

# SCHOOL

# PROSPECTUS

## Parent Handbook

**CORRESPONDENCE ADDRESS:**

14 HARTINGTON STREET,  
GATESHEAD NE8 4EN

REGISTERED CHARITY NO: 1015297





## Table of contents

Admission policy.....	4
School Ethos.....	5
Vision and Mission.....	6
General school information.....	8
Complaints procedure.....	9
Expected behaviour of parents policy.....	10
Food.....	12
Illness.....	15
Lost property.....	16
Policies.....	17

# **Admission Policy**

## **Criteria for Entry**

Haskel School provides specialist educational provision for Jewish children with a wide range of Special Educational Needs and Disabilities (SEND), from the ages of 5-19.

These children will primarily have an Education, Health and Care Plan (EHCP), or will need an assessment placement at Haskel with the view to apply for an EHCP.

All on roll admissions to Haskel come through the relevant Local Authority responsible for the EHCP.

Haskel caters for pupils with a wide variety of needs including those who are significantly underachieving, have barriers to their learning, Autism Spectrum Condition, communication difficulties, learning delay and those who may have rare genetic disorders. Haskel also provides for children with behavioural difficulties, whose needs require small class sizes and a high level of support. These children will typically require a highly differentiated curriculum that cannot be provided in a mainstream school.

Haskel offers 1:1 and small group teaching according to the developmental level of the individual pupils.

In order to successfully meet a child's needs we require any details relevant to the child's additional needs. E.g. Details of any diagnosis, additional intervention, medical needs and any other service involvement like Speech and Language Therapy, Psychology, Occupational Therapy and Physiotherapy.

Any information given is completely confidential and will be kept within the school and will only be shared with relevant staff. Our Confidentiality policy can be obtained from the school office.

## School Ethos

Haskel is a Jewish Special Needs School committed to Torah, Avodah (religious service) and Gemilus Chasodim (kindness) as a way of life. The School endeavours to instil in its pupils a practical knowledge and understanding of Torah, Mitzvos (religious commandments), Yiras Hashem (fear of G-d) and good Middos (character traits) in order to equip them to become true Bnei Yisroel (Jewish people), and to take their place in British society as responsible and contributing adults.

We aim to promote a happy, secure and stimulating environment in which all members are valued and health and wellbeing are promoted by:

- Encouraging everyone to do their best.
- Being committed to working in partnership with parents.
- Respecting the views of others.

### **Haskel seeks to:**

- give its pupils a broad and balanced education, within the framework of its ethos enabling each child to reach their maximum potential
- maintain high standards of respect and behaviour
- promote the development of moral and spiritual values within a Torah framework

## **Vision Statement**

Haskel – **H**elping **A**nd **S**upporting **K**ids to **E**xcel in **L**ife.

Our vision is to provide a supportive school environment where children with Special Educational Needs can thrive both academically and socially to maximise their potential and thereby increase opportunities for employment and independence later in life.

## **Mission Statement**

Haskel School strives to provide a high quality and therapeutic learning environment that reflects the Orthodox Jewish ethos of the school. We aim to meet the individual needs of each pupil to help them achieve their potential in academic, social and life skills. Haskel is committed to develop each pupil's physical health and emotional wellbeing and resilience.

At Haskel we aim to:

- Provide a welcoming safe and happy environment.
- Strive for the highest possible standards of achievements and behaviour in a stimulating environment.
- Provide their place in the Jewish Community.
- Support the acquisition of literacy and numeracy skills.
- Develop practical skills through activities.
- Use one to one support and small groups to develop social and communication skills.
- Draw on Speech and occupational therapists, educational psychologists and other therapists as required for the development of each child.
- Develop the whole person spiritually, intellectually, academically, morally, emotionally, physically and socially'.
- Develop respect, tolerance and understanding for all and to increase awareness of the world around us. To develop a sense of justice and fairness within pupils.

- Provide an additionally resourced school where children with challenging special needs will have their academic and social potential developed individually and in small groups.
- Help our pupils to understand that hard work and a positive attitude are recognised, not only results.
- Where possible, facilitate access to an inclusion programme at a local mainstream setting appropriate to their need, ability and behaviour. This helps to support pupils with their social development and being part of the wider community.
- Provide individual and group tuition with suitable programmes and resources to enhance children learning social and life skills.
- Teaching, provided by a faculty of experienced SEN staff drawn from a variety of backgrounds.
- Maintain strong links with the local nursery and schools, local based sources of SEN support including LEA as well as national and international specialist centres.
- Draw on local speech and occupational therapists, educational psychologists and other therapists as required for the development of each child.
- To embed British values throughout the curriculum

### **This school will support**

- The acquisition of numeric & literacy skills using multi-sensory approaches, based on the most up to date research evidence available.
- Small group work developing social & communication skills, supporting children interacting with peers, developing language & social awareness.
- OT programmes for both individuals and groups, to develop all types of motor skills and sensory awareness.
- Innovative Kodesh programmes supporting and preparing children for inclusion in mainstream education.
- The development of practical skills through activity work e.g. cooking, gardening etc.
- Wherever possible the eventual re-integration of children into mainstream schooling.
- Employability skills and deliver a variety of bespoke Asdan/AQA courses.

- Upper senior pupils to interact with other pupils in the school where appropriate, this could be to encourage social skills, and to promote responsibility. A senior pupil may assist with a younger pupils OT programme or learn skills that will help them in their future employments. They may also be required to assist another teacher with other pupils, promoting self esteem and confidence.

### **Religious Education**

- If a parent wishes to withdraw their child from Religious Education or SRE, they must write a letter requesting this from the Head Teacher, Mrs S Sugarman.
- Permission will be granted until the request is withdrawn.

## **General School Information**

School name: Haskel  
 Address: 53 Bewick Road  
 Gateshead  
 NE8 4DR  
 Telephone: 0191 477 2998  
 Email: [admin@haskel.org.co.uk](mailto:admin@haskel.org.co.uk)  
 Proprietor: Rabbi A Sugarman  
 URN: 139807

### **The School's Management Team:**

#### **Govenors**

Rabbi A Sugarman –Director

Rabbi A Oppenheimer

Mr S Wittler- Safeguarding

Mr Y Spiro- Parent Govenor



**Mrs S Sugarman**

**Head Teacher and DSL**

**Mrs J Hall**

**SENco and Curriculum Lead**

**Rabbi G Schauder**

**Senior Lead and DSL**

Rabbi Sugarman can be contacted on 07894659328. All correspondence for the Board of governors should be sent to 14 Hartington Street, Gateshead, NE8 4EN.

Governors play a key role in school development in relation to emotional and physical health and well-being besides financing all operations within the school.

## **Complaints Procedure**

In the event that you have a complaint about any system in the School or any other point, this should be first addressed to Mrs S Sugarman who will either deal with this issue or refer it to the appropriate address.

If you are still dissatisfied, you may address your concern on a more formal basis. As this suggests, this involves a clearly defined process, each stage of which must be followed carefully. A copy of the full complaints procedure is available on request from the office.

## Parent – School Communication Policy

Haskel is committed to working well together with the parents. We value parent's insight and ideas. However, experience has shown that if a parent suddenly turns up and stays, it can disturb the child's learning.

If a parent wishes to visit we politely request they ask the management first, before coming, as it can unsettle the child.

### School-Home links

A link book is offered according to the need of the pupils. This link book is to be kept in their school bags. Each teacher will write in it daily. Feedback from the parents is encouraged. It should also be used to convey messages, which will impact on the child's learning, to the teachers. This may be something like the child having a bad night so will be tired or a incident over the breakfast table etc.

If a link book is not used, parents are welcome to contact teachers through the office and likewise teachers will contact parents if necessary.

Verbal interchange at the beginning and end of school days can be used for light feedback. Should a parent should wish to discuss a certain issue an appointment should be made.

Should a parent feel that they would like to see a change in their child's programme, they must speak it through with the Senior Management Team. Under **NO** circumstances may a parent make a private arrangement with their child's teacher.

Periodic reviews will be held for both Kodesh and Chol. Parents input is highly valued, please make every effort to attend. Annual reviews are held for pupils with EHCP's or statements.

Reports are sent home annually.

If your child will not be coming to school, please inform the office ASAP on 477 2998 so that we can let the relevant people know.

Parents should ensure that their child is collected promptly at the end of school so as not to inconvenience the teachers.

If the circumstances at home have changed please inform Mrs Sugarman or Rabbi Shauder, who will pass the information on to the relevant people. Changes can unsettle children and if the teachers are aware of this they can help the child and be more understanding.

## Food

Light snacks should be brought to school for break time. Fruit and vegetable snacks are recommended. Snacks with high sugar content affect children's concentration and conduct, and are not allowed. According to the current healthy eating policy, cakes from the bakery, packets of snacks, fizzy drinks as well as individually wrapped sweets or bars are not welcome in the school. An exception can be made on ראש חודש. Please find below a list of recommended snacks that children should be encouraged to bring to school.

Suggested foods include:

- raisins
- cut-up or whole fresh fruit
- dried fruit
- vegetables e.g. cherry tomatoes, cucumber sticks, pepper rings
- plain popcorn
- pretzels
- rice cakes
- crackers

Children have an innate desire to give and share anything nice that they have, in particular food or snack they bring from home. Our success in nurturing this מצד brings with it an incidental issue. Many parents would like to be safe in the knowledge that their children are only eating foods with הכשרים that they use at home. To achieve this, and at the same time be able to maintain and

encourage מדות טובות, the School has instituted that only food with the following הכשרים should be brought to School:

התאחדות ) CRC , כדתיא, בד"ץ (עדה חרדית), הרב וויסמנדל, הרב זקבך, הרב ווסטהיים (הרבנים דקנדה), Rabbi B. Gruber (Monsey), Rabbi Elliowitz and the Nirbarter Rov. Obviously this policy extends to foods brought for סיומים or to celebrate any other event.

We recognise that there will be times when pupils would like to celebrate a special event – such as the birth of a baby brother or sister – with their classmates. On these occasions, a small item of ‘nash’ will be allowed.

Occasionally, items of ‘nash’ have been unnecessarily extravagant. To prevent peer pressure and subsequent pressure on parents, and to minimise sugary foods, children will be allowed to bring one of the following items:

- Haribo chewy sweets (please check hechsher, as not all conform to the School’s hechsher policy) – one or two per child
- winkies – packet per child
- sour stick – one per child
- smarties – small handful per child

When there is a class celebration, such as a siyum, ‘nash’ will be permitted. The teachers will use their discretion to determine what is appropriate.

**NUTS AND ANY FOODS CONTAINING NUTS ARE NOT ALLOWED IN OUR NUT SENSITIVE ENVIRONMENT. THIS IS A HIGHLY SERIOUS ISSUE AS THERE ARE CHILDREN IN SCHOOL WITH POTENTIAL LIFE THREATENING ALLERGIES WHEN EXPOSED TO THE SLIGHTEST TRACE OF NUTS.**

## Illness

A child, who could infect others, is feverish, nauseous, suffering from diarrhoea or other illnesses should **not** be sent to School.

If a child becomes ill during school, parents will be contacted and should pick up their child from the School office. When a child contracts a contagious illness, the School must be notified immediately. The School may then notify other parents concerning the matter of the illness. This child will not be allowed to return to school without a clearly stated note from his doctor that they are well enough to return to school.

Children who are to remain indoors during break time for health reasons must bring a note from home.

If your child has any medical condition, it is your responsibility to inform us. We may not realise at first for example if your child has a difficulty in hearing (grommets etc.) and they may therefore be at a disadvantage. Likewise if your child needs any sort of medication (e.g. in case of any allergic reaction ח"ו etc.) you must make the School aware of this. Any such information will be treated with sensitivity and kept as confidential as possible.

Parents are requested to be vigilant as lice outbreaks are liable to occur during the course of the year. Checking your child's hair periodically is strongly advised. In the event of a child being found to be infested during school, parents will be informed and requested to ensure their child is free of lice.

## **Lost Property**

Every article of clothing should have a strong label that bears its owner's name. Caps, gloves, Wellingtons and plimsolls, should all be marked clearly with the child's name.

The School cannot accept responsibility for articles lost on its premises, although all possible help will be given to try to locate them. Lost Property will be kept until the end of each term after which any unclaimed items will be disposed of.



## **Policies**

The following policies and documents are available on request from the School office, free of charge.

- **Admissions Policy**
- **Positive Handling and Restraints Policy**
- **English as an Additional Language Policy**
- **Curriculum Policy and schemes of work**
- **Behaviour and Sanctions Policy**
- **Anti Bullying Policy and arrangements for tackling bullying**
- **Health and Safety Policy on school premises and on educational visits**
- **Complaints Procedure and related information (together with the details of the number of complaints registered under the formal procedure during the preceding school year)**
- **The Staff Register and qualifications**
- **Child protection policy**
- **Confidentiality Policy**
- **Particulars of Academic Performance**
- **Safeguarding**
- **Intimate Care Policy**

- **Particulars of educational and welfare provisions for pupils with a statement**
- **Accessibility plan**
- **British Values**
- **Supporting pupils with medical conditions**
- **Previous OFSTED reports (also available online)**