



THE GILBERD SCHOOL PROSPECTUS

ADDITIONAL INFORMATION

1. ADMISSIONS POLICY 2010
2. EXAM RESULTS 2009
3. ATTENDANCE FIGURES 2008-2009
4. SPECIAL EDUCATIONAL NEEDS POLICY AND
DISABILITY EQUALITY SCHEME
5. CURRICULUM STUDIED
6. POST 16 DESTINATION
7. UNIFORM REQUIREMENTS
8. TIMING OF THE SCHOOL DAY



THE GILBERD SCHOOL'S ADMISSION POLICY 2010/2011

Procedure for Admission of Year 7 Students

The age of admission is 11 years.

The school has a Published Admission Number of 270 for September 2010:

- a) Admission will be by application through the co-ordinated Secondary Admission Scheme, arranged by the Planning and Admission Service, Essex County Council Learning Services, PO Box 4621, Chelmsford CM1 1GS.
- b) The Planning and Admission Service arranges the procedures to be followed each year.
- c) Using the scheme, Planning and Admissions will allocate students to the School for consideration. The Governors of the school will apply the admission criteria to determine which students should be offered places.
- d) Parents will be notified of offers of places during the Spring term prior to the September admission.
- e) Parents wishing to appeal against the decision must do so to the Clerk to the Independent Appeal Panel c/o The Gilbert School, Brinkley Lane, Colchester CO4 9PU **within 21 days** of the date on the letter notifying them that their application was unsuccessful.
- f) A waiting list will be kept until the end of the first term only. Thereafter, no waiting lists will be kept.

Procedure for Admission of other students

Admission of students attending another secondary school will normally only be considered by the Governors after parental contact with the Headteacher.

Criteria for Admission for all students

Where applications exceed the number of places available, the following criteria will apply in the order set out below, to decide which child to admit:

1. Looked After Children will be admitted over and above any other child listed in the criteria below.
2. Where a student's brother or sister, who lives within the same household with the parent or carer, attends The Gilbert School in Years 7 to 10 at the date of application;
3. Students living within the school's priority admission area at the date of application. (A map defining the priority admission area can be viewed at the school).
4. Any other applications.

In the event of over-subscription, within any of the above criteria, priority will be determined by straight-line distance from home to the school, with those living closest at the date of application being given the highest priority. Distance will be measured using the Local Authority's Geographical Information System.

In the case of exceptional medical circumstances, supported by a doctor's certificate, the governors will consider other applications.



Provisional GCSE Results 2009

	School Results 2009		Essex Results 2008	National Results 2008
Students in Y11	243	100%		
Students attaining 5 or more A*-C	156	64%	62.7%	64.6%
Students attaining 5 or more A*-C including English & Maths	136	56%	48.6%	47.2%
Students attaining 5 or more A*-G	225	93%	92.1%	91.3%
Students attaining 5 or more A*-G including English & Maths	222	91%	89.7%	87.0%
Students attaining at least 1 A*-G	238	98%	98.1%	98.6%
Uncapped average points score	401	N/A	384.9%	386.1%

Key Stage 3 Results 2009

In 2009 there were no Tests at the end of Key Stage 3. The following table shows the results of Teacher Assessment in English, Maths and Science.

Subject	Percentage of Students achieving level 5 or above	Percentage of Students achieving level 6 or above
English	87%	51%
Maths	90%	75%
Science	93%	64%



ATTENDANCE FIGURES FOR THE YEAR 2008/2009

YEAR	PERCENTAGE
7	94.8
8	94.7
9	93.0
10	94.5
11	91.9
Whole School Average	93.8
% of Authorised Absence	5.2
% of Unauthorised Absence	1.0



THE GILBERD SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

The Gilberd School, a Maths and Computing College, is an 11-16 comprehensive secondary school. Students are admitted to the school in line with the school's admission procedure. The Gilberd School, led by the Governing Body will adopt a whole school inclusive approach to students with Special Educational Needs (SEN), recognising that the aims of education are the same for all students, whatever their abilities. The school makes provision in accordance with the Code of Practice [2001], the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aims to reflect these principles.

Special Educational Needs are identified in terms of learning, emotional, behavioural, physical and sensory. The school works in partnership with parents, carers and outside agencies to identify needs, provide support for and monitor the progress of all students.

Key Aims

- The Gilberd School aims to ensure that all students, regardless of ability, have full access to a broad and balanced curriculum, and to a range of suitably challenging educational opportunities which are appropriate to their needs.
- Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.
- To ensure that all staff provide high quality lessons using a range of teaching and learning styles and strategies which show sensitivity to the students' preferred ways of learning, to ensure that all students can access the curriculum
- To ensure that members of staff understand that they are all teachers of students with special educational needs.

Procedures

- To develop and implement Individual Educational Plans [IEPs] for students with Statements of SEN
- To advise and assist staff in the development and implementation of IEPs for students with a statement of SEN
- To maintain a system of 'Provision Mapping' which uses data to identify the needs of, the range of support required and the impact of interventions for individual students with special educational needs.
- To work with curriculum areas to provide a differentiated and accessible curriculum which meets the needs of all the students.
- To keep parents and carers involved with and informed of their children's progress through a process of twice yearly reviews.
- To work with outside agencies to help meet the needs of the individual students.

- To ensure all students are fully involved in all aspects of school life including participating in their own learning through target setting and extra-curricular activities.
- To pay due regard to the Disabilities and Discrimination Act [Dec.2006]
- To ensure the support of the 'Every Child Matters' agenda for students with SEN.
- To liaise with the SEN link Governor and to ensure all Governors are kept informed of developments and their responsibilities to support, monitor and evaluate the school's SEN policy.

The Learning Support Department operates as a support and consultation facility to ensure that no child is denied access to a full range of educational opportunities no matter what their disability. Information on all students on the Learning Support register will be made available to all staff and will be used to support the teaching in the classroom.

The revision of the Code of Practice 2001 follows a graduated intervention approach and is the basis for the school's SEN provision: School Action>School Action Plus>Statutory Assessment>Statement of Special Educational Needs. The implementation of the Code of Practice will be through the school's SEN Policy. The school's SEN policy will be reviewed on an annual basis by the Special Educational Needs Coordinator (SENCO) and Assistant Head Teacher for Inclusion.

The Learning Support Department

There is a Learning Intervention Manager (LIM) and Student Support Zone Manager (SSZM) who are full time in addition to a team of Learning Support Assistants (LSAs), some full-time, some part-time. There is also an administrative support assistant. The department is line-managed by the Assistant Headteacher with responsibility for Inclusion and who is also the named SENCO. The named SENCO is also supported by 2 teachers (a literacy teacher and a numeracy teacher) who support the role in an advisory capacity and can deputise when necessary.

Identification, Assessment and Provision

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the school's Head Teacher, SENCO and learning support team, all other members of staff have important roles.

'All teachers are teachers of pupils with SEN. Teaching such pupils therefore is a whole school's responsibility, requiring a whole school response.' (Code of Practice 2001).

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special education needs, there may need to be an enhanced level of provision to enable progression.

Identification

The school will adopt a graduated response to meet special educational needs with intervention at School Action and School Action Plus as described below.

Identification of students not previously on the register is the responsibility of all members of staff. Heads of Year track and monitor the progress of their cohort within

National Curriculum Subjects. All students in Years 7 and 8 are tested for reading and spelling at the start of the academic year. Students who pose a cause for concern are discussed at Inclusion Management Team (IMT) meetings attended by the SENCO, Learning Intervention Manager, Student Support Zone Manager and Assistant Head of Year. Qualitative and quantitative evidence is used to decide whether students are then placed onto the SEN Register.

If a student is known to have special education needs when they arrive at The Gilbert School, the Head Teacher, SENCO, subject and Student Support Team colleagues will:

- use information from Primary School to provide an appropriate curriculum and action to support the student within the class.
- ensure that on-going observation and assessment provides feedback to inform future planning of the student's learning.
- involve the student in planning and agreeing targets to meet their needs.
- involve parents/carers in developing a joint approach at home and in school.

School Action

When a student is identified as having special educational needs, the school will provide interventions that are *additional to* and *different from* those provided as part of the school's usual differentiated curriculum. The differentiated curriculum is known as 'Wave 1' provision. Most students will progress with Wave 1 provision. Provision that is aimed at students whose National Curriculum levels are significantly below target levels, but not necessarily at a level where a student requires 'School Action', is known as 'Wave 2' provision. Wave 2 provision is provided by additional catch-up classes etc. Provision which is *additional to* and *different from* is known as 'Wave 3' intervention and will be described as School Action. The triggers for placing a student at 'School Action' could be concern, together with evidence, about a student who, despite receiving Wave 1 and Wave 2 learning opportunities:

- makes little or no progress even with teaching directed to the student's weaknesses.
- has National Curriculum levels significantly below chronological age in literacy and numeracy (As defined by the Essex SENCO Manual)
- presents emotional and/or behavioural difficulties that despite whole school behaviour management strategies result in a significant impact on learning or a significant number of exclusions
- has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment.
- has communication/social difficulties and continues to make little or no progress despite the provision of a differentiated curriculum (Wave 1 provision).

If it is decided, in consultation with parents/carers, that a student needs further support at this level, an ITS form will be devised and distributed to teaching staff. The SENCO will support the assessment of the student, assist in planning future support in discussion with colleagues and monitor the action. Parents/Carers will be invited twice a year to discuss the progress of the plan in Review Meetings (these may be conducted

face to face or via the telephone). The student's teachers will remain responsible for working with the student and for planning and delivering an individualised programme in the classroom. The Learning Support Department will deliver a suitable intervention or interventions to address the student's SEN. Students will be tested at the start and end of the intervention(s) to assess the effectiveness of it. This entrance and exit data is shared with parents and students at review.

School Action Plus

If a student is in need of support beyond that at School Action, it is characterised by the involvement of external agencies. Advice will be taken from these agencies to adjust the strategies used to support the student.

The triggers for School Action Plus could be that, despite targeted Wave 3 interventions and/or concentrated support, the student:

- continues to make little or no progress in specific areas of the curriculum (particularly literacy and numeracy) over a period of two reviews in line with the criteria laid down in the Essex SENCO Manual
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and/or that of the class group, despite having an individualised behaviour management programme.
- has physical or sensory needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service.
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In consultation with outside agencies, new Wave 3 interventions will be considered and strategies for supporting the student's progress in the classroom will disseminated to staff for implementation. The student and the parents will be involved in target setting and reviews will be held at least twice a year to assess, monitor and evaluate progress.



STATUTORY ASSESSMENT WITH A VIEW TO A STATEMENT OF SPECIAL EDUCATIONAL NEEDS

For a very few students the help given at *School Action Plus* will not be sufficient to enable the student to make adequate progress. In consultation with the parents and external agencies, the SENCO will consider whether to ask the Local Authority (LA) to initiate a statutory assessment. The student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- the school's action through *School Action* and *School Action Plus*.
- details of interventions and progress made for the student (post September 2008).
- records or regular reviews and their outcomes.
- health and/or medical records where relevant.
- NC levels in literacy and numeracy.
- educational and other assessments by specialist.
- views of parent/carer and of the student.
- involvement of other professionals.
- any involvement by social services or educational welfare service.

When the LA receives a request for statutory assessment, it must decide within six weeks whether to carry out such an assessment.

Statutory Assessment of Special Educational Needs

This involves the LA working co-operatively with the parents, the school and other agencies as appropriate. Where the evidence suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists it may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's educational needs.

Due regard will be given to the requirements of the student and the funding allocated by the LA in order to support the student's educational needs provision. An Individual Education Plan (IEP) will be devised to respond to the statement. The statement will be reviewed annually with additional reviews during the year as necessary. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the Learning Support Department. The effective use of Individual Teaching Strategies (ITS) will be the responsibility of class teachers.

The annual review will focus on what the student has achieved as well as on difficulties that need to be resolved.

In Year 9 the annual review will be the beginning of the transition process for Post 16 provision and this and subsequent annual reviews will include the Connexions service and other relevant outside agencies.

Partnership with Parents/Carers and Primary Liaison

The partnership with parents/carers begins when the students are still in the primary school. In the summer term of Year 6 the SENCO will invite all parents/carers of students identified by the primary schools as SEN to a group meeting and then offer a 1-1 meeting if requested.

Parents/carers will be invited to contribute to a review meeting on at least two occasions during the academic year.

The SENCO will be invited to the review meetings of students applying for a place at The Gilbert School either in year 5 and/or year 6. Parents/carers of students with a statement will be invited to an annual review meeting.

Parents/carers of students with SEN in years 7 and 8 are invited to a coffee morning each term.

Parents/carers are invited to attend the parenting courses which are run during the school year.

The SENCO visits the primary schools, speaking to the Year 6 teachers and the Primary School SENCO, in the summer term prior to entry.

Visits by individual students or small groups are organised by liaison with the SENCO of the Primary School if necessary. LSAs from The Gilbert School are linked to the feeder primary schools and make at least one visit to the primary school in the summer term and to other primary school SEN students as required.

Appendix

RESPONSIBILITIES

(a) Named Governor

There is a named Governor who is linked to the Learning Support Department. The Governor meets with the SENCO on a regular basis to discuss progress and developments as well as observing the work of the SENCO and the LSAs.

According to the Code of Practice [2001] the Governing Body must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- ensure that, where the “responsible person” – the head teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

- consult the LA and the governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child's needs.
- report to parents on the implementation of the school's policy for pupils with special educational needs.
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

(b) Deputy Head Curriculum (Teaching and Learning)

- To monitor the Schemes of Work, resources, teaching and learning via Subject Reviews for students with SEN
- To work with the SENCO to oversee this process
- To include items concerning provision for students with SEN on agendas of Curriculum and Subject Meetings
- To personalise the KS3 and KS4 Curriculum to ensure appropriate academic 'Pathways' exist for students with SEN.

(c) Deputy Head – Pastoral

- To line manage the Assistant Headteacher for Inclusion and oversee strategic development

(d) Assistant Headteacher – (Inclusion Management Team)

- To be the named SENCO and oversee provision for students with statements.
- To oversee the strategic development of the Learning Support Department in consultation with the Learning Intervention Manager, The Deputy Head for Curriculum and the Headteacher.
- To advise the Deputy Headteacher on the strategic development needs of Learning Support at the school
- To assess the classroom provision/differentiation for students with SEN via Departmental Reviews and advise Subject Leaders on Departmental Development Plans (Grid Bs)

(e) Learning Intervention Manager & Student Support Zone Manager (Inclusion Management Team)

The Learning Intervention Manager, in collaboration with the Student Support Zone Manager and the Governing Body, plays a key role in delivering the provision in the

school to raise the achievement of students with SEN. The key responsibilities of the LIM and SSZM are as outlined in the job descriptions and responsibilities below.

- To maintain the SEN Register in line with Essex SENCO manual
- To use data to identify the need of students with SEN and allocate appropriate interventions
- To measure the impact of interventions using data and make decisions regarding the graduated response to students' needs
- To line manage the LSA team
- To liaise with outside agencies
- To work with the Assistant Headteacher (named SENCO), Literacy and Numeracy teachers in the strategic development of the Learning Support Department

(f) Heads of Year & Assistant Heads of Year

- To assist, using data, with the tracking and monitoring of students with SEN via feedback from subject teachers and meetings with Form Tutors. To liaise with the SENCO and other key personnel to address issues arising from this monitoring.

(g) Curriculum Leaders

- to track the progress of students with SEN within the faculty and highlight underachievement to be addressed by Subject Leaders or the Learning Support Department.
- to ensure that all members of the Faculty have up to date SEN ITS forms for the students with SEN who they teach.
- to ensure that all members of the Faculty are using the strategies to make lessons accessible for individual students with SEN.
- to pay due regard to students' support entitlement when making set movements

(h) Subject Leaders

- to ensure all staff in department maintain up to date ITS forms for students with SEN and are aware of the strategies to support inclusion for each individual student
- to maintain a Subject Policy that outlines provision for the inclusion of students with SEN.
- to provide Schemes of Work that contain differentiated material for students with SEN



DISABILITY EQUALITY SCHEME

1) Introduction

The Disability Discrimination Act 2005 (DDA) amended the Disability Discrimination Act 1995 and places a specific duty on schools to actively promote the equality of stakeholders with disabilities who access the services of the institution. This is over and above the general duty which is set out below.

The General Disability Equality Duty:

When carrying out their functions schools need to have due regard for the following:

- promoting equality of opportunity between disabled people and other people;
- eliminating discrimination that is unlawful under the Disability Discrimination Act 1995;
- eliminating harassment of disabled people that is related to their disability;
- promoting positive attitudes towards disabled people;
- encouraging participation in public life by disabled people;
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The Specific Disability Equality Duty

This duty was implemented under the Disability Discrimination Act 2005 and requires schools to produce and publish a Disability Equality Scheme (DES). This should be published, action points implemented and evaluated at timely intervals. The DES guidelines require that the Gilberd School:

- publish the DES outlining the means by which action points will be implemented;
- involves stakeholders with disabilities in the development of the scheme and show how this has been done;
- implement the targets of the action plan within 3 years of the publication of the scheme;
- publish a summary of how the action points were implemented and an evaluation of them

Definition of Disability

The Disability Rights Commission 2006 in their schools guidance '*Implementing the DDA in Schools and Early Years Settings*' sets out a four part test to define disability. In short the definition has broadened to include all persons who have:

'...a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This therefore now includes people who are recovering from or have long-term illnesses (greater than 12 months) that may have a substantial adverse effect on their activities. This includes cancer, diabetes, epilepsy, HIV, Multiple Sclerosis, hearing and sight impairments and mobility difficulties.

People with mental health conditions and/or learning difficulties/disabilities may also now fall under the definition (in particular conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Aspergers and other Autistic Spectrum Disorder (ASD) and Specific Learning Difficulties such as Dyslexia/Dyspraxia).

Visions and Values – Mission Statement

The Gilberd School is committed to ensuring the provision of an inclusive environment that promotes equality of education and opportunity to students, staff and all those receiving services from the school who have a disability as defined in Section 1.

It is the aim of The Gilberd School that our stakeholders with disabilities feel free to participate fully in the life of the school and achieve their full potential in line with the school aims and ethos as outlined in the prospectus.

The Qualification and Curriculum Authority (QCA) statutory statement on inclusion in the General Teaching Requirements of the National Curriculum, forms the basis of our plan to make reasonable adjustments for Pupils with disabilities in teaching and learning and whole school inclusion.

It sets out 3 key principles which all staff should embed in their planning processes:

1. Setting Suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In summary it is the responsibility of every member of staff, every member of the student community and every other stakeholder (including parents and Governors) to contribute to the removal of the barriers to learning for pupils with disabilities.

The adaptations to the curriculum, lesson planning, assessment and whole school planning required to fulfil the aims of our mission statement and our General and Specific duties under the legislation is known as our '*Reasonable Adjustment Duty*'.



CURRICULUM STUDIED

The following subjects offered at The Gilberd School

	Year 7	Year 8	Year 9	Year 10	Year 11
English	✓	✓	✓	✓	✓
Media Studies				✓	✓
Maths	✓	✓	✓	✓	✓
Statistics				✓	✓
Science	✓	✓	✓	✓	✓
Biology				✓	✓
Chemistry				✓	✓
Physics				✓	✓
Geography	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓
Religious Studies	✓	✓	✓	✓	✓
Business Studies				✓	✓
Enterprise	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓	✓
Drama	✓	✓	✓	✓	✓
Art	✓	✓	✓	✓	✓
Technology	✓	✓	✓	✓	✓
ICT/CIDA	✓	✓	✓	✓	✓
French/German	✓	✓	✓	✓	✓
Future Skills	✓	✓	✓	✓	✓
Dance	✓	✓	✓	✓	✓
Art Photography				✓	✓
ACE				✓	✓
Business and Communication				✓	✓
Health & Social Care				✓	✓
Travel & Tourism				✓	✓



POST 16 DESTINATION

ACTIVITY SURVEY 2008 YEAR 11 LEAVERS	Colchester 2008	The Gilbert School 2008	The Gilbert School 2007	The Gilbert School 2006	The Gilbert School 2005
Remaining in full time education	1845	206	212	193	187
%	82.15%	86.92%	81.23%	83.19%	79.91%
Work based training (non employed status)	67	5	8	3	6
%	2.98%	2.11%	3.07%	1.29%	2.56%
Full time employment (inc MA's & other employed status WBL)	75	6	15	10	6
%	3.34%	2.53%	5.75%	4.31%	2.56%
Full time employment no structured training	73	5	12	10	16
%	3.25%	2.11%	4.60%	4.31%	6.84%
Voluntary / Part time Activity	38	3	3	2	0
%	1.69%	1.27%	1.15%	0.86%	0.00%
NEET -active in the labour market	119	11	10	8	17
%	5.30%	4.64%	3.83%	3.45%	7.26%
NEET not available to the labour market	8	1	0	3	1
%	0.36%	0.42%	0.00%	1.29%	0.43%
Moved out of contact					0
%					0.00%
Total Unknown	21	0	1	3	1
%	0.93%	0.00%	0.38%	1.29%	0.43%
Total Cohort	2246	237	261	232	234



UNIFORM REQUIREMENTS

The uniform requirements are listed below and students will be expected to wear their Gilberd uniform in school, at parents' evenings and when representing the school at other events, as appropriate.

School Uniform must be worn correctly at all times. All clothing should be clean, smart and marked with the student's name.

Uniform Requirements for all students.

- Plain black, **traditional** style trousers. Any belt worn on trousers must be plain black and discreet. **Denim jeans, jeans style trousers, cropped trousers or cords are not acceptable.**
- A plain black, **traditional** knee length skirt may be worn as an alternative to trousers.
- A plain white, **traditional** long or short sleeved shirt with collar and white buttons. **Shirts must be buttoned to the neck and tucked into trousers or skirts at all times. Fitted shirts, tee shirts or sports shirts are not acceptable.**
- Gilberd school tie. Ties should be worn so that they show 7 stripes. Prefects wear a red Gilberd tie and mentors wear a green Gilberd tie; the Gilberd school badge must be visible on these ties.
- Black **traditional** style blazer with school badge. **Fitted black fashion jackets are not acceptable.**
- Plain flat black shoes. **Fashion shoes including strapless shoes, open toed shoes, plimsoles, trainers or boots are not acceptable.**
- Plain dark socks.
- Plain dark or natural coloured tights.



ADDITIONAL UNIFORM REQUIREMENTS

- A suitable waterproof rucksack or bag large enough to take A4 folders and a range of books should be used to carry books and equipment.
- For health and safety reasons jewellery is limited to a wristwatch, a medical bracelet or medical necklace if needed and one stud per ear if the ears are pierced. **No rings, chains, tongue studs or visible body piercing are ever permitted. If a student chooses to have a piercing these must be done at the beginning of the summer holidays so they can be removed from the start of term. Retainers are not allowed and it is not acceptable for piercings to be covered.**
- An outdoor coat with no attachments, e.g. **studs or chains**, may be worn. **Denim jackets are not acceptable.**
- **The Gilbert School traditional black v-necked jumper (optional)** may be worn under the blazer during cold weather. **No other garments e.g. sweatshirts, hooded tops, coloured jumpers are acceptable.**
- Coats are not to be worn in lessons, assemblies, when queuing for food or eating in the dining hall.
- Hair should be the students' natural colour, **with no extremes in style or highlighting e.g. red, pink, blue.**
- If worn, make-up must be very discreet.
- No unofficial badges should be worn on the tie or blazer.

Adjustments to uniform may be made for religious or medical reasons following discussion with the Headteacher



TIMING OF THE SCHOOL DAY

Registration	8.45
Assembly/Tutorial	8.45 – 9.05
Lesson 1	9.05 – 10.05
Lesson 2	10.05 – 11.05
Break	11.05 – 11.25
Lesson 3	11.25 – 12.25
Lesson 4	12.25 – 1.25
Lunch	1.25 – 2.15
Lesson 5	2.15 – 3.15