

Manor Green College



**Lady Margaret Road
Ifield, Crawley
West Sussex
RH11 0DX**

YEAR 7 SUPPLEMENTARY INFORMATION



Transition to the College

The transfer from primary to secondary school is a significant milestone and can also be a worrying time for both students and parents. We hope that the transition programme, planned for students who are transferring from their Primary School to the College, will help to make the move as smooth as possible.

When students arrive in September they will be involved in an induction programme lasting a week. During this time they will be involved in a range of projects, activities and visits. The aim of this programme is -

- * For students and staff to get to know each other
- * To establish expectations and a positive ethos
- * For students to feel secure and settled within the College
- * To build a sense of class identity and cohesion
- * To enable initial informal assessments to be made

Year 7 as a cornerstone for the future

Our aim is that Year 7 students will make excellent progress in different curriculum and subject areas. In addition, we are seeking to build an in depth profile of each student that details their areas of strengths and skills, as well as identifying areas for support and development.

The profile will include -

- 1) Benchmarking in a range of areas, including academic skills (literacy and numeracy) and other areas such as non-verbal reasoning, learning style, social, emotional and behavioural traits. This will enable us to assess future progress more accurately.
- 2) On-going assessment to deepen our understanding of students' strengths and needs, particularly in terms of key skills such as communication, planning and organisation, working cooperatively, independence and problem solving.
- 3) Specific assessments to give additional information and guidance for some students where a specific additional need is identified. This might include speech and language, social communication, specific literacy, behavioural issues, motor skills etc.

Once the profile outline is completed we will work closely with parents to ensure that the information contained is accurate so that it can be used to help guide the support required to address both general and specific identified needs.

A range of specific support strategies may be provided on an individual or group basis,

- Counselling
- Emotions or anger management sessions
- Specific literacy support,
- Occupational therapy
- Sensory 'diets'
- Physiotherapy
- Hydrotherapy,
- Speech therapy input, speech and language groups,
- Life skills groups
- Social use of language groups

Key Skills

Lessons are planned to maximise opportunities to develop key skills such as independence, planning and organising work, problem solving, cooperation and collaboration as part of a group. Where possible students use 'real life' contexts on which to base their work i.e. if focusing on letter writing within English then the eventual aim will be to write and send a letter (or email) to someone.

Throughout the year, in addition to the timetabled curriculum lessons, there are frequent opportunities for students to work off timetable on either specific projects or theme days where these key skills will be a particular focus.

The College is very aware that every young person's needs are different and we are careful to plan educational opportunities that meet their personalised requirements.

This will mean that some students will need a greater level of support and guidance with functional self-help skills, in addition to their basic key skills.

Key skills include -

Communication
Planning and organisation
Independence and confidence
Problem solving

Functional self-help skills include -

Dressing
Toileting, and personal hygiene
Shopping and use of money
Cooking
Using public transport
Personal safety awareness

These basic key and functional skills are needed by all students to maximise their potential in becoming confident, independent young adults who are able to cope with new challenges, form good relationships with others and contribute positively to society when they leave the College.

The emphasis on developing these basic core skills continues throughout their time at the College; so for example, in Key Stage 4, students complete a comprehensive work related learning programme which includes weekly sessions at Crawley College and work experience placements. When students leave the College, these core skills will support the transition into their adult lives.

Staffing



Head Teacher
Tom Smith



Deputy Headteacher
Nick Pritchard



Assistant Headteacher
Shane Cooper



Sue Norton
Head of SEND
Year 7 Team Leader
Class Teacher (3SN)
snorton@mgcollege.co.uk



Moira Gibson
Class Teacher (3MG)
mgibson@mgcollege.co.uk



Sam Upton
Class Teacher (3SU)
supton@mgcollege.co.uk

Specialist Classes



Anne Clarke
Class Teacher (3AC)
Specialist ASD class
[aclarke@mgcollege.co.uk](mailto:ac Clarke@mgcollege.co.uk)



Clare Ball
Class Teacher (KC)
Specialist High Support Class
(2 days a week - currently
on maternity leave)
cball@mgcollege.co.uk



Laura Clough
Class Teacher (KC)
Specialist High Support Class
(2 days a week - maternity
cover)
lclough@mgcollege.co.uk



Katie O'Leary
Class Teacher (KC)
Specialist High Support Class
(3 days a week)
koleary@mgcollege.co.uk

Class Structure within KS3

Staff-student ratios are much higher in a Special School setting than in mainstream schools and so the levels of learning support and supervision are a lot better, with staff providing regular 1:1 support and guidance for students who are struggling to manage. This is particularly so in Year 7 when the anxiety of a new school can take a while to settle. Parents should recognise that when you send your child to a Special Needs school, the other children will also have Special Needs, and some may well be more severe than your own child. Learning to manage within such a complex peer social mix is a perfectly normal, if sometimes quite challenging, part of your child's adolescent development.

College staff take very seriously the responsibility to help students develop self-confidence and resilience in readiness for the time when they leave us, and, for the majority of students, to prepare for a time when they will have to manage social situations more independently.

- **Modular Groups:** These groups have around 12 students with a minimum of 1 teacher and 2 Support assistants. Students tend to have higher skill levels and a greater ability to cope with change.
- **Generic classes:** These groups are a mix of students' best summarised as more anxious MLD students or students with lower skill levels, and who may also have additional complex needs. Class size is generally around 12 students with a minimum of 1 teacher 2 support assistants.
- **Class Based Groups:** The 'class based' groups are limited to group sizes of usually around 8 students with a minimum of 1 teacher and 2 Learning Support Assistants. A more 'primary' structure enables students to receive a very high level of support and consistency from their class teaching team for approximately 80% of their lessons.

Within the class based provision there are also a range of specialist settings including;

- **Autistic Spectrum Classes** - for students with significant difficulties with social interaction. Class size is between 5 and 7 students with 1 teacher and between 3-5 support assistants. Staff are experienced in working with autistic students.
- **High Needs group** - for students with profound and multiple learning difficulties. Class size is usually around 7 students with 1 teacher and between 5 and 6 support assistants. Staff are experienced in working with students with a range of profound and complex difficulties that often require a high level of physical, personal and medical care.

From Year 8, the MLD groups are based on a slightly more 'secondary structure' which provides a higher level of pace and change which the more able students are capable of managing. Students will receive a greater proportion of their lessons from specialist subject teachers, although will still have the continuity and consistency of a single class teaching team for approximately 60% of their lessons.

However, to ensure a more stable transition into Year 7 so that students can then settle and develop self-confidence, the Year 7 Modular groups receive a greater proportion of their learning from one class teacher (approximately 75%).

Additional support for students on the Autistic Spectrum or with high needs



Sam is the team leader for the specialist classes. He is responsible for overseeing the Curriculum for students within the ASD and the High Support classes.

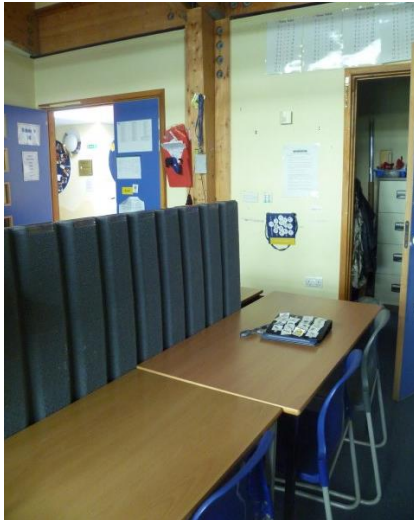
Sam Mubokie
Specialist class team leader

Autistic Spectrum Classes

The core of the curriculum within the autistic spectrum classes is

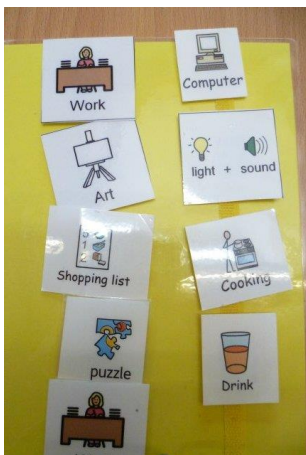
- **Communication**
- **Life skills**
- **Behavioural self-management**
- **Social interaction and integration**

Whilst students still participate in a broad, balanced and relevant curriculum it is these core areas that are continually reinforced for each student.



The class has its own outdoor play area attached to the class, although many students also use the main playground at break times.

Individual work stations in 3AC The 'Green Garden' play area



Students have very individual teaching programmes and targets that use a range of approaches including TEACCH and, where appropriate, Picture Exchange Communication System (PECS).

Augmentative and alternative communication devices such as communicators or I-pads, with the relevant apps, are also used as required to enable students to communicate more effectively. The very personalised and flexible curriculum within these classes enables students to reach their full potential.

Students also participate in attention autism groups to help develop their focus and engagement in adult led activities.



Students have frequent community independence trips to a range of local destinations including shops, cafes, parks and libraries to help develop their awareness and tolerance to the world around them.

The college has a significant number of students who are on the autistic spectrum, both in the ASC classes and also within other class based, generic or modular groups.

High Needs Support



Clare Ball
(2 days / week)
Currently on Maternity leave



Laura Clough
(2 days / week)



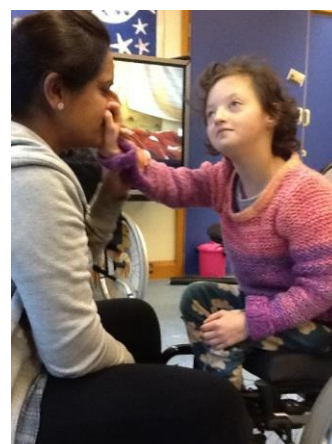
Katie O'Leary
(3 days / week)

The usual Class Teachers for the High Support Class are Clare Ball and Katie O'Leary. However, Clare is currently on maternity leave from September 2020 so her absence will be covered by Laura Clough.

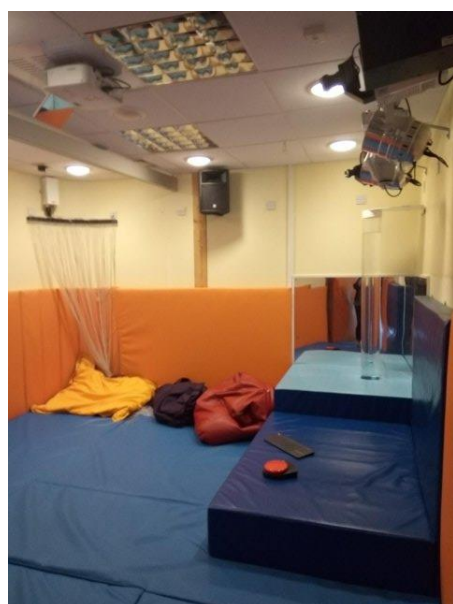


The core of the curriculum in the High Support Class is centred round communication and independence with the personal needs and priorities driving the curriculum experience for each student.

Through a broad, balanced and relevant curriculum, which is high personalised to cater for individual needs, students develop their skills of communication, exploration of the world around them and physical independence.



Many students also have physical needs and so physiotherapy and movement programmes are built into students' daily activities.



There is a sensory room adjacent to the classroom which students use to help develop their attention and focus, tracking skills and communication.

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The High Support Class now has its own outdoor play and learning area that opens off from the classroom.



Students have frequent community independence trips to a range of local destinations including shops, cafes and parks to help develop their awareness and tolerance to the world around them.

Multi agency and therapeutic approach

The college strongly advocates a multiagency approach and works very closely with parents and a wider range of professionals who may be involved in supporting students.



Debbie Johnson



Ladka Harangova

Debbie, who is also Head of KS4, works closely with our other agency partners to ensure that additional support is obtained for those students and/or their families who require more support than can be solely provided by the College.

Ladka supports teaching staff in providing additional pastoral support to students and liaising closely with parents /carers and outside agencies as part of the College's multiagency approach.

Counselling



Tara Cresswell



Camilla Dixon

The College counsellors (Tara Cresswell & Camilla Dixon) provide counselling on three days a week. This gives invaluable weekly or fortnightly support for a number of students who may be experiencing emotional difficulties.

Counselling can also be offered to parents, via an additional counsellor who comes into the College on one day a week.

In addition to counselling the College also run a number of other therapeutic interventions for some students which are designed to support those requiring help with developing confidence and self-esteem or with managing anxieties, behaviour or social interactions.

Interventions include;

- Art therapy - Sally Deakin
- Horticulture - Jenny Sayer
- Outdoor learning - Becky Killick
- Pet therapy - Jo Shelley

Child Adolescence Mental Health Service (CAMHS)

The College has very close working relationships with CAMHS. Six monthly reviews are held at school by a CAMHS educational psychiatrist for those children with whom CAMHS are involved.

Educational Psychologist

The College has access to an Educational Psychologist (EP) who is able to carry out additional assessments and observations in order to advice staff where there are concerns relating to either learning or behaviour. Our link EP is currently Katherine Lucor

Speech and Language Team Therapy

The College has a number of Speech and Language Therapists (SLTs) and Speech and Language Therapy Assistants (SLTAs) who work supporting students within the College.



Laura Perry
(SLT)



Ruth Willis
(SLT)



Katie Gardener
(SLT)



Dairine Quille
(SLT)



June Garner
(SLTA)

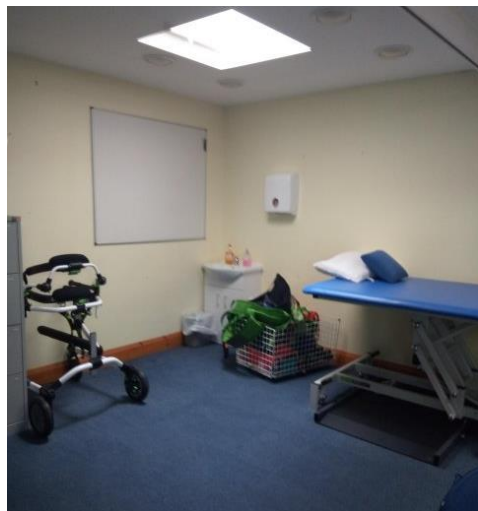
The Speech and Language team work across the College providing advice and guidance to class teams on the implementation of the College's Universal Communication policy, which aims to promote both physical resources such as communication books, visual timetables and aids and also programmes and strategies such as Makaton signing, attention autism and narrative therapy which may be used by class teams to support students in class.

The therapists also write and review language programmes, which may again be delivered by class teams on an individual or a group basis, as well as seeing some students on an individual basis or within a group.

Physical therapies

The College now has a designated therapies room, which also has hoist tracking, for students who have physio or occupational therapy exercises to do.

Additionally, the soft room is also used by some students as an additional space to come out of their wheelchairs for a change of position, to safely move around in or to do their exercises.



Therapy room



Soft room

Occupational Therapy

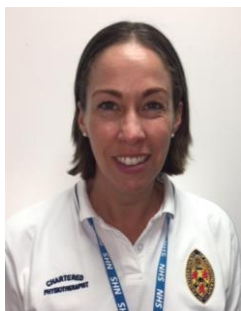


Kate Lunson
(OT)

Kate is the College's occupational therapist. She works in the College 1 day per week. She looks at both the physical needs of students and also at sensory processing issues.

Physiotherapy

The Physiotherapy team currently consists of Emma Selby (Physiotherapist) and Gail Selby (physio assistant). The Physiotherapy team visit the College on one morning a week. Their work is supported by specialist Senior Support Assistant for Physiotherapy, Jo Shelley.



Emma Scarsbrook
(Physiotherapist)



Gail Selby
(Physiotherapy Assistant)



Jo Shelley
(Senior Support Assistant
for physiotherapy)



Some students have physiotherapy or hydrotherapy programmes which are planned, written and reviewed by the physiotherapist, but which are usually delivered by the college staff.

Sensory support team

The Sensory Support team support students with visual and hearing impairments. They visit the College regularly to monitor students with a sensory impairment as well as providing College staff with training and guidance.

Louise Hurford - Advisory teacher for hearing impairment

Karen Harrod - Specialist LSA for hearing impairment

Susan Nottidge - Advisory teacher for visual impairment

Sandra Gretorex - Specialist support teacher for visually impairment

The medical team

The College has an on-site nurse, Emma Devlin who coordinates all medical training for staff and who writes and updates care plans for students with medical needs.

You will have a medical information form, medication administration form included as part of your registration pack - we ask that you give as much detail as possible when filling in the medical form and return this to us as soon as possible.



Emma Devlin
(School nurse)

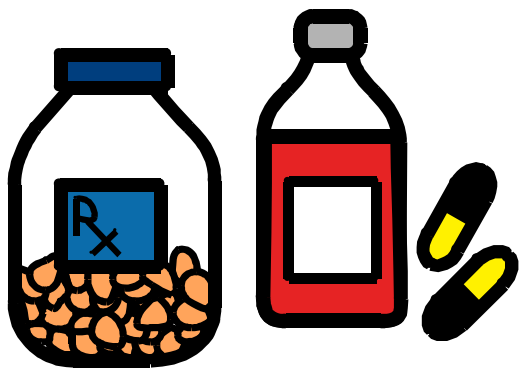


Fiona Maxam
(Lead first aiders)



Sophie Wynne

Medicines



If your child needs to be given medicine at school, then we need you to fill in the consent form for this.

On this form you will need to write the dosage that needs to be given and the time at which this must be done.

All medicines should be in the original packaging and they should have your child's name clearly on the packet.

Students must not carry their own medicines; these should be handed to office staff either by yourself or via the transport escort/driver. This includes occasional medication for headaches.

The Curriculum

A broad, balanced curriculum is delivered to all students that is highly differentiated and personalised to meet their individual needs.

The curriculum for Year 7 students includes;

English- including both Literacy and Communication

Maths and numeracy

The World Around Us

- Science
- History and Geography

Physical development

- PE (including a range of team games, athletics, gymnastics, racket sports and trampolining)

Information Technology

- Computing and internet safety

Life skills

- Personal, Social and Health Education (PSHE)
- Citizenship
- Life Skills and community independence

Creative arts

- Art
- Design Technology
- Music and Drama

In addition to the overall class timetabled sessions some students with additional needs may have a more individualised / personalised timetable which includes other sessions such as:

- Speech and language therapy
- Physiotherapy
- Hydrotherapy
- Occupational therapy
- Counselling

Events and theme days

Over the year students will take part in a wide range of activities and theme days often these are related to the curriculum, but they also provide opportunities to focus on the key skills. They also provide a 'real life' purpose for student involvement in planning projects and activities.

Autumn Term



Viking Day
(link with history topic)



Diwali Workshops
(link with RE)



Mini businesses

Winter lights



Students and staff make an amazing range of lanterns and installations.

We hope that, if we are able to run the Winter Lights this year, that you will join us in a parade around the magically lit college and surrounding grounds for an evening of illumination and celebration.

Spring Term



Knights and Castles
(link with history topic)



Key Stage 3 Production of Shrek 2019
(Next year the Key Stage 4 and FE students will do a production as this year as their one was cancelled.

Summer Term



Tilgate Nature Reserve
(link with animals topic)



Bike Ability Week

Activity Week



Students have the option to participate in a choice of activities each day, including a range of costs. Previous activities have included;

- * Trips out - Drusillas, bowling, Laser Quest, swimming, Tilgate Nature Park, Southwater Park, Horsham Park)
- * Sporting activities - Climbing, High Places in Horsham, Ninja Warriors Assault course, bikes and trikes
- * Art activities - making a bag, printing,
- * Cooking sessions
- * Other in school activities - Minecraft sessions, stop frame animation, cinema and popcorn afternoons, Lego modelling

Parent partnership

The College are committed to working closely with parents in order to take a joint approach to supporting students. Children and young people thrive and learn best when they feel safe, and happy and are therefore not anxious. Every member of the College staff team works hard every day to create a caring, supportive, stimulating and positive environment in which students learn and develop their self-confidence.



In our experience, the best outcomes for our students are achieved when parents and College staff work closely together. Where parents and College staff work together then students can be more confident to give things a try, and reduce their 'fear of failure'.

So part of the deal of your child having a place at the College is that you commit to working with us and developing a joint understanding of how best to ensure that your child thrives and succeeds.

Parent Conversations

We hold 'parent conversations' every term in which you discuss with your child's class teacher;

- Next terms work
- Short and long term goals
- What can be done at home to support this learning and developmental process.

This enables us to develop an excellent understanding of the young people we work with. We are very keen to explore your hopes, fears, and ambitions for your child, and to think 1,2, 5 and even 10, years ahead, to try and understand how we can make a difference now to your child's adult life.



Part of working closely is to have excellent home - school communication. Every student also has a Home-School diary, by which we can regularly communicate. We are also very happy to use phone, text or e-mail as you prefer.

School Uniform

All uniform is available to order from **TaylorMade Uniforms** by calling 0800 6340712 or 01293 640154 or via their website on www.taylormadeuniforms.co.uk



All Year 7 students will need to wear the MGC school uniform. This means that they should be wearing;

- **Grey or black school trousers or a skirt**
(Blue striped or checked dresses may be worn)
- **Plain white shirt / polo shirt with a collar**
- **Navy blue sweatshirt or jumper**
- **Black school shoes**

Jewellery may not be worn in school, except for stud earrings, and these must be taken out for PE due to safety issues.

PE Kit

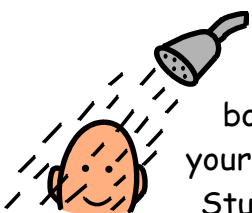


All students should wear PE kit when doing PE.

- Plain black shorts / leggings
- Plain white t-shirt / polo shirt
- White or black socks
- Trainers
- A towel - if they wish to shower

In the cold weather students can wear a black or a blue tracksuit.

PLEASE LABEL OR MARK ALL YOUR CHILD'S CLOTHING - both their uniform and PE kit.



Showers - After PE students may have a shower. Some students are very body conscious and may prefer not to do this. This is absolutely fine, but if you, or your child, have any concerns then please contact your child's class teacher. Students may bring a roll on deodorant with them if they wish, but no aerosols please.



Over the course of the year students take part in a wide range of sports including gymnastics, athletics, hockey, football, basketball and trampolining.

When trampolining, students ideally need long jogging bottoms, although their PE shorts will be fine.

Students also participate in a range of inter school sporting events including a Football League and the Parallel Youth Games.

Life Skills Activities

We offer a range of activities which are designed to develop student's life skills. These are opportunities

for students to develop some of the basic skills they will need outside of school including;

- Shopping and money
- Cooking for life
- Using public transport
- Road safety and bike skills
- Team building and confidence activities - including forest schools

A consent form will be sent to you in the registration pack asking for consent for your child to participate in these Activities for the academic year.

Shopping and money



For blocks of time during the year students go shopping at a range of different supermarkets. Students are asked to bring a small shopping list from home and money to buy these items in order to help them develop their shopping and money skills. We ask that no sweets or toys are placed on their shopping list as students are not allowed to buy these items.

Cycling skills



Students participate in cycling as part of life skills. The College has a range of both 2 wheeled bikes, trikes and also some adapted bikes for wheelchair uses such as the hand crank bike.

In the spring term the college takes part in Bikeability week, with some students having the

opportunity to develop their cycling skills to a level where they are beginning to ride on minor roads.

The College has several qualified bikability instructors who are also able to support students with cycling skills alongside the West Sussex Bikeability team.

Outdoor Learning and Forest Schools



Forest schools is an initiative that aims to encourage students to enjoy the outdoors and to develop a range of skills and personal qualities such as team building, communication, problem solving, resilience, organisation, an awareness of health

and safety issues and self-confidence and self-esteem.



Becky Killick

The sessions are part of the life skills carousel and are coordinated by Becky Killick who coordinates outdoor learning and runs the Duke of Edinburgh Award for Key Stage 4 students.

Students are introduced to a range of activities, although they are encouraged to begin to organise themselves for some of the things that they do. Activities vary from week to week and also season to season but include shelter building, cooking on camp fires, woodland walks, environmental art and using simple tools.

The Forest School sessions take place at our Forest School site in an area of woodland close to Pease Pottage. These sessions occur throughout the year and have been extremely successful with a wide range of student

Design Technology, Cooking and our charging policy

DT



In Design Technology students will be making a range of items for which we ask for a small contribution (usually around £1.50 to £2.50) for items they have made if they wish to take these home. Mr Lawrence is the Design Technology teacher. Students alternate between doing half a term of art and half a term of DT each term.

Cooking



There is a termly charge for cooking of £15.00 which contributes to the cost of all the ingredients used. Students cook on a weekly basis and are then usually able to take their cooking home with them.

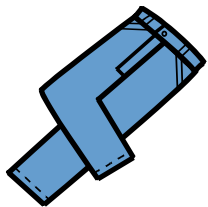
Any additional cooking sessions, such as those in activity weeks, or which occur in the classroom as part of life skills work will have a separate charging policy.

Mrs Lomax supports classes when they are cooking in the food technology room.

Horticulture



Students have been growing vegetables, working on the sensory garden and trying to create a wider range of habitats, including a meadow and a small woodland area.



During these lessons we are often working outside and the ground can be extremely wet and muddy. Your child will need some old, warm clothes and very old footwear (trousers, jumper/sweatshirt, shoes or boots) that they can wear when working outside - your class teacher will give more details of when these sessions will occur.

If you, or other members of your family, are keen gardeners and you have spare plants or old tools which you would be able to let us have then we would love to hear from you!

We are also looking for people are interested in coming along help us with garden maintenance sessions.

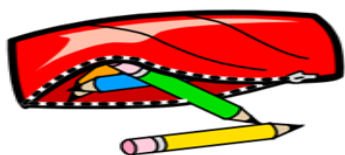
Reading at home



Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to regularly put aside some time in a quiet, comfortable place. Reading with, or to, your child should be a really enjoyable experience for both of you so try find a regular slot for this and ensure that you are not pressured for time.

All students are expected to read or share a book with an adult at least twice a week. They will bring home reading books which they can change on a weekly basis. However, the most important factor is that your child should enjoy reading or sharing a book with you and so any reading material that they are motivated to look at and read can be used i.e. magazines, non-fiction texts such as football reports etc. can be used.

Pens and Pencils



Students are encouraged to have a pencil case with them containing;

pencils



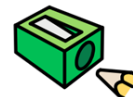
pens



a rubber



a pencil sharpener

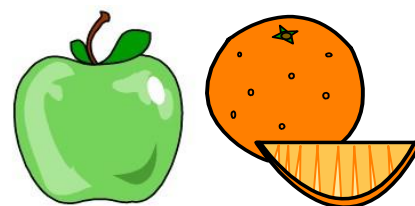


a ruler



Colouring pens or pencils would also be useful.

Break times

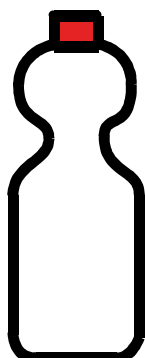


Students are allowed to bring something to eat for break. Foods such as fruit, a sandwich, and a cereal bar are suitable for this.

Students should NOT bring in chocolate bars or sweets. The school is trying to encourage students with healthy eating as part of the Healthy Schools initiative.

Students from different year groups may run tuck shops later in the term as part of their Business Enterprise work. These will be following guidelines from the Healthy Schools initiative and will not stock chocolate or sweets.

Drinks



Students are allowed to bring a bottle or a carton of drink to school to have with their dinner. Fizzy drinks are not allowed and drinks should be in plastic bottles or cartons, no glass bottles or cans please.

In addition to this, students may also bring a plastic bottle of water into school to have during the day, including whilst they are in lessons.

Lockers



The students all have lockers to put their coats, PE bags etc. in.

Students may bring a small padlock to school if they wish to lock their lockers.



If they wish to lock their lockers they **MUST** also have 2 keys:

- * One which they will keep
- * One which their class teacher will keep as a spare.

REMEMBER 2 KEYS!

Lunchtime Arrangements



The lunchtime meals are provided by West Sussex County Council Catering Service. If your child has a medical condition that requires a special diet, please complete a 'Special Diet Provision - Request Form' which can be obtained from Reception at the College.

The School Canteen provides highly nutritious and good value for money lunch menu. This is planned and cooked freshly on site by our own school cook and her team.

Menus are sent home termly with the children and are also posted on our website. From September 2020, the cost of a school meal is £2.35 (£11.75 per week). We request that your child's meals are paid for in advance, preferably using the electronic payment system on School Gateway. To find out if your child is eligible for Free School Meals please contact the College Office.

Term Time Holidays

The Department for Education has stated that from 1st September 2013 schools will no longer be able to authorise term-time holidays. Any application for leave must be in exceptional circumstances and the Headteacher must be satisfied that circumstances warrant the granting of leave.

Please be aware that should you still make the decision to take your child on holiday during term-time, and without the authorisation of the Headteacher, you are likely to incur a Fixed Penalty Notice - a fine of £60 per parent, per child. If this is not paid within 21 days the fine is increased to £120 per parent, per child to be paid within 7 days.

If you require further clarification, please do not hesitate to contact the College office.

ACADEMIC YEAR 2020/2021 DATES

The dates below are the published West Sussex County Council term dates but they may be subject to amendments in light of the current situation regarding COVID-19 and any forthcoming Government legislation.

Autumn term 2020

Starts: Monday 7th September 2020
Half Term: Monday 26th October to Friday 30th October 2020
Ends: Friday 18th December 2020

INSET DAYS

Thursday 3rd and Friday 4th September 2020
Friday 23rd October 2020

Spring term 2021

Starts: Monday 4th January 2021
Half term: Monday 15th February to Friday 19th February 2021
Ends: Thursday 1st April 2021

Summer term 2021

Starts: Monday 19th April 2021
Half Term: Monday 31st May to Friday 4th June 2021
Ends: Friday 23rd July 2021

The other Inset Days for 2020 and 2021 have not yet been agreed. However, you will be notified of the other INSET days once they have been agreed and they will also be published on the College website.

Friends of Manor Green

Friends of the Manor Green Schools is a group of staff, parents and other members of our local community who help to raise funds for extra-curricular activities and equipment for the children at Manor Green Primary School and Manor Green College.

The Friends meet half termly to plan fundraising through social events and our extremely successful Winter Lights and Summer Fair. All Parents are automatically members of The Friends and we would really encourage everyone to come along to a meeting and become actively involved.



Please contact Becky Teles Amaro, Chair of The Friends, via the College office for further details if you would like to get involved.

Becky Teles Amaro
(Chair of Friends of Manor Green)

And finally

We hope that this Year 7 supplementary booklet has been helpful in providing you with some useful information about the College.

We hope that the College will be absolutely the right place for your child to grow, develop and flourish, to gain confidence, self-belief and optimism for the future and to prepare them for their adult life.

If you have any queries, worries or concerns then please do not hesitate to contact us so that we are able to work together to overcome any issues.

Thank you very much for all your support and we look forward many successful years whilst your child is at the College.

The new term starts on Monday 7th September at 8:45am. If you have any last minute worries, just give the College a call a day or two before. Have a great Summer break and see you then!