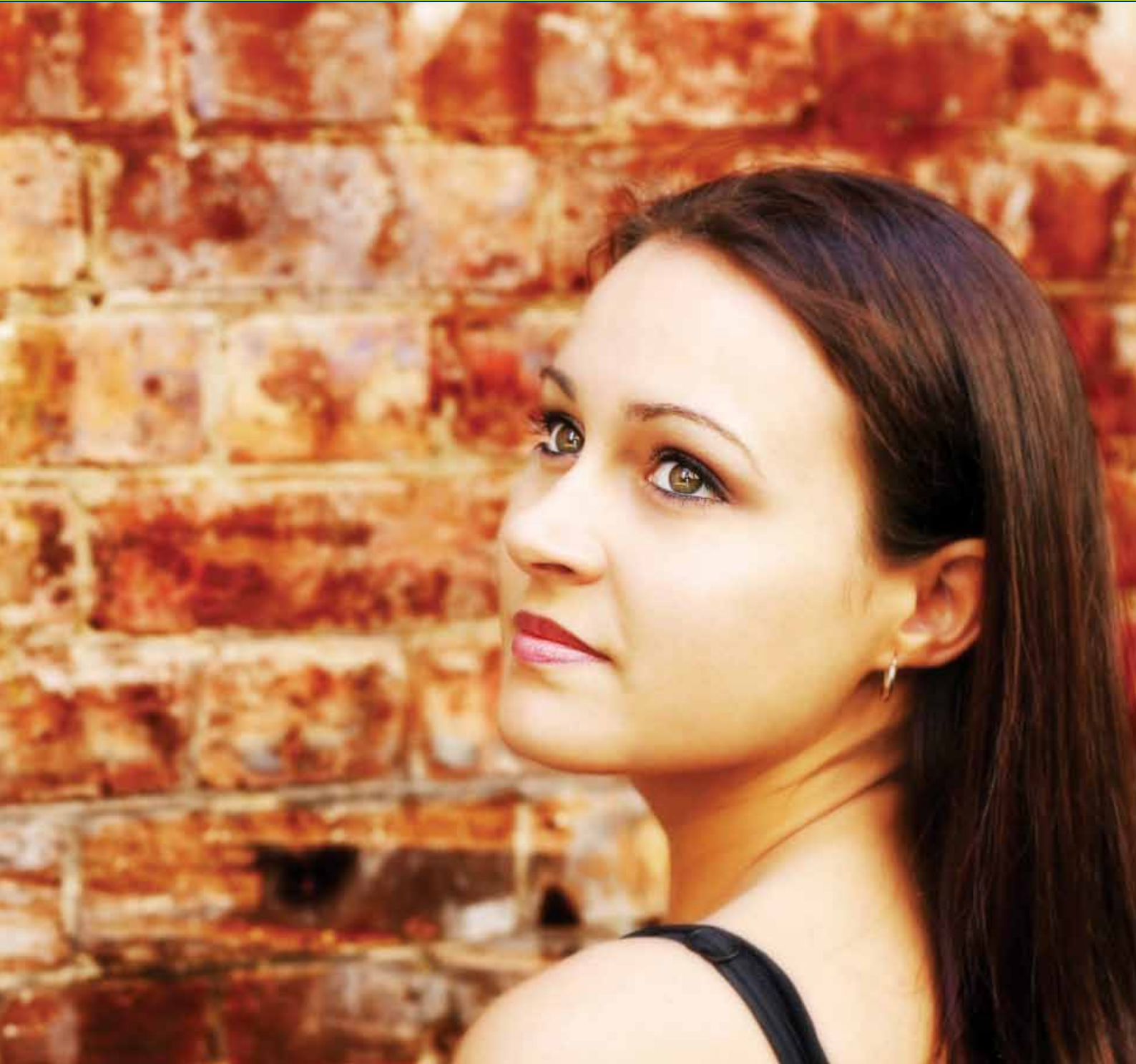




**pilgrims corner**  
children's residential unit

# school prospectus

Fairlight Glen Educational Unit Operated by Pilgrim's Corner Ltd



# intro

## Letter of Introduction

*Dear Parents and Carers,*

I am very pleased to write these few words of welcome on behalf of the staff at Pilgrim's Corner Education Ltd. Please take the time to read through this prospectus as it will help you find out about life at the school. I hope that you find it useful, informative, and reassuring.

Fairlight Glen is a new special school affiliated with Verona House children's residential home, part of the Pilgrims Corner Group.

This means that we have excellent facilities and resources and you can be confident that we are well equipped to support your child. We believe that all students deserve the best educational opportunities and we aim to achieve this in a safe, secure and caring environment, where we use positive reinforcement, celebrate every bit of success, and have fun. We want all of our students to be happy and to come to school knowing that we provide a range of educational, social and cultural activities that will allow them to flourish.

Once your child has a place at Fairlight Glen we will endeavour to make you and your child feel welcome and part of our school community. We believe that every student is capable of achieving success and strive to meet the needs of each and every one of

them. Due to small numbers of students, we are able to give our students very high levels of support whenever it is required. However, we also encourage all students to be as independent as possible both in their learning and in their social and personal development.

We hope that when visiting the school you will discover that our real strength lies in the positive atmosphere created by the hardworking and dedicated staff who create a happy, secure and challenging environment. We are committed to supporting parents and carers. We understand that as the guardian of a student with complex needs you may need additional advice and support to ensure that your child gets the best chances in life. We strongly feel that education is a partnership between students, parents and carers, and the school.

If you have any questions, would like advice, or just feel in need of a bit support then you are always welcome to contact us. We will always do our very best to help you. We wish all of our students and their guardians every success for the future.

Yours sincerely,  
**Maureen Hickford**  
Head Teacher



# summary

Fairlight Glen is a small independent school catering for students aged 11-16 who are not attending mainstream secondary school because of an inability to cope with the main stream school setting. This inability could be the result of emotional and social difficulties arising from (for example) a life trauma, bullying, disaffection or a phobia of education. It is Fairlight Glen's stated intention to be a Centre of Excellence in the care and education of students with these complex individual needs. Fairlight Glen is situated in a quiet residential area in Herne Bay, with a leisure centre, public library and beach within walking distance. The building has been extensively modernised to provide a high-quality teaching environment including, 4 classrooms, a small student common room, a dining/

teaching area and male and female bathrooms. The senior management team are aiming to develop a learning environment that reflects alternative education in the 21st Century. Fairlight Glen intends to develop a caring and considerate ethos in which all members of the school community are respected and valued. In particular, the school values parental/carer partnerships and operates an open door policy to aid effective communication with parents and carers.

The school only employs high-quality staff who is deeply committed to the care and education of our students. The senior management team, are very experienced in dealing with students with complex educational, behavioural, emotional and social needs and aim to genuinely give the students the chance that they deserve.

**experienced staff giving students  
the chance they deserve.**

# our principles

## Mission

Fairlight Glen will be a centre of excellence for the care and education of students with complex individual needs and for those with Behavioural, Emotional and Social difficulties in particular.

## Vision

In a safe and secure environment, Fairlight Glen will support and guide the students, engage them in life-long learning experiences, and build their capacity to make a positive contribution to society.

## Aims

The basic aims of the Centre are to:

- Support, promote and re-engage students in learning so that they may achieve their full academic and personal potential.
- Promote positive behaviour amongst the students and to help them make a positive contribution to society.
- Guide the students towards social and economic independence.
- Provide a safe, secure and stable base for the students and to help protect them from harm.
- Support and promote the health of the students.

# ethos

The ethos of a school is more than a set of good intentions, it is how students, staff, and visitors interact. At Fairlight Glen we believe that staff and students should:

- Be caring and considerate of others.
- Treat everyone with equal regard.
- Recognise both individuality and the value of working within a team.
- Work in an environment that is safe, secure, and supportive.
- Discuss issues and concerns openly and honestly.
- Strive for personal development.
- Be prepared to share knowledge, ideas and skills.
- Accept responsibility for their actions
- Keep things in perspective (through a sense of humour where appropriate).

## School Organisation

### Administration

Fairlight Glen is an independent school for students aged between 11-16.

The school is operated by Pilgrim's Corner Education Ltd.

### Contact Details

School Address  
Fairlight Glen  
Underdown Road  
Herne Bay  
Kent  
CT6 5BP

### Head Teacher

Maureen Hickford (*Cert. Ed. B.A.Hons Education. Catholic Teaching Certificate*).

Tel: **01227 741113**

Email: **education@pilgrimscorner.co.uk**

The Head can be contacted using the above information both in and out of term-time.

Chris Cordes (*B.A. Hons Education and Advanced Cert. In EBD*).

### Staff

Staff are expected to have a wide range of specialist knowledge and experience to deliver an appropriate curriculum to students with moderate to complex behavioural, emotional and social difficulties. Pilgrims Corner Education Ltd have an ongoing programme of professional development to ensure that staff maintain and develop their professional expertise.

# referrals & admissions

## Referral Agencies

The referral of a student to Fairlight Glen will normally be handled by the Local Authority responsible for your child. Professionals, schools, parents and carers are all welcome to make informal enquiries to the school. However, Fairlight Glen works in partnership with the Local Authorities and it is they that will ultimately handle the referral.

It is expected that most students will either have, or be in the process of assessment for, a Statement of Special Educational Needs. Fairlight Glen can cater for students with:

- Learning Difficulties.
- Behavioural, Emotional and Social Difficulties.
- Life Traumas.
- Educational phobias.

The placement of all students at the school will have been authorised by the Local Authority responsible for the student. Details of the Admissions Process are included in the school's Referrals and Admission Policy (available from the Head upon request). The current availability of places should be checked with the Head.

## Referral Information

For a student to be referred to Fairlight Glen, the following information may be required.

Admissions Criteria for Fairlight Glen  
Fairlight Glen usually only accepts students whose difficulties cannot be met in a mainstream school or pupil referral unit (PRU). The student must normally meet one of the following criteria:

- Have a Statement of Special Educational Needs in which Fairlight Glen is named as the student's school.
- Be in the process of assessment for a Statement of Special Educational Needs in which Fairlight Glen will be named as the student's school.
- Have agreement from the Local Authority responsible for the student that they will attend Fairlight Glen.

In addition, other factors will be considered before a referred student is accepted into the school. These additional factors might include:

- The wishes of the parent or carer.
- The nature of the student's needs and previous educational experiences.
- The recommendations of the referring body.
- The suitability of Fairlight Glen for the student (the student must have needs that can be met within the expected available provision and staffing levels)

Before admission we will visit new students and also give them and their parents or carers an opportunity to visit Fairlight Glen. This is an important part of the admission process as it gives the student an opportunity to meet the staff and see the school for themselves. The first six to eight weeks of a student's placement will be used to assess their needs. At the end of this period there will be a review to see if Fairlight Glen is appropriate for the student.

## Refusal of Admission

*The Head reserves the right to refuse admission in the following cases:*

- The school is fully subscribed and admitting further students would be incompatible with the provision of efficient education or the efficient use of resources.
- Where the admission of a student would compromise the Health and Safety of students and/or staff within the school, or, would seriously compromise or disrupt the education of students already within the school.



# educational matters

## **Provision**

At Fairlight Glen we cater for students with severe or complex behavioural, emotional and social difficulties arising from (for example) a life trauma. For these students we provide a welcoming, caring and supportive environment where students are valued and encouraged to reach their full potential. All aspects of school life are important to the learning process and a strong pastoral curriculum underpins all we do. We provide a broad and balanced curriculum and are committed to developing the literacy, numeracy and 'life skills' of all students.

Our provision is enhanced by a range of visiting specialists (counsellors, subject specialists, psychologists, therapists) who will work with small number of students or on a one-to-one basis.

## **Curriculum Entitlement**

At Fairlight Glen we believe that all students are entitled to a broad and balanced curriculum that is appropriate to their needs. Thus, all students will have an Individual Education Plan. Students will have access to the full range of National Curriculum subjects and teaching will

be based on the ASDAN curriculum, which will be differentiated according to individual needs.

All progress in core areas of English, Maths and Science will be assessed against national criteria.

The school focuses upon the strengths of all students, aiming to make all students confident, happy and to achieve success. All achievements and successes are celebrated.

All teaching will be in very finely graded steps with frequent opportunities for revisiting and reinforcement of learning.

## **Special Needs Policy**

The school has a comprehensive Special Educational Needs Policy that underpins teaching and learning. Parents and carers are welcome to have access to the full document (copies of which may be obtained from the Head). Fairlight Glen aims to: Allow for the early identification and assessment of students' Special Educational Needs Provide a broad, relevant and balanced curriculum based on the individual needs of students Provide maximum access and attainment within and beyond the National Curriculum (NC) by

deploying available resources such that students receive the support and have the opportunities required to foster their personal, social, cultural, moral and educational development.

Provide a graduated response to a student's needs to help them realise their full potential and therefore leave the school best equipped to succeed in the next stage of their lives; whether that is reintegration into a mainstream school, Further Education (FE), training credits or the world of work. Develop an ethos and culture that provides for students with a wide range of needs and a therapeutic environment that allows them to realise their academic, moral and social potential in a way that individual student support in the mainstream is not able to do. Work in partnership with students' parents, carers, and external agencies to provide for their individual needs

## **Inclusion**

Fairlight Glen supports Government policy that states that where possible students should be educated in a mainstream setting. We aim for students to have inclusion opportunities during their time



at Fairlight Glen where this is appropriate. These opportunities for inclusion will focus on activities such as PE, Music, Art and Drama where our students can join in with their mainstream peers on equal terms. We will actively work with local schools to promote inclusion.

### **Equal Opportunities**

At Fairlight Glen we aim to encourage our students to respect individual differences. Through the school's PSHCE (Personal, Social, Health and Citizenship Education) and RE programmes we try to foster attitudes and ways of behaving which respect individuals regardless of their ability, colour, creed, gender, or social circumstances. The school is opposed to any forms of discrimination and it seeks to build a partnership with students, staff, parents, and carers to fight prejudice both in school and in the community as a whole. Staff aim to ensure that all aspects of diverse cultures and religions are viewed positively and seek opportunities to make use of

materials that will support this. We are committed to include all students in all school activities where this may be managed without risk to health and safety. We have a comprehensive policy on Equal Opportunities that is available from the Head upon request.

### **English as an Additional Language**

When dealing with students whose first language is not English particular care will be exercised. Teachers will closely follow the student's progress across the curriculum to ascertain if there are any difficulties. It may be necessary to make an assessment of their proficiency in English, as a basis of planning additional support required.

### **Curricular Content**

The aim of the school is to provide an appropriate curriculum to meet the individual needs of each and every student. The curriculum is designed to improve all aspects of a student's educational and social development. Great emphasis is

placed on fostering self-confidence and a maturity of approach that will aid a student in independent life. Depending on the needs of the individual student, we may arrange either a topic-based curriculum or the National Curriculum. In every case, the Curriculum is personalised to the needs of the individual student and takes into account both their ability and their progress. It is designed to be broad and balanced in order to allow students to take part in as many educational experiences as possible so that otherwise hidden talents can be discovered and enhanced. Great emphasis is placed on fostering self-confidence to ensure independent adult life. To this end, students in the later years at school will take part in Work Experience with support as necessary. It is our aim that as well as providing a broad and balanced taught curriculum, great emphasis is placed on the 'hidden curriculum' (the environment and time spent outside the classroom). The 'hidden



curriculum' is used to develop self-confidence, reliability, the skills of mixing with their peers and adults, also taking responsibility for younger students and helping others less fortunate than themselves. The importance of preparing students for adult life cannot be stressed enough.

### Homework

Homework is encouraged but not demanded. Homework often springs out of the student's interest in the work being taught and co-operation from parents and carers can only be helpful.

### Work Experience

All students will be offered work experience at Key Stage 4. We work closely with all agencies involved in the work experience programme and share a joint philosophy enabling students to achieve their full potential through realistic but challenging expectations. Staff support students during their work experience.

### Careers, Job Placement and Post-16 Provision

On the basis of reports received from a student's work experience

sessions, our own observations and the quality of the student's schoolwork, we will advise each individual student as to their best option when leaving school. Pilgrim's Corner Education Ltd are also planning to offer post 16 education in the future.

### Documentation

A comprehensive collection of DfES, ASDAN, Ofsted, and all Fairlight Glen's policy documentation exists within school. Parents and carers are welcome to access any of the information via the Head.

### Sex Education

The Education Act 1993 requires Sex Education to be provided as part of the National Curriculum, and it is taught with due regard to moral considerations and an emphasis on the value and importance of family life. Sex Education is not taught in isolation but within a framework of a personal development programme dealing with many aspects of growing up. Parents and carers are welcome to discuss policy matters, look at the policy document, and view teaching materials. Students may be withdrawn from Sex

Education lessons with a written request.

### PE and Games

All students take part in these activities. Fairlight Glen makes use of local community facilities to teach a wide range of physical activities. The only acceptable reason for not taking part is a Doctor's Certificate, or a note from parents or carers.

### Religious Education

Religious Education is a part of the curriculum at Fairlight Glen. It is basically Christian in emphasis, although the students are introduced to the beliefs and customs of other faiths in order to foster understanding. Tolerance and respect for all cultures forms a fundamental basis of everything we do at Fairlight Glen.

According to the Education Reform Act 1988, parents and carers may withdraw students from RE and/or Collective Worship. The student will be given other tasks or activities to work on as an alternative during this time. Parents and carers wishing to discuss arrangements are welcome to contact the Head.

# school times

The school day is arranged as follows

## Lesson Times

|                  |                            |
|------------------|----------------------------|
| Arrival          | 9.00 am                    |
| Registration     | 9.00 am – 9.15 am          |
| Lesson 1         | 9.30 am – 10.30 am         |
| <b>Break</b>     | <b>10.30 am – 11.00 am</b> |
| Lesson 2         | 11.00 am – 12.00 am        |
| <b>Lunch</b>     | <b>12.00 pm – 1.00 pm</b>  |
| Lesson 3         | 1.00 pm – 2.00pm           |
| <b>Break</b>     | <b>2.00 pm – 2.30 pm</b>   |
| Lesson 4         | 2.30 pm – 3. 30 pm         |
| <b>Home Time</b> | <b>3.30 pm</b>             |
| Extra Curricular | 3.30 pm – 5.00pm           |



While we have many off-site visits these mainly take place within normal school hours. If there are any activities that extend beyond the normal school day you will be given advance notice in writing.

### **Out of School Activities**

The school provides a wide range of activities and vocational training in which all students are encouraged to participate. Many of these activities take place during lunch times.

Fairlight Glen offers the possibility of a number of educational visits and experiences to students. Typical destinations include Leisure Centres, Castles, Museums, and Theatres.

### **Support Agencies**

Fairlight Glen has close links with all the agencies that interact with our students including (amongst others) Psychologists, Counsellors, the Local Health Service, Connexions, Youth Offending Team, and Social Services. We are often asked to provide reports and offer advice. Parents and carers have a right to see their child's records and we are happy to make them available upon request.

### **Involvement of Parents and Carers**

We are committed to working with parents and carers. If you have a query or a problem we will aim to make a response within 24 hours. At Fairlight Glen we place great importance on the partnership between staff, parents, carers, and students.

We want parents and carers to be actively involved in the education of their child and aim to keep them fully informed. We believe that the best team consists of the student,

the parent or carer and the teacher working together.

Parents and carers are welcome to visit the school at any time, although telephoning beforehand to make an appointment is very helpful and much appreciated (and during lesson times parents and carers will not be admitted into classrooms).

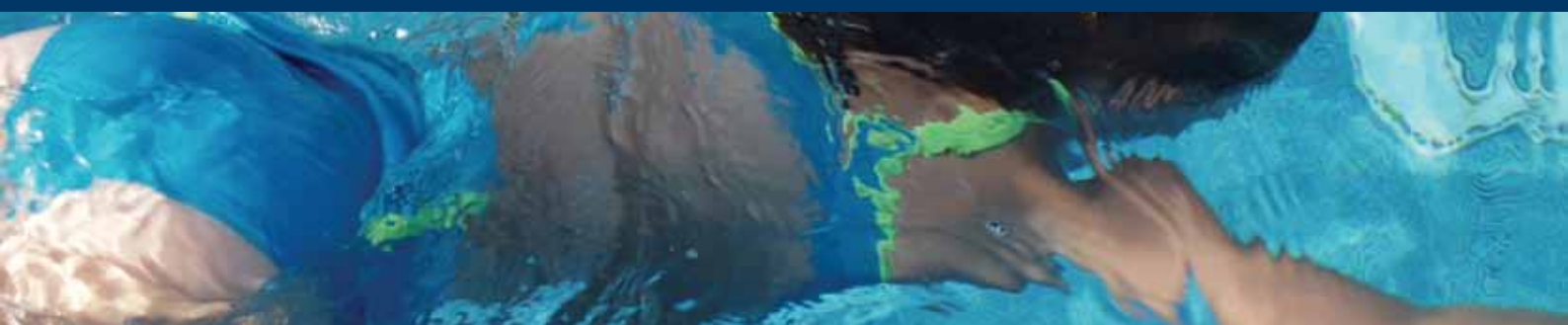
We hope that parents and carers feel able to contact us whenever the need arises. We will send out regular Newsletters (created by students) informing parents and carers of forthcoming events, recent achievements, and news. We will look forward to meeting you at both formal and informal occasions.

As part of the statutory processes for reviewing a Statement of Educational Needs, an Annual Review Meeting is held each year. Parents and carers are invited to this meeting to discuss their child's progress with a range of professionals. This meeting also provides an opportunity to discuss the student's Individual Education and Support Package (IESP). We cannot emphasise too strongly the boost it gives to students' self-confidence and progress when parents/carers and the school work together. We welcome comments and suggestions from parents and carers who have ideas for additional ways in which we can work together. For day-to-day information students will be given a Homelink book through which teachers, parents and carers can communicate. This can be used as a focus for discussion on curricular or behavioural issues, or as a record of achievements. We will always contact parents and carers immediately if we are concerned about any aspect of their child's

welfare, progress, or behaviour and we hope that parents and carers will let us know of any problems at an early stage rather than leaving them to get worse.

### **Reporting to Parents and Carers**

During the year we will keep parents and carers informed of their child's progress. Parents and carers are given copies of their child's Individual Education and Support Package and receive a report on progress against these targets. Every class teacher keeps a continuous record of every student's progress. These records are kept within the student's individual folders along with examples of work. This portfolio of work is seen as a celebration of achievement and success. Reports are sent home at regular intervals, and the school also arranges home visits. At these visits parents and carers are able to discuss the reports, achievements, and any causes for concern as well as look at their child's work. These Reports give detailed information of a student's progress set against national criteria. As part of the statutory processes for reviewing a Statement of Educational Needs, an Annual Review Meeting is held each year. Parents and carers are invited to this meeting to discuss their child's progress with a range of professionals. This meeting also provides an opportunity to discuss the student's Individual Education and Support Package (IESP). Parents and carers may request to see the Head Teacher at any mutually convenient time to discuss any matters that will be of help to the student's education and progress.



# student welfare

## **Safeguarding Children Procedure**

The Government places a duty on Head Teachers to report any unexplained or repeated injury or concern to Social Services and Independent Safeguarding Authority including non-accidental injury, severe physical neglect, emotional abuse, and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. Whenever it is necessary to report an incident to Social Services we will make every endeavour to contact parents and carers to inform them that a referral is being made. Referrals are only made after a great deal of thought. Even so, Head Teachers run the risk of upsetting some parents and carers by reporting a case that, on investigation, proves unfounded. In such circumstances, it is hoped that parents and carers will accept that the Head had the child's best interests at heart. We are all aware of sad cases reported in the press where incidents have not been reported and a child has been subjected to unnecessary suffering and we would all wish to avoid any possibility of such an occurrence.

## **Anti-Bullying and Anti-Racism Policies**

Fairlight Glen seeks to ensure that bullying or racism in any form will not be accepted. We are committed to

providing a caring, safe, and friendly environment for everyone. Bullying incidents are very rare, due to a very positive ethos in the school and the high level of care and support we are able to provide. We also encourage our students to be kind and help them develop respect for each other. We place great emphasis on encouraging students to work and play together co-operatively. Parents and carers have an important part to play in helping to deal with bullying. If you are worried that your child is bullying or being bullied in school, please contact the school immediately so that any incident can be dealt with swiftly.

## **Discipline**

At Fairlight Glen we focus on the positive aspects of student behaviour at every opportunity, so developing a caring environment in which students feel secure and happy. We believe that all students behave best when they have high levels of self-esteem and where achievements, successes, and good behaviour are recognised and rewarded. This is done both publicly and individually through the use of charts, stickers and stamps, certificates, and free-choice activities. We see these strategies as important and effective ways of encouraging appropriate behaviour, care and consideration for others, and a pride in the individual talents of all our students. The school has a comprehensive behavioural policy

that logs students' behaviour and offers them, and their parents and carers quick and fair feedback of a positive and negative nature. An excellent standard of discipline is achieved by good relationships between staff, students, parents, and carers. The head operates an open door policy on any problems that a parent or carer might have and ask for, and give, appropriate support from parents and carers when needed. Courses that deal with human relationships run at different levels right through the school, particularly in relation to Personal, Social, and Health Education courses when many adult problems are discussed. A great emphasis is placed on manners and politeness, on the etiquette of receiving visitors, including thanking them for time given to the school, and on consideration of other people's points of view or opinion. The school hopes to develop a student's skills in:

- Good relationships with others.
- Personal honesty.
- Good work standards.
- Following instructions.
- Personal pride in appearance.
- Good time-keeping.
- Excellent student-staff relationships help to minimise any problems that occur. Staff offer guidance, but if it is refused then we will use sanctions such as a time out or missing a free time or off-site activity.

### **Exclusions**

For students with significant behaviour problems parents and carers will be consulted, and individual behaviour plans will be drawn up. Since Fairlight Glen will, for many of our students represent a 'last chance' we aim to operate a zero-exclusion policy. However, there are some behaviours for which the Head Teacher reserves the right to exclude the student. Where the continued presence of a student would compromise the Health and Safety of students and/or staff within the school, or, would seriously compromise or disrupt the education of students already within the school.

### **Home-School Agreement**

In line with Government regulations the school signs a Home-School

Agreement. All our students will have a copy of this agreement. The school works better with the full support of the parents and carers and we hope that all parents and carers will help us by signing this agreement and working with us to carry it through. We would emphasise that although parents and carers do not have to sign this agreement, the school does.

### **Medical Matters**

When new students are admitted we ask parents and carers to complete a medical questionnaire for our records. The school has a comprehensive policy on administration of medicines in school that is available upon request. Students may bring medicines into school, however, we do require parents and carers to provide written instructions on the use of

the medication. Staff require written permission from the parent or carer before they can administer any medication. The medicines will be stored safely and administered as and when required.

Students who require inhalers may keep their inhalers within the classroom, but they should be used under the direction of a member of staff. All students who are on permanent medication or have an ongoing and serious medical condition have a Healthcare Plan signed by all parties involved and this is kept in each individual class. We do not have our own school nurse and staff are not trained to carry out complicated medical procedures. Staff are, however, able to provide basic first-aid treatment for minor medical problems and accidents.



# general information

## **Sickness and Absence**

We ask parents and carers to notify us if their child is to be absent or late from school for any reason. It is most important that we receive a note or telephone call regarding illness or absence otherwise this will be recorded as an unauthorised absence.

Students with sickness and diarrhoea should not attend school until the illness has passed, and they have been free of symptoms for 24 hours.

It is important that absence due to illness be notified in writing when the student returns to school. After 4 days illness it is helpful if a Doctor's note can be sent to the school (or at

least permission given to check with the surgery as to whether the student is fit for school with or without medication). Where medicine or tablets are prescribed staff can supervise the medication on receipt of written instructions from the parent or carer.

Students who become sick at school may be taken home; therefore it is important that the school has (on file) the times when the parent or carer is available or an alternative address where the student may be taken. If it is necessary to send a student to hospital, parents or carers will be informed as soon as possible, and a member of staff will accompany the student until a parent or carer can

attend. In some cases, hospitals may not commence treatment without a parent or carer being present.

Treatment can only be given by the school for accidents taking place in the school.

The school cannot give treatment for accidents or injuries that happen outside school.

## **Medical Appointments**

Students may be released for medical appointments on receipt of a written request from the parent or carer but the school would appreciate any help that can be given by these appointments being arranged outside school time whenever possible.



### **Uniform**

There is a no compulsory school uniform at Fairlight Glen. However, students should be dressed neatly and tidily at all times.

### **Clothing**

Each student is encouraged to wear appropriate clothing for PE. This can be brought into school and kept in the student's locker for safe keeping.

### **Lost Property**

Although we are a small school, all property (including clothing) should be clearly marked with the students name. This will save us a considerable amount of time and helps prevent disputes over ownership of articles.

### **Valuables**

All students have their own small locker in school in which they can keep personal possessions. However, it is undesirable that students should bring valuable items into school because of the chance of them being used or broken by other students. The school is unable to accept any responsibility for the loss of valuable items unless they have been secured in the student's locker or given to a member of staff for safekeeping.

Under no circumstances should any student bring drugs, alcohol, cigarettes, matches, lighters, chewing gum, knives, weapons, or aerosol cans onto the school premises.

### **Lunch**

Because of the position of the school, and as students attend from a fairly wide area, students are expected to remain in school during the lunch period. Fairlight Glen will provide a healthy lunch free of charge to all students and any special dietary needs can be catered for. Staff work with the students to ensure that they eat healthily and sit with them while they have their breakfast and lunch.

Students may bring in a packed lunch if they so wish. However, it is important that any drinks brought in to the school are in plastic containers. No cans or glass bottles are allowed. As a Healthy school, chocolate, crisps and fizzy drinks are not recommended.

### **Transport**

This is often an area of concern to parents and carers. Unless home to school transport is included as a need within the Statement, the Local Authority is only expected to provide free transport to and from Fairlight Glen for students that live more than three miles away. Where transport is refused, parents and carers may appeal, although this may involve providing evidence of medical conditions or other reasons why the student should have transport provided. For any individual or different transport requirements needed by a particular student then the parent(s) or carer(s) should contact their LA.

Most of our students travel in taxis.

We ask that parents and carers co-operate with the transport companies to ensure the safe transport of all students. The school expects students to wear seat belts where provided. Good behaviour is expected on transport to and from school all times.

Please make sure you have the telephone number of your child's transport company in case you need to get in touch with them e.g. informing them if your child is ill and does not need to be picked up. It is also good practice to give them your telephone number or an emergency contact number. We will do our best to help in an emergency but remember the golden rule is please keep us informed.

If a student is left at school and is not picked up within a reasonable time, the local police station will be informed and the student may be taken there for their safety. A note of explanation will be posted at your home address and your child can be collected accordingly. Parents and carers should ensure that they or a responsible adult are at the appointed place to collect their child at the end of the school day.

### **Links with Community**

Fairlight Glen works closely with local schools in the Herne Bay and Canterbury area developing inclusive opportunities throughout the year. In addition, the school aims to work very hard at forming positive links with the local community.

## Location

### **From London:**

Join the M2 and head coast bound towards Dover.

At Junction 7, take the A299 towards Margate and Herne Bay.

Exit the A299 at Herne bay.

Take the second exit off the first mini roundabout and then the first exit off the second mini roundabout into Canterbury Road.

Stay on Canterbury Road until you come to another mini roundabout, take the first exit into Kings Road.

Take the second right into Underdown road.

Fairlight Glen is situated halfway down on the right.