

Queen Elizabeth II Silver Jubilee School



Queen Elizabeth II Silver Jubilee School
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Headteacher: Mrs Lesley Dyer

Chairman of Governors: Mrs Helen Crooks
www.queenelizabeth2.w-sussex.sch.uk

The School

The Queen Elizabeth II Silver Jubilee School caters for up to eight-five pupils, with ages ranging from two to nineteen years. All the pupils have severe or profound and multiple learning difficulties. Some pupils also experience more complex needs, such as severe epilepsy or autism.

The school is organised into nine class groups, each with a teacher and two or more special support assistants. The peripatetic teaching service for sensory impairment works closely with teaching staff. We are supported by a speech and language therapist, a physiotherapist, an occupational therapist and a clinical psychologist. Pupils are seen regularly by the school doctor or community paediatrician.

The pupils at school participate in many activities. Each pupil has an individual education plan based on our school curriculum and the National Curriculum. This will include many specialised activities, such as hydrotherapy, rebound therapy, riding for the disabled, aromatherapy and massage. The school has specialist status for performing arts and is committed to learning through this approach. The school has recently achieved the highly acclaimed gold Artsmark, for the second time. The school also prides itself on its links with the wider community through visits to other schools, link courses at colleges and work experience. Dual Placements with mainstream schools are encouraged if appropriate for individual pupils. The school has a successful partnership with Collyer' Sixth Form that offers a two year specialist course for students aged between nineteen and twenty-five.

The School Day - 8.50am to 3.00pm Monday to Friday

General information on admission arrangements and miscellaneous matters.

A separate document is available setting out the Authority's policy and arrangements for admission to its schools, including transfers between schools and general provision of primary and secondary education. This document may be obtained from the Area Education Office or any school maintained by the Authority. It is also available for reference in public libraries throughout the County.



For Further Information

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Room 001
County Hall
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Mission Statement

L – Learn
E – Enjoy
A – Achieve
R – Respect
N – No matter
who we are





Aims

To enable the individual to achieve his/her maximum potential by providing an appropriate teaching and learning environment and a curriculum which is innovative, creative, flexible, stimulating and relevant to the individual

To provide equal opportunities for all, that respect the individual's right to make choices

To ensure the individual's educational placement is appropriate and responds to his / her needs

To develop independence, confidence and self-esteem

To promote and share a pride in achievement

To work in partnership to support our families

To prepare the student for a smooth transition to adult life

To be a respected part of our local community



Pupil Charter

See me as a person

Allow me to keep my dignity

Acknowledge my right to privacy

Show me respect

Be sensitive to my needs and feelings

Tell me how you are going to help me
before hand

Respect my personal space by not
touching me inappropriately and help me
to respond likewise

Talk to me not about me

Celebrate my strengths and differences

Help me to achieve

Help me to develop my own interests

Encourage me to behave appropriately

Help me to make appropriate choices



student Manifesto

We Would Like:

A beautiful School

With a pool and a playground

A comfortable School

With comfy chairs, lighting, music,
lots of equipment, nice food

A Safe School

With a safe building and grounds,
no fighting, bullying, trusting
adults and friends

A Listening School

With listening in assembly,
a student council, where adults listen,
where pupils listen

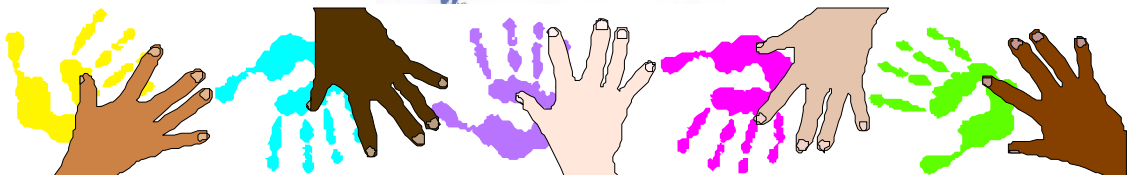
A Respectful School

Where we care for
and look after each other

A School Without Walls

So we can go outside to learn

A School for Everybody!



Accommodation

The school is a purpose built single storey building erected in the Silver Jubilee Year and opened officially by H.M. Queen Elizabeth II in March 1978. It comprises classrooms, hall, library area, hydrotherapy/swimming pool, therapy room, soft surface playground, trim trail, environmental garden, sensory garden and a large well equipped multi-sensory / soft play room. There is a large purpose built studio for performing arts and indoor sports.



A fully equipped sixth form has been built for the further education group.

The school has developed a bank of 'specialist' equipment to cater for the particular needs of the individual such as walkers, standing frames, hoists, appropriate seating and materials for sensory exploration. Each class has a bank of computers and iPads plus any adaptations necessary to enable access for all pupils. The school prides itself in specialising in a wide range of progressive environments such as the magic carpet and eye-gaze systems to ensure maximum interaction opportunities for all pupils.



Safeguarding

The care and well being of all pupils is at the heart of QEII School. Pupils, staff and parents work in partnership to ensure that the school is a safe place in which pupils may grow and develop. Any concerns about pupil well being are taken seriously and child protection is fundamental to this. The school follows rigorous safer recruitment procedures and induction training for all new staff. Our Child Protection Policy is available on the school website.



SEN Policy

As a purpose built special school which caters for pupils with severe or profound and multiple learning difficulties, we recognise the uniqueness of every pupil.

We also acknowledge that each pupil has special educational needs. These will be met through the delivery of a developmental curriculum which embraces the National Curriculum. Through an individual education plan and close liaison with parents, carers, professionals, schools, colleges and work places we intend to ensure the maximum development of all our pupils.

The school will continue to have regard for the guidance set out in the SEN Code of Practice. The annual review and multi-disciplinary life plan processes ensure that all pupils have equal access to a broad and balanced curriculum. Specialised equipment and activities are provided where necessary. Staff use a variety of methods to teach communication skills, including signing and P.E.C.S. (Picture Exchange Communication System). More information is available on our school website.

The school has developed an in-service training package. This is valued by all staff members who are eager to keep abreast of developments in special education.

Admission Arrangements

The school welcomes visitors. Prospective parents are usually shown around by the Headteacher by prior appointment.

Most pupils are admitted to school following statutory assessment. This procedure involves parents and relevant professionals and results in an EHCP (Education Health and Care Plan). Occasionally the Special Education Section at County Hall may recommend an assessment place which allows the pupil to be admitted whilst statutory assessment takes place. Pre-School children can be supported by the school's Early Support Programme which provides intensive support for young children enabling them to meet their potential and access appropriate schooling at the age of five.

Once admission has been agreed, arrangements for entry are made by the Headteacher in conjunction with the Education Department.

Complaints

If you wish to make a complaint relating to the school, you should go first to the Headteacher.

If you wish to make a complaint relating to the Education Authority, other than about the school, details are available on the West Sussex County Council Website (westsussex.gov.uk). If you are still not satisfied or would like more details please refer to the County booklet 'Information For Parents' which can be obtained from school.



Charges for School Activities

There is very little for which you can be legally charged at school. For further details, please refer to our charging policy which can be obtained from school.

The school may ask for voluntary contributions for off-site activities such as riding for the disabled and swimming or school visits. School does not discriminate between those who contribute and those who are unable.

Current guidance from the Department for Education (DfE) on charging for school activities, states that children who are entitled to free school meals should be made aware that they do not have to contribute towards the 'board and lodgings' element of a trip. This cost would have to be recovered from school fund as we do not have adequate resources in the school budget.

Confidentiality

Queen Elizabeth II Silver Jubilee School employees, those who work here as part of their training, volunteers and visitors will be responsible for maintaining confidentiality at all times.

No personal information may be divulged to other parties without reference to the Headteacher. Professional debate within school should be carried out with discretion and sensitivity.

Absences

The school's attendance record is good. Authorised absences were recorded at an average of 10.2% with 2.6% unauthorised absences. This figure reflects a high proportion of sickness and hospital visits and family holidays. Parents are required to notify school of the reasons for any absences either by telephone or letter. Please telephone the school office before 10.00am on the morning of the first day of absence. If it is necessary to take a holiday during term time, a holiday form is available from the school office and must be returned to school before the holiday commences.

Pupils at our school are often more vulnerable to infection and parents are asked to keep children at home if they have a severe cold, sickness and diarrhoea or an infectious disease, until they are fully recovered, to help avoid the risk of spreading infection.

If a pupil becomes ill during the school day, parents will be informed by telephone and asked to collect them.



School Clothing

The school uniform is not compulsory, but we would recommend that each pupil is dressed for school in shoes and clothing that are uncomplicated in style, and which will enable the individual to dress/undress as independently as possible.

As a guide, we recommend a school sweatshirt, which is royal blue and embroidered with the school logo, black or grey trousers/joggers/skirt and a white polo shirt: polo shirts with the school logo are available from school. In warmer weather shorts or blue and white dresses may be more appropriate for primary pupils, however we would ask senior students to continue to wear their winter uniform. Parents are asked to label all items of clothing. Oaks Sixth Form do not wear school uniform.

For reasons of hygiene and safety, all pupils will need to change for PE lessons into plimsolls or trainers with a white sole, a school team tee shirt and black shorts or tracksuit. Parents are asked to provide a drawstring PE bag which is labelled. It is particularly important for pupils to wear their PE kit for rebound therapy.

Jewellery including watches is not permitted in school, with the exception of students in Oaks Classes who will be expected to remove these items before sporting activities. Pupils with pierced ears can wear small studs only and they must be removed before PE lessons or covered with tape (micropore or similar). The school cannot accept responsibility for such items.

School reserves the right to forbid any personal belongings which could be considered to be unacceptably dangerous in school or against the interests of the pupils at large.



School Organisation

Willows Early Intervention and Assessment Unit



Willows class caters for children in the early years with a broad range of special educational needs. The classroom provides a bright, interesting and stimulating environment where the children follow the Early Years Foundation Stage curriculum. The curriculum is based on the provision of opportunities for learning through play, by way of practical activities and routines which will promote learning, as well as the need to acquire an established body of knowledge and skills.

The school is committed to the Early Support approach through multi-professional working. All families with young children will be offered the opportunity for regular meetings with the range of professionals involved with their child. This approach enables parents to feel supported in setting achievable goals for their child and helps to inform the assessment process and embraces the new approach to provide outcomes focused Education Health and Care Plans (EHCP)

The school is proud of its work in the local community and this is highlighted in the class by the outreach programme which involves 'mainstream' children coming to the school on a part time basis. This project ensures that our pupils are working alongside their peers, benefitting from the skills they bring to the class. The school has also fostered close links with local pre-schools, in particular with the local family centre to provide children with special education needs the opportunity to attend 'mainstream' settings supported by their key person.



The Primary Department Palms and Elms

Palms and Elms classes cater mainly for infant and junior ages (Key Stage 1 & 2) although pupils are placed according to their individual needs. Our aim is to develop each of the pupil's present skills through individual and group work, working to the primary national curriculum and developing personal, social, health and citizenship skills.

The classes work in close partnership and often there are opportunities for pupils to access a range of activities in a variety of settings. This mainly presents itself in physical education and the creative arts.

The classes provide a balance of learning experiences through a variety of approaches such as role play, investigation, sensory learning, structured play, circle time, table top activities and discussion. Pupils are encouraged to take some responsibility for their own learning and are encouraged to evaluate their own performance if appropriate.

Both classes work closely with partner schools such as Heron Way, Littlehaven, Holbrook and Leechpool where individuals or groups of children have the opportunity to interact with their peers each week and join in with constructive activities. This has proved very successful for many students, encouraging growth and inspiring individuals.



Firs and Maple

These classes are particularly for pupils with profound and multiple learning difficulties. The class has a high pupil/staff ratio to enable activities to be completed on a one to one basis. There is a strong emphasis on a multi-sensory approach to education. Switches are used to enable the pupils to have control in their environment for example, in the hydrotherapy pool, sensory area of the classroom and to activate equipment used in differing activities, such as cooking appliances, the hair dryer, fans etc. As with all classes, targets are set on a termly basis and are linked with the school's curriculum document. Post sixteen students work on achieving the ASDAN multi-sensory award. The speech and language therapist works with staff to promote effective communication through an appropriate means such as, switches or eye gaze technology. Staff also work closely with both the physiotherapist and occupational therapist so that mobility skills are maximised.

During their time in this class, pupils will experience a variety of positions which will help expand their horizons such as lying in a variety of ways, specialist seating and using standing frames. Where appropriate, pupils are also encouraged to walk in a specially designed walking aid, thus developing independent mobility.



The class follows a sensory curriculum which aims to enable greater access to the school curriculum. This will include activities such as hydrotherapy, aromatherapy, music therapy, tactile work and use of the dark room. Achievement is assessed using the Key Routes Framework.

Emphasis is also placed on independence skills such as feeding, toilet training as appropriate and hygiene.

The Secondary Department Pines, Limes and Cedar



Students in the secondary department follow a Key Stage 3 and Key Stage 4 curriculum as appropriate to their age and continue to work on individual targets. They benefit from our extensive creative arts curriculum and the use of iPads in lessons to increase their access to our diverse curriculum. Students are introduced to their first residential experience when they are invited to spend a week enjoying offsite pursuits in the New Forest.

Students are based in tutor groups and spend time working within these groups or in skills based groups. This allows them to access lessons targeted to their individual needs and benefit from a range of role models, thus enabling a broader learning and social experience. Students are encouraged to develop their personal skills, such as hygiene and then as they progress through the department, they develop skills for independent living such as shopping, cooking and preparing for a smooth transition to adult life. Links are encouraged with local secondary schools and individuals join their peers to access classes that they enjoy and are appropriate to them.

Oaks Sixth Form

Oaks Sixth Form caters for students aged between sixteen and nineteen, when they are entering the final phase of education before joining an adult environment.

The aims for the students are: to raise self esteem, improve self confidence, increase independence, learn how to work as part of a team and gain nationally recognised qualifications through the ASDAN awarding body.

Each student is encouraged to think for themselves, express their opinions and feelings and take on individual responsibilities.

We aim to provide every opportunity to continue to learn and to consolidate basic life skills. All students follow a core curriculum that includes Maths, English, Computing, PSHCE, food technology and meal preparation and theatre studies, the content of which is tailored to promoting independence. For example travel training. There is an emphasis on practical work, relevant to the individual's needs and chosen options, which include a range of sport, ICT, digital media, creative arts and leisure opportunities such as model making.



Students attending Oaks Sixth Form generally play a leading role in whole school productions. They are also given the opportunity to take part in discrete projects, which may be entered into national competitions.

During their time in sixth form all students attend link courses with local colleges and where possible and when appropriate, they undertake work experience tailored to individual interest and need, often from within our school setting. Students have the opportunity to build on outdoor pursuits and independent skills at our annual activity week at the Calvert Trust on Exmoor. Current and past students enjoy attending our Annual Reunion Prom and summer barbecue.

Collyers / QEII Partnership

Students who are studying Personal Social Development at Entry Level 1 and above are able to apply for a place at Collyer's. This is a two year course catering for up to twelve young people aged between 19 and 25. Students study ASDAN Employability and Life Skills at their appropriate level and take part in various sports options, drama, art and food technology. All students are encouraged to take the Arts Award in their own particular field of interest, doing Bronze Level in year one and progressing to Silver Level in year 2. Other options include photography and courses in Sports Leadership and Dance Leadership. Students can also take an award in Healthier Foods and Special Diets.

Study at Collyer's takes place on a Monday, Tuesday and Wednesday. Students are encouraged to be as independent as possible while being supported by staff from QEII. Students are able to integrate with Collyer's Life as much as they wish, including being on the student council, attending unions and using College facilities, such as the canteen. All lessons are open to Collyer's students supporting our students through a buddy system, their particular interests or through their own courses of study. The course at Collyer's gives students a supported and secure transition to progress from school life to perhaps studying at larger college campuses or accessing employment opportunities.



School Curriculum

The School follows a developmental curriculum which encompasses the National Curriculum. This is accessed through the setting of yearly annual education plans which are evaluated through the annual review process. Termly targets are set by a multi-professional team including the teacher, physiotherapist, speech and language therapist and occupational therapist and indicate priorities for each pupil. Parents are invited to include their ideas in this process and are informed of how pupils have progressed towards their goals at the end of each term.

The school is divided into early years, primary, senior and sixth form departments for curriculum planning purposes. The early years and primary departments adopt a topic approach which is on a three yearly cycle, ensuring that the EYFS and National Curriculum programmes of study are experienced by the pupils. The senior department works on a modular basis, covering mini topics in history, science, R.E, geography, art and technology. From the age of fourteen students have access to accredited courses. Department staff plan together to ensure appropriate progression and continuity.

The staff meet regularly to evaluate the curriculum offered to pupils and are constantly updating the school's policy documents on each curriculum area. The curriculum framework can be found on our school website.

Each curriculum subject is taught in a manner that enables development as pupils progress through the school. Teachers strive to make activities appropriate to the age they are teaching and the resources throughout school reflect this. The school is committed to delivering many aspects of the curriculum through performing arts and this has been judged to be an outstanding aspect of the school. The school has also developed an expertise in Alternative and Augmentative Communication and Progressive Environments and uses a wide range of low and high tech equipment to support this.

Teachers keep detailed records on individual and group progress using a whole school system which ensures continuity and progression throughout the school. Each pupil has a portfolio which contains evidence of achievement throughout their time in school. This provides the basis for their record of achievement which is given to pupils when they leave each class, at our annual awards evening.

The fostering of positive attitudes by parents and teachers to a pupil's learning cannot be over-emphasised. Pupils are encouraged from an early age to evaluate their work and celebrate achievement.

Creative Arts

At QEII we have always seen the potential for teaching our students through performing arts. All students at QEII have extremely complex learning needs and our creative curriculum enables them to reach their full potential particularly in terms of self-esteem, confidence and independence.

Our reputation for performing began to grow in 2007 when we entered the National Rock Challenge dance event and performed alongside our mainstream peers. Our 'Monster Rock' was spotted and we were asked to perform it on many occasions. One really memorable event was when we were invited to perform it at the National Dance Teachers' Conference at the Laban Centre in London. Since then our performing arts has gone from strength to strength. We celebrated gaining our Gold Artsmark in 2009 and again in 2012.

In 2009 we embarked on the Shakespeare for Schools Project and a group of senior students performed Twelfth Night at Leatherhead Theatre, the Capitol Theatre Horsham and the Performing Arts Hub at Central Sussex College. Once again we were spotted and chosen to be one of three schools nationally to perform at the Lyric Theatre in the West End. We have since performed Romeo and Juliet and a sensory Midsummer Night's Dream.

The Creative Arts Programme at QEII has been greatly enhanced by the new studio which was officially opened in July 2010. The specialist art room provides a dedicated facility for pupils to explore all aspects of the Art Curriculum and the learning outcomes have been outstanding. At the Awards Evening in July the achievements were celebrated in a gallery that was set up in the art room.

We were privileged to be chosen as the West Sussex School to take part in this pre-Olympic project. The emphasis was on the Cultural Olympiad and we were joined at school for two weeks by choreographer Mark Smith and artist Rachel Gadsden. The final part of the project took place at Stoke Mandeville. Our work received rapturous applause and our art work has already been commissioned for the Olympic Exhibition at the Stoke Mandeville Stadium next summer. Last year we were involved in making an animated film that was shown at the Torch Ceremony at the Paralympic Stadium. We have also been privileged to perform at the O2 Indigo Theatre and had our film RESPECT premiere at Pinewood Studios.

In September 2010 we were awarded Specialist Status in the Performing Arts in recognition of the high standard we have reached. This involves an increased commitment to share our skills with other schools and the wider community.

The creative arts are divided into four areas; Art, Dance, Drama and Music. Pupils are able to access the creative arts throughout their time in school and opportunities to celebrate their achievements are embraced, for example, dance festivals, art exhibitions, Shakespeare festivals, choir, and music festivals, school shows, carnival and film making competitions.

Oaks Sixth Form students are able to specialise in the performing arts with study modules such as technical theatre and choreography. Work experience is also offered in the studio setting and supporting younger pupils with dance events.

At QEII we aim to continuously improve the proportion of children who achieve to their maximum potential in all aspects of communication, language and literacy. Our distinctive path includes a vision of English being so much more than reading, writing and speaking and listening and we employ a broad range of strategies and approaches to support development of language and communication skills. This includes the adoption of phonics in Early Years, Augmentative and Alternative Communication (AAC), latest technologies and the expressive and creative arts in addition to more traditional whole class based approaches.

QEII has a well stocked library resource area and pupils and students are encouraged to develop their independent reading skills throughout all areas of the curriculum. The attractive reading area surrounds the 'Magic Carpet' that provides an opportunity to engage in some of the most advanced technology for literacy and learning.

As part of our eclectic approach to enjoying English we engage in paired and peer reading both amongst pupils and students at QEII and with students from a neighbouring secondary school. This promotes shared understanding, increased self-esteem and confidence for all involved. Many of the pupils follow the Individualised Reading Scheme, a developmental programme that encourages freedom of choice in reading matter. In turn this motivates students to engage with reading throughout their school experience.

At QEII we are constantly striving for the students to gain maximum independence and autonomy in all aspects of their development. The quality of teaching English is reflected through our consistently improving results in all subjects. Outstanding performances in the Performing Arts demonstrate the creative and imaginative approaches to teaching and the consistent good practice of our staff.

Lesson observations and regular communication and exchange of ideas between staff leads to both improved provision for English and a consistent approach by all. In all classes, teachers strive to engage and motivate their pupils in order to maximize their achievement, using the communication approach that best matches each child. Creative use of ICT supports this process and pupils have access to iPads to support their learning. In addition to teacher led initiatives for teaching English we have the support of speech and language therapists who work with teachers to produce individual plans to development communication. We also invite educators from outside to promote the learning of English for both staff and pupils and we embrace considered new thinking on the subject.

At QEII we are intent on removing barriers to literacy and communication and offering opportunities to raise standards and enjoy all aspects of English throughout the curriculum for all.



Maths

The school's developmental curriculum introduces pupils to a wide range of mathematical skills in the areas of using and applying maths, number and algebra, shape, space and measure and handling data. Individual measurable targets are set for each pupil, each term, in three of these areas, following the P Scales in order to ensure that pupils make good progress and acquire new skills. Pupils are given the opportunity to explore mathematical concepts in a practical and meaningful way both in the classroom through such methods as Maths Makes Sense and in the wider area. This is to ensure that they are able to transfer the skills that they learn to different environments and scenarios. It is important to ensure that pupils are able to generalise their mathematical knowledge as it will be necessary to apply their acquired skills to the many different situations that arise in adult life.

ICT

We believe that Information and Communication Technology has the potential to enhance the quality of teaching and learning across the curriculum. We have interactive whiteboards in all our classrooms, creating exciting opportunities for teaching and learning. The network offers suitable Internet access and learning platforms such as Espresso are used widely throughout the school. Each class has at least one iPad with plans to increase this as an on-going project. We also have a bank of iPads which can be accessed by classes during the day.

Science

Science is taught across all age groups and abilities and aims to cover the various programmes of study for each Key Stage. Detailed schemes of work and subject modules are differentiated to take into account the strengths and requirements of individual students.

The investigative and explorative activities are of a functional and practical level, often of a sensory nature. Pupils are encouraged to develop a natural curiosity and awareness and care for their surrounding environment. They are taught how to problem solve and complete simple experiments commenting on their findings. The continuous assessments begin with cause and effect activities and encourage pupils to self evaluate and report their achievements.

The school is continually developing its extensive resource bank which includes materials for investigations alongside numerous science DVDs and internet and interactive resources.

PSHCE

The Personal, Social, Health, Citizenship and Emotional programme at school is an entitlement for all pupils and is seen as an integral part of the learning process beginning in early childhood and continuing into adult life. It is delivered as part of a whole school approach which aims for links to be established between health, citizenship, sport, safety, behaviour and other cross-curricular themes. This policy runs alongside the school's Sex Education Policy.

We aim to provide a variety of opportunities which relate to pupil's lives outside of school, for example, topics which are the focus of current media interest, events which have formed part of the personal experience of pupils, school visits and visitors to school.

The relationships between staff and pupils and those amongst staff themselves are very important. Standards, attitudes and patterns of behaviour can convey powerful messages and their significance is often underestimated. Lessons which promote courtesy, concern, respect and acceptance of responsibility for self and others will be more effective if these qualities are valued consistently in every aspect of school life. Health messages will have more significant impact if they are supported by opportunities to exercise skills learnt in the classroom through for example, appropriate systems of reward and sanctions.

Those who are happy with their image are able to take increasing control of their lives including decisions relating to healthy lifestyles.

Through the delivery of this policy the school aims to:

- 👑 develop knowledge and understanding about growth and development and the human life cycle
- 👑 foster self esteem, awareness of self and others and a sense of moral responsibility
- 👑 develop the skills of communication and decision making to overcome vulnerability
- 👑 encourage exploration of values and attitudes implicit in the development of mature responsible adults
- 👑 develop the skills required for an independent healthy lifestyle
- 👑 identify hazards and their associated risks and find strategies to control them

Sex Education

Aims and Objectives of School Sex Education Policy

Sex education in this school will comply with the requirements of the Education Reform Act 1994 and the school curriculum aims to:

- 👑 Raise students' self esteem and confidence, especially in their relationships with others
- 👑 Help students to understand their sexual feelings and behaviour so that they can lead fulfilling and enjoyable lives
- 👑 Develop skills (language, decision making, choice, assertiveness) which are necessary in a range of situations
- 👑 Promote acceptable and appropriate behaviour in public and private situations giving practise of strategies which reduce the risk of exploitation, misunderstanding and abuse
- 👑 Provide knowledge and confidence needed to be an active member of society.

Moral and Values Framework

The sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- 👑 Respect for self
- 👑 Respect for others
- 👑 Responsibility for own actions
- 👑 Responsibility to family, friends, school and wider community

Content Headings for School Sex Education Programme

- 👑 Who am I?
- 👑 Relationships
- 👑 Keeping myself safe

A copy of the school's more detailed policy document is available on the school website.



Physical Education

We believe that physical education, experienced in a safe and supportive environment, is important in its contribution to a pupil's physical and emotional development and health. Our pupils have the opportunity to access different areas of physical activity which are run by both internal and external staff. Swimming and horse riding take place off site. We are well resourced with a variety of apparatus and small games equipment for both indoor and outdoor use. We have a full size trampoline and run a rebound therapy session for each class. Rebound is also offered as an after school activity. Students in the Sixth Form are offered sports options which include: swimming, gym, badminton, running, table tennis and sensory exercise.

Art and Design

Our school provides a balanced and continuous programme of art for all pupils to enjoy. This programme builds upon previous experience students and extends capabilities further. Some older students are given the opportunity to explore in more detail through access to an outreach arrangement at local secondary schools and colleges. We have an art room in our new studio which all our students have access to as well as classroom based activities. Pupils are encouraged to produce work with minimal help as this not only gives a sense of ownership and achievement but also provides a useful area of assessment. Art and design is supported by a full time art technician.

Music

Music can be found across all aspects of the curriculum and school life. It is used as a means of connecting with students and in a range of holistic and therapeutic situations. It is used cross curricular and compliments all subjects.

Students have the opportunity to use and experience a range of instruments and singing is an important part of school life. The national curriculum for music is adapted to suit the needs of our students.

The school has a student and staff choir which has performed in a number of locations in the locality, a fledgling samba band and a music therapy after school club.

History and Geography

Our History curriculum provides pupils with opportunities to study a wide range of historical facts and artefacts. Pupils start with their own immediate history and are later given opportunities to develop their understanding and awareness of historical periods, events, people and issues within local, British, European and World contexts.

Our Geography curriculum aims to provide pupils with opportunities to draw on a widening range of geographical skills and to use them with increasing selectivity, accuracy and independence. Our teaching of geography will enable pupils to develop a growing awareness of their environment locally, nationally and globally.

Modern Foreign Language

All pupils and students at QEII have the opportunity to experience a variety of cultures and languages. MFL at QEII is taught through multi-sensory presentation and practice. Pupils and students are immersed in the habits, culture and traditions of different cultures and teaching is pitched to the needs and abilities of all through careful differentiation. For example, pupils and students in KS3 have learnt about Spanish through participating in a reconstruction of a Tomatina Festival alongside learning formal vocabulary and grammar; younger pupils participate by celebrating in themed events where they try food from a variety of countries and listen to stories of different cultures.



Religious Education

Our pupils are taught Religious Education according to the West Sussex Agreed Syllabus. Pupils learn about key aspects of Christian belief and also have an introduction to other cultures through the study of the major world faiths. Parents have the right to withdraw their children from Religious Education and Collective Worship if they wish.

Collective Worship

This is held either in a 'whole school' format or classroom based. Collective Worship is non-denominational but of wholly Christian morality. The aim is to create an atmosphere for pupils:

- 👑 To reflect meaningfully on life
- 👑 To introduce worship in a meaningful and honest way
- 👑 To bring pupils to the threshold of worship or
- 👑 To let them worship if desired

Parents can withdraw their children from Collective Worship without giving a stated reason and the Headteacher will make alternative arrangements if viable.

'Whole School' assemblies are held once a week. The aim is to foster a sense of belonging, affirming and celebrating the ideals and values of the school. Assemblies will include Collective Worship and can include items from the following: R.E. celebrations, ceremonies, communities/lifestyles, beliefs/values. They can also illustrate sources of authority e.g. the Bible, searches for meaning e.g. goodness, sharing, expressions of meaning e.g. candles, road signs, logos.

Assessment

Individual achievement and staff expectation at school is high and is apparent both through the quality of displays around the school and in each individual's profile of achievement. Teachers regularly set targets for the individual based on both the school's developmental curriculum and the National Curriculum including the P-Scales (Pre-National Curriculum Levels). Targets are regularly assessed and teachers keep detailed records of each individual's progress.

Assessment at QEII is based on the following principles:

- 👑 The learner is at the heart of assessment
- 👑 Assessment needs to provide a view of the whole learner
- 👑 Assessment is integral to teaching and learning
- 👑 Assessment includes reliable judgements about how learners are progressing
- 👑 Assessment must influence teaching and learning
- 👑 Assessment must be cross-curricular
- 👑 If we know what the learner knows we can help them use their skills in different situations

Whilst all pupils follow the appropriate Programme of Study from the National Curriculum, they are disapplied from Statutory Assessment at the end of each National Curriculum Key Stage. Pupils are assessed termly, using the early years foundation stage profile or the P-Scales, (developmentally based performance descriptors, which outline early learning and attainment before level 1 of the National Curriculum in eight levels from P1 to P8) and the National Curriculum. Key Stage 4 and Sixth Form pupils are entered for nationally accredited vocational courses.

All progress data is rigorously reviewed to ensure that all pupils are enabled to reach their full potential and that individual targets are appropriately challenging for individuals. Statutory targets are set for pupils at the end of each Key Stage.

Each year all pupils are formally reviewed through the annual review of statement procedure.

PARENT SUPPORT

SEEDS / Early Support

A support group for any parent in the community that has a child with special needs aged between 0 and 8 years. The group meets monthly, on Monday mornings at QEII School. Bring your child and come and meet other mums and dads for a coffee and a chat.

QEII Parent Support Group

This group meets every third Thursday in the month at QEII for lunch and a presentation from an invited professional. This group is now available more widely to parents in the local community who have children with special needs. See our weekly newsletter for dates and topics.

Behaviour Support

Dr Elizabeth Scott-Gliba, a clinical psychologist is available to support individual families. You can make a referral via the school. Elizabeth, together with Helen Elphick our behaviour expert, run a monthly behaviour support group. Please see our weekly newsletter for dates. Helen Elphick and Claire Smee are trained Team Teach Instructors who are also available to support parents and run parent workshops.

Parent Partnership

This group consists of Lesley Dyer, parent reps from each class and reps from respite care services. The group meets twice a term to ensure that the partnership between home and school is effective.

Friends of QEII - PTFA

This group meets regularly to provide support and arrange social and fund raising events.

Please ask in the school office for more information. 01403 266216

office@queenelizabeth2.w-sussex.sch.uk

www.queenelizabeth2.w-sussex.sch.uk



Student Council

The Student Council meets with the headteacher on a weekly basis. Each class elects a representative who will speak for all the pupils in their class. They are able to bring any issue to the council for discussion and all are taken seriously. The student council plays an important part in the decision making process at school, for example, interviewing new staff, editing the weekly newsletter, helping to choose colour schemes for the school, deciding on the theme for our playground project, requesting equipment etc. The student council has its own award scheme; each week it chooses two or more pieces of work to receive its certificate and a spot on the Student Council notice board. The Student Council spent a great deal of time developing the Student Manifesto which brings together the views of all pupils on what they would like to see at school and this is monitored through its annual questionnaire to all students.

Behaviour

Queen Elizabeth II Silver Jubilee School is committed to learning. It is important that behaviour is managed so that the aims of the school can be achieved. The majority of disciplinary issues are tackled in a positive manner, whereby teachers focus on and celebrate individual strengths and achievements. Negative behaviour is discouraged unobtrusively to negate any attention seeking behaviour. The purpose of this policy is to support this process through:

- 👑The creation of a positive and orderly atmosphere where teaching and learning can take place
- 👑The creation of a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities
- 👑The reduction of staff stress through the identification of effective systems and practices
- 👑Addressing the demands of changing conditions and approaches.

The full behaviour policy is available on the school website and covers the following areas: aims, rights and responsibilities, bullying, protocol for dealing with challenging behaviour, supporting staff, whole school behaviour meetings, individual behaviour programmes, protocol for dealing with serious incidents, physical restraint, exclusion, dealing with challenging behaviour whilst off-site and suggested do's and don'ts.

Careers Education

The school's career policy embraces vocational and further education.

Statements of Intent

- 👑 To become a valued member of the local community
- 👑 To prepare for a smooth transition to adult life
- 👑 To develop confidence, self-esteem and maturity
- 👑 To develop social/emotional awareness
- 👑 To be responsible for their own actions
- 👑 To interact and integrate with their peer group
- 👑 To develop an awareness of safety/danger in many situations
- 👑 To encourage as much independence as is possible by developing personal and social skills, inter-personal skills and domestic skills
- 👑 To promote as many numeracy and literacy skills as possible as an aid to self reliance

These are realised and monitored by means of our multi-disciplinary life plan meetings, work and college placements and further education in the Independence Unit.

West Sussex County Council has appointed personal advisors who work with families to support the transition to adult life.

Equal Opportunities

The whole ethos and environment of Queen Elizabeth II School contributes to a general awareness of equal opportunities and multiculturalism. All staff are involved and have a part to play in this process.

An effective policy for the school can only be achieved by raising awareness and continued review of good practice.

The school's Disability Equality Scheme is available on the school website.

The Governing Body

Mrs Helen Crooks
Mrs Julie Bateman
Miss Lynn Kempshall
Mrs Bernadette Daly
Mrs Sally Miller
Mr John Crombie
Mrs Elaine Bagg
Mrs Sarah Garwood
Mrs Victoria Nicolau
Mrs Lesley Dyer
Mrs Allyson West (Business Manager)
Mrs Morwen Millson
Mrs Janet Meredith
Mrs Alison Mitchison (Office Manager)

Chairman - LA Governor / Early Years / Personnel
Parent Governor / Finance
Community Governor/Child Protection
Community Governor / Quality of Provision
Community Governor / Quality of Provision
LA Governor / Sixth Form
Parent Governor / Health and Safety
Vice Chairman - Parent Governor / Achievement
Staff Governor / Quality of Provision
Headteacher Governor
Associate Governor
Associate Governor / County Councillor
Associate Governor
Clerk to Governors



Teacher / Staff Responsibilities

Headteacher	Lesley Dyer
Senior Teacher – Creative Arts	Sue Jay
Senior Teacher – Operations / Senior Department	Linda Crump
Senior Teacher – Primary Department	Victoria Nicolaou
Senior Teacher – Sixth Form / Post nineteen	Helen Elphick
Business Manager	Allyson West
Office Manager	Alison Mitchison
Site Manager	Peter Tyler
Receptionist	Sue Kent
Finance Assistant	Tracey Taylor
English	Victoria Nocolaou
Communication	Linda Crump
Maths	Jo Crosby
Science	Jane Cleaver
Information Communication Technology	Linda Crump
Art and Design and Technology	Wendy Evans / Hayley Worman
Music	Holly Parsons
Physical Education	Hayley Worman
Personal, Social, Health, Citizenship and Emotional Skills	Lesley Mariner
History and Geography	Alan Greig
Religious Education	Linda Crump
Modern Foreign Languages	Jo Crosby
Parent Partnership	Lesley Dyer
Outreach	Victoria Nioolaou
Student Placement	Victoria Nicolaou
Manual Handling	Lesley Mariner / Lisa Dixon
Behaviour Support	Helen Elphick / Claire Smee
Multi-sensory Environments	Jane Stanton

Higher Level Teaching Assistants

HLTA for Communication	Evelyn Daly
HLTA for Physical Development	Katie Passfield
HLTA for Sensory Development and Behaviour	Claire Smee

Special Support Assistants

Library	Evelyn Daly
P.E. Cupboard	Natalie Colverson / Natalie Harrison
Stock (health)	Beryl Shepherd
First Aid Co-ordinator	Julia Barnaby
Studio / Dark room / Hydrotherapy Pool	Beryl Shepherd
Resource Room	Evelyn Daly
Premises	Evelyn Daly
Specialist Equipment	Nikki Mantle
Studio Technician	Penny Hoskins
Photography	Stephen Candy

