



HILBRE HIGH SCHOOL

HUMANITIES COLLEGE

2023-24

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SCHOOL DETAILS

Hilbre High School Humanities College is an 11-18, co-educational, all-ability Academy with 1,180 students on roll in April 2023. The following information concerning Hilbre High School is currently correct, but it cannot be assumed there will be no change in subsequent years. Schools are evolving organisations and change is an essential part of a school's development in order to meet new challenges and demands. The standard number of places available in the school is 200 for all year groups of students.

During the summer term, Pastoral Staff contact our feeder Primary Schools to share detailed information about new students. More information about transition is published on our website www.hilbre.wirral.sch.uk. Select 'About Us' and 'Transition'.

Pupil Premium:

Students qualify as being eligible for Pupil Premium if they are in Years 7 to 11 and satisfy at least one of the following:

- They have received Free School Meals at any point in the last 6 years.
- They are in the care of the Local Authority.
- They are children of Service Personnel.
- They have been adopted from care.
- Special Guardianship Order (SGO).
- Child Arrangements Order (CAO formally known as a Residence Order [RO]).

Pupil Premium funding has been allocated to schools so that they can address the achievement gap between students who are eligible for Pupil Premium and those who are not. The eligibility of students for funding is reviewed every year.

All schools are charged with allocating this money to maximise student achievement. On our school website, we have information about how Pupil Premium funding has been spent, with some case studies of impact.

Pupil Premium may be used for the following:

- To subsidise educational resources that your child/ward needs for school.
- To subsidise curriculum trips or activities.
- Extra-curricular trips may be considered in exceptional circumstances.
- To provide extra tuition in school time.
- Other expenses judged by the school to maximise student achievement.

Pupil Premium is not typically used for:

- Buying school uniform.
- Providing transport to and from school.
- Providing school lunches.

We place a huge emphasis on providing extra teacher/mentor support for Pupil Premium students. We encourage you to make contact with us if you think we may be able to offer you additional support so that your child/ward will make maximum progress and reach his or her full potential whilst in school. If you would like to discuss Pupil Premium further please do not hesitate to contact Mr Lloyd, Deputy Headteacher via e-mail (lloyd@hilbre.wirral.sch.uk)

WELCOME FROM THE HEADTEACHER

Headteacher
Mark Bellamy BSc (Hons), PGCE

Chair of Trustees
Michael Cockburn

Dear Parent/Legal Guardian

Welcome to new Year 7 entrants

It gives me great pleasure to welcome you into Hilbre High School Humanities College.

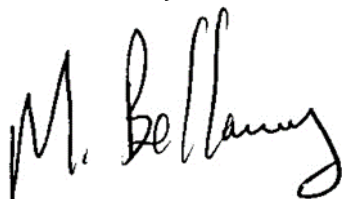
As your child/ward commences their educational journey at our school, I can guarantee that all of us in the Hilbre community pledge to provide the finest support, carefully tailored guidance and the highest educational quality. I pledge to you that your child/ward will be encouraged at every step of their educational journey, whilst being pushed to achieve the very best and make the greatest possible progress.

As a parent of four children myself, I am very well aware of the anxieties children have at this crucial time in their education. The staff at Hilbre are very experienced with helping students to settle quickly to life at High School and every year I am impressed with the resilience shown by the students.

For your child/ward, life at Hilbre now begins as you read this booklet. I am passionate that they will be provided with the best education, the best learning experiences and the best opportunities to progress over the next few years. I expect a positive attitude, exemplary behaviour, full attendance, outstanding punctuality and a desire to succeed. I look forward to working with the students and watching the progress made in their time at this excellent school.

May I, once again, welcome you into our school community.

Yours faithfully

A handwritten signature in black ink, appearing to read 'M. Bellamy', with a stylized, cursive script.

Mark Bellamy
Headteacher

LETTER FROM THE HEAD OF KEY STAGE 3

Dear Parent/Legal Guardian

We are delighted to welcome you and your child/ward to our school community. As part of our excellent transition programme, we will endeavour to try to visit every child at their Primary School where we will discuss key arrangements and answer any queries they may have. Your child/ward will then experience a day at Hilbre where they will have a taste of what to expect in September, in terms of lessons, day-to-day experiences and the clubs and activities that we offer.

The delivery of pastoral care at Hilbre High School Humanities College includes Heads of Key Stage, Heads of Year, Pastoral Assistants and Form Teachers. Form Teachers are the first point of contact and will deal with the majority of questions or concerns that may arise. When there is a more serious issue, the Head of Year and Head of Key Stage is there to support you and your child/ward in both pastoral and academic matters, so please do not hesitate to contact the relevant staff member.

We believe a good home/school relationship contributes to a more successful education and in preparing them, we are confident that, with your co-operation, our new students will begin their secondary school careers successfully.

We are looking forward to having them with us.

Yours faithfully

Miss C Asson - Head of Key Stage 3 (assonc@hilbre.wirral.sch.uk)

Mrs M Hennessy - Head of Year 7 (headyr7@hilbre.wirral.sch.uk)

Mrs L Williams - Pastoral Administrator Year 7 (headyr7@hilbre.wirral.sch.uk)

BOARD OF TRUSTEE'S

Chair of Trustees and Community Trustee	Mr M Cockburn
Vice Chair of Trustees and Community Trustee	Mr I Sadler
Co-opted Trustee	Mrs J Money
Co-opted Trustee	Mrs G Williams
Co-opted Trustee	Ms S Turner
Co-opted Trustee	Mrs R Owen
Co-opted Trustee	Ms J Williams
Co-opted Trustee	Mrs J Morris
Co-opted Trustee	Mr P Hindle
Parent Trustee	Ms J Ashworth-Jones
Parent Trustee	Mrs J Griffiths
Parent Trustee	Ms L Ashman
Parent Trustee	Mr S Ledson
Parent Trustee	Mrs R Daintry
Member	Mr G Kemp
Member	Mr N Harrison
Member	Mr A Bassett
Clerk to Trustees	Mrs W Collyer

SENIOR LEADERSHIP STAFF LIST

SENIOR LEADERSHIP TEAM:

HEADTEACHER Strategic Leadership and School Improvement	Mr M Bellamy
DEPUTY HEADTEACHER Pastoral Leadership	Mr P Lloyd
DEPUTY HEADTEACHER Curriculum Leadership	Mrs J Whisker
ASSISTANT HEADTEACHER HR, Teaching/Learning and CPD	Mrs E Harrison
ASSISTANT HEADTEACHER Designated Safeguarding Lead	Mr D White
ASSISTANT HEADTEACHER Head of Key Stage 5	Mr P Hellier
ASSISTANT HEADTEACHER SEND and Inclusion	Mrs Z Morrey
ASSISTANT HEADTEACHER Assessment and Progress	Mr J Clegg
ASSISTANT HEADTEACHER Personal Development	Mr S Britton
SCHOOL BUSINESS MANAGER Finance, HR and Premises	Mrs J Doyle

INTRODUCTION

When you open the door of Hilbre High School Humanities College, you will find a co-educational 11-18 school at the heart of the community it serves. A school which genuinely welcomes you into a partnership, Hilbre's aim is to allow all students to achieve their full potential, both academically and personally.

You will also find so much going on and so much on offer that this introductory booklet can only touch on some of our many opportunities and activities. It will, however, give you a great deal of information to help us build a sound partnership between you, your child/ward and our school. Naturally, you will not remember everything in this booklet; it is here to act as a prompt. However, it is also the case that Hilbre, in common with all good schools, is constantly evolving and changing to improve on the quality of the experiences we deliver to our school community. We believe in success and are constantly striving to ensure that all students achieve it, in whatever way it is measured. This school has the advantage of being co-educational. This enables us to deliver the full range of curriculum opportunities in a more natural and rounded environment for the social development of your child/ward.

UNIFORM AND APPEARANCE

Hilbre students proudly wearing their school uniform is a reflection of the pride we all have in our school, our sense of unity and sense of purpose!

Hilbre students are smart and maintain a high standard of appearance, meaning people outside school recognise Hilbre students and comment favourably on how they represent our school. Uniform must be worn on the journey to and from school and during the school day. Our badge should be visible throughout the school day. We ask for the co-operation of parents/legal guardians and students in maintaining our high standards, by doing the following: (Please note - Uniform items should be purchased from a traditional school outfitter, or the school uniform section from retail outlets, such as Asda or Marks and Spencer.)

Blazer or school jumper bearing the Hilbre logo and tie: Black blazer with a school badge, and/or a black traditional style school jumper with a badge. A traditional V-neck school jumper, not a cardigan. White school shirt with a top button that can be done up and neatly finished with a Year tie: a minimum of four stripes showing.

Skirt and trousers: School skirts should be black, knee length and of a traditional school uniform style (these should be box pleated). Students should wear traditionally styled school trousers. Pinafore dresses should be black, plain, or crisply pleated and of a sensible length with a traditional school style bearing the school badge. Fashion skirts are not part of our uniform.

Footwear: Black shoes are expected as they are waterproof and afford the foot much greater protection against accidental injury. There must not be trainers, pumps or boots.

Outdoor coats: Plain in colour and not multi-coloured. Students should not be sent to school in expensive coats (eg. costly designer coats).

School bag: Black and of sufficient size to carry books and equipment.

Jewellery must not be worn at any time: If a student wears an item of jewellery, in the first instance they will be told to remove it. If the student persists, the item will be confiscated to be collected at the end of that day. If the item is not collected, the school does not accept responsibility for its safety. If a student persistently wears jewellery, or wears what is obviously an expensive item then it is likely that he/she will be sent home with it immediately for the item to be left at home. Wristwatches are seen as functional and necessary items and will be permitted to be worn. However, these must be removed during certain practical lessons, when requested. Students who have visible piercings will **not** be allowed to keep their piercings in. A covering of sticking plaster is **not** sufficient. Our recommendation is that students wishing to have piercings should have them done at the beginning of the summer holiday, so they will have healed sufficiently to remove the piercings before school begins.

Excessive make up, nail varnish/shellac and the wearing of **fake tan** is not permitted. Nail varnish/shellac remover is available in school, when needed.

Hairstyles must be acceptable in terms of length, style and colouring. Students wearing what the school regards as “unreasonable” styles may be suspended from school until they put them right, or may be detained internally at breaks and lunchtimes to discourage others and to demonstrate to them the unsuitability of the style.

Ear-pods and other equipment/electronic games are not allowed as they may get lost or damaged. 'Swapping' or sale of students' property is not permitted.

Mobile phones: The school supports the use of mobile phones as a means of ensuring the safety of our students. However, **they must be turned off in school**, especially during lessons, and stowed out of sight in a bag or pocket. In the event of a student's mobile phone being confiscated, the

student's parent/legal guardian may be required to collect it from the main office at the close of the day.

PE Kit must be brought and must be worn. PE Kit should only be the school's designated PE kit, which should only be worn on days when students have PE.

UNIFORM - YEAR 7 to YEAR 11

Black blazer with school badge
Or
Black school jumper - 'V' neck with school badge
(Hoodies are not permitted)
Tie
Strong, sensible black shoes
(No light colours or high heels. 'Trainers', pumps or boots are not allowed)
School bag (black school bag is compulsory)

BOYS

White school shirt
Black trousers
Socks - black, white or grey

GIRLS

White school blouse
Black waist skirt of a traditional school style (sensible length)
Or
Black pinafore dress with embroidered school badge
Please note, pinafore dresses should be worn with a blazer
Or
Black straight legged classic cut trousers
Tights - black
Or
Socks - to the knee, or ankle length - black or white

School reserves the right to confiscate items of property which contravene the school rules. Such items should be recovered at the end of the school day. The school does not accept responsibility for personal property. Owners bring it to school at their own risk.

SPORTSWEAR

GIRLS

Black and purple aertex polo shirt with school badge
Black shorts OR black skorts
Black sports leggings
Black sports socks
Plain black sweatshirt or plain black sports hoodie
Waterproof sports PE jacket - plain black
Training shoes or pumps - not dark soles [see # below]

BOYS

Black and purple aertex polo shirt with school badge
Black shorts
Black sports socks
Plain black sweatshirt or plain black sports hoodie
Waterproof sports PE jacket - plain black
Studded outdoor boots
Training shoes or pumps - not dark soles [see # below]

It is strongly advised that shin pads are worn by all students taking part in football, rugby and hockey activities and mouth guards when taking part in hockey and rugby lessons.

Suppliers of school uniform and sportswear:

Wirral Uniform Centre
2a Princes Pavement
Birkenhead
Tel. no. 647 9588

Larry Adams
7a Banks Road
West Kirby
Tel. no. 625 9424

ID Uniform
1 Carr Lane
Hoylelake
Tel. no. 632 7500

Design & Stitch
Tarran Way South
Moreton
Tel. no. 665 0088

Please make sure your child/ward has all the correct kit by the start of the school term and is clearly marked with the student's name.

N.B. Astroturf trainers are not allowed to be worn in the Sports Hall

AUTHORITY AID

Attention is drawn to the help that the Local Authority provides.

To apply for Bus Passes you can go to any One Stop Shop or telephone the Local Authority Information and Advice Team on 606 2020

Free School Meals has changed the way that you apply. You are no longer able to apply through the Local Authority. All free school meal applications must be done through the link below, which can be found on the school website.

Apply for Free School Meals...
it's quick and easy using the online form at:
<https://www.cloudforedu.org.uk/ofsm/sims-wirral/apply>

Do you qualify?

Your child/ward may be eligible for Free School Meals if you get any of these benefits:

- Universal Credit;
- Income-based Jobseeker's Allowance;
- Income Support;
- Income-related Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999;
- The Guaranteed element of Pension Credit;
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual gross income (as assessed by HM Revenue & Customs)
- Working Tax Credit 'run-on' - paid for 4 weeks after you stop qualifying for Working Tax Credit.

Students can qualify for Free School Meals if they get any of these benefits themselves.

Please contact the Finance Office at school if you need advice, e-mail:
financeoffice@hilbre.wirral.sch.uk

How does it work?

Checking whether you qualify and registering is really quick and easy - do it online as above

OR

Complete the form which can be found on the school website.

The checking service is secure and we will only use this information to confirm the eligibility for Free School Meals. We are committed to ensuring that the personal and sensitive information that we hold about you is protected and kept safe and secure.

PARENTS' EVENING

Each year group has an annual Parents' Evening, during which parents/legal guardians will book appointments with staff using the on-line booking system to discuss the progress of their child/ward.

ROUTINE PROCEDURE

A total of 25 hours per week is spent on following the taught curriculum.

FREE MEALS - Students entitled to a free meal are given a Cashless System card. They collect a meal, then hand their card in at the till in the canteen.

CAFETERIA/SANDWICHES/HOME - The Cook serves a variety of popular cafeteria items each day, which are eaten in the Dining Room. However, those who wish to do so may bring a packed lunch which can be eaten whilst seated in the School Assembly Hall. A beaker of water can be supplied but not cutlery. **ALL FOOD MUST BE CONSUMED IN THE DINING ROOM, SCHOOL HALL OR BISTRO AREA.**

Students should not bring drinks to school in glass containers. As part of our Health Promoting Schools initiative, we encourage students to bring water to school in clear plastic containers with a 'sports' cap to reduce the likelihood of spillage. Water bottles may be filled at break and lunchtimes before the bell rings. Energy drinks are not allowed. Students in Years 7-11 will not be allowed to leave the premises, only 6th Form students.

Parents/legal guardians will be asked to indicate the type of lunchtime arrangements they wish for their child/ward. Please keep the school informed should there be a change in circumstances.

ATTENDANCE AND PUNCTUALITY

REGULAR ATTENDANCE is compulsory by law, as is **GOOD PUNCTUALITY**. Attendance and punctuality records are always mentioned in School Reports, and testimonials or references for employment. Regular attendance is defined as a student attending school every day.

Registration procedures at Hilbre ensure careful monitoring of groups and individual students; we work hard to ensure good attendance, as absenteeism is a serious barrier to learning.

If an absence from school is necessary during any part of the school day, it will only be allowed if a request is made by parental letter and for appropriate reasons. Appointments for visits to the doctor or dentist should be made at times outside school hours. It is illegal for parents/legal guardians to keep children at home for any reason other than illness, or for a reason of which the school approves.

ALL student absences must be explained.

**Please inform the school on the first day of any unforeseen absence -
a telephone message before 9.30am is essential**

**PLEASE USE THE ABSENCE HOTLINE (625 2883) AND LEAVE A MESSAGE
EACH DAY ON THE 24 HOUR ANSWERING MACHINE OR
ALTERNATIVELY E-MAIL: ATTENDANCE@HILBRE.WIRRAL.SCH.UK**

In the case of prolonged absence, it is wise to keep the school fully informed of progress. Unexplained absences must now be categorised as 'unauthorised' and there is a Government requirement that schools compile statistics about such absences. Students with persistent unexplained absences are referred to the Education Welfare Service, which in serious cases, may end in prosecution.

Holidays in term time are normally declined when requested. In the event that you should consider your circumstances to be exceptional and a request for leave of absence to be unavoidable, please apply in writing directly to the Headteacher.

In the event that a parent/legal guardian disagrees with the school's judgement in such matters, deciding instead to override the recommendations of the school, the absence will be recorded as unauthorised and count towards unauthorised attendance.

EXEAT PROCEDURE

If it is necessary for a student to leave school at any time during the school day, the student must report to their Year Office or Form Tutor who will issue an EXEAT SLIP. This must be taken to the School Office where the students 'sign out'. The EXEAT SLIP must be retained until the student returns to school when he or she will sign in again. If return to school is not until the following day, it must be accompanied by an explanatory note.

If leave of absence from school is for a fixed appointment, an EXEAT SLIP will only be issued when the appointment card is seen. Signing in and out of school is extremely important for Fire Regulation Procedures.

PASTORAL CARE

AIMS OF PASTORAL CARE

- To co-ordinate students' personal, social and academic development.
- To maintain an accurate overview of students' academic progress and co-ordinate intervention, where appropriate.
- To be proactive in effecting dialogue regarding the academic progress of all students.
- To promote effective learning in students by developing a range of strategies to support academic progression.
- To facilitate positive, warm and caring relationships between students, staff and parents/legal guardians.
- To establish good levels of communication with parents/legal guardians regarding all aspects of their child/ward's performance at school.
- To record and communicate relevant information to ensure the welfare of individual students.
- To provide multi-agency working in the life of the school, wherever possible.
- To identify potential difficulties promptly and take a proactive approach to reducing/eliminating them.
- To encourage a positive atmosphere at school through provision of enrichment opportunities, both in and outside the classroom.

- To promote a caring, safe community where all students achieve or exceed their potential.
- To promote the ethos of the school through pastoral work. This encompasses spiritual, moral, social and cultural development.
- To make recommendations about the special educational needs of individual students.

The Pastoral Team, including Form Teachers, will, in consultation with the Headteacher, decide the policy related to pastoral care and student wellbeing and discipline within the Year system, as appropriate, in order to ensure a coherent and integrated approach to all pastoral matters.

REWARDS AND SANCTIONS

Rewards: An encouraging and positive school ethos is integral to the promotion of good behaviour, so that our Hilbre Code of Conduct is supported. Rewarding students, particularly through Hilbre Pledges, is a positive method to motivate them to behave appropriately in their community. Rewards serve in their capacity to provide our students with an aspirational framework on which to focus their efforts. Excellence deserves to be rewarded and celebrated.

Hilbre High School recognises, acknowledges, and rewards those behaviours and academic endeavours that represent success in its widest sense. Specifically, we aim to recognise and reward notable examples of **academic success** (e.g. exemplary homework, positive attitude to learning, etc.) **exemplary behaviour** (e.g. above average trends of attendance and/or punctuality, community-mindedness, etc.) and **exemplary effort**. Students will regularly be awarded Hilbre Pledges upon demonstration of their Honour, Initiative, Leadership, Boldness, Resilience and Endeavour.

Sanctions: Sanctions are a means of deterring poor behaviour and should not be needed for the majority of Hilbre students. They serve not just as a response to current behaviour, but as an attempt to prevent a future misbehaviour. Sanctions signal to those members of the student body who are able to weigh up risk and reward that there are sanctions in place, so that poor behaviour will be met with predictable, proportional and fair consequences.

Sanctions may be necessary to ensure that students work hard and generally behave suitably. The measures available are:

- Low level behaviour in the classroom is often successfully addressed through communication with the student, about their behaviour.
- DETENTIONS** - students will be notified of their need to attend a detention, either during break or lunchtime or on the next day. The school reserves the right to detain students for 10 minutes without notice when situations arise which require immediate action. Please note that parents/legal guardians should make appropriate provision for transportation home after a detention when prior notice has been given. Please note school is not able to offer lunch time detention facilities.
- REFERRAL** - on occasion, it may be necessary for a member of staff to refer a student to the Progress Leader or the relevant Head of Year. All matters of a serious nature are recorded on a behaviour tracking programme. Parents/legal guardians will be informed of any referral that leads to a student being taken out of class.
- DAILY REPORT CARD** - close supervision of certain students is achieved by the Daily Report Card system, which ensures that behaviour is monitored in every lesson and also involves parents/legal guardians, who are requested to sign the card each evening.
- FOCUS CARD** - in order to facilitate a time-bound session to offer intervention to a student who risks displaying significant levels of disengagement from learning, some individuals will be required to meet daily with a member of the school's Senior Leadership Team to monitor student focus. On these occasions, a student's placement on a Focus Card is designed to support a rapid reintegration into learning.
- INTERNAL EXCLUSION** - occasionally it is necessary to remove a student from lessons and educate them separately in school. When this happens, parents/legal guardians will be informed.

- g) **SUSPENSION** - on rare occasions it is necessary to suspend a student for a fixed term. When this happens, parents/legal guardians will be invited in to discuss the matter. Notification of suspensions will be made to the Chair of Trustees.

HOME-SCHOOL AGREEMENT

We expect parents/legal guardians to sign our “Home/School Agreement” which clarifies our expectations of our students’ behaviour, how parents/legal guardians can support our work in school and what can be expected from us, with regard to your child/ward’s education.

BULLYING

Bullying will not be tolerated at Hilbre High School. The school encourages students to report any instance of bullying immediately. The circumstances will be carefully investigated and, if substantiated, prompt and firm action will be taken. Bullying is a specific element of our Behaviour policy, available for inspection in school or on the school’s website www.hilbre.wirral.sch.uk. This policy is reinforced through the Home School Agreement.

SAFEGUARDING

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to signs of abuse and neglect, and will follow our procedures to ensure that children receive effective support and protection.

From time to time the school receives information from a variety of sources (children, parents/legal guardians or other adults) concerned with the protection of individual children from abuse. This information will always be dealt with as confidentially as possible and disseminated to appropriate personnel only. Parents/legal guardians do need to be aware that whilst we will deal with such information with sensitivity, there are legal responsibilities laid upon the school to report actual allegations to Social Care or the Police and there are procedures we are expected to follow if suspicions are passed on to us. All of us, as adults, have to accept that it is the protection of the child who may be at some kind of risk that is paramount.

CURRICULUM DESIGN

Year 7 is arranged into 8 forms with roughly 25 students in each form. Each year is split into an X half and Y half. Form groups are broadly mixed ability.

Students will be taught predominantly in their form groups until October half term; we will then review this set-up, considering baseline assessments that will take place during the first half term.

Subjects	Number of lessons over a two-week timetable (out of 50)
English, Maths	7 of each
Science	6
Spanish	4
PSHE	2
PE	4
Geography, History	3 of each
Art, Drama, Music, RE	2 of each
Food, Design & Technology, IT	2 of each

Information about curriculum content and design of each subject area is available on our website and a curriculum booklet will be available from September. All forms have 20 minutes of Active Form Time (AFT) each day, with their Form Teacher. Occasionally due to flexible working arrangements, some forms may have a second form teacher.

COMPLAINTS PROCEDURE

At Hilbre we welcome suggestions for improving our work. We like to hear when we've done something well. Be assured that no matter what you want to tell us, our support and respect for you and your child/ward will not be affected in any way.

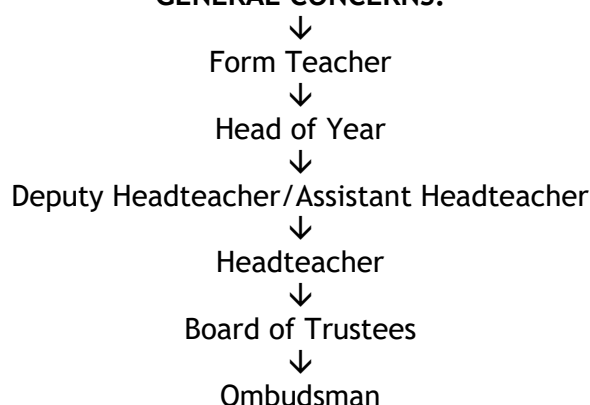
All students have a Form Teacher with whom they interact on a daily basis during AFT. He or she will always be ready to help if a student, parent or legal guardian is uncertain about anything at school.

Any teacher or member of the office staff can direct you to the appropriate member of staff.

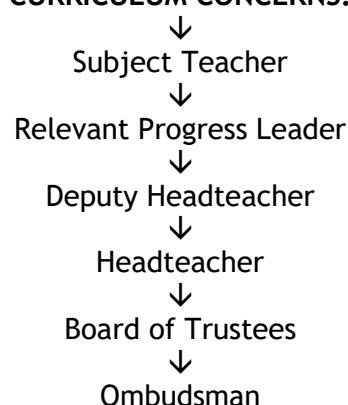
A copy of Hilbre's Complaints Procedure is available on request or may be accessed on our website www.hilbre.wirral.sch.uk

Who to contact with any concerns:

GENERAL CONCERNS:



CURRICULUM CONCERNS:



EXTRA CURRICULAR ACTIVITIES

Many activities take place out of school hours and it is hoped that students will participate fully.

The policy in the PE and Outdoor Education Subject Area is that students should gain as wide a variety of sporting experience as possible whilst at school. As a result, there have been representative teams picked to play other schools in activities such as Rugby, Basketball, Netball, Football, Athletics, Cricket, Badminton, Cross Country and Golf. An extensive programme of outdoor activities is also offered throughout the year; visits to theatres, sporting events and modern language holidays and exchanges. The Duke of Edinburgh Award Scheme is run by the school. Successful ski trips have been run to Austria, Italy, France, USA and Canada with many more curriculum trips both nationally and internationally are arranged.

Music groups meet regularly. A variety of student led rock bands also meet and perform regularly. The school orchestra and choir have an excellent reputation.

At lunchtime and after school, a variety of activities are offered, including Drama and Science Club. These vary year on year and we publish details annually. Many students also take part in activities which benefit the local community.

OUTDOOR EDUCATION

The school has an established Outdoor Education programme, which sees Year 7 students having the opportunity of participating in a day long activity in the summer term. Students in Years 10, 11, 12 and 13 have the opportunity of attempting the Bronze, Silver and Gold Duke of Edinburgh Award Schemes.

HILBRE HIGH SCHOOL HOLIDAY SPORTS PROVISION

Mr Holder leads a specialist team, which has delivered school holiday sports provision to our students, as well as inviting Year 5 and 6 students who have expressed an interest in attending our school. The overall aim of this programme is to offer a fully inclusive opportunity for these students to participate in integrated and educational sport and physical activity, beyond the constraint of term time.

Sport naturally allows students to subconsciously develop key, social and emotional attributes. They consciously focus on every aspect of the programme which research shows can have a positive impact of overall future attainment.

SPECIAL EDUCATIONAL NEEDS (SEND) PROVISION

This is co-ordinated by the SENCO, Zoe Morrey and supported by the Assistant SENCO, Ellie Myers and Resource Provision Base Manager, Heather Brindle. All members of staff should assist in the process of identifying students with special needs and ensuring that the appropriate SEN staff are informed of their observations and concerns. Staff should make a referral with any concerns via the SEN referral form.

The initial response to any additional needs that a student may have has to come from class teachers. The SEND process (as set out in the SEND Code of Practice) places emphasis on Quality First Teaching, ie. a level of expected differentiation that should come from the teacher. If this is in place and the student continues to exhibit difficulties that lead to inadequate progress, a referral for consideration for extra support should be made. It may also be the case that Quality First Teaching is sufficient to address a student's needs, but there is evidence of a need that has not been recognised and staff may wish to refer to the SEND Department so that the possibility of a need can be explored further.

Support for SEND students is provided in a variety of ways, which may include:

- In-class support.
- Group interventions such as literacy and numeracy.
- Reduced timetables.
- Focused programme to support social and emotional needs.
- Provision Maps and One page profiles - these are compiled by the SEN Department, updated regularly and made available to staff via Moodle/Provision Maps/Edulink. Each Provision Map consists of a brief description of the student's needs and relevant baseline information. All support and interventions for the student are recorded on the Provision Map. Each student with an EHCP (Education, Health & Care Plan) and a PFA (Pupil Funding Agreement) will have measurable targets set by the SEN Department. Progress towards meeting these targets will be reviewed by subject teachers and the SEN Department. This information will be used by the SEN Department to review the overall progress of students and will be critical in Annual Review Meetings.

Students with an EHCP or a PFA receive additional support in line with the provision set out in their plan. Some of these students may also receive support from external agencies, as required.

In addition to this, we have a Resourced Provision Base and the Inclusion Centre detailed below. Our Resourced Provision is a local authority commissioned base and placement is decided upon following a consultation between the LA and school regarding an individual's EHCP.

Inclusion Centre:

The Inclusion Centre provides specialised interventions for identified students within Hilbre mainstream. The interventions on offer include; Emotional Literacy Support (ELSA), Thrive (mental health and well-being support), Speech, Language and communication support (SALT), Nessy and

Lexia literacy programmes, numeracy, guided reading and life skills. All students follow a holistic curriculum where wellbeing is at the forefront. At Key Stage 3, additional English and Maths lessons are provided for identified students and are targeted at an appropriate level to meet their needs. At Key Stage 4, the curriculum pathway includes core subject Functional Skills. One of the main aims of the Inclusion Centre is to offer additional social, emotional and mental health support to identified students and to offer a wide range of alternative interventions to support individual needs, alongside the mainstream curriculum.

At Key Stage 4, we provide an additional provision for students who require targeted intensive support towards completion of their GCSE or BTEC coursework. Students receiving this support are identified by the SEND team or curriculum leaders and will have additional needs, primarily ADHD or SPLD.

RESOURCED PROVISION

The Resourced Provision (RP) Base is for students with a diagnosis of moderate learning difficulties and/or ASC, and is designed to focus on the individual and additional needs of each student. Therefore, access to mainstream lessons depends on a variety of aspects. These are based on the student's ability to access the secondary curriculum at appropriate levels (when work is differentiated), their social & emotional needs and requirements and their ability to concentrate and follow the pace of a mainstream lesson.

Academic lessons in the RP Base for Key Stage 3 MLD students are delivered following the Primary National Curriculum; all core subjects are taught.

At Key Stage 4, an alternative curriculum is taught to those students who cannot access traditional GCSE options. The curriculum includes Entry-level ASDAN qualifications in Personal & Social Development and Employability; these allow for preparation into adult life. Functional Skills in English and Maths provides each student with a qualification at Entry level 1, 2 or 3 at the end of Key Stage 4 when transition arrangements are made for entry to further education. In addition, an Entry-level qualification in Science is also delivered. Additional lessons in the RP base cover Motor skills, Social skills, Yoga, PE, Art, Touch Typing, Guided Reading and Speech and Language to ensure our student's additional needs are met.

RP students whose primary need is ASC, and who can access the mainstream Secondary curriculum, attend their core academic lessons in the mainstream school. They are withdrawn from some subjects to allow them to attend the Base for lessons such as Social Skills, Motor Skills, Speech and Language and Touch Typing.

The RP Base has a sensory room that RP students can access, as and when it is required, and RP students have access to Winnie the base dog.

Regular contact is made with colleagues and the Resource Provision Manager, who liaises closely with parents/legal guardians over any matters of concern for them or their child/ward.

The Local Authority places all students in the Resource Provision Base via their EHCPs.

DATA PROTECTION

In line with the UK General Data Protection Regulation. Please be aware that we will hold data on you containing your name and e-mail address which we use to provide you with information about events and activities that we have organised for you and our students. Your data will be stored within school and on a secure third party platform, ie. SIMS and will not be shared with any organisation outside of this school. We will review your data during your child/ward's time spent at the school. We want to ensure that your personal data is accurate and up to date so please advise us of any changes.

CAREERS, DESTINATIONS and WORK-RELATED LEARNING

Work-Related Learning, Careers and Enterprise education are significant facets of the development and preparation our students undertake in readiness for joining the highly competitive world of work. Activities include mock interviews with external employers, industry days, speakers and on-line resources, all designed to give our students the most up-to-date and relevant experience and information available, so their employability is enhanced.

Work-Related Learning, which includes Careers and Enterprise, is a compulsory element of the PSHE programme. There is a planned scheme of work for Years 7-13, which is delivered through PSHE or discretely at other times.

Student Entitlement:

Students in Years 8-11 and students in Years 12 and 13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities as part of a careers programme, which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships - through Options Evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

The aim of the Work-Related Learning programme is to make students aware of the opportunities available to them in the world of work and to provide them with the skills required to make a successful transition from school to work.

'Gatsby Benchmarks' at Hilbre High School Humanities College:

The nationally recognised 'Gatsby Benchmarks' of careers education are used by the school as a framework for our careers and employability strategy.

The school careers programme is managed and overseen by the school Careers Leader, Sean Britton, Assistant Headteacher. Landline: (0151) 625 5996. E-mail: brittons@hilbre.wirral.sch.uk

The aim of the Work-Related Learning programme is to make students aware of the opportunities available to them in the world of work and to provide them with the skills required to make a successful transition from school to work.

HILBRE HIGH SCHOOL HUMANITIES COLLEGE - CALENDAR 2023-24

Autumn term 2023

Monday 4th September 2023 staff development training - INSET Day (School closed students)
Open Tuesday 5th September 2023 school open for Years 7 and 12 only
Open Wednesday 6th September 2023 full school return
Friday 29th September 2023 staff development training - INSET Day (School closed students)
Close Friday 20th October 2023

HALF TERM - Monday 23rd - Friday 27th October 2023

Open Monday 30th October 2023
Close Wednesday 20th December 2023
Thursday 21st - Friday 22nd December 2023 staff development training - 2 INSET Days
(School closed students)

CHRISTMAS HOLIDAYS - Monday 25th December 2023 - Friday 5th January 2024

Spring term 2024

Monday 8th January 2024 staff development training - INSET Day (School closed students)
Open Tuesday 9th January 2024
Close Friday 16th February 2024

HALF TERM - Monday 19th February - Friday 23rd February 2024

Open Monday 26th February 2024
Close Thursday 28th March 2024

SPRING BREAK - Friday 29th March - Friday 12th April 2024, including Bank Holidays

Summer term 2024

Open Monday 15th April 2024
Monday 6th May 2024 - Bank Holiday (School closed to staff and students)
Close Friday 24th May 2024

HALF TERM - Monday 27th - Friday 31st May 2024, including Bank Holiday

Open Monday 3rd June 2024
Close Tuesday 23rd July 2024

**Hilbre High School Humanities College
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Wirral
CH48 6EQ**

Headteacher: Mark Bellamy, BSc (Hons), PGCE



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