



OPPORTUNITY WITH DIGNITY



Breakspeare School  
Prospectus



OPPORTUNITY WITH DIGNITY

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# Breakspeare School Offers Opportunities with Dignity

## A Very Special School

We believe that Breakspeare School is a very 'Special' place and hope that this prospectus provides you with a valuable insight into our very 'Special' provision.

Breakspeare is a forward thinking, active and popular special school with a diverse range of students. We have approximately 70 students on roll who are aged between 2 and 19. Their learning disabilities range from severe to complex and we have many students who are on the autistic spectrum. Some students have additional physical, sensory, or medical needs and for these students we provide additional adult support and individual tailored provision.

We believe that the quality of education that the pupils receive at Breakspeare makes a significant difference to their lives, both now and in their future. We have high expectations for the students and continuously strive for success in their teaching and learning. Our recent Ofsted (2013) stated that:

***'High quality teaching throughout the school promotes excellent learning for all pupils.'***

We are never complacent about our achievements and constantly strive to improve our practice. We have received many acknowledgements of our high quality provision such as: 'Outstanding in OFSTED', PE Quality Mark with Distinction', 'Autism Quality Mark', 'EYFS Quality Mark', 'International School' and 'ECO School'. We are committed to provide every student with opportunities with dignity to grow and develop their full potential with dignity.



We continually endeavour to further enhance our provision, ensuring that our young people have exceptionally well trained staff coupled with the best possible learning resources. Our pupil specific teaching and learning focus, concentrates on the development of individualised learning programmes. These provide our young people with opportunities to develop and reach their full potential, ultimately becoming self-confident and highly motivated adults.

Pupils, staff and family engagement is very important to us and we endeavour to provide all our children and young people with school experiences that will enrich their lives. We involve the whole school community in making Breakspeare a safe, happy and outstanding environment for our students to learn. It is important for all staff at Breakspeare School that each pupil has a positive attitude to their learning and that their time at Breakspeare, from their first to their last day, is a positive experience.

This prospectus can only tell you a little about our very 'Special School', so we warmly invite you to visit our website for more information or, better still, come and see us for yourselves.

***Merja Paakkonen***  
Head teacher

## Mission Statement

Our mission statement '**Opportunity with Dignity**' underlines our commitment to providing each unique child and young person with a person centred learning experience. We continually strive for all students to discover their potential for learning and life.

### We will achieve this by:

- Motivating pupils to come to school by ensuring that our school; is a happy and safe place.
- Providing our students with many rich and varied opportunities that enable them to learn through interesting and engaging activities.
- Providing them with basic skills that enable them to become effective at thinking, problem solving, making informed decisions and to be good communicators.
- Empowering pupils to become their own advocates, by giving them time to express their views and by incorporating those in the options they are offered wherever it is safe in their long term interests to do so.
- Equipping pupils with the skills to maintain quality and sustainable relationships.
- Making pupils informed about their rights and responsibilities so that they can be safe and active members of their community.
- Enabling pupils to be as independent as possible.
- Supporting pupils to make constructive use of their leisure time, and know how to find and use leisure facilities.
- Teaching pupils how to keep themselves safe and healthy.
- Teaching pupils to take an increasing responsibility for themselves.

*'Behaviour is outstanding in lessons and around the school. This is as a result of consistent routines, the staff's high expectations, respect for pupils' dignity and support throughout the day for their well-being and medical needs.'* Ofsted



Smiling faces at the start of the day, positive attitudes throughout and smiling faces at the end of the day are the norm. Pupils are safe and secure and enjoy their learning.

Ofsted

## Aims

- Provide a broad balanced and relevant curriculum designed to enable all pupils to develop their abilities and realise their potential.
- Promote a safe, secure and happy atmosphere where children can learn effectively, build their self-esteem, self-knowledge and self-confidence, and develop their independence.
- Provide a purposeful and safe environment conducive to high standards of achievement and behaviour.
- Promote fundamental British values and democracy; respect for other people, their religion, beliefs and the culture of others, regardless of race, gender, disability and aptitude.
- Enable pupils to take increasing responsibility for their own learning.
- Provide a range of multi-agency support so that each child can have access to their curriculum entitlement.
- Actively seek ways to help and involve parents in the care, development and education of their child.
- Extend and afford our services to our partner schools, adopting the principle of co-operation, integration and inclusion.
- Support the professional development aspirations of our staff, governors and partners recognising their key contribution to the realisation of our Mission and Aims.
- Expand our pupils' knowledge and understanding of the wider world' through our strong links with community and through international partnerships and commitment to local and international initiatives.
- For all pupils to communicate appropriately using a variety of strategies and aids to interact confidently in all areas of curriculum.
- Provide an enhanced and enriched curriculum through our specialism within our school, partner schools and the wider community.



Pupils' attitudes to learning are excellent because staff interest them with a wide variety of well chosen activities in lessons. There are opportunities for making choices, working alone or with little support, and for working cooperatively in small groups.

Ofsted

## Parental Support and Involvement

We believe that the students learn best when home and school are totally committed to working together.

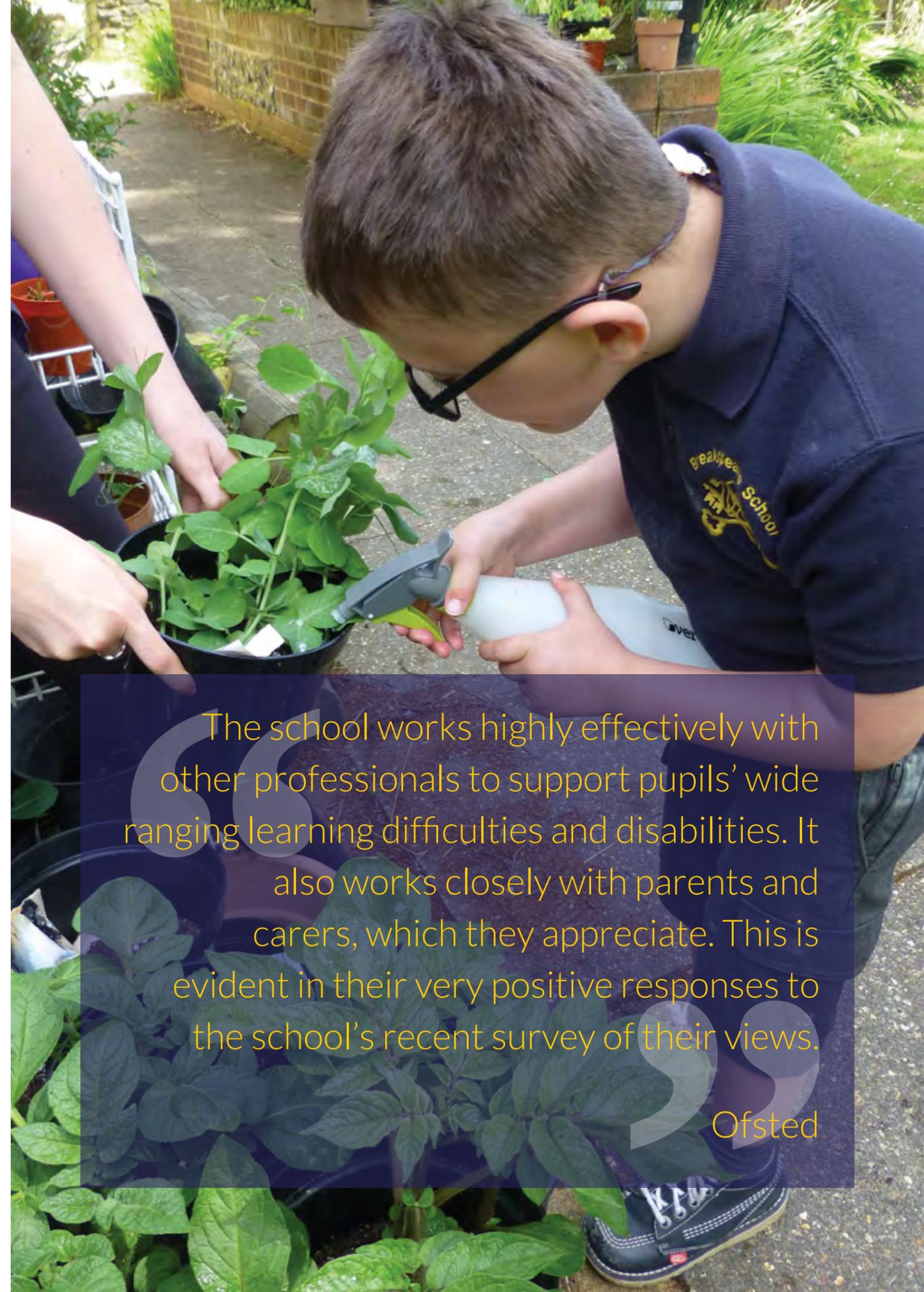
Parents and carers are regularly kept informed about their child's progress so that they can support their learning at home.

We support, value and respect all levels of participation between parents, carers and the school. There are regular invitations to attend coffee mornings, assemblies, school events, workshops and parent consultations in addition to annual reviews.

Parents are always welcome to come to school although it is helpful to make an appointment if they wish to see a particular member of staff.

### Together with parents and carers we will:

- Support the child to achieve their best.
- Treat each other with dignity and respect.
- Share difficulties and work to reduce and solve them.
- Celebrate the students' success.



The school works highly effectively with other professionals to support pupils' wide ranging learning difficulties and disabilities. It also works closely with parents and carers, which they appreciate. This is evident in their very positive responses to the school's recent survey of their views.

Ofsted

# Exciting Curriculum for All

## Lower School - Foundation and First Key Stages

We consider the students' first school years as a key time to nurture their learning abilities and establish a sound foundation for further learning.

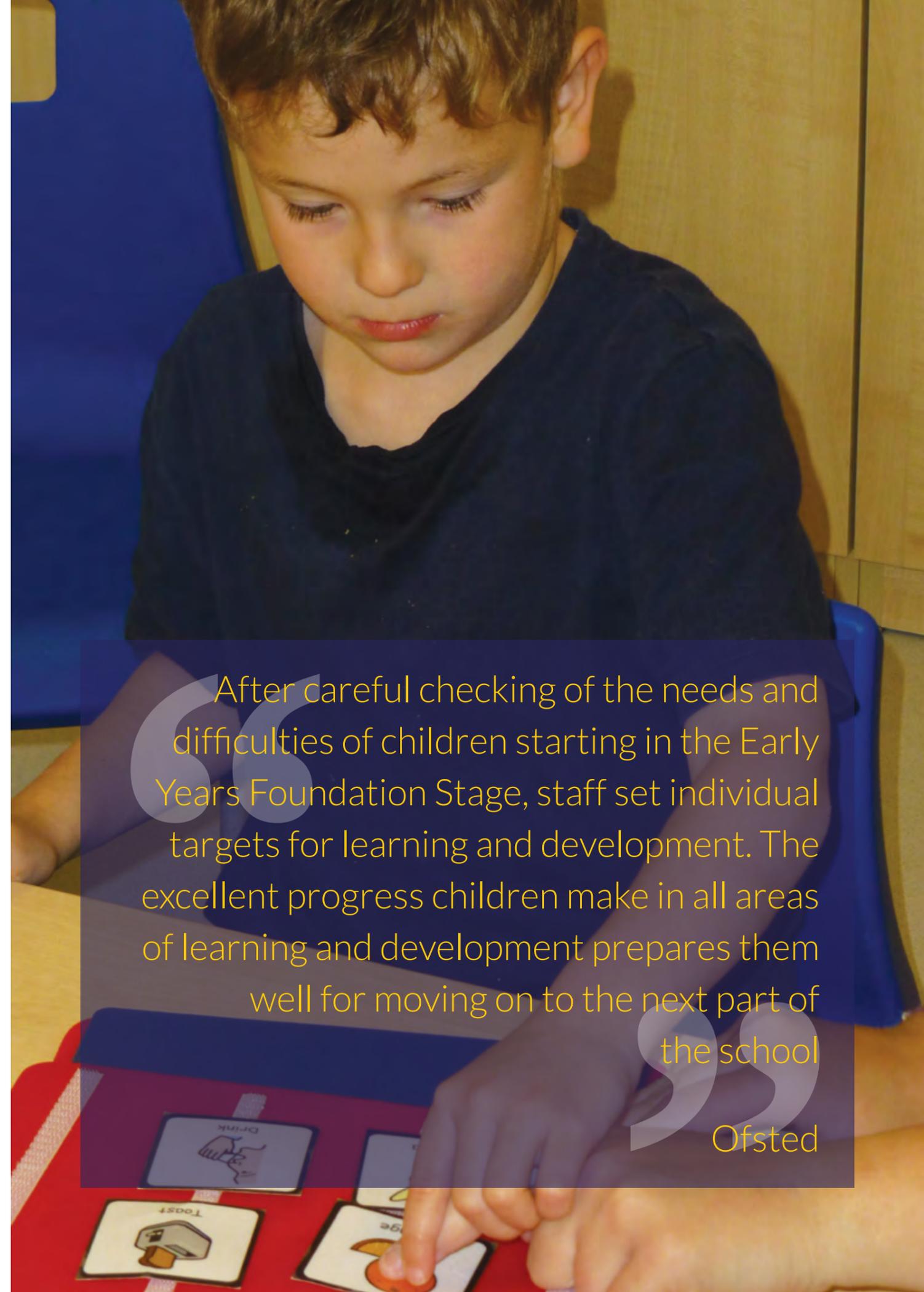
Breakspere is the first educational placement for many students when they enter the school at the age of three for our nursery or four for reception. In our early years provision we keep at the heart of our curriculum: communication, independence and social skills. We encourage our pupils to look at and explore all that is around them and much of our teaching is based around exploratory play.

In our foundation department we base our curriculum on the **Early Years Foundation Framework (EYFS)**. This focuses on:

- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Creative development
- Physical development
- Knowledge and understanding of the world
- Personal, Social and Emotional development

In addition to our work in the classroom, we provide additional experiences and physical activities. These include opportunities and educational visits linked to our class topics. Activities in school include swimming, rebound, dance, music, art, craft and cooking with integrated sensory, physiotherapy and speech therapy programmes.

Each child is valued as an individual and when the children start in lower school we get to know them really well. We have a variety of individual programmes in place that are planned with therapists and parents. We value collaborative links between home and school as good communication helps us to do the very best for each child.



“After careful checking of the needs and difficulties of children starting in the Early Years Foundation Stage, staff set individual targets for learning and development. The excellent progress children make in all areas of learning and development prepares them well for moving on to the next part of the school”  
Ofsted

## Middle School

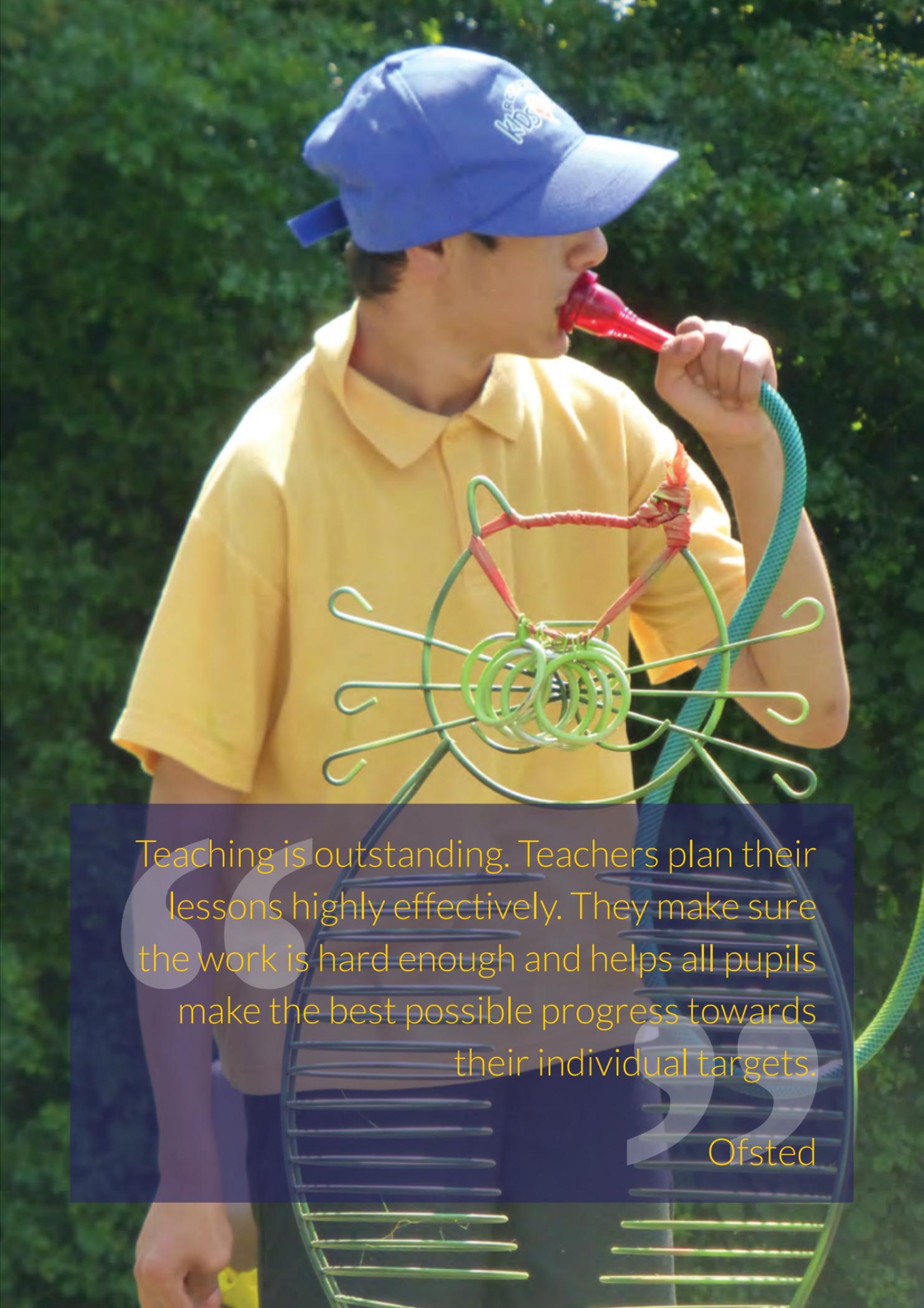
Pupils in Middle School are growing in confidence and beginning to take responsibility for themselves as independent young adults.

We aim to provide continuously high quality provision, recognising and valuing the achievements of each child. Our skill based curriculum puts a particular emphasis on literacy, numeracy, PSHE and developing skills for independence. The teaching focuses on creating motivating and meaningful learning experiences that help the students to progress and achieve.

We baseline the students through P-levels using the PIVATS assessment method. The students' Individual Educational Plans (IEPs) are based on continuous assessment and annual review discussions and target setting. Key objectives are individual for each student and our experienced staff ensures that each student receives a personalised approach to their learning.

Pupils are offered an exciting, innovative and creative curriculum and they receive regular numeracy and literacy sessions. They benefit from additional specialist subjects such as PE, music, swimming, art and dance, computing, science and humanities. In addition to this all pupils receive their statutory session of religious education each week as well as participating in collective workshops through our assembly programme.

We celebrate the students' progress and recognise their achievements in our Achievement Assembly. Certificates/photos and videos are used to inform parents of achievements. We are proud to display examples of good work on our achievement boards as well as on the school website.

A young man wearing a blue cap with a logo and a yellow polo shirt is blowing a red whistle. He is holding a large, intricate structure made of green and red ropes, which resembles a spider or a complex knot. The background is a blurred green field.

Teaching is outstanding. Teachers plan their lessons highly effectively. They make sure the work is hard enough and helps all pupils make the best possible progress towards their individual targets.

Ofsted

## Upper School

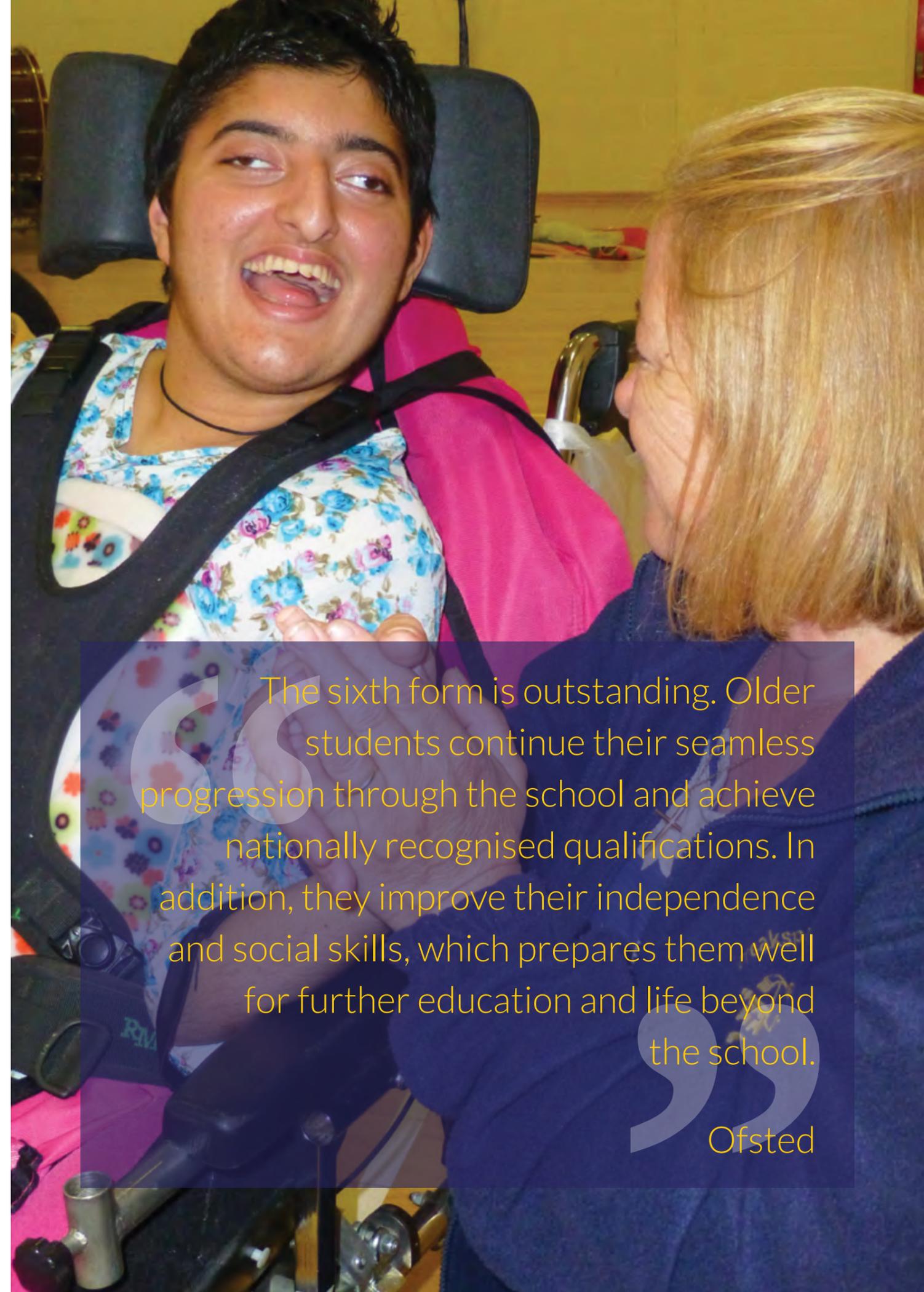
In Upper school our curriculum focuses on the transition into adulthood through pupil centered learning.

We have a safe learning environment where skills for independent living such as communication, money, practical skills and personal development are reinforced at every level of a pupil's education. The curriculum balances individual and discrete ability groups to emphasise social integration alongside the key skills. In all settings we provide the appropriate level of support for students to develop their independence skills.

The students have regular weekly opportunities to learn in the community: our 'Garden House' activities are particularly popular. The Garden House is a detached house that is located in the premises of Roman Fields School. It provides excellent opportunities to practise daily living skills in a real setting.

The students have access to community based learning for swimming, shopping, leisure activities, work experience and transition links to colleges. Equally important aspects of our curriculum are careers guidance and internally or externally accredited qualifications.

Throughout the department we aim to promote a set of values that reflect societal expectations. These include: co-operation with fellow students, reliability when meeting expectations, coping with disappointment and forming positive relationships with others. It is important for us to see the students leaving Breakspeare believing in themselves and having a realistic and positive self-esteem.



The sixth form is outstanding. Older students continue their seamless progression through the school and achieve nationally recognised qualifications. In addition, they improve their independence and social skills, which prepares them well for further education and life beyond the school.

Ofsted

# An A-Z Guide to Breakspeare

## Accreditation

Pupils in the Secondary and 6th Form have the opportunity to provide evidence for the following accreditation schemes: ASDAN Youth Award Scheme, the AQA Unit Award Scheme towards Independence and ASA swimming awards.

## Admission Procedure

All pupil admissions will be made in accordance with the Hertfordshire Local Authority procedures and Breakspeare School's policy. All pupils who enter Breakspeare School have an Education, Health and Care Plan or Statement of Special Education Need. All admissions are made through the LA. Details of the local school offer are available on the school website ([www.breakspeare.herts.sch.uk](http://www.breakspeare.herts.sch.uk)).

## Attendance

Regular attendance at school is essential. If your child is ill, please inform the school office by telephone on the morning of the child's absence. If the illness continues for some time, parents should keep us informed. At the same time parents need to cancel their child's transport by ringing the company that brings their child to school informing them of their child's absence and to also provide information of when transport should resume. Parents can telephone the school nurse about anything related to their child's health. Parents are asked not to send their child to school if they are feeling unwell in the morning. If a pupil falls ill or has an accident in school, the school nurse will telephone home and suggest that parents collect their child. In the case of an emergency, pupils will be taken to hospital.

## Awards

- PE Quality Mark with Distinction (2015–18)
- Full International School Award (2010–2013, 2013–2016) in recognition of its partnerships with schools across the world
- Autism Accreditation (2013) in recognition of meeting high quality autism provision
- EYFS Quality Mark (2013) in recognition of high quality EYFS provision
- ECO School, Silver Award
- Outstanding Ofsted inspections 2003, 2007 and 2013
- Managing Volunteers Award
- CPD quality Mark
- CEG Mark (Care Education and Guidance)



### The school is working towards;

- Communication School Award
- Move – school
- ECO school Green Flag
- Forest School status via Abbots Parish Eco Schools
- Communication Friendly School

### Behaviour

At Breakspeare School we take a positive approach to behaviour and encourage pupils to show consideration and care for people and property. The school has a Behaviour Management Policy, which has been formulated during a process of consultation, discussion and staff training. A copy of this is available on the school website at [www.breakspeare.herts.sch.uk](http://www.breakspeare.herts.sch.uk). Pupil's behaviour and social development is a key factor in their acceptance in the community, their continuing development and the quality of their lives. Successful management of behaviour is dependent upon a positive school ethos. To this end we reinforce good behaviour and strive to offer pupils appropriate role models. The school has rules, but these are kept to a minimum and are simple to understand. Self-management of behaviour is encouraged.

Adults supporting pupils endeavour to determine the function of the behaviour that is being demonstrated. This provides a means to support the pupils when controlling their emotions in as positive a way as possible. For some pupils, Individual Behaviour Support Plans are in place, to ensure that staff working with pupils adopt consistent and agreed strategies to support the student. Any behaviour techniques are shared with and reinforced by families.

The school has a Restrictive Physical Intervention Policy. A copy of this is available on the school website at [www.breakspeare.herts.sch.uk](http://www.breakspeare.herts.sch.uk). This Policy gives clear guidance for safe physical support if needed. It is the pupil's behaviour, not the pupil, that can be challenging, and we realise that a pupil's difficult behaviour often occurs through frustration and communication difficulties. Our Anti-Bullying Policy is available on our website [www.breakspeare.herts.sch.uk](http://www.breakspeare.herts.sch.uk). Breakspeare is opposed to any form of bullying and it will not be tolerated in school.

### Careers Education

Careers Education and guidance is an important part of every pupil's curriculum entitlement. Aspects of Careers Education are embedded throughout the curriculum from year 7 onwards. However, from year 10, pupils have specific Careers Education and guidance sessions where appropriate. Parents can discuss their child's career aspirations at any time.

As part of the Annual Review from year 10 and onwards these aspects are discussed in detail, with all possible options considered. The school organises a family transition forum where we give parents the opportunity to meet and discuss the process with each other, the school and other professionals.

### Change of Address

Parents are asked to inform the school immediately of any change of address, telephone number or email address.

### Charging and Remissions Policy

Breakspeare School does not make a charge for school-time activities. We request voluntary contributions to make school funds go further, e.g. for outings and visits, cookery ingredients, etc. All pupils will participate in such activities, whether or not parents or carers make a voluntary contribution.

### Child Protection/Safeguarding

It may be helpful to know that the Local Authority requires head teachers to report any obvious or suspected case of child abuse to Social Services including non-accidental injury, neglect, emotional abuse and /or sexual abuse. Where appropriate, parents will be consulted/ contacted. This procedure is intended to protect children. All schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that head teachers run the risk of upsetting some parents when reporting a case. In such circumstances, it is hoped that parents accept that the head teacher acts in what s/he believes is in the best interests of the child. Breakspeare School's Designated Safeguarding Officers are Merja Paakkonen and Caroline Day-Lewis.

### Complaints

In accordance with the relevant Education Acts, complaints may be made in the first instance to the head teacher. Full details of the procedure are available from the school or from the school website [www.breakspeare.herts.sch.uk/documents](http://www.breakspeare.herts.sch.uk/documents) (Complaints Policy).

### Curriculum

Personalising the needs of each pupil is of paramount importance to us. The school curriculum is tailored to the pupil rather than expecting the pupil to fit in with the curriculum. We work as a trans-disciplinary team to assess the pupil's individual needs and create a programme of objectives through their Individual Education Plans. These targets are written in close collaboration with families. We aim to offer pupils a broad, balanced, relevant and differentiated curriculum, which includes the National Curriculum; and which places the

pupil at the heart of their learning. Teaching is done in small groups or one-to-one and work is pitched at an appropriate level for pupils of different abilities. We have a very favourable staff–pupil ratio, which works out across the school at about 1:2 respectively.

### Equal Opportunities

It is Breakspeare School's intention to develop attitudes and ways of behaving which respect individuals regardless of their ability, colour, culture, gender, sexual orientation or social circumstances. The school is unequivocally opposed to any form of discrimination and it seeks to form a partnership with pupils, staff, governors and families to combat ignorance and prejudicial attitudes both in school and in the community as a whole.

### Expressive Arts

Breakspeare School boasts a wealth of Expressive Arts opportunities, with all pupils having access to an eclectic mix of creative opportunities. Our Specialist Music teacher leads specialist sessions, integrated workshops, choir and guides work towards Arts Awards. Our Christmas performance with Parmiter's School is always a highlight of the year. We also offer regular opportunities for all students to participate in theatre performances from community groups and work closely with 'Create' to enhance opportunities to participate in various art projects.

### Extra Curriculum Activities and Educational Visits

The school has a minibus for educational and recreational trips. Visits are made throughout the year, including residential experience for some pupils. Opportunities to attend lunchtime clubs and activities include: rebound, dance, music, massage, organised sports and gardening. Some after school activities are organised, e.g. trips to the theatre. An after school club is currently available on a Wednesday for rebound.

Breakspeare School has a purpose-built sports hall with other excellent facilities including a hydrotherapy pool, soft play room, music room with small multi-sensory areas in most of the classrooms. The school has excellent outdoor play areas with a special swing area and a sensory garden.

### Governors

Breakspeare School is governed by a governing body comprising of ten members. The Instrument of Government determines the make-up of the Governing Body. It consists of Head teacher, 3 Parent Governors, 1 LA Governor, 1 Staff Governor and 4 Co-Opted Governors. The Governing Body also has the power to appoint additional Associate Governors to add to the expertise available. Associate Governors do not have voting rights.



The Governing Body appoints School Improvement and Resources Committees to manage their business. The Committees report back to the full Governing Body.

### Homework

Homework may be set at the request of parents. Please ensure that your child takes care of school equipment and books. Pupils' Individual Education Plans and Curriculum Reports often include suggestions for transferring and practising key skills at home.

### Integration

Breakspeare School has strong links with a number of mainstream primary, secondary schools and colleges. Breakspeare School provides opportunities for its pupils to work alongside children and young people from mainstream schools and colleges (pupils spend time in mainstream classes and children from mainstream schools spend time at Breakspeare School).

### Jewellery

Pupils are not encouraged to wear jewellery in school. All jewellery must be either removed or covered (rings/ear-rings) when a pupil is taking part in PE.

### Medicines

We ask all parents to complete a form detailing their child's medical requirements. The school nurse will discuss with parents their child's medical needs. Parents are asked to send all medicine into school safely; they should be in their original boxes/bottles with the pharmacy labels intact to ensure the correct medicine and dosage is administered. Please telephone the school nurse for any health advice.

### National Curriculum Assessment

Pupils at Breakspeare School have access to a broad, balanced, differentiated and relevant curriculum that includes the National Curriculum. All pupils have an Education, Health and Care Plan or Education Statement of Special Educational Need. It would only be in exceptional circumstances that a pupil would be dis-applied from the National Curriculum and its assessment arrangements. As the numbers of pupils at the end of Key Stages 1, 2 and 3 are small, results of National Curriculum Assessment are not shown in this prospectus. This is to ensure that the results of individual pupils remain confidential.

### NHS Support

- **Nurse.** The school nurse is available during school hours for consultation by parents on any medical matters concerning their child. She oversees the management of pupils' medical needs and provides support to staff.
- **Physiotherapy and Occupational Therapy.** Therapists work closely with the staff when assessing the pupils' therapy needs, providing assessment, individual therapy and advice.
- **Speech and Language Therapy.** Therapists work closely with the staff when assessing the pupils' therapy needs, providing assessment, individual therapy and advice.
- **Community Paediatrician.** Medicals provided by the Consultant Community Paediatrician take place at school.

### Sensory Support Service

There are peripatetic teachers for pupils who have a visual or hearing impairment. The advisory teachers visit the school regularly to provide programmes of work to monitor these and liaise with staff and parents.

### Social Services

The school has strong links with Hertfordshire Social Services. If parents wish to contact the Social Services duty officer, they can be contacted at their local Social Services Office (address in telephone book) or they can contact the school for advice on who to contact.

### Partnerships

- Parents and carers
- Respite care providers for our students
- Multi-disciplinary teams from LA SEN and NHS, Connexions, social service for children and adults
- Herts SEN schools and local mainstream schools
- Oaklands College, West Hertfordshire College
- GLP; Global Learning Platform
- Abbots in Transition and APES
- International Partnerships
- Sports and Arts Partnerships
- West Hertfordshire Partnership and DSPL 9

### Parental Entitlement

All parents/guardians connected with the school have a right of access to all documentation specifically relating to their child. Parents also have the right to the following documents:

- The School Curriculum.
- Any published HMI and Ofsted reports which refer specifically to the school.
- Any syllabuses followed (whether for public examination or otherwise).
- School policies including Religious Education and Sex Education.

Enquiries about any or all of the above should be made to the head teacher in the first instance. Many documents are available on the school website at [www.breakspeare.herts.sch.uk](http://www.breakspeare.herts.sch.uk).

#### Parents' Staff Association / PSA

Breakspeare School has an active Parents' Staff Association which organises special interest and fund raising events throughout the year. If you would like to become involved with the PSA, please leave your details at the school office and a committee member will contact you. The PSA organises coffee mornings that generally take place on the first Friday of the month at 10 am in school and everyone is welcome to attend.

#### Parent Mail / PMX

Is a messaging system we use to send text messages and emails to the parents. We use Parent Mail / PMX to inform our parents about unexpected situations such as school closures and for sharing information about useful events. Please keep our office up to date about your mobile phone number and email address.

#### Pastoral Care

Class teachers and teaching assistants are responsible for pupils' pastoral care. The Head, Deputy and Head of Departments maintain an 'open door' policy whereby any pupil who may feel the need to discuss issues has the opportunity to do so at any time.

#### Personal Belongings

All personal belongings should be clearly marked with the pupil's name. Valuable items should not be brought into school. Parents should note that the school cannot accept liability for the loss or damage of personal property.

#### Physical Education

Our aims are to provide a sporting and PE curriculum which enables our pupils to participate in a range of exciting physical activities pitched at an appropriate level. Pupils have the opportunity to participate in a wide range of competitions with other schools throughout the Borough and beyond. Pupils are also able to gain certificates in swimming and trampolining. Many of our pupils represent the Borough in various sporting activities at the Youth Games.



Each pupil should have a PE kit consisting of a t-shirt; sweatshirt; shorts or jogging bottoms; trainers; swimming trunks/costume and towel. Parents are asked to ensure that their child has a swimming costume and towel in school on the day that their child goes swimming. The swimming costume and towel will be returned home wet so a waterproof bag is also required. Appropriate swim nappies or adapted swimwear is required if necessary.

### Pupil Premium

Breakspeare School receives pupil premium funding relating to the number of pupils eligible for free school meals. We therefore encourage all eligible families to register in order to secure the funding. A report on our pupil premium expenditure is available on our school website.

### Remission Charges

Where charges are made for board and lodging for an activity which is part of the curriculum and takes place in school time, these charges will be remitted for parents in receipt of family credit or income support (although these parents may choose to make a voluntary contribution). All parents have the right to claim free residential activities if they are receiving these benefits.

### Religious Education and Collective Worship

Breakspeare School follows the approved curriculum, which is non-denominational and multi-faith in character. The fostering of spiritual, moral, social and cultural values permeates all aspects of the work at school. Parents who wish to exercise their right to withdraw a pupil from religious activities are asked to arrange an appointment with the head teacher before doing so.

### Research

The school actively promotes research and training to evaluate the curriculum and investigate professional practice in the field of severe and complex learning difficulties. Breakspeare School provides a number of training courses for its teachers and support staff.

### School Meals

Breakspeare School believes that the school lunchtime is a great opportunity for all our children to sit down together and enjoy a healthy and tasty meal, while developing their social skills. Lunch is prepared on the premises and served in the school dining hall. Dinner money is collected on the first day of each week for the whole week or half-termly in advance.

Our lunches are currently supplied by Hertfordshire Catering and sample menus are dis-

played on our website [www.breakspeare.herts.sch.uk](http://www.breakspeare.herts.sch.uk). Special dietary needs for health or religious reasons are catered for wherever possible and a vegetarian meal is always available. Pupils may bring a healthy packed lunch if they prefer, which will be eaten with their class group. Please ensure that any drinks are stored in unbreakable containers, no glass bottles please.

From September 2014 all infant aged pupils are entitled to a free school meal and parents of older pupils may be eligible to apply for free school meals for their child if they are in receipt of certain state provided benefits. Please ask at the school office for further details.

### School Gateway

Please register with [www.schoolgateway.com](http://www.schoolgateway.com) as this is the process by which any payments (dinner money, class funds etc.) to school will be accepted. It is straightforward to register but if you do have any questions please contact the school office.

### School Organisation

The school has three Phases: Lower, Middle and Upper School. A member of the Leadership Team leads each phase. Teaching approaches are very flexible, depending on the needs of the pupils, a blend of whole class, small group, paired and individual teaching is evident in all classes.

### School Uniform

Breakspeare School has a school uniform available for children of all ages. The uniform consists of a yellow or navy polo shirt and sweatshirt with the school logo on and black or grey trousers or skirt. There are samples in the school office if you are unsure of your child's size.

The uniform is not compulsory for students attending Breakspeare School. Pupils are encouraged to take pride in their appearance and to wear clothes that are practical and age appropriate. Some parents find that the uniform helps their children to distinguish between school and non-school days and becomes part of their daily routine.

School uniforms can be ordered from [www.schoolwearforless.com](http://www.schoolwearforless.com) and when using the website for the first time you need to register your details.

Parents are asked to mark all clothes and belongings with their child's name.

### SEN Policy

Breakspeare School has a comprehensive and rigorous Special Educational Needs policy. This provides the principles which underpin our work, for example, how our statement on equal opportunities works in practice. The SEN policy, as well as all our other policies are available for inspection at the school office or on our website [www.breakspeare.herts.sch.uk](http://www.breakspeare.herts.sch.uk).

### Sex Education

Education legislation requires sex education to be provided as part of the National Curriculum and it is taught with due regard to moral considerations and an emphasis on the value and importance of family life. Like all teaching at Breakspeare School, the sex education programme is highly differentiated according to the age and abilities of the children. The programme, which has been ratified by the Governors, is not taught in isolation but within a framework of a personal development programme dealing with the many aspects of growing up. Parents have the right to withdraw their child from sex education lessons and should discuss the matter with the head or deputy head teacher if they wish to do so (please see the sex education policy for further information). Parents are also welcome to discuss policy matters with the head teacher, to view teaching materials, or to look at policy documents.

### Smoking

The school has a no smoking policy and in line with legislation does not allow smoking anywhere on school premises.

### Specialist Support

The NHS funds a dedicated team of Nurse, Physiotherapists, Speech and Language Therapists and Occupational Therapists. The Community Paediatrician and an Educational Psychologist visit the school regularly. The school has regular visits from the Low Incident Sensory Support Team, who advise on the educational needs of pupils with visual and hearing impairment. The school maintains good contact with the Community Learning Disability services. Our school buys in a music therapy service.

### Total Communication

It is extremely important that the students of Breakspeare learn that they have a voice and that they have a right to be heard, therefore teaching students to express themselves is a crucial part of our work. We apply a total communication policy and use a wide variety of alternative communication methods to help our students to understand and express themselves. Such communication strategies include: situational cues, body signing, object of references, visual aids (symbols, pictures, tobies), photos, Sign a Long- signing, PECS etc. Some of our students



are taught to use ICT devices such as iPad minis as a communicators. All classrooms have an Interactive Whiteboard, computers and iPads for the students to use to enhance their learning.

### Transport Arrangements

Transport to and from school is arranged by application to the Admission and Transport Department. If transport is provided, there is an escort on each vehicle, but it is the parents' responsibility to deliver the pupil to the vehicle. For safety reasons it is not part of the escort's duties to knock on the front door when collecting a pupil. When a pupil arrives home, the parents must meet the bus. The escort will not bring the pupil to the door. The bus will try to keep to the time given by their company but they may be delayed through traffic conditions, weather or breakdown.

### Volunteers

Breakspeare School regularly attracts students and volunteers wanting to learn and share in our good practice. Volunteers may be asked to work in any of our classes but would not be left unsupervised with our pupils.

### Website

Breakspeare School's website can be found at [www.breakspeare.herts.sch.uk](http://www.breakspeare.herts.sch.uk). The site is a source of information and reference and is regularly updated. Copies of letters that are sent home are posted on the site and many policy documents are available for inspection. The site is constantly being developed and suggestions for useful additions to the site are welcomed.

### Work Experience

Pupils in years 10–14 have the opportunity to take part in work experience. These learning activities are individually designed and can take place both at school or in the community. Parents can discuss work experience for their child with the 6th Form Phase Leader.



## Contact Us

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**Merja Paakkonen**

Head Teacher