



## Welcome

The Collett School is a (very) special school for children aged 4-16 with cognitive disabilities and complex needs including:

- Moderate Learning Difficulties (MLD)
- Speech, Language & Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

### Vulnerable Groups:

- 55% pupils have Autism
- 70 children are on the Speech & Language caseloads
- 49% pupils access the PPG - Pupil Premium Grant
- 9 children are adopted
- 5 children are Looked After
- 48% of children are known to Social Services, with several children on Child Protection and Child in Need plans
- 82% have complex medical needs

### Our Vision:

Thrive in life!

### Our Mission:

Promoting the abilities in disability

### Our Values:



## Parking

Parking is limited and available on a first -come -first – served basis. Please ensure you don't block the gates and be mindful of our neighbours. Parking is entirely at the owner's risk.

## School rules:

- We look after ourselves
- We look after each other
- We look after our learning
- We look after our environment
- We look after our futures



## Keeping Children Safe

**Safeguarding is about keeping all our children, staff and visitors safe from harm by minimising risks.**

### Child Protection

At any time you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm. You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

#### Harm to a child can be caused by:

- A parent/carer
- A family member/friend Another  
Another child: Peer to Peer
- A stranger
- A member of staff/volunteer/contractor

### Keeping Children Safe: What do I do?

*As a visitor to the school, please know that we value any comments or observations you have about the safeguarding of our pupils.*

*If you see or hear something of concern, please let one of the following people know:*

*Our school's Designated Safeguarding Lead (DSL) is*  
**Kasia Fejcher-Akhtar**



**Stephen Houlton-Allen** (Headteacher and Deputy SDL)  
**Pam Stocks** (Asst. Head and Deputy DSL)  
**Neil Harper** (Chair of Governors)

### Fire Alarms

Please check to see if there is a fire alarm drill on the day(s) you are here and familiarise yourself with our fire evacuation procedure.



## Rewards

Pupils are given rewards for effort & achievement.

## Times of the Day

**8.30 – 8.50 (20) Session 1 (Reg. & Start)**

**8.50 – 9.00 (10) Session 2**

**9.00 – 9.40 (40) Session 3**

**9.40 – 10.20 (40) Session 4**

*10.20 – 10.35 (15) Break*

**10.35 – 11.15 Session 5**

**11.15 – 12.00 (45) Session 6**

*11.45 – 12.45 Lunch Lower School*

*12.00 – 12.45 Lunch Middle & Upper School*

**12.45 – 1.15 (30) Session 7 (Reg. & Read)**

**1.15 – 1.50 (35) Session 8**

**1.50 – 2.30 (40) Session 9**

**2.30 – 2.45 (15) Session 10 (Transport)**

**2.45 – 3.30 (45) Session 11 (Clubs)**

**3.30 – 4.30 (60) Session 12 (Clubs)**

## Learning

All pupils make progress in their learning – some faster than others. All our pupils have learning disabilities; some very complex therefore may require many approaches to support their learning.

We use a range of assessment methods, including our in-house system called CAPPs. Each child's attainment is documented on CAPPs sheets (paper/ electronically) and these show the pupils' next steps in each area of learning.

When teaching, you must differentiate language and tasks according to the child's needs. Learning objectives need to be clear and succinct, whilst ensuring pupils know how to achieve the 'success criteria'.

When working in groups, it is good to ask the pupils to remind each other/ establish rules for successful cooperation and team work.

## Behavioural Issues

Each child has their own personally devised provision that may include Positive Behaviour Plans, Sensory Diets and Learning Pathways. Sometimes the behaviours may form part of known patterns, or increasing exposure to situations that are uncomfortable to the individual. Permanent members of staff will work closely with individuals in the programme designed to support their increasing independence and behaviours/ self regulation needs. Child Protection is fundamental to every child's safety and our CP procedures above should always be followed.

## Use of Restrictive Physical Intervention (RPI)

Permanent staff are trained in StepOn positive behaviour management and basic StepUP technique. RPI is only to be used for identified pupils who have this on their Positive Behaviour Plan and, only by trained members of staff.

## Permanent staff, volunteers and supply staff

A thorough induction on Safeguarding and Child Protection procedures of the school is undertaken. All permanent staff are trained to Level 1 in Child Protection with regular updates.

## Thank you

We hope you enjoy time at The Collett School and thank you for your contributions. Please visit our website [www.collett.herts.sch.uk](http://www.collett.herts.sch.uk) to comment on your visit.

