

# Manor Green College



**Lady Margaret Road  
Ifield, Crawley  
West Sussex  
RH11 0DX**

## **YEAR 7 SUPPLEMENTARY INFORMATION**



## **Transition to the College**

The transfer from primary to secondary school is a significant milestone and can also be a worrying time for both students and parents. We hope that the transition programme, planned for students who are transferring from their Primary School to the College, will help to make the move as smooth as possible.

When students arrive in September they will be involved in an induction programme lasting a week. During this time they will be involved in a range of projects, activities and visits. The aim of this programme is -

- \* For students and staff to get to know each other
- \* To establish expectations and a positive ethos
- \* For students to feel secure and settled within the College
- \* To build a sense of class identity and cohesion
- \* To enable initial informal assessments to be made

## **Year 7 as a cornerstone for the future**

Our aim is that Year 7 students will make excellent progress in different curriculum and subject areas. In addition, we are seeking to build an in depth profile of each student that details their areas of strengths and skills, as well as identifying areas for support and development.

The profile will include -

- 1) Benchmarking in a range of areas, including academic skills (literacy and numeracy) and other areas such as non-verbal reasoning, learning style, social, emotional and behavioural traits. This will enable us to assess future progress more accurately.
- 2) On-going assessment to deepen our understanding of students' strengths and needs, particularly in terms of key skills such as communication, planning and organisation, working cooperatively, independence and problem solving.
- 3) Specific assessments to give additional information and guidance for some students where a specific additional need is identified. This might include speech and language, social communication, specific literacy, behavioural issues, motor skills etc.

Once the profile outline is completed we will work closely with parents to ensure that the information contained is accurate so that it can be used to help guide the support required to address both general and specific identified needs.

A range of specific support strategies may be provided on an individual or group basis,

- Counselling
- Emotions or anger management sessions
- Specific literacy support,
- Occupational therapy
- Sensory 'diets'
- Physiotherapy
- Hydrotherapy,
- Speech therapy input, speech and language groups,
- Life skills groups
- Social use of language groups

## Key Skills

Lessons are planned to maximise opportunities to develop key skills such as independence, planning and organising work, problem solving, cooperation and collaboration as part of a group. Where possible students use 'real life' contexts on which to base their work i.e. if focusing on letter writing within English then the eventual aim will be to write and send a letter (or email) to someone.

Throughout the year, in addition to the timetabled curriculum lessons, there are frequent opportunities for students to work off timetable on either specific projects or theme days where these key skills will be a particular focus.

The College is very aware that every young person's needs are different and we are careful to plan educational opportunities that meet their personalised requirements.

This will mean that some students will need a greater level of support and guidance with functional self-help skills, in addition to their basic key skills.



### Key skills include -

- Communication
- Problem solving
- Creativity
- Staying positive
- Aiming high
- Leadership
- Teamwork

### Functional self-help skills include -

- Dressing
- Toileting, and personal hygiene
- Shopping and use of money
- Cooking
- Using public transport
- Personal safety awareness

These basic key and functional skills are needed by all students to maximise their potential in becoming confident, independent young adults who are able to cope with new challenges, form good relationships with others and contribute positively to society when they leave the College.

The emphasis on developing these basic core skills continues throughout their time at the College; so for example, in Key Stage 4, students complete a comprehensive work related learning programme which includes weekly sessions at Crawley College and work experience placements. When students leave the College, these core skills will support the transition into their adult lives.

As well as these key skills being incorporated across different subject areas and lessons, there are also off time-table sessions and special theme days which may additionally focus on some of these key skill areas.

# Staffing



**Head Teacher**  
Tom Smith



**Deputy Headteacher**  
Nick Pritchard



**Assistant Headteacher**  
Grahame Beattie



**Assistant Headteacher**  
Richard Wilkins



**Assistant Headteacher**  
Laura Keaney

## Year 7 teachers



Sue Norton  
Head of SEND  
Year 7 Team Leader  
Y7 Class Teacher (3SN)  
[snorton@mgcollege.co.uk](mailto:snorton@mgcollege.co.uk)



Moira Gibson  
Y7 Class Teacher (3MG)  
[mgibson@mgcollege.co.uk](mailto:mgibson@mgcollege.co.uk)



Sam Upton  
Y7 Class Teacher (3SU)  
[supton@mgcollege.co.uk](mailto:supton@mgcollege.co.uk)

## Specialist Classes with Year 7 students



Cathy Austin  
Class Teacher (3CA)  
Specialist ASD class

[caustin@mgcollege.co.uk](mailto:caustin@mgcollege.co.uk)



Chloe Burton  
Class Teacher (3CB)  
Specialist ASD Class

[cburton@mgcollege.co.uk](mailto:cburton@mgcollege.co.uk)



Laura Clough  
Class Teacher (3KL)  
Specialist High Support Class  
(2 days a week)

[lclough@mgcollege.co.uk](mailto:lclough@mgcollege.co.uk)



Katie O'Leary  
Class Teacher (3KL)  
Specialist High Support Class  
(3 days a week)

[koleary@mgcollege.co.uk](mailto:koleary@mgcollege.co.uk)

## Class Structure within KS3

Staff-student ratios are much higher in a Special School setting than in mainstream schools and so the levels of learning support and supervision are a lot better, with staff providing regular 1:1 support and guidance for students who are struggling to manage. This is particularly so in Year 7 when the anxiety of a new school can take a while to settle. Parents should recognise that when you send your child to a Special Needs school, the other children will also have Special Needs, and some may well be more severe than your own child. Learning to manage within such a complex peer social mix is a perfectly normal, if sometimes quite challenging, part of your child's adolescent development.

College staff take very seriously the responsibility to help students develop self-confidence and resilience in readiness for the time when they leave us, and, for the majority of students, to prepare for a time when they will have to manage social situations more independently.

To ensure a more stable transition into Year 7 so that students can then settle and develop self-confidence, the Year 7 Modular groups receive a greater proportion of their learning from one class teacher (approximately 75%). Within all Year 7 classes most teaching is done by the class teacher, with specialist teachers delivering art, DT and PE.



### Modular Groups:

These groups have around 12 students with a minimum of 1 teacher and 2 Learning Support Assistants. Students tend to have higher skill levels and a greater ability to cope with change and a differentiated, but more whole class teaching approach.





### **Generic classes:**

These groups are a mix of students, best summarised as more anxious students or students with lower skill levels, and who may also have additional complex needs requiring a more individually differentiated approach. Class size is generally around 12 students with a minimum of 1 teacher and 3 Learning Support Assistants.



### **Class Based Groups:**

The 'class based' groups are limited to group sizes of usually around 8 students with a minimum of 1 teacher and 3 Learning Support Assistants. Students in these classes tend to need a higher level of support in order to develop key life skills. A smaller class size enables students to receive a very high level of support and consistency from their class teaching team for approximately 80% of their lessons. The class based classes all have their own outdoor learning areas.

All the classes mix together at break, lunchtimes times and at social times; when students may choose what they want to do and also for special theme days and visits out.

From Year 8, the Modular and Generic groups are based on a slightly more 'secondary structure' which sees pairs of classes working together to share the teaching. This gives a greater subject specialisation and also provides students with a greater degree of change, after settling into the College. Students will receive a greater proportion of their lessons from specialist subject teachers, although will still have the continuity and consistency of a single class teaching team for approximately 60% of their lessons.

Class based classes continue to have most of their teaching delivered by their class teacher in order to give students more consistency.

## Specialist Department - Additional support for students on the Autistic Spectrum or with High Support Needs



Sam is the team leader for the specialist classes. He is responsible for overseeing the Curriculum for students within the ASD and the High Support classes.

**Sam Mubokie**  
**Head of High Needs**

Within the class based provision there are also a range of specialist settings which make up the High Needs Team including;

- **Autistic Spectrum Classes** - for students with significant difficulties with social interaction. Class size is between 5 and 7 students with 1 teacher and between 3-6 Learning Support Assistants. Staff are experienced in working with autistic students.
- **High Support Needs** - for students with profound and multiple learning difficulties. Class size is usually around 7 students with 1 teacher and between 5 and 6 Learning Support Assistants. Staff are experienced in working with students with a range of profound and complex difficulties that often require a high level of physical, personal and medical care.

### Autistic Spectrum Disorder Classes

The core of the curriculum within the autistic spectrum classes is

- **Communication**
- **Life skills**
- **Behavioural self-management**
- **Social interaction and integration**



**Cathy Austin**  
Class teacher in 3CA



**Chloe Burton**  
Class teacher in 3CB

The Class Teachers for the ASD classes are Cathy Austin and Chloe Burton.

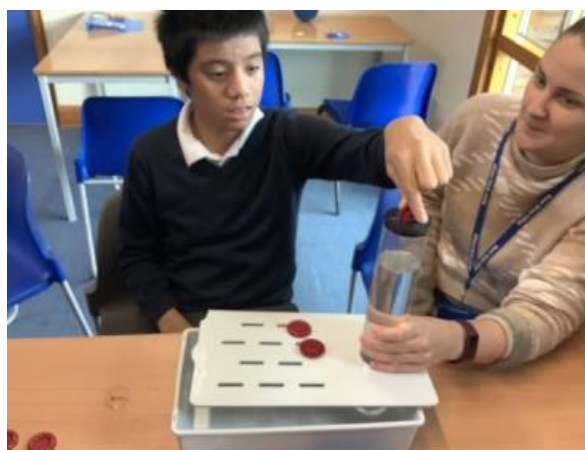


The ASC classes have a newly converted outdoor learning area, which includes additional outdoor areas and quiet work areas. This has been an extremely exciting development which has increased our provision and facilities for students within these classes.

Whilst students still participate in a broad, balanced and relevant curriculum it is these core areas that are continually reinforced for each student within the context of different subjects / activities.



There are currently 2 Key Stage 3 ASC classes one 1 KS4/FE class. The unit has two separate outdoor play areas, although some students also use the main playground at break times.



Students have very individual teaching programmes and targets that use a range of approaches including TEACCH and, where appropriate, Picture Exchange Communication System (PECS).



Augmentative and alternative communication devices such as communicators or I-pads, with the relevant apps, are also used as required to enable students to communicate more effectively. The very personalised and flexible curriculum, alongside very high levels of staffing within these classes enables students to reach their full potential.

Intensive interaction and attention autism groups are also used with students to help develop their focus and engagement.





Students have frequent community independence trips to a range of local destinations including shops, cafes, parks and libraries to help develop their awareness and tolerance to the world around them.

The college has a significant number of students who are on the autistic spectrum, both in the ASC classes and also within other class based, generic or modular groups.

## High Support Needs



The Class Teachers for the High Support Class are Laura Clough and Katie O'Leary.

Laura Clough  
(2 days per week )

Katie O'Leary  
(3 days perweek)



The core of the curriculum in the High Support Class is centred round communication and independence. Personal needs and priorities for each student will drive the delivery of a very individual curriculum.



Through a broad, balanced and relevant curriculum, which is highly personalised to cater for individual needs, students develop their skills of communication, exploration of the world around them and physical independence.

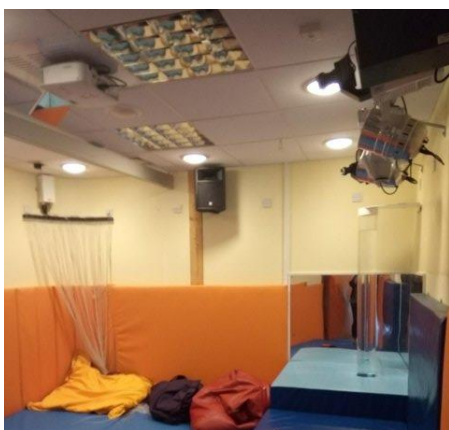
Many students have physical needs and so physiotherapy and movement programmes are built into students' daily activities. Additionally, many students also have hydrotherapy and rebound sessions.



The class has two separate, but adjoining work areas which are also linked by tracking for the hoist.

The main classroom, which is used mainly for group activities.

The group work room, which is used for focused individual or small group work.



There is a sensory room adjacent to the classroom which students use to help develop their attention and focus, tracking skills and communication.





The High Support Class now has its own outdoor play and learning area that opens off from the classroom.



Students have frequent community independence trips to a range of local destinations including shops, cafes and parks to help develop their awareness and tolerance to the world around them.



## **Multi agency and therapeutic approach**

The college strongly advocates a multiagency approach and works very closely with parents and a wider range of professionals who may be involved in supporting students.



**Grahame Beattie**  
**Assistant Headteacher**  
**Behaviour and Pastoral Care Lead**



**Ladka Harangova**  
**Pastoral Officer**



**Jade Burling**  
**Pastoral Officer**

Grahame Beattie is the Assistant Head leading behavioural and pastoral care. He works closely with class teachers and our other agency partners to ensure that additional support is obtained for those students requiring additional emotional / behavioural support and/or their families who may require more support, including additional support from outside agencies.

Working alongside Grahame are Ladka and Jade, who support teaching staff in providing additional pastoral support to students, delivering therapeutic programmes such as Anger or Anxiety Management and liaising closely with parents /carers and outside agencies as part of the College's multiagency approach.

## **Counselling**



The counselling team is headed up by Tara Cresswell. Tara also provides supervision to a team of school counsellors.

This gives invaluable weekly or fortnightly support through a talking based therapy for a number of students who may be experiencing emotional difficulties.

Counselling can also be offered to parents via the counselling service.

**Tara Cresswell**

In addition to counselling the College also run a number of other therapies and therapeutic interventions for some students which are designed to support those requiring help with developing confidence and self-esteem or with managing anxieties, behaviour or social interactions.

**Additional therapies;**

- Art therapy
- Music Therapy

**Additional therapeutic interventions;**

- Anger management / emotional regulation
- Anxiety management
- Pet

**Child Adolescence Mental Health Service (CAMHS)**

The College seeks to maintain a close working relationships with CAMHS. Regular sessions are held with the schools' liaison representative from CAMHS in order to help signpost families towards other services offering tier 2 support to young people.

**Educational Psychologist**

The College has access to an Educational Psychologist (EP) who is able to carry out additional assessments and observations in order to advice staff where there are concerns relating to either learning or behaviour. Our link EP is currently Katherine Lucor.

## Speech and Language Team (SALT)

The College has a number of Speech and Language Therapists (SLTs) and Speech and Language Therapy Assistants (SLTAs) who work supporting students within the College.



Katie Gardener  
(SALT)



Ruth Willis  
(SALT)



Rachel Monnin  
(SALT)



Charlotte Smith  
(SALT)



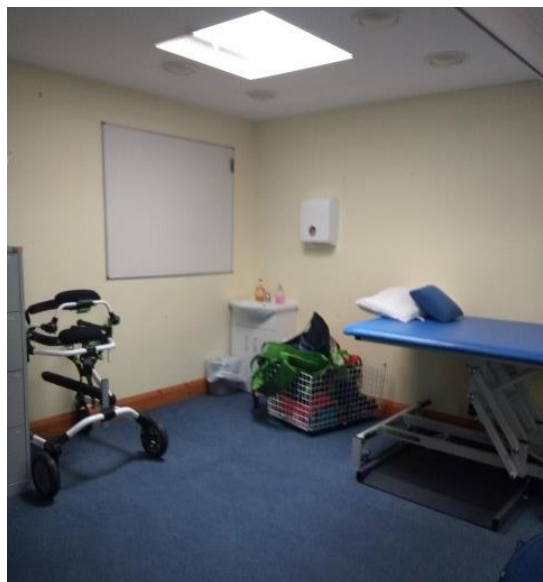
Rachel Dyball  
(SALTA)

The Speech and Language team work across the College providing advice and guidance to class teams on the implementation of the College's Universal Communication policy, which aims to promote both physical resources such as communication books, visual timetables and aids and also programmes and strategies such as Makaton signing, attention autism, Lego therapy, narrative therapy and colourful semantics which may be used by class teams to support students in class. The therapists also write and review speech and language programmes, which may again be delivered by class teams on an individual or a group basis, as well as seeing some students for blocks of therapy either within a group or individually.



## Physical therapies

The College now has two designated therapy rooms for students who have physio or occupational therapy exercises to do, which both have hoist tracking. Additionally, one of the therapy rooms is also a soft room and is used by some students as an additional space to come out of their wheelchairs for a change of position, to safely move around in or to do their exercises.



Therapy room 1



Therapy room 2



## Physiotherapy

The Physiotherapy team currently consists of Emma Paskett; Therapies In School (TIS) Physiotherapist and Gail Selby (physio assistant).



Emma Paskett  
(TIS Physiotherapist)



Gail Selby  
(Physiotherapy  
Assistant)

Most exercise programmes are delivered by class staff, often on a daily basis, with programmes being regularly reviewed by the physio team.

## Hydrotherapy



Mel Wells

The College share a hydrotherapy pool with Manor Green Primary School. Demand for use of the hydrotherapy pool is very high and so priority for weekly slots is given to students who have physical difficulties and for whom a hydrotherapy programme would be beneficial.

The hydrotherapy programmes, which are planned, written and reviewed by the physiotherapist, are delivered by the college staff, including Mel Wells, the hydrotherapy lead.



Other students with sensory needs may use the hydro pool as part of sensory integration programmes on a half termly rota basis.

## Occupational Therapy



Luisa Thorpe  
Therapies In School (TIS) OT

Luisa is one of the College's occupational therapists. We are awaiting the appointment of another therapist, who will then work in the College, together with Luisa, for a combined total of 3 days per week. They look at both the physical needs of students and also at sensory processing issues and produce therapy programmes which are generally delivered within class by the class team as well as advising on equipment and aids to support students with seating, the development of fine motor skills or with sensory regulation.

## Sensory support team

The Sensory Support team support students with visual and hearing impairments. They visit the College regularly to monitor students with a sensory impairment as well as providing College staff with training and guidance.

**Louise Hurford** - Advisory teacher for hearing impairment

**Karen Harrod** - Specialist support teacher for hearing impairment

**Susan Nottidge** - Advisory teacher for visual impairment

**Sandra Gretorex** - Specialist support teacher for visually impairment

## The Medical Team

The College has an on-site nurse, Emma Devlin who coordinates all medical training for staff and who writes and updates care plans for students with medical needs.

You will have a medical information form, medication administration form included as part of your registration pack - we ask that you give as much detail as possible when filling in the medical form and return this to us as soon as possible.



**Emma Devlin**  
(School nurse)

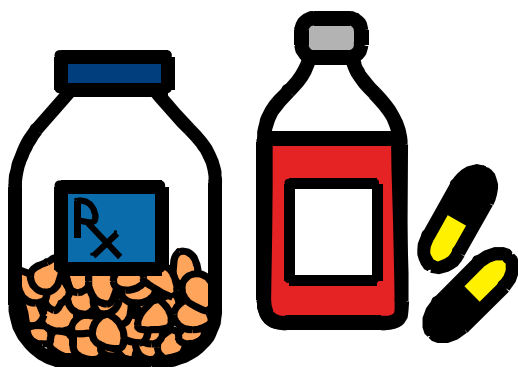


**Fiona Maxam**  
(Lead first aiders)



**Sophie Wynne**

## Medicines



If your child needs to be given medicine at school, then we need you to fill in the consent form for this.

On this form you will need to write the dosage that needs to be given and the time at which this must be done.

All medicines should be in the original packaging and they should have your child's name clearly on the packet.

Students must not carry their own medicines; these should be handed to office staff either by yourself or via the transport escort/driver. This includes occasional medication for headaches.



# The Curriculum

A broad, balanced curriculum is delivered to all students that is highly differentiated and personalised to meet their individual needs.

The curriculum for Year 7 students includes:

**English-** including both Literacy and Communication

**Maths and numeracy**



**The World Around Us**

- Science
- History and Geography



**Physical development**

- PE (including a range of team games, athletics, gymnastics, racket sports and trampolining)

**Information Technology**

- Computing and internet safety



**Life skills**

- Personal, Social and Health Education (PSHE)
- Citizenship
- Life Skills and community independence

**Creative arts**

- Art
- Design Technology
- Music and Drama



In addition to the overall class timetabled sessions some students with additional needs may have a more individualised / personalised timetable which includes other sessions such as:

- Speech and language therapy
- Physiotherapy
- Hydrotherapy
- Occupational therapy
- Counselling or other emotionally therapeutic input

## Parent partnership and communication

The College are committed to working closely with parents in order to take a joint approach to supporting students. Children and young people thrive and learn best when they feel safe, and happy and are therefore not anxious. Every member of the College staff team works hard every day to create a caring, supportive, stimulating and positive environment in which students learn and develop their self-confidence.

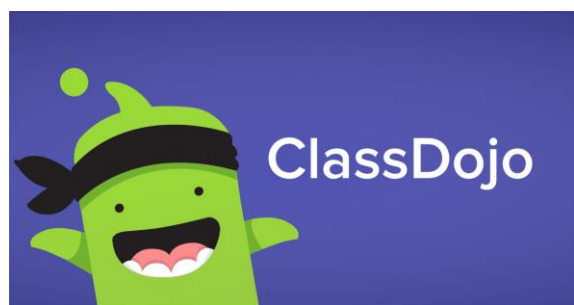


In our experience, the best outcomes for our students are achieved when parents and College staff work closely together. Where this happens, through a joint partnership and commitment, then we can develop a better understanding of how best to support your child and ensure that they thrive and succeed.

### Day to day contact



Part of working closely is to have excellent home - school communication. Every student has a Home-School diary, by which we can regularly communicate. We are also very happy to use phone, Class Dojo or e-mail as you prefer.



ClassDojo is a digital sharing platform that allows teachers to message parents individually or as a whole group and for parents to message back. The app can be downloaded onto both computers and smartphones. Photos and videos can be viewed also be shared by both the teacher and parents. Your class teacher will give /send you an invite to join

ClassDojo at the start of term.

ClassDojo is currently being used by the Key Stage 3 classes, including the Year 7 classes, although it may be that the school management system, Bromcom, takes over this function at a later date.

## **Parent Conversations**

We hold 'parent conversations' every term in which you discuss with your child's class teacher;

- Next term's work
- Short and long term targets
- What can be done at home to support this learning and developmental process.

This enables us to develop an excellent understanding of the young people we work with. We are very keen to explore your hopes, fears, and ambitions for your child, and to think 1,2, 5 and even 10, years ahead, to try and understand how we can make a difference now to your child's adult life.

## **Annual reviews**

Annual reviews are held each year and are a formal review of your child's progress and of their Educational and Health Care Plan (EHCP).

Parents and Carers, along with the class teacher and other professionals from outside agencies who are involved with supporting your child, are invited to attend these meetings, either face to face by coming into the College, or by attending over a TEAMS video conferencing call.

Each year Shane Cooper, the Annual Review Manager will take the lead in chairing the discussion around your child's progress and the review of their EHCP, alongside yourself and the class teacher.



**Annual Review Manager**  
Shane Cooper



**Annual Review Coordinator**  
Rachel Merchant



# School Uniform

All uniform is available to order from **TaylorMade Uniforms** by calling 0800 6340712 or 01293 640154 or via their website on [www.taylormadeuniforms.co.uk](http://www.taylormadeuniforms.co.uk)



All Year 7 students will need to wear the MGC school uniform. This means that they should be wearing;

- **Grey or black school trousers or a skirt**  
(Blue striped or checked dresses may be worn)
- **Plain white shirt / polo shirt with a collar**
- **Navy blue sweatshirt or jumper**
- **Black school shoes**

Jewellery may not be worn in school, except for stud earrings, and these must be taken out for PE due to safety issues.

## PE Kit



All students should wear PE kit when doing PE.

- Plain black shorts / leggings
- Plain white t-shirt / polo shirt
- White or black socks
- Trainers
- A towel - if they wish to shower

In the cold weather students can wear a black or a blue tracksuit.

**PLEASE LABEL OR MARK ALL YOUR CHILD'S CLOTHING - both their uniform and PE kit.**

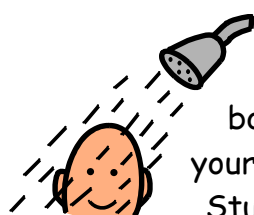
# Specialist Subjects and Teachers

## PE



Over the course of the year students take part in a wide range of sports including gymnastics, athletics, hockey, football, basketball and trampolining.

When trampolining, students ideally need long jogging bottoms, although their PE shorts will be fine.



**Showers** - After PE students may have a shower. Some students are very body conscious and may prefer not to do this. This is absolutely fine, but if you, or your child, have any concerns then please contact your child's class teacher. Students may bring a roll on deodorant with them if they wish, but no aerosols please.

Students also participate in a range of inter school sporting events including a Football League and the Parallel Youth Games.



Dan Brooker  
PE Instructor



Maddy Sumner  
PE Instructor



Mel Wells  
PE Instructor



## Design Technology, Cooking and Horticulture – from garden to fork

The College wants students to be aware of where food comes from and to develop an awareness of healthy eating. As part of this, the Year 7 classes will be working together to grow and harvest some vegetables throughout the year which may then be used in special cooking sessions. Additional work on food groups and healthy eating is taught as part of science and within PSCH.

### DT



In DT, for some projects, students will work on making tools / utensils which may be used in cooking or gardening sessions such as raise boxes or wooden spatulas.

In other projects they may make items for which we ask for a small contribution to cover the cost of materials (usually around £1.50 to £2.50) for items they have made if they wish to take these home.

Students alternate between doing half a term of art and half a term of DT each term.

Kevin Lawrence

Design Technology teacher.

### Art

The College has a specialist art room and art is taught across the College by Vanessa Dell.

Students work on a range of different art techniques including drawing, painting, collage, printing and 3D work. They also look at the work of a range of artists.

Students alternate between doing half a term of art and half a term of DT each term.



Art teacher  
Vanessa Dell





## Cooking



Students cook on a weekly basis and are then usually able to take their cooking home with them so they need to bring in a suitable tin or container.



There is a termly charge for cooking of £15.00 which contributes to the cost of all the ingredients used.

Any additional cooking sessions, such as those in activity weeks, or which occur in the classroom as part of



life skills work will have a separate charging policy.

## Life Skills Activities

We offer a range of activities which are designed to develop student's life skills. These are opportunities

for students to develop some of the basic skills they will need outside of school including;

- Shopping and money
- Cooking for life
- Using public transport
- Road safety and bike /trike skills
- Horticulture
- Team building and confidence activities - including forest schools, outdoor learning

A consent form will be sent to you in the registration pack asking for consent for your child to participate in these activities.

### Shopping and money



For blocks of time during the year students go shopping at a range of different supermarkets. Students are asked to bring a small shopping list from home and money to buy these items in order to help them develop their shopping and money skills. We ask that no sweets or toys are placed on their shopping list as students are not allowed to buy these items.

### Horticulture

Students have been working on various garden areas around the college; growing vegetables and trying to create a wider range of habitats to encourage wildlife.



The college has a green house where various seeds and young plants can get off to a good start ahead of the weather and planting them out.





During these lessons we can be working outside and the ground can be extremely wet and muddy. Your child will need some old, warm clothes and very old footwear (trousers, jumper/sweatshirt, shoes or boots) that they can wear when working outside - your class teacher will give more details of when these sessions will occur.

If you, or other members of your family, are keen gardeners and you have spare plants or old tools which you would be able to let us have then we would love to hear from you!

We are also looking for people are interested in coming along help us with garden maintenance sessions.

## Cycling skills on bikes and trikes



Students participate in cycling as part of life skills. The College has a range of both 2 wheeled bikes, trikes and also some adapted bikes for wheelchair users such as the hand crank bike.

In the spring term the college takes part in Bikeability week, with some students having the opportunity to develop their cycling skills to a level where they are beginning to ride on minor roads.

The College has several qualified bikability instructors who are also able to support students with cycling skills alongside the West Sussex Bikeability team.



## Outdoor Learning and Forest Schools



Forest schools is an initiative that aims to encourage students to enjoy the outdoors and to develop a range of skills and personal qualities such as team building, communication, problem solving, resilience, organisation, an awareness of health and safety issues and self-confidence and self-esteem.



The sessions are part of the life skills carousel and are coordinated by Becky Killick who coordinates outdoor learning and runs the Duke of Edinburgh Award for students in Year 9 students, Key Stage 4 and FE.

Students are introduced to a range of activities, although they are encouraged to begin to organise themselves for some of the things that they do. Activities vary from week to week and also season to season but include shelter building, cooking on camp fires, woodland walks, environmental art and **Becky Killick**

using simple tools.



The Forest School sessions take place at our Forest School site in an area of woodland close to Pease Pottage. These sessions occur throughout the year and have been extremely successful with a wide range of students.

Additionally, other members of staff lead outdoor learning sessions on the field or in wildlife and pond area which are similar in structure to Forest School activities, but which taken place when it is not possible to go to the Forest School site.

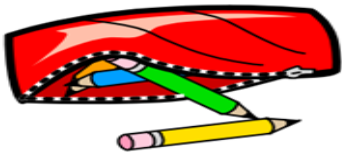
## Reading



Reading at home with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to regularly put aside some time in a quiet, comfortable place. Reading with, or to, your child should be a really enjoyable experience for both of you so try find a regular slot for this and ensure that you are not pressured for time.

All students are expected to read or share a book with an adult at least twice a week. They will bring home reading books which they can change on a weekly basis. However, the most important factor is that your child should enjoy reading or sharing a book with you and so any reading material that they are motivated to look at and read can be used i.e. magazines, non-fiction texts such as football reports etc. can be used.

## Pens and Pencils

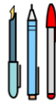


Students are encouraged to have a pencil case with them containing;

pencils



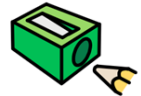
pens



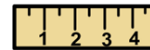
a rubber



a pencil sharpener



a ruler



Colouring pens or pencils would also be useful.

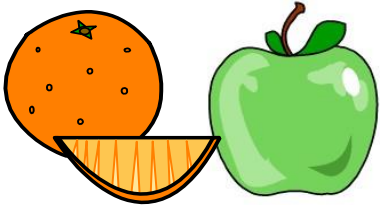
## Break times



At break times all of the Key Stage 3 classes have the opportunity to mix together for break times, although some students from who prefer a quieter environment may prefer to stay on their class playgrounds.

*Over the Summer holidays much of the main playground equipment is being replaced.*





Students are allowed to bring something to eat for break. Foods such as fruit, a sandwich, and a cereal bar are suitable for this.

**Students should NOT bring in chocolate bars or sweets. The school is trying to encourage students with healthy eating as part of the Healthy Schools initiative.**

Students from different year groups may run tuck shops later in the term as part of their Business Enterprise work. These will be following guidelines from the Healthy Schools initiative and will not stock chocolate or sweets.

## Drinks



Students are allowed to bring a bottle or a carton of drink to school to have with their dinner. Fizzy drinks are not allowed and drinks should be in plastic bottles or cartons, no glass bottles or cans please.

In addition to this, students may also bring a plastic bottle of water into school to have during the day, including whilst they are in lessons.

## Lockers



The students all have lockers to put their coats, PE bags etc. in.

Students may bring a small padlock to school if they wish to lock their lockers.



If they wish to lock their lockers they **MUST** also have 2 keys:

- \* One which they will keep
- \* One which their class teacher will keep as a spare.

**REMEMBER 2 KEYS!**



## Lunchtime Arrangements



The lunchtime meals are provided by West Sussex County Council Catering Service.

The School Canteen provides highly nutritious and good value for money lunch menu. This is planned and cooked freshly on site by our own school cook and her team.

If your child has a medical condition that requires a special diet, please complete a 'Special Diet Provision - Request Form' which can be obtained from Reception at the College.



Menus are sent home termly with the children and are also posted on our website. From September 2022, the cost of a school meal is £2.35 (£11.75 per week).

We request that your child's meals are paid for in advance, preferably using the electronic payment system on Bromcom - you will be contacted about this system in September.

To find out if your child is eligible for Free School Meals please contact the College Office.

## Events and theme days

Over the year students will take part in a wide range of activities and theme days often these are related to the curriculum, but they also provide opportunities to focus on the key skills. They also provide a 'real life' purpose for student involvement in planning projects and activities.

### Autumn Term



Viking Day  
(link with history topic)



Diwali Workshops  
(link with RE)



Mini businesses

### Winter lights



Students and staff make an amazing range of lanterns and installations.

We hope that, if we are able to run the Winter Lights this year, that you will join us in a parade around the magically lit college and surrounding grounds for an evening of illumination and celebration.

### Spring Term



Knights and Castles  
(link with history topic).

## Summer Term



Tilgate Nature Reserve  
(link with animals topic)



Bike Ability Week

## Activity Week



Students have the option to participate in a choice of activities each day, including a range of costs. Previous activities have included;

- \* Trips out - Drusillas, bowling, Laser Quest, swimming, Tilgate Nature Park, Southwater Park, Horsham Park)
- \* Sporting activities - Climbing, High Places in Horsham, bikes and trikes
- \* Art activities - making a bag, printing,
- \* Cooking sessions
- \* Other in school activities - Minecraft sessions, stop frame animation, cinema and popcorn afternoons, Lego modelling



## **ACADEMIC YEAR 2022/2023 DATES**

### **Autumn Term 2022**

Starts: Monday 5<sup>th</sup> September 2022  
Half Term: Monday 24<sup>th</sup> October to Friday 28<sup>th</sup> October 2022  
Ends: Friday 16<sup>th</sup> December 2022

***INSET days - Thursday 1<sup>st</sup> & Friday 2<sup>nd</sup> September and Friday 21<sup>st</sup> October 2022***

### **Spring Term 2023**

Starts: Wednesday 4<sup>th</sup> January 2023  
Half Term: Monday 13 February to Friday 17<sup>th</sup> February 2023  
Ends: Friday 31 March 2023

***INSET days - Tuesday 3<sup>rd</sup> January and Monday 30<sup>th</sup> January 2023***

### **Summer Term 2023**

Starts: Monday 17<sup>th</sup> April 2023  
Half Term: Monday 29<sup>th</sup> May to Friday 2 June 2023  
Ends: Friday 21 July 2023

***INSET day - Monday 3<sup>rd</sup> July 2023***

## **Further development in the College**

The College has been steadily increasing in size over the last few years and is again at the point where it needs more space.

Over the last Summer the ASC classes moved to a newly converted ASD area, which includes additional outdoor areas. This was an extremely exciting development which has increased our provision and facilities for students within these classes.

As a temporary measure, until permanent classrooms can be built, the College now has a new double mobile classroom which is sited on the field, next to the existing FE building. This contains the art room and the Year 14 class until the new classrooms are built.

Over the Summer holiday this year we are awaiting the installation of new playground equipment on the main playground.

## **Friends of Manor Green**

Friends of the Manor Green Schools is a group of staff, parents and other members of our local community who help to raise funds for extra-curricular activities and equipment for the children at Manor Green Primary School and Manor Green College.

The Friends meet half termly to plan fundraising through social events and our extremely successful Winter Lights and Summer Fair. All Parents are automatically members of The Friends and we would really encourage everyone to come along to a meeting and become actively involved.

## **And finally**

We hope that this Year 7 supplementary booklet has been helpful in providing you with some useful information about the College.

We hope that the College will be absolutely the right place for your child to grow, develop and flourish, to gain confidence, self-belief and optimism for the future and to prepare them for their adult life. If you have any queries, worries or concerns then please do not hesitate to contact us so that we are able to work together to overcome any issues.

Thank you very much for all your support and we look forward many successful years whilst your child is at the College.

**The new term starts on Monday 5<sup>th</sup> September at 8:45am.**

**If you have any last minute worries, just give the College a call a day or two before.**

**Have a great Summer break and see you then!**