

All different. All equal. All achieving.

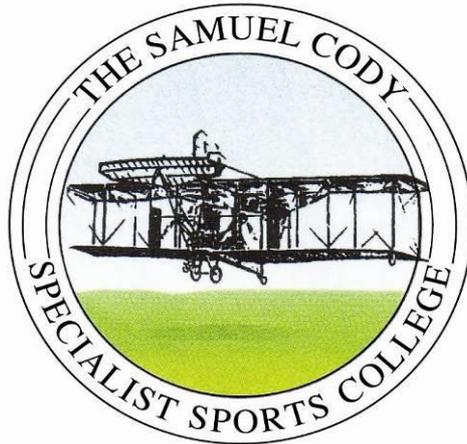
SAMUEL CODY SPECIALIST SPORTS COLLEGE



Headteacher: Mrs Sharon Chinnappa

Chair of Governors: Mr Robin Gray





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Welcome to Samuel Cody Specialist Sports College

Samuel Cody Specialist Sports College provides education for pupils age 4-16 with learning difficulties. We challenge individual pupils to achieve their highest potential in both academic and personal development. This is encouraged in a cheerful and supportive environment where every pupil is valued for their strengths. Different learning styles are encompassed with visual, aural and kinaesthetic delivery actively utilised. We know happy pupils will achieve high standards and seek to promote in a safe, secure and happy environment in which to learn.

Samuel Cody is committed to maintaining and building upon its high provision for children with a variety of special needs.

Through the provision of a safe, secure and happy environment pupils are challenged to develop their learning in order to realise their full potential. Our aim is to develop the skills and attributes of independence, confidence and self worth in each individual. This will enable them to take up a valuable place within the world in which we live.

Samuel Cody continues to work within the community to provide expertise and support for the development of all young people. We promote a wide range of health and wellbeing opportunities for all members of the community.

Sharon Chinnappa
Headteacher



Leadership

We strive to maintain leadership which provides both impetus and support in order to drive forward high standards of learning and school development.

Standards

We set associated targets which encourage high standards of learning in terms of academic progress and personal sound development.

We provide an excellence of teaching across the whole school.

We offer a wide range of accredited courses leading to nationally recognised accreditations.

Safeguarding

Samuel Cody Specialist Sports College fully recognises its responsibility to safeguard & promote the welfare of children at our school.

We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Children may suffer neglect; emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse.

As a school we will educate and encourage pupils to Keep Safe through:

- The content of the curriculum
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The “Rights, Respect and Responsibility” agenda alongside British Values
- The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- Clear support for pupils using the internet and on social media.

Admissions

Admissions to the college are determined by the Local Education Authority. Prior to admission all relevant papers will be passed to the college. The college values the opportunity to meet with parents, children (and any other interested or relevant party) to discuss the workings of the college, the pupils' needs and to determine the arrangements for admission to the college.

All placements are subject to annual review.

The college expects that any child and his/her parents in accepting a placement at the college, also accepts the college's behaviour and discipline policy included in this prospectus.

Please do not hesitate to make an appointment with the Headteacher if you are considering the Samuel Cody Specialist Sports College for your child

Curriculum

Primary Department

All pupils have full access to the National Curriculum. Pupils are organised into class group with a designated class teacher. Literacy and numeracy are key lessons with other subject areas being integrated in to themed topics across the department.

Key stage 1

Pupils new to school are supported with their 'ready to learn' skills whilst starting to develop literacy and numeracy. Learning through play is central to wider learning

Key stage 2

The emphasis is on developing literacy and numeracy skills in order to maximise practical life skills. A general knowledge approach to subjects to be studied in the secondary department are taught via half termly topics.

Secondary Department

All pupils have full access to the National Curriculum. Lessons are structured on a secondary type timetable where pupils are organised into tutor groups. The curriculum is broadened through access to Drama, Duke of Edinburgh, Photography and Horticulture. Pupils' social and life skills are developed through an extensive Personal, Social, Health, Citizenship and Careers Programme. The taught week is 25 hours 50 minutes.

Parents who do not wish their children to attend assembly, RE or sex education have a right to withdraw them from these lessons. Pupils will be accommodated in another room in the college where they can undertake private study. Parents wishing to view the sex education resources may do so on request to the college.

Key Stage 3

The Key Stage 3 Curriculum teaches skills and knowledge related to the National Curriculum. Pupils are encouraged to develop independent working practices

wherever possible and to retain knowledge which can be used and applied to their everyday environment. Throughout the curriculum pupils are encouraged to develop positive social, cultural and moral attitudes towards each other adults in college and those in the wider community.

Key Stage 4

The emphasis in KS 4 changes with increased attention being paid to preparing pupils for leaving college and transferring to adult life. Examination syllabi are followed for pupils to gain accreditation in a wide range of subject areas. Careers education is increased and support is provided from the Independent Careers Advisor.

Pupils work towards examinations at GCSE and pre GCSE courses where final entry is determined by attainment. A series of option subjects enables pupils to develop areas of personal interest.

Special Educational Needs

In addition to a full curriculum some pupils need extra support for their special needs. Extra support lessons take place in the following areas:

- Communication skills
- Social skills
- Specific Learning Difficulties support
- Literacy support
- English, maths and science additional support
- English, maths and science extension
- Behaviour modification

Pupils with special needs on the Autistic Spectrum will receive small group lessons and targeted additional support in whole college lessons.

Academic development

- To develop literacy skills through speaking and listening and reading and writing to a functional level for adult life
- To develop numeracy skills and their application through the use of number, algebra, shape and space, and data handling in order that pupils are able to function independently for adult life.
- To encourage an objective understanding of the outside world through scientific knowledge and experimentation.
- To promote pupils' understanding of how past events have an impact on the present day and decisions made for the future.
- Provide opportunities for all pupils to experience the use of a wide range of materials in order to express their own creativity.
- Provide the skills and develop the knowledge in order that individuals are able to manage their own and future family lifestyles.
- Develop a range of appropriate physical skills and to promote an active, healthy lifestyle both in college and in leisure time.

- Help pupils develop a reflective approach to life and enrich this through the study of living faiths, whilst acknowledging that the main religious traditions in Great Britain are Christian.
- To encourage pupils to engage with and understand the world around them. To develop observation, debating and empathy skills.
- To provide an outlet for creative and practical talent so that pupils can enjoy music in an active, informed and positive manner.
- Develop an independent learning style where strengths and interests can lead to recognised external accreditation for leaving college.
- To enable pupils to use a range of ICT tools in a purposeful way to tackle questions and solve problems. To apply ICT in a range of contexts and in all areas of work, learning and life.
- To enable pupils to understand both their rights and responsibilities as citizens
- Engage pupils' interest in the French language and culture in order to develop a basic communication level in French.
- Provide the appropriate skills and knowledge through Horticultural Studies in order that pupils are able to use them in either a vocational or recreational setting.
- To develop practical skills and understanding of resistant materials and technology including its impact on society and the environment.

Class groupings

Secondary Only

Pupils are allocated classes in line with the following criteria:

Year Group

Subject Specific Ability

Social interaction, i.e. Type of curriculum input needed to suit individual need

Pupils follow a timetable with their tutor group on a weekly basis. Tutor groups join as year groups for PE across the secondary department.

Key stage 1 – Year R 1 & 2

Teaching classes based primarily on year groups

Classes adapted to meet individual needs of pupils

Key stage 2 – Year 3,4,5 & 6

Teaching classes based primarily on year group

Classes adapted to meet individual needs of pupils

Key stage 3 – Weekly timetable Year 7, 8 & 9

Year group (3 classes)

Attainment groupings

Social interaction – type of curriculum input needed to suit individual pupil needs

Year group lessons for physical education and drama.

Key stage 4 – Weekly timetable Year 10 & 11

Main tutor groups form key stage 3 for RE and PSE

Set groupings for English, maths and science

Mixed groupings for option subjects selected by pupils themselves

Year group lessons for physical education

Personal Development

Pupils to develop a sense of responsibility for themselves and in relation to others.

Recognise the appropriate behaviour expected by society in daily life.

For pupils to recognise the importance of taking care of their bodies and to develop their self care skills.

Develop the skills for expressing to others their needs, feelings and points of view using words or alternative methods of communication.

Provide the opportunity for pupils to develop an understanding of their own and others sexuality.

Provide pupils with knowledge of the effects of legal and illegal substances.

Promote safe use of online technology and social media

Homework

The college policy is not to set regular homework. Termly topic lists are available on the school website should parents wish to develop learning at home. Optional Reading Passport Scheme is available to all pupils and are all encouraged to take part.

Monitoring and Progression

All pupils have an annual review of their EHC Plan. Appointments are made for parents to discuss and contribute to the annual review.

Staff look to record and celebrate positives rather than negatives and each pupil is assessed against their individual capabilities as well as National Curriculum criteria.

Every pupil follows the full National Curriculum resulting in a broad and balanced curriculum. All aspects are differentiated, both academically and socially as appropriate for each individual.

Primary examinations

Within the primary department pupils attainment and progress will be reported at end of year R, year 2 and year 6. This will generally be through teacher assessment with only high performing year 6 pupils sitting the national SATS papers

Secondary Examinations

At Samuel Cody we are currently offer examinations at GCSE and Entry Level in a number of subjects. These are:

GCSE	Alternative Course
English	English
Mathematics	Mathematics
Science	Science
IT	Art
Art	French
Media	ICT
Music	Design Technology
PE	Food Studies
Photography	Media
	PE
	PSD
	Music
	Drama
	History
	Geography
	Horticulture

Entries for examinations

Pupils will be entered for examinations to suit their level of attainment. Progress and achievement are regularly monitored to ensure pupils are entered for examinations which will best reflect their achievements.

Extended Schools at Samuel Cody Specialist Sports College

The college has a rich curriculum. This involves pupils being encouraged to develop their own skills through a variety of mediums. We also encourage pupils to appreciate the different art forms in our culture. Regular trips are arranged to:

The Tate Gallery, London	Bracknell & Farnborough Bowling
Fairfield Hall, Croydon	New Tate Gallery, London
Ambassadors Theatre, Woking	The Anvil, Basingstoke
Southhill Park, Bracknell	Science Museum, London
Open Air Museum, Singleton	Marwell Zoo, Winchester
Belgium, Amsterdam, Paris	Aldershot Military Museum
Sumbmarine Museum, Portsmouth	London Planetarium
Imperial War Museum	Intech Science Museum
Look Out Discovery Centre	Windsor Castle
Calshot Activity Centre	Isle of Wight
California Country Park	

These activities give pupils the opportunity to experience the cultural opportunities available in the South of England.

The school also has a range of out of school hours learning:

Dance	Football
Nature	Model Making
Boys Club	Girls Club
Film	Make Up
Science	Tag Rugby
Drama	Boccia/Curling
Basketball	American Sports
Tennis	Wii Fit
Jewellery	Time Team
Golf	Athletics
Rebound	Fitness
Couch to 5k	Colouring

PE & Sports at Samuel Cody

PE & Sport play a central part in the curriculum. All pupils have a minimum of three hours PE a week. This is supplemented by regular inter- team and inter-school fixtures.

The teaching of Physical Education is carried out by specialist teaching staff and visiting coaches.

Key stage 1 Multi – skills, Dance, Gymnastics, Athletics and Health Related Fitness

Key stage 3 and 4 activities include the following:

Soccer	Dodgeball
Netball	Tennis
Basketball	Goal Ball
Handball	Golf
Orienteering	Frisbee
Cricket	Rock-It-Ball
Rounders	Hockey
Softball	Tag Rugby
Athletics	Health related Fitness

Key Stage 4	Tchoukball	Health related fitness
	Table tennis	Badminton
	Volleyball	New age curling
	Dance	Boccia
	Handball	Soccer
		Basketball

Uniform

The basic concept of our uniform is black and white and should be worn as follows:

Uniform - Primary

- Black/grey trousers or skirt
- Light blue polo shirt with school logo
- Royal blue sweatshirt with school logo
- Black/brown shoes
- PE kit :- White t shirt
Black shorts
Trainers

Uniform - Secondary

- Black/grey trousers or skirt
- White polo shirt with school logo/Optional black polo for Year 10 & 11
- Black sweatshirt with school logo
- Black/brown shoes (no trainers)
- PE kit : - T shirt in house colour
Black shorts
Trousers

Further details can be found in the Uniform Policy

Liaison with parents and other professionals

The college values the involvement and input of parents in all aspects of the young person's development. Parents are encouraged to attend annual review meetings, termly Parent's evenings and IEP reviews. In addition, parents are encouraged to contact their child's tutor as often as they feel necessary, particularly if they have concerns regarding any aspect of the youngster's placement and/or progress.

There are very well established links with feeder college, both mainstream and special. They co-operate and are fully involved in our induction programme for new pupils. The college also works closely with all FE establishments. In years 9, 10 and 11 as well as an annual review the college draws up a transition plan which specifically looks at the young persons needs in preparation for life after college whether this be in college, employment training scheme or some other form of post 16 provision.

Speech Therapy

The college has input from Speech and Language therapists who assesses pupils and who work with college staff to devise and implement programmes for those pupils receiving speech therapy. Programmes are fully integrated into the teaching day.

Supporting Agencies

The college welcomes the support and advice it receives from the educational psychologist, medical officers and advisory teachers for specialist needs. When appropriate the college also has well-established links with Social Services and Hampshire Constabulary. All of the above agencies have been found to be very supportive of our pupils as individuals, and the college as an institution, and are mindful of the individual and varying needs of our youngsters.

Social, Moral, Cultural and Spiritual Development

Promote a clear understanding of society's standards and the concept of right and wrong.

Give opportunities for pupils to develop an understanding of their own culture and that of others.

Give opportunities to widen life experiences and learning outside of the classroom.

Promote a spiritual awareness in pupils of the world around them.

Care of our Community

Keep accurate records of pupils' progress to use to drive future learning and keep parents clearly informed.

Provide a safe, welcoming and caring environment.

Promote a supportive environment in which pupils views are valued.

Promote pupils trust in adults and their peers in order for them to question and express their own opinions.

Develop self-esteem in order for pupils to have the confidence to overcome personal difficulties.

Have an open environment where parents feel welcomed and encouraged to share and be part of their child's learning.

Welfare of the Community

Promote and reward high standards of college attendance.

Work closely with agencies outside of college in order to promote the well being of pupils.

Utilise external expertise to augment the established learning opportunities in college.

Policies at Samuel Cody Specialist Sports College

Please see our website for the following policies:

Admissions Policy

Assessment and Recording Policy

Attendance Policy

Behaviour Management Policy

Bullying Policy

Career Education Policy

Charging Policy

Child Protection Policy

Collective Worship Policy

Complaints Policy

Curriculum and Timetable Policy

Drugs Policy

Equalities Policy

Exclusions Policy

Gifted and Talented Policy

RE Policy

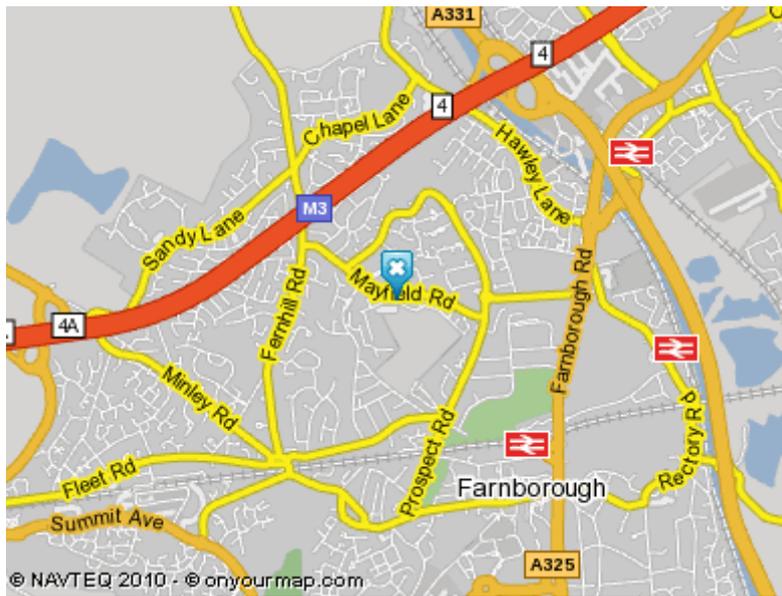
Sex and Relationships Policy

Special Educational Needs

Uniform Policy

All policies are also available from the school office

How to find Samuel Cody Specialist Sports College



Directions from M3 Junction 4.

- ❖ Leave the M3 at junction 4, then at roundabout take the 2nd exit onto the A331
Signposted Guildford, Farnham A31
- ❖ At roundabout take the 1st exit onto the A331
Signposted Guildford, Farnham A31
- ❖ Branch left, then at roundabout take the 3rd exit
Signposted Farnborough
- ❖ At roundabout take the 1st exit
Signposted Frimley, Hawley
- ❖ At roundabout take the 1st exit onto the A325
Signposted Farnborough
- ❖ At traffic signals turn right onto Prospect Avenue
Signposted Cove
- ❖ Continue forward onto Prospect Road
- ❖ At roundabout take the 1st exit onto Prospect Road
- ❖ Turn right onto Mayfield Road
- ❖ Turn left onto Ballantyne Road
- ❖ Arrive at Samuel Cody Specialist Sports College

Awards for the Samuel Cody Specialist Sports College

Samuel Cody is very proud to have achieved these prestigious awards, which recognise the high standards of provision offered here. These are:

Investors in Careers

This award celebrates good practice in all aspects of careers work. The award has cemented relationships with post-16 provision in the area, the community and the Careers and Guidance Service.



Healthy Colleges

This award acknowledges our commitment to healthy living for all the college community



Gold Sportsmark

This award rewards exceptional delivery of the National College Sport Strategy





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