



# Primary - Secondary Transition Booklet 2024 – 2025

*Supporting your child's transition from primary school to  
Lynch Hill Enterprise Academy*



*Aspire Achieve Succeed*

## Contents Page

Welcome .....	2
Key Staff .....	3
Safeguarding .....	4
Transition Events .....	5
Term dates .....	7
First day arrangements .....	8
School day .....	9
Primary and secondary school differences .....	10
Pastoral information .....	11
Attendance .....	12
Uniform .....	13
Rewards .....	16
Read to succeed .....	17
Code of conduct .....	20
Mobile phones .....	22
Essential Equipment .....	23
English as an additional language .....	24
Assessment .....	25
Homework .....	26
Squid cashless payments.....	27
Communication .....	28
Medical .....	29
GDPR .....	30
Key Points .....	33

## **Welcome to Lynch Hill Enterprise Academy**

Moving from primary to secondary school is an exciting and significant event for your child and for you! It is an important milestone marking a change in expectations regarding crucial life skills such as independence and personal organisation.

Here at Lynch Hill Enterprise Academy, we believe in partnership work; the school, parents and the children together make the school community.

A successful transition is achieved by us working together. We hope this booklet provides you with all the information you will need about your child embarking at Secondary School.

‘Aspire, Achieve, Succeed’ is the school motto. We pride ourselves in supporting every individual to achieve their very best and be happy, successful and confident learners.



## **Key Staff**

### **Headteacher**

Mr C Thomas

### **Deputy Headteachers**

Mr A De Angelis

Mr O Harrison

### **Assistant Headteachers**

Mrs F Coulter

Ms T Richardson

Mr K Harvey

Ms S Almeida

Ms S Hussain

Mrs C Whybourn

### **Associate Assistant Headteachers**

Mrs L Browning— Director of Year 7 Studies

Mr K Davies— Behaviour Manager

Mr A Liaqat— Careers & Enterprise

### **Key Roles**

Ms T Richardson— Designated Safeguarding Lead

Mrs P Turner— Deputy Designated Safeguarding Lead

Mr S Calvert- SENDCo

Miss L Flegg— Student and Family Support Officer

Mrs R Bariya- Student and Family Support Officer

Mrs B Khaira— Office Manager

## **Safeguarding**

Lynch Hill Enterprise Academy is committed to safeguarding and promoting the welfare and safety of all students and expects all staff and visitors to share this commitment. We work together to ensure that our pupils thrive in a safe and supportive environment, whatever their age, ethnicity, religion, disability, sexual identity or gender.

Lynch Hill Enterprise Academy recognises that all members of its community have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. The values and ethos of the Academy are central to our Safeguarding and Child Protection Policy. We strive to ensure that consistent and effective safeguarding procedures are in place to support families, students and staff at school, promoting a climate where children and adults feel confident about sharing any concerns that they may have about their own safety, or the well-being of others.

The governing body and staff of Lynch Hill Enterprise Academy are committed to, take very seriously and fully recognise, the responsibilities we have to safeguard children entrusted to our care. Where we have any concerns about a child's welfare, we will take all appropriate action to address those concerns by working in full partnership with other agencies.

Our first priority is that ALL students feel SAFE and HAPPY. If you are feeling sad, upset, hurt, or scared about anything, you can talk to any member of staff.

You can also talk to:

Miss Richardson – Designated Safeguarding Lead

Mrs Turner – Deputy Designated Safeguarding Lead

## **Transition Events**

We have put together a comprehensive transition programme to support all year 6 students in their move to secondary school. We are very excited to be meeting with students in person at our induction day on Tuesday 2nd July.

### **Year 6 Welcome Meetings**

Each year we hold meetings with each year 6 family joining us in September. These meetings are an opportunity for us to get to know our families better, particularly the children who are joining us in September.

Our meeting this year will take place face to face between Wednesday 12<sup>th</sup> June and Wednesday 19<sup>th</sup> June. Invitations with appointment times will be sent out to each family soon after the May half term break.

The meeting also provides an opportunity for you to ask any questions you may have about us. We do hope, however, that the information in the booklet, alongside our school website, will provide you with all the information you need to feel ready for your child to start with us in September.

### **Virtual School Tour**

Our doors were open for the year 6 open evening early last autumn term. We understand that some families would have been unable to attend and therefore have created a virtual tour to enable all families to become familiar with the layout of our site.

**Virtual Tour of the School:** this is available on the website using the access code: LHEAtour

### Year 6 Induction Day

All students who have been offered a place with us in September will be expected to attend our induction day on Tuesday 2nd July. The day will include a mixture of taster lessons and tutor time to enable students to become familiar with our site, our staff and each other.

Your child will need to arrive at school in his/ her primary school uniform for 9:00 am, where s/he will be registered and placed into their class group for the day. Your child will need to be equipped with their own **stationery** and **reading book** and will need to **bring a packed lunch** and **water bottle**. Children who receive free school meals will be given lunch.

The children will be brought down to our front gates for 3pm ready to go home.

### Lynch Hill Enterprise Academy Summer Read Project

At LHEA we believe in the importance of reading and students are encouraged to read every day. To get your child ready for September, we are giving him/her a Summer Read Project.

Over the six-week summer break, we would like all our Year 7 students to complete a summer project. This project is designed to help them to think more about themselves, their skills and interests. They will complete an autobiographical piece of work to share with their tutor and class in September. There are also reading activities, research tasks and subject activities.

They may wish to complete all the tasks at the same time. However, we would recommend that they take their time and complete one or two tasks each week.

## Term Dates 2024-2025

### AUTUMN TERM

Wednesday 4th September - Friday 25th October

*Half Term Break:* Monday 28<sup>th</sup> October - Friday 8th November (2 weeks)

Monday 11<sup>th</sup> November – Friday 20<sup>th</sup> December - 1pm finish.

### SPRING TERM

Monday 6<sup>th</sup> January - Thursday 13<sup>th</sup> February

*Easter Break:* Monday 17<sup>th</sup> February to Friday 21st February

Monday 24<sup>th</sup> February - Friday 4<sup>th</sup> April – 1pm finish.

*Staff inset day:* Friday 14<sup>th</sup> February

### SUMMER TERM

Tuesday 22<sup>nd</sup> April - Friday 23<sup>rd</sup> May

*Half Term Break:* Monday 26<sup>th</sup> May to Friday 30th May

Monday 2<sup>nd</sup> June - Friday 25<sup>th</sup> July – 1pm finish.

### Staff Training Dates (school closed to students)

Monday 2nd September

Tuesday 3rd September

Friday 3<sup>rd</sup> January

Friday 14<sup>th</sup> February



## First day Arrangements

The first day for Year 7 at LHEA is on Wednesday 4<sup>th</sup> September. Your child will need to arrive at school in his/her **uniform by 8:30 am**, where s/he will be registered and placed into his/her tutor group and receive a student planner and a timetable.

Over the course of the day, the students will have an extended tutorial time, participate in a range of activities to help start building friendships with others in their tutor group; get to know the school building and then they follow their school timetable for the rest of the day.

Our school dining room and kitchen operates a cashless system called Squid. You will be sent a separate letter before September about the Squid system and how to set up an account. Students can bring in a packed lunch or purchase food from the dining hall. Until you have set up a Squid account, your child will need to **bring a packed lunch**. Children who receive free school meals will be given a lunch in the dining hall.

The students will be dismissed at 3pm on Wednesday 4<sup>th</sup> September.



## School Day

Monday – Thursday School Timings	
Period 1	8:30
Period 2	9:30
Break	10:30
Period 3	10:50
Lunch –7,8 & 11 Tutor time – 9 & 10	11:50
Lunch 9 & 10 Tutor time – 7,8 & 11	12:25
Period 4	13:00
Period 5	14:00
End of school day	15:00

Friday School Timings	
Period 1	8:30
Period 2	9:20
Assembly	10:10
Break	10:40
Period 3	11:00
Lunch –7,8 & 11 Tutor time – 9 & 10	11:50
Lunch 9 & 10 Tutor time – 7,8 & 11	12:20
Period 4	12:50
Period 5	13:40
End of school day	14:30

## Differences between Primary and Secondary School— How can you help?

Listed below are some of the main differences that your child may face when starting Secondary School:

**Travel time**—you may find that they have to travel further in order to get to school on time, i.e. by 8.20am. Ensure that you and your child have planned the journey and timed how long it will take. This will avoid any anxieties about arriving late at school.

**Teachers**—instead of one teacher, they will have subject specific teachers. Ensure you understand which teacher teaches what subject to ensure you can support your child.

**Independence**—your child will need to be organised to ensure that they cope with the demands of secondary school.

**Timetable**—this will be varied. You can help by planning their day the night before to ensure they are fully prepared for learning.

**Homework**—regular homework will be set. Ensure your child has a dedicated quiet workspace to help support this; ask them questions about the work to check their understanding.

If you have any concerns about your child's homework, do not hesitate to contact the school.



## **Pastoral Information**

Each child is placed into a tutor group when starting with us; the students in this group will develop close relationships during their time at LHEA.

During the daily tutorial time, a programme of events is followed including: Enterprise and Careers, Literacy, Culture Curriculum, Assembly and inter-tutor competitions. This is a rich and varied programme designed to give the students a broad range of experiences.

Each tutor group has a tutor; this member of staff is responsible for the day-to-day welfare of your child. S/he will register them each day, check for correct uniform and equipment, and guide them through the tutor programme. If you have any questions or queries regarding your child, his/her tutor is your first point of contact.

The school will keep you updated on upcoming events through our communication app WEDUC. You can also access your child's progress information through this app. Behaviour conduct, attendance and home work information will be shared via classcharts. Access to both apps will be provided from September.

The year 7 tutor team is here to ensure your child is happy here at LHEA, so feel free to contact your child's tutor as and when you need. You will receive contact information for your child's tutor on their first day with us.

## Attendance

### Did you know?

90% attendance =  $\frac{1}{2}$  day missed every week!

Would your boss like you to be off work this much? That's practically part time!

1 school year at 90% attendance =

4 whole weeks of lessons missed!!!

90% attendance over 5 years of secondary school =

$\frac{1}{2}$  a school year missed!

Research suggests that 17 missed school days a year =

GCSE grade DROP in achievement. (DfE)

The greater the attendance the greater the achievement

### To achieve a good attendance rate, follow these simple rules:




1. Ensure that you arrive at school by 8.25. Lessons begin promptly at 8.30 and arrival after this time will require you to enter school through the late arrival door.
2. If you have been absent, keep the school informed daily and bring into school the doctor's note, appointment card or evidence of prescription.
3. Make appointments for routine visits to the doctor or dentist out of school hours.
4. Go on holiday during school holidays, not during term time.

**To report an absence from school, your parent/carer needs to contact the Attendance Officer on 01753 691583 or via email [attendance@lhea.org.uk](mailto:attendance@lhea.org.uk)**

The school is open from 8.00am each morning; you can have breakfast in the dining hall then, which is free of charge.

Students cannot leave the school site during the school day.

## School Uniform

Uniform item	Description	Uniform item	Description
	<b>Blazer (compulsory)</b> Black School badge		<b>School trousers</b> Black formal office style with a wide leg & width at the ankle  Loose fit (no lycra, skinny fit, leggings or jeans)  Belt – plain black
	<b>Jumper (optional)</b> Green with school badge		<b>Skirt</b> Black pleated Loose fitting Knee-length
	<b>White shirt</b> Long or short sleeves. No polo shirts.		<b>Socks and tights</b> Plain white or dark socks or tights in black.
	<b>School Tie</b> Worn to the waist with knot pulled close to the top button of the shirt.		<b>Hijab</b> Black or dark colours Plain  The tie must be worn under the hijab
	<b>School coat</b> Most forms of sensible outdoor coats (waterproof and plain in colour) are acceptable.  Casual leisure wear is not regarded as suitable for school.  <b>Sweatshirts or hoodies of any description do not qualify as coats.</b>		<b>School shoes</b> Black Need to be office style/ not the trainer style that some shops sell.  No boots, trainers, trainer-style, canvas, velcro, plimsoll, heels, raised platforms.  No decoration

## School PE Kit

Uniform item	Description	Uniform item	Description
	<b>PE Top</b> Black with school logo or Plain black t-shirt (plain black base layer can be worn underneath)		<b>Shorts</b> Both: shorts or Girls: skort (plain black base layer can be worn underneath shorts or skort) <b>Plain black alternatives allowed</b>
	<b>Jogging Bottoms</b> School logo bottoms or Plain black joggers (base layers, including leggings, are not to be worn in place of joggers)		<b>Sports Socks</b> Black with white tramline detail.
	<b>PE Sweatshirt</b> Black with school logo		<b>LHEA Fleece</b> This can be work as an alternative or addition to the PE sweatshirt.

**All items must be clearly marked with student's full name**

The wearing of full school uniform is expected as an integral part of the school ethos which promotes positive attitudes, high standards and a sense of personal pride.

### Jewellery

The only items of jewellery which are acceptable are:

- A small, plain single stud in each ear (to be removed for PE). Other visible body piercings are not permitted.
- Watch is encouraged to foster excellent time-keeping skills.
- Students are responsible for the security of their own jewellery.

### Hair

- Extremes of style and colour are not acceptable.
- Minimum of grade 1 and no tramlines or designs.

### Scarves

Plain and dark in colour.

### School bag

The only school bag which is acceptable is the LHEA Academy ruck sack or a plain black ruck sack with a logo no bigger than a 50p piece.

**Our Uniform Supplier:**  
**SCHOOL DAYS DIRECT LTD,**  
20A Buckingham Avenue,  
Slough, SL1 4QA

<https://www schooldaysdirect.co.uk>

# The LHEA Way our UNIFORM

## RESPONSIBLE

We wear our school uniform correctly and with pride



PE Top



PE Sweatshirt



LHEA Fleece



Jogging Bottoms  
No base layers or leggings



PE Shorts

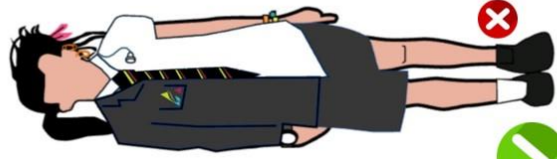


PE Skort



Sports Socks

### PE KIT



Your **BLAZER** is on when moving around the school.

Your **TIE** is to the waist, with the knot pulled up to your top button.

Your **SHIRT** is tucked in.

**SOCKS** are plain white or dark.

Black **SHOES** that are not the trainer style.

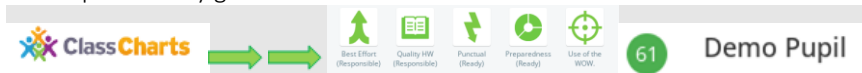


ASPIRE | ACHIEVE | SUCCEED



## Rewards

At Lynch Hill Enterprise Academy we value the importance of recognising and rewarding behaviour that meets our expected standards. This is either behaviour that goes 'above and beyond' or is persistently good.



Spend your points on Class Charts.



### Class Charts

This app is the axis of our rewards system. This is where staff will allocate achievement points. As you collate your achievement points you can spend them at our online rewards shop and collect your prizes soon after. Students need to be mindful that any negative points logged will detract from their spendable reward balance. The rewards available are subject to change but regularly include sports equipment, high street shopping vouchers, free lunches and the chance to buy your ticket to our end of year reward trip to **Thorpe Park**.

### Postcards



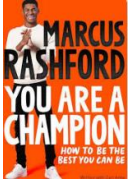
If you are meeting the expected standards regularly or going over and above, you may also be awarded with a post card with a personalised note to show off at home.

### Golden tickets

These are handed out to students who have been recognised for their community spirit, service to the school and for service above self. In conjunction with the ticket achievement, points are also awarded for these attributes. Additionally, these golden tickets are placed into a raffle with a student from Ks3 and Ks4 each winning a £10 voucher each Friday assembly.



## Read to Succeed



Lynch Hill Lynch Hill Enterprise Academy is a reading school. We are relentless in our ambition that all of our students are regularly reading appropriately aged academic and fiction texts so that they can be successful. Reading and more importantly reading for pleasure, when we read through choice in anticipation of the pleasure it provides, is thought to be the number one lever of social change. It provides a platform for positive mental health, improved social skills and self-confidence, exam success amongst many other benefits. It must and will be taken seriously at Lynch Hill Enterprise Academy.



### **Peer Reading**

Throughout the academic year, students in Key Stage three are selected to take part in a peer reading intervention. An older student will support them in practising their reading fluency, pronunciation and vocabulary development. They will also read aloud to each other and discuss reading books – past, present and future. This is not just for those readers who need to accelerate their progress with reading skill, but also for those who would benefit from building a positive social attitude towards reading.

### **Reading Intervention**

Where necessary, some students may be allotted time in place of some lessons for 1:1 adult led, reading intervention. This is a necessary action so that we are giving the required bespoke reading support so that everyone at Lynch Hill Enterprise Academy can access, understand and enjoy the challenging texts which are part of our education system.

### **Curriculum time**

Such is the importance of age-appropriate reading skills and an enthusiasm for volitional choice reading, we allocate curriculum time to reading. During these lessons students have an extra opportunity to use the library, enjoy being read to, silently read, talk about books and practise to improve their reading skills including sight word reading, eye tracking, vocabulary, comprehension and fluency.



### **Library**

We have a vibrant library which is open, according to a schedule, at break, lunch and until 4pm each night after school. At these times there are computers available for homework and research. We have inviting reading spaces including bean bags and floor cushions so that individuals and groups can enjoy their reading with comfort. We are constantly adding stock to our library that represents our communities' interests. Books are like windows, mirrors and sliding doors helping us to connect with the world and understand our power within it.

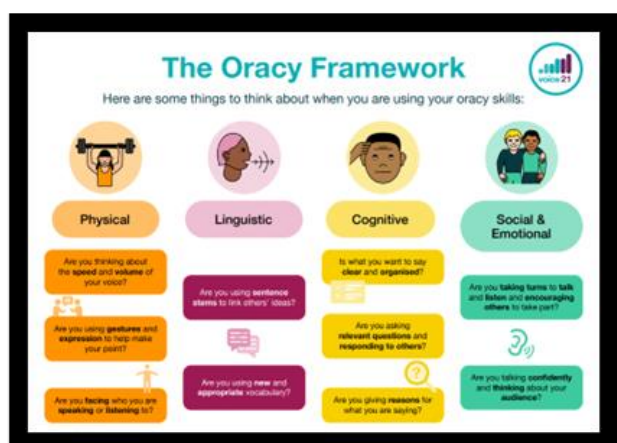
### **The Hive- reading space**

For those who prefer a silent and focused reading space, passes to our top floor reading space are also available.

### **Reading Rewards**

We reward readers through class charts.

## Pupil Talk – Oracy



At Lynch Hill Enterprise Academy we value classroom talk. Whilst there are times for silent and focused classrooms we also understand the significant positive impact that 'noisy' but focused classrooms can have on engagement, self-confidence and memory. It is

through talk that we can formulate ideas for the first time, crystallize inner thoughts into substance and shape ideas into existence; we can reformulate our ideas so that thinking and understanding is clarified, focused or modified; we can communicate ideas with other people through interaction and feedback. We are able to reflect on our learning through talk.

All of these important ideas are why we teach students how to engage in effective talk and teach through talk. We expect all students to participate in classroom talk, reflect on the quality of classroom talk and maintain respect for all.

# The LHEA Way

## OUR VALUES!

### Respectful

We respect all members of our school community

We are polite, kind and considerate to all

We respect the right of every student to learn and achieve at school

### Responsible

We are committed to our learning both at home and at school

We are active and responsible members of our school and wider community

We wear our school uniform correctly and with pride

### Ready

We arrive at school and our lessons on time

We bring the correct equipment for all our lessons, ready to learn

We are resilient when faced with a challenge and choose an 'I can do' approach



ASPIRE | ACHIEVE | SUCCEED

## LHEA Culture

### ***Our culture is what we do at LHEA***

Our culture curriculum is put in place to create as warm, friendly culture with a sense of rigour and urgency. Every day we teach our students what good behaviour looks like, to use good manners and routines we expect to be followed at LHEA. These are taught during every interaction staff have with students, during lessons, assemblies and tutor time. These routines and expectations include:

- Polite welcomes: “good morning/afternoon..., how are you?”
- Lesson entry routines
- Lesson end routines
- Corridor movement and behaviour
- Punctuality to lessons
- Equipment for learning
- Break and lunch exit and entrance
- Being active listeners
- Gratitude and appreciation
- Giving best effort
- Good manners

If students deliberately do not meet the expectations of the LHEA culture curriculum, then they fall into our consequence system. We aim to resolve all issues on the same day, with same day detentions issued. Some more extreme behaviours may result in use of our inclusion room and suspensions.

Following any sanction student will receive an aftercare programme with supportive measures put in place to prevent them making the same mistakes.

## Valuables

We strongly advise that no valuable items are brought into school.

Members of staff and the school will take no responsibility for any items lost or stolen within school. Lockers will be available to rent in September.

## Mobile Phones

Students may bring mobile phones into school so long as they are not seen or heard when on the school site. We ask all students to check their phones are off and away before they enter our gates. Any phone that is seen or heard will be confiscated. Phones will be placed in student reception for them to collect at the end of the day. If a mobile phone is confiscated from a student on more than one occasion, it will be held by main reception for the parent to collect.

Should you need to get hold of your child in an emergency, please contact the school on **(01753) 691583** and a message will be passed on. Please note, this should only be in exceptional circumstances.



## Essential Equipment

All students are expected to arrive to school ready for the day ahead. This includes all items of equipment listed in the students' handbook.

It is essential that students get into the habit of packing their school bag the night before to ensure they have all of the correct equipment, including completed homework.

	<b>Reading book [Essential]</b>  A reading book is essential and required every day.		<b>Student Planner [Essential]</b>  Required every day Supplied by school
	<b>Pencil case [Essential]</b>  Big-enough for all stationery		<b>Ballpoint pens [Essential]</b> Black – for most written work  Green - For self/peer assessment and for completing SIR marking
	<b>Pencil [Essential]</b>  HB		<b>Rubber and sharpener [Essential]</b>
	<b>30 cm ruler [Essential]</b>		<b>Maths set</b>  Essential: compass, protractor  Desirable: Full maths set
	<b>Colouring pencils [Desirable]</b>		<b>Highlighters [Desirable]</b>  Minimum: Green, Orange/ yellow, pink
	<b>Calculator [Essential]</b>  Scientific for maths & science		<b>Pocket dictionary/thesaurus [Desirable]</b>



## **English as an additional language**

### **The EAL Department**

Lynch Hill Enterprise Academy is a culturally diverse school with around 60% of the school cohort speaking English as an additional language, and over 50 different languages are spoken at home.

This means that EAL support is a significant part of the school curriculum.

All students' EAL needs will be assessed during transition meetings during the summer term before year 7. This way we can determine how we can best support students throughout their time at LHEA. Students who join throughout the academic year will also be assessed and support will be put in place.

#### **EAL support**

Students who need significant support will firstly follow an induction programme with our EAL Coordinator over their first few weeks of school, this way they can slowly integrate in to mainstream lessons. Additional support will also be put in place by class teachers so students can confidently move in to mainstream classes.

Students who need significant support with English will be withdrawn from some English classes so that their English acquisition can become a main focus in year 7. As soon as it is appropriate for them to return to mainstream lessons, they will be supported with this reintegration.

During the option process in year 9 a range of pathways exist so that students with notable EAL needs can be guided to the best options for GCSE. This will mean that a small number of students take English Functional Skills level 1 or 2 a nationally recognised qualification in establishing English competency which is honoured by Colleges and Sixth Forms. Furthermore, students who have full fluency in a community language will have the opportunity to sit a GCSE in the future.

Many EAL students are bilingual and no additional support is needed in class. All students who have a fluency in a community language will have the opportunity to sit a GCSE in that language if it is available.

## **Assessment**

All students will receive Progress Reports each term. This data will be used by the staff to identify those in need of academic interventions.

### **Attitude to Learning Grade:**

This reflects the overall attitude of the student in class, and towards their learning, and is judged on a scale of 1 to 4: 1 = Excellent, 2 = Good, 3 = Unsatisfactory, 4 = Cause for Concern.

### **Behaviour for Learning Grade:**

This reflects the barrier to learning for your child, if their attitude to learning is unsatisfactory or a cause for concern. A = Attendance, B = Behaviour, E = Effort, H = Homework

**Key Stage 3** - Progress Reports in years 7 to 9 will include the following:

### **Minimum Expected Target:**

This is the grade which we think your son/daughter ought to be able to reach by the end of the academic year. Target grades are based on a student's prior attainment at KS2 and monitored throughout the academic year to track progress.

### **Working At Grade:**

This is the grade that teachers think your son/daughter is working at currently. This reflects the attainment level which subject teachers feel is secure considering the body of evidence across the entire term. A judgement is based on all the evidence since the last data collection point, and not just based on one assessment, which most accurately reflects the attainment of that student.

We have divided each grade into three sub-grades:

2+ means attainment at the upper end of grade 2, almost reaching grade 3.

2 means working consistently at grade 2.

2- means attainment at the lower end of the grade 2 range.

## Homework

### **Class Charts**

Here at Lynch Hill Enterprise Academy we have launched **Class Charts**, an online tool to help you keep track of your child's **homework**. Class Charts allows you to see the details of the tasks your child has been set, as well as their submission status and grades.

At the start of the new academic year, you will be provided with login details to your personal account, ready-linked to your child's homework calendar.

This tool will give you 24/7 access to view the quality and quantity of homework, and you can even download an app to receive notifications when new homework is set.

Parents / carers are asked to take an active interest in homework by talking to students about the homework they have received and checking that they are doing it.

### **How much and when?**

English, Maths, Science: 30mins-1 hour every week, depending on a student's timetable and the requirements of the curriculum.

Art, Design and Technology, Geography, History, Modern Foreign Languages, RE, Computing, Drama, Art and Music: 30mins-1 hour every week or fortnight, depending on a student's timetable and the requirements of the curriculum.



## Cashless Payments



### **Introducing sQuid online payments**

The school works with an online payment system called sQuid. sQuid is a convenient and secure way for you to pay for your child's catering, school trips, clubs and other school activities.

### **Helping our school go cashless**

This benefits the students as they do not have to carry cash to school. It is also more convenient to parents and carers who can top up the student account and monitor their spending online.

### **You will be sent a separate letter with your child's sQuid registration details**

This is a 16 digit registration number and 3 digit security code that you should register on the sQuid website. If you have more than one child at the school, they will each be issued with their own registration number. Simply follow the instructions set out in the letter to create your online sQuid account and register your child. More information to follow.

Once you have created a sQuid account for your child, you will also be able to manage their account online at any time to:

- **Top up their account from your bank account, credit or debit card**
- **Enable Auto top up so that they never run out of funds**
- **Check their account balance**
- **View their transactions**

We thank you for your anticipated support in using sQuid.

## Communication

We welcome all forms of communication from parents. The main link for parents is the child's planner which they will need in school every day. We ask that you sign this every week and comment if you have any concerns or questions.

Should you have any questions or queries after your child has started at LHEA, you should contact his/her form tutor or the subject teacher directly.

Phone — **(01753) 691583**

Email—[office@lhea.org.uk](mailto:office@lhea.org.uk)

Or by letter—**Stoke Road, Slough, SL2 5AY**

Our reception team has been directed to forward all questions and concerns received to the child's form tutor or subject teacher in the first instance.

### How will you know if your child is progressing?

During the school year, you will receive three reports which will include details on how well your child is doing in school. Parents will receive access to their child's online school records through WEDUC, and behaviour and attendance information through classcharts. Login details and more information will be provided in September.

In year 7 we hold three Parents Evening events. The first evening takes place in the second week of the Autumn term and provides you with an opportunity to meet your child's form tutor and get further information about school. The second evening is later in the same term where you will receive an update from your child's tutor on how well they have settled into secondary school.

The third event is in the Spring term where you will meet your child's subject teachers to discuss his/her achievement and progress. There will also be opportunities where you can meet teachers more informally and gain hands on experience of learning and teaching methods.

## Medical Information

If your child is unwell and is unable to attend school, you should contact the school reception on **01753 691583**.

If your child is suffering with a minor illness such as a cold, headache or tummy ache, then you can inform the school via a phone call or a note sent into school with your child. First aid staff will be happy to monitor your child and contact you if necessary.

Prescribed medication - you may send the medication into school accompanied by a parent consent form obtainable from Reception. No student is permitted to carry any medication on their person; this must be handed in to Reception.

If your child should be ill or involved in an accident during the school day, trained first aid staff will attend and assess your child.

If it is believed that your child is well enough to complete the school day, a record of treatment will be logged and your child will be monitored periodically.

If your child is too ill or has been involved in an accident that requires professional medical care, then parents/carers will be notified immediately and asked to collect their child from school.

If your child has injuries that require calling the emergency services, these will be contacted by the school and parents/carers notified of this immediately.

**It is of the utmost importance that all contact numbers/email addresses held by the school are current and up to date.**

## Data Protection and Privacy Notice

### PRIVACY NOTICE

#### Personal data

Under the EU's General Data Protection Regulation (GDPR) personal data is defined as: "any information relating to an identified or identifiable natural person ('data subject'); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person".

#### How we use your information

SEBMAT are the "data controller" for the purposes of data protection law. This privacy notice tells you how we, SEBMAT, will collect and use your personal data for:

- ◇ support our pupils' learning
- ◇ monitor and report on their progress
- ◇ protect pupil welfare
- ◇ provide appropriate pastoral care
- ◇ assess the quality of our services
- ◇ administer admissions waiting lists
- ◇ comply with the law regarding data sharing

#### Why does SEBMAT need to collect and store personal data?

SEBMAT collects data to comply with legal requirements or in order for us to provide you with a service. We need to collect personal data for contact details of pupils and parents, biometric data for paying for school lunches, national curriculum assessment results, attendance information, any exclusion information, CCTV footage, where pupils go after they leave us and personal characteristics such as ethnic group, any special educational needs pupils may have as well as relevant medical information. In Any event, we are committed to ensuring that the information we collect and use is appropriate for this purpose, and does not constitute an invasion of your privacy.

We seek pupil/parental consent before taking photographs or filming children. These photographs/films are used as part of their individual activity tracking, forming part of our educational process and will only be shared with pupils, school staff and the child's parents or legal guardians.

We obtain consent further consent from the pupil/parents or legal guardians to use photos for school promotional purposes including but not limited to school social media accounts, the school prospectus, website or pictures on walls as part of the application process.

When we collect personal data that it does not hold a legitimate interest or a legal requirement, we will contact the pupil/parent for consent.

### Will SEBMAT share my personal data with anyone else?

We may pass your personal data on to third-party service providers contracted to SEBMAT in the course of dealing with you as well as schools that pupils may move to, the local authority, youth support services and the department for education. Any third parties that we may share your data with are obliged to keep your details securely, and to use them only to fulfil the service they provide you on our behalf. When they no longer need your data to fulfil this service, they will dispose of the details in line with SEBMAT's procedures. If we wish to pass your sensitive personal data onto a third party we will only do so once we have obtained your consent, unless we are legally required to do otherwise.

### How will SEBMAT use the personal data it collects about me?

SEBMAT will process (collect, store and use) the information you provide in a manner compatible with the EU's General Data Protection Regulation (GDPR). We will endeavor to keep your information accurate and up to date, and not keep it for longer than is necessary. SEBMAT is required to retain information in accordance with the law. How long certain kinds of personal data should be kept may also be governed by education-sector specific requirements and agreed practices. Personal data may be held in addition to these periods depending on individual business needs. Further information on data retention periods can be supplied on request.

### Under what circumstances will SEBMAT contact me?

Our aim is not to be intrusive, and we undertake not to ask irrelevant or unnecessary questions. Moreover, the information you provide will be subject to rigorous measures and procedures to minimise the risk of unauthorised access or disclosure.

### Can I find out the personal data that the organisation holds about me?

SEBMAT, at your request, can confirm what information we hold about you and how it is processed. If SEBMAT does hold personal data about you, you can request the following information:

Identity and the contact details of the person or organisation that has determined how and why to process your data. In some cases, this will be a representative in the EU.

Contact details of the data protection officer, where applicable.

The purpose of the processing as well as the legal basis for processing.

If the processing is based on the legitimate interests of SEBMAT or a third party, information about those interests.

The categories of personal data collected, stored and processed.

Recipient(s) or categories of recipients that the data is/will be disclosed to.

If we intend to transfer the personal data to another country or international organisation, information about how we ensure this is done securely. The EU has approved sending personal data to some countries because they meet a minimum standard of data protection. In other cases, we will ensure there are specific measures in place to secure your information.

How long the data will be stored.

Details of your rights to correct, erase, restrict or object to such processing.

Information about your right to withdraw consent at any time.

How to lodge a complaint with the supervisory authority.

Whether the provision of personal data is a statutory or contractual requirement, or a requirement necessary to enter into a contract, as well as whether you are obliged to provide the personal data and the possible consequences of failing to provide such data.

The source of personal data if it wasn't collected directly from you.



Any details and information of automated decision making, such as profiling, and any meaningful information about the logic involved, as well as the significance and expected consequences of such processing.

## What forms of ID will I need to provide in order to access this?

In order to receive this information, you can contact our Data Protection Officer about raising a data subject access request, change requests, portability requests or the deletion and restriction of processing request. In order to do so, you will need to provide some proof of identification. SEBMAT accepts the following forms of ID when information on your personal data is requested:

Passport, driving licence, birth certificate. (If photo identification not available then you will also need to provide a utility bill from the last 3 months).

## Contact details of the Data Protection Officer:

If you have any enquiries or require assistance with data protection matters, please feel free to contact our DPO. Contact details below:

Name: Torix DPO Services

E-mail: [SEBMAT-DPO@torix.co.uk](mailto:SEBMAT-DPO@torix.co.uk)

Address: Torix, Unit 11a Wessex Road Industrial Estate, Bourne End, SL8 5DT

Phone: 01628 914914

## Key Points

- Start school on Wednesday 4th September and every day at 8.30am.
- Students to be in full school uniform.
- Bring a packed lunch (until Squid account is set up)
- For children who receive Free School Meals, a lunch will be provided from the first day .
- No PE kit needed for the first day.
- School shoes need to be office style shoes, not trainer style which some shoe shops have in their school section.
- Our *Making a Success of Year 7* evening will be held on Thursday 12<sup>th</sup> September at 6pm (more details to follow in September)
- For all queries before the September start, email our transition team **[transition@lhea.org.uk](mailto:transition@lhea.org.uk)**