

## **YEAR 7 TRANSFER ARRANGEMENTS**

The school considers the transition from primary to secondary school to be very important and works hard to make each child's move successful. Transition is not just about the first day of school in September but a process that takes a number of months, both in the summer term before the children transfer and in the months afterwards. The school believes that the support that is put into transition and working with parents makes it easier for children to settle in and make the most of the opportunities that the school has to offer.

The Local Authority contacts all parents regarding the allocation of places. During the summer term, the school writes to all parents who have been successful in being allocated a place at Shenley Brook End School.

During the summer term before the new children start at Shenley Brook End School a whole day is set aside in July for 'Transfer Day'. Students who have secured a place at the school are invited to spend the day experiencing what it is like to be a student at Shenley Brook End School. They have a number of lessons with staff in different subject areas and have a chance to experience lunchtime with the older children and sample food in the school restaurant.

Students with special needs or who have been identified by primary schools to be particularly anxious or vulnerable may be invited to come into school for an additional visit – sometimes with a member of staff from their primary school.

On Transfer Day parents are invited to the school in the evening to meet the tutors and to put names to faces of other staff so we can get to know each other. Whilst this is usually an opportunity for parents to meet their child's form tutor, if the tutor is not yet a member of staff at the school an experienced teacher will meet the parents.

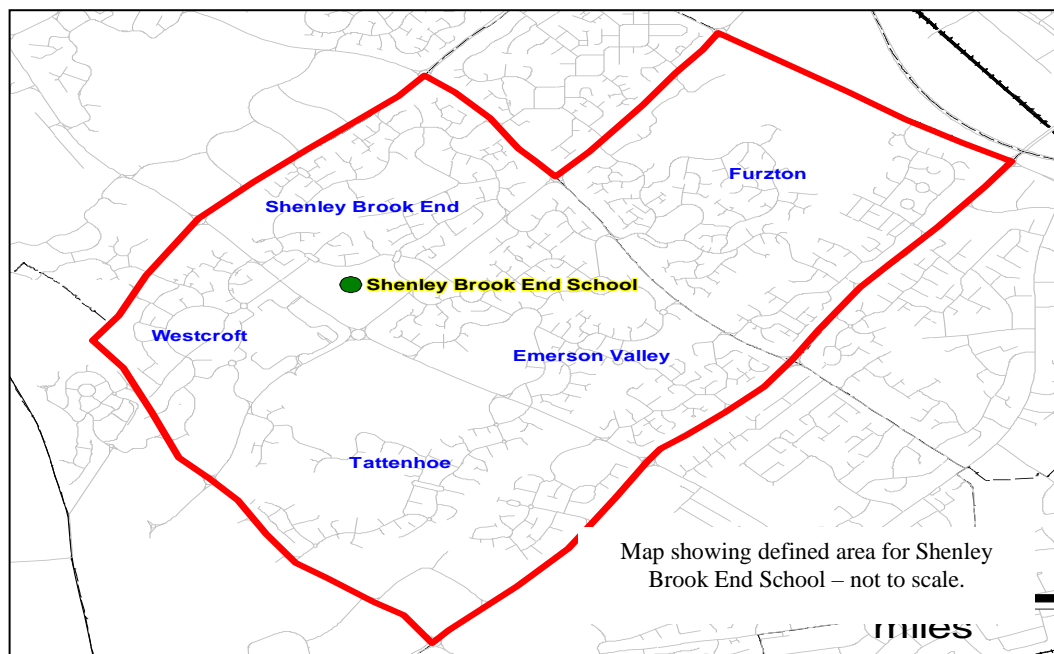
An important part of the school's success in the transition process is the input from the Year Leader for Year 7. They will liaise closely with primary schools and meet staff. They will also hold coffee mornings for parents with a question and answer session. Parents may also ask to meet the school Welfare Officer at this meeting if they have specific medical concerns that they wish to share. This meeting is a vital link between the school and parents.

The school arranges a number of opportunities for parents to find out about their child's experiences at school once term has started in September. During the first term, the school hosts a Student Information Evening. Later in the term, parents will be invited to come to the school to meet form tutors and see how their child has settled at the school. Later in the year parents will be invited to meet subject teachers and to discuss their child's progress. The school also issues progress checks during the year. If at any time parents wish to discuss their child's progress or concerns with how s/he is settling in, then they are encouraged to contact the child's form tutor in the first instance.

## ADMISSIONS ARRANGEMENTS FOR ENTRY TO SHENLEY BROOK END SCHOOL FOR SEPTEMBER 2024 FOR PUPILS AGED 11+

The planned admission number (PAN) for September 2024 is 300.

*The area normally served by the school is Furzton, Emerson Valley, Tattenhoe, Westcroft and Shenley Brook End – the ‘defined area’.*



*Children with an Education Health Care Plan naming Shenley Brook End School will be given priority for admission with the normal admission round at 11+.*

Where there are more than 300 applications there is over-subscription and the following criteria will apply prioritised as follows:

1. Children who are looked after (LAC) and all previously looked after children (PLAC) including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted (IAPLAC).
2. Pupils who live within the defined (catchment) area and who have a sibling in years 8 - 10 at the time of admission. Proof of residence will be required.
3. Pupils who live in the area served by the school – the defined (catchment) area. Proof of residence will be required.
4. Pupils who live outside of the school's defined (catchment) area but have a sibling in years 8 - 10 in attendance at the time of admission.
5. Children of staff where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made.
6. Up to 10% of places will be allocated on the basis of aptitude for physical education or sport, with a focus on netball or basketball.
7. Pupils living outside of the defined area.

*The term “school” is used throughout this policy. Shenley Brook End School is registered as an academy under the Academies Act 2010.*

## **Oversubscription**

In the event of oversubscription in any category above, the places will be allocated according to the proximity of the child's main residence to the school's main entrance measuring the distance in a straight line by a computer application using a geographical information system. For applicants living in flats, the distance will be measured in a straight line from the school's main entrance, to the front door of the ground floor flat underneath the child's main residence.

## **NOTES**

1. Late applications: any application for a place at the school received after the published date for return will only be considered after all prior applications have been processed in line with the above criteria
2. In line with the Admissions Code, after National Offer Day, prior to transfer, and for the first term (Autumn Term) in the first year of transfer, the school will maintain a waiting list until the end of December 2024, when it will then close. The waiting list will be ranked in the order of the over-subscription criteria and not in the order in which the applications were made. However, children who the Local Authority direct the school to admit or who are allocated a place at the school in accordance with the Fair Access Protocol will take precedence over those already on the waiting list. The ranking of applicants on the waiting list therefore may change as new applications are received. It is not the policy of the school to maintain a waiting list after the closure of this waiting list for any year group.
3. It is not generally the school's policy to allocate a place for a child to a year below or above that of a child's chronological age.
4. Home address: this should be a child's home address - that is the child's permanent address where both the parent/carer and child reside. The home address is considered to be where the child spends the majority of the school week, Monday to Friday, including nights. In the case of shared custody where the child lives equally at with both at different addresses, it is the parents' responsibility to agree and make clear which address will be used and be able to provide supporting evidence in respect of that address. Only one address can be used.
5. Proof of residency may be required.
6. Looked After Child: A Looked After Child is a child who is in the care of a local authority or being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the children Act 1989)
7. A Previously Looked After Child is a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear to the admission authority of the school to have been in state care outside of England and ceased to be in state care as a result of being adopted.
8. Sibling: a sibling is a brother or sister of whole or half blood or any other child (including an adopted child) who permanently resides at the child's address and for whom the parent/carer also has parental responsibility who is attending the school in years 8-10 at the time of admission.
9. Multiple births: in cases where there is one remaining place available and the next child on the list is a one of a twin, triplet of other multiple birth group then

the following will apply: both twins would be admitted (or all the siblings in the case of multiple births) even if this goes above the admissions number for the school.

10. The defined area and allocation of places in previous years: a map of the defined area is on page 2 of this document. The following information is based on the allocation of places on National Offer Day in 2023. There were 300 places available. There being more applications than places available the school was over-subscribed and therefore the school allocated places according to its over-subscription criteria. The places were allocated as follows.
11. Netball and Basketball aptitude: Applicants will be assessed on three metrics. To have your child considered for a place on these grounds it will be necessary to register for the aptitude assessment by 30 September via the form in the admissions area of the School's website, and attend the assessment on the second Saturday of October. No other tests for admission into Year 7 will take place after this date. Children will be assessed in the following areas:
  - Illinois Agility test
  - Hand-eye coordination
  - Adapted game scenario

The students performance in each area will be assigned a percentile score, these will be combined together to give an overall score out of 100. The minimum score to be offered a place on these grounds will be 80. Where more children achieve this score than places available, the places will be offered to the top performers as determined by their overall score. In the event that scores are the same for the last place, the final decision will be based on the distance the student lives from the School. Parents will be informed by 20 October so that they can make an informed selection of schools by the national deadline. Those who achieved the minimum score required but were not offered a place will be held on the reserve list under criterion 5 of the oversubscription criteria. For late and in year admissions, where less than the number of places available are taken, a request for the assessment can be made. It is at the School's discretion as to whether an aptitude assessment will be offered.

<b>National Offer Day 2023 allocations.</b>
<ul style="list-style-type: none"><li>• <i>There were 2 places allocated to students with a Statement of Special Educational Needs/ Education Health Care Plan</i></li><li>• <i>Criterion 1: There were 2 places allocated under the criterion of Children in Care</i></li><li>• <i>Criterion 2: 59 places were allocated to students living in the area who would have a sibling at Shenley Brook End School</i></li><li>• <i>Criterion 3: 176 places were allocated to students living in the school's defined area</i></li><li>• <i>Criterion 4: 16 places were allocated to students living outside the school's defined area but have siblings at Shenley Brook End School</i></li><li>• <i>Criterion 5: 0 places were allocated to children of staff</i></li><li>• <i>Criterion 6: 8 places were allocated to students based on aptitude for physical education or sport, with a focus on netball or basketball</i></li><li>• <i>Criterion 7: 37 Places were allocated to students living outside of the defined area</i></li></ul>
<i>The furthest student from the school allocated a place was 0.973 miles away</i>

## **Admission at 11+**

The Local Authority (LA) coordinates the admissions arrangements for children starting secondary school in September 2024. All applications should be made on-line by visiting the Milton Keynes website at <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/school-admission>

A copy of the information booklet is also available on the website.

## **No forms will be accepted at the school.**

Parents/carers and their children will have an opportunity to visit the school by attending a Prospective Parents' Evening that will take place during the Autumn term.

The deadline date for submitting an on-line application is the 31 October within the relevant year.

For children resident in Milton Keynes, attending Milton Keynes schools, the application form should be returned to the child's primary school, who will then forward it to the School Admissions Team at Milton Keynes Council. For students resident outside Milton Keynes, the home Local Authority form should be completed and returned as per the home LA instructions. For Milton Keynes resident children attending independent and other LA schools, the form should be returned to the School Admissions Team at Milton Keynes Council.

Applicants who apply online will be notified of their child's allocation by email. All applicants will be also informed by letter via the LA of the outcome of their application according to the timeline agreed by the LA, and detailed in the parents' handbook, on National Offer Day.

## **STUDENT SUPPORT**

### **Year Leaders and Progress Leaders:**

Year Leaders are responsible for a year group, pastoral support, welfare, attendance, spiritual and moral guidance including year assemblies. Year Leaders have responsibilities linked to the needs of their year group.

The Progress Leaders work closely with Year Leaders to support students to accelerate progress whilst providing excellent pastoral care.

Year Group	Year Leaders	Progress Leaders
7	Miss Aley	Mrs Johnson
8	Mrs Reid	Mr Mangan
9	Mrs Underwood	Miss Pearson
10	Mrs Grave	Miss Boakes
11	Mrs Sullivan	Mrs Small

### **House System:**

We aim to provide a holistic approach to education, supporting our students to be as successful as they can as they learn to become young adults in a rapidly transforming world. To support this, we have a system where students belong to a House during their time at SBE school.

## The Houses

House	Colour
Sycamore	Peach
Birch	Mid blue
Elm	Yellow
Hawthorn	Apple green
Chestnut	Lilac

The House System aims to bring together the academic and pastoral elements of a child's education. The tutor is pivotal in the House system, as they are the consistent figure in a child's education. Tutors will support their tutees to reflect on their learning journey, will liaise with class teachers and parents, and will support students with emotional and social issues.

The houses provide a unifying strand through the school, linking students from Year 7 all the way through to Year 13. This also enables opportunities for inter-house competitions. The houses are pivotal in supporting and monitoring student progress, placing the student at the centre and working with others to build positive relationships, encourage potential, raise aspirations and celebrate success.

The Progress Leaders will analyse progress following Progress Review Periods, and work with staff and parents to ensure appropriate strategies are employed to accelerate progress in the future. There will be occasions when further interventions outside the classroom are used to help students 'catch up', fill gaps in knowledge or to improve further towards the very best grades of which they are capable.

### ***THE WELLBEING HUB:***

We have developed a whole school approach to support positive mental health and tackle barriers to learning. The wellbeing hub comprises of a number of key non-teaching personnel who promote social and emotional skills and mental health and wellbeing across our school community. They use a variety of different evidence-based support programmes aimed at building resilience so that students learn to manage their own wellbeing and mental health. We also have in school counselling services for students requiring additional support to manage their mental health. We work collaboratively with CAMHS services and will refer students who require specialist support.

### ***STUDENTS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT***

We believe that it is important to promote students' spiritual, moral, social and cultural development so that all students can leave the school with the will and the ability to play a full and productive role in society. Students' development in this area is addressed explicitly through our life skills programme, collective worship and in subject teaching; implicitly through actions, relationships and unspoken expectations; and by example, through the way adults interact with each other and with students.

Learning opportunities in this area are identified in each curriculum team's scheme of work. Some examples of learning opportunities in the broader curriculum include visits – which can generate an interest in society; fieldwork – which provides opportunities to co-operate with others; raising funds – which can help students to understand others' needs; and work shadowing – which can involve business partners and parents who can provide students with an insight into the world of work.

## ***SPECIAL EDUCATIONAL NEEDS (SEN)/SUPPORT FOR LEARNING (SfL)***

The school is committed to ensuring all students, including those with Special Educational Needs and Disabilities, have the opportunity to fulfil their potential. The Special Educational Needs and Disability Co-ordinator (SENDCo), Deputy SENDCo, SEND Administrator and team of SEND Support Staff work with students who need help in their lessons that is additional to or different from that provided through Quality First Teaching. A small number of students receive structured intervention programmes outside the classroom to meet the provision requirements on their Education Health Care (EHC) plans. The Support for Learning area provides a space where SEND students can spend their break or lunchtime under the supervision of a teaching assistant if they wish. Weekly after-school support from teaching assistants with range of specialisms is available to students by arrangement.

Provision and progress for SEND students with plans is evaluated through reviews involving the student, parents/carers, teachers and representatives from any relevant external agencies.

### **Arrangements for the admissions and inclusion of disabled students**

The school's admissions criteria are applied to all students regardless of their special needs and/or disability. Once a student with a disability has been given a place at the school the SENCo liaises with the child's parents, primary school, LA and other relevant agencies in order to ensure a smooth transition from primary to secondary school and to ensure that their needs are met.

### **Steps taken to prevent disabled students from being treated less favourably**

The school has an equal opportunities policy and works hard to ensure that disabled students are able to participate fully in the life of the school.

Members of the SfL team have accompanied physically disabled students to disability sports days and supported them during work experience placements. Staff have also supported disabled students on theatre trips and on residential trips. In addition, disabled students have taken part in expressive arts productions and participated in other curricular and extra-curricular activities.

## ***CURRICULUM***

Our curriculum seeks to develop both the qualities and qualifications of our young people. Each subject area has a clear curriculum intent, and we design and develop learning experiences which are structured in partnership with external partners to ensure students acquire the relevant knowledge and develop skills which will enhance their employability. We therefore focus on developing the Attitudes, Skills and Knowledge that grow confident and independently thinking young people who are ready to learn and embrace challenges and opportunities well beyond their time with us at school.

Our ASK framework clearly expresses our values in relation to the development of Attitudes, Skills and Knowledge. The five core attitudes we encourage and develop are Curiosity, Creativity, Co-operation, Communication and Consistency.

Our skills framework is named TENSILE, a word which means 'capable of being stretched' and a way in which we challenge and support our students in developing the transferable skills required within and beyond school. These skills are Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry.

We believe that a confident grasp of subject knowledge is best acquired through the development of these positive attitudes to learning and the growth of these tensile skills if our young people are not only to succeed at school but also in their future lives.

The knowledge we expect our young people to develop will be different for each subject area, and each scheme of learning becomes more complex as our young people move through the school. Our teachers ensure our young people recall and refer to previous knowledge to embed this into their long-term memories, ensuring academic success.

Our curriculum is so much wider than what is taught in lessons, which is why we have launched our 5 Dimensions Trust Baccalaureate. This seeks to recognise and celebrate all aspects of school life, including attitudes to learning, independent project-based learning and opportunities to develop their personal growth, including extra-curricular activities, volunteering and work-related learning opportunities. Each year students will receive a transcript of their curriculum achievements. If our young people are successful in evidencing their positive engagement with the curriculum and wider curriculum, they will be awarded a 5D Baccalaureate at the end of KS3 and again at the end of KS4.

The following curricular aims have been agreed by the governing body of the school:

The aim of the curriculum is to provide a balanced framework which:

- promotes the intellectual, creative, cultural, spiritual, moral and physical development of all students;
- provides appropriate experiences for students of all abilities and aptitudes through a variety of teaching and learning strategies;
- seeks to develop enquiring minds capable of reasoning and independent thought;
- encourages the acquisition of the knowledge, skills, abilities and flexibility needed for life in a rapidly changing world;
- encourages students to set challenging goals and targets, enabling them to play a positive and responsible part in their own progress;
- establishes partnerships between the school, home, the surrounding community and local industry and commerce;
- ensures that all students have the skills necessary to take full advantage of available information and communication technology;
- provides an extra-curricular programme of opportunities to develop the interests of students and for competitive sport;
- develops the Attitudes, Skills and Knowledge to help our students be successful learners within and beyond school. (Our ASK framework and commitment to Extended Learning are examples of this, for which we are nationally recognised for our unique and creative approach).



## Year 7 Curriculum Information

All students in Year 7 will study the following curriculum (over two weeks):

Subject	No of lessons	Subject	No of lessons
Maths	7	History*	3
Science	4	Design Technology*	2
ICT	3	Drama*	3
English	6	Religious Education*	2
Geography*	3	Life Skills*	2
Music*	3	Art*	4
PE*	4	Foreign Language	4

In Year 7 each student is assigned to a form group of approximately 30 students. The forms are of mixed ability and students are taught in form groups for subjects marked \*. Students are taught in banded groups for the other subjects, which become more refined in later years.

### ***Belong, Believe, Become (BBB)***

BBB encapsulates everything we do here at SBE school. We want every member of our community to feel a sense of belonging, believe in our values and contribute to the school in becoming the best environment possible for us all to thrive; to become the best that we can be.

To enable us to achieve and sustain this we utilise the following strategies to support expectations, behaviour, and learning, both inside and outside of the classroom.



These are our minimum expectations for students inside and outside of the classroom which need to be upheld and championed by staff. Think of BADGERS as a guide for students of how to behave well and engage in their learning. This is a direct response to the amount of time students have missed in a structured classroom environment. We need to re-establish high expectations and classroom routines. Students should look to pick up BADGERS stamps in every lesson and when they are attending extracurricular clubs. Teacher will stamp the students Learning Passport when a student has met minimum expectations in a lesson. BADGERS stamps link to wards and rewards and can be viewed on Arbor.

### Consistently Meeting BADGERS Expectations

	Monday	Tuesday	Wednesday	Thursday	Friday
Form Time					
Lesson 1					
Lesson 2					
Lesson 3					
Lesson 4					
Lesson 5					
Extra - Curricular					

As a staff team we have been working together to support the ever-changing climate and responding to change from our wider community. Our ethos connects to SBE 4 R's. These are the minimum expectations for students or staff and define the Shenley Brook End way of doing things

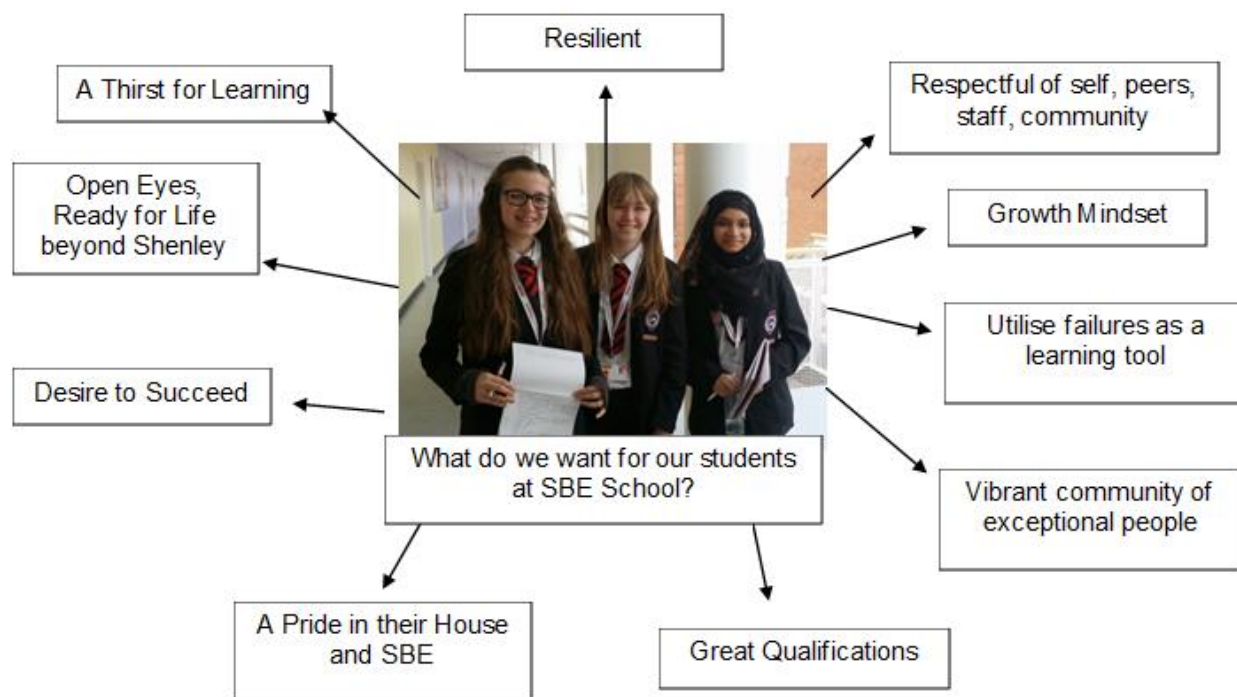
**Relational** – Understanding the needs of our young people, that we all need to work together as members of the school community. Establishing good relationships based on strong school systems and structures so that we can support students.

**Routines** – Having a clear set of expectations and boundaries for students, with a clear consequence system when needed.

**Restorative** – This is critical to maintaining a good relationship with the students, which is beneficial to both teacher and student, ensuring that they feel like they belong, are cared for and can improve to keep a student feeling positive about education.

**Rewards & Recognition** – A proportionate and genuine way which conveys sincere recognition celebrating effort and improvement, aiming to provide intrinsic motivation and a desire to continue to achieve regardless of the student's ability. Awarding students who go over and above is essential to ensure students **belong, believe, and become**.

## What Do We Want for Our Students at SBE School?



### Rewards

"A little praise goes a long way." This old adage is particularly applicable to schools. Research has shown that students value teachers' praise.

The relationship between teacher and student is crucial in the learning process. If students feel that teachers are interested in them and keen to help them to learn they will respond accordingly. Staff at Shenley Brook End School encourage students to learn, having high expectations of behaviour and attainment.

Our BBB Behaviour system supports our culture at the school where we want all our students to have a sense that they *belong* to the school and House community and *believe* in themselves to do great things which will help them *become* the best that they can be.

BBB Behaviour is a framework which brings the positive and negative elements of behaviour together. We want our students to demonstrate positive behaviours in the classroom and around the school community. All staff will award students with Flight Miles through Arbor when positive behaviours are demonstrated. In the classroom, Flight Miles will be given when students show the right attitudes, skills and knowledge to support their learning. Equally we want our students to feel proud of our school, so any behaviour which supports the school community such as representing the school in fixtures and productions, doing charitable work or being supportive of staff and other students will also result in Flight Miles being awarded.

Whilst gaining many Flight Miles does indicate students are demonstrating positive behaviours to support their progress, we recognise students still like extrinsic rewards which are more tangible. Therefore, students receiving significant numbers of Flight Miles are given Jump the Queue passes, sports equipment, Amazon vouchers and letters home. Parents can check if their child is receiving Flight Miles daily by looking on their Arbor account.

Once a year we also recognise outstanding students' achievement and attainment at an annual Awards' Evening to which parents are also invited. Sports Presentation Assembly at the end of the academic year focuses on celebrating success and effort in the year's sporting achievements.

## **BEHAVIOUR**

At Shenley Brook End School we want all our students to enjoy school and benefit from their learning. Developing a sense of responsibility and self-discipline are essential if our students are to grow to be responsible citizens. The school values the fact that our parents share the school's ethos and support the policies that underpin our traditional approach to behaviour management.

At Shenley Brook End School both staff and parents expect students to respect the rules that form our behaviour policy.

### **Governors' statement of general principles**

Shenley Brook End School believes in a positive learning culture where everyone has the right to feel safe, enjoy their learning, achieve to the best of their ability and be treated with respect. Everyone has a responsibility for their own behaviour, to safeguard the rights of other people and to treat others with dignity and consideration.

The school's philosophy of 'Success through Learning' is underpinned by the school's policies including the behaviour policy which incorporates the code of conduct and the policy on exclusions.

We value::

- |            |  |                |
|------------|--|----------------|
| • honesty  | • fairness   | • trust        |
| • loyalty  | • tolerance  | • diligence    |
| • kindness | • politeness   | • perseverance |
| • patience | • respect for others, for authority and for property |                |

To ensure that high standards of behaviour are engendered in our students and maintained consistently throughout the school, the school expects all students, with parental support, to abide by the behaviour policy, including the sixth form code of conduct. The school has a positive approach to managing behaviour through its BBB behaviour system, where students are expected to take responsibility for their actions and behaviour. A full copy of the Behaviour Policy incorporating the code of conduct is available on the school website and hard copies are available from the school on request.

## **SCHOOL MEAL PROVISION**

A self-service restaurant is provided at both break and lunchtimes as well as other food outlets which follow government guidelines for providing healthy eating opportunities. Hot meals such as jacket potatoes and a variety of pasta dishes, a healthy-eating salad bar, as well as sandwiches and rolls are available. There is always a vegetarian choice. The school operates a biometric cashless catering system.

Provision is made for students who bring a packed lunch to school. The school encourages parents to provide healthy foods in their child's packed lunch.

## **SAFEGUARDING**

The school is committed to ensuring our students are safe.

- Safeguarding and promoting the welfare of children and young people is the responsibility of all members of the school community and everyone has a role to play in this.
- Effective safeguarding of children and young people is achieved by putting children at the heart of the system and by every individual working together and with other agencies to meet the needs of the most vulnerable children.
- We support our students in identifying symptoms and triggers of abuse and neglect, to share that information and to work together with other agencies to provide them with the help they need.

We will:

- be alert to the needs of children and families and will take any welfare or safeguarding concern seriously, sharing appropriate information in a timely way;
- ensure robust procedures for recognition and referral where there are safeguarding or child protection concerns;
- deal swiftly and in a professional manner with all safeguarding concerns, minimising the impact on innocent persons;
- provide staff and volunteers with guidance on safeguarding and child protection, including training to identify abuse and neglect and procedures on how to share information which they suspect a child or young person may be experiencing, or be at risk of, harm;
- provide a safe, healthy learning environment that allows children and young people to develop their full potential;
- safeguard students' welfare, particularly those children and young people who are most disadvantaged;
- provide children and young people with opportunities to discuss issues and report problems affecting their safety and welfare;
- ensure safer recruitment practices are adhered to
- monitor and support children and young people who are identified as children in need or those subject to child protection plans and contribute to the implementation of their plan;
- promote partnership working with parents;
- promote collaborative working with other practitioners and professionals, adhering to local arrangements for effective safeguarding.

A full copy of Shenley Brook End School's Safeguarding and Child Protection policy and linked policies are available on the school website.

## ***NOTES***

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