

SCHOOL PROSPECTUS

ACADEMIC YEAR 2016-2017

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENGAGE - INSPIRE - ACHIEVE

**The Christian family of St Paul's... moving forward together.
A caring, exciting and happy school where everyone
succeeds!**

The information in this prospectus is provided mainly for the benefit of parents and carers who may be considering their child's admission to the school. We hope that you find the contents useful. Please do not hesitate to contact the school should you require any additional help or information.

This prospectus was correct as at September 2016, and to the best of our knowledge complies with all the relevant requirements of the Education Act 1980 and subsequent regulations.

Teaching Staff

| | |
|--------------------|---|
| Ms S Howard | Headteacher |
| Miss R Fielding | Assistant Head and EYFS Leader/Class teacher - Starfish (Rec/Y1) |
| Mrs K Ormerod | Assistant Head and Transition Unit Leader/Class teacher - Griffins (Y3/4) |
| Miss P Cavaney | Key Stage 1 Leader /Class Teacher - Turtles (Y1) |
| Mrs R Lee | Junior Unit leader/ Class teacher- Sea Serpents (Y6) |
| Miss N Cowgill | Class teacher - Phoenix (Y5/6) |
| Mrs L Cooper | Class teacher - Dragons (Y4/5) |
| Mrs C De Boutemard | Class teacher - Unicorns (Y3/2) |
| Mrs S Jabeen | Class teacher - Seahorses (Y2) |
| Miss E Harrison | Class teacher - Starfish (Reception) |
| Mrs A Horrocks | Inclusion Manager / Child and Family Support Advisor |
| Mrs M Fortune | Child and Family Support Worker |

Support Staff

Teaching Assistants - Miss A Gul, Mr P Burke, Mrs D Dean, Mrs J Smith, Mrs A Riley, Ms L Poston, Mrs H Nolan, Mrs C White, Miss J Bishop, Miss A Harrop, Miss M Peart and Mrs E Smith, Mr D Rush, Miss L Ward, Miss L Ashworth

Non-Teaching Support

| | |
|------------------------|--|
| Administrator | Mrs R Clarke |
| Admin Assistant | Mrs G Wootton |
| Reprographic Assistant | Mrs A Riley |
| Site Supervisor | Mr D Lomax |
| Cleaner | Mrs H Smith and Mrs L Royal |
| School Cook | Mrs. C Hindle |
| Welfare assistants: | Mrs D Dean, Mrs C Woodall, Mr D Rush, Mrs C White, Mrs E Smith, Miss L Poston, Mrs A Riley, Mrs H Nolan, Mrs V Holt and Mrs H Smith, Miss J Bishop Miss L Ashworth and Miss L Ward |

The Governing Body

The roles and responsibilities of the School Governing Body have increased steadily over the last 20 years. They work with the Headteacher and staff to ensure that the school is managed efficiently and that our pupils receive the best possible education.

Governors represent different sectors of the community, including Parent Governors who are selected by election to serve a 4 year term.

Our present Governors (as at 1st September 2016) are:

| | |
|------------------------|---|
| Mr W Aitken | Co-opted Governor - Chair of Governors |
| Mr P Barber | Co-opted Governor - Vice Chair of Governors |
| Mrs D Crawforth | Foundation Governor |
| Rev C Casey | Foundation Governor (Ex Officio) |
| Mr M Whittaker | Foundation Governor |
| Mrs L. Kiely | Co-opted Governor |
| Mrs A Horrocks | Co-opted Governor |
| Mrs N Kharim | Parent Governor |
| Mr I Edwards | Parent Governor |
| Mrs C White | Staff Governor |
| Mr J Thompson | Local Authority Governor |
| Ms S Howard | Headteacher (Ex Officio) |

Admissions

Children who will be five during the school year (1st September 2016 to 31st August 2017) are admitted in the autumn term. The maximum number of children that we can admit is 40.

If there are more applications than places then priority will be given to:

- i) A child who has a brother or sister already in the school
- ii) A child for whom the authority accepts that there are strong medical, social or welfare reasons for admission.

In allocating remaining places the distance between home and school becomes a factor. You may ask to see the admissions policy if you wish.

Admission booklets containing application forms are available from school. These must be returned **to the local authority** by 13th January 2017, for them to allocate places. You are asked to state your first and second school preferences.

Firm offers of a place are issued by letter during the week beginning 22nd April 2017. There is an information evening for new parents in May.

You are very welcome to visit before you make your choice, and we strongly advise you to do so. If you wish to make an appointment to look around the school, or to register your child's name, please contact Mrs Clarke at the school office.

Transfer to Secondary School

In the autumn term of Year 6, details of school choices and information about how to apply on line is shared with parents to express their preferences, and a meeting is held in school by LA admissions representatives to enable parents to find out more about the admissions process before completing their applications. During this term children are invited to visit the various schools before making their choice. Children wishing to transfer to the Grammar School must currently sit an entrance exam.

The school has very good relationships with all the local secondary schools - and particularly with our partner schools, Alder Grange High School, and Bacup and Rawtenstall Grammar School. Prior to the Y6 children taking up their places in September, staff from all the secondary schools visit their new pupils to familiarise them with their forms and life as a Y7.

The school takes part in a variety of activities aimed at easing the transition to secondary school. This includes working towards the Y7 syllabus after the children have completed their KS2 statutory assessments.

School Organisation

Our school is organised into 4 units depending on the child's age:

| | |
|-----------------|--------------------|
| EYFS Unit | Reception |
| Infant Unit | Year 1 and Year 2 |
| Transition Unit | Years 2 and Year 3 |
| Junior Unit | Years 4, 5 and 6 |

Each of these units is led by a Unit Head who is an experienced teacher and member of the Senior Leadership Team. Due to our varying admission numbers between year groups, some classes have mixed age teaching. Classes are organised after considering a wide range of factors including each child's academic and social needs.

The structure of the school varies every year depending on the number of children on roll and the academic and social make up of the children in each cohort. The classes as at 1st September 2016 are as follows:

| | |
|------------------------|-------------------|
| EYFS Unit | |
| Starfish | Reception/Y1 |
| Infant Unit | |
| Turtles | Year 1 |
| Seahorses | Year 2 |
| Transition Unit | |
| Unicorns | Year 3 and Year 2 |
| Griffins | Year 4 and Year 3 |
| Junior Unit | |
| Dragons | Year 4 and Year 5 |
| Phoenix | Year 5 and Year 6 |
| Serpents | Year 6 |

Year 6 comprise all the children who are 11 in the current academic year and who will transfer to secondary schools the following September.

The School Day

- School starts at 8.50am and finishes at 3.10pm for all children.
- All children in Year 1, and above have a break from 10.30 am to 10.45 am.
- Infant children have their lunch break from 11.45am
- Junior children break for lunch at 12.05pm

The Curriculum

In accordance with the National Curriculum 2014, the school aims to provide a broad and interesting curriculum which will enable consistency and continuity and motivate children. We are very committed to and proud of our achievement in all areas of the curriculum, including the arts and physical education.

We put great emphasis on the teaching of English, Mathematics, Science, Computing and RE. Wherever possible we teach these subjects across the Creative Curriculum in order to give children the chance to use the skills learnt in these core subjects.

The teaching of English and Mathematics is via 'Learning Pods' in the Transition and Junior Unit. These 'Learning Pods' are taught by qualified teachers and allow the children to be placed within a 'pod' according to their academic ability. Children are assessed every half term and may move up into a higher pod if they make progress; likewise they may also be moved should they need extra support. Any movement between pods will be made in conjunction with discussions with parents.

In Year 1 and 2 there is a flexible approach to grouping children for English and Mathematics through 'Learning Groups' according to the academic ability of each child. This helps to prepare them for 'Learning Pods' in the Transition and Junior Unit.

Science and RE are taught as discrete subjects unless there is a clear link to them through the Creative Curriculum Topic plan.

Over the past 8 years, the school has been working with the Creative Curriculum in which foundation subjects are taught through whole school topics. Each year the children are consulted about which topics they have enjoyed and what they would like to cover the following year. A whole thematic approach ensures children's views are taken into account when choosing the new topics. Each term the school also sets aside time to cover 'Themed Weeks' e.g. 'Lose Yourself in a Book Week' where the children work in vertical groups across the Unit and enjoy a carousel of activities linked to the theme.

We also teach French throughout Key Stage 2.

Copies of the Creative Curriculum Topic plans are available to view on the school website.

The school follows the 'Letters and Sounds' Phonic approach and there are daily phonic sessions for all children from Reception to Year 2. For some children with phonic gaps these phonic sessions will continue into the Transition and Junior Unit. Children are vertically grouped by ability for their phonic sessions which are delivered by teachers and experienced teaching assistants.

In order to support children's development in reading and to engender a love of reading the school has a range of reading schemes available including the Oxford Reading Tree

and Rigby Navigator. An adult will read with a child at least once a week and take them through guided reading sessions. Stickers are placed inside the child's reading record to show when this has occurred. Parents are expected to support their children's reading at home and sign their reading record on a regular basis. Staff will check this regularly and books will be changed if the teacher feels that the child needs to move onto another book. Some children may be identified as 'Priority Readers' and receive further reading support should they need it.

In addition the school has an agreed Sex and Relationship Education Policy, which reflects the school's participation in the Healthy School's Initiative and its status as a Church of England Voluntary Controlled School.

Parent Curriculum Workshops

Each year we hold a series of workshops for parents to ensure they are aware of how the curriculum is taught and to enable parents to best support their children. These workshops are held after school and cover topics such as Phonics, Practical Mathematics, Reading Skills, Writing Skills, Assessment and Basic Computing skills.

Road Safety

Children learn about Road Safety as part of PSHE (Personal, Social and Health Education). From Reception to Year 2 they also follow the Right Start Pedestrian Training Programme, which uses both first hand experience and classroom activities to teach children how to keep safe on the roads. Children in Reception have the opportunity to learn to ride a bike and Y6 have the opportunity to study Cycling Proficiency Modules 1- 3 which range from classroom based activities to on the road training with Bikeability.

Along with Alder Grange High School the school has a joint travel plan that strives to educate and inform children about sustainable and safe travel to and from school.

Religious Education and Collective Worship

St Paul's is a Church of England school and although aspects of all other religions are taught our teachings are Christian based. Religious Education is taught in accordance with the Lancashire Agreed Syllabus and the Diocesan of Manchester Syllabus. There is a daily act of Collective Worship as required by the 1944 Education Act.

The Christian nature of the school is reflected in every aspect of school life, and the school has very positive links with the Church and the wider community.

The school attends St Paul's Church throughout the school year with special celebrations taking place during Harvest, Christingle, Christmas and Easter and there is an opportunity for children new to Reception and those leaving Year 6 to attend a special service. Reverend Chris Casey leads weekly collective worship within the school.

There is an expectation that all children regardless of their faith or culture attend church as part of their life at St Paul's Church of England Primary School. Parents who wish to withdraw their children from Collective Worship for religious reasons should discuss the matter with the Headteacher.

EYFS Unit

In the EYFS Unit, children progress through Development Matters as they follow the Early Years Foundation Stage (EYFS) Curriculum. Much of this early learning is developed through structured play and planned learning experiences.

There are seven areas of learning. The Prime Areas are
Physical Development (PD)
Personal, Social and Emotional Development. (PSED)
Communication and Language (CL)

The Specific Areas of learning are
Literacy (L)
Mathematics (M)
Understanding the World (W)
Expressive Arts and Design (A)

Areas of continuous provision available inside and outside include sand, water, role play, writing office, malleable, construction, small world and block play, fine motor skills, quiet reading and listening area, workshop, physical equipment, music and art.

Staff

Our Foundation Stage staff consists of two teachers and two full time teaching assistants. Learning will take place in 2 groups for the teaching input and smaller groups for adult led tasks.

Each child will be allocated a **key worker** for registration and snack time. A key worker is “a key person [who] has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.” EYFS 2012

All the staff will be involved in your child’s learning through direct teaching, guided sessions and observations.

Induction

To ensure we get to know each child and provide the best support we can in making the move to school, our initial intake is staggered over the first couple of days. This is done using the following criteria:

- First intake - First day of term (Monday 5th September) - The youngest children
- Second intake - Those with a sibling in school
- Third intake - Those who have attended a nursery
- Fourth intake- Those who have not attended nursery and/or children with additional needs and/or - Start dates to be discussed 1 to 1.

Learning groups

The children will be divided into 2 separate groups broadly based on ability for Mathematics, English and Topic. These groups will be smaller than if in a traditional class. This will allow us to ensure learning is planned specifically to meet the needs of each group.

Learning sessions will begin with a 10 minute introduction. The children will then take part in two of the following

- Independent learning - supported and extended by questioning and modelling by the staff
- Group challenge - groups of approximately 6 children given a task to complete with feedback to the learning group at the end of the session
- Adult led task - groups of approximately 6 children working with a member of staff

All teaching and learning will be planned by Miss Harrison and Miss Fielding. Our support staff are specifically trained in Early Years Education and highly skilled in the delivery of planned activities. Staff will change learning groups on a regular basis so that all children have access to the teachers. All children will take part in adult directed tasks daily and throughout the day all children will have access to both the teachers and teaching assistants in their learning.

Getting Ready for School

You and your child will have an opportunity to visit school on several occasions during the term before he/she starts school. This gives your child the chance to see what school is like and to get to know their class teachers, teaching assistant and other children who will be starting school at the same time. You will receive a starting school information pack and an invitation to an information evening.

What can I do to help my child before he/she starts school? Here are some suggestions:

- ✓ Encourage your child to notice everyday things and talk about them
- ✓ Read stories to your child and encourage your child to listen carefully
- ✓ Count things together, talk about shapes, colours, patterns and differences
- ✓ Watch television together and talk about what you watch
- ✓ Try to encourage correct speech, don't accept 'baby talk'

More practical ways to prepare your child for school include:

- ✓ Practise dressing and undressing
- ✓ Teach your child to use the toilet properly
- ✓ Teach your child how to use a knife, fork and spoon properly
- ✓ Show your child how to blow his/her nose
- ✓ Teach your child to share and take turns with toys and games

If you would like any further information about the Foundation Unit, please ask to speak to Miss Fielding at the office.

Extra-Curricular Activities

We are proud of the range of extra-curricular activities offered at the school. These change according to availability and time of the year. We currently offer:

| | |
|--------------------------|----------------|
| Netball Club | (Years 3-6) |
| Football Club | (whole school) |
| Cricket Club | (Years 3-6) |
| Badminton club | (Years 3-6) |
| Tag Rugby Club | (Years 3-6) |
| Athletics Club | (Years 3-6) |
| Recorders | (Years 2-6) |
| Guitar | (Years 3-6) |
| Clarinet/Saxophone/Flute | (Years 3-6) |
| Eco Club | (whole school) |
| Sewing Club | (Years 3-6) |
| Cookery Club | (whole school) |
| RE Make | (Infants) |
| Karate | (Years 3-6) |

To enable the maximum number of children to take part, different activities are offered to different age groups throughout the year.

Assessment

Assessment refers to all forms of testing and marking. It begins in Reception and continues throughout your child's time in school.

A Transition Document moves with your child from their nursery setting into Reception and forms the initial assessment document that the school uses to assess each child.

A baseline assessment is carried out within a few weeks of your child starting school to determine where they are currently working at before formal education starts. This is done on a one to one basis. The children are reassessed at the end of the Reception year to measure the progress made.

Reception class teachers also complete the Early Years Foundation Stage Profile (EYFSP), which records your child's progress throughout the year.

This is discussed with parents at Parents' Evenings and forms the basis of the end of year school report.

Throughout the rest of the school children are assessed in two main ways:

- Formal / external assessments - usually yearly

- Informal / internal assessments - teacher assessments that are both on-going and half termly or termly.

Teacher Assessments for reading, writing, mathematics and science are made using 'KLIPS' and give an overview of the wide range of skills, knowledge and their application across the all subjects.

The formal assessments are the SATs tests, which are statutory in Years 2 and 6 for reading and mathematics. We use a range of other external assessment materials to assess your child's progress at the end of Years 3, 4 and 5.

Each year we also use PIPS (Performance Indicators in Primary Schools) assessments for all year groups. These are carried out in different months according to the year group your child is in.

An assessment meeting is held annually in the autumn term for parents to find out more about the assessments their child will undertake in their time at St Paul's.

Assessments are used to enable teachers to set targets for each child. It is important to remember that children mature at different rates so it is difficult to compare children with others in the same class. What is more important is that these assessments help to confirm whether each child is making expected or accelerated progress, and to enable early identification of possible areas where a child may need specific support.

Information gained from these assessments is discussed with parents at consultation evenings or at other meetings with parents regarding children's progress and welfare.

You will be invited to parents' evenings in the autumn, spring and summer terms. It is important that you attend these evenings as this is a valuable opportunity to see how well your child is doing and to raise any concerns that you may have.

An annual progress report is issued at the end of the academic year.

Home School Links

What can parents do to help their children's primary education to be successful?

- ✓ Support the aims of the school and encourage a positive attitude to learning and behaviour by signing the Home School Agreement and Parental Code of Code
- ✓ Ensure that your child attends school regularly and is punctual
- ✓ Give time to your child to discuss your child's day at school; read stories and visit the town library; ensure that homework is completed
- ✓ Support the school's home reading programme and continue to read with your child, following the guidelines given, even though your child may appear to be a fluent reader
- ✓ Attend meetings at school to discuss your child's progress with teachers
- ✓ Inform the school as soon as possible if there are any factors which may affect your child's learning

In addition to the Parents' Evenings - the first of which is at the beginning of the second half of the autumn term - you will also receive a written progress report at the end of the summer term. Parents are welcome to come into school to see their child's teacher at any point throughout the year although if a longer discussion is needed it may be necessary to arrange an appointment. We would ask that parents make appointments to see the class teacher at the end of the day.

The PTA

We have an active PTA which organises social/fund raising events in school and also gives you an opportunity to meet other parents, carers and staff, and to become involved in school on a more informal basis.

The PTA organise annual events such as the Christmas Hamper Raffles, Easter Eggstravaganza, family fun nights, film nights and termly themed discos. These events prove to be extremely popular and are a great way to meet new friends whilst raising valuable funds for school.

Over the past few years monies raised by PTA members have helped to fund school trips and visitors to school as well as buying extra resources such as digital cameras for use in class, climbing equipment for the Foundation Unit and staging for school productions and more recently an outdoor classroom for the Forest School.

Inclusion

The mission statement of our school affirms our commitment to valuing the individuality of all of our children and giving all of our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We also offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We aim to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that all pupils have a common curriculum experience.

Children with Special Educational Needs and Disabilities

Many children need extra help and support from time to time. Some children may have a special educational need, due to physical disability, social, emotional and behavioural or learning difficulties. We have systems in place to identify such difficulties and to provide support for the children so that they are able to access the curriculum and achieve their full potential. When a specific need has been identified for a child, he/she will be placed on the SEND Register and an Individual Education Plan (IEP) will be created to support them. This plan will be reviewed on a termly basis and parents/carers will be provided with a reviewed copy of the IEP at Parents' Evenings. It is our aim to provide the specific support needed for a period of time to enable the child to make the required progress so that they can eventually be removed from the SEND register. Support is offered by specialist teachers, support in class, targeted groups and at times advice from educational psychologist and/or other agencies.

Please discuss any concerns you have with either our Inclusion Manager Mrs Horrocks or SENDCo Miss Fielding or the Head teacher.

Children with English as an Additional Language

Children who do not have English as their first language are supported by Teaching Assistants and targeted support provided both within the class and through our EAL Leader Miss A Gul. Every effort is made to ensure that they have full access to the curriculum.

Able Gifted and Talented Children

At St Paul's we acknowledge that we have a number of able children in the school - some very able, some talented and possibly some gifted children.

The school has a policy in place which outlines how we ensure that these children are catered for effectively. Procedures are in place to identify the children in each category and a register is kept. Teachers identify activities and opportunities for these children to develop thinking skills and independent working. Support is provided where appropriate by our AGT leader Mrs K Ormerod.

General Information

School Uniform

We encourage our children to take pride in their appearance. Our school uniform is smart and we expect all children to wear it. Please support us in this.

The uniform is available from Amin's on Bank Street in Rawtenstall or from local supermarkets and consists of the following items:

- School sweatshirt / cardigan
- Pale blue polo shirt preferably bearing the school logo
- Grey trousers, skirt, shorts
- Black school shoes

For outdoor wear parents may buy a school fleece

In summer girls can wear blue checked /striped dresses.

For our Prefects there is a slight change in uniform. They wear ties with a pale blue shirt and a v neck jumper/sweatshirt with the school logo.

Please note that jeans and trainers are not part of school uniform and must not be worn.

PE Kit

PE is a very important aspect of the school curriculum and needs appropriate clothing for comfort and safety. It is important that children have the correct PE kit in school. For indoor PE we suggest:

- White t-shirt, preferably with school logo

- Plain blue shorts
- Black slip on pumps

As children move through the school, teachers may decide to take children outside for PE lessons throughout the year. They may therefore be asked to provide tracksuit/jogging pants, sweatshirts and trainers.

All PE kits should be brought in a **named** PE bag.

Please make sure that all clothes - including footwear - are **labelled and named**. If your child comes to school in Wellingtons or boots it would be helpful to provide a clothes peg to clip them together and a pair of indoor shoes or pumps to change into. Bags should be small and easily stored.

Jewellery

In the interests of safety, jewellery with the exception of watches must not be worn. If a child has pierced ears, a small stud earring may be worn. However in line with our PE Policy these must be removed for PE. This means that the child must either be able to remove them or that they are not worn on PE days. Neither earrings nor watches must be worn on days when the children are swimming.

Children are permitted to wear crucifixes or symbols of their religious faith as long as they are worn beneath their clothing. However these must be removed during PE.

School Meals

St Paul's Church of England Primary School follows the LCC Healthy Heroes Initiative. Our dining room is set out to ensure the children have an enjoyable and social time during their lunchtime. All children queue to collect their trays and cutlery before making a choice from the cafeteria style serving hatch. Children can choose daily from a hot meal (Hot Heroes), a pasta dish (Pasta Power) or a jacket potatoes (Spuds and stuff) with various fillings. They may have school meals, packed lunches or go home for dinner. The school kitchen offers a good varied choice of healthy and nutritious meals at a current price of £2.20 per day. Vegetarian diets and special medical diets are also catered for.

Dinner money of £11.00 is paid on the first day of the week. It is better if you pay by cheque made payable to Lancashire County Council.

Please note that dinners are available on a weekly basis. Absent children are given credit for paid meals. Any child wishing to move from or to school dinners must give the office one week's notice.

All children in Reception, Y1 and Y2 have the opportunity to partake of a free school dinners under the universal free school meal entitlement. Parents are asked to let the office know if they would like to take up this offer.

Packed Lunches

Many children bring a packed lunch and in order to help the dinner ladies the following guidelines are necessary:

- All containers should be labeled with your child's name.

- Cutlery and glasses are not provided.
- Uneaten food should be taken home.
- Drinks should be brought in unbreakable containers

We are a Healthy School and would like to remind you that packed lunches should not contain chocolates, sweets or fizzy drinks.

Morning Snacks

Milk is provided by 'Cool Milk' for all infant children at the cost of £12.00 per term. Payment will be required at the beginning of term and parents need to register on line with 'Cool Milk' during the summer before the children start school.

All infant children are provided with a piece of fresh fruit each day, free of charge. All children are able to purchase toast, tea cakes and a range of fruit from the kitchen at morning break at a cost of 10p.

As we are a healthy school, we ask that children do not bring any other snacks into school unless there are medical reasons that school must be made aware of.

Charging Policy for Activities

The school intends that all pupils have equal right of access to the whole school curriculum without charge. However, there are times when the curriculum may be enriched by activities and visits that cannot be made freely available from existing resources. Parents will be invited to make a contribution towards the cost of these. No pupil will be excluded if their parent feels that they are in a position where they cannot contribute, but if there are insufficient contributions then a trip or activity may have to be cancelled.

There are costs for some extra-curricular activities, where professional coaches are employed by the school. Parents are generally requested to make a commitment for at least half a term at a time.

Pastoral Care

All members of staff have a duty of care to all children, and are responsible to the Headteacher for the welfare of all children in their classes. The school is in contact as necessary with other agencies concerned with the welfare of pupils, and co-operates closely with Attendance Officers, Children's Social Care and the school's Psychological and Medical Services. We also have two Child and Family Support advisors (Mrs Fortune and Mrs Horrocks) who are involved with working with families and children to enhance pastoral care within school.

Attendance

As a school we have very high expectations regarding attendance and as such there is an expectation that children attend school every day unless unwell. We encourage parents

to ensure that children are in school and are punctual unless there are valid reasons. If your child is absent for any reason please send a note or ring up school and leave a message as soon as possible. If no reason is given for an absence you will receive a phone call asking for an explanation.

As a school we monitor each child's attendance very closely and awards are given out through a whole school attendance scheme through a series of Bronze, Silver and Gold Awards. Children are awarded prizes for 13 weeks, 26 weeks and 39 weeks of 'in and on time'. We also send letters out to families where attendance is a cause for concern. We aim to work positively with families to address attendance issues; however at times we may need to seek support or guidance from the local authority Pupil Attendance Support Team (PAST).

Please do not send your child to school if he/she has been physically sick or has diarrhoea or return them to school until he/she has fully recovered as there are no facilities or extra supervision for sick children. Cases of vomiting or diarrhoea require 48 hours isolation to prevent the spread of infection. Medicines can be administered by school staff if written permission is granted by a parent or carer - Please complete the necessary forms at the school office. For more information please refer to the school's Whole School Attendance Policy a copy of which can be obtained from the school office or website.

Applications for Leave

For the benefit of your child we would ask that you avoid taking your child out of school for any reason during term time.

Any such requests for leave must be via an absence request form available from the school office. These forms must be completed at least two weeks prior to the child being taken out of school. Under extenuating circumstances the Head teacher may grant authorised leave after considering the child's attendance and lateness record and the reason behind the request.

However the Whole School Attendance Policy clearly states that leave will only be granted in 'exceptional circumstances'.

A copy of the school's holiday list for 2016/17 is available on the school website.

Where possible please make non urgent medical or dental appointments out of school time; however if this is not possible an Exit Pass must be obtained from the office prior to the child attending the appointment.

Health and Welfare

It is usual for a child to have a weight and height check in the first year of school and in Year 6, and a hearing and vision check can be requested in Year 1. These checks are usually carried out by the school nurse. You will always be notified in advance of these.

All staff receive appropriate training in health related matters to enable us to support children with conditions such as asthma, diabetes, cystic fibrosis and severe allergies and all staff are first aid trained. The nurse also visits classes to work with teachers to create Individual Care Plans for any child with on-going health issues. It is essential for parents

to keep the school fully informed of any medical needs whether long or short term that make affect your child's education.

The School Nurse regularly visits school and is available to meet with or speak to any parents should they wish to do so. Please speak to Mrs Clarke in the main office for further details.

As part of Lancashire's Healthy Schools Programme, we are keen to promote Health and Safety in school.

Child Protection

Because of day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop or thrive. Parents should be aware therefore that a school has a duty of care to protect all children and is required by law to report immediately any concerns or disclosures made by a child to Children's Social Care as part of the Local Child Protection Procedures.

Emergencies

Bumps, grazes and minor injuries can occur at any time. We deal with them just as you would at home. Injuries of a more serious nature are reported at once to a first aider. If the injury requires the child to go home or to visit the hospital a member of the Senior Leadership Team will contact you. Please make sure that we have more than one telephone number so that we can reach you in an emergency as even minor bumps to the head can have serious consequences. Any child receiving a bump to the head during the school day will be given a note to take home and will be given a special sticker to wear.

Health and Safety

For your child's safety:

- Please note that children should not be left alone in the playground before 8.45 a.m. because there is no adult supervision before then.
- Parents must **not** use the school car park during school hours, although you may do so for evening events.
- Children should neither enter nor leave by the gates at the top of the school drive. They should always use the small gate and path down to the front of the school.
- Cars should not stop - even to drop children off - on the zigzag lines or double yellow lines but should following the school's ring road to allocated drop off zones.
- Dogs must **not** be brought on to school property.

These measures are all aimed at ensuring the safety of your child.

Care and Control

Schools are required to have a policy on the care and control of pupils which is as follows:

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take

steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. All such occasions are recorded and reported to the Headteacher.

Any parent wishing to view this policy may do so.

Complaints

We work closely with all parents and would hope that any concerns or issues that arise throughout your child's time with us can be dealt with quickly and effectively.

A child's class teacher should be the first port of call for any concerns; however please do not hesitate to contact the Unit Head or Assistant Heads if appropriate. The Head teacher should only be contacted when you have any issues that remain unresolved. If you have any serious complaints that cannot be resolved by the Head teacher you should address them in writing to the Chair of Governors care of the school who will be able to help/advise you.

The Education Authority has procedures under Section 23 of the Education Act to deal with complaints.

Data Protection Act

The school is registered under the Data Protection Act and makes every effort to comply with its terms. The school's administrative computer holds personal details about your child as supplied by parents on the admission form and data sheets. Only appropriate staff has access to this data, which is protected by access levels and passwords. You will receive an annual request to check that it is correct and up to date. The school's information management system also holds assessment data relating to your child.

Useful Addresses

Education and Cultural Services
PO Box 61
County Hall
Preston
PR1 8RJ
Telephone: 01772 254868