupil begins at Skilts, both parent/carers and pupil have full involvement of the placement process and have a clear understanding of Skilts and the expectations and opportunities on offer.

*The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. Ask the school office to let you see the scheme or provide you with a copy free of charge.*

**Premises**

Skilts was originally a family home for the Jaffrey family and the original building now houses 7 classrooms, four of which are on the First Floor along with specialist classrooms which include separate ICT suite, Cookery Room and Assembly Room. Separate offices for the Deputy and Assistant Heads, Head of Care, School Business Manager and Network Manager are also on the First Floor corridor.

On the Ground Floor there are three classrooms and Library. All classes have computers and interactive whiteboard facilities. Also on ground floor is the Parent Support Advisor’s office, staff room, meeting room, surgery, science stock room and main kitchen incorporating Domestic Bursar’s office.

An extension was added to the main school in the early 1970s.

This houses a further 3 classrooms, with additional room that incorporates a specialist self-contained area for the more younger, vulnerable pupils. This part of the building also houses the main administration offices, the Headteacher’s office, smaller meeting room and photocopier room.

There is a separate gymnasium together with a large playground and four acres of natural woodland which is used for Forest Schools. The playground is next to the main building so is easily accessible and is well used in the summer evenings for football, bike and go-kart riding and other games. The children are often taken for walks into the surrounding countryside to learn in a natural environment. The residential children have their own garden from September 2015 which is slowly being developed to incorporate vegetable planters and to develop explorative play.

A copse beyond the playing field used for Forest Schools is a fantastic environmental resource for our pupils for academic learning and personal enjoyment. School buildings and the original garden wall provide a secure area where we now keep chickens and a small allotment maintained with support by the children.

There is one residential and one day block where the school lunch meal is served.

All pupils eat in the same block in rotation. Younger pupils eat first while the older ones have their play time followed by the older children who eat second. In the residential block on the first floor, each House has two bathrooms, one sleeping-in room and 8 bedrooms. There are a variety of single and double size bedrooms, pupils who have their own bed but alternate the nights they stay use the double rooms. All pupils have a room to themselves. Areas originally designated for staff residence have been converted into offices, meeting rooms and extra sleeping-in rooms for staff on call.
The children use local facilities for swimming, educational visits and mountain biking during the school day. Swimming is also on the menu of activities which take place in the evenings along with walks, sports and use of local parks in the evening. Transport is via one of the three school minibuses.

All drivers have to pass a Birmingham Approved MIDAS driving assessment issued by the Driver Training Centre in Tyseley in order to take any passengers off-site.

Child Care

The approach is to provide a warm, caring structure which is emotionally secure, comforting and stimulating, but not over protective. We provide a climate in which a child can develop at a rate and potential according to their individual needs. Each residential pupil has an Individual Care Plan based on a Risk Assessment, which is used to measure progress. Care Plans are written with input from parents/carers. Daily logs are written each day to record and measure progress made, this process also enables early identification of concerns that can be addressed quickly.

The Residential team are a link with Home and other Outside Agencies that are involved with supporting our pupils. Each RSCW (Residential School Care Worker) is a member of a House Team, under the direction of the Senior RSCW of that House, two Houses are in each Block and a Team Leader is responsible for each block as well as the work in their own House. They will contact parents with support to attend reviews and return essential information to school i.e. Secondary Transfer, Reviews. Ethnic Origin, Medicals, new addresses and contact numbers.

Each House works toward the central aim of the School to enable our children to become the best they can be. The role of the Residential Team is to provide an environment that promotes the aim of healthy living and acceptable social development through constructive activities and safe areas to play.

The Residential Team also acts as the first link between School and our Nurse. Its role is to ensure that the medication policy and guidelines are strictly adhered to. Should children require it they pursue further avenues of support for our pupils.

The Residential Team administer prescribed medication to all pupils who need it during the school day. They encourage and support the pupils in their personal hygiene. They help children take care of themselves and their belongings. A majority of time is spent encouraging positive social and inter-personal skills.

Each residential house has a pay phone that is purely for use by pupils and parents. This is mostly used in the evenings and especially between 19.30 and 20.30 when pupils are having a quiet ‘settling down’ time before they go to bed. It can be a frustration for parents who phone outside this time as the pupils are very often out of the building and there is no one to answer the phone. The telephone system does allow for voicemails to be left in each House so staff can respond to any concerns.

Home/School Partnerships

Education is most effective when teachers and parents/carers work closely together to support the child in their development.

We hope that parents will support us by:
- Taking an active interest in your son’s work
- Checking that your son is wearing full and appropriate uniform
- Encouraging reading both for pleasure and for information
- Reading regular Newsletters from school
• Contacting the school regarding unavoidable absences
• Keep telephone numbers up-to-date
• Maintain regular contact with staff in school

Parent Support Advisor
We have a Parent Support Advisor in our school to work with our pupils, parents/carers and related professionals. The parent support advisor’s role is to act as the advocate for parents within the school at all times.

Tracy Handley is employed to help you with any problems you may have which are either school related or personal. She has a wide network of specialist organisations and support services that can be accessed should the need arise. Tracy can be contacted through the school office on 01527 853851 Monday to Friday between the hours of 8.30 a.m. and 4.30 p.m. or work mobile between 4.30 p.m and 5.30 p.m. 07590929435. The telephone system also allows for voicemail to be left so she will respond to all messages left.

Curriculum Aims
At Skilts we aim to offer a curriculum which extends and interests the children. The curriculum aims to prepare them for transition to secondary school and ultimately for foreseeable demands of the future.

We aim to develop the knowledge, skills and values necessary to allow every individual to realise his potential and to be the best he can be.

To this end our curriculum aims to include:
• A themed curriculum—for foundation subjects to create variety
• Agreed assessment, marking and monitoring procedures—to provide consistency and identify achievement
• Promotion of equal opportunities for all
• Development of citizenship
• Personal and social developments with emphasis on responsible attitudes

For each child ...
• To promote self-confidence and the ability to question
• The acquisition of a broad and balanced range of skills and knowledge
• The active participation in sport, creative activities and extra curricular provision
• A clear understanding of acceptable behaviour and moral attitudes both at school and in society
• To encourage a belief in life long learning

Teaching and Curriculum
All pupils have access to the whole range of National Curriculum subjects. These are provided in a modified mainstream basis with support as appropriate to the individual needs of pupils.

The ethos of the school is that learning experiences are presented in such a way as to allow pupils to enjoy their learning and to succeed; to raise self-esteem and to build their confidence, through a knowledge of achievement and progress.

The children’s learning is subject to continuous assessment and the school will respond to those who need extra support especially in Literacy, which is seen as an essential skill for life. Pupil progress is re-
garded as essential and challenging targets are set each year for all our pupils. The emphasis is placed on the development of basic skills in English and Mathematics. To support Literacy the school introduced an intervention package. Read Write Incorporated in January 2009 across the whole school. This has made a significant impact on the progress pupils achieve in Literacy. Religious education is provided in accordance with the Authority's 'Agreed Syllabus'.

The school has 10 class groups. The average number in each group is 8 pupils, although this may vary according to the nature of the pupil population at any one time. All classes have at least one Teaching Assistant and usually two. Children are allocated to classes on an age/ability/need basis, we do try to keep to year groups but this is not always possible or in the best interests of all pupils. Groups are not necessarily static and children can move classes when it is in their interest to do so although we endeavour to work through issues and avoid this instability. Pupils can arrive at any stage of their primary education and often during years 5 and 6. This is not ideal as they spend a relatively short time with us. We would much rather receive children from a younger age to be able to work with them and their families to secure long term improvements in educational outcomes. Our aim is to enable children to go back into the mainstream educational system at some point.

**Monitoring Progress**

Assessment of an individual’s progress provides feedback on achievements and enables targets for improvement to be set. These targets will be monitored and revised at regular intervals.

A variety of assessment techniques will be used, but all have a common purpose, namely to build up a picture of a child’s achievements in order to carry him forward in his learning. It should identify what a child can do, make him aware of his achievements, encourage him to set new targets and promote his self-esteem.

It should assist staff in their forward planning, particularly in the short term where modification of what is taught next is required as a result of previous assessments, and in the long term for planning suitable programmes of study and allocation of sets where appropriate. The aims of assessment can be summarised as follows:

- To monitor the progress of all children, identifying strengths and weaknesses
- To ensure that all children develop socially as well as academically
- To provide teachers with a basis for planning the next steps in pupils learning
- To provide opportunities for a pupil to evaluate and reflect on their own progress at school
- To provide information about achievements and progress of pupils to pupils, parents, teachers including Class Teachers, the Governing Body, LA and the wider community
- To provide an evidence base on which teachers summary assessments are made at the end of Key Stage 1 and Key Stage 2
- To ensure appropriate setting and a smooth transfer to appropriate secondary school
- To satisfy statutory requirements

**Religious Education and Collective Worship**

The school has no affiliations to any religious denomination. The curriculum follows the guidelines of the Birmingham Agreed Syllabus and is imaginatively included into theme planning.

Parents/carers have the right to withdraw their children from Religious Education and Collective Worship.
**Sex Education**
The school’s Personal, Social, Health and Education (P.H.S.E.) program aims to promote pupil’s self-esteem and provide pupils with knowledge, skills and attitudes to conduct caring relationships with others. The school’s policy document, which forms part of our Healthy Schools Initiative, is available to parents/carers on request.

All subject matter covered is within the National Curriculum and is in line with their ages and stages of development.

**Child Protection**
The law is very clear in its expectations of adults in their work with children. Non-accidental injury or confidential disclosures must be referred for due process under the school’s child protection policy and procedures.

Child Protection is a sensitive issue and to ensure that misunderstandings do not occur parents/carers are asked to let school know if pupils hurt themselves at home. Likewise school will always contact home if a child has an injury in school.

The Head of Care, Tony Pridding, and Team Leader Otter/Seal, Ann Hewitt, are the Designated Senior Persons responsible for Child Protection and should be informed immediately of any Child Protection incidents. In their absence, reports go to the Head Teacher. All staff issues should be reported immediately to the Headteacher.

A copy of the Child Protection procedure is available for viewing, on request at the school.

**Pastoral Care and Discipline**
The monitoring and fostering of good discipline is an integral part of the pastoral care programme and is the responsibility of all staff. The philosophy of the school is to use a system of praise and appropriate rewards to reinforce positive self-discipline and social behaviour by the pupils.

Positive efforts and desirable social behaviour, is recognised, highlighted and rewarded immediately with praise. ‘Good work’ can be taken to show the Deputy Head or Head Teacher or a teacher of the child’s choice near the end of the lesson.

Pupils are reminded that in every event they have a fresh start after each incident, morning evening, day or week. The emphasis is to make sure that the option to make a good choice about their behaviour is always discussed and allowed. It is important children recognise and accept the impact of their own behaviour to avoid repetition of negative choices.

Undesirable and negative behaviour is managed at the point of incidence. If the matter is too serious for this, there is a hierarchy through which the problem can be resolved. At each level, the pupil has the opportunity to reflect and make positive changes to his response before the matter becomes more serious. This also gives pupils the maximum number of opportunities to consider their options and the staff maximum opportunities to help the pupil reflect on the more positive choices they could make. To facilitate this a variety of consequences are used, having pupils back to finish work, spending break times in a supervised room and in the event of extremely disruptive and dangerous behaviour the removal from class to work in an alternative area under closer supervision. We may,
with parental permission, keep a child late at school if we feel it necessary to follow up on an incident or series of refusals within a day. We would always make sure the child is returned home safely. Physical intervention for the protection of the child, others or property, will always be used as a last resort to keep children safe. All staff follow training and guidelines of the “Team Teach” code of practice. The therapeutic physical control taught through this system has the full support of the LA and requires two full days training with an annual refresher; its emphasis is on de-escalation, reflection opportunities to make positive choices and use of minimum contact to ensure avoiding damage and/or personal injury. Nationally recognised trainers train all staff; we have five fully qualified Team Teach Instructors on our staff. We are accountable for recording all incidents, in writing, clearly indicating what happened, how long any caring control lasted for and the outcomes of the intervention.

Very rarely do we have children for whom our approach is ineffective and the children’s actions pose a real and significant threat of harm to others. In these rare circumstances we have occasionally had to find alternative provision or permanently exclude.

The school follows the LA’s discipline policy, which requires that pupils should regulate their own conduct through self-discipline. Where self-discipline is finally found to be inadequate, a variety of sanctions may be imposed for misconduct. Corporal punishment is not permitted under any circumstances.

**Behaviour Policy**

**General Principles**

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. We believe that fostering the development of the skills of self-management, cooperation, respect for self and others and tolerance are an important part of the work of the school.

**Roles and Responsibilities**

This Policy is based upon current best practice and has been produced as a result of discussions between Governors, staff, pupils and parents and it is our aim to keep it and the procedures it gives rise to under regular review.

At the heart of the Policy is the belief that all young people have the right to go about their school day without their learning being hindered, and that all staff have a very active part to play in this by creating and maintaining a caring and safe learning environment. The key principle is that everyone has the right to feel safe at all times.

All staff have collective responsibility for:

- Promoting good behaviour and discipline in all areas of the school and within all activities to maximise opportunities to feel safe
- Promoting self-esteem, self-discipline, proper regard to authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Applying consistency of response to both positive and negative behaviour
- Encouraging a positive relationship with parents, and promoting an active partnership with them
All staff have more than one function and the common thread through both the pastoral and academic functions is the collective responsibility for reinforcing good behaviour and challenging unacceptable behaviour.

**Positive Reward Schemes**
At the end of each week the whole school gathers to recognise and reward good achievements throughout that week.

Each House presents a certificate for their “Star of the Week” and gives a reason for their selection. The Headteacher presents each “Star of the Week” for each class and Literacy group follows this. The emphasis for this award is to highlight pupils who have shown endeavour or a special quality that week.

Pupils have the opportunities to gain 5 points three times during the school day. These are for specific behaviours that promote safety and learning:

1. I have been in the right place at the right time
2. I have shown I can work cooperatively and follow instructions
3. I have allowed myself and others to learn
4. I have shown my behaviour can keep myself and others safe
5. I have been respectful to people and property by making positive choices

Each week the class spends specific time on Friday morning emphasising achievement and setting targets for the next week. The top achievers of the week gain a Bronze, Silver or Gold sticker to wear for the rest of the day so everyone can recognise their achievement.

Children with 100% attendance from Thursday to Thursday are selected in a random selection process for a prize.

Classes and Houses have systems which encourage positive behaviour based on gaining points, privileges and rewards. Conversely there are systems that acknowledge inappropriate behaviours with sanctions and encourage children to take responsibility for their behaviour and to “put things right”.

**Complaints**
Should there be a cause for complaint, the initial issue can be raised with any staff member who will try to deal with the concern. If the concern becomes a complaint this should involve the Headteacher. All grievances will be investigated and hopefully resolved. It is often the case that situations are not as serious as they may first appear. If you are not satisfied with the outcome of the Headteacher’s investigation and conclusions, you may wish to approach a Governor. Governors can be contacted confidentially in writing via the school office. All Governors and the Headteacher will be pleased to answer any questions you may have. Do feel free to approach the school at any time if you have concerns.

The complaints procedure has been developed to provide for instances when the normal support processes have failed to solve a particular issue. The ethos of Skilts School is based on positive relationships between all adults and all pupils and must have a basis of trust. Complaints are, therefore, taken seriously and the procedure is open to all so that they feel happy in work and therefore have a better opportunity to achieve and progress.
Records are kept of complaints and the procedure must have an agreed outcome. The school nurse, independent visitor and the Commission for Social Care Inspection also support the process. The complaints process is monitored by the Headteacher.

A copy of the Complaints Procedure is available to view at the school on request.

Bullying
Unfortunately “bullying” exists in all walks of society: in homes, in work, in school. At Skilts bullying in its many forms is never acceptable and will always be challenged. We feel strongly that bullying should never be ignored or covered up. Parents as well as pupils have a part to play in minimising bullying. It can have a profound effect on some children.

Pupils are encouraged to talk about bullying issues to other pupils, to parents, to teachers. Bullying is always acted upon at Skilts. When the facts are ascertained, school will take the appropriate action through the school system of sanctions. Experience has shown us that by facing the problems and working together, we can beat the bully. We have discovered through talking and completing annual questionnaires with the pupils that understanding the concept of bullying helps in our work to tackle it.

Home, School and Community
The school serves a very wide community, drawing its pupils from the whole of Birmingham. Pupils occasionally attend from other neighbouring authorities. We have to work to recognise the deficits as well as the benefits of our location.

Skilts is concerned with the development and growth of the whole child, as well as with their academic learning within the school. It is essential for the staff to work as closely with the children’s parents as possible. The school community, together with parents, carers, friends and family, form the child’s world. That world needs to have good communication and basic stability if the child is to progress.

All staff have a responsibility for initiating and maintaining contact with the parents of the children in their care. This is usually through telephone contact, written reports or cards, the Annual Review of Educational Statement and any additional meetings that can be arranged. Parents/Carers are encouraged to keep contact with the pupils through the independent phones available in each residential block. Skilts tries to encourage contact with families and will endeavour to accommodate family contact.

Pupils’ family members/social workers are encouraged to come to the school whenever they wish to do so. The Residential Team pay occasional visits to parents in their own homes. We have developed the role of Parent Support Advisor by using a post within the Care Team. The role is specifically around supporting the families of pupils attending Skilts in communications, involvement of outside agencies, identifying holiday programmes and parenting skills.

Pupils are transported from Home to Skilts by taxi or minibus; these are commercially based companies who have contracts with the Birmingham LA Transport Department. Each taxi/minibus has a driver and a Guide to supervise and support the pupils through the journey; all Guides are employed through the LA. The Guides are valued members of staff and also act as an important link between Skilts and the parents/carers of our pupils.
Charging Policy

1. No charge is made for activities within the school day, although contributions may be asked for when children are involved in activities or visits offsite.

2. No child will be excluded because a parent is unable to contribute.

3. Activities taking place outside of school hours may actually require financial help from parents/carers. This may include situations where pupils require ‘pocket money’ for personal spending e.g. residential trips. In that case the amount will be reasonable and affordable.

4. No charge will be levied for examination entries.

5. No charge will be levied in respect of books, materials, equipment, instruments or incidental transport provided in connection with the National Curriculum, statutory religious education or in the preparation for examinations.

6. Payment will be sought for damage to or loss of school property caused wilfully or negligently by their child.

7. The Headteacher will have discretion to determine any individual case arising from the implementation of the Policy.

8. Parents/Carers are encouraged in their support for the School Fund and for fund raising activities organised by the school on behalf of other associations ie for Charity Days.

Food provided in School

The school has achieved the Healthy Schools Standard and welfare provision is inspected on an annual basis by the Commission of Care Standards. In all inspections the school has been complimented on the variety and standard of food provided. There are Government guidelines that make it a duty for schools to provide a well balanced diet, which has been common practice at Skilts for many years. If on the rare occasion that parents wish to send a packed lunch into school this must also follow the Government Guidelines, further information is available from the school office upon request.

Keeping Parents Informed

Regular newsletters are sent home to keep parents informed of developments in school. The school website is an excellent source of information regarding the school and its statutory duties.

There are opportunities following the Christmas Fayre and Sports Day, to meet your son’s teacher to discuss progress and our themed curriculum. Parents/carers are invited to an Annual Review of Statement or EHCP and will get an annual report in the summer term.

Inspire workshops are organised at regular intervals to allow parents the opportunity to come into school and work alongside their children.

Telephone communication is our main source of keeping parents/carers informed, so please ensure the school office has correct contact details. If you prefer email or texting then please let us know.

Uniform

A school uniform creates a sense of belonging, discipline and order. All pupils at Skilts are required to wear the recognised uniform. The uniform is comfortable, practical and cost effective.

The Skilts School comprises navy blue v-neck logo sweatshirt and pale blue polo shirt, together with black trousers and black school shoes.

We are now bringing the school uniform back in school. To order simply call 01527 853851 EXT 206 and a member of the domestic team will be happy to help. We will visit your child in class and kit him out with the best fit jumper. Any extras you have ordered will be sent home with the taxi guide. If you are a new parent we will approach you when we see you in school or call you to ensure your son has his jumper in time.
There are two products available for purchase.

**Sweatshirts Crew Neck including embroidered school logo**

Size 24” – 30” - £8.50

Size 32” – 34” - £9.00

**R207J Waterproof Jacket including embroidered school logo**

XS – 2XL - £15.95


We hold a certain amount of stock so most of the time will be able to provide your son with the jumper he needs straight away. If not our supplier should be able to deliver within the week. Coats will be ordered with the manufacturer once you have ordered it so there will be a short wait. There will not be a stock of coats kept in school.

**Handy tips for school uniforms**

They are supplied in chest sizes not by age – see below for guidance on measuring

DO NOT use fabric conditioner as it breaks down the fibres in the jumper and will cause it to loose shape and shrink

DO NOT iron the cuffs or waist elastic as the heat of the iron causes damage to the fibres.

To avoid jumpers getting lost make sure your son’s name is clearly marked on the label.

**Measuring guide**

To ensure the correct size is ordered measure your son over a t-shirt only (not bear chest or over a coat/jumper)

Use a measuring tape and measure around your son’s body just under his rib cage. Remember to allow room for your son to grow – it is best to buy a jumper he is going to grow into and not one that only just fits!

**All orders – 01527 853851 ext 206**

**Pale blue polo shirts can be purchased from any high street store.**

Swimwear and PE kits are provided but we do ask for a donation of £10 per term to help with the cost of laundering and supplying these.

Parents and carers are asked to provide black trousers (not jogging bottoms) and black footwear with no alternative colour at all.

Our aim is to keep rules and restrictions to the minimum while maintaining a smart appearance and we appreciate co-operation with this.

All clothing should be clearly named, to support staff returning discarded property back to its owner.
Pierced ears are not encouraged and those pupils who already have their ears pierced, should wear plain, inconspicuous studs or small sleepers. Any other form of body piercing is not permitted in school. No other jewellery, with the exception of a watch, should be worn.

**Attendance**

Achievement goes hand in hand with regular attendance. Parents/carers are asked to ensure regular attendance and to inform school, in writing and in advance if possible, of any expected absences.

The importance of maximum attendance is highlighted at our weekly assembly and at the end of each term. All pupils should aim for 95% attendance or better. That is no more than 8 full days of school missed per year.

**School Council**

The School Council is an essential group that has changed and improved provision at Skilts School.

It comprises the Deputy Head teacher, representative from domestic and Residential team and eight children. One child is elected, together with a substitute from each of the eight older classes. Representatives are chosen by the teachers based upon reliability, honesty, communication skills teamwork. The Council meets each half term, has its’ own budget to spend and makes decisions regarding child welfare in the school. Some examples of change implemented by the Council are, change in morning breaks routine and staffing, new school logo and change to school uniform, use of water bottles during the school day and night, school sanctions.

**Governors**

School Governors are people who wish to make a positive contribution to children’s education. They challenge the work of the school to improve provision and are committed to ensure that the children are at the centre of all decisions made.

The Governing Body consists of people from the school’s community. Every school’s governing body has parents, school staff and representatives from the Local Education Authority.

Governors take responsibility for all the learning opportunities that pupils experience. These include spiritual, moral, social and cultural development. The Governors must also monitor the curriculum policies for the school which take account of the Local Authority’s policy, the National Curriculum current educational thinking. Governors keep abreast of national and local initiatives and make any adjustments to policy to ensure that the school prepares children for the world they will live in as adults in the 21st century.

The Governing Body for Skilts School comprises as follows:

- Mrs. L. Burgess  Co-Opted, Chair of Governors
- Ms P McMeeking  Co-Opted, Local Authority Governor - Vice Chair & Safeguarding
- Mr G Walmsley  Acting Headteacher, Staff Governor
- Mrs. K Fazeys  Teacher/Staff Governor
- Mr. T. Pridding  Head of Care PRSW, Staff Governor
- Mrs. Marion Layton  Co-Opted Governor—Chair of Finance
- Mr Paul Frost  Parent Governor
- Vacant  Co-Opted Governor
- Ms T Brown  Associate Member
- Mrs. H Porter  Clerk
DOMESTIC STAFF
Ray Green     Catering & Domestic Manager
Margaret Bishop    Cook
Sue Powell     Cook
Linda Harridence    General Assistant p/t
Maxine Johnston    General Assistant p/t
Tracy Portlock    General Assistant p/t
Cindy Robinson    General Assistant p/t
Michelle Robinson-Blore    General Assistant p/t
Bronwen Seaton    General Assistant p/t
Susan Terry     General Assistant p/t
Evelyn Faraday    General Assistant p/t

BSM
Nathan Gauntlett
Timing of the School Day

08.45  School staff meeting in Staff Room
09.00  Children arrive in school and go straight to class

09.15  Pupils in class for registration and ‘Nurture Breakfast’ opportunity
09.20–10.40  Whole school Literacy
10.40–11.00  Morning break - Lower School. Mental Maths—Upper School
11.00–12.30  Years 1 – 4 Lessons Numeracy

11.00–11.20  Morning break - Upper School
11.20–11.50  Years 5 & 6 Numeracy
11.50–12.30  Lessons (Tuesday, Thursday & Friday))
12.10–12.30  Whole school Assembly (Monday)

12.30–13.00  Year 1—4 Lunch  Year 5—6 play
13.00–13.30  Year 1—4 Play Year 5—6 Lunch
13.30–15.15  Lessons
15.30  Taxis to have departed

Friday
13.30–14.00  PSHE
10.00–10.30  The whole school gathers to celebrate the achievements of all the pupils. This is an integral part of the moral, social, cultural and spiritual development of all pupils
14.30  Taxis to have departed

Timing of the Residential Day

07.30  Staff on duty
08.00  Pupils get up, wash and dress for the school day
08.30  Breakfast
09.00  Taxis arrive with pupils who have been home on the previous evening

09.00  Pupils arrive in school.
12.30–13.30  Lunch with RSWs, SSAs and some of the teachers.
15.15  Pupils arrive in houses from school, change for evening
16.00  Tea for residents
16.30–19.00  Evening Activities

19.00–20.30  Supper/ Showers/ Ready for bed
20.30  Bedtime: Monday, Tuesday, Wednesday, Thursday

Visiting Specialists

Attached Educational Psychologist  Approx. 6 hours per half term
Other Educational Psychologists  Varied according to children's needs
School Medical Officer  Every third Wednesday of the month
Nursing Staff  Two days per week
Psychiatrist  Varied according to children's needs & Consultant
Social Workers  Varied according to children's needs
Speech and Language Specialist  2.5 days per week
Wellbeing Practitioner  1 day per week
Contact Information

The School Address is: Skilts School
Gorcott Hill
Redditch
Worcestershire
B98 9ET

The School is: A Community Special School
Maintained by Birmingham L.E.A.

The Telephone Number is: 01527 853851

The numbers for residential houses are:
Seal House: 01527 853851 Option 3
Otter House: 01527 853851 Option 4

The Fax number is: 01527 857949

The School Web Site is: www.skilts.bham.sch.uk

Email address is: enquiry@skilts.bham.uk

The Head Teacher is: Mr D A Crompton

The Deputy Head Teacher is: Mr G Walmsley

The Head of Care is: Mr T Pridding

Parent Support Advisor: Miss T Handley
07590 929435

The Office Manager is: Mrs M Elder

The Finance Manager is: Mrs L Lacey

Designated Safeguarding Person: Mr T Pridding
## Attendance 2015-16

<table>
<thead>
<tr>
<th>Class Year</th>
<th>No. of Students over the year</th>
<th>% Unauthorised Absence</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>3.46</td>
<td>92.21</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>2.36</td>
<td>94.31</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>1.61</td>
<td>94.86</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>1.38</td>
<td>95.72</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
<td>4.16</td>
<td>91.28</td>
</tr>
<tr>
<td>6</td>
<td>23</td>
<td>2.29</td>
<td>96.03</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>2.54%</td>
<td>94.07</td>
</tr>
</tbody>
</table>

## National Curriculum Assessment for 11 year olds - 2015-2016

**Key Stage 2, Year 6**  
Total number of pupils – 23

### Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Abs %</th>
<th>B</th>
<th>NS</th>
<th>LA C</th>
<th>SAL 0</th>
<th>SAL 1</th>
<th>SAL 2</th>
<th>SAL 3</th>
<th>SAL 4</th>
<th>SAL 5</th>
<th>SAL 6</th>
<th>SAL 7</th>
<th>Abs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SATS Reading</td>
<td>%</td>
<td>4%</td>
<td>92%</td>
<td>0%</td>
<td>61%</td>
<td>9%</td>
<td>14%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>SATS SPaG</td>
<td>4%</td>
<td>8%</td>
<td>88%</td>
<td>0%</td>
<td>31%</td>
<td>17%</td>
<td>30%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>SATS Maths</td>
<td>8%</td>
<td>0%</td>
<td>92%</td>
<td>0%</td>
<td>53%</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>ASSESSMENT POSITION</td>
<td>POINTS ALLOCATED</td>
<td>DESCRIPTORS</td>
<td>LEVEL</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>GREATER_DEPTH</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A pupil will be deemed to be working at ‘Great Depth’ when the pupil demonstrates greater proficiency and understanding of the national curriculum</td>
<td>7</td>
<td>A few pupils will be judged at Point 7. These will be pupils who are exceptionally confident in handling the statements and show exceptional ability for their age. These will be carefully moderated.</td>
<td>MASTERING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEETING (the expected standard)</th>
<th>6</th>
<th>The pupil is confident at meeting the statements and works at a rapid rate. They are beginning to show this in greater depth across the KPIs.</th>
<th>MEETING NATIONAL EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>At this stage a pupil will rarely make mistakes and is very confident at meeting the statements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>It is accepted that a pupil might make the occasional error if they are at this stage, but the teacher needs to be satisfied that they understand the concepts fully</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEVELOPING</th>
<th>3</th>
<th>If they meet more than 75% of the statements but not all the bold, underlined statements</th>
<th>TOWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>If they meet between 50% and 75% of the statements then they will be described as:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>If they are not meeting 50% of the expectations they will be described as: developing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| BEGINNING Not accessing the expected standard (may need to fill gaps) | 0 | If they are not meeting 25% of the expectations they will be described as Beginning the expectations | STARTING |

### PROPOSED PROGRESS MEASURE

<table>
<thead>
<tr>
<th>INADEQUATE</th>
<th>BELOW</th>
<th>EXPECTED</th>
<th>Better than expected</th>
<th>OUTSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 2pts</td>
<td>3pts</td>
<td>4pts</td>
<td>5pts</td>
<td>6pts+</td>
</tr>
</tbody>
</table>

**Example:** Expected Progress: Middle Emerging (2) to High Expected (6), 4pts.
Skilts School SEVEN Steps to Success

I'm BEGINNING new objectives

I'm DEVELOPING a better understanding

I've DEVELOPED and understand some of my objectives

I'm still DEVELOPING, but it's getting easier

I'm MEETING more some of my objectives

I've MEETING most my objectives

I've now MASTERED my objectives
Visiting School
Skilts is like most places in the country now – difficult to get to without a car. We are able to pick up parents who travel by bus to the Maypole and return them. It is also the same for anyone who arrives at Redditch train station using the cross city line through Birmingham. This service is always available for medicals and other essential visits, or when parents feel they need to talk things over with us.

Directions to Skilts by road:
From Birmingham and the North
- Get to Junction 3 of the M42 via: M5 (jct 4A) onto M42 or M6 (jct 4A) onto M42 or from the City the A435 Alcester Road.
- At Junction 3 of M42 take the A435 dual carriageway to Redditch
- After approximately 3 miles you pass a ‘Welcome to Warwickshire’ sign immediately after there is a green sign left to Ullenhall in half a mile.
- You pass three turnings to the left before you see another green sign left to Ullenhall. Take this exit off the dual carriageway.
- At the top of the slip road go straight across, signposted Gorcott Hill.
- Approximately 300 yards on the left is the entrance to Skilts and this is indicated by a large Skilts School sign.
- The drive is 0.5 miles long and contains speed ramps
- The School car park is on the right at the top of the drive and again is sighposted
- Reception is in the Conservatory area at the front of the School on the right hand side of the car park.

From the South
- Take the A46 from Evesham or Stratford and join the A435 just north of Alcester
- Continue along the A435 until it becomes a dual carriageway and starts to incline. Looking ahead you will see a road bridge crossing the A435 at the top of the incline.
- Immediately under the road bridge is the exit for Ullenhall, follow the road over the dual carriageway. The first turning on the right after the bridge is signposted Gorcott Hill.
- Follow the instructions above from point 6.

From Redditch
- Take signs for the A435 following the A4023 (Coventry Highway) or the A4189 (Warwick Highway).
- On reaching the A435 turn left following signs for Birmingham.
- Follow the instructions above from point 2

DISCLAIMER

The information supplied in this document is in accordance with information at present available to the School and Authority and is believed to be correct at the date of printing, but its accuracy is not guaranteed. In particular nothing contained herein prejudices the right of the Governors, Education Committee or any of its sub-committee or the Head of the School to make any decision relating to the School as they see fit, without regard to whether this will affect the accuracy of any matter contained in this publication. Further, neither the Governors, LEA nor the School, nor any of their members of staff are legally responsible for any erroneous information contained in this document.