Offering a positive, enjoyable, life-enhancing education and providing a range of opportunities for the development of each pupil
Jack Tizard is an all age community day school (3-19 years) catering for children and young people with Severe Learning Difficulties (SLD) and those with profound and multiple learning difficulties. Some pupils may have additional sensory impairments, physical difficulties or challenging behaviour. Whilst the school is all age, care is taken to ensure that a distinctive primary and secondary ethos exists.

The school has a wide range of resources to support the curriculum, including a multi-sensory room, a soft play room and a fully equipped IT suite.

Prospective parents are encouraged to visit the school. Please telephone for information or to make an appointment.
Welcome.......................................................................2
Mission statement & aims............................................3
Equal opportunities ......................................................3

Parents and teachers working together
Staff availability ...........................................................4
Home school agreement ..............................................4
Volunteers.....................................................................4
Parent governors..........................................................4
Parent workshops ........................................................4
Visiting the school ........................................................4

Learning at Jack Tizard
Admissions.....................................................................7
School structure ...........................................................7
Daily schedule ..............................................................7
The curriculum..............................................................7
The primary department ...............................................8
The secondary department ..........................................8
The sixth form..............................................................8
Careers advice and work experience .........................9
Assessment.................................................................9
Religious education and assemblies .........................9
Personal, social and health education .......................9
Health and well-being ..............................................11
Behaviour .................................................................11
School meals service .................................................12
Transport .................................................................12
Clothing and personal property ................................12
Attendance ...............................................................12
Educational visits ......................................................12

Support at Jack Tizard
Therapists.....................................................................15
Psychological service................................................15
Inclusion and community cohesion............................15
Pastoral care .............................................................15

General information
Child protection........................................................16
Complaints procedure .................................................16
Health and safety .......................................................16
Freedom of information ............................................16
Categories of published information .........................16
Requesting information ..............................................16
Welcome to Jack Tizard School

Each child and young person within our school is treated as a unique individual and our multi-disciplinary approach to learning provides the opportunities for them to reach their full potential.

We have a purpose built environment with a number of specialist areas including a hydrotherapy pool, multi-sensory room, a soft play area, a food technology room and our information and communication technology rooms.

We have an outstanding curriculum delivered by highly skilled teaching staff and assistants.

We pride ourselves on our teaching and learning strategies adapted to meet the diverse needs of our students.

In Autumn 2010 our new hydrotherapy pool was completed, fitted with a range of specialist multi-sensory equipment and specialist changing facilities.

The majority of children attending Jack Tizard School have access to the hydrotherapy pool on a weekly basis.

Our multi-disciplinary team includes speech and language therapists, physiotherapists, physiotherapy assistants, occupational therapists, a school nurse and health care assistants all of whom work closely with class teams to ensure pupils’ individual learning, personal development and well being. In addition we have sessions from a music therapist, a dance therapist, art therapist and occasional specialists including a ‘poet in residence’, drama therapist and a specialist yoga teacher.

We have strong community links with the BBC, Queens Park Rangers Football Club, the Music House and with a number of local schools.

Your involvement with your child’s education is very important and we look forward to working in partnership with you to provide a stimulating, happy and exciting learning environment for your child.

Cathy Welsh
Head teacher
Mission statement and aims

All pupils are entitled to a safe, supportive and stimulating environment in which they are happy, healthy and enabled and encouraged to achieve as individuals. Jack Tizard School will offer a positive, enjoyable, life-enhancing education and provide a range of opportunities for the development of each pupil.

We will:

- Establish rapport and respectful, trusting relationships with pupils, their families and their carers.
- Encourage the development of self-confidence, sensitivity and respect for others through and understanding of individual rights, responsibilities and needs.
- Ensure positive inclusion of all pupils by fostering community links and developing the role of the school as part of the total educational provision
- Provide a curriculum that is holistic, accessible and relevant to the needs of each individual pupil through a range of activities and opportunities which ensure that learning is fun.
- Use a variety of approaches to encourage self-advocacy and independence, including the use of ICT to enable pupils to express their identities, interests and preferences.
- Generate attitudes of respect and understanding towards all individuals irrespective of background.
- Give emphasis to the quality of relationships between all people in the school.

Equal opportunities and Community cohesion

At Jack Tizard we celebrate diversity and welcome the contributions which different groups and individuals make to the community. We are committed to the promotion of community cohesion within school and the wider community and have zero tolerance of all forms of prejudice and unfair discrimination. Attitudes that are based on stereotypes will be challenged immediately.

Resources are chosen carefully to reflect the diverse and multi-cultural society in which we live and to avoid stereotyping. At Jack Tizard both the curriculum and the environment provide access for all pupils whatever their disability.

Jack Tizard is a ‘good school’ and a happy one in which ‘the curriculum is exceptionally well developed to support the increasingly wide range of learners’ needs’ and ‘the quality of care, guidance and support for learners is excellent.’

Ofsted Report, June 2009
Parents and teachers working together

The school does all it can to encourage and enable parents and carers to be actively involved in their children’s education. Parents and carers are invited to their child’s statutory annual review meeting in the summer and autumn terms. The aims for each pupil’s individual education programme are discussed and parents’ comments incorporated into the formulation of the detailed objectives for that year’s work.

Meetings for parents and carers are held in the autumn and spring terms. These provide opportunities to meet with class teachers to discuss your child’s individual learning focus and progress.

Parents are invited to the school for coffee mornings, special festivals, parent workshops and other curriculum related or social events.

Communication with home and school is encouraged through use of a home/school diary. This is especially important for the younger pupils or for pupils with limited language and communication, and a useful way for parents and teachers to support each other in meeting children’s needs. Whilst staff make every effort to complete the diaries regularly, it is not always possible to make daily entries.

Teachers will contact parents and carers by phone to discuss issues, if felt more appropriate.

The School has a both a Confidentiality Policy and a Code of Practice for Working with Parents. These are available on request.

Staff availability
Parents are welcome to visit the school. The head teacher is available at most times to see parents, subject to prior commitments.

School staff will make every effort to meet with parents or carers. However, due to teaching responsibilities, they are not always available during the school day without notice. Please write or phone to make an appointment if you’d like to talk to your child’s teacher as this makes it easier to ensure cover for the class.

Home school agreement
There is a requirement that all schools have a Home/School agreement. This has been drawn up in consultation with staff and parents. It lists how we hope to work with your child and suggests what parents and carers might do to support. (See Appendix One)

Volunteers
If you feel that you would like to volunteer occasionally, please contact the head teacher or the Deputy Head teacher.

To comply with DCFS Guidance, all volunteers will be required to undertake a Criminal Record Bureau (CRB) check.

Parent governors
There are governors who represent the views of parents on the board of governors. Details of how to contact them can be obtained from the school receptionist.

Parent workshops
The school holds regular workshops to inform parents about a particular area of interest, curriculum matters or on certain topics such as Makaton signing or Careers information.

Visiting the school
If you are visiting the school, please go to the main reception area. You will be asked to sign the visitors book and taken to the visitors room. The receptionist will then notify whoever you have come to see of your arrival.
Admissions
Hammersmith and Fulham Children’s Services are responsible for all admissions to the school. All pupils admitted to the school have a statement of educational needs. There are occasions when pupils are admitted on an assessment basis whilst the statementing process is being completed.

As a part of the Admissions process parents and carers are invited to the school to meet the head teacher and to view the school. Children’s Services will notify parents and carers of the starting date and any transport arrangements if a place is offered and accepted.

Once a placement has been agreed the school will hold a multi disciplinary admissions meeting to make sure all the professionals involved with your child in school have the relevant information to ensure your child’s learning, health and well being needs are met.

School structure
The school has a wide age range of pupils. In order to develop a sense of progression the school is divided into three departments. The overall aim is to mirror the educational approaches of mainstream primary, secondary and sixth form and provide a broad and balanced curriculum whilst addressing the very specific needs of individual pupils.

The daily schedule
Many of our pupils travel to school on transport organised by Children’s Services. They are welcomed by school staff when they arrive.

Lunchtime is an integral part of the teaching day at Jack Tizard. It provides an opportunity for the development of social skills, communication skills and self-help skills related to eating and drinking. Teachers and learning support staff are always present. The speech and language therapists provide advice on particular issues to related to eating. Additionally, the school employs midday supervisors to assist throughout the pupils’ lunch and recreation times.

Pupils assemble in their class groups at the end of the school day. Staff and bus escorts accompany them to their transport home.

The Curriculum
We believe that each pupil has the right to learn within an environment that is caring, supportive, stimulating, enjoyable, age appropriate and challenging. We aim to provide an inclusive curriculum that has the scope to answer the needs of all children within the school, and which celebrates all achievement.

The curriculum is designed to encourage the pupils to be active participants in their learning, enabling them to achieve their potential and make progress by expressing preferences, communicating needs, making choices and choosing options that other people act on and respect.

We provide access to the National Curriculum modified to meet the needs of the individual at an appropriate level. Pupils’ medical, physical and care needs are incorporated into their individual educational plan.

The school has developed topic plans and schemes of work for curriculum areas. These are linked to the National Curriculum or to the ASDAN Award Scheme as appropriate. The curriculum offer differs between departments to ensure that it is relevant to different age groups.
The primary department

In the primary department, the curriculum is presented through broad topic areas that encourage a cross curricular approach and the development of key skills. Emphasis is given to developing early learning skills. This includes developing communication skills through a variety of approaches, such as Call and Response sessions, Intensive Interaction, Makaton and PECS. Problem solving skills are developed through structured play and exploration activities. Students work in their class groups to develop social skills. Turn taking, independence and positive interactions with their peers are encouraged.

Students work on developing their ICT skills, paying particular attention to the development of cognitive, communication and motor skills through approaches such as switch based work, touch screens and other ICT equipment.

The secondary department

In the secondary department, the curriculum is presented both through broad topics and specific subject teaching within class groups and subject sets across the department.

As pupils progress through the school, greater emphasis is placed on developing skills needed for independence and active participation in the community. Technology and the arts, sports, leisure activities and educational visits all play a part in the social curriculum.

The work on National Curriculum subjects is continued by providing pupils over 14 years with programmes of study adapted to cater to individual needs. The emphasis in individual programmes is on age appropriate work, reinforcing existing skills in functional communication, literacy and numeracy. In addition, the department has introduced the ASDAN Award Scheme - an externally validated award.

The sixth form

The sixth form caters for students aged from 16-19 years and offers opportunities to specialise in preferred subjects such as music, art or cooking with the externally accredited personal development programme ASDAN. This provides a range of different learning experiences, opportunities and settings.

Careers education and work experience placements are encouraged. Enterprise Education enables the students to practise key skills in a range of work-related situations, as well as learning about financial capability. Students regularly make products to sell at the end of term Enterprise Market Days and provide a service within the school, perhaps running the café or washing cars.

Sport is a key component of the sixth form curriculum. The school works closely with the disability sports coach from QPR in delivering a wide range of sports and games.

The students access amenities in the local community, enabling them to consolidate and extend learning in real-life contexts.

Further education is provided with placements one day a week to ease the transition from school to college for most students.
Careers advice and work experience
The school has the support of the Connexions Service who advise older students about work or work related placements. Students in the secondary department aged between 14-19 are involved in carefully planned Work Experience programmes that include internal and external placements as appropriate to individual needs.

Assessments
Assessment is an integral part of teaching and learning at Jack Tizard. Pupils are assessed within an agreed period of entering school. This baseline assessment is then used to inform teacher’s planning and to help track pupil progress.

Pupils are regularly assessed to ensure that their termly learning objectives are appropriate but sufficiently challenging.

Jack Tizard School is committed to promoting inclusion for its pupils both within our own school and wider community. We have formed a number of two-way links with other educational establishments, nurseries, primary schools and secondary schools.

Experience or placements within mainstream settings may be organised for some pupils and be short or long term. Pupils from mainstream settings also come and share our facilities and enjoy drama and ICT sessions with their Jack Tizard friends.

The school takes an active role in developing community links. We take full advantage of local resources such as the library and frequent local shops and cafes as pupils practise their social, communication, mathematics, and geography and history skills in real life situations.

Religious education and assemblies
Religious Education is compulsory in all LEA schools. However the 1988 Education Reform Act reaffirms parental rights to withdraw pupils from religious education and/or acts of collective worship if they so wish.

At Jack Tizard, religious education is delivered at levels appropriate to the age and understanding of the pupils.

Acts of collective worship are held regularly across departments. These are occasions for sharing and celebrating news, events and achievements and for considering moral, social and cultural issues.

Whole school Festivals, of various denominations, are enjoyed by pupils, staff and visitors. The supporting activities for such festivals permeate many areas of the curriculum.

Personal, social and health education (PSHE)
Sex Education is a component part of the general health education programme carried out across the school. You will be consulted before your child embarks upon this work. Staff are also available for consultation should any matter of concern arise before this time. No pupil will be given sex education without prior written permission of parents and carers.

The aim of sex education at Jack Tizard School is for pupils to acquire the knowledge and skills necessary for entering into meaningful and fulfilling relationships with others. It involves helping students towards making informed choices and includes practical personal care skills.
**Health and well-being**

Within the school, the school nurse arranges medicals for children with ongoing health issues. The medicals are in conjunction with a paediatrician from Chelsea and Westminster hospital. If you receive an appointment for a school medical it is important that you attend. If you are unable to attend please inform the school nurse who will re-schedule your child’s appointment.

Children’s health can deteriorate quickly and it is important that your child is in good health prior to attending school. There are specific guidelines which the school follow in respect of infectious conditions i.e. Chickenpox, diarrhoea and vomiting. Please contact the school nurse for more information on specific periods of absences.

It is important if your child has an allergy to inform the school nurse, the class teacher and the head teacher i.e. nut allergy, plasters and latex.

Prior to the school nurse administering medication, a consent form must be completed. The medication must be brought to school by a responsible adult in the original packaging and with clear written instructions including the child’s name, medication name and dose. It is important we are aware of any medication taken by your child both in and out of school.

Please let the Head teacher know if your child has a particular medical condition or allergy such as a peanut allergy, asthma or hay fever.

The School Nurse will administer medication. It must be brought into school by a parent or other responsible adult (e.g. a transport escort) in the original packaging and with written instructions regarding dosage. You may be required to complete consent forms for certain types of medication e.g. rectal Valium. It is important that we are aware of any medication taken by your child in and out of school.

If your child becomes unwell at school, then we need to be able to contact you. It is important that you provide the school with current emergency contact information. Any change to telephone numbers, addresses etc should be given to the school receptionist immediately to ensure school records are kept up to date.

If your child has had a minor injury or accident at school such as grazed knee or a bump, then we will usually let you know with a note or phone call. Wheelchair clinics and splinting clinics are held in school on a regular basis.

**Behaviour**

We believe that all children should acquire and respond to the knowledge that there are social duties in addition to social rights. We have high expectations of all our pupils and believe that they will feel secure and learn if they have clear and consistent boundaries set for them.

We use a range of positive strategies. The principles and the procedures are outlined in our Behaviour Policy.

Our approach at Jack Tizard is one that encourages respect and consideration for others. We believe that praising, rewarding and encouraging our pupils are, overall, more effective than applying sanctions. However, we do recognise that some sanctions may be necessary for individual programmes.

If behaviour difficulties arise with a pupil, then these are addressed on an individual basis. We work with parents to develop a behaviour management programme that ensures a consistent approach and response from all those involved with your child on a day-to-day basis. These plans are monitored at agreed intervals and revised accordingly. There may be occasions when outside professionals may be called upon to give advice and support.
School meals service
Meals are cooked on the premises and accommodate most dietary requirements. Information regarding cost is available from the school business manager (SBM).

If you are in receipt of benefits, your child may be entitled to free school meals. Please ask the SBM for details. Any request will be treated in complete confidence.

Transport
The relevant children’s services arrange transport to and from school. Vehicles are equipped with tail lifts where needed. The contractors employ official escorts to supervise pupils on transport.

The school has no responsibility for any transport arrangements to and from school. If you have any queries or problems with respect to this service, you should contact the transport office of your local children’s services.

We have an increasing number of parents/carers who bring their children to school independently. Many parents and children benefit from the opportunity to have regular contact with other parents and staff at the school.

Clothing and personal property
School uniform is not compulsory at Jack Tizard, however parents and carers have the option to purchase sweatshirts, t-shirts, fleeces, bags and baseball caps with the school logo on. These are red for the pupils in the primary department and navy blue for pupils in the secondary department.

Pupils who go swimming or use the hydrotherapy pool need to bring costume and towel and other individualised equipment e.g. gastro site cover or specialised swimming incontinence pads, on the appropriate day. Please ensure all items of clothing are clearly marked with your child’s name. We don’t encourage pupils to bring personal property into school, as the school cannot take responsibility for lost or broken items.

Attendance
Every school has a legal obligation to record unauthorised absences. To ensure accuracy, we ask that you inform the school by phone or in writing in advance that your child will be absent e.g. for a medical appointment or due to family circumstances. We also ask that you inform the school, preferably by phone, on the first day of your child’s absence due to illness.

Pupils benefit from regular and consistent attendance at school. We ask that parents do not take their child on holiday during term-time. Parents wishing to do so must contact the Head teacher for permission.

Educational visits
We consider that educational visits are an important part of our pupils’ education. However, the school budget is not sufficient to pay the full costs of the enrichment activities that are offered to pupils. If pupils are involved in school visits as part of a curriculum project, you will be asked for a voluntary contribution for part or all of the cost per pupil. No pupil will be excluded on the grounds that the parents or carers are unwilling or unable to contribute towards the cost, although the visit may be cancelled if there is insufficient parental support.
Support at Jack Tizard

Therapists
Speech and language therapists, speech and language therapy assistants, occupational therapists, physiotherapists and physiotherapy assistants all work within the school.

The speech and language therapists visit regularly. Their role is to assess individual communication needs, and to plan and advise staff and parents on the implementation of appropriate communication programmes. Advice and guidance on the development of eating and drinking skills is also available.

Physiotherapists also carry out individual assessments. They provide advice and guidance to parents and staff in supporting pupils to reach their maximum physical potential. They also liaise with other health professionals, such as the occupational therapist, to assess pupils for specialist equipment.

The occupational therapist, in addition to her work with the other therapists, also assesses pupils for specialist equipment that they might need for use at school. This includes such things as eating utensils, chairs, and adaptations to toilets to assist pupils to be more independent.

Psychological service
An educational psychologist is attached to the school and makes regular visits. If you have some concerns about your child and feel that he or she would benefit from some input from the educational psychologist then you should contact the deputy headteacher to discuss making a referral.

Inclusion and community cohesion
Jack Tizard School has been providing support to mainstream colleagues for several years through the Inclusion Outreach Service.

We have a full-time inclusion and outreach teacher and are working to complement the work of mainstream schools to achieve the highest quality support strategies for pupils with SLD and PMLD.

Many of our pupils attend local schools on an inclusion link to extend their social and educational opportunities.

Pastoral care
The school has a high staffing ratio. This enables us to ensure that pupils receive the individual attention and care that they need. Class teachers are responsible for the well-being of their pupils and will be the first point of contact for any concerns that you may have.

Please do not hesitate to contact the school to discuss any queries. Similarly, the class teacher will contact you if he or she has concerns about your child.
Child protection
The school has a duty to take reasonable action to ensure the welfare of all of its pupils. As parents and carers, it is important that you are aware of the following information.

In cases where school staff have cause to be concerned that a pupil may be subject to ill treatment, neglect or other forms of abuse, we have strict Child Protection Procedures to follow, that are laid down by Children’s Services.

Complaints procedure
The Governing Body in line with the Hammersmith and Fulham Children Services guidelines make arrangements for considering complaints.

All complaints will be dealt with as quickly and efficiently as possible, although the length of time must depend upon the seriousness of the complaint and the urgency with which it needs to be settled. All complaints will be investigated fully, fairly and carefully. Complainants will be kept fully informed of progress at all stages. This will include reasons for any delay. Complaints can be considered at three levels, the informal, the formal complaint to the governing body of the school and the formal complaint to the Children’s Services. A complaint can be considered at more than one of these stages. A copy of the complaints policy is available on request from the school.

Within school, complaints should be addressed initially to the Head teacher or Deputy. Acknowledgment of the complaint will take place within two working days, and if practicable, a deadline of ten working days set for settling the complaint.

Health and safety
The buildings are subject to regular Health and safety inspections and fire drills are carried out regularly. We try to ensure that the building is safe at all times. The classrooms sited on the first floor have evacuation plans.

The Freedom of Information Act
One of the aims of the Freedom of Information Act 2000 (which is referred to as FOIA in the rest of this document) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

All information in our publication scheme is either available for you on our website to download and print off or available in paper form on request.

Some information which we hold may not be made public, for example personal information.

Categories of information published
The publication scheme guides you to information which we currently publish (or have recently published) or which we will publish in the future.

The information that we undertake to make available are organised into four broad topic areas:

- School Prospectus – information published in the school prospectus.
- Governors’ Documents – information published in governing body documents.
- Pupils and Curriculum – information about policies that relate to pupils and the school curriculum.
- School Policies and other information related to the school - information about policies that relate to the school in general.

How to request information
If you require a paper version of any of the documents listed above, please contact the school by telephone, email, fax or letter. To help us process your request quickly, please clearly mark any correspondence “PUBLICATION SCHEME REQUEST” (in CAPITALS please).

If the information you’re looking for isn’t available via the scheme and is not on our website, you can still contact the school to ask if it is available.