



Prospectus

Living & Learning Together



A 'good' school



2016

-
-  Cooperation
 -  Responsibility
 -  Happiness
 -  Resilience
 -  Respect
 -  Caring





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A message from the Headteacher

I would like to extend a very warm welcome to Rowdeford, which is a very special school. We pride ourselves on our caring, supportive and happy atmosphere. Visits to the school are encouraged; book a visit to see for yourself how the values we cherish so dearly are part of everyday life at Rowdeford School.

Rowdeford School is committed to providing for the needs of each individual pupil through a values based curriculum delivered by an expert, experienced and dedicated team of staff. The pupils are grouped in small, well-staffed classes and provided with high quality learning and teaching opportunities, including Learning Outside the Classroom (LOTC). The positive atmosphere at the school is part of Rowdeford's belief that we need to nurture pupils' self-confidence and self-esteem as well as helping pupils to develop their independence.

We are a specialist school for pupils with Communication and Interaction difficulties, with all the additional resources, staffing and expertise required to support this. We also have regular contact with Education Psychologists, Speech and Language, Physiotherapy and other therapists to enhance our provision at the school.

The school was judged to be 'Good' under the new Ofsted inspection framework in October 2016, which included inspection of our Residential provision.

If you would like further information, or wish to visit the school, then please contact the school office.

Mr M Loveridge
Headteacher



Headteacher:
Mr. Mike Loveridge;
BSc, PGCE

Rowdeford School

Living & Learning Together

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Mrs. Annette Foster

"To be at the forefront of specialist education; providing excellent learning in inspirational environments and developing core values, communication and independence"



About the school

Rowdeford is a secondary (11 – 16 years), co-educational, Special School for pupils with complex learning difficulties. Some have additional sensory impairment, physical difficulties or medical needs, and others are identified as being within the autistic spectrum. All are considered to be 'vulnerable'. The school has 16-bed boarding provision organised in two residential units. The School provides for up to 130 pupils and all pupils admitted to the school are subject to a Statement of Special Educational Needs and Disability under the 1996 Education Act.

Part of the school is housed in a listed building and every possible step has been taken to allow access for all people, regardless of their physical ability.

The school is committed to providing pupils with a broad, balanced and relevant Values-based curriculum, a significant element of which is based on the National Curriculum Programmes of Study. This may involve accessing links with other schools and the wider community. We also deliver many of our lessons and learning experiences outdoors, with Learning Outside the Classroom (LOtC) playing a major role in the life of the school. Rowdeford was re-accredited with LOtC Gold status in 2017 and is also a proud recipient of the Eco-Schools' Green Flag award and the International Values Based Education Award.

Philosophy and ethos

Rowdeford School provides an environment that nurtures and develops the individuality, potential and self-worth of pupils, and upholds their rights. We are a friendly and supportive community and we encourage the growth of trust and mutual respect. Pupils are encouraged to take responsibility, use their own initiative, develop self-confidence, communication and interaction skills, and value other people.

The school has high expectations of pupils as individuals, and provides a well structured environment for learning, based on good standards of study and social behaviour.

Pupils leave Rowdeford School with confidence in their own ability, the capacity to apply their knowledge and understanding to everyday life, and the belief that learning is enjoyable, rewarding and ongoing. At Rowdeford, we maintain that every child has individual skills and talents, which should be valued and encouraged.



Aims of the school

At Rowdeford we seek to create an inclusive community, in which each individual is cared for and challenged, by high expectations, to reach their full potential.

To achieve this, we provide a positive and creative learning environment, which incorporates a rich and varied programme of experiences and opportunities, both in school and within the wider community. This enables all pupils to experience success that can be celebrated and valued, thereby developing a positive attitude to learning and life.

We aim to teach the skills of communication, social awareness and independent living so that our pupils can establish a meaningful role in society. We believe that it is important to develop pupils' confidence and self-esteem, together with appropriate skills, values and attitudes. This can empower them to take full advantage of their life chances, become valued and valuable members of society, and meet the challenges ahead.



The school aims may be summarised, as follows:

1. To enable pupils and staff, through a values-based approach, to be citizens who contribute positively to wider society
2. To set high expectations for the academic, social and personal development of all members of the school community within a supportive, caring, safe, challenging and inspirational learning environment, in which every individual can meet their full potential.
3. To ensure that pupils receive provision that is at the forefront of specialist education.
4. To enable pupils to develop their independent, collaborative and creative skills.
5. To develop in pupils social, moral, spiritual and cultural attributes, helping them towards a happy and successful adult life.
6. To teach pupils essential communication, literacy, numeracy, life and vocational skills, helping them towards a full and independent adult life.
7. To develop a passion for lifelong learning.
8. To raise self-esteem and confidence, and to empower pupils to become valued and valuable members of the community, both local and global.
9. To ensure positive partnerships with families based on mutual trust and respect.



Admissions

Wiltshire Local Authority (LA) is the Admissions Authority for the school. Rowdeford School is considered appropriate for pupils who, because of their additional needs:

- have significant difficulty accessing the National Curriculum
- have complex learning difficulties
- need help to develop social, behavioural and independence skills
- are considered to be 'vulnerable'

In order to be admitted to Rowdeford School, pupils' attainment in relation to the National Curriculum, their independence and organisation skills and levels of attention must comply with the criteria set out in the school's **Admissions Policy**.

Rowdeford School will automatically call a review of pupils' Statement of Educational Need and Disability under the 1996 Education Act when they:

- Able to access a programme of study appropriate for their chronological age together with,
- A level of social functioning that would enable them to access the social curriculum within a mainstream school, e.g. the ability to interact positively with peers, act independently in familiar situations etc.

Prospective parents are referred to the school by the LA and encouraged to arrange a visit by contacting our Administrative Officer. It is usual for parents to make the initial visit on their own and, subsequently, make a further visit with their child. Pupils are usually admitted at the beginning of the academic year. All new pupils attend for an afternoon with their parents, followed by an induction day, before actually starting school. It is also recognised that some pupils may require further individualised support with induction. The School is able to offer boarding for selected pupils (Monday morning to Friday afternoon during term time).

Boarding is available for up to 16 pupils at one time where the school and parents agree that they would make significant gains in the areas of:

- social and behavioural skills
- self-worth and confidence
- independence
- life and vocational skills.

From September 2015, boarding has operated under a Service Level Agreement with the Local Authority.





Facilities and resources

Rowdeford School is centred around a Grade II Listed Georgian house, set in twenty acres of parkland, near the historic town of Devizes. The splendid grounds offer a variety of play and learning opportunities including an outdoor 'trim-trail' comprising a wide range of challenging play equipment. Additional facilities include a large sports hall, an assembly hall, a community Arts Centre, an interactive Sensory Room as well as specialist classrooms for art, music, science, cooking and nutrition, ICT and design technology. There are also specialist rooms for speech and language therapy. There is an Outdoor Learning Centre which acts as a base for Learning Outside the Classroom and a beautifully restored Victorian walled garden, which offers horticultural opportunities, a large pond and extensive woodland, for outdoor learning opportunities.

Rowdeford is well resourced, and Information and Communication Technology is a strength of the school, with all classrooms fitted with interactive whiteboards and, where appropriate, computers and/or laptops. Mobile technology is increasingly becoming a feature of the school. The use of iPads to support learning and teaching is part of everyday practice at Rowdeford School. A specialist network manager and teachers support ICT provision and wide use is made of ICT to enhance learning throughout the school.

Four school minibuses and a school car enable all groups to make regular use of the community and this forms an important aspect of the school curriculum.

Staffing

The school has a large, well-qualified and talented team of teaching and support staff. The Speech and Language Therapy Team comprises a therapist and 2 teaching assistants. In addition, a music therapist works with some pupils to promote communication through music. Strong support is received from a team of visiting professionals: a school nurse, an occupational therapist, a physiotherapist, an advisory teacher for visual impairment, an advisory teacher for hearing impairment and an Educational Psychologist.

School organisation

The School is organised into eleven classes. Every effort is made to maintain single-age teaching groups, but circumstances can dictate otherwise. Pupils are assigned to classes based on the basis of both their ability and compatibility in terms of individual need. As such, pupil grouping, together with Baseline Assessment on entry, allows work to be closely matched to each pupil's stage of development.





Engaging with parents

Home-School Communication

We believe that good relationships and close liaison between home and school will help the pupils to succeed. Parents and carers are seen as equal partners in the education of their children, particularly in agreeing individual learning priorities and, where necessary, care plans.

Parents and carers are encouraged to communicate with the school regularly to check or comment on their child's progress, particularly if they have any concerns. A Home-School diary is used to aid communication. Parents and carers are welcome to visit at any time, although it is helpful if an appointment is made.

Home-School Agreements

The school's Home-School Agreement, to be found in each pupil diary, sets out the responsibilities of each of the parties involved, including the school, parents/carers and pupils. It also sets out the expectations that each party should have of the other within the spirit of partnership. The school expects that all parents/carers and pupils will sign this agreement and accept the principles that it embodies.

Newsletters

Parents can expect to receive a fortnightly newsletter to keep them informed about school policy, forthcoming events, together with a general update on what is happening. These are also available on the school website. More detailed newsletters are issued three times a year to keep parents/carers updated about school curriculum, activities and children's achievements. A detailed written report on pupil progress is prepared and sent to parents to coincide with their child's Annual Review, and Parents' Evenings are held in October and January each year.

Parent Support

Our Head of Student Welfare and Safeguarding works with and supports children, their parents or carers and makes links on their behalf with other agencies and services. The purpose of the role is to increase and strengthen links between school and home, direct parents and carers to help and advice available outside of school, and to provide support.

Friends of Rowdeford (FoR)

The Friends of Rowdeford association is very supportive of the school. Its main purpose is to provide social events for the children and their families and to raise funds for special projects, e.g. the Trim Trail and the playground refurbishment project. The annual school quiz and the summer fete are especially popular and draw wide support from past pupils and their families, as well as from the local community.

All parents/carers are most welcome to join the FOR and the committee is always happy to have new members willing to give practical support.





The community

The School has a very good reputation within the community and receives tremendous support from many different organisations. Strong links exist between the school curriculum and the community and we are able to make good use of all the resources available. Our pupils are able to learn to use a wide range of public facilities, undertake a good range of sporting activities and outdoor pursuits and visit local places of interest.

We also involve members of the community in our topics and projects, inviting them in to share their creative, musical, sporting or culinary skills with our pupils.

Rowdeford Charity Trust

The Trust is independent of the school and is a registered charity. Its purpose is the advancement of education for young people with disabilities and special needs. Facilities provided by the Trust benefit the school, but must be shared with other disadvantaged young people from throughout Wiltshire and the adjoining counties.

The Trust has raised a considerable amount for the refurbishment of the Victorian Walled Garden and Greenhouse, the Apple Store, and the construction of our Sports Hall. The Trust has more recently funded the refurbishment of the Coach House, which has become an Arts Centre and training resource and is currently funding the Outdoor Learning Centre project.

Mainstream and Special Schools

Links with other special and mainstream schools benefit both children and staff, and take place in a variety of ways:

- A number of local secondary schools send students to us for Btec and Alternative Provision student programmes.
- We offer work experience to sixth formers from mainstream schools.
- Through Rowdeford Consultancy and training service we work collaboratively and offer support and expertise to mainstream schools to enable the inclusion of pupils with complex needs within mainstream settings. We also work with universities to support trainee teachers with enabling pupils with special educational needs to achieve their potential in a range of settings





Specialist provision

Rowdeford School offers the specialist skills, resources and accommodation to meet the needs of pupils with complex learning difficulties. The school is staffed to a high level by a well-qualified, experienced and committed team of teaching and support staff.

Rowdeford School provides equality of educational opportunity for all pupils and its Special Educational Needs and Disability policy aims to:

- Ensure all pupils have access to a broad and balanced curriculum, which is relevant, coherent and differentiated;
- Identify and assess pupils' needs in order to ensure appropriate provision;
- Put the pupil at the centre of learning and teaching;
- Promote continuity of learning and progression for all pupils.

At Rowdeford School all pupils have special educational needs and some pupils have needs that require support that is in addition to the specialist provision that all pupils at Rowdeford School access. Pupils with additional needs are defined as those pupils who require direct intervention from outside agencies or require activities that are in addition to what most pupils in this specialised setting require. The needs of pupils are not static and pupils may move in and out of the cohort of those considered as having additional needs.

The Special Educational Needs Coordinator (SENCo)

is responsible for monitoring the performance of all pupils identified as having additional needs. The SENCo works closely with the Leadership Team to ensure that provision meets the needs of all the pupils in the school, while class teachers retain responsibility for teaching pupils with additional needs and ensuring that work is appropriately planned and differentiated.

We are committed to working in partnership with all stakeholders to ensure that provision meet the needs of all pupils. We publish our school SEN information on the website and link to the Wiltshire Local Offer.

Please note - a full copy of the school's Policy on Special Educational Needs and Disability is published on the website. A hard copy is available, on request,

from the school office. There is also a comprehensive SEND handbook on the school website.

Professional Support Services

Specialist agencies work closely with Rowdeford School and provide expert advice and intervention to support pupils' needs. The school aims to ensure that all work with agencies is solution focused and has a genuine impact on the achievement and wellbeing of pupils.

The Educational Psychology Service works

with the school to raise pupil achievement and pupil inclusion in education. The school has a designated Educational Psychologist who has 24 half-day sessions allocated to Rowdeford School per academic year. Intervention from this service includes staff training, assessing students using standardised tests, assessing students through observation to profile cognitive and emotional needs, consultations with staff to plan strategies for specific individuals and groups of students.

Advisory Teachers

for the visual impaired and for those with hearing difficulties support the school in meeting the needs of pupils with sensory impairment. They provide advice, training and support about resources, individual programmes, mobility and the learning environment.

The Speech and Language Therapy Service

supports pupils' communication and language skills. Two speech and language therapists are allocated to the school and provision is available for two and a half days per week. The therapists work with individual pupils and groups of pupils on specific areas of need and complete specialist assessments of pupils' speech and language development. The therapists also provide and monitor programmes that pupils complete with teaching assistants. In addition, therapists may provide training so that teachers and teaching assistants are empowered to meet the speech and language needs of pupils with complex needs. The school has allocated two teaching assistants to work closely with the speech and language therapists so that



Individual Education plans (IEPs)

IEPs at Rowdeford School are primarily by the pupil and for the pupil; this develops metacognition and independence. IEPs are also useful for parents, teachers, support staff and outside agencies.

The IEPs are intended to be easy to read and easy to complete. They include:

- A picture;
- What the pupil likes;
- What the pupil needs help with;
- A target;
- Additional strategies and provision that will help the pupil.

IEP's are written by students with the support of staff. IEP's include information from the one page profile, and 3 'skills for life' targets. These targets focus on Literacy, Numeracy and Social Skills. These IEP's are reviewed regularly and an impact review taken at the end of 2 short terms.



specialism and expertise is enhanced within the school. The Physiotherapy Service works with pupils referred by the pupil's doctor or pediatrician and the school has a designated physiotherapist.

The physiotherapist visits the school regularly to help devise and monitor exercise programmes for pupils to help develop and maintain physical ability. The service also provides advice about equipment, the learning environment and meeting specific needs.

The Occupational Therapy Service

works with pupils identified through their Statement of Special Educational Needs and Disability or through teacher referrals, which identify who needs support with life skills. The school has two designated occupational therapists that are based at the school for one and a half days per week.

The Occupational Therapists use assessments and direct work with pupils to empower pupils to achieve tasks that are meaningful to themselves and their life. The service also provides advice, training and equipment.

The Consultant Paediatrician

visits the school for pupil medicals and is also available to provide expert advice when this is appropriate.

The School Nurse

visits the school and provides training and advice about a range of health related issues. Two members of the school care team liaise with health professionals and update care and health plans.

Social Services

help to ensure families are supported to meet pupils' needs in their home setting. They can assist in applications for benefits, respite care, access to specialist equipment and adaptations to the home.

The Child and Adolescent Mental Health Service (CAMHS)

provides specialist therapeutic support for pupils who are finding things very difficult at school as well as at home. Referrals are made through school or through a family GP.



Behaviour and discipline

At Rowdeford we believe that the most effective teaching and learning takes place in a calm, well-managed environment that is happy and safe for the whole school community. Our Behaviour Policy focuses on Positive Behaviour, which supports learning and promotes, celebrates and rewards achievement. At Rowdeford we seek to create a learning environment that is characterised by:

- Good relationships between staff and students
- Respect among all members of the school community
- A sound balance between rewards and sanctions, and consistent application of these
- An acknowledgement that everyone in the school has the right to be able to fulfil their potential, and everyone has the responsibility to allow them to do so

Bullying

The school's behavioural values reject all forms of bullying. To this end, it has developed a specific Anti-Bullying Policy. Pupils who perpetrate acts of bullying could be internally excluded or sent home.

Attendance

It is the statutory duty of parents to ensure that their child attends school. The school is required in law to record the reasons for absences in its registers.

Please telephone the school by 09:30am if your child is going to be absent. A parental letter, stating the reason for absence, is required when s/he returns. The average overall percentage attendance for 2016-2017 was 93.35

The Educational Welfare Officer (EWO)

Monitors attendance and supports pupils and their families where there are school attendance issues.

Absence in term time

Holidays should not be taken in term time because of the impact on pupils' progress and achievement. Applications for leave of absence in exceptional circumstances during term time will be considered, and may be authorised at the Headteacher's discretion. In taking this decision please bear in mind that your child will be missing important areas of work relating to the National Curriculum. The Local Authority has amended its Local Code of Conduct in respect of Penalty Notices issued for truancy to include unauthorised pupil leave of absence in term time. If a pupil accumulates 10 or more sessions of unauthorised leave of absence within the previous 6 month period of a current academic year, Rowdeford School must notify the Local Authority and a Penalty Notice will be issued to each parent for each child where that applies.

Learning and teaching

Rowdeford is committed to providing pupils with a broad, balanced and relevant curriculum, designed to ensure that the school meets its overall aims. A significant element of the curriculum is based on The National Curriculum Programmes of Study, which are adapted to meet the individual needs of its pupils.

Values Based Curriculum

Rowdeford School is a place where developing as a human being is of paramount importance. "We have been awarded The Values Education Quality Mark by the International Values Trust. This celebrates our outstanding work as a Values Based School and enables us to be part of a community of like-minded schools." Our curriculum is founded on encouraging staff and pupils to explore and develop their understanding of universal values and to act in ways that are congruent with these values, even when this is hard to do. We have 6 core values and focus on one value each term. These values are also reinforced by the members of the School Council who meet twice a term to discuss issues or improvements suggested or raised by pupils. The School Council has influenced equipment bought for a trim trail, playground areas, snack choices and enrichment activities.

Our core values are:

Cooperation • Responsibility • Happiness • Resilience • Respect • Caring



Curriculum planning

Our Curriculum enables pupils to acquire the skills, competences, knowledge and attitudes, which are important in developing personal autonomy and independent skills for life.

Each individual subject/area of the curriculum has a specific coordinator, who is responsible for its development, including: policy review, design and implementation of a Scheme of Work, long and medium-term planning, cross curricular links, etc. Together, subject/area coordinators ensure cohesion, continuity and progression within the curriculum according to statutory guidelines.

Individual teachers are responsible for day-to-day planning based on Schemes of Work, which are adaptable to suit the needs of current pupils. An up-to-date curriculum map for each year group is available on the Rowdeford School website.

Curriculum delivery: At KS3 pupils follow a 'core curriculum', which comprises English, Maths, Computing, PSHRE, Life Skills (including Citizenship and SRE) and Learning Outside of the Classroom (LotC). This is often delivered by the form tutor and is designed to help transition from primary school. The remaining subjects (Science, French, Art, Music, Cooking and Nutrition, Design Technology, PE and Dance) are taught by other teachers many of whom are subject specialists.

The Humanities curriculum (History and Geography) for KS3 is delivered on 6 subject days throughout the year.

At KS4 pupils follow a 'core curriculum' which comprises English, Maths, ICT, Science, PE, PSHRE, Cooking and Nutrition, Design Technology, Life Skills (including Citizenship and SRE), PSHE and Land Based Studies. Also pupils choose between various options including Art, Drama, Music, French, Computing, Humanities, Duke of Edinburgh and Personal Development to further personalise the curriculum.

Teaching Strategies:

The school maintains that outstanding teaching is characterised by a variety of teaching and learning styles. As such, teaching is based on a range of strategies including whole class, small group, paired and individual approaches. The weighting of these approaches is varied according to the composition of particular teaching groups, in order to best meet pupils' individual needs. However, great emphasis is placed on working with individual children, at their own level.





Subjects

Each subject/area of the curriculum is supported by a Policy Statement detailing its exact contribution and how it will be achieved and which is available from the school office.

LIFE SKILLS

All children study life skills whether through Life Skills lessons at Key Stage 3 or as part of 6 subject days throughout KS4. The aim is to help students to develop in areas that will allow them greater independence at home and in their lives after Rowdeford.

Over the year, students will cover six areas – one area each term:

- Eating Habits and Household Skills
- Personal Hygiene
- Personal Safety
- Citizenship
- Out and About
- Appearance and Presentation

As they move through the school, students revisit these same areas on a yearly basis, consolidating and developing skills in a practical way so that they can include them confidently in their own lives. The areas overlap with the Statutory Curriculum for Citizenship and PSHE.

ENGLISH

English and Literacy is a compulsory element of the National Curriculum and therefore, all pupils are required to participate. It is also an integral part of the whole school curriculum, used continuously in all lessons. Rowdeford strive to equip the pupils with the skills they need to communicate in everyday life.

All children will take part in learning the three key areas of English: Speaking and Listening, Reading and Writing.

Speaking and Listening: Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly, confidently and with expression in order to communicate ideas and

feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum, as well as assemblies and other celebration events to develop skills in speaking and listening. We are very lucky to have a Speech and Language Therapist (SALT) who works very closely with the English team and helps to create personalised programmes for individual children.

Reading: One of the greatest gifts we can give children is the ability to read. We believe that reading should be an enjoyable activity and our approach to reading is based on this. The children will take part in both individual and group reading and there is a great emphasis on the teaching of phonics, especially in KS3. The children develop their reading skills through a variety of interventions, including PAT, Success Maker and Toe by Toe. We encourage pupils to take their reading book home and read on a daily basis. As a school we are continually trying new reading material to match the wide interests and abilities of our students.

Writing: Pupils are helped to develop the ability to express their thoughts, ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation. We provide a host of opportunities for children to explore writing, including poetry, stories and instructional writing. Computers and alternative methods of recording are used to support pupils who have difficulty in this area.

A range of visitors including authors, actors and illustrators engage the children and enhance their Literacy skills each year. This includes the Aesop's Touring Theatre Company, Liz Million (a children's illustrator) and a Shakespeare touring company.

MATHEMATICS

The focus of mathematics at Rowdeford has a high emphasis on 'life skill' orientated tasks, including money skills and time. Pupils are given opportunities to develop problem-solving skills and use a range of practical measuring equipment. Teaching is designed to be appropriate to the abilities and skill level of individual pupils.



At Rowdeford, mathematical thinking is considered fundamental to learning throughout the curriculum and life itself. The school sees it as essential that the teaching of Mathematics gives pupils the greatest possible opportunity to access every other area of the curriculum to their full potential. This means that cross-curricular links are used, where appropriate, so that Mathematics/ Numeracy are taught as both a discreet subject and 'across the curriculum'.

Mathematics teaching at Rowdeford seeks to foster:

Enjoyment	Curiosity	Persistence
Enthusiasm	Listening to others	Co-operation
Sensitivity	Empathy	Sharing
Respect for others' points of view		Imagination

PHYSICAL EDUCATION AND SPORT

PE and Sport at Rowdeford aims to enhance the overall education of its pupils by encouraging confidence in their own physical ability, and promoting an understanding of the values and benefits of exercise and its contribution to a healthy lifestyle. We aim to:

- build self-esteem through the development of physical competence and the experience of achievement and satisfaction in physical activity;
- enable all pupils to participate in sport at their own level, including appropriate forms of competition;
- develop appropriate attitudes towards success and failure, and promote inter-personal skills, a sense of community and, in particular, cooperation.

Physical Education, including Swimming, is a compulsory element of the National Curriculum and, therefore, all pupils are required to participate. All pupils are expected to bring school PE and swimming kit, according to the PE timetable.

COMPUTING AND ICT

Rowdeford School recognises that computers and technology will play an important role in our pupils' lives. It is our aim to foster the natural enthusiasm for Computing and ICT that our pupils bring with them and to encourage them

to become independent, confident and responsible users of technology, in order to prepare them for life in an increasingly ICT-rich world. Pupils at KS3 and KS4 develop their skills in using information technology to produce or create a range of content from posters and charts through to digital animation and interactive games exploring a wide range of programmes and applications. They are taught to approach problems using computational thinking: breaking down tasks into smaller steps to achieve the final goal. They are encouraged to reflect on their use of technology: evaluating programmes, the content of websites and their own creations. Rules and responsibilities relating to E-safety is taught explicitly and revisited regularly.

The school is equipped with a main ICT suite, an ICT suite for smaller groups, a laptop trolley, a set of iPads and computers and interactive whiteboards in all classrooms. We are also one of only two special schools to have a Smart-Us interactive playground, a computerised play area which develops literacy, numeracy and mobility skills.

SCIENCE

Aims:

- To develop a positive attitude to science and make it an enjoyable learning experience.
- To enable pupils to look at the world as a scientist: to ask questions about the world they live in and make simple predictions about what might happen if.....
- To encourage pupils to look at the world around them and use their five senses to say what it is like.
- To enable pupils to use observations and sort and measure things.
- To teach pupils to record their findings (what happens) in drawings, words, tables and charts.
- To teach pupils to say what happened and explain trends in their results.
- To give pupils an everyday working knowledge of science.
- To foster in pupils a caring attitude to the world around them.
- To develop a level of competence that is reflected by a nationally recognised award.



Students are encouraged to learn in ways that best suit them. We are able to engage in lots of Learning Outside the Classroom, provide many opportunities for talk, and to demonstrate the schools values. Most of all Science at Rowdeford seeks to develop curiosity, imagination and enjoyment.

The purpose of science education at Rowdeford is to enable pupils to develop an understanding, and take an interest, in themselves and the world around them. A broad knowledge and understanding of the natural and physical sciences will support their independence in society and their lifelong learning. Students consider how science has contributed to technological developments and the advantages and disadvantages of these in relation to the environment, health and the quality of life.



FRENCH

French is taught to all pupils in Key Stage 3 for one lesson a week. The study of a foreign language develops pupils' ability to communicate effectively, and also to learn about another country and culture.

In Year 7, pupils learn the following topics: Greetings, Colours, Numbers, Days of the Week, Months of the Year, Classroom Objects, and Classrooms.

In Year 8, pupils learn the following topics: School Subjects, Where we live, Pets, Clothes, Daily Routines, and Weather.

In Year 9, pupils learn the following topics: Getting to France, In Town, Directions, Shopping, Food and Drink, and Sports and Leisure. In all units, pupils learn new vocabulary and express themselves using simple phrases.

At Key Stage 4, pupils have the opportunity to follow the OCR Entry Level Certificate in French. This allows pupils to further develop their skills in listening, speaking, reading and writing in French.

HUMANITIES

The aim of Humanities lessons is to help pupils make sense of the world around them, from their own, local community to the remotest places on earth. Pupils start in Year 7 looking at the school buildings and community, and by Year 9, have progressed to finding out about the slavery and map reading.

All the work encourages pupils to think about why things happen and how they can influence what happens locally and globally. The subject is presented on one designated day each term, with preparation and follow-up work taking place during Core lessons. At Key Stage 3 students work in a cross curricular way so that their lessons support each term's Humanities theme, ensuring deeper understanding. The teaching styles over the three years will be varied, including formal lessons, visitors, drama and music, and visits. Humanities is an option in Key Stage 4. Pupils follow the WJEC Entry Level Course, studying a range of geographical and historical topics, as well as topics relating to religious studies. Their course work is assessed meaning there is no exam at the end.



DESIGN TECHNOLOGY

In Design Technology, pupils follow a Resistant Materials based programme of work through Key Stage 3 and into Key Stage 4. All pupils have the opportunity to express their design ideas using equipment and materials appropriate to the focus area studied and to evaluate their work to reinforce learning objectives. Pupils are encouraged to work more independently as they progress through the school, to raise their confidence and realise the importance of personal input into their work that can be taken home and used.

In Years 10 and 11, pupils undertake an Entry Level exam course in Resistant Materials; pupils work on a large scale project and an accompanying portfolio of support work.

Design Technology at Rowdeford has made links with other schools and is currently liaising to give pupils new opportunities to work with others and experience new technologies.

COOKING AND NUTRITION

All children participate in Cooking and Nutrition for a double lesson per week. It is the aim of the school that all pupils will be able to prepare and cook a range of savoury meals to support independent living at home. As pupils progress through the school they will develop their knowledge of healthy eating and nutrition and understand how these can affect our health and wellbeing. All pupils will be taught about seasonality and where our food comes from.

In Year 7 pupils will be introduced to using kettles, ovens, hobs and grills and will be trained on how to use these safely and how to recognise hazards in the kitchen.

In Years 8 & 9 pupils will move onto learning about how food plays a part in traditions and other cultures, being aware of food poisoning and how to avoid it, learning about nutrition and the importance of eating '5 a day'. It is expected that knowledge and understanding will develop as confidence grows in Year 9 to enable more independence.

As pupils move into Years 10 & 11 they will begin their coursework in the units of 'Food & Health' and 'Food Preparation, Cooking and Serving'. These units

build credits which lead to a WJEC Entry. Pathways Certificate at the end of the 2 years. The school has a well-resourced kitchen classroom and works closely with the Learning Outside the Classroom and Horticulture teams to make use of the fresh produce grown in the grounds wherever possible.

CREATIVE ARTS

Rowdeford School aims to enable all pupils to take part in the creative arts - art, music, dance and drama - at their own level. Drama is cross-curricular and is taught within subject areas, e.g. Literacy and PSHE. Creative Arts aims to enable pupils to develop their confidence and self-esteem by ensuring activities challenge, interest, inspire, yet support all pupils and their needs. The arts curriculum is skills based and progression is ensured through carefully planned activities. Creative Arts is taught through a multi-sensory approach, enabling all pupils to learn.

Creative Arts also aim to enable pupils to develop interpersonal skills, cooperation and to build a sense of community through shared projects.

At KS4, pupils have the option of a Creative Arts subject. They can study Art, Music or Drama. This leads to the achievement of a BTEC Award in either Art and Design or Performing Arts. Most pupils achieve an Entry Level award, although more able pupils may be able to achieve a Level 1 Award. Artists from the creative arts work with pupils for special projects within year groups or across key stages. Pupil visits to art exhibitions are organised to help develop pupils' knowledge and understanding. Pupils studying Drama have the opportunity to visit local theatres, watch live performances and take part in the Shakespeare Schools Festival. Pupils who have a particular interest in music have the opportunity to take instrument lessons with specialist teachers or to work with a music therapist. After school clubs for drama and art are available to enable pupils to extend their skills in these areas of Creative Arts.

The school has an Arts Centre, where dance, drama, music therapy and some music lessons can take place. It has a semi-sprung floor, theatre lighting and a sound system. Performances of all kinds take place here, along with exhibitions of work, and visiting artists are able to work on special projects. Main art lessons are, however, taught in the purpose-designed classroom.



Rowdeford School has gained the Arts Mark Gold Award for its work in the Creative Arts in the past and is currently reapplying for future assessment & status.

RELIGIOUS EDUCATION

Religious Education is taught through lessons in PSHRE, in accordance with statutory requirements and in line with the Wiltshire Agreed Syllabus for RE. As such, Religious Education is a compulsory element of the curriculum for all pupils. Religious Education is taught within PSHRE enabling the development of pupils' spiritual, moral, social and cultural understanding. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs are actively promoted and embedded by this approach. Additionally, all pupils participate in a daily act of collective worship.

Teaching of Religious Education and assembly/collective worship, is at least 51% Christian-based and is particularly concerned to raise pupils' spiritual and moral awareness. The school considers it important that pupils are able to place Christianity in the context of other world religions and its work in RE and the school's Policy on Assembly/Collective Worship, reflects this. The local vicar leads assembly on special occasions, e.g. Harvest Festival, Remembrance, etc. Parents have the right to withdraw their child from RE lessons and from Collective Worship, either in part or in whole, and parents wishing to exercise this right should contact the Headteacher. Pupils who are withdrawn will pursue other supervised forms of spiritual and moral study, in consultation with their parents.

PERSONAL, SOCIAL, HEALTH AND RELIGIOUS EDUCATION

PSHRE is an important part of the school curriculum and is particularly significant in raising pupils' moral and behavioural awareness and developing their self-esteem.

All pupils are timetabled for PSHRE, during which time they are taught to care for and respect their own bodies, enabled to make informed choices in terms of their wider moral behaviour and encouraged to be aware of their own needs, as well as those of others.

SEX AND RELATIONSHIPS EDUCATION (PART OF LIFE SKILLS)

The school's Sex and Relationships Education (SRE) Policy is available from the school office, on request. It details the school's principles for teaching Sex and Relationships Education and the content, organisation and delivery of its programme. All pupils are timetabled for SRE. Parents are urged to read the school's policy if they have any reservations about the teaching of Sex and Relationships Education, whatsoever.



Knowledge and Information

The school's Sex and Relationships Education Programme (SREP) comprises the following topics:

- Puberty Personal Safety Friendship and Love
- Family Life and Relationships Gender Issues Conception and Birth
- Contraception HIV and AIDS Safer Sex
- Helping Agencies Sex and the Law Birth Processes
- Abortion Fostering and Adoption Genetic Inheritance Early Parenting
- Sexually Transmitted Diseases Sexual Lifestyles
- Prejudice and Stereotyping Different Faiths and Culture



VALUES

As well as imparting knowledge and information, the school's SREP encourages pupils to consider the importance of the following values:

- Respect and value of self and others
- Understanding and sensitivity towards the needs and views of others
- Responsibility for one's own actions
- Responsibility to school, family and the wider community

SKILLS AND ABILITIES

The school's Sex and Relationships Education Programme is further designed to develop the skills of:

- Communication
- Making and keeping relationships
- Assertiveness
- Decision-making
- Recognising opportunities to develop a healthy lifestyle

The school's Sex and Relationships Education Policy and Programme of Teaching are reviewed annually. As part of this process, the school will seek parental views on these matters. Parents are welcome to make observations on the school's policy and approach to teaching Sex and Relationships Education, at any time.

Parents may, if they wish, exercise their right in law to withdraw their child from all or part of the school's Sex and Relationships Education Programme. However, issues referred to as 'arising from unrelated topics within the wider curriculum', are not deemed part of the Sex and Relationships Education Programme and, therefore, not subject to parental 'right of withdrawal'. Parents wishing to withdraw their child from the school's formal Sex and Relationships Education Programme will first be invited to discuss the matter with the Subject Coordinator and/or the Headteacher. The school will provide suitable alternative arrangements for the supervision of pupils whose parents exercise this right.

In the event of a complaint about an issue arising from the school's Sex and Relationships Education Programme, the school's Complaints Procedure should be followed.

CITIZENSHIP

Citizenship aims to:

- Give pupils the skills and understanding they need to play an effective role in society
- Make pupils more self-confident, both inside and outside the classroom
- Encourage pupils to play a full part in the life of the school, neighbourhoods, communities and the wider world
- Encourage respect for different national, religious and ethnic identities
- Develop pupils' ability to reflect on issues and take part in discussions.

ENRICHMENT

Enrichment involves a range of activities that are carried out on a Friday afternoon. These activities are designed to promote learning in a fun environment and pupils can select their preferred activities. Enrichment time is used to enhance overall education by helping to build self-esteem, develop inter-personal skills and promote teamwork and friendship.

Enrichment activities in the past have included:

Bikes and Trikes	Remote Controlled Cars	Creative ICT
Dodgeball	Fun in the Woods	Sensory Room
Karaoke	Skittles	Nail Art

Activities vary from year to year and are responsive to interests expressed by the pupils.

DUKE OF EDINBURGH AWARDS (DoE)

Duke of Edinburgh is offered as an optional choice at Year 10. The programme is a nationally recognised award that enables pupils to learn a variety of skills by carrying out the four main sections of the programme: skills, volunteering, physical and expedition.

The programme enables pupils to develop their communication, teamwork, problem solving and social skills as well as working on determination, perseverance and independence. Pupils will complete the Silver Award over years 10 and 11.



LEARNING OUTSIDE THE CLASSROOM (LOIC)

Learning outside of the classroom is recognised by Rowdeford School as an essential way of bringing teaching and learning alive across all areas of the curriculum. Our own experience and wider research tells us that learning in real and inspiring environments increases levels of achievement in academic, personal and social abilities. Bringing learning alive in a wide variety of settings increases students' motivation and their ability to transfer learning from school to the wider world.

All students at Rowdeford School learn outside, either in the extensive grounds or in the community, at least once every week. Rowdeford School believes that these experiences are most valuable as part of a planned progression of learning woven into all curriculum areas. Rowdeford School Tree Awards are one of the ways we achieve this. The awards recognise student achievements in practical outdoor skills as well as in the areas of the schools values such as cooperation, resilience and responsibility. They link directly to national curriculum levels in English, Maths and Personal, Social and Health Education (PSHE) and closely to other curriculum areas.

CAREERS EDUCATION AND GUIDANCE AND WORK RELATED LEARNING

There is a statutory requirement for all pupils to be entitled to a programme of Independent Careers Education and Guidance. At KS4 pupils follow an ASDAN Short Course entitled Experience of Work delivered by tutors or the Short Course Coordinator that forms part of the wider Personal Development programme offered at Rowdeford. During the short course lessons, pupils work to produce an assessed portfolio of evidence that includes personal profiles of skills and qualities, attendance a careers interview and supporting work experience documentation including employer and tutor reports, a personal log book and reflection upon the experience. In KS3 it forms part of the programme of PSHE.

All pupils in Year 11 take part in a programme of Work Experience. The Education Business Partnership for the South West (www.devonebp.org.uk) manages all placements and undertakes all Health and Safety checks and Risk Assessments. Considerable care and effort is made to tailor placements to pupils' individual needs and still ensure that an invaluable experience of the workplace is gained.

Whole school Enterprise Days also allow pupils to undertake activities in a business context and develop the skills of decision-making and teamwork. Additionally, some pupils also have had the opportunity towards the end of Year 11 to do voluntary work at the school including assisting the Premises Manager with routine maintenance tasks, assisting the Catering Manager in the preparation of pupil snack foods and the Office staff with minor administrative duties.

There is good liaison between designated school staff and the Integrated Youth Service. A specialist Integrate Youth adviser is allocated to the school to help pupils with transition to further education, training or employment. The Integrated Youth adviser provides guidance to individual students, attends transition review meetings, Careers evenings and other school events to ensure that parents are fully involved in the process.





Timetables

The timetable is based on a 5-period day. These are 4 lessons of one hour and one lesson of 45 minutes per day. This is equivalent to 23 hours and 45 minutes of teaching, excluding registration, morning break, assembly and lunchtime. Key Stage 3 pupils attend assembly from 12.15pm and eat their lunch from 12.35pm and Key Stage 4 pupils have lunch at 1.15pm followed by assembly at 1.55pm.

SUBJECTS STUDIED		
Subject	Number of lessons	
	Key Stage 3 Y7, 8 & 9	Key Stage 4 PY10 & 11
English/Literacy	5	4
Mathematics	3	3
Science	2	2
ICT	1	1
SRE/Lifeskills	1	1
Design Technology	2	2
Cooking and Nutrition	2	2
LoTC	1	-
Art	2	2 (option)
Music	1	2 (option)
Drama	-	2 (option)
Personal Development	-	2 (option)
Land Based Studies	-	1
Physical Education	1	1
Dance	1	-
Life Skills	-	6 days per year
Enrichment	1	1
PSHE/B&V	1	1
Duke of Edinburgh	-	2 (option)
Humanities	6 days per year	2 (option)
Computing	-	2 (option)

THE SCHOOL DAY Monday to Friday		
KS3 (Years 7,8 & 9)		KS4 (Years 10 & 11)
Registration	0840	Registration
Period 1	0900	Period 1
Period 2	1000	Period 2
Break	1100	Break
Period 3	1115	Period 3
Assembly/Lunch	1215	Period 4
Period 4	1315	Lunch/Assembly
Period 5	1415	Period 5
End of Day	1500	End of Day

ASSESSMENT AND REPORTS

Annual reports are issued to parents, describing the children's progress and experiences in all subject areas, and contributing to the Annual Review of statements. Since September 2014, the Department for Education (DfE) removed the assessment system of National Curriculum levels.

Teacher assessment continues to be the primary method of assessing pupils' progress, acknowledging the achievement of pupils working at P Levels (pre National Curriculum Stage 1) as well as those reaching attainment in line with National Curriculum Stage 1 and above.





RESIDENTIAL OUTDOOR EDUCATION

All pupils at Key Stage 3 have the opportunity to participate in a programme of Residential/Outdoor Education. In Year 8 they visit a residential activity centre, where they can experience canoeing, climbing, archery, high rope traversing, and a range of other adventurous activities. Pupils in Years 9 and 10 participate in non-residential activity weeks, predominantly linked to the Humanities curriculum.

SCHOOL TRIPS AND VISITS

A wide range of curriculum-related trips/visits is arranged during the course of the academic year.

CHARGING FOR SCHOOL ACTIVITIES

The law does not allow the school to charge for education provided during school hours. Unfortunately, however, the school cannot afford to pay for residential trips and school visits from its own funds. Parents are therefore usually asked to make a voluntary contribution to help cover the costs of transport, entrance fees, accommodation, etc. Please note that contributions are entirely voluntary and no child will be excluded from an activity because of a parent's inability to pay. However, if the school does not receive sufficient financial contributions, the trip or activity may not be able to proceed. The Charging and Remissions Policy provides more details on this matter.

Rowdeford offers a number of after-school clubs such as football, trampolining, swimming, drama, art and cookery. Support is available for those families needing financial assistance (please ask the school office for details).

INSURANCE

All pupils are insured under the LA Public Liability Insurance Scheme. In addition, Year 10 pupils on work experience placements are insured by the LA Personal Accident Insurance Scheme.

PASTORAL WELFARE

The law has established that all members of school staff are 'in loco parentis' during the school day and expected to be responsible for pupils 'as the reasonable and caring parent is at all other times'. Class teachers are particularly responsible for the pastoral care of pupils in their class and it is very important that they are informed of any circumstances that may affect a child's progress or performance at school.

RESIDENTIAL CARE THE ROLE OF RESIDENTIAL CARE

The School is able to offer a boarding curriculum to 16 weekly boarders (Monday to Thursday inclusive, during term time), where it is felt that they would benefit in terms of development of:

- Social skills
- Communication and interaction skills
- Behavioral skills
- Self-worth and confidence
- Independence
- Life and vocational skills

Other factors that will be considered are the distance from school and level of social exclusion.

RESIDENTIAL CARE ADMISSIONS

Referrals for admission to boarding may come from external agencies, the school, parents/carers, or pupils but placements are made at the school's discretion in consultation with the Local Authority. Whatever the source of the referral, all admissions are subject to both pupil and parental agreement.

RESIDENTIAL CARE PHILOSOPHY AND ETHOS

Residential Care practice is based on the principle that pupils living residentially should do so with dignity, respect, autonomy and individuality. It offers:

- a caring and consistent environment that nurtures and develops the individuality, potential and self-worth of pupils and upholds their rights;
- to provide stability for pupils, continuity of contact with a small number of adults who demonstrate confidence, responsibility and respect for individual pupils, and who also show interest in their well-being by sharing joys, grief, doubts and hopes, and talking about spiritual and ethical matters in an open way;
- a climate of care in which clear boundaries and expectations facilitate the development of self-responsibility, inner controls and security; and
- a sense of worth that is reflected in the care and consideration given to pupils' experiences of life and their sense of cultural and racial identity.

More comprehensive details of the school's Residential Care provision can be requested by contacting the Head of Student Welfare, Tina Cole, at Rowdeford School.



General information

MEDICINES IN THE SCHOOL

The school will only administer medication to pupils if their parent/carer has completed and returned the necessary proforma. For short courses of treatment a form will need to be completed on each occasion, but if your child is on permanent medication one form will suffice. All medicine must be in its original container and should be handed to the taxi driver or escort where applicable, for safekeeping. On arrival at school medicines should be handed in to school's administrative officer, or the Care Officer on taxi duty, who will pass them to the Head of Student Welfare for administration..

ILLNESS AND ACCIDENT DURING THE SCHOOL DAY

If a pupil falls ill during the school day and is considered unfit to continue lessons, parents will be contacted and an arrangement made for the pupil concerned to go home.

If a parent suspects that their child has an infectious illness s/he should not attend school until 'cleared' to do so by a General Practitioner.

In the case of an accident requiring urgent medical attention, if parents cannot be contacted, the school will act in the best interests of the child. Any parent who objects to this policy should notify the school in writing.

PERSONAL POSSESSIONS:

for the loss of, or damage to, pupils' personal possessions, and they are strongly advised not to bring anything of value into school. Any pupil ignoring this advice, therefore, does so at his/her own risk. Valuable items such as personal electronic equipment must not be brought into school without prior agreement from the form tutor.

MOBILE TELEPHONES:

Mobile telephones are not to be used in school, including boarding, under any circumstances, and must be handed in to the school office for safekeeping at the beginning of the school day. Pupils may have access to a school phone in an emergency.

SCHOOL EQUIPMENT:

All pupils are required to have a Rowdeford School bag (£4.50 from the school office), also a pencil case containing basic stationery, e.g. pen, pencil, ruler, rubber, pencil sharpener, coloured pencils, etc.

CATERING AND DINNER-MONEY

Cooked meals are available to all pupils at a cost of £11 per week (£2.20 per day), which parents are requested to pay in full on Monday mornings. Alternatively, pupils may bring a healthy packed lunch in a labelled lunch box (no glass containers please).

The school kitchen is run by our own staff who provide a choice of two meals/ puddings every day. A salad option and fruit, instead of pudding, is also available with every meal.

The school dining room operates on two sittings, KS3 at 12.35pm and KS4 at 1.15pm.

Please note - pupils whose parents are in receipt of Income Support, Income Based Job Seekers Allowance or Child Tax Credit (but who are not entitled to Working Tax Credit) may be entitled to a free school meal.

Students are encouraged to take a sports-type water bottle into the majority of lessons, to use as required. They should initially be filled at home and the school will make provision for them to be filled throughout the day. Please note that, to avoid spillage, only sports-type bottles are permissible, and they must only be filled with water. Bottles must be clearly named and it is also essential that they are cleaned on a daily basis and sterilised regularly. Water fountains are available on all four playgrounds.

SCHOOL TRANSPORT

At present, the Local Authority provides transport for pupils who live outside a three-mile radius, to and from school.

EMERGENCY SCHOOL CLOSURE

Wherever possible, the closure of the school to pupils is avoided. However, should the need arise, e.g. where heavy snowfall makes travelling and/or the school site unsafe, the decision to close will be communicated to parents



through the following channels:

- Rowdeford School website www.rowdeford.wilts.sch.uk
- Heart FM radio and website www.heartwilts.co.uk
- BBC Wiltshire Sound radio and website www.bbc.co.uk/wiltshire

Parents will be notified by email and/or text. Although rare, should it be necessary to close during the school day, all parents will be contacted by telephone, and pupils will return home early on school transport.



School Uniform

Boys School Uniform

Black school trousers
or plain black sweatpants
black tailored shorts*
(optional summer only)
School polo shirt*
School sweatshirt*
Black shoes (not trainers)
School fleece* (optional) or
School hoodie* (optional) or
Plain coloured black or navy
- jacket (no hoodies)
School baseball cap* (optional)

Boys PE kit

Navy polo shirt
Navy shorts
White sports socks
Swimming trunks
(above knee) and towel
Trainers
Tracksuit – optional

Girls School Uniform

Black school skirt (knee length)
or black school trousers
or plain black sweatpants
School polo shirt*
School sweatshirt*
Black shoes, maximum
heel height 4cm (not trainers)
School fleece* (optional) or
School hoodie* (optional) or
Plain coloured black or navy
- jacket (no hoodies)
School baseball cap* (optional)

Girls PE kit

Navy polo shirt
Navy shorts
White sports socks
Swimming costume
(not bikini) and towel
Trainers
Tracksuit – optional

Wellingtons or old trainers for activities in the school grounds *Available from school office - polo shirts, sweatshirts, hoodies, School bag, fleeces, baseball caps. Please ensure that all clothing/kit is clearly marked with the owner's name.

Please note - pupils whose parents are in receipt of Income Support or Income Based Job Seekers Allowance may be entitled to a free school sweatshirt.

Jewellery: The only jewellery that may be worn in school is either a stud or small hoop (one in the centre each lobe). No other jewellery may be worn.

Hair styles: It is a part of the school's Dress Code/Uniform Standard that pupils attending the school should wear a 'reasonable' hairstyle.



Complaints procedure

The school is confident that, because of its close working relationship with parents and carers, most problems can be dealt with quickly and effectively.

If you have a problem or concern, please contact the school as soon as possible. Should the difficulty not be resolved to your satisfaction by the Headteacher, or his representative, you are perfectly at liberty to take the matter to the Chair of Governors, whose name and telephone number can be obtained from the school office.

Alternatively, you may contact the Local Authority at:

Wiltshire Council
Department for Children & Education
County Hall
TROWBRIDGE
BA14 8JB
Telephone - 01225 713000

For more details please refer to the school's Complaints Policy and Procedures.

ACCESS TO DOCUMENTS

Curriculum documents, School Policies and current Schemes of Work are available on the school's website (www.rowdeford.wilts.sch.uk). Alternatively, hard copies are available at the school.

Additionally, all educational documents/records held on individual pupils are available to their parents or carers by appointment. Further information is provided in the schools' 'Freedom of Information Policy'.