

Welcome to Alder Community High School



Altruism - Leadership - Diversity - Excellence - Resilience

Welcome to Alder

Dear Parents/Carers,

We are excited to welcome your children into school for our Welcome to Alder transition process. Our transition evening will allow you to meet with your child's form tutor alongside an introduction from Mrs Critchlow (Headteacher) and your child's Progress Leader. During our transition day, your child will meet with their form tutor and form group, have a tour of the relevant sections of the school (including the dining hall) and join in with a number of 'getting to know you' activities. They will learn about our Alder Values and our Alder House System.

The Transition Team have been working closely with your child's primary school and your child's year 6 teachers to gather all of the information we need for a smooth transition.

This parent handbook should provide all the information you require to support your child on their transition to secondary school. Please look through this booklet carefully with your child and do not hesitate to contact us if you have any questions.

We look forward to working with you over the forthcoming years.

The Transition Team
Alder Community High School

Altruism – Leadership – Diversity – Excellence - Resilience

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Term dates

Autumn Term

Friday, 1st September 2023
Monday, 4th September 2023
Tuesday, 5th September 2023
Wednesday, 6th September 2023
Friday, 20th October 2023

Monday, 30th October 2023
Friday, 1st December 2023
Monday, 4th December 2023
Thursday, 21st December 2023

Spring Term

Monday, 8th January 2024
Tuesday, 9th January 2024
Friday, 9th February 2024

Monday, 19th February 2024
Thursday, 28th March 2024

Summer Term

Monday, 15th April 2024
Monday, 6th May 2024
Friday, 24th May 2024

Monday, 3rd June 2024
Tuesday, 23rd July 2024

School closed to staff and students
Training Day 1, school closed to all students
Phased return to school for students (Year 7 and 11 only)
All students return to school
School closes for half term break

School opens to all students
School closed to all staff and students
Training Day 2, school closed to all students
School closes for Christmas break

Training Day 3, school closed to all students
School opens to all students
School closes for half term break

School opens to all students
School closes for Easter break

School opens to all students
School closed for Bank Holiday
School closes for half term break

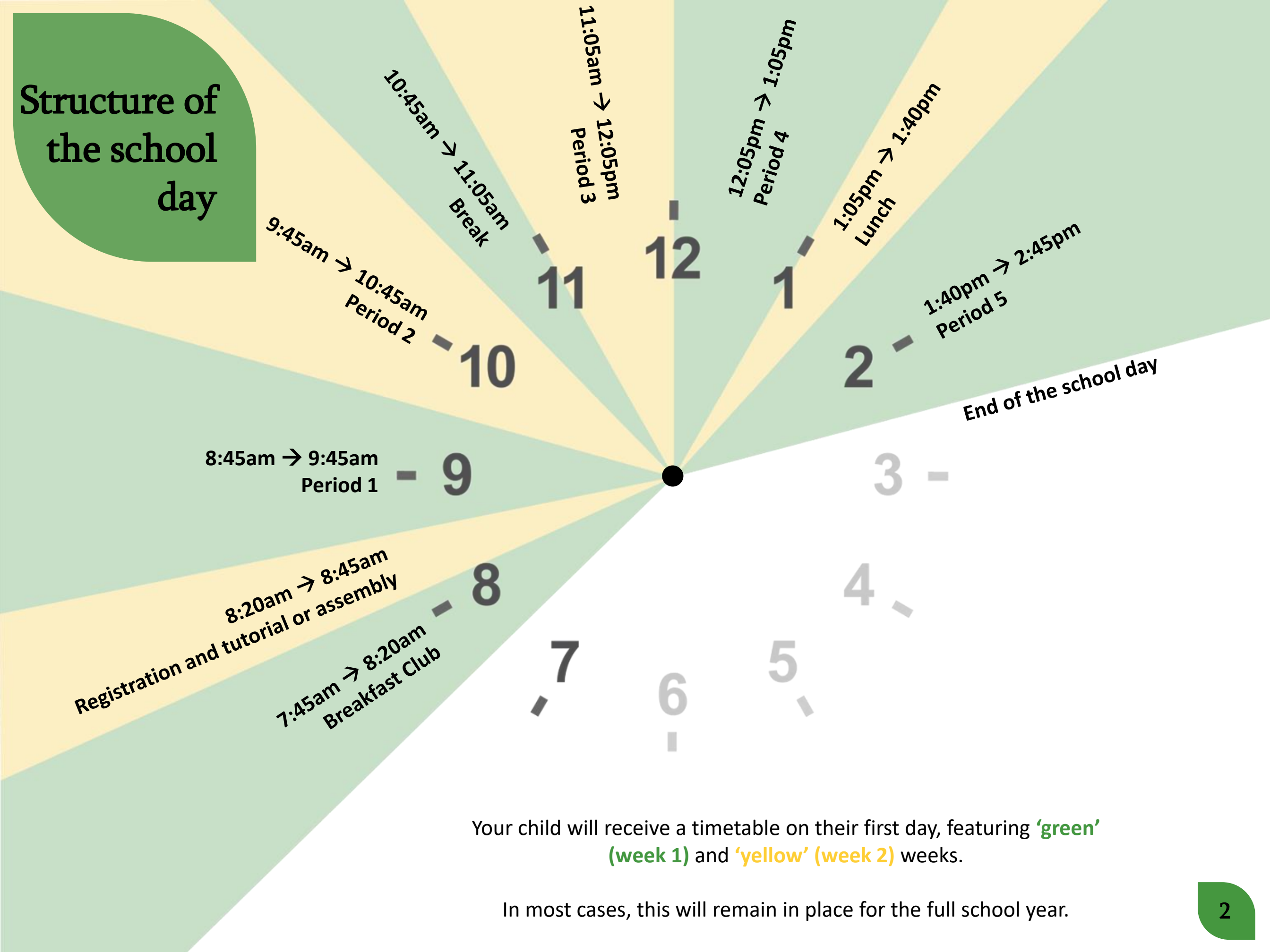
School opens to all students
School closes for summer break



This booklet is intended to offer information based on frequently asked questions parents raise about Alder. If you require further information or clarification, please visit the school website or refer to school policies; do not hesitate to contact your child's Progress Leader with any concerns that may arise. This handbook was published on 30th June 2023.

The most up to date term dates can be found on our website: <https://aldercommunityhighschool.org.uk/termdates>

Structure of the school day



Your child will receive a timetable on their first day, featuring **'green'** (week 1) and **'yellow'** (week 2) weeks.

In most cases, this will remain in place for the full school year.

Alder Values (#WeAreAlder)

At Alder, our vision is that our students pursue academic success but also that they also develop a set of skills which will prepare them for life beyond school. We want our students to be able to form positive relationships, enrich themselves and make a valuable contribution to society. Our We Are Alder Character Development Programme is grounded in the core values which are evident throughout all aspects of our school.

At Alder, students will be rewarded for demonstrating the Alder values in the classroom, in social time, through extra-curricular involvement and within the wider community. For example, Altruism may be shown in a student's support of the Alder Run which raises money for The Christie or Diversity may be shown by a student's involvement in our PRIDE or Cultural Awareness weeks. Students will be awarded Alder Values points on SIMs for showing Altruism, Leadership, Diversity, Excellence and Resilience. All members of staff at Alder can award these Alder Values points.

At the end of each term, Alder Values badges for Altruism, Leadership, Diversity, Excellence and Resilience will be awarded during the Celebration Assemblies. Students may be awarded the badges from their accumulated Alder Values points or from a staff, peer, or self-nomination.

As our students take their next steps, we are confident that the exhibition of the Alder Values, alongside the pursuit of academic excellence will provide our students with the foundations for a successful future.

Altruism – having a genuine and self-less concern for others.

Leadership – inspiring and empowering a community to achieve a shared vision by leading by example.

Diversity – celebrating, accepting and respecting that everyone is different both in school and in our community.

Excellence – striving to achieve your best in all that you do.

Resilience – turning challenges into something positive and never giving up.



What uniform is required?

Our uniform is an essential part of our identity. It instils a sense of pride and belonging in our school and signals a readiness to be part of our learning community. It is school policy that uniform is worn at all times during the school day and for all out of hours school events. Uniform should be worn correctly to and from school as the impression our students give in the community is of extreme importance. Your child must arrive at school each day with:

- Their black blazer, featuring the school logo;
- A clip on tie, featuring the appropriate house colour Alder logo
- Plain black tailored trousers or skirt (must be worn with opaque black tights);
- Plain white shirt;
- Sensible plain black school shoes (Kickers shoes/boots are accepted but must be plain black including stitching and laces).

PLEASE REFER TO OUR SCHOOL UNIFORM AND EQUIPMENT POLICY FOR FULL DETAILS OF SCHOOL UNIFORM

Items of uniform should be hard wearing. Please stick to our guidelines (see our Uniform Policy) and beware of 'back to school' sections in some retailers trying to sell inappropriate clothing to parents.

Sanctions

The Headteacher will be the arbiter in all matters relating to uniform and appearance. Any student arriving at school not in uniform; in unsuitable uniform; wearing inappropriate jewellery or with an unsuitable hair style or hair colour, may spend time in internal isolation (Headway) and in all cases will have a **30-minute detention** at the end of the school day.

Progress Leaders hold a stock of spare, clean items of uniform and shoes. Any student wearing incorrect uniform or footwear will be expected to change into these for the day. Refusal to do so is a breach of the behaviour policy and will be sanctioned accordingly.

Contact your child's Form Tutor or Progress Leader if you have concerns regarding uniform.

Where uniform issues are persistent or extreme:

- You will be contacted by telephone and asked to rectify any issues for the next school day;
- Your child may be sent home to change, dependent on the issue;
- Your child may spend time in Stage 2 isolation until any issue is rectified.

In extreme hot weather, parts of the uniform requirements may be relaxed. This may include the blazer and tights with a skirt. This will be at the discretion of the Headteacher.

Jewellery, Make up, Nails and Hair

Jewellery

Only a wrist watch and one pair of plain small silver or gold, studded earrings worn in the ear lobes are allowed. Smart watches are not allowed. Tongue/facial piercings, tongue/nose retainers, ear spacers, stretchers or tunnels. Pearls, diamante or shiny earrings. Necklaces, bracelets, rings, anklets are not allowed.

Earrings MUST be removed for PE, including newly pierced ears.

Make Up

Year 7, 8 & 9 – no make-up allowed. Year 10 and 11 – a discreet layer of foundation can be worn. Fake tan and false eye lashes are not allowed.

Nails

Natural nails should be of an appropriate length. Nail varnish/gel/art/diamantes and false nails are not allowed.

Hair Style

Longer hair should be tied back for practical lessons, with a plain hairband. Thin headbands, small plain hairclips and bobbles should be plain black. Girls may wear a plain black headscarf (no tassels, lace or fringe of any type and small enough to be tucked into the shirt so the tie can be clearly seen). If hair is 'undercut' on any student, the hair must be worn down. Not allowed: Ornate hair decorations, hair slides with diamantes/pearls. Extreme hair styles, shaved patterns/tramlines/lines, 'skinhead', 'mohican', 'top knot' etc. Shaved lines in eyebrows.

Hair Colour

Hair should be a natural, all-over colour. Any changes in hair colour should be subtle and natural. Not allowed: 'dipping, double tone, front strips'.

****Parents/carers are advised to consult with a Progress Leader if they are considering allowing their son or daughter to have a change in appearance or item of dress which may conflict with the school policy.***



Suppliers

Kidstop

49 Market Street, Hyde, Cheshire, SK14 2AB

0161 368 4500

<https://www.kids-stop.co.uk/collections/alder-community-high-school?page=1>

J.F.C. Sports Ltd

Unit 8A Redfern Industrial estate, Meadow Street, Hyde, SK14 1RD

0161 367 7700

<https://jfcsports.co.uk/product-category/school/school-alder-community-high-school/>

What sanction is imposed for uniform infringements?

A **30 minute detention** will be issued after school if your child fails to arrive in the correct uniform. This includes 'forgetting' items like ties or blazers. You will be informed via text message if this is the case. Persistent or serious infringements may result in Stage 2 isolation. In this case you would be contacted by phone.

What equipment is required?

Students should come to school with all the necessary equipment to take part in lessons. Year 7 students will be expected to have the following for **each** lesson **every** day:

- A black pen
- A red pen
- A pencil
- A ruler
- An eraser
- A reading book
- A scientific calculator (model number Casio fx-83GTX)
- An Alder Community High School Planner

We recommend your child also be equipped with a pencil sharpener, glue stick and colouring crayons, safely stored in a pencil case.

Sanctions will be put in place for students who do not have the correct equipment. To be consistent across the whole school, **30 minute detentions** are issued for lack of equipment, to be held with your child's form tutor.

If your child has forgotten their equipment, we suggest the following:

- Bring a small amount of money to purchase the basic set of equipment from the dining room before school (from 10p per item)
- Carry spare equipment, usually one each of a pen, pencil and ruler. isn't enough!
- Leave spare equipment in their locker (if they have one)

Lockers are available for a one-off charge of £6.50 payable via ParentPay.



What sanction is imposed for equipment infringements?

An after school **30 minute detention** will be issued if your child fails to bring the necessary equipment to each lesson. You will be informed via text message if this is the case.



Certain subjects may require more specialist, additional or different types of equipment. Failure to bring this equipment may result in departmental detentions. Please see pages 14-15 for further information.



Personal possessions and valuables



We do not take responsibility for the loss or damage to any personal item (including mobile phones). Students are responsible for their own possessions and should ensure their safe keeping.

Other valuables/money:

Valuables or high quantities of money should not be brought into school for any reason. In the event of this being a necessity, valuable items or money can be left at reception to be locked in the safe.

Selling items:

Although entrepreneurial flair is to be applauded, students should not sell any item in school. For example, some students have tried to sell sugary drinks, such as Lucozade, which are banned. In the event of a student being caught:

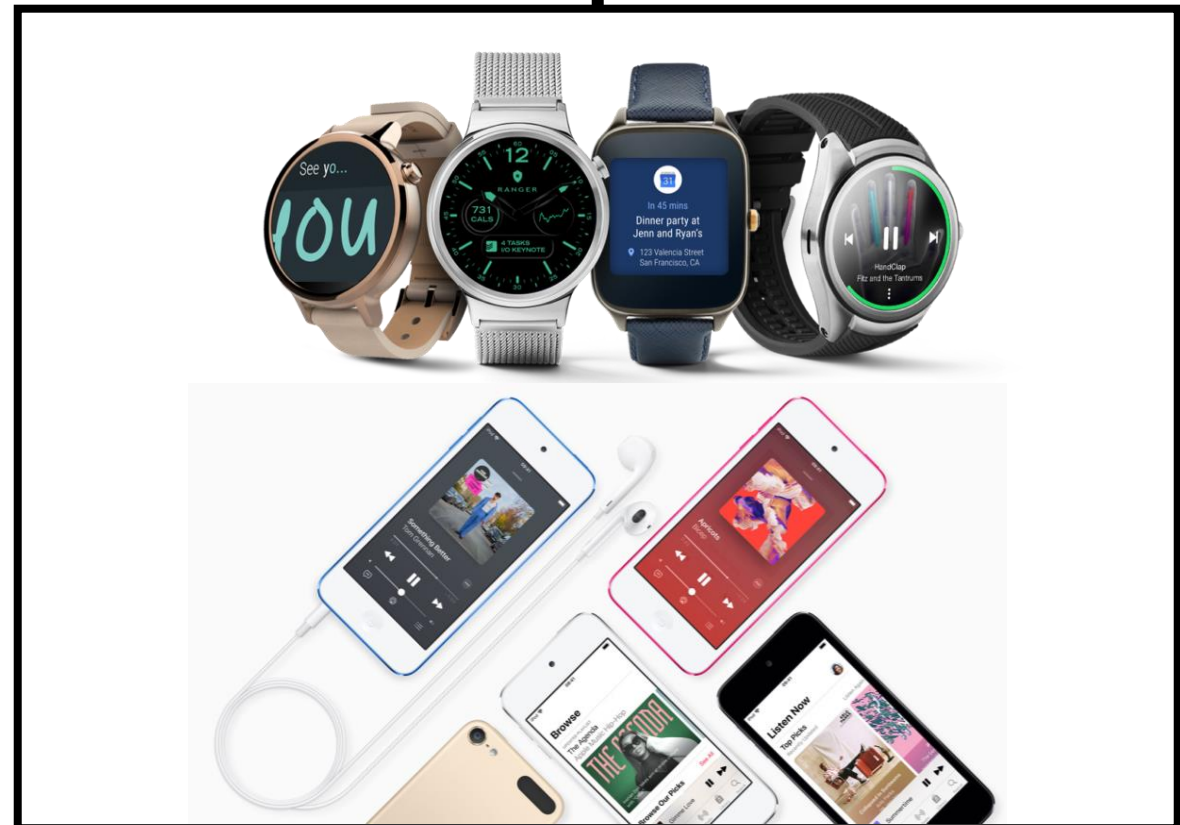
- you will be informed via phone call;
- any confiscated items must be collected by a parent. Any money raised through selling can be collected by a parent or donated to charity by school if preferred;
- students caught “selling” will lose their break/lunch times for one week (also known as five red card detentions).

Mobile phones:

Our policy states that mobile phones are not allowed in school at all; however, we appreciate that some parents insist their child carry a phone for peace of mind and communication after school. If your child is caught with their mobile phone out:

- it will be confiscated and locked in the school safe;
- a text message will be sent to you to inform you;
- a parent must come into school to collect the confiscated item/s;
- failure, or refusal, of an appropriate adult to collect confiscated items will result in an item being returned to your child the following Monday after school.

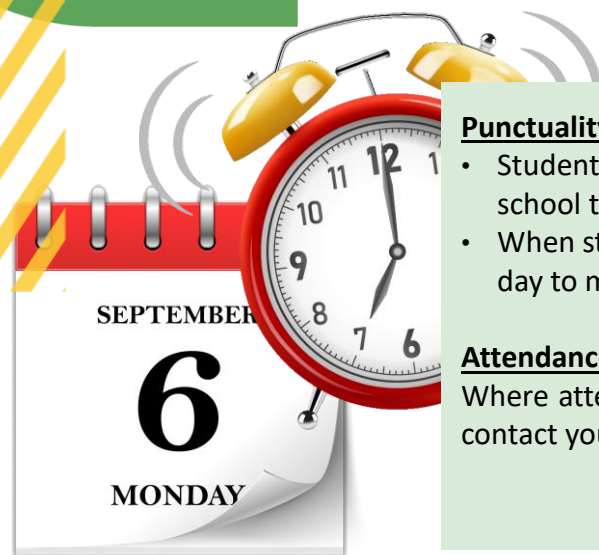
Other technological items, such as Smart Watches, iPods, MP3 players and headphones will be confiscated in a similar way.



Attendance and punctuality

It has been proven that there is a direct link between a child's attendance and academic success. Quite simply, the more time a student attends school, the more they can take advantage of teaching time and opportunities available to them.

We expect all students to attend each day and on time.



Punctuality:

- Students who arrive at their form room after 8:20am will be marked late and complete a 30-minute detention after school the same day. A text message will be sent to you confirming details;
- When students are late beyond 8.45am without a valid reason, they will complete a detention after school the same day to make up any teaching time they have missed during period 1.

Attendance:

Where attendance drops significantly, one of your child's Progress Leader, Attendance Officer or Safeguarding Officer will contact you.



Please note that central government is responsible for setting key parts of attendance policies in school. As a school, we have a duty to uphold this. Poor attendance can lead to legal proceedings being taken against you.



Holidays during term time will not be authorised. Please consider this, and the school holiday pattern (in relation to local primary schools) when considering a family holiday.

Absence through illness:

If your child is too ill to attend school, it is necessary to contact school to report an absence. This should be done each day your child is absent. Please note that sometimes we need to be 'cruel to be kind'. Encourage your child to attend school even if feeling unwell. Missing school should only happen when absolutely necessary; this builds resilience and breeds success later in life. **Please note that all minor ailment absences will be unauthorised** (refer to the school attendance policy for details).

Illness in school:

We are fortunate to have a high number of First Aid qualified staff in school. In the event of illness or injury in school, you will be contacted by a member of staff and, in some cases, asked to collect your child. Staff will determine the extent of any illness or injury and whether it is relevant to contact you. Students must not contact you themselves on their own devices.

Medical appointments:

Where possible, appointments should be made outside school hours but we appreciate, in some cases, this is not possible. In the event of a pre-planned absence for medical appointments, a letter for the attention of the Attendance and Welfare Officer should be sent into school beforehand. Also a copy of appointment letters or cards would be useful to keep on file.

Other known absences:

Any other planned absences should be communicated with your child's Progress Leader either through a letter or telephone call. In some (but not all) cases, absences will be authorised (for example: religious observance, approved sporting activity, family wedding/funeral, etc.).



Please note that not all absences will be authorised and accepted; try to avoid time off during school time where possible.

Safeguarding

All staff complete regular safeguarding training, have a commitment to and an understanding of keeping children safe in education (DfE 2021) and follow the guidance for safer working practice for those working with children and young people in educational settings (DfE 2015). The school has robust procedures for dealing with safeguarding and child protection concerns as detailed in the Safeguarding and Child Protection policy, which is available on the school website.

We continually work with our school community to equip our students with the skills and knowledge that will help to keep them safe and able to seek appropriate support if required. Throughout the year, within lessons, via assemblies, group sessions and enrichment, we will cover a range of topics including: sexting, online safety, emotional health and well-being, mental health, relationships, Prevent (radicalisation and terrorism), child sexual exploitation and domestic violence to name just a few.

The Designated Safeguarding Lead at Alder is Mrs Rachel Anderson, who can be approached, in confidence, to address any safeguarding issues raised by staff, students or parents.

School Gateway App

School Gateway is the Alder Community High School app – a parent engagement app that will allow you to communicate with the school and view your child's timetable, achievements and reports at anytime from anywhere. All school related communication, newsletters, reports, timetables, attendance figures will go through School Gateway and Schoolcomms email. In preparation for this change and to stay up to date with what's going on at school make sure you download the app for free. Just search School Gateway in your App store and download.

- Apple iPhone users, download the app here: www.schoolgateway.co.uk/iosdownload
- Android phone users, download the app here: www.schoolgateway.co.uk/androiddownload

The first time you use the app, select 'sign up' at the bottom of the screen. You will then need to enter your e mail address and your mobile number. You will then be sent a PIN number by text message to enter in to the app. Your e mail address and mobile phone number must match what we have on record for you at school, so please make sure the details we hold for you are up to date. You can check and change these details by sending an email to admin@alderchs.uk If you have any questions or would like some more information, please see the School Gateway site here: <https://schoolgateway.co.uk/>. You can also login to the online version of School Gateway via this site if you do not have a smart phone, although we do recommend using the app if possible as it makes it far easier to get hold of parents when we need to.

Communication with Parents

As a school, we use a variety of methods to communicate with parents:

- To inform you of non-attendance, to deliver a short but important message or to deliver a short good news message about your child we will send you a text message or School Gateway app message;
- With longer, more detailed information about your child we may write to you, telephone you or invite you in to meet us face to face;
- With general and important information we need to give all parents throughout the year we will send a head's letter;
- Our school website www.aldercommunityhighschool.org.uk;
- Facebook and Twitter - 'like' and 'follow' our pages using the link on the school website. We use the pages to share good news stories and important information about the school.
- It is important that we always have the most up to date contact details for all parents/carers.



Please remember to keep us updated if your contact details change.

The House System

At Alder we have four houses. Students will be allocated a house in Year 7 and will remain within that house for all of their time at Alder. Students must wear the correct colour variation of the school tie for their house (see table below).

Being part of a house gives our students a sense of belonging and increases their intrinsic motivation; it contributes to raising our culture of pride and success. Students will be in houses with students in all year groups and this allows students to support each other, no matter what year age they are.

Individual student achievement points are awarded for the Alder Values of Altruism, Leadership, Diversity, Excellence and Resilience. These points automatically transfer to house points. On a weekly basis, we track house attendance and house achievement.

Throughout the year, there are a number of subject-based and whole school house competitions, for example; World Book Day, Modern Foreign Language Spelling Bees and Sports Day!



House	Pankhurst	King	Tregaskiss	Turing
Colour	Yellow	Red	White	Blue

Achievement and rewards

- **Positive praise:** this can be written or verbal from any member of staff.
- **Staff contact:** your child's teacher may contact you via telephone or text to inform of good work, contributions or effort.
- **Achievement Points:** these points, for achievement or effort, accrue throughout your child's time at Alder. Points add up to further rewards.
- **Subject reward badges:** are awarded in assemblies for making progress in subjects.
- **Alder Values badges:** are awarded termly for students who show our Alder Values of Altruism, Leadership, Diversity, Excellence and Resilience.
- **Subject competitions:** on occasion throughout the academic year, subject areas run competitions which offer fantastic prizes.
- **Attendance:** students with 100% attendance will be rewarded with a 100% attendance badge.



Why are our expectations so high?
 It's important that our students are well prepared and ready to learn. Our standards are high so that teachers are able to teach.
 We want to prepare our students for the world of work and also to ensure that they become upstanding members of the community.

Achievement points:

Students are awarded achievement points for good work, contribution to lessons and putting effort into the work they do. These points build up throughout the school year and are converted into the below badges:

- Bronze badge: 50 points
- Silver badge: 100 points
- Gold badge: 200 points
- Platinum badge: 300 points
- Limited Edition Black badge: 800 points



Subject badges:

Throughout the course of the year, students who make the most progress in each subject across the curriculum will receive subject badges. Students are nominated by teaching staff and rewarded at the end of term celebration assemblies.

Alder Values badges:

We also reward students who exhibit our Alder Values of Altruism, Leadership, Diversity, Excellence and Resilience through our end of term celebration assemblies.




Behaviour in the classroom

We expect the highest standards of behaviour at Alder, in order for everyone to succeed. Our procedure for classroom behaviour works similar to a baseball '3 strikes and you're out' ruling.

The table below details how your child will be sanctioned in the event of poor classroom behaviour.

Students are made aware of poor behaviour within any given lesson verbally and when their name is on the classroom display board.


Level	Received for...	Sanctions include...
Strike 1	A first instance of minor poor behaviour or disruption to learning, e.g. talking, work avoidance or minor disruption to learning.	<ul style="list-style-type: none"> • Move seats and/or • Time out to refocus and/or • Verbal warning
Strike 2	A further instance of poor behaviour or disruption. Failure to heed previous warning.	<ul style="list-style-type: none"> • 15 minute detention at break/lunch/ after school • As above
Strike 3	<p>A final instance of poor behaviour or disruption. Failure to follow teacher's advice from previous levels.</p> <p>Or</p> <p>A serious incident within the classroom warranting immediate dismissal.</p>	<ul style="list-style-type: none"> • Non-negotiable 1 hour detention after school the same day • Removal from the classroom and placed with another teacher • Phone call/text home • Stage 2 isolation (if a serious incident)


 Where detentions are set as a sanction, your child is expected to be independent enough to arrive and complete such sanctions on their own initiative.

Where this does not happen, further sanctions will be put in place.

Sanctions are set where unacceptable behaviour occurs. We expect students to take responsibility for their own actions and complete any sanctions (detentions or otherwise) without question. Should your child not attend a set sanction, the following process is followed:

- Step 1:** Student receives a sanction and fails to complete or comply. The sanction will be re-set the following day. Student picked up by either a CL, Progress Leader, Senior Leader or Teacher.
- Step 2:** Should a student fail to comply or subsequently fail to complete the sanction having been collected, students will spend a period of time in Stage 2 isolation.
- Step 3:** Student will be collected from Stage 2 and taken to complete the outstanding detention. Failure to complete or comply will result in further sanctions and the request of a parent meeting.

 Each behaviour incident is recorded on your child's profile, which is regularly monitored by their Progress Leader. Where high numbers of 'behaviour points' are accrued further sanctions will be put in place (see page 11 for more information).

 **What is SLT/CL/PL?**
 SLT, or Senior Leadership Team, includes the head teacher, deputy head and assistant head teachers.

CL, or Curriculum Leaders are heads of departments.

PLs are Progress Leaders Students are expected to comply with SLT/CL/PL requests at all times.

Behaviour in the school

Students are expected to move around the building in an orderly, sensible fashion between lessons and, whilst not curbing the need to enjoy their social time at break and lunch times, we do expect students to act sensibly during these times.

Where a student's behaviour does not match these high standards and expectations, a 'red card' will be issued by staff or prefects.

Red cards may be issued for the following:

- Poor corridor behaviour: this includes running, deliberate pushing or shoving.
- Failing to respond to staff requests.
- Being in an area marked 'out of bounds'



Any student caught selling items (of any kind) or caught smoking, (whether physically smoking a cigarette or e-cigarette or standing with those who are doing so), will receive a week of 'red card' detentions.



What is a red card?

Red cards consist of a break and lunch time detention for behaviour outside of lesson time, including before and after school. Students are expected to attend these detentions independently and will complete a further 30 minute detention after school if they do not attend. Students receive their lunch at 1.30pm during the lunchtime red card detention.



Headway and Student Support

We have an extensive range of pastoral support for our students.

We appreciate that some students may have a range of issues to contend with either in or outside of school, which may contribute to negative behaviour or mean additional support is required.

We are fortunate that students can access our Headway space where students can access:

Social and emotional support

There may be times throughout your child's time at Alder where they need support. This may be through our progress team or our Learning Mentor can support students with weekly sessions in the cases of:

- Friendship issues/generating positive relationships;
- Bullying concerns;
- Developing resilience;
- Changes at home;
- Loss and bereavement.

Behaviour modification

There may be cases where students require behavioural support. This support is very much dependent on the student and may be offered in an innovative and individual way. Parents are kept informed where this level of support is required.



Where students have a Special Educational Need, they will be supported additionally by SEN department staff where required. This can be in addition to either of the above methods of mentoring.

Adapting behaviour to help students achieve

We have a number of ways of sanctioning and supporting behaviour in school, including:

- Verbal warnings from staff at varying levels, where instances of behaviour are discussed in depth;
- Detentions which are a common form of sanction and can be held for uniform or equipment infringements, poor punctuality and behaviour (both inside and outside the classroom);
- Red cards given for poor behaviour around school at break or lunch time, before or after school and between lessons;
- Parent meetings where we will invite you in to discuss behaviour;
- Report cards. When a student receives a number of behaviour incident points, a report card may be necessary;
- Stage 2 isolation or similar provision at another local secondary school. Note Stage 2 runs from 8.20am to 3pm daily.
- Alternative provision: at another local secondary school;
- Suspension: a period of suspension from school.

The above list is just some of the ways students are sanctioned. However, on occasion staff may decide that alternative sanctions are required. When this is the case, any incident and consequences will be communicated to you.



What is Stage 2?

Stage 2 is the name given to our internal exclusion unit. Students will spend time in here dictated by the nature of their referral and will complete the work they would normally be doing in their usual lessons. Stage 2 is an alternative to a suspension.



Our Headway team in school also play an important role in helping students with their behaviour, supporting them to achieve and to fulfil their potential.

Student report cards

Where a student's poor behaviour becomes persistent or 'behaviour points' are accrued over a given period of time, your child's Progress Leader will contact you. The likely consequence is a student report card.

At each level, the report card details and tracks the frequency of 'strikes' a student receives.

<u>Level</u>	<u>What happens?</u>	<u>Sanctions include...</u>
<u>White</u> (Form Tutor)	<ul style="list-style-type: none"> • The first level of report cards is to the form tutor. • Students on this report are expected to return to their form tutor at the end of every school day for the duration of the report card period. 	<ul style="list-style-type: none"> • Reporting to form tutor after school daily and any Strike 2 or 3s made up with the relevant teaching staff.
<u>Yellow</u> (Progress Leader)	<ul style="list-style-type: none"> • The second level of report cards is to a Progress Leader (not necessarily your child's Progress Leader). • Students are expected to see this member of staff at the end of every school day for the duration of the report card period. 	<ul style="list-style-type: none"> • Reporting to any Progress Leader after school daily and any Strike 2 or 3 time to be made up with the relevant teaching staff.
<u>Red</u> (Senior Leader)	<ul style="list-style-type: none"> • The third, and final, level of report cards is to a member of Senior Leadership. • Students are expected to report to the named member of staff at the end of every school day for the duration of the report card period. 	<ul style="list-style-type: none"> • Reporting to named SLT after school daily and any Strike 2 or 3 time to be made up with the relevant teaching staff. • Failure to report with SLT staff will result in a day in Stage 2 the following day

SEND support at Alder

What we do and how we do it:

Students are placed on the SEND register if they have a specified special educational need and/or disability. These needs may have been identified in Primary school or within our setting. Students may also have an Education and Health Care Plan (EHCP).

A concern about a student with regards to SEN can be raised by any member of staff within the school, parents and carers or external agencies.

Students who are identified as potentially having a special educational need will then be assessed further within the school through our own assessment procedures or may be referred to an external agency.

The SENCO has a Post Graduate Diploma in specific learning difficulties and we have staff with expertise of dealing with a wide range of SEN including autism, communication difficulties and ADHD. Our Teaching Assistants are available to support those students who are identified as having Social, Emotional and Mental difficulties.

How we will communicate with you:

A letter is sent at the start of the new academic year informing you of your child's placement on the SEN register and you will be invited in to discuss your child's student profile.

You will be invited to discuss your child's progress at parent's evenings and with a final summary report at the end of the year. Appointments can also be made to discuss progress with the SENDCO where necessary. EHCPs are officially reviewed annually and progress reviews may be scheduled when requested.

How we cater for students with Special Educational Needs:

The focus of our support for students with SEND is on delivering quality first provision in the classroom. Teachers have had training on effective differentiation and are made aware of students with additional needs via the SEND register and their individual student profiles. These profiles inform teachers of the difficulties that students may face in the classroom and give them practical strategies to support them in lessons.

If it is required, additional provision may be given in our Learning Support Centre (LSC), tailored to support specific requirements where necessary.

Also we offer other types of intervention to suit differing needs including:

- communication difficulties;
- specific learning difficulties;
- motor/ processing difficulties;
- speech and language difficulties;
- issues with motor skills.

Students may need access arrangements to help them access the curriculum across school. These can be put into place from Year 7 and then are yearly until they are formally applied for at GCSE. This can take the form of additional time, a scribe, readers in examinations or laptops, as well as the other forms of differentiation.

There is a range of extra-curricular activities that take place after school or at lunch time. These activities are inclusive of students with SEND.

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As with all other students, students with SEND requirements have their progress reviewed termly via the school's own reporting system and this information should be communicated via post or at parents' evenings. Additional progress meetings may be requested at any time by parents or carers/ progress leaders or by the SEND team.

Your child's progress

Your child's progress is tracked often to ensure strong progress is made across the academic year; this is done in a number of ways:

- At department (subject) level, through regular assessments and tests;
- At Progress Leader level through monitoring and reporting;
- At Achievement Meeting level to determine possible teaching group changes.

Owing to regular tracking, we can determine whether your child is fulfilling their potential.

If your child is **not** 'on track', the following action may be taken:

- Additional intervention: This may be small-group work in the Learning Support Centre, additional sessions or being offered a place at homework club;
- Progress Check: Your child will be monitored closely and the issue discussed with them. An improvement in progress is anticipated during this period;
- Parent meeting: You may be called into school to discuss your child's progress, particularly if behaviour is an obstacle to making progress.

How progress is communicated:

Your child's progress will be communicated to you throughout the school year in a number of ways:

- Progress Updates are provided throughout the year. You should receive three updates per year.
- Parents' evening is held once a year; this evening offers you the opportunity to speak to all of your child's teachers;
- Regular contact with your child's form tutor, class teacher or progress leader may occur through school gateway and telephone calls.

If you have any concerns at all regarding your child's progress, it is advisable to contact your child's form tutor. If you feel there is a problem in a specific subject area, do not hesitate to discuss this with the class teacher.

Homework:

Evidence shows that completion of high-quality homework tasks has a positive impact on pupils' learning. On average, a pupil's progress is improved by 5 months at secondary level (Education Endowment Foundation, August 2021).

Homework enables pupils to undertake independent learning, to practise and consolidate skills learnt in class, conduct in-depth enquiry, prepare for future lessons or revise for assessments.

Pupils will take responsibility for their homework by:


Recording information about homework set (subject, task, deadline). At Key Stage 3 this must be completed in the Student Planner.

Completing homework to a very good standard and by the required deadline.

Seeking support from their teacher if they have difficulty completing a task.

Finding out whether homework has been set if they have been absent.

Accessing in-school resources to complete homework if needed e.g. the school library.



What are achievement meetings?
Achievement meetings are held to check current progress and to determine if students are on track to fulfil their potential. The achievement team, consisting of senior leaders, subject and pastoral staff, will decide if students are to move sets based on most recent data.



Individual subjects: Further requirements/information

English

We are keen to encourage students to read and, as such, all students must have a reading book with them at all times. This can be borrowed from the library or be brought in from home. Your child will receive an equipment detention if they forget or do not have a reading book.

Mathematics

Calculators:

It will be of huge benefit to your child's Maths education if they have the same make and model of calculator at home that we use in school, the Casio fx-83GT or fx-85GT. Casio have just updated both of these models from GT-X to GT-CW. Either of these models is suitable for use in school as staff are trained to use both the legacy and new model. At present we have a limited number of used fx-83GT Plus and Casio fx83GT-X models for sale at a reduced price of £5.50. Once these are gone, we will have the new fx83GT-CW for £11.00. These models are named as part of Childs equipment as our staff, in Maths and Science, are trained to use them and will be better placed to help your child with the many scientific and mathematical functions they have.

Sparx and MathsWatch:

Sparx and MathsWatch are online resources that we subscribe to. Sparx is used for homework and is set on a weekly basis, with emails from Sparx going direct to parents/carers to keep you up to date with their progress. MathsWatch is used as additional revision aid, usually in preparation for assessments. As well as being able to access work set by teachers, Sparx and Maths Watch also feature 'how to' videos, explaining further how to complete tasks.

The sites can be accessed from any desktop or laptop computer, tablet or mobile phone. At the start of Year 7, each student will be provided with logins to access both sites.

Music

All students are able to participate in instrumental lessons whether they have had this previously or not. The instrumental lessons are provided by Anthem and vocal lessons by Michael Jones. The costs for these lessons vary dependent on provider, whether group or solo and length of lesson. Letters are available from the music department and need returning directly to the instrumental provider who will be the main point of contact for all lessons.



Technology

Students will complete 3 projects in Year 7 in hospitality and catering, fashion and design and technology. In these subjects they will make a range of products including a desk tidy, an embroidered fibre art piece of work and a range of savoury and sweet dishes in food.

When attending all technology lessons, students with hair longer than their shoulders will need to have a hair band to tie back for health and safety reasons.

In hospitality and catering, student will be provided with a recipe book for the term. This lists all the practical lessons with the recipes they will be making to provide as much notice to purchase ingredients. All ingredients must be weighed out before the lesson, therefore please ensure you have kitchen scale at home in preparation. Students who fail to bring in ingredients will be given a 30-minute detention equipment detention.

Art

In order for your child to be equipped and organised in their art lessons and for homework tasks it is essential for them to have pencil crayons, shading pencils, an eraser and a sharpener. It is also essential to purchase a sketchbook which can be bought from the art department for £1.00 at the start of the Autumn term.



Physical Education

PE in secondary school can differ hugely to your child's experiences in primary school. Your child will have access to specialist facilities and equipment and teachers who have studied the subject to a high level.

Safety:

In order for students to safely take part in a physical activity in school, they must not wear jewellery for PE lessons; this includes earrings. Students should therefore avoid having ears pierced over the holidays or during term time as earrings must be removed for safety reasons.

Valuables:

Students must not bring valuables (mobile phones, jewellery, money etc.) into the changing rooms as the department cannot be held responsible for lost or stolen items. Please encourage your child to get a locker.

Injury or illness:

If your child is ill or injured, please send a note to explain the issue, from this information your child's PE teacher will be able to decide on the most appropriate way of differentiating the PE lesson to include him/her.

Your child must still have their PE kit with them as they may still be able to participate in certain aspects of the lesson or it may be possible for them to join another group in a more suitable activity.

Students must always bring their PE kit to lesson as non-practical learning may include coaching, leadership or refereeing. Students with more serious injuries, (for example, who are in plaster casts, slings or crutches) who would find it difficult to get changed, are obviously exempt from this.

PE kit:

We have high standards and expectations for PE kit in lessons, however if for any reason your child is unable to bring the correct PE kit, please send your child with an alternate kit and a note or email. Students will not be allowed to borrow kit if they forget to bring their own.

Please ensure that your child has appropriate footwear for PE lessons. Sports trainers should be worn as opposed to canvas pumps.

Additional kit:

- We strongly advise the school tracksuit bottoms and hoody are purchased for outdoor lessons. Outdoor coats cannot be worn. When the weather is extremely severe your child will not be taking part in PE in those conditions. If it is cold or raining, we will be learning outside.
- Long hair must also be tied up so please ensure your child has a hair band as part of their PE kit.

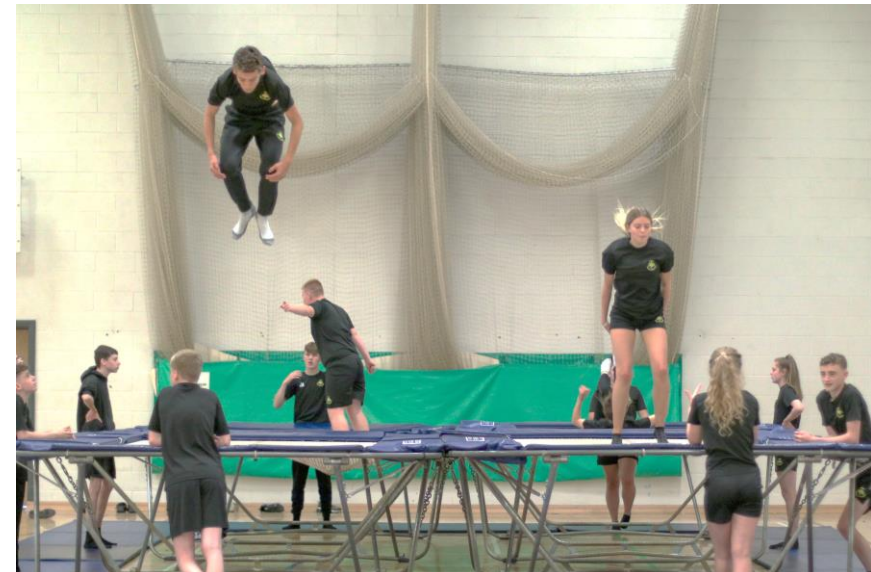
Representing the school:

If your child is selected to represent school in a team, it will be your child's responsibility to make arrangements for transport home. Where possible, PE staff will endeavour to send a text home regarding fixtures, but this may not always be possible.

We have a strict 'no dropping out on the day' rule as it becomes frustrating for other students who compete in competitions in an incomplete team. If, for any reason, your child is unable to take part in the competition you or they must inform the teacher in charge as soon as possible so that a replacement can be given the opportunity to represent school.

In the know:

We will endeavour to keep the school website, Facebook page and Twitter account updated with competition dates so please monitor these regularly.



Bullying: What to do

Students generally list bullying amongst their biggest fears at secondary school and it is a sentiment often shared by parents.

At Alder, we aim to ensure all students can learn in a safe, secure and happy environment. It is acknowledged that, in some cases, not all students will experience this and we take all cases of bullying seriously. Incidents of bullying are fully investigated and dealt with firmly and as swiftly as possible. Effective support is always offered for the victims of bullying.

Nature of bullying:

Bullying may be defined as any **deliberate** and **persistent** attempt to hurt, threaten or frighten someone, either physically or emotionally. It can occur in the following ways:

- **Physical:** including any form of physical action, hitting, punching, kicking or any form of physical intimidation;
- **Verbal:** this type of bullying may include persistent name-calling, sarcasm, rumour-mongering, teasing or derogatory comments about appearance, mannerisms or family members;
- **Emotional:** such as ridicule, humiliation or ostracism;
- **Racial:** including taunts, gestures, stereo-typing or derogatory comments relating to one's race or religion;
- **Sexual:** such as heterosexual or homophobic abuse, whether verbal or written, suggestive comments relating to appearance or gender characteristics or unwanted physical contact;
- **Abuse of property:** including theft, deliberate damage to property, interfering with another student's property or demanding items, such as money;
- **Cyber:** may including negative comments or images on social media, via instant messaging services or chat rooms.



The school's full anti-bullying policy can be accessed on the school website or contact your child's form tutor for more information.



What do I do if I suspect my child is being bullied?

There may become a time when you believe your child is being bullied. In any case, it is essential you contact your child's form tutor so it can be investigated.

Although we aim to support any victim of bullying, some students are, understandably, often afraid to seek help or disclose incidents of bullying. If you notice the following in your child, it would be wise to contact school:

- Your child is unwilling to come to school or loses enthusiasm;
- He/she becomes withdrawn, nervous or anxious;
- Possessions go missing or persistently loses things like money;
- Delays going home after school or is persistently late;
- He/she becomes upset or distressed more quickly and easier than usual;
- He/she becomes defensive or seems frightened to say what is wrong when asked;
- Your child has unexplained cuts, bruises or physical marks.

If staff in school suspect your child is a victim of bullying, your child's Progress Leader will contact you to discuss the situation and possible plans of action.

Where bullying is persistent despite staff intervention, the following action may be taken:

- Students may be isolated in Stage 2 or alternative provision for up to 5 days, or other sanctions imposed;
- Students may be sent home and parents asked to attend a meeting in school;
- Fixed term period of exclusion of up to 5 days may be considered by the head teacher;
- Permanent exclusion may be considered but as a last resort.

In some cases, your child may disclose to you any incidents where they feel they are being bullied. If this is the case:

- Discuss the situation with your child; discuss when, where and potential reasons why any incidents of bullying may be occurring.
- Discuss with a member or members of staff with whom your child would feel more comfortable disclosing information. This does not have to be your child's Form Tutor or Progress Leader.
- Contact your child's Progress Leader or Form Tutor who can then fully investigate any incidents. Please be aware, school can only deal with incidents that have been shared with staff.

Continuous efforts are made to help minimise the risk of bullying, including:

- Annual reviews of the school anti-bullying policy, including the guidelines provided to staff;
- Issues surrounding bullying being extensively covered through the school's PSHE programme.

All students are encouraged to report any incident of bullying to themselves, or others.



Fortunately, cases of bullying at Alder are relatively low. When cases do arise, you can be assured incidents will be investigated fully. There are often cases of one-off incidents of name-calling for example and this is generally resolved through discussion with the students concerned.

Some final information

School closures

Our aim is to keep the school open whenever it is possible and safe to do so; closure will only be considered when the school premises are deemed unsafe. This does not take into account a student's journey into school as each student has a different journey to make. Any decision to close will be made as early as possible so alternative childcare arrangements can be made. We will advise of closures in the following ways:

- We will send a text/app message to all participating people through the School Comms School Gateway service.
- We will post a message on the website;
- We will post a message on school social media streams;

Getting to and from school

For students who walk to school, there is a back gate which is open from 7.40am until 8.20am in the morning and from 2.45pm until 3pm after school. Also, the gate is open from 3.45pm until 4pm for students attending after school clubs.

There are 2 school buses which serve Alder Community High School. To use the school bus, students need to have an IGO card (apply online www.igo.tfgm.com or pick up a leaflet from any bus station). Further details of school bus routes and timetables are available from the school office or by visiting: [Alder Community High School | Transport for Greater Manchester \(tfgm.com\)](http://Alder Community High School | Transport for Greater Manchester (tfgm.com)).

Students may come to school by bike and there are facilities for their storage during the day. Any students riding their bike to and from school should do so in a safe and respectful manner and should be encouraged to wear a helmet. Any students who do not ride with due care and attention will not be allowed to bring their bike onto school premises.

For those students coming to school by car there is a turn around and drop off point on the site. Also, there is a drop off point at the back of school, just off Grange Road South.

Arrangements for Breakfast, Break and Lunch Time

A healthy selection of hot and cold food is available for purchase from the school canteen at breakfast, break time and lunch time. The food provision is operated by Chartwells Catering. Students may bring a packed lunch if they prefer. Students are not allowed off the school site at break or lunchtime. All food and drinks must be consumed in the designated areas and not on the corridors, outside or in the classrooms. Sugary drinks such as Lucozade and unhealthy snacks/sweets should not be brought into school.

Information about free school meals is available from the school office.

Alder Pre-Loved Uniform

We are looking at ways of launching a Pre-Loved Uniform service. Parents and carers will be able to purchase good quality and clean items of second hand uniform at a low cost. Any profit generated from the sales will directly benefit our students, with our students helping to decide how the money should be spent.

Whilst many young people actively support the purchase of pre-loved and vintage clothing, we also understand that not all young people will feel that way. Therefore, any purchases will be delivered to families discreetly, as required.

We are looking for volunteers to help support this service. If you are interested, please contact admin@alderchs.uk





Notes, questions and things to remember....

A large, empty rectangular box with a thin black border, intended for taking notes, asking questions, or listing things to remember.