

Iffley Academy



# The Iffley Academy Prospectus

2018-2019



## **Section 1 – Welcome to our academy**

- Welcome from the Head Teacher
- About the academy
- Aims and values
- Working with dogs

## **Section 2 – The Curriculum**

- The curriculum
- Vocational and Skills for Life education
- The 6<sup>th</sup> form
- Sex and Relationships Education
- Assemblies and Collective worship
- Extra-curricular activities

## **Section 3 – Working in Partnership**

- Working with parents and carers
- Education, Health and Care Plans

## **Section 4 – Pastoral Care**

- Restorative approaches
- Safeguarding
- Visitors in school

## **Section 5 – Administration and Organisation**

- Organisation of the school
- Pre-admission arrangements
- Equal Opportunities

## Welcome from the Head Teacher, Mr. T Procter-Legg

Dear Parents and Carers,

Thank you for taking the time to look at our prospectus.

I hope that it gives you a flavour for some of the fantastic work that is going on here at the Liffley Academy. Having worked here for the past eight years I can tell you that it is an exciting, diverse community where amazing things happen, students achieve things they did not think possible and committed staff make a significant difference to the lives of young people.

We are a community special academy for children and young people up to the age of 18 with complex special educational needs and disabilities. All of our students are individuals and we pride ourselves on taking a personalised approach.

Students have Education, Health and Care Plans with a range of needs but primarily we work with students with Moderate Cognition and Learning Difficulties, Autistic Spectrum Disorder and/or Social, Emotional and Mental Health difficulties.

The academy was judged to be Outstanding at its most recent Ofsted inspection in January 2015, designated as a teaching school in 2018 and is part of an aspirational Multi Academy Trust – The Gallery Trust, a community of special schools, dedicated to providing outstanding education and support for young people with special needs and disabilities, enabled through:

Commitment to special education

Opportunities for all to learn

Genuine respect and value

This year, perhaps the most exciting project in the academy's history begins, our new academy buildings are being built, providing us with a brand new school. Work is expected to start in January 2019.

We understand that students are able to give their best when their needs are met, when they feel safe and when they understand their relationships with others. When a student starts at our academy every effort is made to ensure that they maximise their progress, enjoy coming to school, make new friends and feel safe. They become part of our community but most importantly their family also becomes part of our community.


I look forward to seeing you at an event here at the academy in the future and celebrating the successes of our students, however in the meantime please feel free to contact the academy if you have any questions or if we can help further.

**Tom Procter-Legg**

**Head Teacher**







## About The Academy

### The Senior Leadership Team

Mrs. Kay Willett  
Executive Head Teacher

Mr. Tom Procter-Legg  
Head Teacher

Mrs. Lynne Smith  
Deputy Head Teacher

Ms. Yvette Fay  
Assistant Head Teacher

Ms Debbie Grayson  
Leading practitioner for SEND

Mrs. Sally Hunston  
Chief Operating Officer

Mrs. Jane Horne  
Business Manager

**Chair of Governors**  
Mrs. Sian Rodway

**Contact details**  
The Iffley Academy  
Iffley Turn  
Oxford  
OX4 4DU  
Tel: 01865 747606  
Fax: 01865 711134  
Email: [office@iffleyacademy.co.uk](mailto:office@iffleyacademy.co.uk)  
[www.iffleyacademy.co.uk](http://www.iffleyacademy.co.uk)

**School Hours**  
Monday – Thursday: 8.50 am – 3.00 pm  
Friday: 8.50 am – 2.00 pm

**Office Hours**  
Monday – Thursday: 8.00 am – 4.00 pm



## **Aims and Values**

At Iffley Academy we are committed to guiding and encouraging our children and young people towards reaching their full potential. We believe that each and every one of our unique learners has their own contribution to make to the life of the academy, their family and their community, through:

- Engaging with a stimulating and challenging education of the highest quality within which they know that their achievements are valued
- Developing the ability to be independent and successful in adult life and the wider community
- Developing the ability to embrace change and the challenges this can bring
- Developing positive relationships and respect for one another
- Developing tolerance and understanding of individual needs
- Embarking on a journey of self-discovery
- Engaging with the academy's high expectations, positive attitudes and staff that have a passion for working with young people
- Supporting the academy's safe and secure structure
- Embracing the exciting and innovative challenges and opportunities on offer
- Celebrating traditional British values and the differences in our community and the wider world

## **The Iffley Academy and Modern Britain**

The Iffley Academy views modern British Values as promoting democracy and equal rights, of embracing modern culture including technology and of the increased ability to respect and encourage individual's view; in part through the use of modern technology: twitter, you tube etc.

Modern British Values encompasses the use of discussion and debate, exploring and celebrating to engage with a range of religions, cultures and traditions. Modern British Values represents an open and accepting culture in which choice over relationships and partnerships is valued.

The Iffley Academy encourages and promotes these values within the school through assemblies and lessons but understands that whilst staff will respect and promote these values in line with Government legislation, that some families and individuals may hold differing views. In these situations the ideal of accepting differing views and promotion of tolerance will be outlined through:

- Promoting democracy and equal rights
- Use of technology
- Use of discussion and debate
- Exploring and celebrating a plethora of religions
- Exploring and celebrating a plethora of culture
- Exploring and celebrating a plethora of traditions
- Open and accepting culture in terms of choice of relationships.

At Iffley Academy we combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework. There are five assemblies each week for every pupil in the academy. In addition, the daily 'back chat' sessions offer opportunities to discuss the content of the assembly further, often using a range of additional resources e.g. video clips, worksheets, etc.

Collective worship is led by members of the senior and extended leadership team and takes the following form:

Monday – Welcome to the week

Tuesday - Current Affairs and News

Wednesday - SMSC

Thursday – Value of the month

Friday - Celebrations and Awards





A photograph of a young boy with short brown hair and black-rimmed glasses, wearing a light blue school uniform shirt. He is sitting on a patterned cushion and looking towards a black dog. The dog is a Labrador Retriever, sitting upright with its tongue out, looking towards the right. In the background, several white papers with the Iffley Academy logo are pinned to a wall. One paper clearly shows 'Term 1 2016'.

## Working with dogs

A unique feature of Iffley Academy is our use of dogs. We firmly believe that working with dogs provides pupils with many benefits, including building confidence and self-esteem. Dogs are used to provide consolation, comfort and as a breathing space. Pupils can, accompanied by an adult, take a dog for a walk within the school grounds or sit with the dog for a few minutes in a quiet space. Pupils cannot fail in any way in their relationships with the dogs: the dogs do not judge or condemn, and offer unconditional affection. Pupils learn the principles of good pet ownership and are given a sense of responsibility through their contact with the dogs.

We always ensure that our dogs have a suitable temperament and characteristics for working with a range of audiences. Risk assessments are completed for every aspect of bringing dogs into school and pupils are taught how to handle dogs safely and responsibly.

We do of course recognise that not all pupils, staff and visitors like dogs, may be afraid of them, or may have an allergic reaction to them, and this is carefully and sensitively managed by staff.

Dogs are supervised at all times by the owner or a nominated adult, and are handled consistently and safely.

The welfare and well-being of animals is paramount, and dogs are provided with 'rest' periods during the school day to avoid any risk of stress.



## The Curriculum

At The Iffley Academy we are proud of the broad and balanced curriculum offered to all our students, whilst giving them the opportunities they require to learn new skills in a targeted and structured and often innovative way.

We have high aspirations of every learner with a curriculum designed to enhance their academic and social development, and a focus on key areas, which has a real impact on their life. Study of all subjects is highly differentiated and individualised to meet the specific needs of each student and their preferred learning style.

Our core curriculum provides daily opportunities for individual and group learning in English (Sound Reading System advanced synthetic phonics programme), Mathematics (Thematic approaches to linked to problem solving or vocational contexts) and social communication (non-verbal communication, conversation skills, assertive behaviour) with students working towards outcomes from their Education, Health and Care Plans.

### Thematic Approaches to Learning (TAL)

Our curriculum comprises a thematic, cyclical approach to curriculum coverage to provide a meaningful context for the development of the student's basic skills, knowledge and understanding, whilst delivering the relevant National Curriculum requirements. This ensures a broad and varied curriculum that remains interesting and stimulating for all our students.

To complement the teaching of National Curriculum subjects, a unique emphasis is placed by the school on offering opportunities for students to develop independence, social skills and skills for life.

### Class Teams

A key strength of the school is the quality of teaching and learning delivered by a professional and dedicated team of teachers and support staff, who are well qualified and have the utmost respect for each student's special need and diversity.

Our students remain in their own class, with their own teaching team for the majority of the working week. This enables a consistent response from all the adults and the formation of positive working relationships between child and the adult team. This is fundamental to student achievement.

In addition, the classes are grouped in galleries according to the students' individual needs; noting their stage and not age. This allows for creative planning and an interesting and stimulating curriculum.



## **How we group our students**

When your child joins The Iffley Academy, s/he will be grouped according to their age and stage in the school. All our classes have mixed aged students and are taught predominately by one class teacher, supported by additional class adults.

### **The Tate Modern and Louvre Galleries**

New starters in year 7 – 9 will join the Tate Modern Gallery and are taught by Ms Alvers, Miss Nicholas, Miss Baptie, Miss Kempe or Mrs Boddy. The students (years 8-10) then move through the school into the Louvre Gallery, where the teachers are Mr Chinery, Miss Shuker and Mrs James. Both these galleries deliver the relevant National Curriculum subjects (years 1-6), through an integrated, thematic approach, allowing students to make meaningful links across their working week as well as developing basic skills, knowledge and understanding. The class teachers teach Sound Reading, English and Mathematics as discrete subjects and specialist sports coaches teach PE twice a week.

### **The Guggenheim Gallery**

As your child progresses, s/he will then move into the Guggenheim Gallery which hosts Key Stage 4 students, years 9 – 11. Here the class teachers of Ms Taylor, Mr Rusher, Mr Blencowe and Mrs Wallace deliver the core National Curriculum subjects (years 1-6) and Key Stage 3 Programmes of Study in English, Mathematics and Science.

A Skills for Life curriculum (SfL) will be delivered in a similar thematic approach to the earlier galleries but the focus of the learning 'topics' are linked to:

- Student aspirations and outcomes from their Education, Health and Care plan
- Independent learning behaviours and skills
- Out of school and work based learning
- The National Curriculum statutory requirements

Again, the class teachers teach Sound Reading, English and Mathematics as discrete subjects and specialist sports coaches teach PE twice a week.

## The MCA Gallery

If your child chooses to join the 6<sup>th</sup> form, they can spend 2 years in the MCA Gallery where class teachers Mrs Errington, Miss Lewthwaite and Mrs Whitehead will support them in working towards their next steps and future aspirations. Here, the acquisition of Independence Skills is paramount. English, Mathematics and ICT are core subjects in addition to a wider range of accredited subjects as follows:

- Independence
- Communication
- Enterprise
- PSHE
- Work skills
- Sports and Leisure
- Hospitality
- Art
- Land based studies
- Retail
- Work Experience





## **Vocational and Life skills opportunities**

In addition to acquiring robust academic qualifications, students also have extensive vocational and life skills opportunities throughout their school career. These include:

### **Tate Modern and Louvre Galleries**

Woodland Skills  
Independence  
Community music and arts project  
Kitchen skills  
Peer mentoring  
Enterprise opportunities

### **Guggenheim Gallery**

Chef School  
Construction  
Work Experience  
School Kitchen  
Peer mentoring  
Volunteering opportunities  
Personal Development  
Enterprise opportunities

### **Museum of Contemporary Art**

Work skills  
Land Based Studies  
Hospitality  
Sport and Active Leisure  
Personal Development  
Southlea Barn  
Work Experience  
City of Oxford College  
Independent Living  
Oxford City Farm  
Enterprise Opportunities  
Park Sports Centre, Wheatley  
White Horse Leisure and Tennis Centre

## **Sex and Relationships Education**

The Iffley Academy is committed to providing high quality Sex and Relationships Education (SRE) and guidance as an integral part of the Personal, Social and Health Education (PSHE) curriculum for all students in Years 7 – 13. It will seek to ensure that the provision is appropriate to the age, ability and the special educational need of the individual students and is underpinned by equality of opportunity. The Iffley Academy is committed to the belief that young people should have the opportunity to make informed choices and decisions.

Sex and Relationships Education is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health.

SRE is part of the curriculum for modern life and should provide young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. The SRE provision and programme of study at The Iffley Academy aims to provide young people with opportunities to develop skills and qualities such as resilience, communication, empathy and perseverance. We know that these are key skills, which our students require to lead successful, safe and healthy lives.

We will provide high quality PSHE and age-appropriate SRE teaching across the school as we recognise that this is essential in keeping our students safe and healthy, inside and outside of school. Young people today face unprecedented pressures posed by modern technology so our PSHE and SRE programmes provide them with the information they need to stay safe and build resilience against the risks of exploitation. We know that good PSHE supports young people to make informed choices.

The Sex and Relationships Education is delivered in a variety of ways, including sessions delivered by specialist professionals, the class team, 1:1 sessions with pastoral support staff, small group discussions, and the use of appropriate on-line resources and interactive materials.

All class teachers will be involved in providing guidance for their students on SRE and will ensure that the delivery and content of the programme is suitable and appropriate for their special educational need.

In addition the school runs an evening training course for parents and carers. The training provides strategies when discussing relationship topics with their children.



## The 6<sup>th</sup> form

We provide a Post-16 provision which excites, motivates and engages students in their next stage of learning, focusing on relevant accreditation, work placements and developing vocational and life skills. Although still a recognised part of the school community, the 6<sup>th</sup> form marks a change and takes account of the student's growing maturity and independence.

Student voice is an integral part of the 6<sup>th</sup> form curriculum offer; their interests and ambitions drive their choices, so each student has an individual timetable.

### 6th form study programmes and accreditation

Subject	Qualification
Functional English	Edexcel Entry Levels 1 – 3, Levels 1 & 2
Functional Maths	Edexcel Entry Levels 1 – 3, Levels 1 & 2
Art	BTEC Entry level 3 or Level 1 ASDAN award, Bronze and Silver
Hospitality	BTEC Entry level 3 or Level 1 ASDAN award, Bronze and Silver
Work Skills	BTEC Entry level 3 or Level 1 ASDAN award, Bronze and Silver
Sport and Active Leisure	BTEC Entry level 3 or Level 1 ASDAN award, Bronze and Silver
Land Based studies	BTEC Entry level 3 or Level 1 ASDAN award, Bronze and Silver
Retail	BTEC Entry level 3 or Level 1 ASDAN award, Bronze and Silver

## **Additional Opportunities**

In addition to accredited studies, 6<sup>th</sup> form students also study Communication, Independence, Enterprise and PSHE. These are linked to half termly themes:

- Working World
- Independent Living
- Social Activities
- A Practical Project
- Problem Solving
- Key Skills

The themes encourage the students' social and emotional development, as well as helping to develop key skills for their work placements.

## **Work placements**

Work experience is an important part of the 6<sup>th</sup> form provision as it provides students with real life opportunities within the world of work. All students complete their work experience on a Friday and are based on student interest and ability.

## **6<sup>th</sup> Form Residential**

In year 13 all students are offered the opportunity to attend a residential. The main focus of this experience is for students to demonstrate the independence and life skills acquired throughout their school career. The students are responsible for organising the trip, budgeting and cooking their own meals and planning activities.





## Assemblies and Collective Worship

The Iffley Academy is a non-denominational school. Acts of collective worship take place throughout the year and reflect the diverse nature of our school community.

We combine our acts of worship with assemblies, helping to ensure that collective worship takes place within a broad education framework.

There is an assembly every day for all our students that are led by members of the senior and extended leadership team, and also visitors from the wider community. We use assembly time as occasions for celebration and reflection, reinforcing spiritual, moral, social and British values. We promote positive images of all religions and cultures, encouraging appreciation, tolerance and respect.

One of the highlights of each term is the reward assembly which takes place three times a year. Parents and carers are warmly invited to help us celebrate our students' achievements by attending.

Parents and carers can withdraw their children from all or part of the religious education and collective worship provision. Alternative arrangements will be made for students who are withdrawn from RE and collective worship.

## **Extra-Curricular Activities**

### **Educational Visits**

Students benefit from a full and varied range of educational visits. Students regularly visit museums, theatres, places of worship, outdoor activity centres and sports centres. Students also undertake a variety of visits designed to improve their independence skills, such as trips to shops and using public transport.

The academy has an Educational Visits Coordinator who ensures that each visit fulfils Health and Safety requirements, is carefully planned and has clear educational objectives. Parents/ carers are required to complete and sign a parental consent form for every school visit. This ensures that parents/carers are fully aware of the out of school activities undertaken by their child. We appreciate support from parents in returning the consent forms promptly.

### **Residential Visits**

Most students have the opportunity to participate in a residential visit on at least one occasion during their time at The Iffley Academy. These include visits within the UK and there is an annual visit to Center Parcs in Amsterdam.

The academy has a policy in place regarding the cost of visits and activities which is available on request.





A large, colorful inflatable slide with green, yellow, and orange sections. Two children are visible climbing the slide. The background shows a cloudy sky and some trees.

### **Breakfast Club**

A healthy breakfast is offered from 8.30am every school morning and all students are welcome to attend. There is currently no charge for breakfast.

### **Extended Day Opportunities**

We offer a range of after school clubs, dependent on students' interests. Recently these have included sports, art, music, film making and model making.

### **Family fun day**

Each year parent/carers and their families are invited to join us at our Belazu Family Fun Day where everyone can enjoy a host of free activities, ranging from cooking, face painting and bouncy castle!

## **Working with Parents and Carers**

The Iffley Academy is a warm and friendly school. We work together as a team in providing the best possible learning experiences for our students. We place a great importance upon the role of parents and carers. We recognise that they are our students' first educators and as such, share with us a wealth of knowledge and experience. This helps us to personalise the approaches to learning we use with each student, as well as with planning for termly and longer term outcomes.

Staff are committed to developing and maintaining positive relationships with parents and carers. We recognise that successful collaboration can increase the potential for success for our students. There are numerous on-going opportunities to support this development through:

- Regular communication via the options of the home/school book, email or telephone call, depending upon parental preference.
- Meetings to discuss Termly Outcome Plans (TOPs) twice a year
- Annual review meeting once a year
- Post admissions meetings
- School assemblies, family fun day and celebrations
- 6th form information meetings
- Information evenings, e.g. E-Safety, SRE training, TEACCH training

## **Home Learning**

At The Iffley Academy we recognise the value in the learning that can take place outside of school and we have adopted the phrase, 'Home Learning' rather than 'Homework'. Whilst we recognise that traditional homework tasks do not suit the majority of our learners, and can cause anxiety, The Iffley Academy offers students the opportunity to engage in a range of more practical tasks at home if they wish to do so. We aim for the selection of tasks set to be interactive and engaging in order to support parents/carers in encouraging their child to complete the tasks, which are designed to be flexible, not time-bound or meaningless.

Students who participate in home learning are recognised in our star assemblies and end of term prize giving assemblies.



## Education, Health and Care Plans (EHCPs)

Every child enrolled at a special school, including The Lffley Academy, must have an **Education, Health & Care Plan (EHCP)**.

Each EHCP should be a **single-plan** containing all key information regarding the educational, health care and social care needs of the child or young adult. The Plan therefore brings together all providers of support for the child or young person to work together. The focus of the document is on achieving individual **outcomes** for the child or young person.

Rather than having a lengthy document containing all contributions from supporting professionals, the plan identifies key points and references latest reports. The EHC Plan is also 'portable' across different educational sectors. This means that in many cases students will continue to have an EHC Plan when they transfer to their local FE college at post-sixteen.

Each EHCP is closely monitored via the annual review process and amended by the Local Authority SEN Officer on receipt of amendments suggested in the annual review meeting. Parents/carers will be invited to participate in this meeting once per year. EHCPs are underpinned by shorter term targets, known as Termly Outcome Plans (TOPs) which are reviewed each term. Parents/carers are also invited in to school to discuss these TOPs with their child's class teacher three times per year.





## **Our approach to behaviour**

Iffley Academy's focus on strong teaching and learning is underpinned by a behaviour policy which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning.

### **Restorative approaches**

The Iffley Academy was one of the first schools in the country to adopt restorative approaches, and the application of restorative approaches principles is a key feature at the Academy.

In September 2017 our hard work was recognised by the Restorative Justice Council and The Iffley Academy was awarded the Restorative Justice Quality Mark – making us the first special school in the UK to gain this award.

Our behaviour policy is based on the principles of restorative approaches. This approach encourages students to think not only of the consequences of their behaviour, but also to consider the impact of their actions on others, and on the wider community which surrounds them.

The process is based on five key questions:

- What happened?
- What were you thinking/feeling?
- Who has been affected and how?
- What do you need so things can be put right?
- How can we do things differently in the future?

At Iffley Academy students are empowered to bring their concerns to staff because they know that incidents will be addressed through restorative approaches. Students and staff are familiar in using restorative languages and strategies when faced with conflict. Staff are trained to use restorative techniques and facilitate 'mend it meetings' where all concerned are encouraged to actively listen, discuss issues respectfully, take ownership of their actions and seek to find solutions to resolve the issue.

The behaviour policy is supported by a reward system, which is valued by the students and celebrated in weekly and termly assemblies. Throughout the week students earn points on their Learning Passport and can then select a 'Star' activity on a Friday afternoon.

## **Safeguarding**

The Iffley Academy recognises its responsibility for Safeguarding and Child Protection.

This statement applies to all staff, governors and volunteers working in school and focusses on 5 main elements:

1. Staff recruitment and selection – ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure
2. Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe
3. Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse
4. Supporting children who have been abused in accordance with his/her child protection plan
5. Establishing a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily

### **How we achieve this:**

- As members of staff working with students we recognise that we are all responsible for safeguarding and promoting the welfare of children.
- With this in mind we will report any inappropriate behaviour/activities to one of the two designated lead school members for Safeguarding.
- Our school systems support a student-centred approach which ensures that any student knows that they can approach any of the adults in school if they are worried and they will receive a consistent supportive response.
- Clear policies, including Safeguarding, Anti-bullying, Behaviour, Health and Safety, Equality, Recruitment and E-safety are regularly reviewed and shared with all staff
- Students are given regular opportunities to learn about safeguarding through E-safety, personal safety and Sex and Relationships lessons
- There are regular reviews of all our Health and Safety systems
- The academy works with government guidelines and key documents, such as, 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'
- The academy has close links with OCSB, Oxfordshire Children's Safeguarding Board, receiving regular training and updates
- All Risk Assessments and accompanying documentation are carefully scrutinised and updated regularly



A woman with glasses and a purple jacket is standing on a red playground slide. She is looking down and gesturing with her hands. The slide is part of a larger wooden and red metal play structure. In the background, there is a brick building with windows and some greenery.

### **Visitor Policy**

The safety and security of students while at school is of prime concern to us. For this reason, we have a school visitor policy which we ask all visitors to observe. If you visit the school, please call first at Reception in the Hepworth Building to collect a visitor's badge and sign in. Our receptionist will then arrange for you to be escorted to the correct venue for your meeting. If you wish to collect your child during the school day, please telephone the office beforehand to give the time you intend to pick your child up.

### **Contact Details**

It is vital that our emergency contact telephone numbers for parents and carers are up to date. Please inform the school office immediately if your address and telephone details change.

### **Medicines in School**

If your child needs to take medication while at school, we require written permission from you on the correct forms. The Iffley Academy will not be able to administer medicine unless the forms are complete and signed. Please contact reception who will be able to provide you with a form when needed. Please ensure that medication is clearly marked with the name of the medicine: pupil name, dosage (including administration and times) and storage requirements.



## Organisation of the School

The Iffley Academy has approximately 158 students and 15 classes in the main school. There are 31 students and 3 classes in our Sixth Form, which offers a unique provision of college courses, vocational learning and work experience. Each student is carefully placed within the school depending on their special educational need. The academy is, however, a single learning community where students come together at break, lunchtimes and assemblies.

### Absences

We ask that you phone Reception by 9.00 am if your child is going to be absent. Choose option 1 to leave a recorded message, please leave your child's name, class and reason for absence. Or choose option 3 to speak to Reception. Reception is open from 8.00 am. Reporting an absence is a legal requirement.

### Uniform

We believe the wearing of full school uniform is important in promoting positive attitudes, high standards and a sense of personal pride and belonging. With the exception of our sixth form students, all students should wear school uniform.

Boys	Girls
Purple or Grey Sweatshirt – PMG	Purple or Grey Sweatshirt – (PMG Schoolwear)
Grey or White Polo Shirt – PMG or any retailer	Grey or White Polo Shirt – PMG or any retailer
Trousers – Any retailer	Trousers or Knee Length Skirt – Any retailer
All Black Footwear – Any retailer	All Black Footwear – Any retailer

PMG Schoolwear are the providers of our school uniform, we ask that all students purchase a grey or purple sweatshirt with the embroidered 'The Iffley Academy' logo. Please contact PMG Schoolwear direct to place your order, if you require any assistance with ordering please contact reception.

Tel: 01895 809321

Email: [customerservices@pmgretail.co.uk](mailto:customerservices@pmgretail.co.uk)

Web: [www.pmg-schoolwear.co.uk](http://www.pmg-schoolwear.co.uk)

Labelling: Please ensure all items of your child's clothing (including coats, PE Kits etc.) & belongings (bags & water bottles etc.) are clearly labelled with your child's name. Please check periodically that labels remain clear as names often fade with continual washing.

## **Transport**

Most students are transported to school by minibus and taxi, although we do encourage independent travel when the student is able and confident to do so. Arrangements for transport are coordinated by the Local Authority.

If your child is due to start at the school, the integrated transport team will be in contact with you to confirm details of the taxi provider and a contact number for the provider. If you are unsure about your entitlement to SEN transport, please contact your SEN Officer in the first instance.

Oxfordshire County Council Transport Office – 01865 323795 (Opening times: Monday to Friday 7.30am – 5.00pm)

If you have not received any information prior to your child's enrolment at the school or if you have a query regarding the provision of transport please contact Mr. Willett at Iffley Academy – 01865 747606.

## **Mobile Telephones**

Mobile phones are not permitted during the school day. All students are required to hand their phones to their class adult who will keep it in a locked box until the end of the school day.

## School Meals

At The Iffley Academy, students are provided with a hot and nutritious school lunch on a daily basis by an award-winning catering company who prepare all meals on site. Menus are sent home to parents termly and can also be viewed on our school app.

The students enjoy a family style lunch service which consist of a hot meal and pudding. Food is served by staff to individuals at their table so each student has complete control over the meal they are given. Students are encouraged to try all of the food and support can be offered if required, to help students to transfer from a packed lunch to a school meal. Special diets are also catered for, and the meals comply with the Government Healthy Eating Standards.

If your child does not like a particular meal, there is an option of a jacket potato or baguette with a choice of filling and fruit or a yogurt for dessert.

Students have the opportunity to provide feedback to the Chef via the School Council and make suggestions for alternative healthy meal options.

Lunches cost £2.60 per day (£13 per week). We ask that payment is made at the beginning of the week or on the day that the meal is required and can be paid by cash or cheque (cheques to be made payable to The Gallery Trust). Lunch orders will be taken on a daily basis at registration. Students who arrive late for school can order their lunches at reception when they sign in. Please note, if your child arrives later than 10.00am and requires a school meal, they will only have the option of a jacket potato or baguette.

If your child is eligible for a free school meal, please complete the application form enclosed in your starter pack or contact Reception.



## Equal Opportunities

### Arrangements for the admission of students with disabilities

The Iffley Academy works closely with the Local Authority regarding admissions. Mr. John White, SENCo, will be happy to advise parents on admission arrangements.

The Iffley Academy is firmly committed to promote and embed disability equality and to prevent discrimination on any grounds. Governors and staff share a vision that all students can achieve their potential, irrespective of their special needs or disability.

### Pre-admission arrangements

To ensure your child feels happy about their enrolment at The Iffley Academy, we strongly urge you to visit before their start date. Each new student will have at least two transition visits during the summer term where they will spend time in class getting to know their new routines and making new friends. You are warmly invited to tour the school with a member of the Senior Leadership Team or the Special Needs Co-ordinator to discuss any concerns or queries you may have.

