



# INCLUDE SUFFOLK EOTAS

## Key Stage 1&2

# PROSPECTUS & Parent / Carer Handbook

## 2016-2017

This Handbook contains a wide range of information about **Include** which we hope parent / carers and students will find useful.

Please keep it safe and easily accessible.

If you have any worries or concerns about your child's progress or well-being, please do not hesitate to contact the relevant school, contact details at the back of the Handbook.

Please ensure you keep **Include** up-to-date with any change of address or other details as soon as possible.

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## **ABOUT INCLUDE**

**Offer: Include** is a national organisation which runs projects for young people who are out of mainstream education for a variety of reasons. Suffolk primary EOTAS (Education Other Than at School) provision is located in 3 areas Ipswich, Bury St Edmunds & Lowestoft. Each site is overseen by a Project Manager / Curriculum Learning Lead and caters for primary aged pupils 5-11 years of age. Most young people who access Suffolk include have Behaviour, Emotional, Social Difficulties (BESD) or Autistic Spectrum Disorder (ASD) or other diagnosed disorders. Pupils attend on a fulltime basis if it is felt they are able to cope with a full timetable, or we will enrol them on a part time basis and gradually build up the hours to suit. Typically with us for no more than 3 terms and supported with transition back into mainstream education or a further alternative provision will be identified.

Suffolk **Include** is registered for 56 pupils across the three sites and has Ofsted Good Grading (Oct 2013).

- **Young Person Centred**
- **Small group working**
- **Flexible Timetable**
- **Safe secure environment to enable development of confidence & self esteem**

**The service tab:** Suffolk **Include** EOTAS Key Stage 1 & 2 delivers a full timetable alongside the national curriculum covering Numeracy, Literacy, ICT, Citizenship and Personal, Social, Health Economic education (PSHEe). All students participate in regular feedback with include staff in order to encourage their personal development and to ensure the best outcome when they begin to look to returning to a mainstream educational setting.

### **Our aspirations for all pupils:**

- To be the best they can be
- To have ambition and show resilience and determination to reach their goals
- To enjoy achieving and to be rewarded for effort
- To actively engage in their learning, with the staff and to feel part of the community
- To receive quality, inspirational teaching
- To develop into confident, happy and healthy young people
- To be reflective in their learning

### **Our over-arching aims:**

- To provide for the full range of abilities by offering individual learning plans
- To deliver positive outcomes and progressions through the application of a skills for life programme
- To identify and overcome the barriers to learning by focusing on personal and social development
- To enable children to enjoy learning and progress in a positive way

### **Mission Statement**

**“Catch22 / Include** provides young people aged 4 – 18 with alternative education in order for them to progress and succeed in sustained education or employment. We do this through high quality teaching and learning based on effective relationships that enable the achievement of life skills and meaningful qualifications”

## ADMISSIONS

**Include's** admissions policies and procedures work to ensure that your child is familiar with the staff and the provision prior to attending. Your child will be referred to **Include** through your cluster area's monthly, In Year fair Access Panel (IYFAP) meeting, or via Local Authority direct, we are unable take direct referrals.

Once the referral has been received and approved a member of **Include** staff will undertake a home visit to introduce themselves, and the provision and to answer any questions you might have. It is at this point that you will be asked to read and sign the parental contract as we very much believe we are working in partnership with you to support your son/daughter. On starting with us we will implement an ongoing assessment, plan and review cycle which ensures that your child's learning, social, behavioural and emotional needs are met. The Project Manager / Curriculum & Learning Lead will be your first point of contact and liaise with you and any other agencies who are involved with your child in order to ensure we have and communicate all the necessary information to make starting at **Include** as smooth as possible.

If there are any other questions you have please contact us at the relevant site as soon as possible on the phone numbers are at the back of this handbook.

## ATTENDANCE

By law, all children of compulsory school age (5 to 18) must receive full-time education. Along with this you have the legal responsibility for making sure that your child attends on a regular. If they do not, parents will be contacted by **Include** in the first instance and will be followed up by the Local Authority via the Educational Welfare Officer if it continues or patterns of attendance occur.

Schools are open for 195 days per year, leaving 170 other days for leisure time. **Include**, in line with Government legislation, are not allowed to authorise any leave of absence.

As parents you need to be aware that you may be breaking the law if your children take leave without permission. Guidance states that schools may agree "holiday leave" in two exceptional circumstances, such as:

1. For service personnel and other employees who are prevented from taking holidays outside term-time if the holiday will have minimal disruption to the pupil's education.
2. When a family need to spend time together to support each other during or after a crisis or a close family occasion.

Suffolk County Council website will have further guidelines for Attendance.

Holidays which are taken for the following reasons are will not authorised and are breaking the law.

- Availability of cheap flights
- Availability of the desired accommodation
- Poor weather experienced in school holiday periods
- Overlap with beginning or end of term.

To ensure the maximum possible attendance and punctuality of every student we will:

- Inform parents immediately of any unauthorised absence

- Work in close partnership with the Education Welfare Service, Police and Police Community Support Officers, LAAC practitioners.
- Recognise the external factors which impact on student attendance, and work in partnership with parents and the Education Welfare Officers to address difficulties

We hope that you will support our efforts to improve the achievement and learning of your child by:

- Ensuring that **Include** is notified of any absence by telephone that morning before the start of the school day.
- Informing **Include** immediately if your child is unwell or unable to attend for any reason & each day of illness
- Encouraging your child to arrive on time and prepared for learning.

If you have any concerns regarding your child's current attendance and are aware of circumstances that may be impacting on their attendance, please contact the Project Manager / Curriculum Learning Lead as soon as possible. Guidance in regards to attendance can be found also on the Suffolk County Council Website.

## **BEHAVIOUR**

### **1. Introduction**

All individuals involved in **Include** are expected to treat each other with respect, courtesy and consideration at all times. Acceptable behaviour is essential to sustain the environment necessary for effective teaching and learning.

### **2. General Expectations**

This section highlights the general expectations of students, parent / carers and **Include**.

#### Expectations of **include**

- Daily sessions covering English, Maths, ICT and a range of other subject areas.
- A programme that will include leisure and sports activities, group work, community and project activities.
- Continual support and encouragement.
- Learning in small groups or on a one-to-one basis.
- Regular one to one supervision with staff providing an opportunity to talk through progress and any other areas of personal concern.
- Zero tolerance of bullying.
- Non-attendance and/or poor/ disruptive behaviour will be viewed as unacceptable and will be dealt with using our disciplinary procedures, (see below).

#### Expectations of Students

- Attend all days regularly and punctually, inform the Project Manager / Curriculum Learning Lead in advance if there is a reason why you cannot attend.
- Be pleasant to people and do the best that you can.
- Participate in all group or individual sessions and activities.
- Complete all work as agreed with school staff.
- Be co-operative with staff and other students.
- Ask for help if you do not understand.
- Stick to the rules of the school placement.
- Keep to the timings of the breaks.
- Always obey safety instructions and any security and other regulations.
- Wear suitable clothing, and shoes. Jewellery kept to minimum (single stud earrings)

### Expectations of Parents / Carers

- Support for your son/daughter or the young person in your care whilst they are a student with **Include**.
- Support the Project Manager / Curriculum & Learning Lead and Project Workers while they are working with your child.
- To ensure that your son/daughter or the young person in your care attends all aspects of the timetable offered.
- To avoid making dental or other appointments during the school hours. If this is not possible to inform the Project Manager / CLL as soon as possible.
- To keep the Project Manager / CLL fully informed of all matters that might affect your son/daughter's progress whilst on course no matter how small it may seem.

### 3. Disciplinary Procedures for Students

As a rule disciplinary procedures will only be used as a last resort, when talking and reward systems have failed.

#### 1. Formal Verbal Warning

This will be used for not following instructions given to the learner on continuous occasions and therefore behaviour is becoming disruptive.

#### 2. Written Warning / Parent Phone call

If there is no improvement, or if the offence is serious, a parent will be contacted and will be able to speak to their child about their behaviour.

#### 3. Fixed Term Exclusion

If there is no improvement when a Parental / Carer contact takes place, or if the offence is exceptionally serious for example violence to another pupil or to a member of staff, then a Fixed Term Exclusion will be put in place and LA notified.

#### 4. Offensive Items

If any offensive item are found or brought into school, **Include** will immediately notify the police who may then choose to question the student, Parent / Carer will also be notified immediately. Police will also be involved in circumstances where carrying out a search by staff may pose a threat to their Health and Safety or the Health and Safety of other staff or students.

#### 5. Substance Misuse & Smoking

**Include** takes very seriously its responsibilities to ensure a safe and secure environment for all students and therefore follows a strict line in relation to all offences relating to any form of Substance Misuse. Students believed to be attending **Include** under the influence or possessing any substances on **Include's** premises, will be subject to disciplinary procedures which may involve the Police, and Parent / Carers will be asked to come and collect them immediately.

Students, Staff and Parent / Carers have a duty to inform **Include** staff if they suspect that drugs or alcohol are present or are being used on the EOTAS programme. Students and parents must realise that only limited confidentiality can be offered in discussions relating to the usage of substances which could be regarded as injurious to health or illegal.

## 6. Bullying

Bullying is contrary to the ethos of **Include** and we have a robust and strict anti-bullying policy (WP5.3) Such behaviour is antisocial, unpleasant and potentially damaging to any student's academic progress and to their emotional and physical well being. Staff will respond to complaints of bullying and harassment promptly and effectively and investigate and monitor individual incidents.

Bullying is the use of persistent emotional, physical, racist, sexual, homophobic, verbal abuse or cyber-bullying directed against an individual or group by another individual or group, which intentionally or unintentionally causes the victim upset, intimidation, hurt, pain and distress. Some bullying behaviours can be tormenting, pushing, kicking or any use of violence, racial taunts, graffiti, gestures, sexually abusive comments, name-calling, sarcasm, spreading rumours, or bullying via e-mail, text, or online. The list is not exhaustive but gives a flavour of the many manifestations of bullying.

**Include** is committed through PSHEe curriculum, 1:1 / small group work, and Policy and Procedures to ensure that all students know what bullying is, feel able as witnesses or victims to report bullying, and have confidence that such reports will be taken seriously and investigated in line with procedures. Parent / Carers who have concerns about bullying will be listened to, and their concerns taken seriously and investigated in line with procedures.

## 7. Harassment

Harassment can take many forms and can be directed at an individual or group of individuals. It is not the intention of the perpetrator, but the deed itself and the impact on the recipient, which constitutes harassment. Individuals can be subject to harassment on a wide variety of grounds including: race, ethnic origin or nationality, sexual orientation, personal convictions, status, disabilities, age, or willingness to challenge harassment. Harassment can range from extreme forms such as violence and bullying, to less obvious actions like ignoring someone. As a result the recipient can be subject to fear, stress and anxiety.

**Include** invokes the same procedure as for bullying when dealing with incidents of suspected harassment.

## 8. Understanding the behaviour policy

Students are regularly reminded of the behaviour policy so that they have a very clear understanding of the expectations of **Include** and the circumstances in which sanctions, including the disciplinary procedures, will be invoked.

## CHILD PROTECTION POLICY

**Include** has an agreed a Safeguarding and Child Protection Policy, full copies of which are available on request.

The policy aims to support the development of young people in ways that will foster security, confidence and resilience. It aims to provide an environment in which young people feel safe and secure, valued and respected and also feel confident and know how to approach adults if they are in difficulties. The policy aims to raise the awareness of all staff about the need to safeguard children and it emphasises their responsibility for identifying and reporting possible cases of abuse. **Include** has in place a systematic means of monitoring children known or thought to be at risk of harm and this involves engaging with other agencies responsible for safeguarding.

There is a designated members across the site that have Suffolk County Council Safeguarding training and are Designated Safeguarding Leads, however all members of staff are responsible to keep children safe whilst attending **Include**. All members of staff

receive regular, updated training. **Include's** selection and recruitment policy involves checks on staff suitability including enhanced DBS checks.

## **COMPLAINTS PROCEDURE**

**Include** has a Comments, Compliments & Complaints Procedure. This procedure exists to ensure that young people and their Parents/Carers are able to offer comments on the services they have received and can make complaints where these services have fallen short of the standards they are entitled to expect.

In the unlikely event of a complaint arising Parent / Carers and students are encouraged to talk to the Project Manager / CLL or the Operations Manager if the concern is regarding the Project Manager, either by phone, in person, or by letter, and we will endeavour to put things right as quickly as possible. If you're not happy that your complaint has been dealt with properly or if you do not want to speak to the Project Manager / CLL, about your complaint, you should contact the Head of School / Operations Manager, via the contact details in this Handbook. Complaints should be acknowledged within 2 working days of receipt and you should have a written reply within 10 working days. If you're not happy with the Operations Manager's response, please contact the Senior Management Team we will be happy to give you the contact details. Within two weeks of this a panel will meet to hear your complaint, which will consist of an **Include** Senior Manager, a representative of the organisation funding the placement at **Include**, and someone independent whom all parties agree on. You can also ask someone independent to act on your behalf at the panel hearing. The panel will present its findings and make recommendations in a written report within a week of the hearing and will be made available to all parties involved.

### **Registered complaints received during 2015- 2016 academic year**

There have been no registered complaints received by **Include** in the Suffolk area pertaining to any of their EOTAS Projects.

## **CONTACTING INCLUDE**

The Project Manager / CLL provides parents with a mobile phone number and landline for use during the day. If you wish to contact the local **Include** office for any other query or for contacting the Operations Manager, please phone 07825350884. Any messages left on the answer phone will be dealt with as soon as possible, but please bear in mind that we might be teaching at the time of your call.

## **EMERGENCY PROCEDURES**

### **Parent / Carers**

If any emergency occurs during the day, please telephone the School phones immediately and leave a message. If you cannot reach the Project Manager please phone Denise Cooper, Operations Manager 07825350884 or Louise Hamlet 01473 232211, you can also be able to leave a message on the project landline, which will be picked up at all breaks between sessions.

**Include** attempts to keep an accurate list of home addresses and telephone numbers, as well as daytime emergency contacts. If there are any changes, please let us know immediately, it is our policy to have two emergency contacts on file please ensure that these are given to the **Include** worker at the time of the first home visit.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

**Include** values the contribution which all children make through bringing their culture and language to enrich our environment.

**Include** recognises the entitlement of all students to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

**Include** strives to provide effective classroom support for all students and to monitor and assess progress regularly to ensure that they have the opportunity to achieve their full potential.

We liaise with feeder schools in order to fully understand and assess individual needs. We will also undertake our own baseline assessments to see what support is required to help a child access the curriculum and enjoy learning. This enables us to provide the necessary support, whether through resource, 1:1 sessions, accessing translation services etc.

Where staff have concerns that language differences may be affecting a student's progress, this will be discussed with Parent / Carers, Management and LA contact in order to arrive at a reasonable solution.

### **HEALTH & SAFETY**

**Include** has a comprehensive Health & Safety policy which covers all aspects of safety within the learning environment. This policy is to ensure we do all we can, 'so far as is reasonable and practicable' to prevent personal injury, property damage and to protect everyone from any foreseeable hazards. If you would like to view this policy please ask the Project Manager / CLL, who is responsible for H&S on site.

### **HOMEWORK**

There is no set regular homework from **Include** but should you wish your child to be set such work, please discuss this with the Project Manager / CLL. On some occasions the child may be asked to bring something specific into the project or ask to complete reading or spellings etc.

### **LOST PROPERTY**

Please inform **Include** staff as soon as possible if you believe your child has lost anything at **Include**. There may be occasions when your child brings something unsuitable into school and the Project Manager / CLL will hold onto the item until you are able to collect it. Please try and avoid anything brought into school that could get damaged.

### **LUNCHTIME AND BREAKTIME ARRANGEMENTS**

Students are offered a free school lunch or are able to bring in their own packed lunch which we encourage to be healthy in line with our healthy eating policy. A mid morning snack can be brought in and will be eaten at the appropriate break times. We encourage the food that the young people bring in to be healthy, no fizzy or energy drinks are allowed at any time, if brought in water will be offered as an alternative.

You will have the opportunity to discuss break arrangements during the initial home visit or by contacting the school staff at any time during your child's time with **Include**.

## **MEDICATION**

### **Arrangements for administration of medication to students**

When a parent requests that **Include** staff should administer or supervise the administration of a medication prescribed by a doctor then they are required to provide the following:

- A letter stating they are happy for **Include** staff to administer
- Medication must be provided in the container prescribed by the doctor fully labelled to indicate the name of the patient, dose and frequency of administration and the name, address and telephone number of the doctor who prescribed it
- Controlled Drugs should always be handed to **Include** staff by a Parent/Carer and not sent with students or taxi's, if this is unavoidable please notify Project Manager / CLL so that when they meet the transport they are aware that there is medication to collect.
- For students whose Statements of Special Educational need or Education Health Care Plan and require on-going administration of medication this should be discussed with the Project Manager / CLL and appropriate paperwork completed
- All medication must be handed to **Include** staff for safe storage and will be witnessed and signed that it has been administered.

### **Non-Prescription medicines**

Many such medicines (e.g. cough mixture, homeopathic treatments) may not need to be given in school hours. If your son/daughter is administered a dose just before they come to school, then it will normally be possible to wait until they go home before the next dose is due to be administered.

Students sometimes ask for pain-killers (analgesics), including aspirin and paracetamol **Include** staff are not allowed to administer non-prescribed medication to students at any time.

If a student suffers regularly from acute pain, such as migraine, parents should authorise the supply of appropriate pain killers for their son/daughter's use prescribed by the GP in original packaging, with written instructions about when the medication should be taken. A member of the First Aid trained staff is required to supervise the student taking the medication and all meds will be recorded day and the time the painkillers were taken.

**All medication needs to be in an unopened original package with GP's label in good readable condition and within date.**

**Please notify Project Manager if your son / daughter has any allergies**

**Asthma inhalers need to be given to the Project Workers each morning or a spare can be kept on site, but again a letter from you will be requested and it is to be unopened and unused.**

### **PARENT / CARER Meetings & Visits**

There will be opportunities for Parent / Carers to meet with **Include** staff and discuss their child's progress and targets, individually or with other agency input.

## **PROJECT CLOSURE**

(a) There may be occasions, usually because of severe weather conditions, when it is necessary to close the project. When this happens, Parent / Carers should telephone the

Project Manager / CLL to confirm closure. It is usual for the project staff to contact parents as soon as a decision for closure is made. The Project staff will also notify transport & LA

(b) Sometimes it is necessary to close the project early, again usually because of a sudden deterioration in the prevailing weather or sudden staff sickness. Parents will be notified as soon as possible of this decision.

## **SEX EDUCATION**

It is the policy of **Include** that sex education, is delivered as part of the integrated and ongoing Personal, Social and Health Economic education programme.

Consideration will be given to confidentiality and family life and the Project Manager / CLL, who has responsibility of ensuring the delivery of this subject, will be able to discuss any concerns you may have.

Principles underlying the delivery of this programme include: decision making, listening to and respecting the views of others, expressing own views and beliefs, challenging stereotypes, healthy relationships and fostering self-esteem.

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from some parts of the sex education programme. The parental right of withdrawal may be exercised by either parent, or by a person who has a responsibility for, or care of, the student. Should parents wish to exercise this right of withdrawal, they should contact the Project Manager so that alternative arrangements can be made.

## **SPECIAL EDUCATIONAL NEEDS**

**Include** supports any student who enters the school with an existing Statement of Educational Special Needs or an Education Health Care Plan, by differentiating their activities and lessons to meet their needs and by holding regular review meetings as appropriate. **Include** maintains a register of those both with an SEN Statement / EHCP and those whose previous education provision has identified as having Special Educational Needs. All **Include** students have an Individual Education Plan (IEP) outlining the difficulties experienced by the individual and setting specific learning related targets. This is based on the provision outlined in their Statement or EHCP.

**Include** encourages all its students to participate fully in all aspects of the timetable and to take part in decisions about their education and learning. The project staff work with other organisations to ensure that the best possible education is offered to each student.

## **STAFFING**

Our staff have a range of professional qualifications and work related qualifications and training to support young people who access our Schools, if you would like a breakdown of individual qualifications please do not hesitate to ask.

**All staff** access a range of training including: Educare Child Protection in Education, Educare Equality and Diversity, Supporting Positive Interventions in Education (SPINE), **Include** Core Training programme, Understanding Autism, First Aid, Prevent & FGM **Project Managers** access further training as well as the above training Safer Recruitment, Child Protection L3, H&S Suffolk Schools Choice.

There is also a dedicated Health & Safety Officer, Fire Warden, Curriculum Lead & SENCo

Denise Cooper, Daniel Allum, Ben Corke, Mikayla Good, Mandy Christenson, Susan Corke, Kim Mitchell, Jason Moores, Elisha Langham, Thomas James: Child Protection L3 (Designated Safeguarding) with deputies accessing training on a frequent basis.

Operations Manager, Denise Cooper & Curriculum Lead, Susan Corke are both E Safety designated officers.

### **STUDENT REPORTS**

Three reports will be issued at termly intervals over the course of the academic year. The report will describe the student's achievements and will outline targets to be achieved in the next term for each key area of the curriculum. The report will also provide a general comment on the student's behaviour and attitude and any progress made in any area of the **Include** project.

### **STUDENT WELFARE**

**Include** applies the principle of respect for oneself and others within a safe environment, both emotionally and physically. **Include** is committed to providing a safe climate free from bullying and harassment for all. All students are encouraged to talk to any staff member, especially one with which they have built a good relationship, about any concerns or problems they may have. **Include** staff may act as advocate on behalf of the young person where appropriate and may have a duty of care to pass information on that a child has disclosed if their wellbeing is potentially at risk.

Parent / Carers are reminded that if they have any concerns about any aspects of their son/daughter's education, they should discuss them with **Include** staff. Depending upon the severity or confidentiality of the issue, parents might speak to the Project Manager / CLL, or where especially important, to the Operations Manager.

It is important that **Include** is kept informed of specific health conditions and/or the need for regular medication. There can be times when the process of adolescence is worrying and painful for students, parents and families. Support is available in the community and information about such organisations can be obtained from project staff. Naturally, we will do all we can to help in such circumstances.

### **SOCIAL, MORAL, SPIRITUAL AND CULTURAL DEVELOPMENT**

We aim to enable pupils to develop their self-knowledge, self-esteem and self-confidence in all aspects of school life. This is central to all that we do.

Within our PSHEe curriculum and through reflecting on personal, local, national and global events we support children to distinguish right from wrong and to respect the civil and criminal law and British values are reflected across the curriculum. This includes encouraging pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in Suffolk and to society more widely.

By following an annual calendar of culture we assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

Through our PSHEe curriculum and themed topics such as 'People Who Help' we provide pupils with a broad general knowledge of public institutions and services in England.

Partisan political views are not promoted in the teaching of any subject in the school. Where political issues are raised with pupils, we offer a balanced presentation of opposing views to

pupils. This relates to provision while in attendance at the school, while taking part in extra-curricular activities which we provide or organise, and in the promotion at the school (including through the distribution of promotional material,) of extra-curricular activities.

## **TERM DATES 2016 / 2017**

### **Autumn term**

Starts: Friday 1st September 2016

Half Term: Monday 24<sup>th</sup> October – 28<sup>th</sup> October 2016

Ends: Friday: 20<sup>th</sup> December 2016

### **Spring term**

Starts: Wednesday 4<sup>th</sup> January 2017

Half Term: Monday 13<sup>th</sup> February – 17<sup>th</sup> February 2017

Ends: Friday 31<sup>st</sup> March 2017

**Easter Holiday** : Monday 3<sup>rd</sup> April 2017 – Monday 17<sup>th</sup> April 2017

### **Summer term**

Starts: Tuesday 18<sup>th</sup> April 2017

Half term Monday 29<sup>th</sup> May – Friday 2<sup>nd</sup> June 2017

Ends: Friday 21<sup>st</sup> July 2017

**During the school year there will be PD Days (Staff training days) dates are yet to be set, but every effort will be made to ensure that you are given reasonable notice.**

## **SCHOOL TIMES**

Our school day starts at 9.30am and finishes at 2.30pm

The day will be split into sessions with breaks intermittently throughout the day.

## **TRANSPORT**

Transport to and from **Include** is the responsibility of the Parent / Carers & Local Authority if appropriate, some students may not be entitled to receive support from the Local Authority and Parent / Carers are therefore responsible for ensuring their child is able to access transport facilities as needed. If you have any concerns regarding transport please let the Local Authority and **Include** staff know immediately. If for any reason the transport fails to turn up to collect your child please ring the Local Authority in the first instance and notify us that your child may be late. We cannot at anytime authorise your child to be taken to a different address or be picked up by anyone else other than yourselves, this has to be arranged through the Local Authority. If there is an emergency within the school day and you wont be home to meet your child, we will do the best we can to accommodate, however the second emergency contact will be expected to be able to stand in.

## **TRIPS AND VISITS**

**Include** is fully committed to the benefits of learning beyond away from its premises. Your child may be involved a number of activities which take place off site, these activities are valuable and support the wider aims of the educational programme. **Include** requires parental consent for students to take part in these activities and some ventures require that specific entry criteria are met.

Students are informed of trips and visits in most cases by the Project Manager / CLL or via a letter sent to the student's home. The letter will outline the purpose of the visit, the type of activity, the level of staffing, the cost if any, and emergency telephone contacts.

Before a visit **Include** will also complete activity plans and risk assessments for the visit.

For local visits to places with minimal risk, Parent / Carer are asked to sign a consent for participation in these activities when their child starts at **Include** as part of the Contract. For other visits Parent / Carer will be asked to sign a letter which consents to their son/daughter taking part. As part of their consent they will be fully informed of the activities and arrangements for the visit. Parent / Carers will also be asked to provide information regarding their child's medical condition and any medication that should be administered during this time. If we don't receive a signed consent form by return your child will not be attending the trip and may be asked to be kept at home that day with work given to them.

**Include** applies the Behaviour Policy on all trips and visits. Students may be withdrawn prior to and during a visit should their conduct breach the codes laid down by the policy or Parent / Carers might be asked to accompany their child on visits off site. A copy of the full Trips and Visits Policy is available on request

## **UNIFORM**

**Include** expect all young people to wear a plain polo shirt, with grey or black trousers / skirts and sensible shoes. If your child has a uniform from the school that they are on role with we are more than happy for them to wear it into our school. We **do not** permit T shirts or hoodies with logos on the front of them. If a child repetitively turns up for school without the correct clothing then you will be asked to collect your child from school or transport will be arranged to bring your child home until the correct clothing is worn.

## **Include Team**

**Operations Manager:** Denise Cooper 07825350884

**Regional Manager:** Alan Waldron 07703560948

**Trustees:** Chris Wright CEO Catch 22

Francesca Pollard

Bruce Noble

Nikki Brauer

## **Contact Details:**

Benjamin Corke, Project Manager, 01284 703323 / 07825538086  
Old Kingdom Hall  
Short Brackland  
Bury St Edmunds, IP33 1EL

Daniel Allum, Project Manager, 01502 530301 / 078255655328  
Silkcutter House  
School Road  
Oulton Broad  
Lowestoft, NR33 9NA

Jason Moores, 01473 233311 / 07825564228  
Springvale Court  
Hadleigh Road  
Sproughton, Ipswich, IP8 3AS.



**catch-22.org.uk/include**

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