

# WELLFIELD HIGH SCHOOL



ADDITIONAL INFORMATION  
2019 & 2020

Inspire | Challenge | Achieve | Nurture



# Welcome

This is currently one of the most exciting times for the school in recent years. September 2017 marked the launch of an energising partnership between Wellfield and Endeavour Learning Trust. May 2018 brought with it a visit from Ofsted that vindicated the work we have all been doing at Wellfield and praised the progress we have made in that time. As Executive Head at Wellfield, Tarleton Academy and Burscough Priory Academy, and a designated National Leader of Education, I am thrilled with the partnership between our family of schools and our continued journey towards excellence for the young people in this community.



ABOVE: Mrs Lesley Gwinnett  
Executive Head

This partnership has grown from strength to strength in such a short space of time. Building on the many positives already in school, we continue to work on ensuring that the best from this family is clearly evident, with a number of key staff and central policies being employed across the partnership. We are delighted about the rapid and sustained development taking place here at Wellfield, formally recognised by the Ofsted report of May 2018, using words and phrases such as 'transformed' and 'upward trajectory' in acknowledging our progress. We are privileged to have a core of fabulous staff and students; thirsting for the school wide success and high levels of achievement a community such as Wellfield deserves.

## SENIOR LEADERSHIP TEAM

## KEY STAFF

### Senior Leadership Team

Mrs L A Gwinnett	Executive Head
Mr S Barnard	Head of School
Mrs M Birkin	Assistant Headteacher
Mr J Lewis	Assistant Headteacher
Mrs N Fairhurst	Executive Director of Student Services

### Senior Teachers

Miss H McDade	Head of the Core Faculty
Mrs M Birkin	Head of the Foundation Faculty
Mrs K Starbuck	Head of the Creative Faculty

### House Progress Leaders

Mr A Carroll
Mrs L Park
Miss D O'Neill

### Student Services

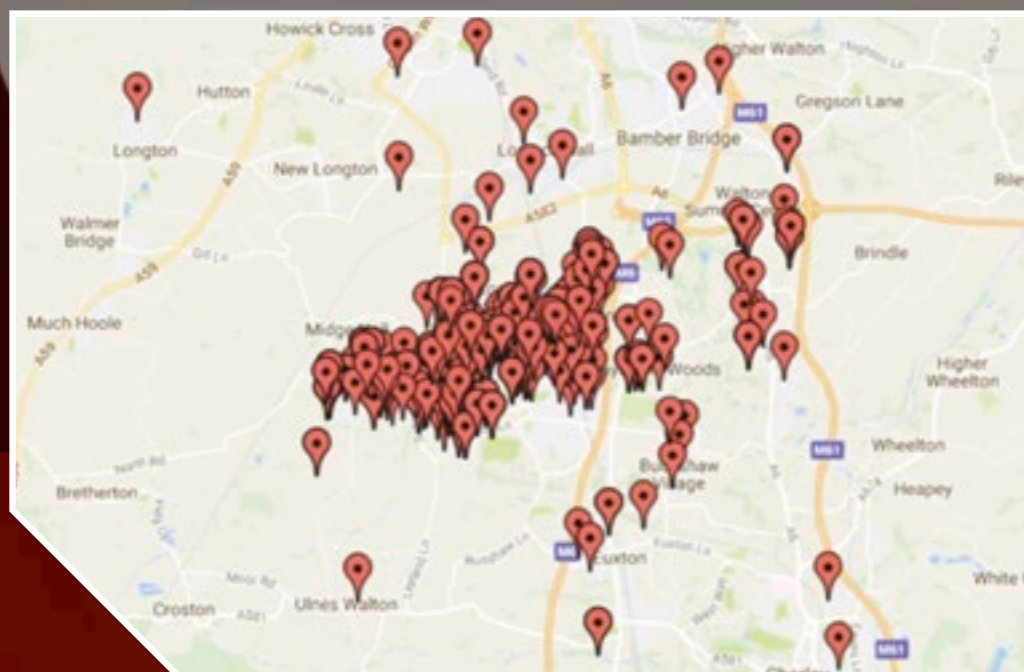
Mr J Barnish	Student Support and Intervention Manager
Miss R Butler	Pastoral and Behaviour Manager

### Learning Support

Mr J Lewis	Head of Learning Support
Mrs J Batey	Executive Inclusion Manager



## OUR WELLFIELD HIGH SCHOOL FAMILY



Students come from far and wide as shown in our family intake map.

## SCHOOL DETAILS

### WELLFIELD HIGH SCHOOL

Wellfield High School  
Yewlands Drive  
Leyland  
Lancashire  
PR25 2TP

Telephone: 01772 421303  
Term time email: enquiries@whs.lancs.sch.uk

[www.whs.lancs.sch.uk](http://www.whs.lancs.sch.uk)



## ADMISSIONS

Wellfield follows the Lancashire County Council Policy for student admissions for more information go to:  
[www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place](http://www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place)





## SCHOOL DAY

Students in Year 7 study English, Maths, Science, History, Geography, Religious Education, Modern Languages, Art, Food Technology, Music, Computing and PE. Personal, Social, Health and Citizenship Education is delivered on five collapsed curriculum days through the year.

8.40am	Start of school day, movement to period 1
8.45am	Lesson 1 including registration
9.45am	Lesson 2
10.45am	Break (brunch available in dining room)
11.05am	Lesson 3
12.05pm	Lesson 4
1.05pm	Lunch
1.42pm	End of lunch warning bell
1.45pm	Personal Tutor Time (learning/assembly)
2.00pm	Lesson 5
3.00pm	End of School Day

## 'MOST ABLE' PROVISION

At Wellfield High School we are very proud of all of our students and we firmly believe that every student has a particular skill or talent which we actively seek to identify and nurture.

In particular we have a very solid reputation and track history of developing our most able students and ensuring they are ready for any challenge they wish to tackle once they leave us at the end of Year 11.

In addition to this there are students who we specifically identify as 'Most Able'. The process of identification for this group of students begins for us on transition from Year 6. We look at data and information received from primary schools, as well as teacher assessments and parental feedback. This is our first indicator of who might be classed as able. Over the course of the academic year, staff monitor work and assess students in each curriculum area, helping us to have a clear picture of the progress being made for these students. Any concerns are quickly acted upon to ensure they are continuously stretched, challenged and developed.

Most Able provision is a key feature of our whole school Quality Assurance programme. Our teachers are asked to always 'teach to the top' to ensure that every lesson is geared to the most able in the group, in order to stretch and challenge them so that they can reach their

potential. This in turn stretches all students, with other students supported appropriately in aspiring to emulate their most able peers.

Most Able students are given many enrichment opportunities throughout their school career here at Wellfield. Year 10 students are invited to attend events at universities, showing them what it is like to be an undergraduate, as well as inspiring them to achieve their very best. We also have firm links with our FE colleges where we take groups of students from across the year groups for enrichment days, covering subjects such as modern foreign languages, English, history, geography and computing, as well as taking part in spelling bee competitions and maths challenges.

There are also extra-curricular sessions available to our Most Able students, such as subject specific clubs and regular competitions.

We want to inspire our Most Able students to aim high and achieve their potential, and we are confident that - through quality first teaching, a range of bespoke opportunities, and a strong support network - we can make this possible.

## LUNCHTIME ARRANGEMENTS

A hot or cold meal can be purchased from our school cafeteria and eaten in the dining room.

Students may bring a packed lunch which can be eaten in the gym.

Students are not allowed to leave the school premises to purchase food items outside.

### Cashless System

Wellfield High School operates a cashless payment system which enables parents to make online payments to their child's school account so they can purchase food, drinks and other items during the school day.

## PREPARING FOR LIFE AFTER WELLFIELD

Here at Wellfield we pride ourselves in raising aspirations in our students and supporting them in exciting and challenging life goals. We pride ourselves on the exceptionally high numbers of young people who enter education, employment or training when they leave us, many going on to enjoy a huge range of fantastic careers through a variety of routes, including the top universities in the country.

All students receive Careers Education, Information, Advice and Guidance (CEIAG) within our Personal, Social, Health and Careers Education programme from Year 7 to Year 11. This enables students to make informed decisions about their next steps after Wellfield and beyond. Personal Tutors work closely with our students through this programme and through individual interviews as appropriate. Wellfield High School works with local colleges to arrange full taster days to experience what post 16 education is like. We are regularly visited by colleges and providers so that our students are well informed of all their options. We keep our students informed of the wide range of apprenticeships and traineeships available. We also provide an opportunity for students to take part in Work Experience in Year 10, giving them further insight into what future career path they might follow.

The most important thing for us is that our students think beyond the 'here and now' and that we help them to make sure that their ambitions become a reality through hard work, clear direction and forward planning.





## WELLFIELD HIGH SCHOOL SCHOOL UNIFORM

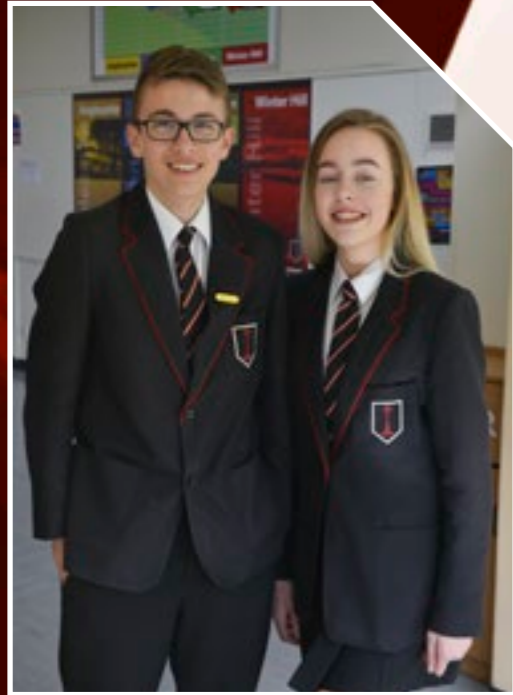
Our school uniform is important to us. It is one way in which we identify ourselves as a school family and plays a valuable role in contributing to the ethos, setting an appropriate tone and instilling pride in our school.

Smartness and high standards of appearance are expected at all times.

**At Wellfield High School, we believe that a school uniform is important, because it:**

- looks smart
- wears well
- contributes to a sense of belonging
- gives a common purpose
- fosters a feeling of pride
- reduces 'fashion competition' between students
- prepares students for the world of work.

All students should wear the uniform and we encourage them to maintain an acceptable standard of clean and tidy dress in school. It reflects the needs of the cultural traditions represented at Wellfield High School. It is readily available and inexpensive.



## Physical Education Kit

Wellfield Akoa polo shirt

Wellfield Akoa long sleeve top (optional)

Wellfield Akoa Skirt or Medallion Black shorts

Black/red sports socks

Football boots and shin pads

Trainers, non-marking sole

## BAGS AND BELONGINGS

- Every student should have an appropriate sturdy and suitably sized bag/s for equipment and PE kit
- Bags should be sturdy and dark in colour
- Pencil case with correct equipment

### ALL ITEMS OF SCHOOL UNIFORM MUST BE CLEARLY MARKED

Whilst items of school uniform can be purchased from local supermarkets and other shops, our uniform stockist for the school tie, skirt, girls trousers, blazer and PE kit is;

**Delta Wool Shop** [www.deltawoolshop.co.uk](http://www.deltawoolshop.co.uk)



## Main School Uniform

Black blazer with school badge.

A black, red and silver school clip-on tie.

A black **knee length** pleated skirt or black uniform trousers, available from Delta Wool Shop.

A white collared shirt with top button fastened that can be tucked into the skirt/trousers.

When wearing a skirt - **Black knee length socks or black tights (no less than 40 denier) without pattern.**

Socks must not be worn over tights.

When wearing trousers – **Plain, black socks.**

Plain black v neck jumper (OPTIONAL only worn with the blazer)

Black, sturdy sensible shoes. No boots.

## FASHION ITEMS / OTHER

Earrings: no more than one piercing per ear, (ear lobes only) with one plain gold or silver stud, which should be removed for P.E. Any other piercings will be removed in school.

Nose studs or retainers are not allowed and students will need to remove these in school.

No jewellery except for earrings (as above) and a watch. If a student needs to wear a piece of jewellery for medical or religious reasons, it should be removed or covered up during physical activity or during practical learning. Jewellery worn for medical or religious reasons will only be allowed once approval has been sought and agreed in writing in advance.

Hair should not obscure a student's vision. Extreme hairstyles or colourings are not allowed. Hair should be cut no shorter than grade 2. If parents are unsure as to the suitability of a hairstyle, they should check with the pastoral team in school first. Hair accessories should be small, plain and black. No flowers or bows should be worn. Shaved patterns in hair or eyebrows will not be permitted. Any make up, including false tan worn in school should be discreet. Nail varnish or false nails are not allowed.

Facial hair should be tidy and is therefore at the discretion of the Headteacher. No student should have any tattoo which is visible.





## THE LEARNING SUPPORT FACULTY AT WELLFIELD HIGH SCHOOL

### Learning Support at Wellfield

#### Aims

We believe that all children and young people are entitled to receive an education that enables them to achieve their full potential in becoming confident independent young adults ready to make a successful transition into the wider world, whether into employment, further or higher education or training.

Our aim is to include all children and young people with additional needs to take part in the activities of the school alongside those who do not have SEND, and we will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that students with additional needs will have access to a full curriculum, where possible. As a school we are committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. Every teacher is a specialist teacher of all children, including those with SEND.

#### Early identification and support/intervention for pupils

A smooth and stress free transition from primary school to secondary schools is a priority. Our excellent transitions team are effectively utilised to ensure a smooth transfer on school entry through liaison and visits to local primary schools. Parents of children with additional needs are invited to school in the summer term of Year 6 to discuss concerns and support for their children starting in Year 7. Students are also invited to visit us for induction visits in the term before they start school and, if necessary, other external agencies are involved in the transition process.

Students with SEND/additional needs are supported through their induction to the school by the Pastoral and Behaviour Manager, the Learning Support Faculty, the Progress Leaders and by classroom buddies to ensure that they have a smooth transition.

The staff from Wellfield High School visit the local primary schools in Year 6 and specialist staff from the Learning Support Faculty also maintain close links with the SENCOs of the primary schools which continue into Year 7 as appropriate.

Wellfield High School has rigorous systems in place to monitor the progress of all students – this allows for an early response should a student be struggling. The Learning Support team works with the subject specialist teachers to provide appropriate, effective intervention.

If you have any queries, please don't hesitate to contact the Learning Support Faculty as follows:

By telephone: 01772 421303

By email: Mrs J Batey – Inclusion Manager  
Mr J Lewis – Head of Learning Support  
Mrs S Reed – Inclusion Support Officer

j.batey@tarletonacademy.org  
j.lewis@whs.lancs.sch.uk  
s.reed@whs.lancs.sch.uk

#### A child-centred focus

In this school, we encourage students to participate in their learning and encourage them to take ownership of their learning targets. Pupil Passports are essential in sharing strategies and barriers with teaching staff and students are encouraged to co-produce by discussing their strengths and difficulties and what they can do to improve. For students with additional needs this includes discussing the strategies that will help achieve their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

#### Collaboration between the school and parents/carers

Parents are at the centre of provision for students with specific needs and the staff at Wellfield welcome an open dialogue with all parents. Parents are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording students' views and implementing and reviewing where appropriate the Pupil Passports.

High quality provision is provided to meet the needs of children and young people with SEND

Wellfield High School is committed to providing Quality First Teaching to all students. In addition, the Learning Support Faculty is responsible for coordinating the provision of additional needs throughout the school. This involves:

- championing the needs of pupils with additional needs and liaising with teaching staff to share strategies and concerns as well as collaborating on Pupil Passports
- working alongside staff to assist them in assessing and planning for students' needs; implementing and reviewing intervention to ensure that students make progress
- coordinating the Nurture Group – a specialist-taught small group that focuses on intensive Literacy and Numeracy intervention and confidence building in order to support our most vulnerable pupils
- liaising with outside agencies; including the SEND Team at Lancashire County Council
- monitoring, evaluating and reporting on the provision for students with SEN/additional needs to the governing body in conjunction with the designated responsible person
- coordinating the range of support and exam concessions available to students with SEN/additional needs
- initiate, when appropriate, and oversee the implementation of the new Educational and Health Care Plans

#### Greater collaboration between education, health and social care services to provide support

Close links are maintained with the Local Authority support services in order to ensure that the school makes appropriate provision for students with Special/Additional Educational Needs. We have long established links with key personnel from the NHS, Social Services, Youth organisations as well as using the services of specialist teaching staff. Where it is necessary to contact outside agencies, the Learning Support Faculty, will, where appropriate, make the necessary arrangements and discuss with parents accordingly as signed consent is required under GDPR.

Wellfield High School is part of a county wide partnership of secondary schools who meet half termly to share best practice. This mutual support network ensures our students have the best, most up to date provision there is.

#### Monitoring and evaluation of SEND

We have a robust and rigorous reporting cycle as early identification and intervention is a priority for supporting all students. The Learning Support Faculty along with the child's tutor and respective Progress Leader monitor progress and attainment throughout the school year, allowing an evaluation of any intervention put in place.

Wellfield High School has a system of convening Learning Support Working Lunches whereby all teaching staff, the Personal Tutor and Pastoral & Behaviour Manager come together to discuss concerns over any student. Individual interventions are assessed and best practice shared to support the student more effectively.

## CHILD PROTECTION

Child protection is part of safeguarding and protecting the welfare of our students.

The purpose of having a child protection policy is to provide clear direction to all staff and others about expected codes of behaviour in dealing with child protection issues.

It states the school's commitment to the development of good practice and sound procedures. It ensures that child protection concerns and referrals are handled sensitively, professionally and in ways which prioritise the needs of the child.

Wellfield High School fully recognises the contribution it can make to protect children and support students in school. There are three main elements to our Child Protection Policy:

- **Prevention;** by promoting a positive school atmosphere, teaching and pastoral support to students
- **Protection;** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- **Support;** to students and school staff who may have been abused.

This Policy applies to all students and adults who work in the school

The Executive Head has delegated responsibility for Child Protection at Wellfield High School to Mrs. N Fairhurst, Executive Director of Student Services.

Mrs N Fairhurst is the Designated Safeguarding Lead for Child Protection  
Mrs L Hammerton is the Deputy Designated Safeguarding Lead  
Mr S Barnard is also a Deputy Designated Safeguarding Lead

n.fairhurst@tarletonacademy.org  
l.hammerton@whs.lancs.sch.uk  
s.barnard@whs.lancs.sch.uk

The Child Protection Policy is available to all parents through the school website.





# WELLFIELD HIGH SCHOOL

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