



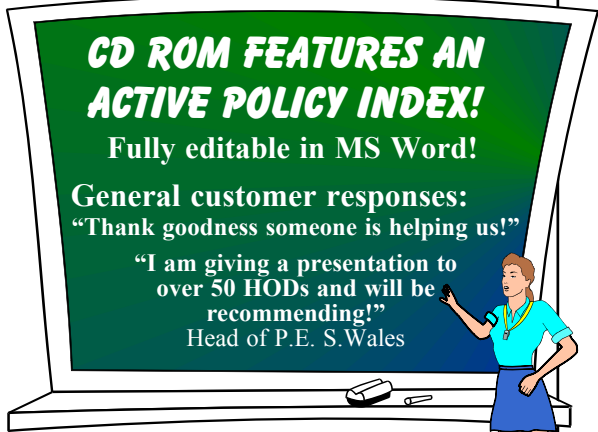
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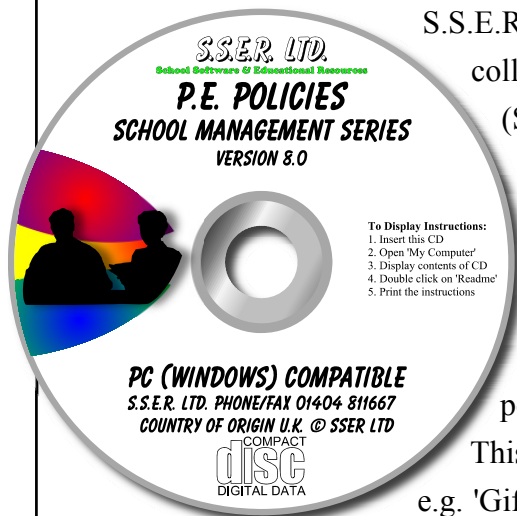
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This policy set incorporates current educational priorities and initiatives, e.g. 'Gifted & Talented' and 'Anti-racism'.



The Physical Education Department - Handbook

PREFACE:

The contents of this Handbook have been determined following consultations with all current members of the Departmental staff. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED/OHMCI reports. In order to facilitate such amendments, the Handbook is word processed and held in a ring-file. A copy of the Handbook is held by the Head of Department and two copies by the Headteacher, one of which is the copy normally made available to visiting inspectors, governors and parents. Each member of the Departmental staff has been provided with a copy, and another has been placed in the Staff room for general staff reference. Those entries for which there is an example in the SSER resource pack are marked with an asterisk, i.e.*

Section 1: INTRODUCTION

- Aims and objectives of: i. The School ii. The Physical Education Dept. *
- Implementation of the Departmental curriculum: list of courses offered; number and sizes of pupil groups; percentage time allocations; extra-curricular lessons, etc.
- Links with other departments and involvement in cross-curricular themes/events.
- Extra-curricular activities, e.g. clubs, visits.
- Links with other educational institutions.
- Links within the community, local teams, sports clubs, etc. For parental liaison and involvement see policy Section 3.

Section 2: STAFFING

- Departmental staff and their responsibilities. Teaching staff (with job descriptions, administrative and teaching responsibilities).
- The allocation of teachers to student groups (for policy see Section 3). *
- Current academic year timetables for:
 - teaching staff (see Appendix _)
 - special needs support: timetable showing staff allocation. *
- Covering absent teachers (for policy see Section 3). *

Section 3: DEPARTMENTAL POLICIES

- Policy for the allocation of teachers to student groups. *
- Policy for covering absent teachers. *
- Assessment policy: *
 - principles. * (ii) formal assessment (NC). *
 - informal assessment (for classwork, homework and completion of coursework). *
 - recording and reporting assessment. *
 - target setting. *
 - marking. *

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_____ SCHOOL - PHYSICAL EDUCATION DEPARTMENT
AIMS AND OBJECTIVES

These aims and objectives relate directly to the aims of _____ School.

Aims:

1. To maintain and/or stimulate pupil interest and enjoyment in P.E. and to promote health and fitness for current and future lifestyles.
- 2.a) To enable pupils to be familiar with a body of knowledge, principles and vocabulary related to P.E.
- 2.b) To enable pupils to see P.E. as:
 - i. a major feature in our lives related to leisure, employment and culture.
 - ii. part of a wider body of knowledge and skills, e.g. interpersonal and problem solving skills (to include analysis and evaluation of P.E. issues).
- 2.c) To enable pupils to understand:
 - i. and use safe practice and to appreciate its importance in P.E.;
 - ii. the short and long term effects of exercise on the body;
 - iii. the role of exercise in a fit and healthy lifestyle.
- 3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of pupil self esteem through the development of physical confidence is a major aim of the Department.
- 3.b) To enable pupils to work independently and as part of a team in varied activities, so as P.E. contributes to the development of core skills such as communication by speech.
4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to P.E., and to experience success and enjoyment in their P.E. work.
- 5.a) To develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and the local, national and international communities.
- 5.b) To allow pupils to develop informed opinions and to be able to support them by reasonable arguments.

Objectives:

These objectives relate directly to the five aims for P.E. at _____ School and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a P.E. lesson if possible, e.g.
 - i. games, gymnastics, dance and swimming;
 - ii. indoor and outdoor activities;
 - iii. individual and group activities;
 - iv. problem solving;

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ASSESSMENT POLICY

Section 1 - Principles:

In matters of principle and of basic procedure, the P.E. Department's assessment policy is fundamentally governed by, and therefore follows, that of the School.

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the Curriculum and learning opportunities.
2. Assessment is an integral part of the teaching and learning process, a valuable formative and summative tool.
3. The outcomes of assessment modify our teaching methods, provide feedback on the Schemes of Work as well as indicate pupil progress.
4. We recognise the potential for assessment in developing a positive self image in the pupil from positive and constructive feedback and the feeling of success which encourages further study.
5. Teachers in the department use a common framework for marking work which is fully understood by all the team. (See Section 3 - Informal assessment).
6. Results of assessment are reported in a way useful for pupil, teacher, parents and other interested parties.
7. Assessment gradually builds up into a profile for each pupil over their school career.
8. Pupils are encouraged to be aware of the evidence and assessment techniques being used and review their own progress by a procedure containing an element of self assessment.
9. Any summative tests must have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. are criterion referenced.
10. Assessment has a common procedure and:
 - a) gives teacher judgements which are as valid and reliable as possible, mutually consistent and consistent with N.C. and Exam Board standards.
 - b) promotes a common interpretation of the N.C. level descriptors and examination levels.
 - c) gives teachers confidence in their professional judgement and skill.
 - d) is seen to be fair to pupils.
11. Assessment records:
 - a) are based on an agreed set of principles and purposes.
 - b) assess pupil progress against N.C., Exam Board and the School's own criteria.
 - c) are not administratively burdensome.
12. Assessment records should provide mutual confidence in teachers between phases and enhance progression for pupils.
13. Recognition should be given by management for the time and resource implications of good assessment and due allowance made for this in the construction of the teachers' working day and INSET provision.

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These S.S.E.R. policies emphasize the important role of P.E. and Sport in contributing to the education of the 'whole child'.



This pack can help you to formulate quality school policies and implement effective INSET and performance management.

_____ SCHOOL - PHYSICAL EDUCATION DEPARTMENT
INCLUSION POLICY - GENDER

Preface:

The growing number of contemporary sportsmen and women from both genders achieving success in a variety of sports helps to present a positive role models to both boys and girls. The camaraderie and equality of sport at all levels is also used to further enhance the sense of equality of the sexes.

1. The Department rejects the view that any broad aspect of P.E. is the preserve of, or more suited to, either gender. Exceptions would be a few specific events such as asymmetric bars.
2. The Department aims to provide Inclusion for pupils within a broad, balanced curriculum, which does not discriminate against them because of gender. Members of the Department, when devising and implementing their courses, strive to ensure:
 - that what they teach and how they teach it promotes the conception of P.E. as an important and valued realm of human activity (potentially) of concern to all people;
 - that, via sensible discussion and argument, they seek to counter any gender oriented bias towards or away from the subject or any aspect of it;
 - that no pupil is denied access to any of the courses provided, nor, under normal circumstances, is excluded from any of the activities involved - this can be facilitated by offering pupils a choice of experiences, e.g. dance or gymnastics, swimming or orienteering;
 - that course content and its implementation, with all that this entails, take account of the gender (as well as the abilities, ethnicity and social circumstances) of the participating pupils. In most cases this means, at the very least, devising tasks and providing exemplary materials that have the potential to attract and sustain the interests of both male and female pupils;
 - that, normally and overall, equal demands are made on all pupils (regarding, say, the distribution of teachers' questions); and equal value is placed on the contributions of all pupils (regarding, say, their responses to teachers' questions or their comments within a discussion);
 - that stereotyping or bias by any individual, regarding the expected achievements of a certain gender, are avoided;
 - that, in the P.E. rooms, there is no other form of discrimination against any particular individual or group.
3. Members of the Department, when choosing and developing their resources, strive to ensure that:
 - i. they portray a world view as seen from male and female perspectives and thereby communicate how it may feel to be of another gender;
 - ii. they are factually accurate and use up-to-date text and illustrations;
 - iii. they do not:

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IN-SERVICE TRAINING (INSET)

The Department's policy for INSET respectively incorporates policies concerned with the induction of a newly-qualified teacher (NQT) and with INSET provision generally, and in both cases, wherever appropriate, follows the overall policy of the School. When designing and implementing an in service training programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a survey of individual, Departmental and Curricular needs. There are three groups of people that need to be involved:

- (i) the Department Staff;
- (ii) those involved in staff development and training;
- (iii) those responsible for school management including the Governing body.

Five areas are particularly of concern in the design and implementation of the 'In Service Training' programme:

- (1) **Are the School and Department Aims and Development plans being implemented?**
- (2) **Are staff allowed to consider their role as described in the School Handbook and relevant policies?** All staff need to be prepared to evaluate their own performance and skill, putting themselves in the position that their pupils are in as learners. By doing so the staff will become increasingly aware of their role and the ways in which that role can be made more effective.
- (3) **Are staff allowed the chance to develop the required skills?** A useful approach to helping staff develop such skills is first and foremost to help them identify the skills they already have, perhaps by some form of self-rating check-list.
- (4) **Are staff given enough time and opportunities to prepare adequately for their role?**
- (5) **Are staff trained sufficiently to ensure that appropriate provision is maintained in the absence of certain staff?** Each member of the Department participates in the decision making process but in addition is able to take on organisational roles, if they wish, to help in the development towards a Head of Department role in the future.

Funding:

1. The Department bids for and receives an INSET budget each year. The bid is closely allied to the Department's and the school's Development Plan. The budget received may be in the form of money or number of hours. The amount allocated for the current academic year is £
2. The Head of Department works with the Department to produce a detailed INSET plan. The focus is manageable and realistic to allow targets to be reached each term/year.
3. Extra hours for INSET are also available when the Department is able to support Initial Teacher Training. The allocation of such funding is again negotiated with the Department to ensure the most cost effective use of the total available funds. Combination of funds from several sources and headings are used to give greater flexibility to the INSET budget. (see policy on Finance for more details)

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SCHOOL - PHYSICAL EDUCATION DEPARTMENT SAFETY POLICY

Section 2. Organisation of routines during and between lessons.

- Teachers should make frequent references to the rules and procedures applicable to a particular area or activity. A list of the Department's general rules and procedures, together with a list of those specific to the area, must be prominently displayed in each gym/sports hall. Each pupil is given a copy of the following safety code in their 'Introduction Booklet' when they first attend the School.

THE P.E. DEPARTMENT SAFETY CODE

The gym/sports hall is a much safer place to work if you follow this code:

- Before the lesson starts you must:**
- Never go into a gym/sports hall without permission.
 - Always walk to the gym/sports hall and never run or push anyone.
- During the lesson you must:**
- Always know exactly what you are doing. If not, ask your teacher.
 - Always do as you are told by the teacher.
 - Always put your bag in a locker or on a rack.
 - Always report an accident or breakage immediately.
 - Never interfere with equipment.
 - Never remove or interfere with any safety notices.
 - Never put anything in your mouth. Do not eat, drink or chew.
- At the end of the lesson:**
- Always leave the gym/sports hall clean and tidy.
 - Always shower and dry yourself thoroughly.
- Teachers insist that pupils use the correct names of equipment when talking to staff and peers.
 - Pupils should be encouraged to develop a strong sense of 'health and safety' for themselves and others, and to become familiar with the general and area-specific rules and procedures. Pupils must heed the teacher's advice on how to avoid any potential risks when using particular apparatus, equipment, materials or transport. They are required to behave sensibly at all times, and should be reminded regularly of the dangers that exist whilst doing P.E. Safety training for pupils is therefore important - particularly important is the consideration of situations which do not always appear to be dangerous, but which often are, and of which pupils must be made aware, e.g. the P.E. department operates within the following safety instructions relating to transport:
 - always arrive on time and wait for the transport in a safe place;
 - always wear your seatbelt (if provided) and stay sitting down;
 - always keep well clear of doors after boarding or leaving the transport;
 - always use the Green Cross Code when crossing roads;

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SCHOOL - PHYSICAL EDUCATION DEPARTMENT INFORMATION AND COMMUNICATION TECHNOLOGY

Introduction:

In developing the use of I.C.T. in its various course programmes, the Department consults regularly with the School's I.C.T. Co-ordinator. Consistent with the general School policy, the Department seeks to help its pupils:

- to develop their understanding of the use and effects of I.C.T., and their skills and confidence in employing it;
- to become increasingly familiar with the hardware and software, and hence to become more aware of when and how to employ ICT in their work;
- to become increasingly and appropriately self-sufficient as learners.

Maintaining the whole School view:

The Department submits, to the I.C.T. co-ordinator its termly plans for using I.C.T. for each year group on a simple pro-forma. This is used to produce a yearly outline of how and where I.C.T. is being used. This is displayed in the staffroom to help departments plan and share ideas.

Hardware and Software:

The Department makes good use of the whole School I.C.T. facilities - including the network rooms and communication systems, e.g. the Internet and a local intranet. The Department does not have its own specific hardware and software but shares in the use and purchase of particular items, e.g. Bodyworks CD ROM, Mayo Clinic CD ROM and 'Sense & Control' are shared with Science and PSHE and are effectively central resources. This hardware and software features, as and when appropriate, in the Department's courses, in order to provide pupils with ample opportunities to use and to enhance their I.C.T. capability.

Our wide range of available resources facilitate pupils' experiences at a range of levels of sophistication. Pupils' ICT capability can be defined within four main categories. The delivery of ICT is via a broad 'Breadth of study' and in addition to the skills outlined in the following four main categories ICT is also expected that pupils will become aware of the associated educational, social, economic, industrial and safety implications of ICT and eventually be familiar with a wide range of hardware, software and other ICT tools.

Category 1 - Finding things out

Pupils should be:

- able to collect, retrieve and consider information and data from a variety of sources, e.g. people, books, databases, multimedia CD-ROMs, videos and TV.
- able to enter and store information in a variety of forms, e.g. in a prepared database and to save their work on both fixed and removable storage media.
- able to retrieve information from their saved work on both fixed and removable storage media.
- critical of the validity of information produced using ICT and be aware that the results may be affected by the use of inaccurate data or careless data entry.

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You can easily 'cut and paste' or adapt individual policies or policy sections to match your own specific needs and curriculum.



Improve upon your own existing policies and use the ideas in the S.S.E.R. policies for your own development plans.

SCHOOL - PHYSICAL EDUCATION DEPARTMENT THE ORGANISATION OF EDUCATIONAL VISITS

INTRODUCTION:

This policy is not definitive and should not be taken as an authoritative interpretation of the law. However, it does conform to the legal framework set out in the booklet, Safety in Outdoor Education (1989) (DfEE), the DfEE Circular 22/94 Safety in Outdoor Activity Centres and the booklet Health and Safety of Pupils On Educational Visits 1998. The Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1992, have also been considered in formulating this policy.

PRINCIPLES:

The School is committed to incorporating educational visits and visitors (see policy on Clubs/Visitors) into its scheme of work, providing that they will enhance pupils' relevant understanding and experiences, and that their inclusion is practicable, considering the constraints of staffing, cost and time. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence.

All staff in the School have the option to take part in visits. If for any reason they do not wish to participate they should be prepared to cover for others.

Educational visits should be available to all of the pupils concerned, and should be organised accordingly, with particular consideration being given, especially when selecting venues and organising transport, to any pupils who have some sensory impairment or physical handicap. Just as all other elements in course programmes, educational visits should have clear, relevant and achievable aims and objectives.

A major consideration in the organisation of any visit must be the safety of the participants, and in this, as in all other respects, both the LEA. guidelines and the School policy must be complied with. The minimum adult-to-pupil ratio is dependent on the nature of the visit and the age of the pupils - staff must therefore check that they comply with all school and LEA. requirements and regulations. The organiser must be satisfied that the venue is a suitable one, with all that this entails, and, where applicable, that any officials from the venue who will be involved in the visit, are qualified and dependable.

SECTION 1 BEFORE THE VISIT

Exploratory/preliminary visits

All visits will benefit from an exploratory/preliminary visit if the visit is not a regular event. For outdoor activities the exploratory visit is absolutely necessary for safety reasons but also for reasons of sound educational planning.

Exploratory visits contribute to overall planning by ensuring that the venue:

- can be assessed with regard to its ability to meet the aims and objectives of the visit;
- can be effectively assessed for risk;
- can cater for the individual needs of the group;
- can direct the visit's itinerary to make the best use of the venue's educational potential.

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SCHOOL - PHYSICAL EDUCATION DEPARTMENT STOCK CONTROL

SECTION 1 THE STOCK LIST & INVENTORY

The Department maintains a detailed inventory of its moveable non-capital assets, i.e. chemicals, apparatus, books, etc. To ensure effective stock control and security the Department has the following additional procedures relating to the acquisition, storing, borrowing and disposal of stock:

- the School office computer finance system provides regular updates to the stock inventory. The inventories identify the stock by description, quantity, location and date of purchase. For items that are constantly in use, e.g. apparatus/equipment the HOD is responsible for monitoring their usage and frequency of reordering;
- staff must 'sign out' any equipment that they wish to take home, e.g. a computer if they are not to be personally liable for any loss or damage and for the School's insurance to be active;
- all non consumable items are identified with an identity code and the School name in visible security paint and 'UV only' visible ink - whenever possible and/or appropriate;
- the stock and associated inventory/signing out list is liable to inspection by the Headteacher or an LEA representative with no notice given to the Department. An inspection will take place at least once per year and all discrepancies except minor ones (under £10 value) will be reported immediately by the Headteacher to the Governing body.

SECTION 2 EQUIPMENT & HARDWARE STOCK

It is necessary to regularly evaluate, withdraw and dispose of equipment (including chemicals and materials for which there is a COSHH assessment) in order to maintain a Healthy and Safe working environment. The annual stock take is the main opportunity when this type of stock can be evaluated and disposed of as necessary. However, regular inspection of stock both in and out of current use must be conducted as an on-going programme. Disposal of practical stock must take place if:

- the equipment/stock shows signs of deterioration, i.e. is old, dirty, damaged or in generally poor condition;
- the annual/regular safety checks of equipment such as wall bars and trampolines determines that an item cannot be safely used;
- the annual safety check of electrical equipment determines that an item cannot be safely repaired;
- the stock has not been used for at least 3 years;
- the stock is not relevant to departmental syllabuses.

SECTION 3 PRINTED & AUDIO VISUAL STOCK

It is necessary to regularly evaluate, withdraw and dispose of printed and audio visual stock as necessary to:

- keep items relevant to the current National Curriculum and the broader curriculum;

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SCHOOL - PHYSICAL EDUCATION DEPARTMENT
INITIAL TEACHER-TRAINING (ITT)

SECTION 1: INTRODUCTION

The Department currently participates in an ITT scheme in partnership with the Education Department at the University of... Involvement in post graduate initial teacher training should be a stimulating and rewarding experience for all involved. Contact with a University Education Department should always benefit a school department. While recent government measures placing greater responsibility for ITT onto schools means that participation in such training makes increasing demands on teachers and resources, staff appreciate that their close working association with the University does bring reciprocal benefits.

Effective and efficient ITT, with all that that entails, is conceived as involving staff from both institutions in a co-operative venture in which theory and practice complement one another.

Following discussion between the School's Professional Tutor and the Head of Department, one of the staff (often the HOD) is designated as the Mentor. The member of staff designated as the Physical Education Mentor is:..... The Mentor then arranges for a programme of study and teaching for each of the ITT students allocated to the Department. Normally, during an academic year the Department accepts two trainee teachers during the Autumn term, two others during the Spring term, and just one in the Summer term. Incoming trainee teachers are either currently undertaking a B.Ed. course, or already possess degree-level qualifications and are currently completing a one year, full-time PGCE. course leading to 'qualified teacher status'.

SECTION 2: SETTING THE TRAINEE'S TIMETABLE

The trainee teachers' programmes of study and teaching are carefully devised to enable them:

- to become acquainted with the School, its constituent departments, public areas, special services and facilities, and the community in which it is located;
- to be aware of the School's regulations, policies, general routines and procedures;
- to become familiar with the policies specific to the Department, with its curriculum, accommodation and facilities and, in particular, with the rules, routines, procedures, layout and equipment pertaining to those areas in which they will soon be functioning as teachers;
- to meet, observe, and gradually 'get to know' those pupils for whom they will be assuming some teaching responsibilities;
- to familiarise themselves with the course programmes being undertaken by those pupils, with their recent and current work, with previous experiences in the subject, and with their competencies, interests and aspirations;
- to have sufficient time to prepare and rehearse lessons;
- to critically observe resident teachers exhibiting good practice teaching pupils varying in age and ability, and then to discuss their observations with those teachers and with



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