



Rise Academy Parent Handbook



Taking you step-by-step through starting school

Rediscovering potential
rebuilding futures

Welcome to Rise Academy

Mr Philip Mountain Wade, Head of School, says:

At Rise Academy we aspire to be an inspirational Centre of Excellence, where even the most troubled young people can re-engage with learning and develop the skills and attitude to life that will enable them to fulfil their potential and contribute to society. We are experts in inspiring young people to re-engage with learning and rediscover their direction.

Proven approach

Our years of success are born out of our proven approach and our profound belief in the positive potential of all young people.

Our curriculum

It is our intent that our curriculum will inspire, challenge and enthuse our students to develop as independent thinkers and learners who can achieve a successful transition either back to mainstream school or to further education, employment and training.

Our curriculum is tailored to meet the needs of children and young people as individuals. This provides the best platform for success. By identifying and addressing gaps in learning and having a holistic approach to their difficulties we can ensure they are enthusiastic about learning and can take their place in modern Britain regardless of their background, special need or previous academic history. Our curriculum extends beyond the classroom walls, enriches our student's lives and broadens their horizons.

The Rise Academy curriculum is developed to ensure that our students have the basic skills needed to become successful adults with qualifications that have currency in the workplace. The curriculum and wrap around high quality support for emotional well-being provides the framework for maximum engagement in learning and life skills to sustain a healthy and productive adult life.

Progression

With key transition support and tracking in place we have strong progression into post 16 pathways; we lead the way in transforming young people with problems into young people with prospects.

Our Ethos

We are inspirational: By approaching students as individuals and understanding their perspectives, we find new and exciting ways to reactivate their engagement with learning. There is no 'one-size-fits-all' solution here.

We believe in young people: We believe every young person has positive potential and that no student is a "lost cause", whatever their history. We believe that disengagement is a response to the situation, not the problem, and that given the right support, every student can make a positive contribution.

We are committed: Some of the young people who come to us have reached a crisis point. We will break this cycle.

We are expert professionals: We are experienced, we know what we are doing and can demonstrate that our methods and approach yield outstanding results. We aim to set the standard for excellence in our field and show others how to achieve similar results.

We need some information from you

We need some information from you, so could you please follow the steps in this Parent Handbook, and hand in your completed forms (pages 3-26) to the school.

Getting to know you and your child

I am very proud of the staff and pupils at our school and of the excellent reputation that we have. I look forward to getting to know you and your child and working together so that your child can achieve their maximum potential.

Student Details

Name:	
Date of Birth:	
Address:	
Mobile Telephone:	
Ethnicity:	
Nationality:	
Country of Birth:	
First Language:	
Religion (optional):	

Previous Education Provision Name:	
Last Attended (approximately):	

Parent / Carer Details

Primary Carer 1	
Name:	please circle or state Mother / Father / Other:
Home Telephone:	Mobile Telephone:
Home Address:	Work Address:
Email Address:	
I declare that I am the legal parent, guardian or carer of the above child and have Parental Responsibility (PR) Yes <input type="checkbox"/> No <input type="checkbox"/>	
Primary Carer 2	
Name:	please circle or state Mother / Father / Other:
Home Telephone:	Mobile Telephone:

Home Address:	Work Address:
Email Address:	
I declare that I am the legal parent, guardian or carer of the above child and have Parental Responsibility (PR)	
Yes <input type="checkbox"/> No <input type="checkbox"/>	

Emergency Contact Details

In case of an emergency and if you are unavailable please provide us with the name and contact details for **TWO** emergency contacts

Emergency Contact 1	
Name:	
Relationship to Child:	
Home Telephone:	
Mobile Telephone:	
Work Telephone:	
Address:	

Emergency Contact 2	
Name:	
Relationship to Child:	
Home Telephone:	
Mobile Telephone:	
Work Telephone:	
Address:	

Medical Conditions and Allergies

Does your child have any medical conditions or allergies? Yes ☐ No ☐

Medical Condition / Allergy 1	
Type/Diagnosis:	
Medication:	
How Often Taken:	
Any Other Information:	e.g. care plan required?

Medical Condition / Allergy 2	
Type/Diagnosis:	
Medication:	
How Often Taken:	
Any Other Information:	e.g. care plan required?

Medical Condition / Allergy 3	
Type/Diagnosis:	
Medication:	
How Often Taken:	
Any Other Information:	e.g. care plan required?

Please tear here

Medical Condition / Allergy 3	
Type/Diagnosis:	
Medication:	
How Often Taken:	
Any Other Information:	e.g. care plan required?

Medical History

Any Previous Operations: Yes <input type="checkbox"/> No <input type="checkbox"/> if yes please provide details	Any Previous Seizures: Yes <input type="checkbox"/> No <input type="checkbox"/> if yes please provide details
Any Previous Serious Allergic Reaction: Yes <input type="checkbox"/> No <input type="checkbox"/>	Most Recent Vaccinations & Dates:

Aids and Adaptations

Does your child wear glasses?:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does your child wear a hearing aid?:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Any other aid or adaptations school should be aware of?:	Yes <input type="checkbox"/> No <input type="checkbox"/>

Any other information e.g. dietary requirements?:

Student Medical Information and Consent

I give my consent for school to make the necessary contacts with the health professionals involved in the care of my child and will provide updated contact information when there are changes.

General Practice (GP)	
Name of Doctor:	Name of Practice:
Address:	Telephone:
Last Seen/check-up:	

Dentist	
Name of Dentist:	Name of Practice:
Address:	Telephone:
Last Seen/check-up:	

Opticians	
Name of Practitioner:	Name of Practice:
Address:	Telephone:
Last Seen/check-up:	

Please tear here

Opticians	
Name of Practitioner:	Name of Practice:
Address:	Telephone:
Last Seen/check-up:	

Student Professionals Information and Consent

I give my consent for school to make the necessary contacts with the professionals involved in the care of my child and will provide updated contact information when there are changes.

Social Services	
Name of Social Worker:	
Email Address:	
Telephone:	

Youth Justice Team/Service	
Name of Youth Justice Worker:	
Email Address:	
Telephone:	

Child and Adolescent Mental Health Service (CAMHS)	
Name of CAMHS Worker:	
Email Address:	
Telephone:	

Other Professional 1	
Name of Service and/or Professional:	
Email Address:	
Telephone:	

Other Professional 2	
Name of Service and/or Professional:	
Email Address:	
Telephone:	

Parent/Carer Name:

Signed:	Date:
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Family Income and Benefit Details

Please tick any of the benefits listed below that you receive. If you do not receive benefits please check this box

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support from NASS under part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (with no Working Tax Credit)
- Working Tax Credit run
- Universal Credit

Universal Credit If you are in receipt of Universal Credit , is your net earned family income over £7,400 per year? (Please place an X in the appropriate box). Your net earned income is your household income after taxes and deductions. It does not include income through Universal Credit or other benefits that you may receive. Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/>

Child Tax Credit If you are in receipt of Child Tax Credit , is your joint gross annual income over £16,190 per year? (Please place an X in the appropriate box). Your joint gross income is your household income before taxes are taken into account. Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/>

If you're not sure whether you receive one of the listed benefits, or what your household income is, but you would still like us to check whether your child is eligible for free school meals, please check this box.

DECLARATION

The information I have given on this form is complete and accurate. I understand that my personal information is held securely and will only be used by the school to access local authority services (free school meals and Pupil Premium). I agree to the school and local authority using this information to process my application for free school meals.

CONSENT FOR ADMINISTRATION of Non Prescription Medication

Name of Child:_____ Date of Birth:_____

I _____ give permission for the above named child to be administered with the following non-prescribed medicines (at the age appropriate dosage recommended on the packaging) and am aware that staff will contact me to establish if I have given any medication prior to school and to inform me of the next time-slot if more medication is required after school so that I can administer this accordingly.

• Paracetamol Yes ☐ No ☐

Students who are 11 and under can be given half a dose of paracetamol (250mg = 1/2 a tablet) every 4 hours (with a maximum of 4x 1/2 doses every 24 hours)

Students who are 12 years and over can be given one dose of Paracetamol (500mg=1 tablet) every 4 hours (with a maximum of 4x 1 dose every 24 hours)

Please sign:_____

• Antihistamine Yes ☐ No ☐

Non-sedating antihistamine, which is licensed for the relief of hay fever symptoms. A maximum dose of one 10mg tablet per 24 hours will be given to students who are 12 years and older if they have hay fever symptoms.

I understand that the antihistamine provided by school is an additional precaution to for unexpected flare up’s of hay fever symptoms and will provide my child with antihistamines at home when hay fever symptoms can be predicted.

Please sign:_____

• Salbutamol Inhaler (Asthma) Yes ☐ No ☐

(Generic inhaler used only with a spacer when students **who have Asthma** do not have their prescribed inhaler to hand during an Asthma Emergency). I understand that the generic salbutamol inhaler is provided by school as an extra precaution to safeguard students with asthma and is not there to replace prescribed asthma medication.

Please sign:_____

Other non-prescription medication:

If I have other non-prescription medication that I would like the school staff to administer I will inform the school in writing stating the reason and name of the medication, the dosage, and frequency; how it is to be taken and stored. I will also supply the medication in its original packaging. I accept that whilst my child is in the care of the school, the school staff stand in the position of the parent and that the school staff may, therefore, need to arrange any medical aid considered necessary in an emergency, but I will be told of any such action as soon as possible.

Parent/Carer Name:_____

Signed:_____ Date:_____

Consent for Referral to School Health Service

The School Nurse will contact the appropriate person prior to first seeing the child in school

I _____ give my consent for school to make referrals to the School Health Nurse to meet with my child regarding and their health on the basis that this has been communicated with me. I understand that the School Health Nurse will make contact with me following the referral before meeting with my child.

Name of Young Person:	
Date of Birth:	
Gender	
Gender different to one given at birth:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Telephone:	

Name of Parent/Carer:	
Mobile Telephone:	
Work Telephone:	
Address:	

Specific Health Concerns		
Area of Health concern	Comments about condition & treatment	Professionals involved in treatment
Growth		
Weight		
Hearing		
Vision		
Sleep		
Other Medical condition(s)		

Please tear here

Information to Take Home About Referral to the School Health Service

Rise Academy has a designated School Nurse provided by Tower Hamlets School Health & Wellbeing Service.

The named nurse may change but the school will notify parents of any changes so that introductions can be arranged. Please complete the referral to school health to clarify that parental consent for school nurse support has been given. The referral to the School Health Team should be sent once a student is admitted to the school. This copy will be kept in the school records.

Types of Health concerns that school health can assist with

Growth:

Yearly Height & Weight is done with all students to track their progress. Shoe size can also be monitored. If there are particular concerns regarding growth or weight please flag these up in the referral to the school health team.

Hearing:

All children should have been screened in reception unless parents opt-out. Children not in reception year will be automatically referred to audiology. If there are particular concerns regarding hearing please flag these up in the referral to the school health team.

Vision:

If the child is already under the care of a local optician or ophthalmologist we will not need to screen them. If there are particular concerns regarding vision please flag these up in the referral to the school health team.

Medical needs:

All children with emergency medication, regular medication or who require special care in school require a Healthcare Plan. The school nurse can meet with the child / family to formulate this. Pupils who have asthma only can use the asthma action plan. School health team provide staff training (topics include asthma, allergy, eczema and epilepsy). This informs administering medication. Supervising staff should attend the Health Needs Training on an annual update.

Immunisations:

The School Immunisations team make separate arrangements with school for year 8 and year 9 immunisations. If your child has missed important immunisations please let the school health team know.

Other:

Please provide details on what your concern is. Urgent health needs should be addressed via A&E and the GP and School health can pick up on any follow up care and support. Please provide any other relevant information e.g. child is new to country, medical or social care history.

School Health & Wellbeing Service

Parent/Carer Name:	
Signed:	Date:

Information to Take Home About referral to the School Speech and Language Therapist

As part of the provision at Rise Academy, students may be offered a communication assessment when they start. This will be completed by a Speech and Language Therapist who works with the school's welfare department.

If your child is prioritised for an assessment, you will be contacted by the welfare staff who will introduce you to the Speech and Language Therapist, who will go through the parental consent forms with you and will explain what speech and language therapy is and how it could benefit your child.

What is involved in a Communication Assessment?

Speech and Language Therapist will meet you to find out your views and answer any questions you may have about the assessment.

The Speech and Language Therapist will observe the student - for example, in a lesson and at break time.

The student spends 1 or 2 lessons with the Speech and Language Therapist.

Students will be asked to complete some tasks e.g. following instructions, explaining the meanings of words, telling a story, listening out for information etc.

The Speech and Language Therapist will gather information from the teaching staff at school.

What happens afterwards?

- The assessment results will be shared with the staff in the school. This gives the staff important information on how best to support the students.
- You will be given feedback from the assessment, including information about the next steps for your child.
- You can ask to meet with the Speech and Language Therapist by contacting your child's tutor or by speaking with staff in the welfare team.

Please tear here

Student and Parent/ Carer Tutor Induction

Name of Child:	Date of Birth:
Name of Parent/Carer:	
1. Travel - Please circle how the student will travel to and from school a) Brought by parent/carer b) Brought by Taxi Is an Escort required? Yes <input type="checkbox"/> No <input type="checkbox"/> c) Bicycle d) Bus e) Train Is travel training required? Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Safe places / people Within school there places and people who can help you to feel safe? My preferences are:	
3. Mobile phone expectations Students should not be using their phones or other devices during lesson times even if they are outside of class. If phone use becomes an issue parents/carers will be contacted and the phone may need to be handed in to staff during lessons/ the school day. If students still can't manage to use their phones appropriately parents will be asked to keep the phone/device at home.	
4. Smoking Students are not to smoke in or around the school building and should not have materials for smoking in school or during offsite activities.	
5. No Access Students do not have access to staff offices or the main kitchen. If invited into an office by staff, students should leave when asked to. Students should only go into the staff room when accompanied by a member of staff administering medication or first aid.	
6. Areas within the School Students should not bang on the glass panels anywhere in the building. Student's should not kick doors and should not go into offices or remove equipment or furniture from offices or classrooms. Damage to property may lead to your parent being charged for the repair or police involvement!	
7. Classroom / Lessons Students are expected to go to their lessons and not to eat or drink during lesson times (that is what Breakfast, Break and Lunch are for) Students may need to leave the class to avoid outbursts or to calm down but are expected to go back to lesson as soon as they can. The pastoral staff will support students to return to class.	

8. Health & Safety regulations Students should not climb on furniture, the building or the fences. Students should no use equipment without staff supervision and are expected to follow health and safety instructions from staff. Students should inform staff immediately of any dangerous things they see like a fire hazard, damaged equipment or if someone is injured.
9. Sensitivity to the Neighbourhood This is a residential area so students should respect the neighbours and the local area.
10. Protective gear / aprons Students should use the necessary safety and protective equipment and clothing provided when advised to and when being supervised by staff. The school is not liable for damage to personal clothing / items when these are not used
11. School Visits Students have Individual Risk Assessments and might travel separately from the group to school visits when this is necessary.
12. Curriculum Areas / Issues Are there any subject areas where there might be specific issues? Yes <input type="checkbox"/> No <input type="checkbox"/> Please comment:
13. Any other comments

Student Signed:_____Date:_____

Parent/Carer Signed:_____Date:_____

Tutor Signed:_____Date:_____

Please tear here

Consent for Parental Responsibility Data

Student Name:

Date of Birth:

Please tick to consent for the student to be included in the following activities:

Supervised Internet access on school computers during lessons and social curriculum	
Sexual Health Education during PSHE lessons and workshops	
All forms of data exchange with all appropriate agencies (see all listed below)	
DATA CATEGORIES	
Medical	
Academic	
Engagement	
Attendance	
Behaviour	
Relationships	
AGENT GROUPS	
Health	
Education	
DWP/Benefits	
Housing	
Social care	
Law agencies	
Health	

I can confirm that I have PR and that I have read and understood the above and give my consent

Parent/Carer Name: _____

Signed: _____ Date: _____

Consent for Taking and Using Photographs

Student Name:

Date of Birth:

At Rise Academy, we sometimes take photographs of students. We use these photos in the school’s prospectus, on the school’s website, for identification in our School Information & Management System and on display boards around school.

We would like your consent to take photos of your child, and use them in the ways described above. If you are not happy for us to do this, that is no problem – we will accommodate your preferences.

Please tick the relevant boxes below and return this form to school.

I am happy for the school to take photographs of my child. ☐

I am happy for photos of my child to be used on the school website. ☐

I am happy for photos of my child to be used in the school prospectus. ☐

I am happy for photos of my child to be used in internal displays. ☐

I am happy for photos of my child to be used, for identification, in our secure School Information and Management System ☐

I am **NOT** happy for the school to take or use photos of my child. ☐

If you change your mind at any time, you can let us know by emailing admin@riseacademyhull.co.uk 01482 226166 If you have any other questions, please get in touch.

Why are we asking for your consent again?

You may be aware that new data protection rules came into force from May 2018. To ensure we are meeting the new requirements, we need to re-seek your consent to take and use photos of your child. We really value using photos of students, to be able to highlight what students do in school and show what life at our school is like to others, so we would appreciate you taking the time to give consent again.

Parent/Carer Name: _____

Signed: _____ Date: _____

Please tear here

Consent for 1:1 Offsite Learning

Dear Parent/Carer,

At Rise Academy we do our utmost to include all our students in the learning process, regardless of where they may be emotionally. This means that we often aim to meet their needs off-site as an alternative to excluding them. This also has the added benefit of providing a good opportunity for our staff to connect with the student and talk about any difficulties they are having so we can provide the best possible support.

In order to do this, we make use of various community facilities and educational organisations. I have listed below the ones that we are most likely to use when providing offsite learning in the local area, within the home:

Museums

- Leisure Centres
- Parks
- Adventure Playgrounds
- Theatres
- Cinemas
- Libraries
- Outdoor Activity Centres
- Local School/ college facilities (accessed by prior arrangement)
- Local Businesses (Work Placements)
- Places of Interest

We aim to carry out these activities in the safest manner, and with as much advanced notice as possible. However sometimes there are times when it is in everyone’s interests for a student to leave the school site quickly to reduce the escalation. To enable us to set up these offsite activities at short notice, I am asking you to sign a consent form for our files.

Philip Mountain-Wade
Head Teacher

Student Name: _____ **Date of Birth:** _____

Yes I **give permission** for the above named child to be educated offsite as and when needed

Parent/Carer Name: _____

Signed: _____ **Date:** _____

Consent for school Trips, Offsite Activities and partner providers

Dear Parents / Carers,

Please sign and date the form if you are happy for your child to;

- a) take part in school trips and other activities that are off school premises.
- b) be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

The trips and activities within the school day

- Residential trips which take place during term time, holidays or at weekends.
- Specialist activities (**additional consent will be requested per trip**)
- All off-site sporting fixtures outside the school day (i.e.: tickets for sporting events)

- ☐ I agree to my son/daughter (named above) taking part in the provider placements, visits and activities outlined above and through their timetable and understand that I will be informed when they are taking place.
- ☐ I acknowledge the need for obedience and responsible behaviour on his/her part, and accept that any serious negative behaviour that could put others at risk may result in him/her being withdrawn from provider or returned from the visit.
- ☐ I understand and accept that there is some level of risk in every activity, but that all reasonable measures will be taken to minimize the risks involved.
- ☐ I understand and accept the extent and limitations of the insurance cover provided.
- ☐ I have listed all relevant medical or other conditions concerning my daughter/son that might affect the duty of care expected during an educational visit.
- ☐ I undertake to inform the School/Overall Group Leader/ Head teacher (in writing) of any changes in the medical or other circumstances of my son/daughter as soon as possible/well before the date of any visit departure.

The school will inform you about each trip or activity before it takes place. You can tell the school if you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be required from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities as these activities are part of the school’s curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

OFF-SITE MEDICAL INFORMATION

Name of medication:
What is the medication for?:
Dose:

Please tear here

How and when should this medication be given?:

☐ with food ☐ with water ☐ before food ☐ after food

What happens if the medication is not taken?:

Student Name: _____ Date of Birth: _____

Parent/Carer Name: _____

Signed: _____ Date: _____

Data Protection, Security and Social Media Agreement (Student)

We hope you will enjoy using the school’s computers to support your learning in all your lessons. Please sign this agreement to let us know that you understand your responsibilities when you use the school’s computers and Internet.

I, _____ agree that:

I will use the school’s computers and access the Internet in school only for educational purposes related to my school studies. I will not use the computers to buy or sell goods.

- I will never tell anyone else my password, and never use someone else’s logon name or password.
- I will always get permission from a member of staff before I download anything, and won’t install or store programmes on the computer without consent from staff.
- I won’t use a removable device like a CD or USB flash drive on the computers without consent.
- I will not use, or attempt to use, social media like Facebook, snap chat or Instagram when in school.
- If I use social media outside of school, I will not post messages that could be offensive to students or staff at the school.
- I will not attempt to access Internet sites or music that contain material that is inappropriate for school (Music or images related to illegal things, drugs or gang activity)
- I will not attempt to access areas of the school’s computer system beyond the access given me by the school.
- I will not attempt to access staff computers (desktops/laptops).
- I understand that staff are able to look at my files and communications to make sure that I am using the system responsibly.

- I understand that if I damage the operation of the school’s computers or computer system, use the Internet inappropriately, or attempt to hack into the system outside my access, I may be no longer be able to use the school’s computers and police might be involved.
- I will never eat or drink near ICT equipment.

I confirm that I have read and understand the above:

Student Signed: _____ Date: _____

Parent/Carer Signed: _____ Date: _____

Mobile Phone Contract (Student)

Mobile phone contract between _____ and Rise Academy

This is to confirm that I understand that the use of mobile phones, PSPs and tablets is restricted in school.

I understand that if I bring any of this equipment to school:

I cannot use it during lessons.

- I cannot use it to play loud music in school.
- If I use my phone, PSP or tablet inappropriately, I must hand it in to the School Office and collect it at the end of the day.
- If I refuse to hand in my phone, PSP or tablet, the school will phone my parent or carer who will be asked to come to school immediately to collect the equipment.
- If I continue to use my phone, PSP or tablet inappropriately, my parent or carer will be asked to ensure that I do not bring them to school or might be asked to collect it.
- It is my responsibility to look after my mobile phone, PSP and/or tablet in school. Should any of these devices go missing, the school will not be held responsible.

Student Signed: _____

Date: _____

Parent/Carer Signed: _____

Date: _____

School Staff Signed: _____

Date: _____

Fire Alarm Contract (Student)

Fire alarm contract between _____ and Rise Academy

This is to confirm that I understand that it is never appropriate to set off the school’s fire alarm unless I believe that there is a fire in the school. This causes disruption and expense to the school.

I also understand that:

- It is a criminal offence to interfere with fire equipment.
- This means that if I set off the fire alarm when there is no fire, I would be charged with criminal damage.

Please tear here

- A false alarm alerts an external security company and the Fire Service, and costs the school £250.
- This means that if I deliberately set off the fire alarm when there is no fire, I would have to pay this £250 charge.
- I will take care in future not to set off a false fire alarm.

Student Signed:_____ **Date:**_____

Parent/Carer Signed:_____ **Date:**_____

School Staff Signed:_____ **Date:**_____

Philip Mountain-Wade
Head Teacher

Thank you for completing the School Induction Pack

How the information in this pack will be used

The information you provide in this form will be used by the school to:

- Keep in touch with you and others involved in caring for your child
- Help you manage your child’s attendance
- Keep in touch with relevant professionals
- Work with you and others to help meet your child’s medical needs
- Support your child to be safe and responsible in school and when out in the community
- Arrange safe school activities for your child inside school and out in the community
- Access pupil premium funding from the government (once benefits are confirmed)
- Access free school meals

You only need to complete the induction pack once, If there are changes in the contact information, health or financial circumstances during the school year please keep us updated by contacting the School Office, Tutor’s or the Welfare Department.

We are committed to ensuring that the personal and sensitive information that we hold about you and our students is protected and kept safe and secure, and we have measures in place to prevent the loss, misuse or alteration of your personal information.

We look forward to working with you in the year ahead! Remember that you can contact the Welfare department directly or via the School Office if you have any questions.

Information to be Taken Home about Working with Safer Schools Officer

Safer Schools Officer

All secondary schools have an allocated Safer Schools Officer (SSO) .

The role of SSO is designed to:-

- Develop positive relationships between young people and the Police.
- Work alongside the school and parents in early intervention, preventing young people becoming either victims or perpetrators of crime.
- Liaise with partners and other policing departments to deter young people becoming involved with any negative influences that might be within the local area
- Encourage young people to use their leisure time wisely.

To be taken home: For students and parents to read Privacy Notice (How we use student information)

The categories of student information that we collect, hold and share include:

- Personal information (such as name, unique student number and address, DoB, ULN, UPN, PEP)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Relevant Medical Information (such as, Sensory impairment, dietary restrictions, prescribed medication, diagnosed medical conditions)
- Special Educational Needs Information (such as, Educational psychology reports, Occupational therapy reports, Statement of Educational Need, Speech and Language therapy reports, EHC Plan)
- Social, Emotional and Behavioural information (such as, behaviour monitoring reports, CAMHS reports, Social Care reports, Police reports, Social Development reports)
- Attendance information (such as, sessions attended, number of absences and absence reasons, Exclusions)
- Assessment information (such as, Initial Academic Assessments, formative and summative assessment, Annual Review reports, Examination entries, UCI)
- Post 16 Learning information (such as, Academic performance, Academic and personal reference, FE destinations)
- Child in need information (such as referral information, assessment information, Section 47 information, Initial Child Protection information and Child Protection Plan information)
- Looked after children information (such as episodes of being looked after, important dates, information on placements)
- Outcomes for looked after children (such as whether health and dental assessments are up to date, strengths and difficulties questionnaire scores and offending)
- Care leavers (such as their activity and what type of accommodation they have)

Please tear here

Why we collect and use this information

We use the student data:

to support student learning

- to monitor and report on student progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to compile anonymised student data reports
- to effectively communicate with parents/carers

The lawful basis on which we collect and use this information

Data collection is covered by the Education Act 1996 and further details can be found in the census guideline documents on the following website: <https://www.gov.uk/education/datacollection-and-censuses-for-schools>

We use student information under Article 6 Points: 1a, 1c, 1d, 1e, for general purposes and Article 9 Point 2a from the GDPR- from 25th May 2018 for special category data processing. Further details can be found on the website: <https://www.itgovernance.co.uk/data-protectiondpa-and-eu-data-protection-regulation>

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/datacollection-and-censuses-for-schools>.

Storing student data

We hold student data in accordance with our Data Retention Policy.

Collecting student information

Whilst the majority of student information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain student information to us or if you have a choice in this.

Who we share student information with

We routinely share student information with:

- schools that the students attend after leaving us
- our local authority
- the Department for Education (DfE)
- Constellation Trust
- Medical Professionals
- Funding Agencies (only in anonymised form)

Why we share student information

We do not share information about our students with anyone without consent unless the law and our policies allow us to do so.

We share students' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our students with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013. For further details go to: <http://www.legislation.gov.uk/uksi/2013/2094/made>

Youth support services

Students aged 13+

Once our students reach the age of 13, we also pass student information to our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- youth support services
- careers advisers

A parent or guardian can request that only their child's name, address and date of birth is passed to their local authority or provider of youth support services by informing us. This right is transferred to the child / student once he/she reaches the age 16.

Students aged 16+

We will also share certain information about students aged 16+ with our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

post-16 education and training providers

- youth support services
- careers advisers

For more information **about services for young people, please visit our local authority website.**

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information

about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

Law requires us, to provide information about our students to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/nationalpupil-database-user-guide-and-supporting-information>.

The department may share information about our students from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to student information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department’s data sharing process, please visit:
<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and students have the right to request access to information about them that we hold. To make a request for your personal Chief Operating Officer, 296 Anlaby Park Road, Hull, HU4 7JB.

chiefoperatingofficer@theconstellationtrust.org.uk

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

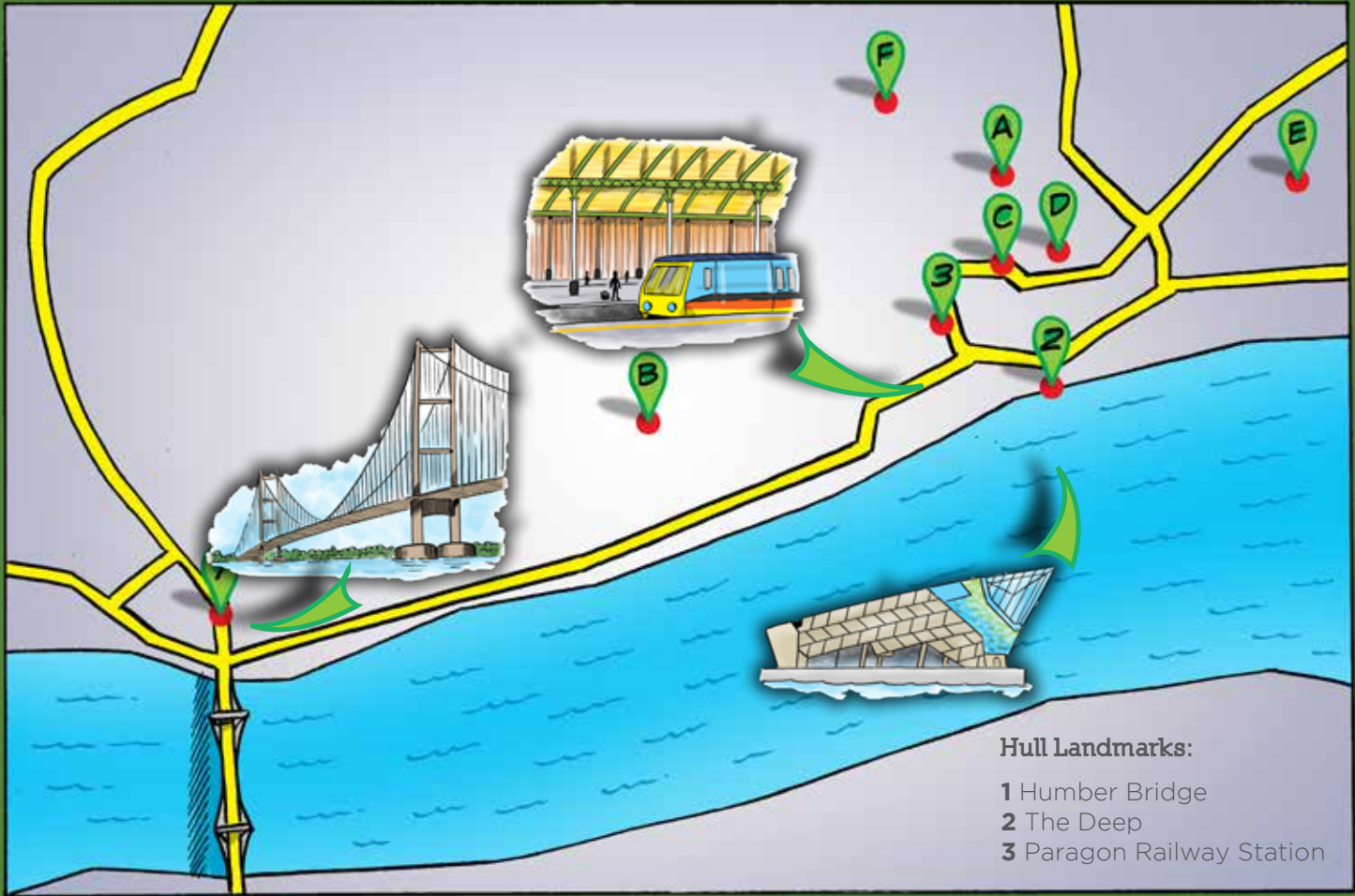
If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact **Chief Operating Officer, 296 Anlaby Park road, Hull, HU4 7JB.**

Step 5

Rise Village: locations in Hull



We are very proud to be part of the Hull community.

Rise locations

A	B	C	D	E	F
Rise Main Site and Rise Above	Rising Stars	Rise Up	Step Out	Rise Ahead	The Learning Sanctuary
Address: Fountain Road HU20LH	Address: Bricknell Primary School HU54ET	Address: Caroline Street HU2 8DT	Address: Cleveland Street HU8 8AZ	Address: ??? Awaiting info	Address: Lambert Street HU52SJ
Facilities: KS4 students (Y10-11)	Facilities: Resourced provision for students with EHCP's (MLD/SLCN)	Facilities: KS3 students (Y7-Y9)	Facilities: 12-week, targeted intervention, for key stage 3 students	Facilities: ?? Awaiting info	Facilities: Non-English speaking, new to British schooling students

What to expect at Rise Academy

Not attending mainstream education is difficult to deal with, but Rise Academy is equipped to help overcome those difficulties. We are here to support your child either through meeting their needs through their EHCP or to help when mainstream learning has become too challenging.

Welcome

Before your son or daughter starts at Rise, we will invite you all in for a welcome discussion, which we call an admission meeting. In this meeting we will get to know your child; their interests, ability, support network and where we can focus on what we can do to turn things around. The meeting will last about an hour and a half. You and your child will have the opportunity to ask questions... what site, what time, what will be on the timetable for example.

Following this meeting we will compile all the information you have given us into a 'My Story' booklet. This allows our teachers to understand the reasons behind your child's referral to Rise, and helps them get to know your child before they arrive.

Planning for the future

The day after the meeting, your child will be invited to meet our careers guidance practitioner. This person will talk to them about their options, their future plans and appropriate courses. At the same meeting, we will do some extra tests to find out what levels your child is working at so we can ensure we arrange the most appropriate classes.

In a couple of days, once we have designed your child's timetable, he or she will be invited to start on one of their 'core days'. This will help your child to feel at home and to understand what to expect. It is an important day, and your child will be very warmly welcomed by their new Rise Family.

Part of the family

Being part of the Rise family is a team effort between school, student and parents. Often students that are referred to Rise are a little behind their peers, so lessons are individually designed for each student in order to develop knowledge and will focus on any gaps to get up to speed. We offer extra sessions outside of your child's timetable, for English and Maths. Our KS4 students can access these additional revision groups to help prepare them for coming assessments and exams. These take place twice per week. We also have an online learning platform that all students can access. This programme is tailored to ability and will set work and tasks to help in the classroom.

Parental support

Every child that comes to Rise has a key worker, assigned specifically to your child. They are there to answer any questions your child may have about his or her work, their support, or just to listen to any worries or concerns they might have, in school or out. The key workers are also there for parents, to address any issues you may have, and as a point of contact should you wish to check on your child's progress.

Assessment and review

As well as this we have three assessment cycles which ensure we know how your child is progressing. In the Spring term we host an academic review day on all sites. This is an open day where you can come in with your child to look at their work, talk to the teachers and to see what progress has been made, and what still needs to be focussed on. We also invite many of our partners in too - colleges, Connexions, careers advisors, apprenticeship schemes and much more to help students make an informed and right choice for their future. Don't forget, we believe in young people and know that we can help!

A place to flourish

The Rise village is spread across six sites. Each site caters for a differing need and age group. Our school sites are purposely small and have high numbers of staff available to help your child on their learning journey. On all of our sites we have space to eat, socialise and escape. We know that learning is the most important task but making sure we have the basics in place allows our young people to flourish in every way.

Outside the classroom

Although the Rise village is mainly city-centre based, all of our provisions embed outdoor learning, including activities such as sport and forest school. We strongly believe that fresh air and exercise is greatly beneficial in terms of boosting self-confidence and a sense of calm.

Our main KS3andKS4 sites have a multi-purpose space to play and engage in sport while our curriculum options allow access to specialist outdoor/sport provision. We like our students to make healthy choices, so as well as sport provision we also use our RHSE curriculum to include a personal health plan. These plans are supported by our friends in school nursing.

Rewarding achievement

We believe in giving students a motivation to succeed by linking effort to reward. On each of our sites we operate the 'Target 20' system, enabling students to achieve up to 20 points per day in lessons, given for engagement, compliance and effort. Every half term we run extracurricular activities such as theme park visits, ice skating or sailing, for those with the highest points. There are also opportunities linked to our curriculum, such as the annual trip to London to the Houses of Parliament and the London Dungeon. Such opportunities make learning fun and offer the novelty of getting out of the classroom to learn by experience.

Transition

Although we will not withdraw the support of the Rise Family once your child's time with us has finished, an important part of our provision is to help students to move on to the next stage in their education or life. Our dedicated careers practitioner is on hand to help with impartial information, advice and guidance on options for the future. We also work closely with Hull Connexions service and have support in school twice per week: this is to help your child use the LogOnMoveOn system and broaden their understanding of the options available to them after Rise.

Key Information

School day

We start our day with a breakfast registration between 9.00am – 9.30am. Our School day ends at 3.00pm.

Transport

As students are referred to Rise Academy from various locations, Rise may not be your local school. In most cases we promote and teach our learners to be independent travellers allowing students to access the local public transport infrastructure to get to and from school. Students are provided with a bus ticket to enable free travel on local buses. In some cases, a taxi may be provided on application.

Transport through the LA will be supplied on application for children with an EHCP who fit their criteria. All other students will be supplied a bus pass allowing free transport to and from school. For those students with positive attendance and attitude to learning an additional bus pass can be provided allowing free transport around the city for evening and weekends. This is offered as an incentive for students who positively contribute to have independence around the city.



Uniform

Key Stage 4, Main Site

At Rise we remove the barriers to education and treat our students as individuals. Our Key Stage 4 students do not have a formal uniform when accessing core lessons, but will be expected to wear the suitable professional PPA for the course they choose. Course specific uniforms are provided by the academy.

Rising Stars

Our students are provided with a branded polo shirt and fleece and we expect these to be worn with black trousers or skirt.

Rise Up

Our Key Stage 3 learners are provided with a Rise branded T-shirt and Sports fleece. We expect these to be worn with smart school trousers or a skirt.

Step Out

This is a time-limited intervention that focuses on a student's readiness to return to mainstream; students are expected to wear their referring school's uniform.

Learning Sanctuary

No uniform.

Food in school

At Rise we believe that every child should have access to a nutritious meal. We know that allowing access to breakfast and a warm lunchtime meal helps our students focus and learn better in classes and we therefore offer free breakfast and lunch to all students. These are prepared on our main site by our team of dedicated chefs and distributed to each setting. All sites provide a free breakfast and lunch menu, regardless of free school meal status.

On admission allergens and intolerances are recorded to allow us to meet specific dietary requirements. All food is halal.

Staff

Leadership Team

Philip Mountain Wade Head of School
Sophie Grant Deputy Headteacher (Quality of Education)
Geraint Williams Assistant Vice Principal (Progress and Outcomes)
Jason Girling Assistant Vice Principal (Pastoral & Attendance)
James Finch Assistant Vice Principal (KS3 Lead and CLA)
Sadie Hartley Assistant Vice Principal (SEND and Inclusion)
Laura O'Brein SENDco

Area Leads

Munzella Hassan Antcliff (Diddy) Designated Safeguarding Lead
Marie Holmes CLA Coordinator
Steve Cundill Attendance and Educational Welfare
Cynthia Moody Careers Information Advice & Guidance

Frequently asked questions

Attendance

At Rise we recognise that good school attendance has a direct link to strong academic outcomes. We expect students to attend in line with national expectation. If students are unable to attend, then we expect parents to contact the school offering an explanation for their absence. We do not condone school absence.

If school attendance is an issue, we work in collaboration with the family to implement strategies to improve regular time in school.

Medicines and administration of medication in school

At Rise every child has an ILJ (Individual Learning Journey) which records specific approaches and information relating to the child. If your child requires regular medication this will be documented and consent held on file. As well as having an ILJ which details the health needs of the student we must also have written consent from the parent/carer to administer medication. The consent form includes specific information about the medication including the name, dose, time, method, and any special instructions.

First aid

All of our sites (and activities) have a trained medical first aider. These specialist members of staff will respond to any incidents requiring medical support. Through the admission process, parents will detail and consent to any emergency proceedings to ensure that we act appropriately and swiftly in the event of an incident.

Safeguarding

Rise Academy fully recognises its legal and moral duty to promote the wellbeing of children, protect them from harm, and respond to child abuse. We believe that every child regardless of age, gender, special needs or disability, racial/cultural heritage, religious belief or sexual orientation has at all times and in all situations, a right to feel safe and protected from any situation or practice that impairs the development of their mental and physical health.

We recognise that some children have an increased risk of abuse, and that additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Multi agency

Rise has a team of experienced safeguarding practitioners skilled in multi-agency practice. These practitioners are highly trained, making sure the safety of our learners is paramount. In addition to this support we have a contextual safeguarding practitioner who uses school based data to adapt the PSD & RSHE curriculums to ensure we respond to the needs of the children



Supervision

Children are supported by school professionals at all times. Staff have lunch with the children and offer a range of activities to help focus and make break times productive and fun.

Mobile phones

Mobile phones are not permitted in teaching spaces. We use the use of mobile phones as a teaching opportunity and teach appropriate and mature use of mobile technology to ensure that this doesn't impact learning. Failure to adopt responsible use will result in students being informed that they are no longer permitted to bring in to school their devices.

Behaviour

Rise Academy is an AP provision. Most of the children in our schools have developed the resilience and confidence to manage their school years and be successful. For some children and young people this is not the case and despite their best efforts their life chances are affected by where they live, what their life experience is and also the mental health and capacity of their parents to support them.

Trauma

We are a trauma informed provision which recognises the risk factors for children are cumulative and include socio-economic disadvantage, family adversity, educational failure and attention difficulties. These are the precursors to Adverse Childhood Experiences (ACES) and the numbers of children with multiple risk factors is increasing year on year. A one size fits all view of school and education is not possible for children who face challenges every day that prevent them for coping in social and emotionally challenging situations.

By approaching students as individuals and understanding their perspectives, we find new and exciting ways to reactivate their engagement with learning. By bringing passion, empathy and care to their unique cases, we enable our students to grow, move past their history and find their ambition.

Communication with parents

At Rise we believe the function of a good parent/school relationship is much more than a way of reporting from teacher to parents on a student's performance or behaviour. It is really a partnership providing two-way information flow from the school staff to the parents about the child's classroom achievements and persona and from the parent to the teacher about the complementary elements in the home environment. Our dedicated outreach team acts as the golden thread that links Rise Academy with a learner's home and coordinates the extended support of any agencies working with the family.

Rise Village: Rise Above, Main Site

Rise Academy – KS4

Rise Academy KS4 provision, is situated on Fountain Road. This site caters for our KS4 students where students can follow from a variety of learning pathways including; GCSE subjects, functional skills and vocational qualifications. Our KS4 learners access a minimum of 3 days of core learning at this setting with a choice of additional subjects to complement their learning journey. The vast vocational options available allow access to subjects that will pave a pathway into post 16 education, employment and training. Alongside the teaching facilities the setting boasts an extensive SEMH department focussing targeted intervention and support on the emotional wellbeing of our learners. This department implements personalised approaches to help students development and build social and interaction skills alongside their studies. Within this department we have a nurture provision for those children who need additional and bespoke support.

Rise Above, Main Site

Rise Above is a Wave 3 resourced Nurture provision that provides an alternative to accessing Rise Academy's core pathways. The provision is for students with an EHCP or in the APDR cycle. Most students have a primary need of SEMH, with additional secondary needs of SLCN, cognition and learning or SEND needs.

Following the framework and guidance of the Boxall Profile, Rise Above Nurture Group assesses and meets the learning, developmental, social and emotional needs of a young person and gives the necessary support to remove the barriers to learning.

More Information here: www.riseacademyhull.co.uk



Rise Village: Rise Up

Rise Up – KS3

Rise Up is a KS3 provision, the site is situated on Caroline St in Hull's city centre. Rise Up is our support for young people who have faced difficulties in their host school. Referrals are made by schools to help stabilise school life, reduce suspensions and to access a process of assessment that may identify any undiagnosed learning need. The provision is built on the strong habits and routines needed to rebuild a student's relationship with education and challenge existing constructs formed by a disrupted learning journey.

Rise Up coordinates the support of multi-agencies to ensure that the holistic needs of a young person are met during their time at the provision. The objective of Rise Up is to reintegrate the student back to their referring setting. This is a true partnership approach that aims to assess need, collate support strategies and coordinate a thorough supportive handover to the referring school.

Students follow a unique curriculum experience which forms the foundation for future learning. At Rise Up we teach; English, Maths, Science, History, Art, RSHE, PSD, Physical Education, Reading response and STEM. We offer our students an exciting and dynamic curriculum which will assist all learners in developing key skills, self-confidence and self-esteem to prepare them for the future.



Rise Village: Rising Stars

Rising Stars

Rising Stars is our enhanced targeted provision that provides an alternative to accessing Rise Academy's core pathways. The provision is primarily for students with cognition and learning and speech language and communication needs. They may also have sensory, or other physical impairments or disabilities. Rising Stars has its own site on North Road, that supports 40 students all with an EHCP. This is a purpose built setting that allows Rise staff to focus our approach to meet the special educational needs of the children referred.

Our aim is to provide an outstanding education that ensures all students make academic progress, regardless of their SEN needs, but also develop the skills to be able to take their place in society as a responsible adult that can make a positive contribution to their community.

More information here: www.risingstarshull.co.uk



Rise Village: Step Out

Step Out

Step Out is a short term, 12-week, targeted intervention, designed specifically for key stage 3 pupils who have become disengaged with learning and are at risk of multiple fixed term suspensions or internal exclusions.

Step Out offers targeted support through a bespoke three - step model of Consultation, Intervention and Reintegration, followed by a two term period of progress tracking and support.

Following a successful student referral and admission, Step Out staff will begin a consultation process with the host school. This will involve: gathering of pre-existing knowledge relating to a student's behaviour triggers, any known previous trauma, and prior individual and family engagement. Links to key members of host school staff will be established to ensure a clear and transparent communication throughout the process and a student profile will be built to continually assess and evaluate supportive engagement strategies intended to encourage and establish effective curriculum implementation.

The Step Out intervention consists of an 10 week teaching and learning programme designed to empower students and equip them with the necessary skills to manage and maintain their place within a secondary mainstream setting. Places are time limited to reinforce that Step Out is an intervention and not a destination. Step Out aims to inspire a desire in pupils to succeed, through a values based curriculum centralised around our core values of Responsibility, Respect, Resilience and Reflection – explicitly teaching and modelling these through our challenging values based curriculum, creating a tangible understanding of what success looks like and improving self – efficacy.

Step out aims to encourage and promote intrinsic motivation through skill building and reflection, working with students to build a confidence in their ability to achieve and be successful, respectful, resilient learners - achieved through quality pedagogy and support. All pupils will be provided with a CPI Pupil Safety and Support Plan reflecting their time and assessment throughout the intervention. This support will aid and be continued through the reintegration process back into mainstream learning. A collaborative Step Out / host school approach to reintegration will provide the best chance of success and transferrable working strategies, aiming to rebuild relationships, refocus attitudes to learning and re-engage with their mainstream setting.



Rise Village: Rise Ahead (Vocational Pathway)

Rise Ahead

Rise Ahead is a vocational training centre that delivers a range of classroom based vocational subjects. It has a simulated hair salon downstairs while the upper floor hosts Child Development, Health and Social Care, Travel & Tourism and Retail.

The centre aims to prepare the students for the world of work through the delivering of high-quality vocational qualifications, focusing on building aspirations and perfecting skills and knowledge. Our vocational choices are intrinsically linked to our careers guidance and IAG. We have a in house careers and next steps practitioner who is expertly trained in national careers guidance to make sure the choices made at Rise have an impact on the life and future choices of students.



Policies

High standards

Policies are vitally important, and help us to create standards of quality for learning and safety, as well as expectations and accountability. If you want to know what policies we have, you can contact the school office or visit the school website and click on Our School/School Policies.

Key policies

Some of our key policies are:

- Anti bullying.
- Attendance.
- Relationships.
- CCTV.



Rise Village: Learning Sanctuary

Rise Learning Sanctuary

Learning Sanctuary is a unique provision for newly arrived migrants, who are in the last year of their KS4 education. The provision is attended by EU migrants, travellers, refugees and UASC. This provision has been run for a decade in which we supported over 350 children from over 40 different countries.

Our Learning Sanctuary goal is to support all our students and their families in this very overwhelming transition, to introduce them into British education system, and to guide them towards the best option for their future. For year 11 students, we are the bridge between the secondary school and college, where they can undertake initial and diagnostic assessments, and based on the results, we tailor the learning experience by focusing on Functional Skills in English and Maths followed by complementary subjects like Science, ICT, Music, Sport, Art and non-academic lessons, where they can learn about heritage, history, go on trips and visit places, support a development of soft skills and social interaction and to make them feel safe and at home. The mental health support is a major focus of our interaction with the children and their parents; therefore, we assign a sufficient time to explore with the children their emotional state, feelings, struggles, attitude towards themselves by being creative and using different form of arts to provide the space and help them to open up.

As all our children are EAL, we are embedding English language and British values into every activity.





Rediscovering potential rebuilding futures

Rise Academy
Fountain Road
Hull, HU2 0LH

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