



Lansbury Bridge School & Sports College



Prospectus 2017-2018

Lansbury Bridge School & Sports College

Prospectus & Local Offer 2017-2018

Acting Head teachers: Miss H.Birkinhead and Mrs R.Clarkson

School Address: Lansbury Avenue
Parr
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Therapy Services: 01744-678587
Nurse: 01744-678586

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Email: lansbury@sthelens.org.uk

Website: www.lansburybridge.st-helens.sch.uk/

Chair of Governors: Mrs Sandra Morris

Lansbury Bridge School

Aims

Lansbury Bridge School's vision is to:

- Keep all of our pupils safe
- Individualise learning for each pupil, enabling them to reach their potential
- Promote independence, confidence, life and social skills through a range of tailored activities and effective support.
- Enrich our pupils' lives by providing exciting, interesting and fun activities across the school year
- Work positively with parents and multi-disciplinary teams, to provide the best care and reduce potential barriers to learning
- Develop pupils' emotional, spiritual, physical and creative awareness and wellbeing
- Instil British Values and Global Goals every day at Lansbury Bridge School

Lansbury Bridge School - Context

Lansbury Bridge School is a Special School designated to meet the needs of pupils with Complex Learning Difficulties. The school has 222 places. The range of needs include children with autistic spectrum disorders/conditions, physical disabilities, medical difficulties, speech language and communication difficulties and a broad range of learning difficulties (mild to severe). It is expected that the needs of the school population will become increasingly complex over time.

We accommodate pupils aged 3 -16 (Early Years to Key State 4). The main part of the school is designed around a quadrangle with a combination of teaching areas with a generic design, high specification classrooms, and specialist teaching areas such as design & technology, science, ICT. There is accommodation for therapy services, including a hydrotherapy pool. The school also has a multi-sensory light room & Sensory Integration Base.

The school has been a designated Specialist Sports College since September 2006. The school has excellent sporting facilities including a swimming pool, hydrotherapy pool and 4 badminton court sports hall.

We hold awards for Artsmark, Basic Skills, Healthy Schools, National Autistic Society Accreditation, and are currently working on an Early Years Award.

Lansbury Bridge School - General Information

Classification of the School

The school is a day Community Special School which caters for pupils with complex learning difficulties (CLD).

School Uniform

Pupils in Key Stages 3 & 4 (pupils of secondary school age):

Navy sweatshirt

Pale blue polo shirt

Grey skirt / trousers / tracksuit bottoms

Pupils in Key stage 1 & 2 (infant/primary school age), and children in the Early Years:

Royal blue sweatshirt

White polo shirt

Grey skirt / trousers / tracksuit bottoms

PE Kit:

Parents will need to provide a change of clothes for PE. The kit required will be a white T shirt, blue shorts and training shoes. Swimming kit and a towel will be needed for swimming and hydrotherapy sessions.

The colours for the school uniform have been chosen by the pupils themselves. Uniform is available to purchase from Jaymax on Church Street.

Home/School Transport

As part of the school's independence programme we will be working towards pupils being able to use public transport independently. Where pupils are able to use public transport safely and independently we will be encouraging them to make their own way to and from school. Parents will obviously be involved in any decisions the school makes in this area and the local authority will issue any pupils travelling independently with bus passes.

Parents who wish to bring their child into school themselves must report to the school reception where a member of the office staff will arrange for a member of staff to collect their child. At the end of the school day parents must again report to reception and a member of the office staff will arrange for their child to be brought to the waiting area.

Attendance and Punctuality

The Governors of Lansbury Bridge School recognise the importance of good attendance at school as a significant factor in attainment and achievement. It is the responsibility of parents to ensure that their child attends school regularly. It is also the responsibility of parents to inform the school of the reason for any absence from school. Parents may contact the school by telephone, letter or via bus escort, and should state the reason for absence and expected date of return to school. Absences of pupils of compulsory school age without a valid reason, or for which no explanation has been provided, must be treated by the school as unauthorised.

We are trying to encourage the best possible attendance from all our pupils. We strongly urge parents to ensure that family holidays are taken during the school holiday period. Except in very exceptional circumstances we will not authorise absence in term time for family holidays.

It is the responsibility of parents to ensure that their child is ready to leave for school promptly when the home-school transport arrives.

Medicines Policy

Medicines and home-school transport:

Medicines must be handed to the Escorts on Local Authority transport by the parent / guardian.

If medication is to be administered in school, it is to be handed to the school nurse along with authorisation by parent/guardian. This should be in the original, prescribed packaging, with the name, address and dosage label.

At the end of school day, Escorts will collect the medicines from the School Nurse, and will be responsible for returning medicines to parents or respite areas.

Medicines being transported from respite to school: These are not administered during the school day by school nurse, and must be handed to the main office by the escort / parent / carer and signed in. They should be in the sealed and labelled bag, and signed out by the escort / parent / carer at the end of the school day.

On no account should medicines be left in school bags.

General Complaints

The Governors have decided to adopt the Local Authority General Complaints procedure. This document is available to parents by giving the Headteacher two working days notice.

Religious Affiliations and Education

The school is non-denominational although Christian principles guide the teaching and the ethos of the school. Other denominations are welcomed and, if parents wish, can be provided for accordingly.

The school provides religious education and a daily act of collective worship for all pupils. Parents have the right to withdraw their child from religious education and / or the daily act of collective worship. Parents can do this by contacting the Headteacher.

Protecting Your Child

Parents should be aware that where it appears to a member of school staff that a child may have suffered some form of abuse (neglect or physical, emotional or sexual abuse), the school is **required**, as part of the local Child Protection Procedures, to report their concern to the Social Services Department immediately. A copy of the school Safeguarding & Child Protection Policy is available on the school website.

Changes of Address / Telephone Number

Parents must inform school immediately of any changes of address or telephone number. This also applies to emergency contact numbers.

Parental Involvement and Home-School Links

We value the specialised and comprehensive knowledge that parents have of their child and which they can offer to the school. We aim to ensure that parents are well informed and involved in their child's development, health and education as they progress through the school. We would appreciate it if parents would write any relevant information in the home / school books each night,

Emergency School Closures

We will post details of any emergency school closures on our website:
www.lansburybridge.st-helens.sch.uk/

We also subscribe to a text messaging service that will send a text message to your mobile phone or a voice message to your land line. We use this system to inform parents of emergency school closures. It is therefore essential that we have up to date telephone and mobile phone numbers. We also rely on parents keeping us informed of any changes to telephone or mobile phone numbers.

Charging and Remission Policies

The Governors have agreed to adopt the charging policy recommended by the LA.

Courtesy to school staff

As professionals the school staff will be courteous to parents and family and we expect the same level of respect in return.

Anti-social behaviour is unacceptable and will not be tolerated by the school staff. Any examples of verbal aggression either directly or indirectly will be dealt with by the Head teacher and /or the Governors.

Lansbury Bridge School Governing Body:

	Type of Governor	Name	Skills & Knowledge
1	LA Representative	Craig Kaye	
2	Co-opted Governor	Sandra Morris	Chair of Governors Community involvement/SMSC
3	Parent Governor	Vacancy	Community
4	Parent Governor	Jonathan Battye	Safeguarding
5	Head teacher		Elects to be a Governor
6	Staff Governor	Libby Woods	Enrichment
7	Co-opted Governor	Marie Evans	Community involvement
8	Co-opted Governor	Jan Leybourne	EYFS / parent involvement
9	Co-opted Governor	Susan Goldsworthy	Pupil Achievement
10	Co-opted Governor	Anthony Buckley	Leadership & Management
11	Co-opted Governor	Tom Jackson	Finance Consultant
12	Co-opted Governor	Bill Dutton	Post 16 Opportunities
13	Co-opted Governor	Paul Birkinhead	Health & Safety/Premises
14	Co-opted Governor	Alison Jones	Inclusion
16	Co-opted Governor	Collette Davenport	Teaching & learning

All Governors and the Clerk can be contacted via the school.

Staff Responsibilities

Head teacher	
Deputy Head teacher Primary	Ruth Clarkson
Deputy Head Teacher Secondary	Helen Birkinhead
Assistant Headteacher & Co-ordinator for Key Stages 1 & 2	Heather Ashley
Assistant Head teacher & Co-ordinator for Key Stages 3 & 4	Clare McNally
Developmental Curriculum	Caroline Armfield
Provision for Children with Autistic Spectrum Disorders	Jennie McCormick
English / Literacy	Heather Ashley
Mathematics / Numeracy	Tom Moran
Physical Education & School Sports Co-ordinator	John Mannion
Personal, Social & Health Education	Amy Bridge
ASDAN	Carmen Solis-Pardo
Science	Frank Green
ICT	Anita Fairclough
Religious Education	Rachel Altrock
Citizenship	Amy Bridge
Early Years Foundation Stage	Anna Roberts
School Business Manager	Cathryn Lewin
Administration Assistant	Carly Almond
Administration Officer	Clare Brownlow
Administration Assistant	Karen Rowen
Administration Assistant	Rachael Bedson/ Claire Jones
School Nurse	Linda Roberts
Site Manager	Paul Spooner
Caretaker	Roy Howard

**Lansbury Bridge School & Sports College
Term, Holiday and Staff Inset Dates 2017/2018**

Academic Year 1st September 2017 to 31st August 2018

Staff In-Service Training Monday 4th September 2017 (school closed to pupils)

Open on morning of Tuesday 5th September 2017

Staff In-Service Training Friday 6th October 2017 (school closed to pupils)

Close on evening of Friday 20th October 2017 (for half term)

Re-open on the morning of Monday 30th October 2017

Staff In-Service Training Friday 17th November 2017 (school closed to pupils)

Close on evening of Thursday 21st December 2017 (for Christmas break)

Re-open on the morning of Monday 8th January 2018

Close on Friday 9th February 2018 (for half term)

Re-open on Monday 19th February 2018

Staff In-Service Training Monday 12th March 2018 (school closed to pupils)

Close on Thursday 29th March 2018 (for Spring Break)

Re-open on morning of Monday 16th April 2018

Bank Holiday Monday 7th May 2018 (school closed to pupils)

Staff In-Service Training Tuesday 08th May 2018 (school closed to pupils)

Close on evening of Friday 25th May 2018 (for half term)

Re-open on morning of Monday 4th June 2018

Close on evening of Wednesday 25th July 2018 (for summer break)

School Hours

Early Years, Key Stage 1 and 2

Morning: 8.45am to 12.00

Afternoon: 1.30pm to 3.30pm

Key Stage 3 and 4

Morning: 8.45am to 12.00

Afternoon: 1.30pm to 3.30pm

Early Years Foundation Stage:

The usual pattern will be that children will be offered an individual timetable of half-day sessions starting with two sessions a week for those entering school aged three. This will be increased, as the child is able to cope with an increased number of sessions, up to a maximum of 21 hours each week.

The Pupil Premium at Lansbury Bridge

Lansbury Bridge School's Pupil Premium Strategy

The Pupils Premium Grant allocation for Lansbury Bridge between April 2016 and July 2017 was £140,871, which includes the following:

Ever 6 FSM	£107,305
Post LAC	£24,700
LAC	£8,866 (est)

Barriers to educational achievement

At Lansbury Bridge School, all of our pupils face certain barriers to achievement, as having a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP) is the main criteria for our admissions process. In addition, nearly a quarter of all areas within St. Helens fall within the most 10% deprived of neighbourhoods nationally. These two factors alone can result in low aspirations and a high level of pupils not in education, employment or training post 18 – a fact which is potentially exacerbated for our pupils receiving the pupil premium (PP or the premium) allocation. Many of our pupils also have physical, emotional or sensory barriers to learning, and may have mental health issues in addition to their primary need. In some cases, attendance may be a concern, either because of medical appointments, ill health, or otherwise.

How we plan to spend the Pupil Premium allocation

Historically, the majority of our pupils have received enhanced support at Lansbury Bridge, as is the nature of a community special school. In order to demonstrate going over and above this in order to close the gap between those who do and do not receive the premium, we have improved our provision by way of staff support for PP pupils, and have purchased certain sensory items, software packages, and curriculum aids and products, for PP pupils. Below is a typical list of services and products paid for out of the school PP budget. The list is by no means exhaustive, and may vary from time to time:

- Additional Speech and Language Sessions (including Lego Therapy)
- Additional support in the Sensory Integration Base
- Nurture Groups
- Dyslexia assessment and support
- Catch-up sessions for English and Maths
- Items to support behaviour management, e.g. sensory products
- Referring pupils on to other agencies and supporting families
- Extra sport sessions
- Access to the light room
- A bespoke curriculum
- Extra curricular activity
- Improving pupil attendance
- Promoting talent or interest, for example extra music tuition
- Transition support

All of the approaches identified should help boost academic attainment or address barriers to learning for our pupils, by improving their ability to focus, and easing their access to lessons. For many of our pupils, this provision will enable them to become more independent and to function more easily in the wider world. One pupil may receive one or more of the services and products in the list above, depending on their level of need at any one time. Administration and any additional meeting time is also charged to the PP allocation.

Measuring the impact of Pupil Premium spending

The simplest method of measuring impact at Lansbury Bridge is by using our B Squared data, and comparing our PP cohort's academic progress against that of others. More recently, we have purchased the SCERTS (Social Communication, Emotional Regulation and Transactional Support) assessment package for our ASD pupils, which is just moving on from the pilot stage, along with Quest for Learning for our PMLD pupils and Tapestry for our Early Years Foundation Stage. These alternative assessment methods allow us to measure in the most suitable way for each individual. For example, a pupil with ASD may not demonstrate enhanced progress in English or Maths, but may be making good or better progress in using appropriate eye-contact or interaction with peers. Similarly, PMLD pupils may benefit from demonstrating progress in sitting unsupported for an increasing length of time. If a pupil displays challenging behaviour, we may demonstrate progress by the reducing need for physical interventions, which are recorded and monitored. Naturally, other pupils may also benefit from some of the strategies put in place for PP pupils, and we take advantage of this. However, pupil premium pupils always take precedence for accessing any of the items or services purchased for this cohort.

Our data shows that Pupil Premium pupils make similar progress, compared to other pupils in school.

Evidence and the impact of PP spending from April 2016 to July 2017 will be posted on the website by 30th April 2018, as we are in the process of refining our presentation of this information. Our PP strategy will be reviewed in September 2018, along with the spending report and evaluation for April 2017 to July 2018.

Pupil Behaviour and Discipline

Below is a summary of the school policies on pupil behaviour and discipline, challenging behaviour, and the use of physical intervention and quiet rooms. Copies of the full documents are available from school. Please note in particular that:

Jewellery

For health and safety reasons, jewellery must not be worn in school. A single stud in each ear will be accepted, however they must be removed at home or covered with a plaster on the days that swimming or PE is timetabled. A watch is also acceptable.

Make-up

Make-up must not be worn in school under any circumstances.

Mobile phones

Mobile phones may only be brought into school by pupils who use public transport. These phones must be handed in to the form tutor during registration. Pupils will be able to collect their phone at the end of the school day.

Other valuables

Valuable personal belongings such as MP3 players, hand held computer game consoles etc must not be brought into school.

Summary of the school policies on pupil behaviour and discipline, challenging behaviour, and the use of physical intervention and quiet rooms:

The first aim of Lansbury Bridge School is to provide a safe, secure and caring environment where expectations and achievements are high, and children and young people realise their full potential in all areas of their development: academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which children feel safe and secure and in which there is an ethos of achievement through endeavour it is essential that there is good order and discipline.

Values and Ethos

In implementing this Pupil Behaviour and Discipline Policy staff at Lansbury Bridge will be driven by the values and ethos promoted in school:

We value children regardless of their behaviour. We will, therefore, criticise the behaviour and not the child, and will take steps to maintain and promote each child's self-esteem.

Lansbury Bridge will be an enriching environment for all children. Every child will receive praise and rewards.

We work hard to promote independence in behaviour. By this we mean shifting the control of behaviour from others – parents, teachers, Teaching Assistants – towards self-control and self-discipline by the child. This is viewed as an important step towards independence and an essential preparation for both life and work beyond school.

We aim to teach children to know and understand what our expectations are of them, and how, when and why we will apply rewards and consequences. We aim to encourage children to take responsibility for their own actions.

We aim to promote politeness, courtesy and respect between *all* members of the Lansbury Bridge community – adults and children.

We believe children are entitled to a fresh start – every day will be a “New Day”.

Whilst the principles and procedures contained in this Policy Document will be applied equally to all children, each child at Lansbury Bridge is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each child. This reflects the whole ethos of the school in treating children as individuals and tailoring our work to meet individual needs through Individual Education Programmes.

We attempt to create a school environment that embraces care, good order and discipline by:

- Providing a curriculum that is relevant, stimulating, and matched to the individual needs and ability of each pupil through Individual Educational Programmes.
- Making school a stimulating and rewarding environment for children and their parents.
- Providing an environment in which positive relationships between staff and pupils, and pupils and their peers can be developed.
- Working and communicating with parents to develop positive and supportive relationships between school and home.
- Using opportunities for work experience at Key Stage 4 to extend pupils’ experience of adult role models and encourage positive behaviour.
- Encouraging all pupils to take responsibility for their own behaviour.
- Where appropriate, setting individual short and long term targets for behaviour and implementing programmes to modify behaviour.
- Recognising and rewarding positive behaviour.
- Challenging inappropriate behaviour such as bullying, verbal or physical aggression, or conduct likely to hurt or harm themselves or others.
- Challenging any racist or sexist language or other oppressive behaviour.

The main emphasis at Lansbury Bridge School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure the health, happiness and safety of the children and adults; or are related to consideration for themselves and others. Staff will intervene and apply consequences only in circumstances where a pupil’s behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children or adults; or shows lack of consideration for others.

School Rules:

The Student Council has discussed and agreed a set of School Rules that all pupils should comply with. They are:

- Always treat everyone with care and respect.
- Always walk slowly and carefully in the hall and at lunchtimes.
- Always wear the correct school uniform.
- Always speak in a calm voice.
- Always keep to the left when walking in the corridor.
- Always close toilet door when using toilet.

- Obey the Wheelchair Safety Rules (drawn up by staff and senior pupils):
 - Wheelchairs on slow speed around school.
 - Nobody is allowed to stand on the back of a wheelchair.
 - Only push somebody's wheelchair if they and a member of staff agree.
 - Remember to switch electric wheelchairs off.
 - Respect other people's property.
 - Look right and left when you enter the corridor.
 - Look behind when reversing.

The normal range of rewards and consequences employed at Lansbury Bridge are listed below:

Rewards	Consequences
House points	Late lunch
Certificates	Verbal warnings
Verbal praise	Loss of choose time
Treats – free choice	Missing breaks
Golden Time	Letter home
Show work to another teacher/ Headteacher	Isolated in class
Stickers/ stamps	Removed from class
Head teacher's award	Loss of Golden Time
Good work board (Displayed in community foyer)	Missing trips
Prefect/ job responsibility	
Class monitor	
Class rewards	
Letter home to parents	

Challenging Behaviour

For most of the time and for the vast majority of pupils at Lansbury Bridge School the policy and procedures described above are sufficient to ensure that the school maintains an environment of care, good order and discipline in which children are able to learn, develop, and fulfil their potential.

However, from time to time some children may experience difficulties that lead them to present with challenging behaviour in school. Our experience has indicated that this type of behaviour may be caused by a number of factors such as:

- a consequence of certain physical and medical conditions
- a consequence of certain disorders or syndromes
- side effects of drug regimes used in connection with certain conditions
- emotional upset caused by bereavement or changes in home circumstances
- lack of effective behaviour management at home
- difficulty in adapting to an aspect of the school's programme.

Challenging behaviour is defined in Lansbury Bridge School as behaviour that we are unable to manage using the normal range of rewards and sanctions that are available to us

(outlined above). It can also apply to inappropriate behaviour that is difficult to manage because it is presented with very high frequency.

The Use of Physical Intervention.

Where challenging behaviour poses a risk to the health and safety of the child, staff or others; risks damaging property; or seriously disrupts the learning environment; staff may, once all other strategies have been exhausted, have to include the use of physical intervention.

We will at all times be working towards making the use of physical intervention unnecessary.

The policy of the Governing Body is for all teaching and Teaching Assistant staff to be trained in the Team Teach programme of Positive Handling Strategies. The Team Teach programme has been approved and recommended by St Helens Council and the Children and Young People's Services Department for use in St Helens' schools. The training includes techniques for negotiation and for diverting and diffusing inappropriate behaviour as well as training in physical intervention techniques. The techniques have been developed to significantly reduce the risk of injury to both children and staff.

The school policies on Pupil Behaviour and Discipline, Challenging Behaviour, and Physical Intervention have been approved by the Governing Body who will also monitor their implementation. Any significant changes to the school policies will be reported to parents.

Lansbury Bridge School & Sports College
Data Protection

St Helens Children and Young People's Services

Privacy Notice – School Data

Schools, Children and Young People's Services (CYPS), the Department for Children, Schools and Families (DCSF), the Qualifications and Curriculum Authority (QCA), Ofsted, the Learning and Skills Council (LSC) and organisations that require access to data in the Learning Registration Scheme as part of MIAP (Managing Information Across Partners) programme all process information on pupils in order to run the education system; and Department of Health (DH) and Primary Care trusts (PCTs) process information on pupils in order to tackle the year on year rise in obesity among children and in doing so have to follow the Data Protection Act 1998. This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law. This notice informs you about the types of data held, why that data is held, and to whom it may be passed on.

School holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school is doing. This information includes; contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to Children and Young People's Services, the DCSF and to agencies that are prescribe, such as QCA, Ofsted, LSC, DH and PCT's.

The **Children and Young People's Services Department (CYPS)** uses information about children for whom it provides services to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the child may have, the allocation of school places and to facilitate the tracking and assessment of vulnerable pupils, assessment of Children in Need (CIN) and Safeguarding. It also uses information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual children cannot be identified from them. The CYPS have a duty under the Childrens Act 2004 to co-operate with their partners in health and youth justice to improve the well being of children in their areas. As part of this duty they will be required to maintain the accuracy of the information held on ContactPoint about children and young people in their area.

Your information may be shared with any other professional who is involved with the delivery of Health and/or Social Care Services for your child. Information will be shared when we have your consent or without when we are allowed to by law, to ensure the health safety and wellbeing of children in St Helens.

St Helens Children and Young Peoples Services contacts:

- Data Protection Officer at The IT Strategy and Regulation Unit, The Town Hall, Victoria Square, St Helens, WA10 1HP
- Contact Point Team, Atlas House, Corporation Street, St Helens WA9 1DL

The **Qualifications and Curriculum Authority** uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. This includes both assessments required by statute and those that are optional. The results of these are passed on to the DCSF in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

www.qca.org.uk Data Protection Officer, QCA, 83 Piccadilly, LONDON, W1J 8QA;

Ofsted uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Ofsted also uses information about the views of children and young people, to inform children's services inspections in local authority areas. Inspection reports do not identify individual Pupils.

www.ofsted.gov.uk Data Protection Officer, Alexandra House, 33 Kingsway, London WC2B 6SE;

The Learning and Skills Council (LSC) uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only. The LSC or its partners may wish to contact learners from time to time about courses, or learning opportunities relevant to them.

www.lsc.gov.uk Data Protection Officer, Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT

Learner Registration System (LRS) The Learning and Skills Council (LSC) also administers the Managing Information Across Partners (MIAP) Programme on behalf of the MIAP membership. More information about MIAP membership can be found at www.miap.gov.uk LSC is responsible for the development and operation of the Learner Registration Service (LRS) and also the creation of a learner record.

For pupils of 14 years and over and for pupils registering for post-14 qualifications, the school will pass on certain identification information to the LRS to create and maintain a unique learner number (ULN), and achievement information to the MIAP Service to create and maintain a learner record.

The Learner Registration Service will enable organisations allowed by law and detailed at MIAP to access the ULN and contain it in their systems, thereby saving individuals having to supply the same information repeatedly to different organisations.

Details of how an individual may opt-out of sharing achievement data in their learner record with those organisations detailed at MIAP can also be found at MIAP.

www.miap.gov.uk Data Protection Officer, Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT

Primary Care Trusts (PCT) use information about pupils for research and statistical purposes, to monitor the performance of local health services and to evaluate and develop them. The statistics are used in such a way that individual pupils cannot be identified from them. Information on the height and weight of individual pupils may however be provided to the child and its parents and this will require the PCTs to maintain details of pupils' names for this purpose for a period designated by the Department of Health following the weighing and measuring process. PCTs may also provide individual schools and the CYPS with aggregate information on pupils' height and weight.

<http://www.nhs.uk/England/AuthoritiesTrusts/Pct/Default.aspx>

The **Department of Health (DH)** uses aggregate information (at school year group level) about pupils' height and weight for research and statistical purposes, to inform, influence and improve health policy and to monitor the performance of the health service as a whole. The DH will base performance management discussions with Strategic Health Authorities on aggregate information about pupils attending schools in the PCT areas to help focus local resources and deliver the Public Service Agreement target to halt the year on year rise in obesity among children under 11 by 2010, in the context of a broader strategy to tackle obesity in the population as a whole. The Department of Health will also provide aggregate PCT level data to the Healthcare Commission for performance assessment of the health service.

www.dh.gov.uk Data Protection Officer at Skipton House, 80 London Road, London SE1 6LH

The **Department for Children, Schools and Families (DCSF)** uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DCSF will feed back to LAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school.

DCSF, with the participation of LA's, operates the directory known as ContactPoint. ContactPoint is an online resource available to authorised staff who need it to do their jobs. It is designed to allow practitioners to find out who else is working with the child or young person, making it easier to deliver more coordinated support. Schools are under a statutory duty to pass onto ContactPoint certain information. This consists of basic information about the child or young person, the contact details of the school and the contact address and telephone numbers for the parents or carers, with parental responsibility of the child or young person.

The DCSF will also provide Ofsted with pupil data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

Pupil information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progression; and to provide comprehensive information back to LAs and learning institutions to support their day to day business. The DCSF may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the Department's Chief Statistician.

The DCSF may also disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

www.DCSF.gov.uk Data Protection Officer, DCSF, Sanctuary Buildings, Great Smith Street, LONDON, SW1Y 3BT

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them. If you wish to access your personal data, or you wish your parents to do so on your behalf, then please contact the relevant organisation in writing:

For pupils of 13 years and over, the school is legally required to pass on certain information to Connexions services providers on request. Connexions is the government's support service for all young people aged 13 to 19 in England. This information includes the name and address of the pupil and parent, and any further information relevant to the Connexions services' role. However parents, or the pupils themselves if aged 16 or over, can ask that no information beyond name and address

(for pupil and parent) be passed on to Connexions. If as a parent, or as a pupil aged 16 or over, you wish to opt-out and do not want Connexions to receive from the school information beyond name and address, then please contact the school
St Helens Children and Young People's Services and DCSF may supply to Connexions services providers with information, which they have about children, but will not pass on any information they have received from the school if parents (or the children themselves if aged 16 or over) have notified the school that Connexions should not receive information beyond name and address

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All natural parents, whether they are married or not; any person who, although not a natural parent, has parental responsibility (as defined in the Children Act 1989) for a child or young person; and any person who, although not a natural parent, has care of a child or young person. Having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law

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Lansbury Bridge School Publication Scheme on information available under the Freedom of Information Act 2000

The governing body is responsible for maintenance of this scheme.

1. Introduction: what a publication scheme is and why it has been developed

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

To do this we must produce a publication scheme, setting out:

- *The classes of information which we publish or intend to publish;*
- *The manner in which the information will be published; and*
- *Whether the information is available free of charge or on payment.*

The scheme covers information already published and information which is to be published in the future. All information in our publication scheme is available in paper version only on request from school.

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

This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

This publication scheme is a means of showing how we are pursuing the aims of Lansbury Bridge School.

2. Categories of information published

The publication scheme guides you to information which we currently publish (or have recently published) or which we will publish in the future. This is split into categories of information known as ‘classes’. These are contained in section 5 of this scheme.

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

***School Prospectus* – information published in the school prospectus.**

***Governors’ Documents* – information published in the Governors Annual Report and in other Governing Body documents.**

***Pupils & Curriculum* – information about policies that relate to pupils and the school curriculum.**

***School Policies and other information related to the school* - information about policies that relate to the school in general.**

3. How to request information

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. If the information you're looking for isn't available via the scheme you can still contact the school to ask if we have it.

4. Paying for information

Single copies of information covered by this publication are provided free unless stated otherwise in section 5. If your request means that we have to do a lot of photocopying or printing, or pay a large postage charge, or is for a priced item such as some printed publications or videos we will let you know the cost before fulfilling your request. Where there is a charge this will be indicated by a £ sign in the description box.

5. Classes of Information Currently Published

School Prospectus – **this section sets out information published in the school prospectus.**

Class	Description
School Prospectus	<p>The statutory contents of the school prospectus are as follows, (other items may be included in the prospectus at the school's discretion):</p> <ul style="list-style-type: none">➤ the name, address and telephone number of the school, and the type of school➤ the names of the head teacher and chair of governors➤ a statement of the school's ethos and values➤ details of any affiliations with a particular religion or religious denomination, the religious education provided, parents' right to withdraw their child from religious education and collective worship and the alternative provision for those pupils

Instrument of Government	<ul style="list-style-type: none"> • The name of the school • The category of the school • The name of the governing body • The manner in which the governing body is constituted • The term of office of each category of governor if less than 4 years • The name of any body entitled to appoint any category of governor • Details of any trust • The date the instrument takes effect
Minutes of meeting of the governing body and its committees	<p>Agreed minutes of meetings of the governing body and its committees (current and last full academic school year).</p> <p>Note: Some information might be confidential or otherwise exempt from publication by law – we cannot therefore publish this.</p>

Pupils & Curriculum Policies - **This section gives access to information about policies that relate to pupils and the school curriculum.**

Class	Description
Curriculum Policy	Statement on following the policy for the secular curriculum subjects and religious education and schemes of work and syllabuses currently used by the school
Sex & Relationships Education Policy	Statement of policy with regard to sex and relationship education
Race Equality Policy	Statement of policy for promoting race equality
Safeguarding Policy	Statement of policy for safeguarding and promoting welfare of pupils at the school.
Pupil Behaviour & Discipline	Statement of general principles on behaviour and discipline and of measures taken by the head teacher to prevent bullying.

School Policies and other information related to the school - **This section gives access to information about policies that relate to the school in general.**

Class	Description
Published reports of Ofsted referring expressly to the school	Published report of the last inspection of the school and the summary of the report and where appropriate inspection reports of religious education in those schools designated as having a religious character
Post-Ofsted inspection action plan	A plan setting out the actions required following the last Ofsted inspection and where appropriate an action plan following inspection of religious education where the school is designated as having a religious character
Charging and Remissions Policies	A statement of the school's policy with respect to charges and remissions for any optional extra or board and lodging for which charges are permitted, for example school publications, music tuition, trips
School session times and term dates	Details of school session and dates of school terms and holidays
Health and Safety Policy and risk assessment	Statement of general policy with respect to health and safety at work of employees (and others) and the organisation and arrangements for carrying out the policy
Complaints procedure	Statement of procedures for dealing with complaints
School Staff Appraisal	Statement of procedures adopted by the governing body relating to the Appraisal of staff and the annual report of the head teacher on the effectiveness of appraisal procedures
Staff Conduct, Discipline and Grievance	Statement of procedure for regulating conduct and discipline of school staff and procedures by which staff may seek redress for grievance
Curriculum circulars and statutory instruments	Any statutory instruments, departmental circulars and administrative memoranda sent by the Department of Education and Skills to the head teacher or governing body relating to the curriculum
Annex A - Other documents	Annex A provides a list of other documents that are held by the school and are available on request

6. Feedback and Complaints

We welcome any comments or suggestions you may have about the scheme. If you want to make any comments about this publication scheme or if you require further assistance or wish to make a complaint then initially this should be addressed to the Headteacher at Lansbury Bridge School.

If you are not satisfied with the assistance that you get or if we have not been able to resolve your complaint and you feel that a formal complaint needs to be made then this should be addressed to the Information Commissioner's Office. This is the organisation that ensures compliance with the Freedom of Information Act 2000 and that deals with formal complaints.

They can be contacted at:

Information Commissioner, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

or

Enquiry/Information Line: 01625 545 700

E Mail: publications@ic-foi.demon.co.uk.

Website : www.informationcommissioner.gov.uk

**Freedom of Information Publication Scheme
Annex A – Further documents held by the school**

Name of Document	Description
Internet and E-Mail Policy	Policy in relation to access to the internet and e-mail by both staff and pupils.
Health and Safety of Pupils on Educational Visits	Policy and procedures to be followed when planning and carrying out visits off the school site.
Pupil Behaviour and Discipline Policy	Policy and procedures in relation to the general management of behaviour in school including school rules and the policy on jewellery, mobile phones and make up.
Care & Control Policy	Specific policy on the school's approach to managing challenging behaviour.