The Pines School
Prospectus
2019

The Pines School
Marsh Hill
Erdington
Birmingham B23 7EY

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www.thepinesspecialschool.com

Head Teacher: Miss E. Pearce
Chair of Governors: Ms Natasha Harris

Maintained Foundation School part of Birmingham Special Schools
Cooperative Trust
Dear Parent/Carer,

Welcome and thank you for your interest in our school.

The Pines is an amazing school that works with young people across Birmingham who have a diagnosis of ASC.

All of our students and staff are very proud of our school and the achievement and success of our pupils and the ethos that is in place throughout our school.

We are at the start of a very exciting journey to becoming an all age ASC specialist school. We currently have pupils from the age of 3 to 13 (nursery to Year 8) and we will continue to grow year on year. Currently we have 169 pupils on roll.

This prospectus will serve as an introduction to our school. It does not present the total picture as this can only be gained by experiencing "The Pines"

If there is anything else you would like to know please either have a look at our website: www.thepinesspecialschool.com or call school on 0121 464 6136.

Yours sincerely,

Emma Pearce
Head Teacher.

This prospectus has been reviewed and updated with consideration given to the principles and ethos outlined in the UN convention for the Rights of the Child. We are proud to be a Rights Respecting School.
Our vision is to create a safe and happy environment for our children to develop life-long communication skills to become a valued member of modern day society.

**Protect**  
*We endeavour to create an atmosphere where our pupils feel safe.*

**Inspire**  
*We inspire our children to be the best they can.*

**Nurture**  
*We nurture our children’s individuality.*

**Embrace**  
*We celebrate our differences and give everyone a chance Everyone is precious and included in our school.*

**Succeed**  
*We celebrate all achievements, no matter how big or small!*
**THE PINES SCHOOL GOVERNORS STATEMENT**

The Pines School is a special school educating pupils with communication disorders, on the autism spectrum. We value all children’s experiences and aim to build positively upon these. This is the starting point from which to build the foundations of future learning, and the curriculum then takes the child forward. We are really proud of our school and the achievements that the pupil make during their time with us. Pupils are happy in school and this is reflected when we speak to pupils during visits and meet parents at social events.

**GOVERNING BODY**

Under the school's Articles of Government the Governing Body has the responsibility for its general direction. The Head Teacher is responsible to the Governors for the conduct and curriculum of the school. If there are any matters that parents/carers wish the Governing Body to pursue they may raise the matter with any member, but particularly with the parent/carer representatives.

**GOVERNORS**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Chair (Foundation Governor)</td>
<td>Miss N Harris</td>
</tr>
<tr>
<td>Vice-Chair (Foundation Governor)</td>
<td>Mr J Killen</td>
</tr>
<tr>
<td>Local Authority Governor</td>
<td>Vacancy</td>
</tr>
<tr>
<td>Parent Governor</td>
<td>Mrs R Broderick</td>
</tr>
<tr>
<td>Parent Governor</td>
<td>Mrs T O’Brien</td>
</tr>
<tr>
<td>Co-opted Governor</td>
<td>Mrs J Boghal</td>
</tr>
<tr>
<td>Co-opted Governor</td>
<td>Mrs C McCormick</td>
</tr>
<tr>
<td>Co-opted Governor</td>
<td>Miss M Wort</td>
</tr>
<tr>
<td>Co-opted Governor</td>
<td>Vacancy</td>
</tr>
<tr>
<td>Staff Governor</td>
<td>Mrs S Lucas</td>
</tr>
<tr>
<td>Head Teacher</td>
<td>Miss E Pearce</td>
</tr>
<tr>
<td>Clerk</td>
<td>Provided by SIPS</td>
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STAFF AT THE PINES

**Headteacher**: Miss E Pearce (DSL)
**Deputy Headteacher**: Mrs C. McCormick (DSL)
**Assistant Headteacher**: Mr A. Lawrence (DSL)

**Senior Teachers**
Mrs P Campbell (DSL) Mrs S Lucas,
Mrs C Barrett Mrs R Gathercole (DSL)

**Teachers**
Mrs S Long Miss A Hughes Miss B Plant
Mrs Y Stubbs Miss R Francis Mr T Lillicrapp
Mrs G Campbell Mrs P Dabhi Miss R McGuinness
Miss M Rudd Mrs Z Rasool Mrs J Wood
Mrs R Beddowes Miss S Berryman Ms K Chatfield

**Teaching Assistants**
Mrs C Bradburn Ms A Stark Mr B Campbell
Miss J Jennings Mrs C Legg Mrs N Bi
Mr M Mallen Mrs A Matthews Mrs L Rodgers
Mrs W Millman Mrs C Pountain Miss M Ahmed
Mrs J Allsop Mrs H Sheridan Miss S Joyce
Mrs L Clarke Mrs M Lord Mrs A Hussain
Mrs A Fleming Mrs M Howarth Ms G Powers
Mrs J Howis Miss C Billingsley Mrs F Bashir
Miss K Edwards Mrs S Afzal Mrs S Akhtar
Miss M Finn Mrs B Egan Miss H Indge
Miss S Malida Mrs L Fitchew Miss S Blydon
Miss J Cribbett Mrs R Gardiner Mr S Bradshaw
Miss G Peverelle Mrs D Eccleston Miss E Beddowes
Miss L Coles Miss E Toliday Mrs A Kauser
Mr J Kumar Mrs C Greaves Miss C Robbins
Miss F Robotham

**Office Manager**: Miss H. Kaur
**Finance Assistant**: Mrs P Bains
**Clerical Assistant**: Mrs S Sneee Mrs M Webb
**Network Manager**: Mr M Shahdab
**Site Manager**: Mr G Fenton

**Lunchtime supervisors**
Mrs A Poulton Mrs M Kennedy Mrs L Morgan
Mrs M Webb Mrs M Bibi Mrs S Ino Jones
Mrs N Khatoon Mrs N Ali

The school also benefits from the services of a number of Children’s Bus Guides who are employed by Birmingham City council.
### OUR SCHOOL DAY – Primary School

8:50 – 9:00  |  Morning break
9:00 - 9.15  |  Social and communication skills - Breakfast
9.20 - 9.25  |  Registration
9.30 - 10.30 |  Numeracy / Literacy
10.30 – 10:45|  Collective worship
10.45 – 11:00|  Break time
11:00 - 12.00|  Literacy / Numeracy
12.00 - 12.55|  Lunchtime
1.00 - 2.55  |  Foundation and creative curriculum
3.00         |  School closes

### OUR SCHOOL DAY – Secondary School

8:50 – 9:00  |  Registration
9.00 – 9:45  |  Lesson 1
9:45 – 10:30 |  Lesson 2
10.50 – 11:10|  Social skills / snack / break
11:10 – 12:00|  Lesson 3
12.00 - 12:15|  Reading for enjoyment / Maths focus  
12:15 - 1:10  |  Lunch break
1:10 – 1:15  |  Registration
1:15 – 2:00  |  Lesson 4
2:00 – 2:50  |  Lesson 5
3.00         |  School closes

Pupil hours are from 8.50 am to 3.00 pm. Teaching commences the moment the pupil enters school. All pupils’ experiences are potential structured learning situations and may be related to Individual Learner Targets.

We give due attention to the positive way in which specialist support can enhance learning for our pupils and accept that this may happen during teaching time, for example speech therapy, music therapy or physiotherapy. Such therapies are very important and contribute to the well-being of the child.

### ADMISSION TO THE PINES SCHOOL

All placements are in accordance with 1996 Education Act, Local Authority and the Special Educational Needs Code of Practice 2015.

Before children are considered for admission to The Pines School an Educational Psychologist, a School Medical Officer and often a teacher will have assessed them as part of the process of preparing an Education, Health and Care Plan (EHCP)

Some children may transfer from nurseries, other special schools or mainstream schools.
We are happy to meet parents and carers whose children are in the early stages of statutory assessment so that they can see for themselves the special educational facilities and opportunities we provide. We are sure this will help to remove any concerns parents may have about securing or accepting a special school placement for their child.

When parents have visited the school they are able to understand what is special about our school, and view the provision and placement as a positive choice, in a setting that will provide relevant and appropriate help by qualified and experienced staff. The provision offered by our school is very highly regarded by professionals beyond school and parents and carers of our current and past pupils.

TRANSPORT TO SCHOOL
When children attend The Pines School and are eligible for home/school transport they have an escort/guide who travels with them to and from school. Escorts collect the children from their home and return them in the evenings usually in a taxi or minibus. It is the responsibility of parents to arrange for a responsible adult to escort their child to and from the vehicle. Children who live close to the school often walk and are accompanied by their parent/carer. Transport is not organised or managed by the school directly, but by Travel Assist.

SCHOOL ORGANISATION
The school currently has capacity for 16 pupil places and is divided into 15 classes comprising of two classes per year group and 1 class for nursery age pupils.

We are very lucky to have a purpose built school that has specialised facilities, such as a separate dining hall, a PE room, several food technology rooms and a new state of the art sensory studio. The pupils also benefit from allocated spaces for Speech and Language therapy and Music therapy.

From September 2017 the school will start to develop a secondary department beginning with a class of 13 pupils in year 7, these pupils will access specialist rooms, including a Science Laboratory and a Design Technology suite.
The staff/pupil ratio is high throughout the school but is generally higher with the younger children. Each class benefits from a team of staff which includes Teaching Assistants, whose role includes supporting both pupils and teaching staff.

The Foundation Stage consists of Nursery and Reception Classes (ages 3-5 years)
Key Stage 1 consists of Years 1 and 2 (ages 5-7 years)
Key Stage 2 consists of Years 3 to 6 (ages 7-11 years)
Key Stage 3 as of September will include year 7 (ages 11-12)
Early Years children are admitted to either our Nursery or Reception class, according to their age at the time of admission, in the Early Years Foundation Stage. Our classes are mixed Nursery and Reception and we have capacity for 6 Nursery and 18 Reception pupils. Each class is taught by one teacher and two teaching assistants. We offer a warm and welcoming environment for all our pupils and their families.

A baseline assessment of each child is developed on entry using the skill bands in the Early Years Foundation Stage assessment materials that have been identified during their initial statutory assessment and using our own assessment methods in school. From this baseline we ensure that each child’s existing skills are built upon and new skills are developed individually. A major area of focus within the Foundation Stage is the development of each child’s communication skills, and children are taught to use PECS (Picture Exchange Communication System), Makaton signing and vocalisation, or a mixture of any of these as is appropriate to the individual. Communication development is reinforced as a discreet and cross curricular area throughout the school day.

For those children who we know are joining our Foundation Stage classroom staff make a home visit to meet the child in their own environment and to discuss the child’s individual needs, likes, dislikes and motivating activities. This is an opportunity for staff to gather essential information which enables them to prepare resources and helps ensure the child settles quickly and feels comfortable in their new setting.

There is a strong focus on addressing individual barriers to learning and developing independent learning skills that are vital for enabling the children to progress during their time at The Pines School. Children often join us with very limited self help skills in terms of toileting, eating or dressing and we regard the development of these skills through ongoing individual programmes as essential to each child’s independence. We achieve this in partnership with families and value their input and detailed knowledge of their child.
We aim to provide the children with a wide range of practical activities and experiences across all the areas of the Foundation Stage Curriculum, differentiating activities where necessary to enable all children to have access to a broad and balanced curriculum.

In the Early Years pupils are taught primarily through focused play activities. One of these will regularly be based in the area of Language and Communication. In addition most pupils will have specific communication targets that will be worked towards throughout the school day. During the Reception year pupils are gradually introduced to aspects of literacy. All children have individual number targets worked on either individually or in small groups.

Foundation Stage pupils have daily outdoor learning and play sessions and weekly opportunities to learn beyond the school environment when they visit local shops, parks, play and activity centres and the Donkey Sanctuary in Sutton Park. This helps to develop children’s awareness of the wider community and supports the development of skills which enhance their participation in family life. Care is taken to ensure the safety of children whilst out in the community through appropriate risk assessments and favourable adult to child ratios.

KEY STAGE ONE AND TWO
At the Pines, pupils in Key Stage one and two are taught in chronological year groups. We have two classes in each year group and these classes are grouped according to the pupil’s communication ability and learning styles. Staff are effective in planning relevant learning experiences for pupils based on their learning styles, sensory need and level of development. We offer all pupils access to a broad and balanced curriculum that develops academic skills in pupils but also encourages them to foster a love of learning,
KEY STAGE 3
As our Secondary provision grows we will ensure that we continue to foster pupil’s love for learning, allowing them to develop their work skills but also their independence and life skills.

In Key Stage 3 pupils will be taught largely by one teacher, following a primary model of education. They will be taught all subjects and make use of our specialist rooms. Pupils will be working from a modified KS3 Curriculum. We will support the pupils transition into Key Stage 3.

We will be developing links with local Secondary schools to enhance our Curriculum and the experiences that we offer our pupils.
The Pines School curriculum aims are to provide a stimulating and safe learning community in which we all work together to nurture and maximise the potential of each and every individual and celebrate their achievements. We offer a broad and balanced curriculum that includes individualised learning and follows the National Curriculum, at an appropriate level to the learners needs. Teachers' planning ensures that pupils take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils to maximise their progress. Our Curriculum is underpinned by our school vision.

At The Pines School the curriculum supports the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards. In line with the National Curriculum aims, we would like all children leaving The Pines School to

- Be confident to communicate with a wide range of people.
- Make successful transitions into adulthood, living as independently as possible.
- Enjoy learning in the school environment and beyond.
- Feel confident and self-assured.
- Be able to manage change by self-regulating their emotions.
- Be able to forge positive relationships with other young people and adults.
- Be proud of their achievements
- Respect others cultures, religions and genders.
- Have reached appropriate levels of functioning in the core skills.

<table>
<thead>
<tr>
<th>Our curriculum will:</th>
<th>Children will:</th>
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<tbody>
<tr>
<td>Have a total Communication approach</td>
<td>Listen attentively, make choices, initiate and maintain conversation, make and maintain friendships and express their own ideas and opinions verbally or symbol supported.</td>
</tr>
<tr>
<td>Have high expectations and aspirations creating opportunities for student.</td>
<td>Be confident to persist within new and unfamiliar tasks. Have an enquiring mind with the confidence to explore through trial and error</td>
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<tr>
<td>Build on a variety of approaches to learning and teaching.</td>
<td>Be engaged and motivated to learn.</td>
</tr>
<tr>
<td>Be broad and balanced and introduce new ideas and experiences to all.</td>
<td>Learn to acquire information from various sources and to record findings in various ways including the use of digital technology.</td>
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<tr>
<td>Create a learning environment that is relevant, stimulating, challenging, motivating, rewarding and fun.</td>
<td>Be curious and investigate through personalised learning pathways.</td>
</tr>
<tr>
<td>Promote healthy and safe lifestyles</td>
<td>Appreciate the joys and benefits of physical education and experience a range of sporting activities. Be aware of the rewards and dangers of society.</td>
</tr>
<tr>
<td>Develop curiosity and broaden horizons by exposing pupils to the world around</td>
<td>Access an education that uses real experiences as a foundation for learning.</td>
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Provide an education that allows development and expression through creative opportunities. Use music, drama and art/craft forms as a means of creative expression.

Prepare pupils them for successful, inclusive, enjoyable, rich and active lives. Show respect and consideration for theirs and others individuality, particular backgrounds, cultures and religions.

Promote and support the development and understanding of fundamental British Values. Be active members of their community.

**ENGLISH AND COMMUNICATION**

During English lessons, pupils work towards individual or group targets in reading, writing, and speaking and listening whilst experiencing the full range of literature genres. The development of all aspects of literacy forms an important focus throughout lessons across the curriculum.

A great emphasis is placed on the development of communication throughout the entire school day. A range of additional systems is used at The Pines with those pupils who require extra support in learning to communicate. These include signs, symbols, and pictures and sometimes technological aids such as a “Big Mac” (a simple switch that holds a recorded message) or iPads. The use of these systems gives pupils a means of developing concepts, knowledge and understanding within the curriculum and then communicating their learning to others.

**SPEECH AND LANGUAGE THERAPY**

We have a team of Speech Therapists who co-ordinate the work with both families and school to meet the communication needs of the children. Therapy staff work collaboratively with classroom staff to enable continuity and consistency and offer families ongoing monitoring and support and provide any resources required for use at home.

Many of our pupils are taught to use the Picture Exchange Communication System (PECS) and learn to use symbols in order to develop their communication skills. Using their symbols at home with parents/carers enables children to extend their skills and achieve greater levels of independence. Speech and Language Therapy staff can make visits to parents/carers at home in order to discover what the priorities are for pupils in their home environment, and to support parents/carers in helping their child to achieve their goals.

To compliment the above there are four members of the school’s Teaching Assistant staff who currently hold a Speech and Language Therapist Assistant qualification, and use their skills in the classroom with their designated class group.
**COLLECTIVE WORSHIP**

There is an act of collective worship for each child every day. Termly themes and weekly topics ensure that a wide range of issues are covered. Assemblies promote the spiritual, moral, social and cultural development of the pupils and reflect the aims of the school.

Collective worship is largely Christian, but also includes the other faiths and cultures of Birmingham. Children are given the opportunity to reflect on issues raised.

Parents/carers may arrange with the head teacher to withdraw their children from collective worship and may, if they wish, make their own arrangements.

**SEX and RELATIONSHIP EDUCATION**

The Governing Body believe that Sex and Relationship Education should not be taught as an isolated subject, but as a natural part of children learning about themselves and their relationships with each other. It is therefore taught with sensitivity appropriately to the child's age throughout their school life, and more specifically in the summer term for pupils in Year 6. Parents/carers of pupils in Year 6 are notified of the content of all lessons.

**PHSE & CITIZENSHIP**

This subject is taught in both a cross-curricular situation and as a separate subject. We provide opportunities for pupils to develop an awareness of themselves and others as individuals through the PATHS programme, promoting mutual respect and understanding. There is an emphasis on personal, social and emotional development and some pupils will continue to work on individual targets developing these areas whilst accessing the wider curriculum.

**MUSIC THERAPY**

Some of our pupils benefit from music therapy, especially those with early communication skills or emotional problems. Our therapist, Katy Bennett, visits The Pines for 3 days weekly and is specifically qualified in this area.

**HOMEWORK**

Parents/carers should discuss homework with Class Teachers to ensure approaches and techniques followed in school are the same at home. In addition to homework set by Class Teachers, Parents/Carers can facilitate their child’s learning in many different ways. Class teachers will discuss ideas for activities that can be undertaken at home with you.
Class teachers will send home a termly curriculum overview, that will share the key topics for the term. It will also give some ideas to families that will support learning at home.

**CURRICULUM COMPLAINTS**

In accordance with the 1988 Education Act (Section 23), complaints about the Curriculum and related matters may be made in the first instance to the head teacher. Full details of the complaints procedure are available from the school.

**ASSESSMENT**

As a result of changes to the National Curriculum and the removal of levels, assessment at The Pines School is changing.

To accommodate the changes in content of the new curriculum we have introduced a skills based curriculum, called Dimensions. In addition to ensuring that all children at The Pines School continue to have their entitlement to the whole curriculum these topics allow us to show children’s progress through Skills Ladders related to the National Curriculum. These skills are broken down enabling all children to show progress.

Children working below the level of the new national curriculum continue to work at Pre National Curriculum levels (P Levels) but within the same topic as their peers. This allows teachers to assess the progress and achievement of all the children and to plan the next steps in their learning.

Teachers’ planning allows all children to progress at their own rate and the ladders will allow the development of the necessary skills within each subject area. Children’s progress is logged and recorded on an assessment system called Solar.

Teachers assess children daily, and collect evidence each term, in the form of annotated pieces of work, to discuss at progress meetings. Progress is recorded on our assessment system.

**LINKS WITH PARENTS AND CARERS**

All parents/carers are invited to visit the school before any decision takes place regarding their child’s admission. We believe that it is important to foster positive relationship from the very first visit, after all it is the families who know their children far better than we do!

Staff work hard to create and maintain excellent relationships between home and school through diaries, class DOJO, phone calls, home visits and parents/carers coming into school for individual meetings, monthly Parent Group sessions and termly Stay and Play opportunities.

The school also has home school liaison staff who will visit parents/carers to discuss concerns in their own home and to offer support with behaviour management and establishment of routines on request.
A home/school Liaison teaching assistant works specifically with those families whose first language is of Asian origin, offering support and advice on all matters concerning their child’s education. This includes attendance at meetings within school, home visits where necessary and regular telephone contact.

We ensure that there are regular opportunities for parents/carers to meet staff and discuss their child's education and development. There are three formal parents evenings each year. In addition to these, parents/carers are invited to school for their child’s Annual Review of their Education, Health and Care Plan. This involves a full discussion of their child's education and development during the year.

The Pines School operates an open door policy, and welcomes parents/carers into the school as visitors. If, however, parents/carers have a specific issue or concern to discuss with staff, we would ask you to telephone or send a note, or write to make a mutually convenient appointment, in order that we may ensure the appropriate person is available to meet with you.

SECONDARY TRANSFER
The Pines is currently a Primary School and so all children have to transfer to an appropriate secondary school. The Year 5 Annual Review will focus on transfer of the child’s Statement of SEN to an Education Health and Care Plan and include discussion with parents/carers about future placement which may involve other professionals such as the Educational Psychologist. Parents/carers are provided with a booklet, by the Local Authority, detailing all secondary education provision throughout Birmingham. Parents /carers will have the opportunity to visit appropriate schools and discuss their child’s needs before completing the preference form.

ANNUAL REVIEW
The progress and placement of children at The Pines School is subject to statutory Annual Review. Parents are invited to discuss their child's progress in accordance with the SEN Code of Practice and also to review their child’s Education, Health and Care Plan (EHCP). The meeting will take place with the Class Teacher and a senior member of staff, and may also report on SATs at the end of Key Stage One and Key Stage Two. In addition, parents/carers will receive a detailed end of year report on their child’s overall progress.

The EHCP is centred around the child and we believe that it is really important that families are fully involved with the process and that the plan ensures the best provision for the child.
ABSENCE

Parents/carers have a duty to ensure that their child receives efficient full-time education suitable to their age, ability and aptitude and any special educational needs the child may have.

Regular attendance is vital if your child is to develop to his/her full potential. If your child is absent through illness please let us know via a telephone call on the first day of absence, in addition to a message with the escort. Where children have ongoing absence it is important to realise just how much of their education is being missed.

The school is not able to authorise any leave of absence during school time. If, however, there are very exceptional circumstances, please discuss these with us and complete the appropriate form applying for authorisation from the Head Teacher.

Prolonged or irregular absence is followed up by the Deputy Head Teacher.

If a child's absence rate continues to be unsatisfactory we may implement the 'Spotlight' process which could result in prosecution.

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<tr>
<td>Attendance</td>
<td>93.6%</td>
<td>93.9%</td>
<td>94.5%</td>
</tr>
<tr>
<td>Authorised absence</td>
<td>3.06%</td>
<td>5.1%</td>
<td>4.09%</td>
</tr>
<tr>
<td>Unauthorised absence</td>
<td>0.8%</td>
<td>1.0%</td>
<td>1.4%</td>
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BEHAVIOUR AND DISCIPLINE

The Pines School has three main aims:-

1. To create conditions that ensure an orderly community in which effective learning can take place, in which there is mutual respect, politeness between and consideration for all members,
and where there are positive concerns for the environment.

2. To teach the children to work, socially interact and express themselves in positive and acceptable ways.

3. To encourage pupils to recognise and accept responsibility where possible for their own decisions and actions and, for their consequences.

Perseverance and consideration for others is always rewarded by staff.

If there is a major concern about an individual child’s behaviour, we will involve parents/carers in order to work together and support the child. It is the policy of the Governing Body that any deliberate acts of vandalism or deliberate breakages could result in reimbursement being sought.

The Governors and staff at The Pines School will always endeavour to take measures to prevent any acts of bullying, racism or homophobic hatred.

Parents/carers who may have a complaint regarding discipline should contact the Head Teacher immediately.

School Rules are developed specifically to ensure the personal safety of pupils and also to maintain the quality of teaching and learning in school. These are displayed within school and are as follows:

* We walk in the corridors and classrooms for everyone's safety.
* We look after our own belongings and those of others.
* We have respect and consideration for everyone.
* We share games and try to play together nicely.
* We listen to others and wait for our turn.
* We try to co-operate at all times whether in or out of school.
* We look after our environment.

CARE AND CONTROL OF PUPILS

If staff become aware of, or have a need to become involved in situations where a pupil may be at risk of hurting themselves or others, or if the behaviour of a pupil seriously disrupts good order in school or causes significant damage to property, staff may need to take steps to intervene physically to reduce risks. In such circumstances, staff follow the school’s policy for Care and Control of Pupils and use approved Team Teach techniques. Staff training in these skills is updated on a regular basis. Any parent/carer wishing to view the school’s Care and Control Policy may do so on request.

FIRST AID AND THE GENERAL WELFARE OF PUPILS

We believe children are entitled to the highest standards of care. We aim to make each child feel secure, safeguard them from harm and actively promote emotional and physical well being. We try to ensure that children enjoy their learning and achieve their full potential in order that they may make a positive contribution to society and in the long term achieve economic well-being.

The majority of staff are qualified in First Aid and there are always qualified staff on duty at various times each day during break-times. If a pupil
receives a minor injury they are treated at school and parents/carers are notified. However, if a pupil is seriously ill or hurt, parents/carers are notified as soon as possible, and if the need arises their child is taken to hospital.

If your child requires any medication to be administered by school staff, it will be necessary to obtain a letter from your Doctor, detailing the name of the medication, storage instructions, dosage/how the medication should be administered. You will be asked to sign that you consent to the school staff administering medication.

All children in school are vulnerable to head lice infestation. It is the responsibility of the parent/carer to ensure that hair is kept free of nits and head lice by following the guidelines issued by the school.

SAFEGUARDING AND CHILD PROTECTION
As a school we are committed to the safeguarding and well-being of all of our pupils.

All staff are obliged under The Children’s Act to follow the inter-agency procedures in any case where there is any concern about a child’s protection, safety or well being. If staff at school have any significant concerns, they will inform the Designated Safeguarding Lead for Child Protection (DSL) Emma Pearce or Deputy DSLs, Clare McCormick, Pam Campbell, Rebecca Gathercole, Alex Lawrence within school who will take the appropriate steps to ensure that the child is safeguarded. Children’s Social Care Services may be notified and parents/carers will often be informed of this action.

Thus, on occasions we may need to speak to parents or carers about F.G.M. (female cutting), domestic violence, forced marriage, child sex exploitation and expression of extreme views. We will also comply with any mandatory reporting responsibilities in these or other areas of safeguarding. This is one way that we safeguard our children and we encourage parents or carers to speak to us if they have any concerns in these or other areas.

SCHOOL UNIFORM

We request that all parents/carers send their children to school clean and tidy with appropriate clothing and footwear.

The Governing Body have decided to adopt a formal school uniform. This consists of grey trousers or skirt/pinafore (not available in school), and grey school sweatshirt or cardigan and green polo shirt bearing the school logo.

Pupils in Secondary will also adopt a formal school uniform, however this will differ slightly to the Primary school uniform. This consists of Black trousers or skirt/pinafore (not available in school), and a green school sweatshirt or cardigan bearing the school logo.
logo. Pupils can wear white shirts or polo shirts and a green school clip on tie is optional as is a black blazer.

We advise parents/carers to dress their child in uniform items each day in order to facilitate the understanding that they are coming to school

The school has sweatshirts, cardigans and polo shirts and clip on ties for Secondary pupils, that parents/carers may buy. In addition, there are items such as hats and fleece jackets available for purchase. Current prices are available from staff within school. Further information about this is available from the school.

Parents/carers are also requested to send into school suitable clothing for P.E., for example pumps or trainers, tee shirt and shorts. We also recognise that some pupils may wish to wear a tracksuit.

When children go swimming a suitable costume/pair of trunks and a towel will be required.

CONFIDENTIALITY
As professionals, staff at The Pines School have access to confidential information about our pupils and their families. Frequently this information is contained within pupil files which are held securely and available only to classroom or office based staff. The Head Teacher may authorise this information to be shared with other relevant professionals who may be involved in offering support to the family or in protecting and safeguarding the child.

All information contained in this document was considered correct at the time of publication. However, the details contained should not be considered as forming part of a legal contract as circumstances may give rise to their alteration.

INSURANCE
The City carries no personal accident insurance on behalf of pupils. Parents/carers who feel that this type of insurance cover is necessary for their children are advised to take out an appropriate policy with their insurance company. However, The Pines School has taken out Personal Accident Insurance for pupils with Perkins Slade, which provides cover for school activities.

The personal property of pupils brought into school is not insured by the City Council. It is the responsibility of parents/carers to ensure that items of value are adequately insured through their own policies. It is not desirable for children to bring into school valuable items from home.

If the City is in some way negligent, then it may be liable regarding either personal accidents or personal property.

POLICIES
A copy of all policy documents can be inspected at school. If a copy is required, then a small charge may be made to cover the cost of any photo-copying. Policies are also available on the school website

www.thepinesspecialschool.com

SHOULD YOU REQUIRE ANY FURTHER INFORMATION THEN PLEASE DO NOT HESITATE TO CONTACT US