

# The ethos and values of Light Hall School

We are a true comprehensive school that caters for all abilities. Our students consistently obtain academic results well above national averages. Equally, we work with children and their families on an individual basis, supporting them with their individual needs. This requires a strong partnership based on a true belief that every child does matter.

We are also a school that is an active partner in the local community. We strive to ensure that our students are well prepared for the challenges of adult life and can contribute positively to the wider community.

Our mission statement is: **BE POSITIVE**

**B**road and balanced curriculum

**E**ncouragement

**P**ersonalised pathways

**O**pportunity

**S**afe and successful learners

**I**ndependence

**T**olerance

**I**nteractions

**V**ocation

**E**njoyment

## EXAMINATION RESULTS SUMMARY

### 2008

Students with 5+ GCSE Grades A*-C incl Eng & Maths	61%
Students with 5+ GCSE Grades A*-C	82%
Students with 5+ GCSE Grades A*-G	98%
Students with 1+ GCSE Grades A*-G	100%
Average Points Score	461
Students leaving with no qualifications	0

### 2009

Students with 5+ GCSE Grades A*-C incl Eng & Maths	54%
Students with 5+ GCSE Grades A*-C	74%
Students with 5+ GCSE Grades A*-G	96%
Students with 1+ GCSE Grades A*-G	99%
Average Points Score	433
Students leaving with no qualifications	3

### 2010

Students with 5+ GCSE Grades A*-C incl Eng & Maths	68%
Students with 5+ GCSE Grades A*-C	84%
Students with 5+ GCSE Grades A*-G	97%
Students with 1+ GCSE Grades A*-G	100%
Average Points Score	453
Students leaving with no qualifications	1

### **Results 2011**

Students with 5+ GCSE Grades A*-C incl Eng & Maths	58%
Students with 5+ GCSE Grades A*-C	90%
Students with 1 GCSE Grades A*- C	99%
Students with 1 GCSE Grades A*-G	100%
Average Points Score	507.3
Students leaving with no qualifications	0

### **Results 2012**

Students with 5+ GCSE Grades A*-C incl Eng & Maths	62%
Students with 5+ GCSE Grades A*-C	90%
Students with 1 GCSE Grades A*- C	100%
Students with 1 GCSE Grades A*-G	100%
Average Points Score	523
Students leaving with no qualifications	0

## DFE Performance Tables

Follow the link below to see the DFE Performance Tables

<http://www.education.gov.uk/schools/performance/index.html>

## The Curriculum at Light Hall School

Despite conversion to Academy status, at Light Hall School we continue to follow the National Curriculum at KS3 and 4.

At KS3 (Years 7 to 9) we offer the following compulsory National Curriculum subjects:-

- English
- Maths
- Science
- Design and Technology
- Information and Communication Technology (ICT)
- History
- Geography
- Modern Foreign Languages
- Art and Design
- Music
- Citizenship
- Physical Education
- RE

Details on what is included in each subject during years 7, 8 and 9 can be found on the subject links on the school website.

At KS4 (Years 10 and 11) study is a mix of compulsory and optional subjects, the majority of which lead to a GCSE qualification.

### **Compulsory Subjects:**

- English (GCSE)
- Maths (GCSE)
- Science (GCSE and Btech)
- ICT (GCSE and Cambridge Nationals)
- RE (GCSE)
- Core Physical Education (not examined)
- PHSE/Citizenship (not examined)

### **Optional Subjects (2012 – 2014)**

#### **GCSE Qualifications offered in:**

History	French	Chemistry	Drama	Textiles	Business Studies
Geography	German	Biology	Music	Food Technology	Computing
	Spanish	Physics	Art	Child Development	
			Applied Art	Health and Social Care	
			Media	Resistant Materials	
			PE	Product Design	
				Graphics	

**Btech Qualifications** offered at KS4 – Business Studies, Music and Science

**Other Qualifications offered at KS4** – Asdan Cope Level 1 and 2, Bronze award, FSMQ Additional Maths

## **Pupil Premium**

As a school we received £166,000 from central government to be used to support the progress of disadvantaged children, such as those with free school meals, looked after children, and children of service families. The definition of free school meal children includes those who are currently claiming free school meals plus those who have been on the register for the previous 6 years.

At Light Hall School, this initiative has been used to:

1. Appoint a Coordinator to oversee the initiative and to ensure that it has positive impact on our children. He works with such children and line manages other relevant staff and projects.
2. Appoint a member of staff to support attendance, work with families, and work individually with children.
3. Appoint a learning resource manager and fund projects aimed at maximising learning for disadvantaged children. Projects include improving literacy and e-learning opportunities for targeted children.
4. Support disadvantaged children with the cost of educational extras, such as school trips, uniform, equipment.
5. Providing training for staff on maximising the progress of disadvantaged children.

In 2011, there were 24 students identified as FSM\*. At 5+A\*-C's with English and maths, they obtained a 33% pass rate. This compares to 61% for those without FSM.

\*in 2011, the FSM figure used was those currently on the register.

## **OFSTED Report**

[Click here to view our OFSTED Report](#)

## BEHAVIOUR POLICY

Date – May 2012

### RATIONALE: -

- **TO “BE POSITIVE”**
- To encourage a calm, purposeful and happy atmosphere within the school.
- To encourage a caring environment for the whole school community, where achievements of all levels are valued.
- To encourage independence and self-discipline in order to enable each student to accept the balance of rights and responsibility for his/her own behaviour.
- To keep the school clean and welcoming.
- To encourage a consistent approach to behaviour amongst all members of the school community, students, staff and parents.
- To support effective teaching and learning.
- To wear the school uniform with pride.

### GUIDELINES: -

- Code of Conduct. – 3R’s:  
Respect for self  
Respect for others  
Responsibility for your actions.
- Wear your uniform correctly and as per the school uniform list at all times.
- Have all books, equipment and planner at all times.
- Students to take responsibility for their own behaviour

### PARENTS RESPONSIBILITIES ARE: -

*(From the Home – School agreement)*

- To be aware of the school’s rules and expectations and support the school in their implementation.
- To ensure that children come to school regularly, on time, in the correct uniform (as per the school uniform list) and are properly equipped.
- To show an interest in all that their child does in school and respond to school communications promptly.
- To check and sign their child’s planner weekly.
- To foster children’s awareness of appropriate behaviour at all times and in all situations.
- To encourage independence and self-discipline in their child/children.
- To foster positive relationships with the school.

### RESPECT FOR SELF AND OTHERS: -

- Everyone deserves/has the right to be treated with respect and dignity.
- Staff recognise the importance of treating students with respect; this relationship must be reciprocated - students **MUST** also treat staff and fellow students with respect.
- Alcohol, cigarettes nor any illegal drugs are allowed onto the school premises.
- Always use the proper and appropriate language.
- Everyone deserves the right to be listened to.
- **EACH DAY IS A FRESH START.**

### REWARDS: -

***It is recognised that praise is more effective than punishment, and that positive behaviour, good attendance, and an appropriate personalised curriculum, is more likely to be fostered in a climate of rewards than punishment.***

- Good behaviour, both inside and outside the classroom can be easily rewarded with praise either private or public.
- Staff can inform parents of good behaviour in the planner, letter or call home.
- Improved behaviour over a period of time can be brought to the attention of the Head teacher or Deputy Head teacher for praise.
- Use of the MERIT system for rewards.

- Department 'SUCCESS BOARDS'.
- Certificates and stickers.
- Prizes – given in a variety of ways.
- Reward Trips out of school.
- Early school lunch with the Senior Management team.
- School 'PROM' in year 11.
- Attendance mascot awarded to forms with the best attendance in each year group.

### **SANCTIONS: -**

***It is recognised that sanctions are necessary as a deterrent and that they are most effective when they are closely linked to the offence, administered as soon as possible afterwards, consistently applied by all staff and are designed to teach appropriate behaviour and not used solely to punish. The majority of behaviours dealt with by staff are low level, high frequency disruption.***

- Use strategies from the Blue Behaviour Strategies Handbook e.g. Proximity Praise, Moving In, Positive Repetition etc.
- Verbal warning.
- Detention from class teacher.
- Failure to attend the detention, detention reset and time doubled.
- Failure to attend again results in a letter home, a day in the PSC and could ultimately result in a fixed-term exclusion.
- Detention to be served on return to school.
- RED BOOK detention for not complying with school standards, e.g. for not wearing correct uniform, not having the correct equipment or planner in class.
- Internal isolation in the PSC for a day.
- Verbal or Physical abuse towards staff is an immediate referral to Senior Pastoral Manager and the Leadership team.
- Fixed term Exclusions.
- Permanent Exclusion.

When dealing with incidents, especially with students who have disabilities or specific learning needs (e.g. ASD students), great care should be taken in your response not to provoke an undesirable outcome. Staff need to avoid creating conditions which can trigger a child into an inappropriate response.

Whilst it is recognised that all students need to have boundaries and comply with school policies, it is important that the individual needs, and student's understanding of the situation are taken into account before any judgement is made regarding the type of sanction applied.

### **LIGHT HALL WILL NOT TOLERATE: -**

- Sexist, racist, homophobic or discriminatory behaviour or language.
- Fighting or violent behaviour.
- Vandalism and /or destructive behaviour.
- Bullying, intimidation or Harassment.
- Rudeness or abusive behaviour to ANY member of staff,
- Rudeness and/or abusive behaviour to other pupils.
- Bringing anything illegal or dangerous onto the school site.
- Any involvement with illegal drugs or alcohol.
- Smoking on site – Light Hall is a NO SMOKING SITE.
- Bringing/inviting any unauthorised persons onto the school site.
- Abusive parents / carers (please see the Abusive Parents Policy)

### **IN CLASS – STUDENTS**

- Attend every lesson unless there is just cause.
- Arrive on time to every lesson; enter the room quietly and calmly.
- Bring all books, equipment and planner.
- Listen to and follow instructions.
- Work to the best of their ability.
- Put a hand to ask for help or answer a question.
- Do NOT distract/disturb others.
- Complete all work set and hand in completed homework on time –see the teacher if there is a problem with the work.

- Do not eat/chew in class.
- Leave the classroom clean and tidy when you leave.
- Exit quietly.
- Offer to help others where you can.
- Students should be quiet when being addressed by a member of staff.
- NEVER back-chat/answer back to a member of staff.

### **IN CLASS – STAFF**

- Be in your class to greet students wherever possible.
- Make expectations/class rules clear at the start of the lesson.
- Avoid shouting at the students.
- Speak calmly, quietly and assertively.
- All personal discussions should be away from other students/an audience.
- Do NOT use sarcasm.
- Do NOT humiliate students.
- Remember we are the professionals with the strategies to prevent confrontation.
- Under no circumstances should physical contact with students be made. Please see policy on **Control and Restraint for further details.**

### **STUDENTS OUT OF CLASS**

- WALK quietly and calmly about the school and the grounds.
- WAIT to enter the room quietly unless given other instructions by the teacher.
- Be ready to help others.
- Do NOT verbally/physically abuse or intimidate others.
- If you witness bullying or intimidation you must tell an adult at once.
- Students should give way to adults at doorways and in corridors.

### **TRANSPORT TO AND FROM SCHOOL.**

- Bicycles must be ridden with care and considered safety.
- All aspects of the behaviour policy and the resulting sanctions can be applied whilst students are representing the school in public places. (This includes all times students are in Light Hall uniform).
- If bicycles are NOT ridden safely the student will be told to leave the bicycle at home.
- Bicycles must NOT be ridden inside the school gates.
- Poor behaviour on the school bus will result in a school sanction and contact from the bus company / police.
- Students must behave in an appropriate and acceptable way when travelling on public transport to/from school and in school uniform.

## SEN Policy Reviewed May 2012

### **Definitions and Aims:**

This policy describes how Light Hall School provides support to enable students with Special Educational Needs (SEN) to reach their full potential, to be included in the school community and make successful transition to adulthood.

We pay due regard to the Code of Practice (DfES, 2002) which states that:  
“A student has a special educational need if they have a learning difficulty which calls for special provision to be made for them. Children have a learning difficulty if they have a greater difficulty in learning than a majority of children the same age.”

The governing body are committed to inclusion with every student having equality of opportunity and full access to a broad and balanced curriculum.

This policy reflects the aims and objectives of Light Hall School.

### **Roles and responsibilities:**

The special educational needs co-ordinators, Mrs Helen Close and Ms Elizabeth Tunstall, are responsible for:

- The implementation of the code of practice
- The day to day operation of the schools Special Educational Needs policy
- Liaison with and advising colleagues
- Coordinating provision for students with special educational needs
- Maintaining records of students with special educational needs
- Liaison with parents of children identified as having special educational needs
- Contribute to the in-service training of staff
- Liaison with external agencies
- Managing the review process of students with special educational needs
- Liaison with feeder schools
- Liaison with colleges of further education
- Management of Learning Support Assistants.

The SENCOs are supported in their work by the Assistant SENCO and a team of Learning Support Assistants. The LSAs may support SEN youngsters both in-class and out of class. The timetables of the Learning Support Assistants are organised by the SENCOs and Assistant SENCO according to the needs of the students.

### **Arrangements for SEN Provision in School:**

In line with the Code of Practice (DfES, 2002) Light Hall Learning Support Department produce an SEN list, updated three times a year. This details the name and form of the student and their area(s) of difficulty.

A student can be placed on the SEN list in a number of ways. Subject staff can refer students to the SENCO. Parents can also contact the school if they so wish. On transition, the SENCO or Assistant SENCO consult with Junior School staff to ensure



that information is up to date and accurate. Once we have received a referral we will gather further information on that child and where appropriate undertake some routine testing. If a student transfers at another time, for example in the middle of an academic year, Heads of Year will pass on any relevant information to the SENCO.

We expect movement both up and down the SEN list. A child may be moved down or off the list if they are making “adequate progress”. Decisions on whether a child is to be moved down or off the register are made in full consultation with staff and parents, who are given opportunity to discuss the movement if they so wish.

Each student is placed at School Action, School Action Plus or Statement level on the SEN list according to the severity of their learning difficulty. There is also a section for students who have in the past experienced a special educational need whom staff need to be aware of.

Students at School Action may not necessarily have an Individual Education Plan. However staff will have access to general strategies which can be used to support students at School Action. Their progress is tracked using the school’s monitoring systems.

If a student is at School Action Plus there will be involvement of outside agencies to help the school meet his/her needs. This may take the form of observations, discussions, individual or small group teaching. The advice of these professionals is used to inform the IEPs which we aim to review termly.

If we feel that a child is still not making adequate progress at School Action Plus we will, in consultation with outside agencies, apply for statutory assessment, which may or may not lead to a statement.

Students with statements of Special Educational Needs all have IEPs and reviews are held termly where necessary with an Annual Review held at a time dictated by the statement.

Where appropriate IEPs detail strategies to help staff meet the needs of students within their classroom.

Reviews can be formal meetings, at Parents’ Evenings or over the telephone.

We value parent partnership and recognise the important role of parents and the valuable insight they can provide. We therefore actively encourage parental involvement in all aspects of their child’s school life. Parents are invited to take part in reviews. We also inform parents of relevant information via letters and telephone calls. If parents wish to access the Learning Support Department they can do so by appointment, at any time.

Admission arrangements for students experiencing SEN are the same as other students. For more details please refer to the Schools admission policy.

### **Facilities and Resources:**

The Learning Support Department has a dedicated resource and teaching base, where students may be taught on a one-to-one basis or as part of a small group.

All new buildings are adapted for students with physical disabilities.

The school budget includes money to be spent on SEN. Allocation of funding for SEN is determined by the head teacher. Some funding is designated directly to the Learning Support Department. A majority of the funding is spent on teaching staff, allowances

for the SENCO and Assistant SENCO and the non-teaching periods that these positions entail. Money is also used for Learning Support Assistants and administration support for the Learning Support Department. In addition, the Pastoral Support Centre receives funding from the SEN budget. Money is also set aside for improving the physical environment for SEN students.

Light Hall also operates its own internal unit to support students with emotional and behavioural difficulties. This facility, the Pastoral Support Centre, operates by taking referrals from staff.

### **Inclusion:**

In accordance with the law and the philosophy and policy of Light Hall School, the principles of inclusion are fully adhered to. All students, irrespective of SEN, are offered a broad and balanced curriculum suitable to their needs. The SENCO and Assistant SENCO work hard to ensure access. Students with a special educational need are actively encouraged to participate in trips and visits. They are encouraged to interact socially with peers. We appreciate that break-times can be particularly distressing for some youngsters, especially those with an ASD and the Learning Support teaching base and/or library is available at those times.

In the Upper School there is access to a more flexible curriculum, with links to local colleges. This is offered to students who the school feel will benefit from a more vocational approach to their GCSEs. This is coordinated by the Alternative Curriculum Coordinator.

### **Complaints Procedure:**

It is envisaged that any issue would be resolved before it becomes a complaint through our good communication with parents. However, if this is not the case the whole school complaints procedure should be followed. A copy of the current Complaints Procedure is available on request.

### **In-Service Training**

The Learning Support Department has access to a training budget which is used to continue the professional development of all team members. The SENCO and Assistant SENCO attend relevant Solihull network meetings and other relevant LEA training. Other courses will be attended where there is an identified need. The Learning Support Assistants are also actively encouraged to further their training.

The SENCO continually supports the professional development of all staff regarding SEN issues. Information is disseminated via staff bulletins, SEN newsletters and the Learning Support Department handbook. Training is delivered to wider staff on INSET days, and at staff meetings and we work with individual departments on key SEN issues such as differentiation.

### **Partnerships and Liaison**

A wide range of external services and agencies are accessed to help meet the needs of the SEN students. These include:

- Solihull Specialist Inclusion Support Service
- Educational Psychological Services
- Social Services
- School Nurse and other Health Services
- NSPCC
- Solihull Bereavement Counsellors
- Growing Through
- Schools Liaison Police Officer

- Connexions
- Xstream Counsellors
- Skills Force
- Fairbridge
- Children as carers
- Cascade
- Solihull Student Referral Units
- 20 20 Services

### **Transition Arrangements:**

We recognise the importance of smooth transition from primary to secondary school and the anxiety this can cause both for children and parents. The SENCO and liaises with cluster schools and holds a transition meeting where all primary SENCOs are invited to transfer relevant information.

We also arrange extended induction visits for the most vulnerable youngsters. Upon arrival at Light Hall, wherever possible, students with SEN are given a named Learning Support Assistant, who can help them settle into secondary school life. Staff are fully informed of students' difficulties and receive training prior to the arrival of children in September.

In the Upper School, there is access to an alternative curriculum for a small minority of students. These places are limited and are allocated when there are vacancies.

### **Success Criteria:**

If this policy is effective we would expect to see evidence of the following as part of everyday practice:

#### **Students**

- Positive responses in student surveys.
- Participation in the review process

#### **Parents/ Carers**

- Attendance at reviews
- Positive feedback on parental surveys

#### **Progress and achievement**

- A majority of SEN students improving their NC levels.
- A small minority of SEN students moving up the stages of the Code of Practice.

#### **Teaching staff**

- In lesson observations we would expect to see SEN strategies being employed.
- All IEPs returned for reviews.

### **Monitoring:**

This policy and the work of the Learning Support Department is monitored in the following ways:

- Parental comments at reviews
- Attendance at reviews
- Student comments through the review progress
- Curriculum review conducted by Senior Managers
- Staff responses to IEPs
- Monitoring of specific programmes
- Student evaluation of intervention programmes
- Departmental Improvement Plan
- Analysing data on student achievement
- Lesson observations
- Questionnaires

- Student tracking
- Work scrutiny

The data gathered through the monitoring process is used to evaluate the success of this policy and thus the work of the Learning Support Department. This will then inform the Annual Governors Report.

**Annual Milestone:**

Using data to track and challenge underachievement of SEN youngsters.

**Date of review:**

July 2012

## **POLICY ON CHARGING**

The Governors welcome the recognition achieved by the school for the quality of the curriculum provided for all pupils.

### **School Visits**

- They also welcome the important enhancement of educational provision through the extensive programme of extra curricular opportunities not least through school visits.
- It is recognised that the majority of these visits are voluntary and offer enhancement to more formal study. They are funded through voluntary contributions to cover costs and may not take place if costs are not covered.
- Governors accept that for some families, especially those on income support, problems may exist in meeting voluntary contribution towards trips. In such cases a confidential letter to the Headteacher may result in financial support from the School Fund at the Headteacher's discretion.
- Letters will be sent home to inform parents of planned visits, of the costs involved and of methods of payment.

### **Practical Lessons**

- Parents may be asked to contribute towards the cost of materials in these lessons, with the end product becoming the property of the parents. In the case of financial difficulty provision will be made from school with the destination of the end product decided by the Headteacher.
- The Governors will follow the declared LEA policy with regard to music tuition and to public examinations.

### **Damage**

- If students are responsible for non-accidental damage to school, they or their parents will be asked to pay for the costs of repair.

### **Parents are reminded that**

The Education Reform Act of 1988 allows charges to be made for the following:-

- Board and lodging on residential visits.
- Costs associated with playing a musical instrument, unless it is required as part of the National Curriculum or for a public examination.
- Activities wholly or mainly outside school hours which are not provided as part of a syllabus for a prescribed public examination and are not required to fulfil statutory duties relating to the National Curriculum, religious and health education.
- Costs for any public examination not prescribed by regulations.

## **SUMMARY OF SOLIHULL LOCAL AUTHORITY'S ADMISSION POLICY**

The school has 250 places available for our Year 7 intake in September 2012. Year 8 and 9 have 250 places and Year 10 and 11 have 247 places available.

The statement below outlines the admissions policy from the Local Education Authority.

If a community school receives more applications than there are places available, places will be offered in the following order.

- Priority 1      Children in the care of a local authority (looked-after children).  
  
                    Children whose exceptional circumstances can only be met by that particular school.
- Priority 2      Children who normally live in the catchment area of the school.
- Priority 3      Children who have an older brother or sister at the school at the same time.
- Priority 4      Children closest to the school, measured in a straight line from the child's home.

For priority group 2, if there are more children wanting places than there are places available, we will offer places to children living in the catchment area in the following order.

1.      Children who have an older brother or sister at the school at the same time.
2.      Children going to one of the linked primary schools at the time of the application.
3.      Children living nearest the school, measured in a straight line from home to school.

Children who have applied for their catchment area school, but could not be given a place, will be given priority 2 for the community school (if any) they showed a preference for after the catchment area school.

For priority groups 3 and 4, when there are more children than places available, those living nearest the school (measured in a straight line from home to school) will be offered places first.

We do not have a 'feeder system' where pupils from specific primary schools automatically get places at particular secondary schools. Children living outside the borough but going to a primary school in Solihull are not guaranteed a place at a Solihull secondary school and should get advice from their local council.

