

***GOSDEN HOUSE SCHOOL ACCESSIBILITY PLAN***

*Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.*

***Provision of information in other formats -*** *We will endeavour, wherever possible, to provide information in alternative formats when required or requested. Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text. Adequate prior notice would be required through the school office.*

***Accessibility to premises -*** *To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members as far as reasonably possible.*

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| Date of original policy | April 2019 |
| Original school author | E Mainwaring |
| Review date and SLT initial | May ‘22 |
| Next review date | May ‘25 |
| Date approved and signed in governing body meetingIf applicable |  |

**PSHEE (Personal, Social, Health and Economic Education)**

**What is PSHE?**

‘’Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives.  It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

**Why it Should be Taught**

Personal, Health and Social Education underpins life at Gosden House School and helps to grow lives and build futures for our students.

**Organisation and Planning**

**Who is responsible for co-ordinating the subject?**

Emily Mainwairing– Secondary l for PSHE

Natalie Downman - Healthy Schools/Technology lead

Charlotte Almond – Primary lead for PSHE

**How it will be organised and covered**

P.S.H.E will be provided through:

• Discreet Curriculum time

•Teaching through Contexts for Learning

•Assemblies, class assemblies, class discussions and circle time.

•As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.

**Staff Professional Development**

Teachers training needs are determined at reviews meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE by attending LEA meetings on Healthy Schools and PSHE and subject leaders sharing new developments and training with staff.

**Confidentiality**

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.