

QUEEN ELIZABETH II
JUBILEE SCHOOL
WESTMINSTER



**SCHOOL
PROSPECTUS
2015 – 2016**

Dear Parent/Carer,

Welcome to Queen Elizabeth II School, part of the Federation of Westminster Special Schools, Training and Outreach. I hope you will find this prospectus helpful in giving you the information you need in choosing the right school for your child. It has recently been revised to reflect the requirements of the Children and Families Act 2014 and the revised SEN Code of Practice.

QEII School is a special school for pupils aged between 5 – 19 years, with severe learning difficulties and profound and multiple learning difficulties. It is a maintained school, part of the City of Westminster Education Authority.

We offer our pupils a positive and supportive learning environment within which we deliver the best possible education to meet their individual learning needs. We work hard to ensure that all our children feel positive about themselves and their learning, and consequently acquire a high level of self-esteem. All successes, no matter how small, are celebrated. We aim to instil in our pupils an understanding of the importance of being part of our community and of the need to value and respect friends, family and staff.

We recognise the special importance of school life for every child and their family and we encourage working in partnership with families to ensure both a productive and happy experience for all concerned.

As a parent, you are very important to us. We very much welcome your contribution to our work and look forward to a close relationship with you. We offer families support, information, training and practical help. If we can be of any further assistance do not hesitate to contact us – we are here to help.

Best wishes,



Olivia Meyrick
Executive Headteacher



ADMISSION TO THE SCHOOL

Referrals for admission to QEII School are made via the Triborough Special Needs Department. As the school caters for pupils with Special Educational Needs, the Local Authority must be satisfied that this school will best meet your child's needs.

All pupils have a Statement of Special Educational Needs, maintained by the LA, and this will describe the type of school designated for your child.

Parents are always welcome to visit the school and discuss what is on offer, prior to making a choice of school.

Although the majority of our pupils come from Westminster, pupils living in adjacent Boroughs also attend QEII, by agreement with the home Borough.

QEII is a non-denominational school and every effort is made to respect the requirements of pupils' religious beliefs.

Requests for admission should be made to:

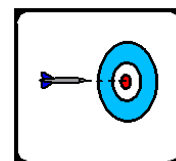
SEN Assessment & Commissioning
2nd Floor, Green Zone
Kensington & Chelsea Town Hall
Morton Street,
London W8 7NX

Tel: 020 7641 5346
Fax: 020 7641 7609

AIMS OF THE SCHOOL

At QEII Jubilee School we aim to support all students and help them develop in the five areas of **EVERY CHILD MATTERS**:

To be healthy
To stay safe
To enjoy and achieve
To make a positive contribution
To achieve economic well-being



We offer the full range of subjects of the **NATIONAL CURRICULUM**, tailored to students' individual needs by means of an **INDIVIDUAL EDUCATION PROGRAMME (IEP)**.

Across the whole curriculum we aim to develop the **KEY SKILLS** of

Communication
Application of Number
Information Technology
Improving own learning and performance
Working with others
Problem Solving

To enable our pupils to feel good about themselves and be proud of their achievements, to communicate with others, develop the ability to look after themselves with as little help as possible and to feel confident and safe when out and about in the community.

We aim to support of pupils and their families to develop appropriate **BEHAVIOUR MANAGEMENT** strategies which will allow them to benefit fully from learning experiences.

Through our PSHE&C, RE and HUMANITIES schemes of work, as well as our broader curriculum, we aim to develop **SPIRITUAL AND MORAL VALUES** and an awareness of diverse cultures

We aim to work with **PARENTS** and **OTHER PROFESSIONALS** to ensure a consistent approach to learning, with individual objectives being worked on at home, school and in other settings.

Have opportunities for **CREATIVE EXPRESSION** and to experience and benefit from a wide range of **CREATIVE ARTS** opportunities

Develop their **PHYSICAL SKILLS** and engage in a variety of sport and leisure activities and competitions.

Develop **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

As a staff, we aim for a **CONSISTENCY OF APPROACH** which, whilst recognizing that different staff and other adults will have different teaching styles, interests and skills, nevertheless ensures that pupils receive consistent responses to their needs and behaviours from all staff and professionals.

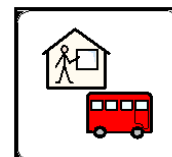
To find out more about **EVERY CHILD MATTERS** see www.everychildmatters.gov.uk/aims/

To find out more about the **NATIONAL CURRICULUM** see <http://curriculum.qca.org.uk/index.aspx>

To find out more about **KEY SKILLS** see www.qca.org.uk/qca_1840.aspx

GETTING YOUR CHILD TO SCHOOL

If you live within Westminster, you will be able to apply to the Education Transport Service for a place on one of their school buses for your child. If you live outside Westminster your home Borough will be responsible for transportation arrangements.



Telephone the school office for more details.

THE SCHOOL BUILDING



The school is situated in the Harrow Road area, in the Northwest of the City of Westminster. For a detailed location map and guide to local public transport, please see details at the back of this prospectus. *See Appendix 1*

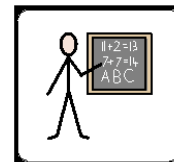
A new wing, funded through the Building Schools for the Future programme, opened in 2011. This two-storey extension provides much improved facilities for students in our Post-16 department, and for students with more complex physical needs. As well as a new library, art room and music room there is a hydrotherapy pool, gym and multisensory room, as well as accommodation for our School Nurse, Physiotherapist and Occupational Therapist.

In addition to the school accommodation, we also have a training facility: The Access and Inclusion Centre, where we run courses for professionals, parents and carers on a range of issues. You can find out more by visiting the Family Support or Training sections of our school website.

There is a lift for wheelchair users and all of our changing areas have built-in ceiling hoists, which help with the management of our more physically disabled pupils.

SCHOOL ORGANISATION AND STAFFING

The school is organised into two departments: **Lower School**, which includes all children in National Curriculum Key Stages 1 to 3 (5 to 13 years) and **Upper School** (Key stages 4 & 5) for young people aged 14 to 19 years of age.



Each class group in the school has one teacher and at least two Teaching Assistants (TAs) with additional staffing for any children with significant physical management needs or challenging behaviour.

In addition to classroom staff we have part-time teachers of Art and Music.

There is a full-time school nurse based on site, employed by the health authority and visiting physiotherapists, occupational therapists and speech and language therapists.

The school has a full time administrative officer who runs the school office, and a site manager who is responsible for the day to day running and maintenance of the building and health and safety.

For a list of current staff names and responsibilities, please see Appendix 3 at the end of this prospectus.

GOVERNORS

Governors are like a Board of Directors and make decisions about how the school is run. They meet twice a term at school and all parents are welcome to come along and listen to what goes on.

Governors are appointed to help:

- Decide what is taught
- Set standards of behaviour
- Interview and select staff
- Decide how the school budget is spent

School Governors have legal duties, powers and responsibilities. They can only act together; they cannot act individually.

School Governors are:

- Parents
- Teachers at the school
- Local council representatives
- Community representatives, businessmen and women.

Parent Governors:

- Have a child in the school

- Are elected by parents of the school
- Serve, as do other Governors, for four years.

Why are parents on the Governing Body?

Parent Governors bring the views of parents to the Governing Body, but they speak and act as individuals. They should not be thought of as delegates or “mouthpieces” of the parents, they do not vote for all parents in general. They have equal status in the work of the Governing Body and have voting rights.

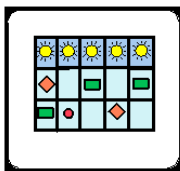
What can Parent Governors be expected to do?

Parent Governors can make sure that all communications with parents are both informative and easy to read, describe the activities in everyday language and avoid the use of jargon. The Governors are responsible for an Annual Report to parents and Parent Governors can ensure that parents have easy access. Parent Governors should be aware of ways of encouraging parent interest and should become actively involved in drawing parents into the school.

How can I become a Governor?

Parent Governors serve for a four-year period. When this term expires, an election must be held. All parents will be invited to stand and a ballot is held by the Clerk to the Governing Body. Parents may nominate themselves and votes may be cast by post or in person on the day of the election. The Headteacher will be able to tell you when the next vacancy for Parent Governor will arise.

THE SCHOOL DAY



The school day is from 9.00 am to 3.15 p.m. Most pupils come to school on school buses provided by Westminster Special Needs Transport Division

(For further details see **Admissions Procedures**). For those pupils who live locally and whose parents might choose to bring them to school themselves, please bear in mind these times and note that we will not accept pupils into school before 9.00 am.

Most pupils have a short break in the middle of the morning and another, longer break, after lunch. There is no break in the afternoon session.

HOLIDAYS AND STAFF TRAINING DAYS

Dates of school holidays, and additional staff training days, when the school is closed to pupils, are published annually. Lists of dates will be sent home to parents automatically. Please telephone the office if you don't receive one.



Dates for the current year can be found at the back of this prospectus. See Appendix 2.

LEAVE DURING TERM TIME

Parents/guardians must ask permission, where the situation is exceptional or urgent, for their child to be absent during term time, and it is at the Headteacher's discretion to decide whether or not the absence will be authorised. If leave is taken without permission, or no application is made, parents risk being issued with a Penalty Notice or

being prosecuted on their return. Parents wishing to apply for their child to have leave from school should complete an application form, which is available from the school office, and return it to school for authorisation where possible, 2 weeks before the proposed leave.

HEALTH AND SAFETY AND PUPIL WELFARE

QE II School is part of the City of Westminster LEA and follows all its guidelines on Health and Safety. The Site Manager takes a lead role in this and ensures that the building, furniture and outside environment are safe and secure.

All pupils have a Manual Handling Risk Assessment form, which is reviewed annually. This is particularly important for pupils with physical disabilities or for those with behavioural difficulties to ensure that they can be moved safely and without risk either to themselves or staff.

If your child is ill, what should you do?



If your child is ill, please keep him home until he is fit and well. We do understand that children can catch coughs and colds easily, but to avoid the spread of infection to others, a day or two at home is important. We are particularly anxious that children suffering from vomiting and/or diarrhoea should not be in school until they are completely better.

If your child is absent from school for any reason, please telephone the school on the first day to let us know. All pupil absences must be recorded as "authorised" or "unauthorised" and we rely on parents to keep us informed.

School Medicals are arranged by the school nurse who can be contacted at any time at the school.

Child Protection

Schools have a duty to ensure that any suspicion of abuse to children is fully investigated.

As part of the City of Westminster, QE II School follows the guidelines drawn up for the protection of children. Should a child arrive at school with an unexplained injury, Social Services may have to be informed if no satisfactory reason is offered. Likewise, should a child disclose to a member of staff that they have suffered sexual abuse, this will have to be fully investigated.

Such investigations can be very distressing for all concerned but the primary consideration must be the protection of children. Parents will be informed at the earliest possible time of any such concerns.

School Security

Your child's safety is of paramount importance to us. The majority of our pupils come to school on LEA transport. The time and location of the pick-up and drop-off points will be agreed between parents and Transport section. Under no circumstances will this be changed without prior agreement between both parties. Parents are requested to ensure that a responsible person is available to collect their child from the bus. Escorts will not hand a child over to a stranger. Please let the school know in advance if you need to alter the usual arrangements.

Those parents who drop off and pick up their own children MUST inform the school office and the class teacher in advance if they make arrangements for anyone else to pick up their child. We will require a name and telephone number and we will ask for identification if we have not met the person before.

There is an entry phone system at the school and all visitors must report to the office on arrival. Pupils are not allowed to leave the school unaccompanied, unless this is a planned part of independence training, which has been agreed with parents.

THE TEAM AROUND THE SCHOOL

The **Team Around the School** is a meeting of all the key professionals who have a role in working with the children and Young People at the school. This includes Health therapists, the Educational Psychologist, the Children and Adolescent Mental Health Service, the Education Welfare Officer, various health professionals, the Head and Deputy Head Teachers, the Family Support Workers and Link Social Workers to the school. The purpose of this meeting is to ensure that there is effective communication between professionals, clarity on who the lead worker is supporting a family and where appropriate a clear plan is agreed and reviewed to ensure that the needs of children and their families are better met. Any person putting a child's name onto the agenda must firstly make sure that the parents are in agreement with their child being discussed. Any actions agreed at the meeting are to be discussed with parents by the lead worker as soon as possible following the meeting. The team meets once every half-term.

FAMILY SUPPORT WORKER



The school funds a Family Support Worker, who is directly employed by the Westminster Society, to work in partnership with parents and carers to support them with the non-educational aspects of caring for their learning disabled child.

As well as offering emotional support, the Family Support Worker can offer practical help and advice on a variety of issues including applying for grants for holiday's, computers, domestic items etc., completing forms for play schemes, housing transfers, the Carers' Network, and benefits. She can support with the bidding process for housing, writing letters to local MPS, linking to other services and planning for meetings with schools, health and social services.

At least once a term a Parent Support Group coffee morning is hosted by the Family Worker which provides parents with an opportunity to share experiences and concerns.

Information is provided to parents and carers through group meetings and one to one sessions. These regularly feature up-to-date information on housing benefit changes, play opportunities and the Carers' Network. Leaflets on a variety of topics of interest to parents are available in the Parents' Room at the school, where there is also a computer with internet access available to those who wish to search for information. (Log-in and password details available from reception).

The Family Worker organises training sessions for parents and carers as well as more informal social events.

Family Support aims to support you to become involved in the life of QE11. Contribute to newsletters, develop the parents' room, help in the planning and running of social events at the school and get to know the staff team at QE11 better.

You can find out more about the Westminster Society from the website:

www.wspld.org.uk

HOME-SCHOOL AGREEMENTS

Since September 1999 all schools have been required to have a written "home-school agreement" which describes the aims and values of the school and spells out the responsibilities of both school and parents in providing for the children's education. A copy of our own home-school agreement can be found at the end of this prospectus (Appendix 6). When your child is admitted you will be asked to sign a copy of this agreement to show that you have understood your own responsibilities.

LUNCHTIMES



A private company on contract to Westminster provides school meals. These are cooked in the kitchens on site. There are set prices for pupils in the lower school and pupils in the upper school.

All pupils eat on the school premises. There is a choice of meals, i.e. pupils can choose between a hot lunch or salad. A vegetarian option is always available. The Headteacher, in consultation with staff regularly monitors the quality of food provided.

As an alternative to the meals offered by the kitchen, pupils may bring their own lunch, which they may eat on the premises with their classmates.

Pupils eat in class groups in their designated areas with PMLD pupils being integrated whenever possible. After lunch pupils return to their classrooms where they carry out a variety of PSHE activities. Pupils are supervised by teaching and classroom staff including some additional staff employed specifically during the lunch period.

The upper school provides several lunch clubs, which are accessible to pupils after their meal. Pupils have the opportunity to join each club during the year. The lunch club activities on offer are varied and change from time to time to offer the pupils a wider experience in different activities.

See also: HEALTHY SCHOOLS

SCHOOL UNIFORM

The school has an optional uniform consisting of a light blue polo shirt and navy blue sweatshirt, both of which are embroidered with the school logo. Additional items available from our suppliers, ACE Clothing, including jogging bottoms, PE tee shirts and shorts, plimsolls, summer and winter hats and book bags. Students in our Post-16 class are not expected to wear uniform.



Uniform order forms are available from the school office.

Parents are asked to provide a suitable change of clothes and footwear for PE and swimsuits for swimming.

We ask parents not to send children to school with valuable items of jewellery or other precious possessions. Earrings, if worn, should be of a stud type only to avoid accidents.

CHARGING AND REMISSION POLICY

QE II School is a maintained school and this means there are no fees payable. Pupils will be required to pay for school meals unless the family is in receipt of Income Support.

On occasions, parents may be asked to make a voluntary contribution towards the cost of a particular educational visit or activity. No child will be prevented from taking part in any school time activity if parents are unable to make a contribution.

THE CURRICULUM



The form of the curriculum at QEII School is undergoing significant development at the present time, founded on the belief that the more academic aspects of the National Curriculum, which provided the framework for most of our planning for the last several years, is increasingly irrelevant when the needs and abilities of our current pupils are considered. Rather than teaching in discretely timetabled subject blocks, we are now developing a topic-based approach to teaching and learning with the aim of integrating individual pupil goals in literacy, numeracy and social development in realistic settings which engage the pupils and allows them to develop meaningful skills for life.

Instead of the subject based approach we have agreed a number of key areas for the curriculum as shown here:



For our children with Severe Learning Difficulties, including those on the Autistic Spectrum, the key areas of learning will be those shown in yellow:

- Maths and Language for Living

- Making Sense of My World
- Relationships and Social Skills
- Independent Living and Community Skills
- The World of Work
- Culture and Media
- Hobbies and Interests

The diagram shows how those areas of learning relate to the National Curriculum subjects, shown in violet on the right hand side, and there may, from year to year, be small numbers of pupils functioning at higher levels for whom teachers may draw on the content of the NC to extend learning.

For our pupils with Profound Multiple Learning Difficulties (PMLD) the focus of the curriculum will be developing communication, meeting their physical and health needs and following early developmental pathways, for which we use the Routes for Learning model. You can find out more about the model here:

www.education.gov.uk/complexneeds/modules/Module-2.4-Assessment-monitoring-and-evaluation/C/m08p010c.html#

For our older learners, at Key Stage 4 and 5, the curriculum is organised around accredited ASDAN modules in (EK please add) with the intention of providing the students with a range of opportunities to develop their independence skills in the community. We also help plan for the students and their families plan for the next stage of their lives when they leave us at 19 through links with colleges of further education, day care provision etc. (Again – EK please add anything you feel needs to be included – but brief!!)

You can find out more about ASDAN here:

www.asdan.org.uk

The current School Development Plan allows for a two-year period of curriculum review between 2012 and 2014, during which staff will be working in their departments to develop new theme-related topic webs and associated medium-term lesson plans reflecting this new curriculum.

Detailed **Policies** and **Schemes of Work** for all subjects are available from the school if you would like further information.

Our current **Curriculum Policy**, adopted by the School Governors, is as follows:

- The school aims to give each pupil a broadly based, balanced education which will help prepare them for adult life, at home, at leisure and within the community. The diverse and complex nature of pupil needs is reflected in the differentiation within the curriculum.
- Each pupil aged between five and sixteen will follow the National Curriculum at a level appropriate to her/his attainment.
- The curriculum is organised to provide learning experiences in an environment in which pupils can acquire knowledge, skills and practical experience to the best of their individual abilities. The school will encourage pupils to lead as full and as independent a life as possible by the acquisition of appropriate personal and social skills.
- The subjects within the National Curriculum are English, Mathematics, Science, Design and Technology, Computers, Art, Music, Physical Education, History, Geography, Personal, Social and Health Education and Citizenship, and Religious Education. For some pupils it will be necessary to encourage early learning skills such as Sensory Development and Play. Physical and Health Education, Sex

Education and programmes specifically designed to further pupils' personal and social development are also included in the school curriculum.

- Sex education at appropriate levels is offered to pupils as part of the P.S.H.E. programme.

SPECIAL EDUCATIONAL NEEDS POLICY

All pupils at QE II School have special educational needs. We provide education for pupils with severe as well as profound and multiple learning difficulties. The school strives to provide learning environments that offer full access to all facilities for all pupils.

Pupils' individual needs are provided for through initial assessment, based on the priority, long-term goals identified on the Statement of Special Educational Needs. Teachers write Individual Education Plans for each pupil and these are reviewed annually. Short-term learning objectives are identified termly.

The school provides a wide range of specialist equipment in order to maximise access to the curriculum. Such equipment might be designed to promote better physical positioning, improve communication opportunities or facilitate play skills.

A wide variety of alternative and augmentative strategies are employed to develop language and communication skills, including Makaton sign language, symbol supported text, picture communication boards, electronic speak devices and objects of reference,

A wide range of input devices is provided to enable all pupils to access Information Technology, including tracker-balls, concept keyboards, touchscreens and switches.

Visiting professionals, all of whom deliver specialist services to our pupils, include speech and language therapists, physiotherapists, occupational therapists, specialist teachers of both hearing impaired and visually impaired, educational psychologist, link social worker and consultant paediatrician.

A full copy of the school's **SEN Policy** is available from the office.

SEND LOCAL OFFER

This Prospectus is designed to inform prospective parents about what the school offers children and young people with special educational needs. As such it represents our LOCAL OFFER under the requirements of the new CODE OF PRACTICE.

Here are some questions frequently asked by parents:

What do I do, and who do I contact if I think your school might be the right school for my child?

Parents who would like to find out more about the school are welcome to telephone to arrange an appointment to come in and look around. Senior staff will be delighted to meet you and explain the work of the school. We do not offer places directly however, and all admissions to the school are arranged through the Triborough SEN Assessment and Commissioning Team which can be contacted at this address:

SEN Assessment & Commissioning
2nd Floor, Green Zone
Kensington & Chelsea Town Hall
Morton Street,
London W8 7NX

Tel: 020 7641 5346

Fax: 020 7641 7609

What different types of support for learning are available at your school and how is this allocated?

All of our classes benefit from very high staff to pupil ratios. Our maximum class size is 8 or 9 children and there is a teacher and at least two teaching assistants in each class. In addition, when children have either specific medical needs or behavioural difficulties which require more support, we are able to provide individual support on a one-to-one basis.

We have two part-time specialist teachers who provide Art and Music lessons. Teachers work closely with our team of Speech and Language Therapists, Physiotherapist and Occupational Therapist and each of the therapy teams has a specially trained Specialist Teaching Assistant, who helps to deliver the therapeutic programmes. Specialist teachers of the hearing impaired (HI) and visually impaired (VI), who work for the Training and Outreach Team based at the school, also support individual pupils when necessary.

What does the curriculum look like and how will the curriculum match my child's needs?

The curriculum at QEII Jubilee School is designed to meet the individual needs of each and every pupil. Four broad areas form the basis of the curriculum: Academic Development, Communication & Social Skills, Reducing Dependence and Health & Wellbeing. Class teachers produce termly, topic-based schemes of work which include links to relevant aspects of the National Curriculum. The views of teachers, therapists, parents and the children themselves are considered when writing termly targets for the pupils.

We strive to give as much opportunity as possible for the pupils to learn and practice their skills in real-life settings so using community facilities is an important part of what we do.

We offer pupils a wide range of creative arts experiences and have strong links with arts organisations and individual artists across London.

Find out more about our curriculum on the Curriculum Teaching and Learning pages on our website by clicking [here](#).

How does the school monitor the progress of my child?

Senior staff undertake regular classroom observations and scrutinise teacher planning and pupil records. We hold termly Progress and Attainment meetings with teachers to ensure that any gaps in progress are identified and addressed.

Assessment of progress towards National Curriculum P Levels, using the PIVATS assessment tool developed by Lancashire LEA, provides parents with a year-by-year picture of progress.

Priority goals set either in the child's statement (to be replaced by EHCPs) are broken down into smaller step targets which are evaluated termly and reported to parents.

To help judge overall progress as a school we use both CASPA and National Curriculum Progression Guidance, both of which enable us to see how well individuals and groups of pupils are doing compared to others across the country.

It is also important for us that we consider parents' views on the progress of their children and so we conduct an annual survey of their views on their children's progress.

How often will I be able to meet the staff teaching my child?

*Formal **Annual Review** meetings take place once a year and parents have further opportunities to meet with their child's teacher each term, to discuss progress reports. We hold a **Parents Open Evening** in the summer term, when parents will be told their child's class for the next school year and have an opportunity to meet the new teacher, if the child will be moving to a new class.*

Over and above these formal meetings however we actively encourage parental involvement in the education and development of their children and teachers, and other staff, are available to meet with parents, by appointment, whenever you have a concern.

*All pupils have **Home School Diaries** which are completed daily by classroom staff. These will tell you about what your child has been doing during the day; highlighting their achievement as well as any difficulties they may have been having. Parents are encouraged to use the diary to develop a two-way dialogue with the class teacher.*

For many activities, including hydrotherapy, trips and outings, we actively seek practical help from parents to come along and support their children and we offer training to enable you to help. Doing this gives parents an excellent opportunity to see first-hand what their children are doing.

Teachers work email addresses are also available to parents.

What opportunities are there for parents and families to engage with the school and share their thoughts and ideas about what they should be learning?

Annual Review meetings offer the formal opportunity to agree priority targets for the year and, with the introduction of Education Health Care Plans (EHCPs) which are being phased in over three years from September 2014, parents' views on the priorities for their children will become increasingly important. As well as this formal opportunity however, we are always open to comments and suggestions and we actively seek parents views through **Parents Comments Sheets**, which you will be asked to complete at the time of your child's Annual Review, an **Annual Parent Views** survey and regular **Parent Consultation** meetings.

Is there a parent/family support group?

Yes. Westminster Special Schools contracts with the Westminster Society, which employs a Family Worker (see the Family Support page elsewhere on the website or click here). The Family Worker supports parents with all of the non-educational aspects of caring for a child with a learning disability and, as well as offering direct help and support, organises social occasions and training. She organises a Parent Support Group Coffee Morning once a month, when parents can meet, share worries and concerns and be given information about where to get help. Our allocated Educational Psychologist usually attends for at least part of the time and is available to discuss concerns with parents.

If my child needs medical care and medicines need to be given during the day, how is this managed?

At QEII Jubilee School we have a full-time **School Nurse** and a **Medical Assistant** who are responsible for medication and emergency care. All permanent classroom staff are trained in basic First Aid and a number of our teachers and teaching assistants have undertaken additional training in administering medication. All children have written **Risk Assessments** which indicate their core needs and these are updated regularly. In the event of an emergency, the school nurse may decide that an ambulance needs to be called in which case our protocol is that a member of staff will accompany the child to hospital while the school office contacts parents to ask them to meet at A&E.

How does the school support transitions? Within the school, into the school and transitions into college when they leave?

Before we offer a place, teachers and senior staff will have met parents and the child and invited them into school for an informal visit during which we will show around the building and visit possible classrooms. The child will be invited to spend a morning or afternoon in the class so that staff may carry out informal observations and judge whether or not we would be able to meet all of the his or her needs. Following this, an offer of a place having been made, we would liaise with the family and the child's current nursery or placement to set up a series of transition opportunities for the child. As far as possible when the child already has a statement and attends a local nursery school, we will ask to attend the child's annual review at the nursery, where we will meet other professionals currently working with him or her.

Transitions from class to class within the school are managed during the summer term by arranging class visits and sharing information with the new class team.

Transitions to College or other adult provision are managed by the multiprofessional team through the annual review process. From Year 9 onwards, an increasing number of professionals becomes involved to inform parents and students of their options, arrange visits to suitable placements and support parents in completing necessary applications. Once a place has been agreed pupils are, as far as possible, offered link courses during which they will attend their chosen placement for one day a week whilst spending the rest of the time in their class at school. Familiar school staff will support the pupils initially although our aim will be for them to develop the confidence and understanding to attend without support.

What opportunities does the school provide for integration into the local community?

We believe very strongly that our pupils need to learn new skills and apply existing ones in real life situations whenever possible and so experience of the community is central to what we do. Pupils engage with the local community in shopping trips, learning road safety skills, going to the library or local parks. Older pupils go to local sports centres and swimming pools for their physical education rather than using the school hall and Key Stage 4 & 5 pupils have travel training on the timetable, during which they learn how to use local buses or the tube. We have links with both primary and secondary schools in the area with which QEII pupils regularly engage in recreational activities, music workshops or sporting activities.

Teachers make full use of all the wonderful facilities available in London to arrange trips to galleries, museums, concert halls etc. to support curriculum topics.

Does the school offer work experience and any vocational opportunities?

Yes. As part of our curriculum we strive to build independence and self-esteem through children taking responsibility for jobs in and around the school and in the wider community. Younger pupils will be given classroom jobs such as setting the table for snack time, giving out equipment or taking the register to the office. Older pupils help to carry out routine jobs around the school such as helping with recycling or keeping the garden areas tidy. We work with the Westminster Employment service to arrange real-life work experience placements for our Key Stage 4 and 5 pupils when appropriate and to provide experiences of working environments for those pupils with more complex needs who may be unable to engage in actual work activities. New vocational courses, run jointly by College Park School and Westminster Kingsway College, will provide additional "taster" opportunities for QEII pupils from September 2014.

ALL OF THE ABOVE INFORMATION IS ALSO AVAILABLE ON THE SCHOOL WEBSITE WHERE YOU WILL ALSO BE ABLE TO VIEW A SHORT VIDEO DESCRIBING THE WORK OF THE SCHOOL.

DISABILITY RIGHTS

The Headteacher, staff and governors have reviewed the requirement, under the Disability Discrimination Act (2001), to ensure that children with disabilities are not disadvantaged. The school ensures, through curriculum adaptations, building adaptations, the provision of specialist equipment and staff training and development that all pupils have equality of provision to meet their individual needs.

SPEECH AND LANGUAGE THERAPY

Speech and Language Therapists from Westminster Health Trust work in the school a number of days a week. The exact number of days may vary, depending on available resources from year to year but it is usually the equivalent of at least two and a half days a week. The speech and language therapists give input in the following areas:



- pre-verbal communication skills
- understanding and use of language
- social skills
- augmentative and alternative communication (AAC) e.g. signing, use of symbols and objects of reference
- eating and drinking skills

Therapy is delivered in blocks (termly or half-termly) and may be delivered in a variety of forms depending on the assessment of the pupil's needs. These may include:

- individual therapy

- group therapy
- programmes for use by parents/teachers
- training work with parents/caregivers/teachers/other professionals
- review/monitoring of progress

Children may be withdrawn for speech therapy or it may take place in the classroom. The speech therapist aims to work in conjunction with the teaching staff. They will plan joint objectives each term.

The speech and language therapists are employed by the health authority, not by the school, and they therefore have a number of additional duties which means that they are not always in school. Additional duties include attending meetings, attending professional training courses and reading days. They do not have school holidays. They use this time for administrative duties, working with pre-school special needs children, carrying out assessments and doing home visits to children who attend the school.

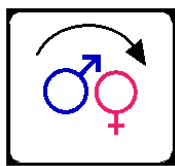
The Speech and Language Therapist will write a report for each child's Annual Review. They are available for consultation on parents evenings and coffee mornings. If you would like to arrange to see them at other times please telephone the school and we will arrange for them to contact you.

Speech and Language Therapists are supported by one of our own Teaching Assistants who has received additional training.

PHYSIOTHERAPY and OCCUPATIONAL THERAPY

The school currently has one full-time Physiotherapist and one full-time Occupational Therapist, both of whom are funded by Health and are shared between ourselves and College Park school. In addition, each therapist is supported by one of our own Teaching Assistants who has had further training

SEX EDUCATION POLICY



The Sex Education Policy of QE II School is an integral part of the overall policy on Personal, Social and Health Education (PSHE). Full copies of the policies are available from the school office.

Sex education is an entitlement. Young people have the right to know and understand as much as they can about themselves, their bodies, their feelings and their sexual identity. This right should be extended to pupils with learning difficulties, who share the same needs, and undergo the same biological changes as other young people.

Sex education takes place in the context of a broad and balanced programme of health education and is delivered to our pupils at an appropriate level to their age and ability, and emotional development.

Since September 1994, it has been a legal requirement that all maintained secondary schools, and maintained special schools with secondary age pupils, provide sex education for all their pupils, within the context of a moral framework and family values.

Parents have the right to withdraw their children from all or part of the sex education offered, outside the National Curriculum. Much of the content of the sex education programme delivered at Queen Elizabeth II School falls, however, under the National Curriculum for Science, and requests cannot be made to withdraw pupils from this programme.

For example, at Key Stage 1, AT 2 (Life and Living Processes) the National Curriculum stipulates in its programme of study that:

Pupils should find out about themselves and develop their ideas about how they grow, feed, move, use their senses and about the stages of human development.

and at Key Stage 2, Attainment Target 2:

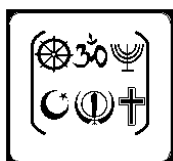
- Pupils should be introduced to the major organs and organ systems of mammals ... they should explore ideas about the processes of breathing, circulation, growth and reproduction.

Parents will be kept informed of sex education at Q.E.II. School, and will have access to the policy, and be invited into school to look at teaching materials and curriculum content.

Sex education will be responsive to specific cultural and religious views of pupils and parents.

Parents with any concerns about the Sex Education programme at the school should ask to speak to the Headteacher.

RELIGIOUS EDUCATION



Religious Education is taught weekly at all Key Stages and in the Post-16 Unit.

Each department of the school hold two weekly acts of collective worship. These are broadly of a Christian nature, although we recognise the multi-faith, multi-ethnic backgrounds of our pupils and reflect this in our themes and topics for Collective Worship.

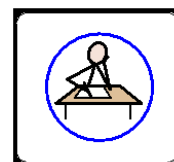
Parents are reminded of their right to ask that their children be withdrawn from Collective Worship if they so desire. Please telephone the Headteacher if you would like to discuss this further.

RELIGIOUS AFFILIATIONS

The school has no particular religious affiliation, although we do usually visit the local church to celebrate the main Christian festivals of Harvest Festival and Christmas

HOMEWORK

The role of parents in helping our pupils develop is a crucial one and teachers will ensure that parents are always kept fully informed of current objectives for their children. Each term your child's class teacher will send home a "Work At Home Pack" containing activities relevant to the level of ability of each child. You will also receive a termly newsletter from the class team which will describe the topics and themes for the term and suggest how you can help support your child's learning.



Each class has a password-protected page on the school website where the teacher will not only post photographs of the children at work but also links to useful websites and other activities you can try with your child at home. Speak to your child's class teacher to get a password and log-in details.

Consistency of approach, particularly in helping to develop communication skills or with managing challenging behaviour, is particularly important and staff will work with parents to devise methods that can be used both at school and at home.

Parents are actively encouraged to speak to their child's class teacher for further information.

HEALTHY SCHOOLS



This year we are delighted to have been awarded the Healthy Schools Partnership Silver Award. This is a quality mark which shows that we are meeting the entire current standard for nutrition in school, promoting healthy lifestyles and building knowledge and understanding of healthy lifestyle choices, including physical exercise and all aspects of wellbeing.

All members of the school community, including pupils and their parents, staff and other professionals working with the children are regularly updated on healthy living issues. For QEII staff it is part of their induction. QEII policies relating to Healthy Schools are available on our website. You can find out more about the Healthy Schools programme by going to the website: <http://www.healthyschools.gov.uk>

SPORTING AIMS AND PROVISION FOR PE



PE and motor development is part of the national curriculum and is taught throughout the school. The school has good facilities and regularly updates its equipment, with a recent considerable input from TOP Sports. The school is part of the "Top Play/Top Sports" scheme run by the Youth Sport Trust, which is part of the National Junior Sports Program. The "Top Play" scheme is part of the PE curriculum in the junior school

whereas "Top Sport", a whole game scheme, is part of the senior school PE programme

Pupils at KS4 and Post-16 attend sports sessions outside the school in the community, and have weekly sessions at Moberley Sports Education Centre. The facilities at this centre are excellent and the pupils have the regular input of a specialist instructor in their sessions. Pupils additionally have the opportunity to participate in various events organised by the Centre outside school hours. Regular competitions take place in sports such as football with other Special Schools, and pupils are actively encouraged to participate in suitable competitions throughout the year either organised by the school or other outside agencies.

From Key Stage 2 onwards, pupils go swimming at either the local Jubilee pool or Kensington and Chelsea pool. PMLD pupils use the splashpool facility on site. All pupils are encouraged to learn to swim and to make use of this activity in their leisure time.

Staff have regular inset by qualified instructors from the Sports Centre and are encouraged to participate in various courses offered in PE/Sports.

See also: HEALTHY SCHOOLS

AFTER SCHOOL CLUBS

Staff from the Rainbow Family Centre run an after-school club for children from 8 to 10 years old on Monday afternoon from 3:30 to 5:30. On Tuesday run a club for older children, 11 to 19 years old. If you are interested in your child attending one of the clubs you should contact the After School & Playscheme Team Manager on 020 8968 2690

PASTORAL CARE

The school is concerned not only with the educational progress but also for the personal and social development of your child. We try to combine high expectations with a sensitive approach to individual needs.

Celebration of achievement has a high priority in the school and this includes achievement in reaching behavioural targets.

We aim to foster good and acceptable behaviour through a positive and supportive approach where such behaviour is strongly encouraged and rewarded. Where a pupil is experiencing difficulties with behaviour, support is available through the School Psychological Service and through the Community Health Service. Both of these can be arranged through the school. We aim to work in close co-operation with parents to help pupils overcome behavioural difficulties.

A whole school **Policy on Behaviour** is in place and is available at the school.

POLICY ON THE USE OF RESTRAINT TO MANAGE CHILDREN

Although the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation, section 550A of the Education Act 1996 allows teachers, and other persons who are authorised by the Headteacher to have control or charge of pupils, to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil was not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or amongst its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere



Because of their special needs and learning disabilities, some of our pupils sometimes do, at times, exhibit behaviour prejudicial to maintaining good order and which could cause injury to themselves, others or property. Staff will deal with these incidents firstly by ensuring the safety of other pupils in the group: which will usually mean withdrawing them to a safe area. Staff will then use the minimum physical intervention required to ensure that the pupil exhibiting the behaviour is prevented from doing damage to himself, the members of staff or property. All staff who deal with pupils who have the potential to behave in this way will receive training in TEAM-TEACH which is a whole school approach to behaviour management which we have adopted. There are two qualified TEAM TEACH instructor on our staff who regularly host revision and review meetings with staff teams. You can find out more about TEAM-TEACH by visiting the website: www.team-teach.co.uk

A record is kept in the school Incidents / Accidents Book of all occasions when a physical restraint is used and the school nurse will check over any pupil who has required physical restraint to ensure that no injuries have resulted.

RESIDENTIAL VISITS

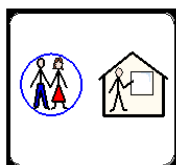
We arrange residential visits for pupils in order to give them opportunities to practice their skills in different settings. In the past, pupils in their final year have participated in a three-day, two-night residential trip to York, staying in the local Youth Hostel.

Students in the Post-16 who undertake the Duke of Edinburgh Bronze Award go on overnight camping expeditions. Past expeditions have taken place in Epping Forest, The Ridgeway and along the Thames Path in the Chilterns.

For pupil who study French as a modern foreign language at Key Stages 3 and 4, we have organised day trips to Calais.

Pupils at all key stages experience a wide variety of non-residential visits to places of interest all over the London area, to support work being done in their curriculum topics.

REPORTING TO PARENTS



The school regularly reports information about pupil progress to parents.

Informal dialogue is encouraged by means of **Home/School Diaries**, which the pupils are expected to bring into school in the morning and take home again in the afternoon. In these diaries teachers will write brief messages, requests for information, help with collecting teaching materials, requests for clothing or personal items. Parents are encouraged to write in the diaries and let us know what has been happening at home in the evening or over the weekend.

At the beginning of each new school year, class teachers will send home copies of **timetables**, so that parents can see what their children will be doing each day. Parents are also provided with a termly class newsletter which explains in detail what their children will be learning over the term and what parents can do to support them. This newsletter is sent home at the end of the first week of each term.

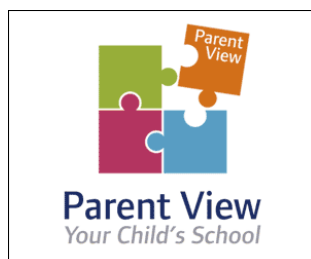
More formal reporting includes an **Annual Report**, written by the class teacher and sent home to parents two weeks before the Annual Review Meeting. Parents are invited to attend the Annual Review Meeting, where progress over the past year will be discussed and priorities for the next year agreed. Following this meeting, teachers will prepare an **Individual Education Programme (IEP)** for the pupil. Copies of all these reports and documents will be sent home to parents.

The school produces a School Newsletter once every half term, to which all classes contribute.

The School Governors produce a **Governors Annual Report to Parents** during the summer term each year. Parents are invited to attend an **Open Evening**, during which the report will be formally delivered. Parents will get a chance to talk to members of staff and Governors at this meeting.

Parents are actively encouraged to contact the school whenever they may have a concern over their child's education. It is helpful if you telephone in advance for an appointment.

PARENT VIEWS



In the past, OFSTED would write to parents asking them to comment on a school before they inspected it. The very positive comments which were made at the time of our last inspection helped us to achieve the Good grade which OFSTED gave us then. Because of changes to the timing of inspections however, these letters are no longer used. Instead, OFSTED has created the **Parent View** website, on which parents can register and leave comments.

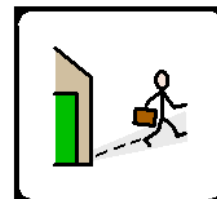
The website is at <http://parentview.ofsted.gov.uk> and you will find instructions there on how to register and leave your comments. You will need to register an email address and the site will not allow more than one comment from each address at any one time: if you send any additional comments these will overwrite what you have previously submitted.

STATUTORY ASSESSMENT AT THE END OF EACH KEY STAGE.

It is a statutory requirement that all pupils be assessed through National Tests at the age of 7, 11 and 14. These tests, commonly known as SATS, take place in all schools in the summer term. Due to the severity of our pupils learning difficulties, they may not be able to participate in these tests. Where this is the case, the Headteacher will make a "Special Direction" disapplying pupils from taking the tests. Parents are fully consulted and are informed of their right of appeal if they disagree with the school's decision. All pupils are assessed annually using the PIVATS system (Performance Indicators for Value Added Target Setting). This provides an indication of pupil progress through early steps ("P-Levels") which precede National Curriculum level 1. This not only allows us to show progress for individual pupils but also gives us valuable statistical information about how well we are doing as a school overall. Results of PIVATS assessments will be included in each child's ANNUAL REVIEW report.

SCHOOL LEAVERS DESTINATIONS

The school aims to facilitate a positive transfer from school to either College or the Specialist Day Service provided by Social Services.



The year prior to pupils leaving the school a Leavers' review is held to which parents and all professionals working with the pupils are invited to attend to come to an appropriate decision about the future placement of the pupils.

Those pupils able to follow the two-year full time course at Westminster City College are given the opportunity to attend a one-day link course at the college during their last year at school. This is usually followed by a two-year full time course at the College.

Those pupils for whom it is deemed that a College placement would not be appropriate are usually offered a referral to the Specialist Day Service to meet their individual needs. During their last year at school these pupils are offered a Link day as part of their transition from school to Day Services. It provides the pupils with an opportunity to familiarise themselves with the change from school to Day Services.

COMPLAINTS

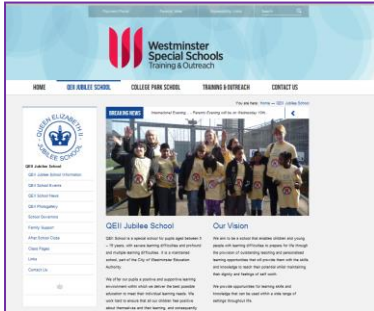
Our school procedure for dealing with complaints is set out below:

- * We expect all our pupils, staff and parents to listen carefully and respectfully to each other
- * The class teacher should deal with minor complaints. If you are not satisfied, please contact the Headteacher
- * All serious complaints must be explained to the Headteacher so that an investigation can take place
- * Parents who are unhappy about something should contact us at once. The Headteacher will always meet concerned parents in order to resolve difficulties
- * A parent who is still not satisfied should contact the Chair of Governors (or another member of the Governing Body). Names and telephone numbers can be obtained from the school office

- * A complaint can also be made directly to the Education Committee by contacting the Director of Education.
- *

FINALLY.....

We hope that you have found this prospectus useful. If you need any further information or you have any questions, please telephone the school and ask to speak to the Headteacher.



You will find more information on our school Website at

www.qe2cp.westminster.sch.uk

If you would like further written information, copies of the following documents are available from the school office. Some may be sent to you, other bulkier items are available to read in school. Please speak to the Administrative Officer in the School Office:

- * Governors Annual Report to Parents;
- * The latest OFSTED report;
- * The Department for Education and Employment (DfEE) statutory orders about the curriculum;
- * Detailed policy documents;
- * Schemes of work for all curriculum subjects;
- * The L.E.A.s agreed syllabus for Religious Education.

LOCATION OF THE SCHOOL

Our full postal address is:

Queen Elizabeth II Jubilee School
Kennet Road
LONDON
W9 3LG

We are located just off the Harrow Road, at the junction with Elgin Avenue and Fernhead Road. See map below.

Our telephone number is:

Our fax number is:

020 7641 5825

020 7641 5823

Our email address is: office@qe2cp.westminster.sch.uk

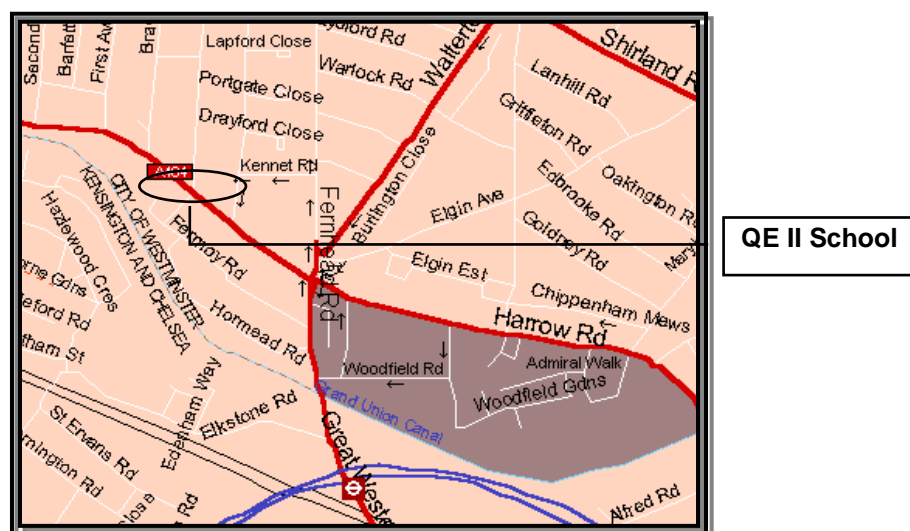
Our school website is www.qe2cp.westminster.sch.uk

Public Transport

The nearest tube stations are **Westbourne Park**, on the Hammersmith and City Line (about 5 minutes walk away) and **Queens Park** on the Bakerloo Line (About 15 to 20 minutes walk away).

We are close to the following bus routes: 18, 36

There is a limited amount of car parking space available at the school. If you are coming for a meeting we will usually be able to accommodate you, except at the very beginning and end of the school day when buses will be parking. Please telephone the school office in advance to check on availability of car parking space.





HOLIDAYS AND STAFF TRAINING DAYS 2015 - 2016

2015 – 2016

	Begins	Ends
Term 1	Thursday 3 rd September 2015	Friday 23 rd October 2015
Term 2	Monday 2 nd November 2015	Friday 18 th December 2015
Term 3	Tuesday 5 th January 2016	Friday 12 th February 2016
Term 4	Monday 22 nd February 2016	Thursday 24 th March 2016
Term 5*	Monday 11 th April 2016	Friday 27 th May 2016
Term 6	Monday 6 th June 2016	Wednesday 20 th July 2016

*NB Public Holiday - Monday 2nd May 2016 Bank Holiday

STAFF INSET DAYS (School closed for pupils)

Tuesday 1st & Wednesday 2nd September 2015
Friday 4th December 2015
Monday 4th January 2016
Friday 24th June 2016

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HOME/SCHOOL AGREEMENT

The School Will:

1. Value and care for each child as a unique individual.
2. Aim to provide the best possible education for every child, meeting his or her individual special needs.
3. Give parents information about the child's progress.
4. Inform parents about school activities and what their children will be taught each term. by means of termly class and whole school newsletters, timetables, news items and a calendar on the school website and a text messaging service to which we subscribe.
5. Share information about the school's Behaviour Policy and explain the policy on the use of Physical Interventions
6. Provide homework as appropriate.
7. The school will provide a home-school dairy to be used for daily written communication between teachers and parents

The Family Will:

1. See that their child attends school regularly and inform the school when their child is absent.. Any parents experiencing difficulties with transport should first report the matter to SEN Transport but inform school so that we are aware.
2. Ensure their child is on time for the bus, or at school, by 9.00 am.
3. Attend Annual Reviews and Open Evening to discuss their child's progress.
4. Work with the school to promote positive behaviour and encourage their child's development and, by signing below, indicate their understanding of and agreement with our Behaviour Policy.
5. Share with the school (in confidence if necessary) major events at home that may affect their child's emotions.
6. Share with the school, the involvement of any professional help to ensure we work together for the child's benefit.
7. Ensure that any equipment or materials loaned to the child to support learning at home is returned to the school when requested
8. Use the home-school diary regularly to inform the school of what the child has been doing at home and of any changes to routine, such as appointments or a different member of the family coming to pick a child up at the end of the day.

Together We Will:

1. Enable every child to develop to his or her full potential.
2. Help our children develop a sense of responsibility and respect for all other people.
3. Encourage children to believe in themselves, raise their self-esteem and take pride in their environment.
4. Share any concerns or problems affecting their child.
5. Discuss and deal with complaints.
6. Ensure close liaison between home and school on all medical issues relating to the child.

Name of Child (Please Print)

Signed (Parent/Guardian) Signed (Headteacher)