



1573

QUEEN ELIZABETH'S SCHOOL

GOVERNORS' STATEMENT

AND

SCHOOL POLICIES

1st September 2009

Queen Elizabeth's School, Barnet

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**A foundation, day, selective, specialist music
school for boys aged 11-18**

THE Q.E. MISSION IS TO PRODUCE BOYS WHO ARE CONFIDENT, ABLE AND RESPONSIBLE

We achieve this by:

- * ensuring that boys give their maximum academic performance through a programme of quality control
- * encouraging worthwhile activities: sport, music, public speaking, etc., in a representative and competitive context
- * insisting on high standards of behaviour, presentation and dress
- * a regime of acknowledgement, praise, reward and status
- * giving boys tasks and progressive responsibilities
- * fostering duty and loyalty through our traditions

THE SCHOOL'S FACILITIES

The twenty-three acre site on the edge of the Green Belt is an attractive setting for learning. The School maintains its own Foundation Trustees to this day and they contribute much to the resources of the School. The extensive playing fields are augmented by an eight lane indoor swimming pool, a new multi-purpose hall, tennis courts, Eton Fives court and a multi-gym. There is an Art Room extension, a new conference centre and training area, new science laboratories and a state-of-the art language laboratory. The computer facility includes over 220 PC's with access to the internet. Wireless access is available in the Sixth Form area and all students can log in to the school network from home.

All classrooms and laboratories have now been fitted with electronic whiteboards and projectors. An extensive computer network helps to administer the School's finances, records and clerical procedures. The language laboratory is connected to two satellite dishes capable of receiving news and programmes from countries across the world. A detached music suite caters for the many pupils receiving instrumental tuition and for the successful bands and ensembles. The music suite now has its own specialist computing facility. A detached Sixth Form Study Unit has facilities for supervised private study. The Sixth Form has its own computing facility with Internet access. The five computer rooms, almost entirely financed by the Friends and Trustees, enable the School to provide the opportunity for all boys to acquire skills in Information and Communications Technology.

The School's latest Development Plan envisages a large new building incorporating both an Independent Learning Centre and a refectory. The Independent Learning Centre will combine the best of traditional library facilities with the latest electronic research facilities.

SPECIALIST STATUS - MUSIC & TRAINING

Queen Elizabeth's was designated a specialist music school by the DFES in June 2004 and redesignated for a further four years following the OFSTED inspection in 2008. Specialist status in music, with ICT, brings additional material resources that benefit the school generally and enables us to enhance music provision so that more pupils will be involved in a wider range of high quality musical experiences including: performance music, instrumental tuition and music technology. The Specialist School status and funding enables us to enhance our work with our six partner schools, three wider community ensembles and the wider community as a whole. We are able to augment and support the opportunities offered to these groups in a variety of ways including funding instrumental tuition and theory classes, offering Music Technology A level and funding rehearsal venues. There is little doubt that very considerable cultural, academic and material benefit accrues from specialist status to the Music Department and to the School as a whole.

In April 2009 the School became a Training School. According to the DCSF, Training Schools must “demonstrate training experiences that go beyond that expected of a well-managed institution”. Queen Elizabeth’s became eligible to apply for this second specialism - in addition to its first specialism of Music - because it was recognised as a High Performing Specialist School by the DCSF.

SCHOOL LIFE

Founder’s Day takes place on the third Saturday in June, with a service at the Parish Church followed by roll call and the reading of the Chronicle at the School. It is the most important day in the School’s calendar.

Queen Elizabeth’s enjoys an outstanding reputation in sport. In rugby, athletics, cricket, cross-country, swimming and water polo, teams have to travel widely to find competition. A vigorous programme of House sports is the foundation on which our international and national successes have been built. These sporting achievements in the last hundred years have contributed significantly to the tradition of the School and to this day give boys an opportunity to strive for the School.

Games play an important role in the School’s activities both in the curriculum and outside it. This policy has resulted in much success for boys throughout the country and there have been some outstanding individual achievements, notably in water polo, swimming, rugby, athletics and cross-country where boys have represented not only their area and region but also their country.

Extensive participation in music and the excellence of musical performance are rooted in the discipline of daily practice. Through these and so many other activities boys learn that excellence is bought at the price of effort. Apart from the main concerts, which are held each term, there are many other opportunities for boys to perform both in school and outside. Our boys have played at the Festival Hall as part of the National Festival of Music for Youth. A number of our musicians attend the junior departments at the Royal College of Music, the Royal Academy and the Guildhall School of Music and Drama.

Bespoke Tutoring for pupils in Years 8 to 13 involves boys in regular interviews with their Tutors to review progress and establish action plans.

To enable each boy to develop his talents to the full, the organisation of clubs and societies is taken very seriously. There are over twenty of these holding regular meetings, and they include: debating, theatre club, electronics, chess, Christian Union, printing, table tennis and many others, in addition to the very extensive music-making in the lunch break and after School.

Every year there are visits to other countries for general interest, or for skiing, as well as for exchanges and study trips. There are also field study

trips in this country and visits to theatres, museums, art galleries, factories, the Stock Exchange, the Houses of Parliament and other places of interest and educational value.

Formal careers education and guidance begin in the Year 9. The School has been developing its unique Occupational Shell Programme, whereby a variety of guests visit the School and talk to small groups of boys about their careers. We hold an induction into Higher Education and careers option programme, which is developed in Year 11 and culminates with work experience. The programme develops into Year 10 and at the end of Year 11 boys undertake two weeks of Work Experience. Work Experience is well developed and the School is fortunate to have an extensive network of Old Elizabethans and parents willing to assist in these areas.

There is a programme of sponsorships and bursaries funded by academic and commercial interests to reward excellence and foster interest in the professions.

There is an active Old Elizabethans' Association which has a large clubhouse in pleasant and extensive grounds a few miles from the School. Old Elizabethans play a significant part in the life of the School by providing support, information and contacts as well as maintaining the continuity of the Elizabethan identity.

EDUCATION AT QUEEN ELIZABETH'S

THE GOVERNORS' STATEMENT

The School was founded by Queen Elizabeth in 1573 for the training of boys in manners and learning, and this remains our purpose to this day.

We recognise that the primary responsibility for education and training rests with the family, and the School offers itself as a partner in that undertaking.

Our objective is to teach boys to behave well, to foster good attitudes and to give them the knowledge and skills which will sustain them in adult life. We believe that happy family life and good employment prospects rest on good character as much as the best academic qualifications. Our basic aim is to train boys to be responsible. We believe that the training of character will never impede the achievement of good examination results and that most often such training will enhance those results.

We recognise also that the adage that the whole is greater than the sum of the parts has a particularly important application in education. We regret that much that is said about education deals in detail with the parts, and relegates the whole to pious expressions. We consider that the curriculum needs to be addressed first as a whole and as a whole School responsibility and only then in its parts and as a subject responsibility.

The School Curriculum

Good behaviour and sound attitudes, the foundations of responsibility, cannot be acquired by talk and discussion alone. Wisdom counsels that teaching and study are insufficient for the inculcation of good habits and a sense of duty. In these matters practice, pride and correction are fundamental.

Our boys acquire a sense of duty first of all by knowing that in putting on the QE uniform they take on a reputation which was hard earned by many generations before them. They learn to take pride in their uniform and to honour the debt of tradition by remaking our reputation year by year. They are exhorted to a high level of commitment, to give themselves generously in their duties and their activities for the School. Every effort is acknowledged and approved.

This wisdom is built into the structure of our School. Our reward system, Bursaries and many awards and trophies are the most formal and public signs of our endorsement of effort and duty. Our uniform, House system, duties, activities and routines all contribute to the observance of good standards now and lay the foundations for responsible, adult life. To underwrite the success of our training, the boys must receive a harmonious message. If we are to provide for them the secure environment, safely controlled by adults, in which they take an increasing share year by year, they must not have a wide variation of expectation, nor should they receive conflicting signals. We can succeed only if the boy's family are at least compliant partners. Where boys receive strongly conflicting messages at home and at school, the outcome

must be divisive. It is vital that parents share our view on education and want us as teachers because they are of a like mind.

Our homework routines are designed to support our training and to increase academic performance. The routine of the homework diary in Years 7 and 8 and from then the personal organiser teaches our boys the rudiments of planning. They provide a weekly link with home and the signature of parent and teacher is the handshake on the boy's progress; they are also a very convenient vehicle of communication between home and School. We take homework sufficiently seriously to call parents to the School each year to draw attention to curriculum information files which provide a detailed statement of our expectations.

Workchecks are an opportunity for us to observe the standard of work presented by the boys and accepted by the staff. They enable us to see how a boy is performing across the full range of subjects. The House Tutor plays a critical role in the daily monitoring of presentation of self, work and being in contact with the family. It is the tutor who can direct the attention of Senior Staff to boys deserving of praise or in need of correction.

Our boys' efforts and success are rewarded with commendations from Year Heads, subject departments, and also from the Headmaster and Chairman of Governors. We are certain that this regime of praise and reward will help motivate our boys to even greater levels of success.

Our out-of-classroom activities play a major part in the achievement of the whole School curriculum. Our sporting achievements in the last hundred years have contributed significantly to the tradition of the School and to this day give boys an opportunity to strive for the School. The extensive participation in music and the excellence of musical performances are other occasions for boys to learn the discipline of daily practice. Performance builds confidence and confidence improves performance.

Through these and so many other activities boys learn that excellence is bought at the price of effort and that it is one's duty to pursue excellence.

We live in a society of ever-increasing change and complexity. The School has the responsibility of equipping all pupils not only with values and attitudes which will guide them in meeting its challenges but also with the skills and knowledge which they will need to face the practical and intellectual challenges which lie ahead of them.

In the area of skills and knowledge we aim:-

- To enable boys to achieve a level of competence in access skills to enable them to undertake study with progressive independence; to help boys to sustain and develop the spirit of inquiry improving their powers of information processing, evaluation and analysis; to apply these growing powers to rational discussion discriminating between evidence-based argument and judgements of value. As a selective school we take for granted the basic skills of reading, writing and numeracy.

- To introduce to boys a range of knowledge which will help them to understand the world in which they live and give them a sound preparation for their working life. We have, for example, considered the changes to the National Curriculum but decided to keep the study of a Modern Language compulsory for all boys up to the end of Year 11. All boys in Years 7, 8 and 9 undertake part of their work in our computer rooms where they acquire familiarity with applications programmes.
- To encourage boys to be aware of and to develop physical skills and aesthetic appreciation, so that they are able to enjoy a range of activities in work and leisure and feel confident in so doing.
- To follow a broad and balanced curriculum in the first three years which meets the requirements of the National Curriculum.

We recognise the need to encourage boys continually to achieve their highest level of academic performance. While the whole School curriculum is designed to foster this, we recognise that in our School such performance is best achieved by reflecting the differences in ability by differences in teaching. From the first term in the Year 7 onwards departments set pupils whenever possible. Year 10 option blocks are constructed to facilitate setting.

Where there is a distinction between process and knowledge, departments are urged to find a balance which best serves the needs and abilities of their pupils. We recognise that the point of balance may differ from group to group.

The specific details of the aims, work and courses of each department are contained in Curriculum Information Files and the Options booklets.

A boy educated at Queen Elizabeth's should leave the School as an active participant in society, a responsible contributor to it, aware of his duty and keen to discharge it, able to make choices between alternatives presented and capable of achieving as much self-reliance as possible. He should not only know about his traditions but have a feel and respect for all traditions. He will know that Elizabethans before him have reached high office, have achieved great honours, made the ultimate sacrifice and been awarded with the highest decorations. He will know too that other Elizabethans have made their contribution on a smaller canvas with no less dedication to duty and without stinting their efforts.

THE SIXTH FORM

There are approximately 290 Sixth Formers at Queen Elizabeth's, all of whom have progressed from the main school. Our senior pupils take at least four A/S levels before taking on at least three of the subjects to A Level, although most continue to complete four A Levels, subject to demand. In addition, most students undertake an AS course in Critical Thinking, some opt for the Community Sports Leader Award and others participate in the Extended Project Award. Each student has supervised Private Study sessions when not in formal lessons. This range of provision facilitates a very high transfer of Year 11 pupils into the Sixth.

Sport forms part of the curriculum to foster qualities of leadership and co-operation as well as the drive to succeed in fair competition. Many senior boys participate in our voluntary service scheme, such as the Vinspired Programme, and take up work placements that are relevant to their chosen career progression routes. The Duke of Edinburgh Award Scheme has operated in the Sixth Form from September 2005 at Gold Award level. Each year boys participate in Workshop Seminars at Nottingham University, notably in Medicine, and other experiences such as the Headstart (engineering) pathway and Sutton Trust Summer Schools. Sixth Formers play a leading role in the School musical ensembles and C.C.F. As a Common Room the Sixth Form also has a space of its own to develop intellectually and socially. The Elizabethan Union Debating Society, Sixth Form newsletter, the Sixth Form Committee, Science Society, an Amnesty International Group, Chess League, History Society, an Annual Luncheon with guest speaker and leadership of the school's India Appeal and Music Club, comprise some of the activities the students manage as interests determine. Sixth Formers are involved in activities, meetings and outings virtually every day of every week. An Assembly is held once a week to promote the corporate nature of the student body; outside speakers frequently address the Assembly on subjects appropriate to the intellectual development of this body.

Our Sixth Formers are privileged to enjoy the standard of accommodation, which the Heard Building provides - a secure and comfortable learning environment eminently suited to the individual needs of our senior boys including wifi internet access. Student dress is formal and behaviour civil, in a Common Room that is stimulating in its cultural, academic and social activities. Great care is taken to nurture and sustain the ethos, behavioural norms and physical environment for our seniors to realise fully their intellectual potential and emerge confident, well presented and responsible citizens who have serious contributions to make to society. Bespoke Tutoring for seniors involves boys in half termly interviews with their Tutors to review progress and to establish action plans. Boys are expected to track their own performance and set targets.

Besides a range of academic and cultural prizes intended to recognise and reward achievement, there are also annual awards. Scholarships are awarded to students who excel in specialist fields and this year some thirty leading UK and International companies and Universities have awarded as many bursaries for excellence in scholarship and commitment to senior boys.

Sixth Form culture at Queen Elizabeth's is about achievement and involvement. Students record their activities and involvements in their CV which is regularly updated. In this way they cultivate their profiles for the reference required to realise aspirations to Higher Education and Employment. Careful attention is paid to the selection of academic courses, as well as the social and administrative responsibilities that will maximise students' all-round potential and development. As students demonstrate an ability to perform duties effectively and reliably, they will be expected to take on greater organisational and managerial roles to foster leadership and management qualities. They lead the pupil body as Prefects and Senior Prefects, House Captains, Lieutenants, and School Captain, all of which are a reward for their duty and loyalty to the school.

For their contribution to the running of the School, senior boys command considerable respect among pupils and are highly regarded by staff. Students who hold such responsibilities work under the guidance of the Headmaster, Second Master and Head of Sixth Form. There are many other opportunities for involvement such as the Peer Mentoring Scheme, voluntary work undertaken in local schools and hospitals and assistance to staff in the directing and technical arrangement of school plays.

We seek to ensure that en route to academic success our seniors acquire the cultural, managerial, organisational and leadership qualities that serve Old Elizabethans so well.

Senior students bear considerable responsibility at the head of the pupil body. Many exercise authority, form part of the organisational structure and promote good order in the School. Students are mindful of the fact that the School is well placed to advance their applications to Higher Education or employment through well-earned references. All students are expected to continue their education in a leading university and up to forty students per year gain places at Oxbridge colleges.

Duty and loyalty are known and seen to be rewarded. Ties between the School and School leavers, and among School leavers, are fostered by the Old Elizabethans' Association and the O.E.s produce a periodical and hold a range of social and sporting activities. Old boys provide links with university campuses and commerce and industry. Elizabethans who benefited from such contacts while in the Sixth Form, have in turn, proved happy to advise and encourage our senior students, as can be seen in the recent development of an Oxbridge e-mentoring scheme, ensuring that our Sixth Form community is an active and dynamic one.

SCHOOL POLICIES

CHARGES

For many years the School staff have been prepared to organise and run School trips for the benefit of the children. Some of these trips have been in School time and others outside the School day. The Governors have always been very happy to support such activities and very much hope that they will continue in the future.

It is necessary for the School to make it clear to parents that any activities which take place in School time cannot be charged for (with the exception of board and lodging for residential trips and individual music tuition).

The School is able to ask parents for a voluntary contribution for any activity, whether in or out of School time and the Governors hope that parents will respond generously. It is an unfortunate fact that if parents are not prepared to support such activities then it is likely that some of these events will be unable to continue. It is accepted that such activities are valuable for children and that they should be encouraged; the Governing Body wishes to support the continuation of these opportunities and to encourage parents to support them by being prepared to make voluntary contributions in the way they have always done in the past. Support will continue to be given to families for whom such contributions are beyond their financial means.

PUBLIC EXAMINATION ENTRIES

At the appropriate time, pupils are entered for public examinations in all those subjects, for which they have been prepared by the School, met the coursework requirements and achieved the necessary standard. Parents are kept fully informed of their son's progress towards examinations throughout the course.

SEX EDUCATION

Governors reaffirm their partnership with parents and recognise the central role played by parents in the matter of sex education. The biological aspects of human sexual reproduction will continue to be taught as part of Key Stage 3 Science (Years 7-9). This will be supported by the consideration of the broader emotional and moral aspects of sexual attitudes within the family context and will form part of the Year 9 Personal/Social Education programme. Specific education about HIV, AIDS and other sexually transmitted diseases will be covered during Year 9 in separate units of the Science course, not within the National Curriculum. Course outlines and materials will be reviewed annually by a parents' panel. When matters concerning sex arise in different lessons, teachers will elucidate such matters in their academic context; there will be no sex education as such in any lessons other than those specified above. Counselling by staff of individual pupils regarding matters related to sexuality, pregnancy and contraception is inappropriate. A teacher's role in situations of this kind must be confined to the educational context. The School acknowledges a parent's right to withdraw their children from sex education lessons outside the National Curriculum.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

To be meaningful for pupils, Religious Education and Collective Worship enables them to reflect on: what it means to be a human being; questions of meaning, purpose and value; their personal beliefs and values as well as those of others. Care is taken to ensure that the cultural and religious diversity of our School is recognised and celebrated.

All pupils in Key Stage 3 follow our 'Religion and Society' course; this is a programme of study that addresses the Barnet Agreed Syllabus for Religious Education as well as providing for pupils' entitlement to Citizenship Education. At Key Stage 4, boys follow the AQA GCSE (Short Course) in Religious Studies, which allows for detailed study of the six major world religions and contemporary moral issues. In the 6th form, Religious Education is embedded into the schemes of work for General Studies.

The Statutory Act of Worship takes place every day in the form of a recitation of the QE prayer, which is taken from the Founder's Day Service and provides an opportunity for reflection for all boys. In assemblies, boys, staff and visitors from our local faith communities, raise a wide range of spiritual and moral issues for consideration.

A fundamental purpose of the School is to train boys in the virtues of our community. We seek to train them to perform good actions consistently by showing our approval of good actions and by rewarding good behaviour. When we acknowledge good action we specify the action and affirm that it is good. With that approval and praise we accord respect. The performance of House duties, the additional responsibilities of Form Captains and School Prefects provide a practical context for the exercise of responsibility and choices of consequence. In addition, involvement with fundraising provides an opportunity for boys to focus their community concerns in a practical manner. That training is the foundation for the development of the boys' judgements to discern right actions. As boys progress through the School there are increasing opportunities for discussion and debate of moral issues.

The Governors acknowledge that parents have the right to withdraw their children from collective worship and all or part of the Religious Education offered by the School.

UNIFORM

The pride which a boy takes in his appearance is indicative of his regard for himself and his school. We expect boys to come to school dressed in a manner appropriate to the school environment. Our views in this matter are endorsed by many employers who expect their staff to dress in a manner which inspires confidence. The school uniform is prescribed for boys from Year Seven to Year Ten and thereafter a code of dress is followed. We have the full support of our parents and Governors in the rigorous enforcement of these requirements.

CAREERS EDUCATION AND GUIDANCE

The ultimate aim of Careers Education and Guidance at Queen Elizabeth's is for boys to aspire to occupations that are fulfilling and rewarding. Whilst doing so, we expect their motivation towards academic attainment to be maximised as they strive to reach their goals.

In terms of self-development, boys should learn how to understand themselves as individuals and as members of society. They will be helped to develop an understanding of their own interests and preferences, along with their strengths and weaknesses. The boys also need to learn how to develop their capabilities and relate these to potential occupations.

In terms of career exploration pupils will learn how to access different information sources efficiently and effectively to clarify their options and inform their decisions. Boys should also be able to plan additional information gathering from the workplace and learn how to adapt to changing conditions in the labour market.

In order to undertake what are sometimes difficult choices in their definition of their career pathways boys need expert guidance deployed alongside the development of suitable decision-making and problem solving skills. Boys should be capable of setting themselves realistic targets in order to meet their aspirations and should have had the opportunity to add to their academic achievements with key skills, so that they can exploit employment opportunities as they arise.

The Careers Education & Guidance policy complements the Sixth Form's mission to achieve each boy's optimum University place. However, the School's programme of Careers Education and Guidance begins in Year 9 in an effort to prepare boys for the important decisions in post-16 life by promoting an understanding of the extent to which each steers his own destiny.

SPORT

The School is proud of its long-standing commitment to competitive traditional team sports and our boys have earned a national reputation. Our pupils represent their House and their School in a variety of sports throughout the year. Competitive matches against other schools take place throughout the course of the week during Games afternoons and after normal lesson times and at weekends. Regular practices are held and coaching given during the course of the formal P.E./Games curriculum, at the end of the School day and during lunchtimes. Please refer to our Record of Achievement for further information.

SPECIAL EDUCATIONAL NEEDS AT QUEEN ELIZABETH'S

The culture, practice, management and deployment of resources in the School are designed to ensure all children's needs are met and our mission* achieved.

It is our aim that pupils with Special Educational Needs (SEN) join in the activities of the School together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the:

- ❑ pupil receiving the necessary special educational provision;
- ❑ efficient education of other pupils in the School; and
- ❑ efficient use of resources.

The aim of the School's provision is to:

- ❑ develop a consistent, whole-school approach to SEN;
- ❑ identify pupils with additional needs;
- ❑ involve the parents in the education of their child;
- ❑ seek to involve outside agencies when appropriate;
- ❑ ensure continuity of provision;
- ❑ provide access to a full curriculum wherever possible;
- ❑ promote skills of independent learning; and
- ❑ endeavour to use resources effectively.

The role of the School's Special Educational Needs Co-ordinator (SENCo) is to:

- ❑ Oversee the day-to-day operation of the School's SEN policy;
- ❑ Liaise with and advise teachers;
- ❑ Coordinate provision for pupils with additional needs;
- ❑ Oversee the records on all pupils with additional needs;
- ❑ Liaise with parents of pupils with additional needs;
- ❑ Contribute to the in-service training of staff; and
- ❑ Liaise with external agencies including LA support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

The SEN provision at Queen Elizabeth's has been structured to operate within the School's Pastoral Development Plan and existing policies and arrangements.

The contributions of teaching and support staff, as well as parents and pupils, in the delivery of this policy is essential.

*The School's Mission is to produce boys who are confident, able and responsible.

DEVELOP A CONSISTENT, WHOLE SCHOOL APPROACH TO SEN:

- ❑ Each member of teaching staff is familiar with the School's procedure and is issued with a copy of the Staff Guide to Special Educational Needs, which runs alongside their department handbook and the School's Development Plan.
- ❑ Teachers are made aware of pupils with special educational needs at the start of each academic year.
- ❑ The SEN Profile is published at the start of the academic year and is updated as changes occur throughout the year. A note highlighting changes is included in the weekly bulletin and a current version of the report is available on the intranet at all times.

IDENTIFICATION OF ADDITIONAL NEEDS:

- ❑ The new intake are tested using the University of Durham's MidYIS programme before the October half term in their first year. The results are used as an early indicator and standardised baseline.
- ❑ There is regular assessment in all subjects and all year groups to monitor work and progress.
- ❑ Year Heads and Form Tutors may refer boys to the SENCo as they follow the pastoral plan or following the internal review of their year group in the autumn term.
- ❑ Parents may raise concerns.
- ❑ Information may come from doctors or other outside agencies such as those relating to issues of Child Protection.
- ❑ Information may come from primary schools.

PARENTS WILL BE INVOLVED IN THE EDUCATION OF THEIR CHILD:

- ❑ Parents may raise concerns with the School for further investigation.
- ❑ The parental briefing at the start of each academic year provides parents with curriculum information and guidance to support their son's learning throughout the year.
- ❑ The parents of boys who fail the internal review meet with the tutor to discuss possible solutions to problems.
- ❑ The School has a duty to inform parents if special educational provision is required.
- ❑ Parents are encouraged to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child's needs and the provision that is being made for them.
- ❑ Parents are invited to attend an annual review meeting if their son is at Stage P or above.
- ❑ Targets on Individual Education Plans (IEP's) may include the need for parental support and involvement.
- ❑ Parents are kept informed of additional support and outcomes resulting from interventions.

OUTSIDE AGENCIES:

- ❑ Parents are encouraged, where appropriate, to refer to their GP or the Child Adolescent and Mental Health Service (CAMHS) for guidance.
- ❑ The School also has access to specified linked experts such as local health professionals, social service departments, specialist LA support services and other providers such as the Connexions Service.
- ❑ The Education Welfare Service may be used.

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- **CONTINUITY OF PROVISION WILL BE ENSURED:**

- New staff are given a copy of the Staff Guide to Special Educational Needs.
- The School's SEN procedures are part of the induction programme for new staff.
- Bespoke tutoring records are transferred to new Form Tutors.
- The Pastoral Plan and the Code of Practice are followed at all times.

ACCESS TO THE FULL CURRICULUM:

- Arrangements are made as appropriate for those who cannot access the full curriculum.
- Where necessary the Headmaster and parents will discuss and agree on arrangements for disapplying pupils from the National Curriculum.
- Heads of Year co-ordinate work for those pupils with long-term absences.

INDEPENDENT LEARNING WILL BE ENCOURAGED AND MONITORED:

- SEN provision makes use of the bespoke tutoring and target setting system; all pupils see their tutors on a regular basis to evaluate work and monitor progress.
- Individual Education Plans (IEP) and Action Plans are drawn up by the Special Educational Needs Co-ordinator (SENCo), reviewed by the Form Tutor and Year Head and monitored thereafter as appropriate.
- The Plans detail concerns and strengths and endeavour to provide a balance of positive feedback to motivate the pupil to work with the strategies proposed to help overcome or alleviate difficulties and facilitate access to the curriculum.
- Homework diaries and personal organisers are used to encourage pupils to record work accurately and reflect on their work practices.
- Provision using IT will be investigated for pupils with learning difficulties.

RESOURCES:

- Pupils are encouraged to make use of subject clinics and revision classes as appropriate.
- Pupils may be referred to the peer mentoring scheme.
- Learning mentors are assigned to boys to help support their difficulties.
- Specialised resource materials and training is available to all staff.
- Access to outside agencies and specialists involved in providing guidance and support to the pupil, staff and parents.
- Electronic records are maintained using dedicated software integrated into the central pupil database.
- Individual pupil files are maintained.
- The SEN office is available for interviews and meetings.

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- ❑ The School Development Plan
 - ❑ The Staff Development Plan
 - ❑ Building and Site Development
 - ❑ SEN Policy
 - ❑ The Pastoral Development Plan
 - ❑ Behaviour Management Policy
 - ❑ Equal Opportunities Policy
 - ❑ Curriculum Policies
 - ❑ Home School Agreement
 - ❑ Admissions Policy
 - ❑ The Accessibility Plan
 - ❑ The Disability Equality Scheme

**LINKED
LEGISLATION AND
REFERENCE
MATERIALS**

- ❑ The Disability Discrimination Act 1995 (as amended by SENDA 2001)
 - ❑ Accessible Schools: Planning to increase access to schools for disabled pupils DfES (2002)
 - ❑ Disability Rights Commission - Code of Practice for Schools (2002)
 - ❑ Index for Inclusion, CSIE
 - ❑ OFSTED Handbook: Evaluating Educational Inclusion
 - ❑ SEN Code of Practice (2001)
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School Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA). It draws on guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by the DfES in July 2002.

The plan provides an overview of the School’s access initiatives and maps a course of action that will increase the accessibility of all activities and facilities to disabled pupils over time. The successful implementation of the long-term projects within the plan will largely depend upon secured capital resources from the LEA.

DEFINITION OF DISABILITY

The DDA considers that a person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect

upon his or her ability to carry out normal day-to-day activities.

Impairments include sensory impairments, such as those affecting sight or hearing. Mental illnesses that are clinically well recognised are included, so, for example, are medically diagnosed disorders such as Attention Deficit Hyperactivity Disorder (ADHD), considered a disability under this legislation.

OBJECTIVE

To maximise accessibility to the School's services and activities for staff, pupils, visitors, and prospective staff and pupils with disabilities and to ensure that no-one is treated less favourably on the ground of disability.

PRINCIPLES

- ❑ Compliance with the Disability Discrimination Act is consistent with the School's aims and equal opportunities policy, and the operation of the School's SEN policy;
- ❑ The School recognises its duty under the DDA (as amended by SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a disadvantage; and
 - to publish an Accessibility Plan in the governors' annual report to parents.
- ❑ In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);
- ❑ The School recognises and values parents' knowledge of their child's disability and its effect on his ability to carry out normal activities;
- ❑ The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. These are rooted in a culture of high expectations for all and are guided by the National Curriculum Inclusion Statement; and
- ❑ The School has a commitment to reviewing, monitoring and revising, as appropriate, all School systems, procedures and facilities.

STRATEGIES

**EDUCATION
AND RELATED
ACTIVITIES**

The School will continue to seek and work with the advice of LEA support services and specialist teachers and advisers, and appropriate health professionals.

The role of the LEA might be in:

- ❑ Securing staff training;

- ❑ Promoting collaboration and sharing of good practice;
- ❑ Ensuring that colleagues are aware of support services available to teachers and pupils;
- ❑ Supporting curriculum development; and
- ❑ Providing part-time specialist help or access to learning assistance.

The School will, where necessary, make improvements to increase the extent to which disabled pupils are able to access to the curriculum.

This might include:

- ❑ Changes to teaching and learning arrangements;
- ❑ Classroom organisation;
- ❑ The deployment of learning support;
- ❑ Timetabling;
- ❑ Staff information;
- ❑ Staff training;
- ❑ Grouping arrangements; and
- ❑ Peer support.

PHYSICAL ENVIRONMENT The School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible fixtures and fittings.

All new school buildings will comply with the Building Regulations and the Education (School Premises) Regulations 1999 and will be physically accessible to disabled pupils.

PROVISION OF INFORMATION The School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats, when required or requested, to disabled pupils and their parents within a reasonable timeframe.

COMPLAINTS PROCEDURE

Introduction

The Governors are proud of the quality of the education the School provides and hope that there will be no cause for concern or complaint. However, the Governors recognise that, although the School pursues best practice, parents may wish to raise a concern or even, in exceptional circumstances, make a complaint. The Governors, therefore, have a procedure for the expression of concern or complaint.

In this document -

“a concern” means a worry or anxiety

“a complaint” means a clear statement of dissatisfaction.

A concern can be expressed by a pupil, by a parent, by a member of the teaching or administrative staff, or by a member of the public (to include local residents, visitors to the school, employees of transport companies, staff of other schools etc.).

The Governors are firm in the philosophy that the education of the pupils is a partnership between School and parents. The success of a partnership is dependent on the willingness of both parties to communicate, to solve problems and to resolve difficulties in a spirit of co-operation rather than conflict. The Bespoke Tutoring scheme provides a channel of communication for boys while pupils’ personal organisers are an effective means of two-way dialogue between school and home.

Traditionally at Queen Elizabeth’s the vast majority of concerns have been resolved informally, at the lowest level, and there is every intention that this shall continue to be the case. The formal complaints procedure will be invoked only when this proves to be impossible.

Concerns expressed by pupils

Many problems can be resolved by a pupil himself by approaching his Form Tutor or Year Head on the matter. A pupil has the further option of acting through his parents for the matter to be taken further.

Concerns expressed by parents

Concerns regarding academic matters are properly directed, in the first instance, to the Head of the relevant department. When there are other concerns, first contact will always be with the Form Tutor or Year Head, save in very exceptional circumstances.

Complaints by parents

The vast majority of concerns can be settled amicably and without recourse to the formal procedures. If this is not the case, parents will be invited to put their concern in writing to the Head of Year or to the Senior Manager of the relevant department if it is an academic matter. Parents must be prepared, if necessary, to meet with the Year Head or Senior Manager to discuss the matter. The letter must state that the parent wishes at this point to make a formal complaint, that is, a clear written statement of dissatisfaction, that will be dealt with through the complaints procedure as described below. Parents who attempt to enter the procedure at an inappropriate level will be directed back to the correct level.

The first response to the formal complaint by the Year Head or Senior Manager may be by telephone or in writing, and will be within three working days of the complaint being received. After proper investigation, a full response will be made, in writing, within a further ten working days.

If the matter remains unresolved, parents would normally be invited to pursue their complaint in writing, to the Headmaster. He will carry out an investigation and respond within five working days. This may result in an appointment for the parents to meet the Headmaster.

If, having exhausted the procedure outlined above, the matter still remains unresolved, parents may make a formal written complaint to the Chairman of Governors (at the School address) who will respond and may offer the complainant an appointment for a meeting with a sub-committee of Governors and the Headmaster.

The Year Head will log the date and nature of the original complaint in the Central Register held by the Second Master and is responsible for tracking its progress until resolution is achieved.

Complaints by members of the public

These will usually be by telephone or in writing. The Second Master is responsible for receiving such complaints, for logging them in the Central Register and tracking their progress. He will refer the complaint to the person most able to deal with it. His initial response to the complainant will be within three working days and he will name the person designated to deal with the complaint.

After investigation, the designated person will be required to make a full written response within a further ten working days. The Second Master must approve the response and will retain a copy of it.

DISCIPLINE

Our objective is to teach boys to behave well, to foster good attitudes and to give them the knowledge and skills which will sustain them in adult life. We believe that happy family life and good employment prospects rest on good character as much as the best academic qualifications.

We recognise that the primary responsibility for education and training lies with the family ... "We can only succeed if the boy's family are at least compliant partners accepting the system of discipline and ethos of the School. Where boys get strongly conflicting messages at home and at school, the outcome must be divisive." In accordance with DfES requirements and after lengthy consultation, we publish a Home-School Agreement that we ask all registered parents to sign. In this agreement, we emphasise the need for all parents to be aware of our policy on school discipline.

Discipline is a system of rules for good behaviour. At Queen Elizabeth's the system aims to create conditions for an orderly community, in which effective learning can take place and in which there is mutual respect between all members. This latter element is developed further through the policy on Equal Opportunities. Good behaviour is conduct which assists the School to fulfil its function, to produce boys who are responsible, able and confident. Bad behaviour is conduct which prevents this.

At Queen Elizabeth's, the disciplinary system places its strongest emphasis on the positive approach of encouragement, praise, reward and the development of an identity. The School expects commitment to this system of positive reinforcement from both boys and parents.

We encourage boys and build an identity which is in harmony with the ethos of the School through a wide variety of inputs and opportunities including: verbal praise, ducats, good notes in personal organisers, commendations, prizes, scholarship awards, colours awards, individual tutoring, posts of responsibility, sports, clubs, drama and music. Many of these arise within the House system which plays a crucial role in pupil development beyond the academic curriculum. The large majority of boys adopt and contribute to this ethos throughout their school careers.

Regrettably there are a few who, through an incident or pattern of poor behaviour, reject the ethos of the School. Some of the symptoms of such behaviour are, for example, when a pupil:

- fails to abide by dress/uniform codes
- adopts a cult hairstyle
- fails to do homework or classwork
- persistently misbehaves in school or outside, or disrupts lessons
- rejects the authority of staff or prefects
- truants from school or is persistently late
- behaves dangerously, especially in practical areas
- vandalises the property of the School or members of its community
- involves himself in theft or dishonesty
- wastes staff time
- possesses, deals in or abuses prohibited substances.
- exhibits aggression towards, assaults or bullies any member of the school community. (Specific guidance on the School's approach to bullying is contained within the Bullying Policy)

This list is not meant to be definitive and merely describes some examples of deviant behaviour which are so clearly at odds with the whole ethos of the School.

Such behaviour may be identified by the following routes: direct referral to Head of Year or tutor by a member of staff, the public or prefects, a note in a homework diary or personal organiser, quality assurance checks conducted by senior staff, Heads of Year or Heads of Subject, reviews, profiles and parents' evenings.

The School attempts to deal with these manifestations by working closely with parents and by taking the following actions (which are guided by the Pastoral Development Plan):

- Counselling by Head of Year, Tutor, assigned mentor or SENCO. (Behavioural support for pupils with Special Educational Needs will be guided by the School's SEN Policy.)
- Telephoning, writing to or meeting parents to discuss a common approach and strategy.
- Involving outside agencies or professionals such as the ESW, School Psychological Service, Police, Juvenile Bureau or Social Services.
- Monitoring work via the homework diary or personal organiser, special report book or card or individual quality assurance checks.
- Punishments such as reprimands, detention at lunchtimes, after school or on Saturday mornings or withdrawal from lessons under supervision of the Head of Year (internal exclusion).

If the pattern of deviant behaviour persists or if an incident is particularly serious (for example involvement with prohibited substances or an assault on a member of staff, incitement of racial conflict), the boy may well have to be excluded from school. Exclusions are conducted in accordance with published guidance. The Headmaster will inform parents in writing of the reasons for the exclusion and the pattern of events or specific incident leading to the exclusion. Where the Headmaster decides to exclude a pupil, the Discipline Committee and the LEA will be informed and the parents notified of their right to make representations to the Discipline Committee.

Unless the exclusion is a permanent one, the parents will be invited to the School as close to the date of the pupil's re-instatement as is convenient to both the parents and the Headmaster, to discuss the incident or pattern of behaviour. The parents may be asked to sign an agreement stating the terms under which their son is to be allowed to return to the School. Should this agreement be broken, then the boy could again be excluded. Where re-instatement does not occur, for example if the parents exercise their right to withdraw their son from the School, the reasons for this will be made known to the Discipline Committee.