

# **PORTAL HOUSE SCHOOL**

## **School Prospectus**

**April 2019**

## SCHOOL PROSPECTUS CONTENTS LIST

	<b>Page</b>
<b>General Information</b>	<b>3</b>
<b>Welcome to our School</b>	<b>4</b>
<b>Core Aims</b>	<b>5</b>
<b>Priorities for improvement 2017 - 2019</b>	<b>6</b>
<b>Draft Priorities for improvement 2019- 2021</b>	<b>7</b>
<b>Ofsted Inspection</b>	<b>8</b>
<b>Staff at Portal House</b>	<b>9</b>
<b>Admissions &amp; Admission Interviews</b>	<b>10</b>
<b>KCC Admission Statement &amp; Guidance</b>	<b>11</b>
<b>Transport</b>	<b>12</b>
<b>Parents as Partners</b>	<b>12</b>
<b>Home/School Liaison Procedure</b>	<b>12</b>
<b>Equipment</b>	<b>12</b>
<b>Jewellery</b>	<b>12</b>
<b>Valuables</b>	<b>12</b>
<b>School Uniform</b>	<b>13</b>
<b>The School Day</b>	<b>13</b>
<b>After School Club</b>	<b>14</b>
<b>School Meals</b>	<b>14</b>
<b>Praise, Rewards and Sanctions</b>	<b>15</b>
<b>School Rules</b>	<b>15</b>
<b>School Council</b>	<b>15</b>
<b>Anti-bullying Statement</b>	<b>15</b>
<b>Equal Opportunities and Access</b>	<b>16</b>
<b>Links with the local and wider community</b>	<b>16</b>
<b>European and Global Links</b>	<b>16</b>
<b>European Link Schools Programme</b>	<b>17 &amp; 18</b>
<b>Special Education Needs Policy</b>	<b>18</b>
<b>Homework</b>	<b>19</b>
<b>KS3 Curriculum (National Curriculum Year Groups 7, 8 &amp; 9)</b>	<b>19</b>
<b>KS4 Curriculum (National Curriculum Year Groups 10 &amp; 11)</b>	<b>20</b>
<b>Year 11 GCSE Results 2018</b>	<b>20</b>
<b>Work Experience</b>	<b>21</b>
<b>Personal, Social &amp; Health Education &amp; Citizenship</b>	<b>21</b>
<b>R.E. and Collective Worship</b>	<b>21</b>
<b>Relationships and Sex Education</b>	<b>22</b>
<b>Attendance and Exclusion Data</b>	<b>22</b>
<b>Charging and Remission Policy</b>	<b>23 &amp; 24</b>
<b>School Terms and Holiday Dates 2018-2019</b>	<b>25</b>
<b>School Terms and Holiday Dates 2019-2020</b>	<b>26</b>

## **GENERAL INFORMATION**

**Address:** Portal House School  
Sea Street  
St Margaret's at Cliffe  
Dover  
Kent  
CT15 6SS

**Tel:** 01304 853033  
**Fax:** 01304 853526  
**E-mail:** office@portal-house.kent.sch.uk

**Head Teacher:** Mrs R. Bradley

**Type of School:** Community Special School. A Kent County Council SEMH (Social, Emotional and Mental Health Needs) school for secondary aged pupils.

**Age Range:** 11-16 years  
**Role** 60 expanding to 80 from September 2019

**Chairman of Governors:** Mr P. Rankin

**Area Education Office:** South Kent Area Education Office  
Kroner House  
Eurogate Business Park  
Ashford TN24 8XU

**Tel:** 03000 410 199



# **PORTAL HOUSE SCHOOL**

## **Welcome to our School**



Portal House School is a Kent County Council Secondary School for boys who experience Social, Emotional and Mental Health needs (SEMH).

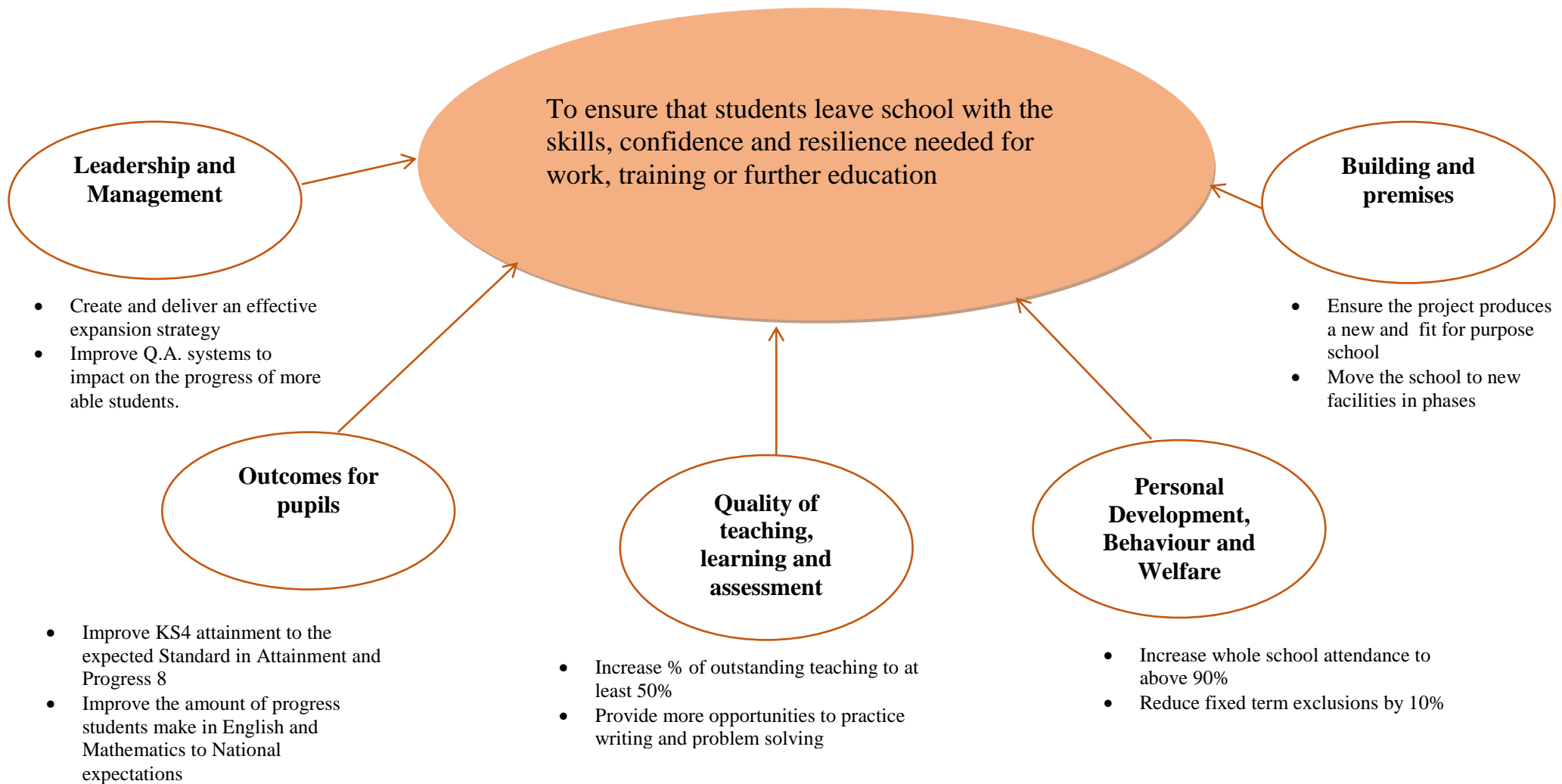
The school site has recently undergone a multi-million redevelopment and now operates out of one fit for purpose modern building.

The school is situated in its own grounds in the picturesque village of St. Margaret's, near Dover, Kent.

### **Core Aim**

1. To secure for students high levels of educational attainment through a rigorous focus on progress.
2. To enable students to develop personal resilience and self-awareness.
3. To improve students' social skills and foster British values and citizenship.
4. To improve students' social and cultural awareness.
5. To prepare students for life beyond Portal House School.
6. To ensure that identified additional needs of students are met.
7. To ensure that all students leave Portal House with high levels of literacy and numeracy.
8. To work effectively with schools, professionals and the community in sharing our expertise and developing inclusive opportunities for students.
9. To provide Outreach for the Dover District.
10. To develop a highly skilled workforce.

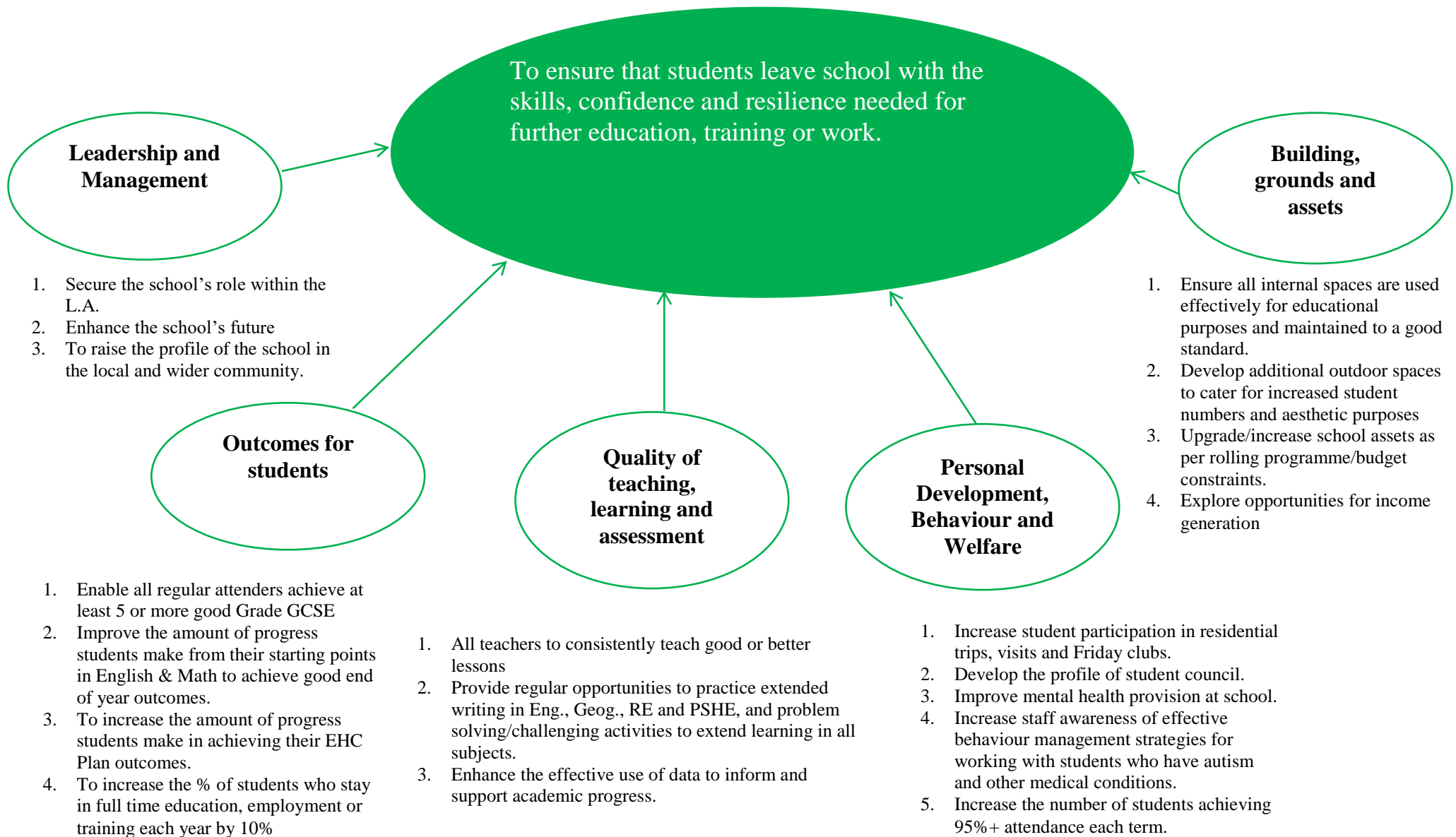
## Priorities for Improvement 2017 - 2019



January 2017 - 2019

*‘learning for life, learning to live’*

# 1<sup>st</sup> Draft - Priorities for 2019-2021



*'learning for life, learning to live*

## Ofsted Inspections

Portal House was inspected by Ofsted on March 25<sup>th</sup>, 2009, December 1<sup>st</sup>, 2011 and 4<sup>th</sup> June 2015. On all three occasions the school was graded as a 'Good' school.

A copy of the Reports can be obtained on the internet at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) or on our school website at [www.portal-house.kent.sch.uk](http://www.portal-house.kent.sch.uk)

Our latest Ofsted inspection on June 4<sup>th</sup> – 5<sup>th</sup> June, 2015 graded key areas as follows:

Overall effectiveness	Good	2
1. Leadership and management	Good	2
2. Behaviour and safety of students	Outstanding	1
3. Quality of teaching	Good	2
4. Achievement of students	Good	2

### **Summary of key findings for parents and students**

#### **This is a good school.**

- The headteacher, school leaders and governors have worked hard to eliminate weak teaching and support outstanding behaviour
- Students have made good progress in all subjects, including communication, English and Mathematics. The school enters all its students for a good range of GCSEs and so they are well prepared for the future.
- Students supported by additional funding achieve as well, or better, than their peers and have made exceptional progress in reading.
- Reading is taught extremely well across the school. Students with gaps in their education when they join the school become fluent readers in a short space of time.
- Leaders of subjects continually check the quality of teaching to ensure that teachers and teaching assistants have the knowledge and skills to perform their role. This leads to consistently good teaching and learning in all year groups for most students.
- Records of students' progress are robust and accurate.
- Students say they are safe in school. Attendance has steadily improved in the last three years and is now average.
- The social and communication skills of students with complex needs, including autism, are rapidly improving. This is because teachers, parents and external agencies are working together effectively to support them.
- Students' behaviour is exceptionally well managed. As a result, students with complex behaviour difficulties are making outstanding progress in improving their behaviour.
- Students' social, moral, cultural and spiritual skills and understanding are developed effectively in all lessons and assemblies. These aspects are the focus of the school's future planning. Consequently, students respect each other and adults, and develop outstandingly positive attitudes to their learning.
- Governors understand how well the school is doing. They use effective strategies to make sure they know students are performing.

# PORTAL HOUSE SCHOOL

Headteacher	Mrs. R. Bradley
Deputy Headteacher	Mr. B. Price
Assistant Head	Mr. J. Murphy
SENCO	Mrs. J. Cador
Maths Subject Leader	Mr. D. Hill
Maths Teacher	Mr. D. Heaps
English Subject Leader	Mrs. J. Grilli-Chantler
English Teacher	Mrs. S. May
ICT Subject Leader	Mr. P. Saxton
PE Subject Leader	Mr. J. Castle
Art & Design and D.T. Subject Leader	Mr B. Feldman
R.E. Subject Leader	Mrs. W. Finn
Science Subject Leader	Miss C. Bradley
Swimming/Archery/Cover Teacher	Mr. M. Bradley
Geography Subject Leader	Mr. K. Renihan
Food Tech.	Mrs. H. Rowarth
Science Subject T.A.	Mr. D. Morgan
English Subject T.A.	Mrs. D. Chandler
P.E. Subject T.A.	Miss. B. Listrem
Attendance & Inclusion T.A.	Mrs. D. Russell
Off Site Tutoring/Class T.A.	Miss N. Weaver
Class based T.A. 7Finn	Mr. S. Varley
Class based T.A. 7Feldman	Mr. T. Malpass/Mr J. Stewart
Class based T.A. 8B	Miss. H. Elliot
Class based T.A. 8H	Miss. H. Buyuktemur
Class based T.A. 8C/S	Mr. P. McCarvill
Class based T.A. 9C	Miss T. Barris-Hill
Class based T.A. 9B/R	Mr. B. Allon
Class based T.A. 10R	Miss. A. Clarke
Class based T.A. 10GC	Mr. M. Sims
Class based T.A. 10M	Miss A. Blanchard
Class based T.A. 11H	Miss K. Crossland
Class based T.A. 11S	Mr. W. Venes
Chef Manager	Mrs. S. Febery
Kitchen Assistant	Mrs A. Craker
Exam Officer	Mr. D. Morgan
Admin. Assistant	Mrs. A. Murphy
School Secretary	Mrs. V. Milner
Finance Manager	Mrs. L. Lever
Site Manager	Mr. J. Milner
D.T. Technician	Mr. W. Venes
Cleaners	KDC Contract Cleaners



*We aim to create a place where everyone can work together to achieve their very best; where skills and talents are encouraged and developed, and where everyone feels valued and needed;  
Where everyone knows what is expected of them and is clear about the purpose of the whole school.*

### **ADMISSIONS**

Children are referred to the School by placement panels and Local Education SEN Officers which operate at local and County level.

All of the children have Social, Emotional and Mental Health Needs (SEMH). Many have in addition, complex health needs. Behaviour is the biggest barrier to accessing mainstream education.

Many of the children are underachieving and will require a great deal of help and support in the classroom.

On admission to the School, all children will undergo a period of assessment, as teachers find out what they can do, and where there are gaps in their knowledge. As this process proceeds, teachers will begin to identify individual learning targets for the 'new' child.

The School has the same holidays as other Kent Schools, and also has 5 staff development days when children are not in School.

### **THE ADMISSION INTERVIEW**

Prospective parents and children are welcome to visit the School as often as they like before the child is admitted to the School.

The formal admission interview is designed to enable parents/carers and children to tour all parts of the School, to meet key members of staff and to ask any questions. Some parents/carers and children find it helpful to write down a list of questions beforehand.

Equally, the admission interview allows us to ensure that parents/carers and children understand how the School operates.

Once parents/carers have decided that their child should attend the School, a starting date will be agreed.

## **Admission Guidance for Kent Special Schools**

### **KCC Admission Statement**

The admission of children with Statements of SEN/EHC Plans to schools is a matter for the LA who has statutory responsibility for arranging their provision. The admission guidance for Portal House is described below.

Name of school	PORTAL HOUSE SCHOOL
Address:	Sea Street, St. Margaret's-at-Cliffe, Dover, Kent CT15 6SS
Tel:	01304 853033
Email:	office@portal-house.kent.sch.uk
School Type:	Community Special School
Designation:	Secondary School for 60 SEMH students increasing to 80 in September 2019
Primary Need:	SEMH
Class Structure:	Year group classes
District served:	East and South
Area:	South Kent
Age range:	11 – 16 year old
Maximum Capacity	80 – September 2019

- Portal House is a secondary school for boys who experience significant Social, Emotional and Behaviour difficulties. Many have in addition, mental health needs and diagnosed health conditions such as Attachment Disorder, Autism, ADHD, ADH, ODD and OCD.
- A high proportion of students are 'Children in Care'.
- All students have national average/above average academic potential according to recent formal academic assessments and/or have attained national average expectations for their age (potential to achieve 5 or more high grade GCSE including English and Maths). Year 7 students have attained scaled scores of 90+ in their KS2 SATS and age related expectations at KS1.
- Behaviour is their biggest barrier to accessing mainstream education.
- The school offers a fresh start in a modern fit for purpose facility and is committed to reversing patterns of failure associated with school and learning.
- Our curriculum offer is broad, balanced and academic. All students follow a secondary school timetable that leads to 11 GCSE (English Language, English Literature, Maths, Biology, Chemistry, Physics, ICT, Geography, R.E., P.E., Art and Design), plus weekly life skills lessons in PSHE and Cooking. In addition KS3 go swimming every week and KS4 undertake work experience and preparation for College, Apprenticeship and work sessions.
- Students are taught in small year group classes by qualified staff and supported by class and subject T.A.'s. Class sizes vary dependant on need (4 – 6 per class).
- At 16+ our students go to either 6<sup>th</sup> form, College, Apprenticeships or work after achieving on average 10 or more GCSE.

Whenever possible pupils will be given opportunities to access mainstream inclusion with the percentage of time being determined by the pupil's individual level of social and emotional functioning. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

## **TRANSPORT**

All transport to and from the School is organised centrally by Kent County Council, Passenger Transport. The contact numbers are given below:

**PASSENGER TRANSPORT 03000 412121**  
**ADMISSIONS 03000 413831**

Transport is automatically arranged for new pupils. If there are difficulties with transport, please inform the school and we will do our best to sort it out. Ultimately, the responsibility lies with Kent County Council Transport Department.

## **PARENTS AS PARTNERS**

The School values the contributions that parents/carers have to make, and acknowledges the need for parents/carers and the School to work closely together.

Parents and carers are welcome to contact or visit the School at any time, particularly if they have any worries or concerns about their children.

## **HOME/SCHOOL LIAISON PROCEDURES**

The School liaises with parents/carers on a day to day basis. Daily liaison covers a range of issues, e.g. attendance, medical matters, transport arrangements and the reporting of significant incidents – either at school or at home.

If your child is ill at home then it may be better to allow him time to recover, before returning him to school. Please contact the school either by email, telephone or letter advising us of any reasons for absences your child may have.

Children who become ill whilst at School will be looked after until we can contact parents/carers and arrange for them to come home.

Each pupil receives a weekly report, written by his form tutor, which outlines progress made in lessons, behaviour, major achievements and any concerns. These weekly reports go home with the pupil every Friday or can be emailed directly to parents/carers/Social Workers.

All students receive three academic reports per school year.

In addition to the above, the School holds an Annual Review of the child's Education, Health and Care Plan (EHCP), and two provision plan reviews punctuated across the year. Annual School Reports are sent home to all parents towards the end of the Summer Term. At the end of the Summer Term there is a Sports Day, which provides an opportunity for staff, parents and pupils to meet in a less formal setting.

## **EQUIPMENT**

The school provides all items of equipment needed for lessons.

## **JEWELLERY**

Pupils are asked not to wear any visible jewellery – only watches, ear studs or sleepers. If a pupil arrives at school with other items of jewellery, they will be asked to remove it for Health and Safety reasons.

## **VALUABLES**

Pupils are asked not bring money to school, unless specifically asked for a special occasion. If mobile phones, I-pods, personal stereos etc., are brought into school, students will be asked to hand in/lock away such items during the school day. These items can be a source of disruption and confrontation.

The school will not accept responsibility for the safety of such items.

## **SCHOOL UNIFORM**

All pupils are expected to wear school uniform. Pupils are encouraged to take pride in their appearance.

### **Our school uniform is:**

Black, dark blue or dark grey school trousers.  
Black school shoes/trainers  
Navy blue polo shirt with school logo  
Navy blue fleece with school logo  
Navy blue school coat (optional)

The school stocks the polo shirts, fleeces and coats.

The cost of these items are as follows:

1 polo shirt - £7.50  
1 fleece- £13.50  
1 coat £10

### **P.E.Kit**

Pupils are expected to change for P.E.

P.E. kit is provided and washed at school.

Navy blue shorts  
Mid blue Polo shirt with school logo  
Navy blue tracksuit with school logo

Students will need to provide their own trainers.



## **THE SCHOOL DAY**

All pupils are transported to and from school by taxi paid for by the Local Education Authority.

The School Day starts at 8.45 a.m. Pupils are met on the playground as they get out of their taxi and registered as present by support staff, then go to their form rooms with their class staff..

Breakfast is available in the Dining Room for any pupil from 8.45 a.m. – 9.05 a.m. (start of 1<sup>st</sup> lesson). There is usually a selection of cereals and milk.

Assemblies take place daily.

- |           |   |
|-----------|---|
| Monday    | - Key Stage Assemblies in the Classroom of the member of staff leading the assembly<br>(KS4 9.05 – 9.20)<br>(KS3 9.05 – 9.20) |
| Tuesday   | - In class assembly   |
| Wednesday | - In class assembly   |
| Thursday  | - In class assembly   |
| Friday    | - Whole School Praise Assembly in the Dining Room (9.05 – 9.20)   |

Lessons begin at 9.05 a.m., Tuesday, Wednesday and Thursday and on Monday and Friday after assembly.

As far as possible, children are in the same National Curriculum Year Group as they would be in a mainstream school.

Classes are small. On average there are 6 pupils in each class. The pupils are taught by experienced, well qualified teachers and supported by teaching assistants.

### **School Day Times**

<b>8.45 – 9.05</b>	<b>Tutor Time</b>
<b>9.05 – 10.05</b>	<b>Lesson 1</b>
<b>10.05 – 11.05</b>	<b>Lesson 2</b>
<b>11.05 – 11.20</b>	<b>Break</b>
<b>11.20 – 12.20</b>	<b>Lesson 3</b>
<b>12.20 – 1.05</b>	<b>Lunch</b>
<b>1.05 – 1.25</b>	<b>DEAR Time</b>
<b>1.25 – 2.25</b>	<b>Lesson 4</b>
<b>2.25 – 3.25</b>	<b>Lesson 5</b>
<b>3.25 – 3.30</b>	<b>Tutor Time</b>

The school day finishes with all pupils returning to their tutor rooms and meeting back with their own class staff. From 3.30 p.m. onwards pupils are called to their taxi to travel home.

On Fridays lessons finish at 12.30 p.m. Between 12.30 – 12.45 pupils are called to their taxis to travel home.

### **AFTER SCHOOL CLUB**

The school offers After School Club activities on Friday afternoons from 12.30p.m. – 1.45 p.m.

There is usually a range of seasonal sporting activities on offer plus art, ICT and Film Club sessions. If a pupil wishes to stay for After School Club, they need to tell their form staff by Thursday, who will then request that their taxi time is changed to 1.45 p.m.

### **SCHOOL MEALS**

#### **Breakfast**

Breakfast is available in school, from 8.45 a.m. – 9.05 a.m., for those who were unable to eat before leaving home. At present this meal consists of a choice of cereal, fruit and a glass of milk. – There is no charge for this meal.

#### **Lunch**

A cooked lunch is provided for all, prepared on site by our own staff.

The meals are traditional, wholesome and balanced. The menus are varied and promote healthy eating.

Mealtimes are seen to be pleasant, social occasions, and children are expected to show good table manners.

Children are encouraged to eat a little of everything, but they are not forced to eat anything that they do not like.

The School is able to provide alternative diets, e.g. vegetarian or gluten-free, should parents request this. Alternatively pupils may bring a packed lunch to eat.

All pupils eat lunch in the school dining room between 12.20 p.m. – 1.05 p.m. KS3 eat lunch first, then have a break. KS4 have a break first then eat lunch.

On Fridays, a light snack style lunch is provided and eaten in the dining room. There is no charge made for lunch

## **PRAISE, REWARDS AND SANCTIONS**

At Portal House we recognise, praise and reward good work and appropriate behaviour. We operate a Whole School Behaviour Management Scheme, whereby pupils earn points for “getting it right”. They are awarded points for consistently achieving their personal IEP (Individual Education Plan) targets/provision plan targets and following the six school rules. Pupils are monitored and awarded points throughout the day. Each week points are totalled and during our Friday Praise Assembly, pupils are presented with a certificate in recognition of their point’s achievement. Pupils who achieve the ‘Gold’ target number of points are invited to ‘Gold Time’ from 10.20 a.m. – 12.00 p.m. on Friday mornings. They also qualify for an extra break on Friday mornings.

Pupils who consistently achieve excellent points, feel ready to be self-monitoring, and are self-motivated to achieve, are awarded Senior Status.

The school does all it can to focus upon the things that pupils do well, but sometimes, for whatever reason, a pupil will disobey school rules. There are always consequences to actions. All the usual school sanctions apply with regard to individual needs and circumstances.

Our school rules are accepted by all and recognise that we all have individual rights and responsibilities.

## **THE SCHOOL RULES**

1. Be in the right place – be safe
2. We do as we are asked
3. We speak politely to everyone
4. We do not hurt anyone
5. We respect other people’s possessions and property
6. We do not swear

### **Rights:**

- To be able to teach and learn and make the most of the opportunities available.
- To be treated with respect.
- To be safe emotionally and physically.
- To have a pleasant environment in which to teach and learn.

### **Responsibilities:**

- To allow others to teach and learn.
- To treat each other with respect.
- To ensure the safety of all people in the school community.
- To look after our own and other peoples’ belongings.
- To look after school – furniture, equipment and environment.

## **SCHOOL COUNCIL**

The School Council is a pupil body whose aim is to promote the best interests of the school and to provide experience of the democratic process for all of its members.

At the beginning of every term a representative is elected from each class. The representative then attends monthly meetings where items supported by a majority of a class are discussed. The representative is responsible for relaying the events of the meeting back to the class.

## **ANTI-BULLYING STATEMENT**

Portal House is totally opposed to bullying in any of its forms and it will not be tolerated in school.

We have a comprehensive anti-bullying policy, which operates within school. All pupils, parents and staff are made aware of the content of the policy and what to do should a pupil feel they are being bullied.

We are committed to providing a safe, caring environment for all pupils so they can learn in a relaxed and secure environment.

## **EQUAL OPPORTUNITIES AND ACCESS**

Portal House School aims to provide all pupils with equal opportunities. They will have equal access and opportunities within the curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.

Unfortunately, the school site was not designed to enable easy access for non-ambulant persons, however the new school building takes into consideration relevant legislation to provide accessibility for all.

## **LINKS WITH THE LOCAL AND WIDER COMMUNITY**

Portal House actively pursues community links with the village of St. Margaret's and the surrounding Dover/Deal area.

The school frequently welcomes a range of visitors to the school to enhance the curriculum and education experiences of the pupils.

Portal House is an active member of the Dover, Deal and Sandwich District Schools' Forum and greatly benefits from the support it receives through this network. The school has established several curriculum links with a variety of secondary schools in the area.

The school operates an effective Outreach Service to all 23 schools in the district. Portal House is a partner member of the Kent Special Educational Needs Trust (Ksent)

## **EUROPEAN AND GLOBAL LINKS**

### **International School Award**

On September 1<sup>st</sup>, 2005 Portal House School was awarded an International School Award.

This was in recognition of all our link school activities and European dimensions to our curriculum.

Our link schools are:

- Strandloper in Belgium
- St. Pol in France
- Vuvu School in South Africa



## EUROPEAN LINK SCHOOLS PROJECT THEMES FOR PAST 10 YEARS



Strandloper, Oostduinkerke, Belgium



Portal House



Saint Michel, St. Pol, France

### 2008 – 2009 **Religious Celebrations**

- Mardi Gras, St. Pol., France
- Easter Activity Day, England
- Residential Week, France

### 2009 – 2010 **Special Occasions**

- St. Nicholas Activity Day, Belgium
- Spring Activities, France
- Sports Day, England
- Residential Week, France

### 2010 – 2011 **Saints Days**

- St. Nicholas, Belgium
- Circus Skills/Animate and create, England
- Crazy Gold, Belgium
- Residential Week, France

### 2011 – 2012 **Olympics**

- Christmas Celebrations and Music Activities, Belgium
- Olympic Sports, England
- Easter Sports, France
- Residential Week, France

### 2012 – 2013 **Castles**

- Belgium Forts and Fishing Museum, Belgium
- Chateaux in France, France
- Dover Castle, England
- Mini Residential, France
- Mini Residential, Swattenden, England

### 2013-2014 **First World War**

- Visit to War Museum and Trenches, Belgium
- Residential Week, France
- Visit to French War Museum, France

### 2014 – 2015 **History of our Regions**

- Residential Week in Flanders, Belgium
- Local Castles, England

2015 – 2016 **Regional Foods**

- Residential at Lo, Belgium
- Day trip to theme park – Plopsaland
- Mini Residential, Ripple Down, England

2016 – 2017 **Animals of the regions**

- Residential in De Zonnegloed, Belgium
- Day trip to Nausicaa, France
- Mini Residential, Ripple Down, England

2017 – 2018 **Methods of Travel Across Land and Sea**

- Mini Residential, Belgium
- Mini Residential, England

2018 – 2019 **Culture and Heritage**

- Mini Residential, Midwester, Belgium
- Mini Residential, Rippledawn, England

2019 – 2020 **Together for a better environment**

- Mini Residential, Rippledawn, England
- Mini Residential, Belgium

## **SPECIAL EDUCATIONAL NEEDS POLICY (SEN POLICY)**

All pupils at Portal House have Special Educational Needs and have a current Education, Health and Care Plan (EHCP) issued by the Local Education Authority. This document clearly states individual needs and what provision is required to address these.

For all pupils at Portal House the main or dominant Special Educational Need will be of a Social, Emotional and Mental Health nature or Autistic Spectrum Disorder. Most pupils have additional health needs, specific learning difficulties, Autism – including Asperger’s syndrome, ADHD, ODD and other medical or psychological conditions.

Our policies, procedures, staff and environment enables us to meet the special educational needs of the pupils.

All pupils have equal access to our broad, balanced and relevant curriculum. We teach the full National Curriculum. Where necessary the curriculum content is differentiated to meet individual needs. The level of support a pupil may receive is tailored to individual needs. All pupils have Individual Education Plans and Provision Plans which address their main special educational need. Targets are discussed and set with individual pupils and shared with parents/carers. Progress towards targets is monitored and reported to parents on a weekly basis.

All pupils have individual learning targets as well for each curriculum subject. These are also discussed and set each term and shared with parents/carers.

We support the national agenda to promote social inclusion and where appropriate pupils are encouraged to return to mainstream education on a part-time or full time basis.

Each classroom/learning environment is spacious and well resourced. We have specialist areas for Science, Art, Design and Technology (resistant material workshop, Art room and food technology kitchen,) Music, P.E. (gymnasium, fitness room, playground area, sports field). Each tutor room has a Smartboard and a computer for each pupil.

The school uses local swimming pools at Whitfield or Deal to teach pupils to swim and develop their skills. Also, swimming is offered as an optional activity on Activity afternoons, Gold time and special occasions.

## **HOMEWORK**

Portal House does not set formal homework for pupils.

However, we do encourage pupils to pursue out of hours learning and when requested provide support and resources to enable this to happen. The needs, motivation and confidence of the pupils are of paramount importance. Where pupils are identified as having an interest or individual need, they are encouraged and supported to develop these outside normal school hours.

All pupils are encouraged to use and practice their literacy and numeracy skills whenever possible in their out of school life.

The Government guidelines on homework do not apply to Special Schools.

## **Our Curriculum Offer**

### **(National Curriculum Year Groups 7, 8, and 9)**

The School is obliged to teach the full range of National Curriculum Subjects and Religious Education to Key Stage 3 pupils. The National Curriculum is made up of the following subjects.

#### **Key Stage 3:- Foundation Curriculum Offer**

<u>Subject</u>	<u>Hours per week</u>	<u>Qualification</u>
Maths	5	
English	5	
Science	2	GCSE Biology (Yr. 9)
PE	2	
Swimming	2	ASA Awards
Computing	2	
Art	1	
DT Resistant Material	1	
Geography	1	
PSHE	1	
RE	<u>1</u>	
	<u>23</u>	

The school places great emphasis on ensuring that the curriculum is interesting, relevant and modern, and has a degree of challenge that engages all.

The school encourages all to have high expectations and positive attitudes to learning.

It is hoped that the majority of our KS3 pupils will achieve National Averages in the core subjects.

Curriculum Plans provide an outline of the modules of work covered in each of the KS3 years and are available from the various subject leaders.

## **(National Curriculum Year Groups 10 and 11)**

All pupils are taught a range of subjects to G.C.S.E. level and have the opportunity to experience various work related learning activities, Duke of Edinburgh Award, individual music tuition, PSHE and cooking lessons.

Currently, the timetable is designed to offer all pupils the opportunity to study 11 G.C.S.E.

The G.C.S.E. subjects are as follows:

English  
English Literature  
Mathematics  
Biology  
Chemistry  
Physics  
ICT  
P.E.  
Geography  
Art and Design  
R.E.

All G.C.S.E., course outlines are available on request from subject teachers.

### **Year 11 GCSE Results 2018**

#### **33% achieved a standard pass or more in English and Mathematics (Grade4/C+)**

(22% in 2017, 8% in 2016, 8% in 2015)

#### **50% achieved a standard pass or more in Mathematics**

8% achieved a strong pass (Grade 5/B+)

42% achieved a standard pass

#### **42% achieved a standard pass or more in English (language or literature)**

8% achieved a strong pass

33% achieved a standard pass

**67% achieved** an A\* - B grade in ICT (ECDL)

**58% achieved** a strong pass or more in Art and Design

(Grade 5 or more)

**8% achieved** a standard pass in Biology, Chemistry and Physics

**8% achieved** a Grade C in Film Studies

3 students sat statistics as an additional qualification – all 3 achieved a C grade GCSE.

## **92% of our Year 11 cohort achieved 5 or more GCSE graded/levelled qualifications**

(1 no show, attending off site provision)

25% achieved 13  
8% achieved 12  
16% achieved 11  
16% achieved 10  
8% achieved 9  
8% achieved 7  
8% achieved 5  
8% achieved 0

In total 119 GCSE were entered in 2018, 12 in cohort

114 were graded/levelled ranging from A\*-F/6-1

This averages 10 GCSE of mixed grades/levels per student

46 were graded/levelled in 2017, 9 in cohort  
77 were graded in 2016, 15 in cohort  
99 were graded in 2015, 17 in cohort

## **WORK EXPERIENCE**

All Year 10 pupils participate in a one week block work experience placement of their choice. This is organised by the School in conjunction with an outside provider. The work experience week is the second week in May.

## **PERSONAL, SOCIAL & HEALTH EDUCATION & CITIZENSHIP (P.S.H.E)**

Our aim is to enable all pupils to develop their personal identity and self-worth and at the same time develop respect for others. Great emphasis is placed on self advocacy, although many pupils do find this difficult. As a consequence of this we constantly seek ways of enabling pupils to make decisions and choices appropriate to their needs and age.

We have a close relationship with other children's services who visit the school for various meetings from time to time.

Form Tutors play a valuable role in helping students develop appropriate social and emotional responses and character skills.

## **R.E. AND COLLECTIVE WORSHIP (R.E.)**

Religious Education is an important part of the curriculum at Portal House. It follows the approved Kent Syllabus, which is non-denominational in character. Parents/carers are welcome to see the Scheme of Work.

Religious Education has a special status as part of the basic curriculum and has equal standing in relation to the core and other foundation subjects. Whilst we consider that the fostering of spiritual and moral values is the responsibility of every teacher and should permeate all aspects of the curriculum, Religious Education is formally timetabled as a subject in its own right, and is co-ordinated by a designated member of staff.

Key Stage group assemblies are held once a week (Mondays) and are broadly, though not exclusively, Christian in nature and may involve the local clergy and the community. Whole school assemblies are also held once a week (Fridays). Mid-week assemblies occur in form groups.

Parents who wish to exercise their right to withdraw their child from religious activities are asked to arrange an appointment with the Headteacher before doing so.

## **RELATIONSHIPS AND SEX EDUCATION(R.S.E.)**

Section 80A of the Education Act 2002 requires relationship and sex education to be provided as part of the National Curriculum at Key Stage 3. It is taught with due regard to moral considerations and an emphasis on the value and importance of family life. The programme, which has been ratified by the governors, is not taught in isolation but within a framework of a personal development programme dealing with the many aspects of growing up.

A new policy and plan will be written and shared with parents/carers before being taught in September 2020.

Parents have the right to withdraw their child from sex education lessons and should discuss the matter with the Headteacher should they wish to do so. They are also welcome to discuss policy matters in this area with the Headteacher, to view teaching materials, look at the policy documents, or to submit a discussion item for the agenda of the governors' annual meeting for parents.

### **ATTENDANCE DATA (RAW ATTENDANCE)**

#### **Academic Year 2008 – 2009**

Total Attendance	-	82.9%
Authorised Absence	-	16.7%
Unauthorised Absence	-	0.8%

#### **Academic Year 2009 - 2010**

Total Attendance	-	82.8%
Authorised Absence	-	16.9%
Unauthorised Absence	-	0.3%

#### **Academic Year 2010 - 2011**

Total Attendance	-	84.7%
Authorised Absence	-	15.1%
Unauthorised Absence	-	0.2%

#### **Academic Year 2011 – 2012**

Total Attendance	-	85.3%
Authorised Absence	-	12.1%
Unauthorised Absence	-	2.5%

#### **Academic Year 2012 – 2013**

Total Attendance	-	86.7%
Authorised Absence	-	11%
Unauthorised Absence	-	1.6%

#### **Academic Year 2013 – 2014**

Total Attendance	-	85.1%
Authorised Absence	-	13.37%
Unauthorised Absence	-	1.4%

#### **Academic Year 2014 – 2015**

Total Attendance	-	85.74%
Authorised Absence	-	11.99%
Unauthorised Absence	-	2.26%

#### **Academic Year 2015– 2016**

Total Attendance	-	88.1%
Authorised Absence	-	10.7%
Unauthorised Absence	-	1.1%

#### **Academic Year 2016– 2017**

Total Attendance	-	86.61%
Authorised Absence	-	12.26%
Unauthorised Absence	-	1.3%

#### **Academic Year 2017– 2018**

Total Attendance	-	88.7%
Authorised Absence	-	10.3%
Unauthorised Absence	-	0.9%

#### **Fixed Term Exclusion Data**

<u>Academic Year</u>		<u>Occasions</u>
2010 – 2011	-	56
2011 – 2012	-	61
2012 – 2013	-	43
2013 – 2014	-	40
2014 – 2015	-	67
2015 – 2016	-	48
2016 – 2017	-	46
2017 – 2018	-	49

## **Charging and Remissions**

We want all our pupils to have an equal opportunity to benefit from school activities, both on and off site, within and outside the curriculum, regardless of their family's financial means. This policy sets out our school approach to charging and remissions, and is informed by local authority guidance. In doing this our intention is to ensure transparency in setting charges and ensure all children are able to access all the provision on offer.

### **1. Admissions**

No charge will be made for admission.

### **2. School Meals**

No charge will be made for school meals.

### **3. Public examinations**

No charge will be made for the entry fee for examinations.

### **4. Activities for pupils that take place during school hours.**

('school hours' are those when school is actually in session and do not include the break in the middle of the school day)

No charge will be made for activities provided during school hours.

No charge will be made for transport during school hours e.g. to swimming.

No charge will be made to cover the cost of ingredients or materials for set lessons.

### **5. Activities for pupils that take place outside school hours (non-residential)**

No charge will be made for an activity that takes place outside school hours when it is:

- a. A necessary part of the curriculum
- b. Part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school
- c. Part of the school's basic curriculum for religious education

Optional extras:

We may ask for a donation to help offset the cost for some other activities that take place outside school hours. The Headteacher will decide which activities we ask for a donation. Where we ask for a donation, the total collected will not exceed the cost of providing the activity and no parent will be asked to subsidise the cost to other pupils by donating more than an amount equal to the total cost of the activity divided by the number of pupils participating.

### **6. Residentials**

Residentials are classified as being within school hours if the number of school sessions missed by the pupil is at least 50% of the number of half days spent on the trip.

#### **Board and lodging**

We may charge pupils an amount up to the full cost of board and lodging on residentials whether it is classified as taking place within or outside school hours except where pupils are legally entitled to remission. In such cases no charge will be made for board and lodging.

#### **Travel**

If the residential is classified as being within school hours, no charge will be made for travel costs.

Where the residential is classified as being outside school hours, no charge will be made for travel costs.

## Activities on residential

If the residential is classified as being within school hours no charge can legally be made for the educational activities provided.

If the residential is classified as being outside school hours, a charge may be made for the educational activities provide.

### **7. Music tuition within school hours.**

No charge will be made for instrumental tuition the school elects to provide within school hours.

### **8. Damage to property and breakages**

We may seek to recover some or all of the costs incurred due to damage or breakage of property through any act other than accidental belonging to the school or to a third party where the school has been charged. This will be determined by the Headteacher but will not exceed the actual costs of the damage. Students will be charged £10 for falsely setting off the fire alarm.

### **9. Remissions and Concessions**

We may choose to subsidise, in full or part, charges for certain activities and pupils, as determined by the Governing Body, advised by the Headteacher. The circumstances in which concessions are applied will be reviewed regularly.

### **10. Voluntary Contributions**

We may in certain circumstances invite parents to make a voluntary contribution towards activities that are exempt from charging.

Where we do ask for voluntary contributions, we will make it clear that children of parents who choose not to contribute will not be treated differently from those who do. No pupil will be excluded from the activity if their parents do not contribute.

If an activity cannot go ahead without sufficient voluntary contributions, this will be explained to parents when the contribution is requested. If the activity has to be cancelled due to insufficient funds, all monies received will be returned to parents.

DETERMINED

PORTAL HOUSE SCHOOL CALENDAR 2018/2019

August 2018						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2018						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2018						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2018						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2018						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2019						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2019						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2019						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2019						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2019						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2019						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2019						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2019						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	







**INSET/ Non-contact days for teachers:**

Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days. Non attendance without a legitimate reason will be unpaid

**2018/19**

Standard School  
Year based on  
6 terms with  
additional INSET  
days

Term 1	30 days	3/09/18 - 12/10/18
Term 2	38 days	29/10/18 - 19/12/18
Term 3	32 days	03/01/19 - 15/02/19
Term 4	30 days	25/02/19 - 5/04/19
Term 5	23 days	23/04/19 - 24/05/19
Term 6	37 days	03/06/19 - 23/07/19

	School day
	School holiday
	Bank holiday
	Non-contact days
	Academic Review Day Yr. 11
	Academic Review Day Yrs. 7 - 10

## PORTAL HOUSE SCHOOL CALENDAR 2019/2020

August 2019						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2019						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2019						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2019						
M	T	W	T	F	S	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2019						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2020						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2020						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

March 2020						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2020						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2020						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2020						
M	T	W	T	F	S	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2020						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2020						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**INSET/ Non-contact days for teachers:**

Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

**2019/20**

Standard School  
Year based on  
6 terms with  
additional INSET  
days

Term 1	30 days	2/09/19 - 18/10/19
Term 2	37 days	04/11/19 - 18/12/19
Term 3	30 days	06/01/20 - 14/02/20
Term 4	28 days	24/02/20 - 01/04/20
Term 5	26 days	16/04/20 - 22/05/20
Term 6	38 days	01/06/20 - 22/07/20

	School day
	School holiday
	Bank holiday
	Non-contact days
	Annual Review Day