

The Inspiring Change Primary Support Service



Information for Parents / Carers

Academic Year 2021/2022

Kindness

Commitment

Resilience



Introduction

Welcome to The Inspiring Change Primary Support Service. We are here to support your son/daughter to succeed in their mainstream school.

We actively encourage and support the inclusion of children into full time education settings by nurturing their social, emotional and physical health and wellbeing, promoting self-esteem and independence.

All pupils have the right to a quality inclusive education which nurtures their social, emotional and physical health and well-being, promotes self-esteem and builds independence. The main aim of the Inspiring Change Primary Support Service is to support pupils to successfully access learning in a mainstream setting with their peers. This support could either be outreach support for the pupil, the school or the family or a short period of time at the Inspiring change primary support provision.

If a pupil is placed at the IC provision, we will work to ensure the education they receive is tailored to meet their individual needs, is engaging and rich and designed to give them the skills to manage their emotions and behaviours. We will also concentrate on addressing any gaps in learning, whilst maintaining progress across the curriculum. The development of the pupil's emotional well-being, understanding of themselves and the world around them and future aspirations will be central to all work.

We aim for pupils:

- To improve their educational attainment within a safe, caring and healthy environment.
- To acquire the skills, self-esteem and experience that they will need for their own future development.
- To be empowered to gain an understanding of who they are, how to regulate their emotions and seek support appropriately when needed.
- To meet three agreed targets in order to return to their mainstream school.
- To be prepared for the wider outside world, so that they can relate confidently to others and have the necessary skills and resilience to succeed, playing a positive role in their school and local communities.

Our additional aims and objectives are:

- To ensure that children's needs are central to discussions around provision.
- To ensure accurate sharing of information in order to meet the needs of this vulnerable group appropriately.
- To establish good working relations between the Inspiring Change Primary support service, schools, pupils and parents/carers and other involved professionals.
- To establish clearly defined and well documented referral procedures to The Inspiring Change Primary support service.
- To establish a clearly defined exit strategy for pupils, based on the understanding that The Inspiring Change Primary support service is a short stay provision. We will seek to meet specific targets and address gaps and areas for improvement but it is understood that this is not a 'fix-all' solution.
- To ensure schools / education providers have a good understanding of the roles and responsibilities of both the Inspiring Change Primary support service and their own setting in relation to pupils with medical and emotional needs.

We believe strongly in the view that education is a powerful tool to change the course of a child's life and that all children have the potential to become successful adults. Strong and healthy relationships with the pupils and with each other mean that staff really know the pupils and their needs and can ensure success is achieved by providing exactly the right support. Learning is placed at the heart of all that we do and is key to the success and progress of pupils.

For pupils who need support outside of their home school, they will attend the IC Primary support service, situated at the learning centre, adjacent to Mierscourt Primary School. The premises have been adapted to ensure a safe and purposeful learning environment, the building, garden and surrounding areas are completely separate and self-contained.



The partners are the Pupil, the Parent or Carer and ICPSS

Each partner has a vital part to play by being supportive of each other and committed to the success of the partnership.

As a Pupil I agree to:

- work to the best of my ability, and have high expectations of myself
- apply our core values of Commitment, Kindness and Resilience to everyday life
- behave in a way that does not disrupt the learning of others
- show respect to other pupils, staff and the school environment
- take a pride in my appearance and wear school uniform correctly at all times
- be conscious of the need to create an environment which shows visitors a caring community and respect for school property;
- care for everyone in school and the wider community by showing respect, tolerance and courtesy and kindness
- have the responsibility to respond to the views of others courteously and treat each other with respect and tolerance

As a Parent/Carer I agree to:

- ensure my/our son/daughter attends school regularly, on time and in their home school uniform;
- account for any absence by phone and inform the school of any problems or concerns which might affect my/our son/daughter's work or behaviour
- support the school's decision with regards to the mobile phone policy, behaviour policy and search and confiscation policy
- trust and support the staff to deal with incidents at school involving my/our son/daughter
- support the school with alternatives to exclusion such as a change in school day hours or change of educational location
- attend Academic Review Day and meetings about my/our son/daughter's progress
- fully support the ICPSS core values of Commitment, Kindness and Resilience
- communicate respectfully with staff at all times

ICPSS agrees to:

- care for your son/daughter's welfare and apply the behaviour policy fairly and consistently
- practice and encourage our core values of Commitment, Kindness and Resilience
- ensure a safe and caring environment
- provide a balanced curriculum, enhanced where possible by a range of extra-curricular and enrichment activities
- always aspire to achieve high standards of work, behaviour and core values
- develop resilience in pupils
- make every effort to ensure that your son/daughter makes good or better progress and achieves in line with their ability
- keep you informed about school matters and your son/daughter's academic progress through reports, regular meetings and phone calls, and alert you to any difficulties;
- be open and welcoming and prepared to deal with any parental query.

All members of the school community have a right to expect that their school is a safe place in which to work and learn. Violence, threatening behaviour and abuse, including verbal abuse, against school staff or other members of the school community will not be tolerated.

Appropriate use of Internet and ICT Policy

The importance of the internet and ICT

The purpose of Internet and ICT use in ICPSS is to raise educational standards to promote pupil achievement, to support the professional work of staff and to enhance information management and business administration systems.

Internet and ICT use is part of the statutory curriculum and is an essential element in 21 century life for education, business, and social interaction. ICPSS has duty to provide pupils with quality ICT and Internet access as part of their learning experience.

Internet access is designed expressly for pupil use and includes filtering of websites appropriate to the age of the pupils. Pupils are guided in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

ICT and internet usage is planned to enrich and extend learning activities and usage is reviewed to reflect the curriculum requirements.

The evaluation of internet content

Everyone needs to evaluate the quality of information they receive, whether from the radio, newspaper, telephone or the Internet. The internet can pose particular issues with regard to determining the origin and accuracy of information.

Pupils and staff are taught how to evaluate material they access from the Internet, to question whether it is accurate, current and comes from a reliable source.

Pupils are also taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

The ICPSS website

The Rowans website is available at <http://www.therowans.org> This website has a dedicated page for Primary Support which provides information about school and offers a chance to celebrate the achievements of our pupils.

We always seek the written permission of both staff and pupils with regard to the use of images on its website and care is taken to ensure that the names or tutor groups of those individuals are not used.

The Headteacher has overall editorial responsibility for the content of the website to ensure that it is accurate and appropriate. The copyright of any material used will either be held by the school or be attributed to the owner and appropriate permission sought.

Authorisation of ICT and Internet use

Both staff and pupils are advised of, and must accept, The ICPSS rules with regard to the appropriate use of ICT and the Internet. All pupils are required, in conjunction with their parent / carer, to sign the Internet Access and Appropriate Use of ICT consent forms, prior to access to ICT being granted. These forms are given to pupils upon admission and signed copies are kept on pupil files. A copy of the letter to parents / carers and the appropriate forms is available at the end of this document.

If there is a need to withdraw access to ICT and / or the Internet because a pupil has not followed the rules contained in the consent forms, a record is kept.

Risk assessment

In common with other media, such as magazines, books and video, some material available via the Internet is unsuitable for pupils. We will take all reasonable precautions to ensure that pupil's access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. We cannot accept liability for information accessed, or any consequences of Internet access.

In order to mitigate these risks, pupils are not permitted to use the computers or iPads unsupervised.

Website filtering

The filtering of websites is used to protect pupils from accessing inappropriate websites; however, pupils may occasionally be confronted with inappropriate material, despite all attempts at filtering. Pupils are taught what they should do if they experience material, they find distasteful, uncomfortable or threatening.

The website filtering is provided by the Medway Grid for Learning as part of the broadband Internet access. Medway Schools and the LEA jointly agree on a filtering strategy which categorises websites and decides if they should be accessible to pupils. Websites are categorised according to the type of content they have, eg. Prolife, Pornography, Hacking, Racism etc. The filtering strategy will be implemented according to the age and curriculum requirements of the pupils.

ICT System Security

Our ICT systems are reviewed regularly with regard to security, to ensure that unauthorised access cannot take place. A secure network exists between all of Medway's schools and the LEA to enable the secure transmission of information within Medway.

In addition to this, measures taking place include:

- Use of passwords to gain access to the school network
- Virus protection to ensure information is not corrupted
- Restricted access to system files

Information management issues, including legislation such as the Data Protection Act, are covered in the separate, Information Management Policy.

Copyright and intellectual property rights

It is a criminal offence to make or use unauthorised copies of commercial software.

We recognise that when using material from the internet or other sources, that both staff and pupils must ensure that copyright and intellectual property rights are taken into account and where appropriate, permission is sought from the owner. Where permission is not granted, use of the material is not allowed.

Use of pupil and staff images

Consent is always sought from parents / carers and staff with regard to the taking and using of photographs and digital images. These may be used for display purposes around the building, on the school website, social media or in printed publications. Images are only used for educational purposes and the identity of the pupil is protected.

Complaints regarding Internet or ICT usage

Any complaint about staff or pupil misuse of Internet or ICT facilities must be reported to the Headteacher.

Attendance

We monitor attendance and punctuality closely and if there are concerns, we work with the pupils, parents/carers and the home school to support improvement.

Regular attendance is essential if pupils are to achieve their full potential. We expect all pupils to have good attendance. The attendance target for all pupils is at least 96%.

Parent/Carer Responsibilities

- Parents/carers must telephone the school on the first day of absence and subsequent days thereafter.
- All attendance issues will be managed by the home school and in line with their particular school policy.

IT IS ESSENTIAL THAT ICPSS IS NOTIFIED OF ANY ABSENCE BY TELEPHONE OR TEXT by 8.30am

Behaviour and Trauma Informed Practice

Pupils referred ICPSS present a wide range of social, emotional and behavioural concerns. The aims of the placement are:

- To assist pupils to behave in a manner which shows respect for themselves and an awareness of their responsibility to those around them
- To manage, regulate and modify behaviour so that pupils achieve their full learning potential
- To develop appropriate personal and social skills through the pastoral curriculum
- To enhance pupils' level of self-esteem

In addition to the overall Behaviour Policy, specific guidance is available in the Physical Intervention Policy in order to deal with those occasions when the safety of a pupil is at risk

Collection and Recording of Pupils' Ethnic Background

(Department for Education Guidance)

All schools are required to collect information regarding the ethnic background of pupils by the Department for Education (DfE). The Information Commissioner has advised that pupils aged 11-15 are considered capable of deciding their own ethnic identity. The DfE recommends that this decision be made with the support and knowledge of the parent or guardian. Pupils aged 16 or over are recommended to make their own decision.

The information you provide will be used to compile statistics on the school careers and experiences of children from different backgrounds to help ensure that all children have the opportunity to fulfil their potential. These statistics will not allow individual children to be identified publicly and the information will not be used for any other purpose. From time to time this information may be passed to the Local Authority and the DfE to contribute to local and national statistics.

This is intended to explain why schools collect data on the ethnic background of their pupils and how the data will be used.

Why are schools collecting this information?

This is one of data items that schools must report as a statutory requirement to the Department for Education (DfE). This is reported through the School Census each term. This is for all pupils. Schools and Local Authorities will use the information to find out whether particular ethnic groups are not achieving as well as they might and whether additional support is needed.

The DfE needs information to help them plan and allocate resources to raise standards of all pupils. Schools, local authorities and the DfE are all bound by the Data Protection Act. This means that they cannot reveal information held on your child to a third party. Safeguards are in place to make sure that it will not be possible to identify individual pupils in any published statistical data.

Complaints

Concerns and complaints can arise from time to time despite our best efforts. The majority of parental concerns and complaints arise from misunderstandings which are dealt with satisfactorily through informal discussion. Should you wish to make a formal complaint, please refer to the Complaints Policy which can be found on our website.

Contact Details

Address:

The Inspiring Change Primary Support Service, Silverspot close , Rainham, Kent ME8 8JR

Key Staff:

Main office contact – Office@ICMAT.co.uk

Ian May – Centre Lead Teacher - ian.may@ICMAT.co.uk 07710 143033

Gwen Webb, SENCo – Gwen.webb@ICMAT.co.uk

Main Office – office@therowansap.co.uk 01634 338803

Website www.therowansap.co.uk – Primary support Page

Twitter Handle - @ICPrimarysup

We acknowledge that pupils are motivated by praise and positive comments. In addition, we recognise the value of other types of rewards and offer the following: -

- Certificates;
- Achievement Postcards;
- Outings/activities;
- Privileges;
- Responsibilities;
- Communication to parents/carers;
- Individual personal attention;
- Public acknowledgement e.g. student of the week
- Graduation celebration back to mainstream

Home/School Links

The staff are dedicated and passionate about making a positive difference in the lives of the young people. All staff ICPSS are available to offer support and guidance where needed.

Home Visits

Staff may occasionally wish to make a home visit in order to discuss an issue or simply to keep regular contact. Parents and carers will be contacted wherever possible before such a visit.

Telephone Calls, Texts and Emails

Staff may telephone, text or email home on a regular basis to pass on information or simply to talk about the pupil's day.

Equally parents/carers may wish to speak to staff. If the particular member of staff is not available, a message can be left so that the call can be returned.

Daily Contact and Weekly Reports

All pupils will have a contact book where home and school can maintain regular contact.

Interventions

The Interventions Team identify and support pupils that need additional help, allowing them to close attainment gaps and reach their full potential. The interventions are carefully planned to support pupil's independent learning needs and improve their access, participation and achievement in the classroom. We offer academic, social and welfare interventions and these are tailored to meet the needs of the individual pupils. The interventions are an integral part of the work that they carry out is crucial in supporting pupils, meeting individual needs and closing attainment gaps.

Progress data is used to identify pupils who will benefit from academic interventions. Therapeutic and welfare interventions address the emotional and social well-being of the pupils. There are a range of interventions to encompass all levels of need. SDQ data is used in supporting professional judgement in referrals to therapeutic and welfare interventions, which target specific individual needs.

Lunch Arrangements

Pupils can bring a packed lunch to school with them or a school meal can be ordered for them from the adjacent Mierscourt Primary School. The cost of these meals will be met by ICPSS.

Medical Arrangements

We must be notified if a pupil is taking medication for any reason.

If this medication needs to be dispensed during the school day, a medication form must be completed and the medication handed in to the school office for it to be administered at the appropriate time by a designated member of staff.

If a pupil becomes ill during the school day, they will be assessed by a member of staff (first aid trained).

If it is felt that they are not well enough to stay at school then the parent/carer will be contacted.

It is, therefore, essential that parents/carers provide two emergency contact telephone numbers. If you change your contact details, please let us know as soon as possible.

If a pupil sustains an injury at school, they will be assessed by the First Aider. If further urgent medical treatment is necessary, we will call home immediately.

Outdoor Activities and School Trips

Pupils will have access to many off-site and outdoor activities and school trips. All activities are risk assessed thoroughly. Should you require a copy of the full risk assessment for any activity please let us know.

We require you to complete this Pupil Admission form so that we are aware of any specific requirements your child may have and that these are catered for. Please note, it is important that we are informed of any changes to your child's health throughout their time with us.

Without the completed Pupil Admission form your child cannot participate in the activities.

Conduct During Trips

All participants are expected to behave in a reasonable manner at all times during the activity. They must take direction from the nominated leader, and follow all instructions or guidance given by activity instructors. When instructed they must wear any clothing or protective equipment issued to them by instructors/tutors and not to interfere with any of this clothing/equipment. They must not engage in horseplay/skylarking or practical jokes whilst on the journey and at the activity, as this may affect their own safety and that of others.

All local rules must be followed e.g. those of the activity centre etc.

Participation in outdoor activities is conditional upon good behaviour. Any pupil whose behaviour is deemed unacceptable, either during the trip or on the journey, will not be able to participate further.

Privacy Notice

This notice is to help you understand how and why we collect personal information and what we do with that information. It also explains the decisions that you can make about your own information.

What is "personal information"?

Personal information is information that the school holds about you and which identifies you. This includes information such as your name, date of birth and address as well as things like exam results, medical details and behaviour records. The school may also record your religion or ethnic group. CCTV, photos and video recordings of you are also personal information.

Why do we collect and use pupil information?

We collect and use pupil information under section 537A of the Education Act 1996 and section 83 of the Children Act 1989. We also comply with Article 6(1)(c) & (e) and Article 9(2)(b) of the General Data Protection Regulation (GDPR).

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care, including safeguarding
- to assess the quality of our services
- to comply with the law regarding data sharing
- to support pupils to decide what to do after they leave school

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number, relevant medical and special education needs information and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Special educational needs information
- Relevant medical information
- Exclusions and behavioural information
- Assessment information (Pupil progress data, exam results)

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We keep information on pupils on computer systems and also on paper. We hold education records securely and retain them from the pupil's date of birth until they reach the age of 25 (or longer if the pupil has an EHCP), after which time they are safely destroyed.

In exceptional circumstances we may keep your information for a longer time than usual, but we would only do so if we had a good reason and only if we are allowed to do so under data protection law.

We can keep information about you for a very long time or even indefinitely if we need this for historical, research or statistical purposes.

There are strict controls on who can see pupil information. We will not share any data if you advise us that you do not want it shared unless it is the only way we can make sure you stay safe or we are legally required to do so.

Who do we share pupil information with?

We routinely share pupil information with:

- Schools or colleges that pupils attend after leaving us
- Our local authority (Medway Council) and their commissioned providers of local authority services.
- The Department for Education (DfE)
- Examination awarding bodies
- NHS

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/nationalpupildatabaseuserguide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/dataprotection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/nationalpupildatabase-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact dpo@unify-i.co.uk (our data protection services).

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at

<https://ico.org.uk/concerns/>

Contact:

If you would like to discuss anything in this privacy notice, please contact Mrs C Delahay at The Rowans AP Academy – office@therowansap.co.uk.

Pupils' Property

Personal property should not be brought into school. It is advisable that articles of clothing are marked with the pupil's name. It is the responsibility of all pupils to take care of their own property and the school cannot accept responsibility for lost or damaged property.

We can understand if parents/carers wish their child to bring a mobile telephone to school. However, we cannot accept any liability for any loss/damage. Mobile telephones can cause disruption and are a potential source of bullying. We therefore insist pupils hand in their mobile phones in the morning where they will be locked securely in a safe. Pupils can collect their mobile phones at the end of the day.

School Uniform

It is compulsory for all pupils to wear their home school primary uniform to school each day and PE kit on days when PE is timetabled.

Sex and Relationship Education

The sex and relationship education policy and programme have been devised to meet the statutory requirements following the Education Act 1993 and form part of the PSH Citizenship and Science programme. All aspects of the course are structured sensitively to enable all pupils to receive a broad education within a moral framework.

Timetable

TIMETABLE	
	Monday – Friday
Early Morning Nurture	9.00 – 9.30
Maths	9.30 – 10.30
Break	10.30 – 10.45
English	10.45 – 11.45
Reading	11.45 – 12.00
Lunch	12.00 – 12.45
Regulation	12.45 – 13.00
Foundation Subjects	13.00 – 15.00

The Rowans AP Academy Term Dates 2021/22

September 2021								October 2021								November 2021								December 2021							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
35			1	2	3	4	5	39					1	2	3	44	1	2	3	4	5	6	7	48			1	2	3	4	5
36	6	7	8	9	10	11	12	40	4	5	6	7	8	9	10	45	8	9	10	11	12	13	14	49	6	7	8	9	10	11	12
37	13	14	15	16	17	18	19	41	11	12	13	14	15	16	17	46	15	16	17	18	19	20	21	50	13	14	15	16	17	18	19
38	20	21	22	23	24	25	26	42	18	19	20	21	22	23	24	47	22	23	24	25	26	27	28	51	20	21	22	23	24	25	26
39	27	28	29	30				43	25	26	27	28	29	30	31	48	29	30						52	27	28	29	30	31		

January 2022								February 2022								March 2022								April 2022							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
52						1	2	5		1	2	3	4	5	6	9		1	2	3	4	5	6	13					1	2	3
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4	24	25	26	27	28	29	30	9	28							13	28	29	30	31				17	25	26	27	28	29	30	
5	31																														

May 2022								June 2022								July 2022								August 2022							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
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22	30	31																													

Staff Training Day 1st September, 18th October
 Academic Review Day Thursday 20th January

First Day of Term

Bank Holiday

- 2nd September 2021– School starts
- 18th October – 29th October – Half Term
- 20th December – 3rd January – Half Term
- 14th February – 18th February – Half Term
- 4nd April – 18th April – Half Term
- 30st May – 3rd June – Half Term
- 25th July – Start of Summer Holidays