

Where You Can Find Us

Swiss Gardens Primary School is situated in the heart of Shoreham by Sea. This historic town serves as a wealth of resources to the school with river, airport, railway, port, shops, park and sea, all being close at hand.

Generations of families have attended the school the original parts of which were built in the early 1900s followed by the newer part of the school in the 1930s. Since then the school has been adapted to meet the learning needs of the 21st century.



Accommodation

Our school has 15 classrooms and not one, but two, large halls in which to hold assemblies, play sports and use for all sorts of events. Outside there are various playground areas and the school uses the Meads Recreation Ground for sports and games activities.

Applying for a School Place in West Sussex

Schools in West Sussex are categorised as community, voluntary controlled and voluntary aided schools. Community and voluntary controlled schools serve catchment areas. Voluntary aided schools serve wider areas. This school is a Community School.

Admissions to community and voluntary controlled schools are the responsibility of the Local Education Authority and applications must be made through their offices at:

Education Office (South), Pupil Admissions Office,
Centenary House, Durrington Lane, Worthing,
West Sussex BN13 2QB

Tel: 0845 0751007

E mail: admissions.south.ed@westsussex.gov.uk

Under the Education Act parents can express a preference for any school but parents do not have the right to choose a school. West Sussex Education Authority does however make every effort to meet parental preference where possible. Further information about how places are allocated at this, and other schools in the County, is contained in the Authority's Information for Parents Booklet, a copy of which is available from the Pupil Admissions Office. Further details relating to admissions can be found on the West Sussex Services for Schools. schools.westsussex.gov.uk.



Children Starting School

Children are admitted in the September of the school year in which they reach the age of five. The pattern of attendance in reception classes is in line with other schools in the Shoreham and Southwick area.

All children start school full time in the Autumn Term. If a Spring or Summer born child finds it difficult to cope with a full day at school and it is not to the benefit of their education, then a meeting will be held with the parents concerned by the half term.

Preliminary Visits

All prospective new parents are encouraged to come and visit us in school if they wish. Please telephone the school for an appointment.

A meeting is arranged in the Summer Term for parents of children who will be joining us in September where general information about the school and its policies is made available. Children are also invited to come in to school on two occasions in the Summer Term to join in with activities in the classroom.

Transfers

Parents seeking admission for a child to transfer to our school should apply to the Admissions Office.

School Organisation

Children are grouped in classes on a mixed ability basis, according to age. There are fifteen classes, two in each year group, except year 1 which has 3 classes. Children are grouped according to age not ability. Class groups and sizes may change from year to year depending on the numbers of children enrolling. For most of the day children work with their own teacher although extra help is given individually or in groups, as appropriate.



School Hours

Morning Session:

9 a.m.-11.35 a.m. (R)
9 a.m.—12 noon (Y1 & Y2)
8.55 a.m. – 12.25 p.m. (Y3 & Y4)
8.55 a.m.—12.45 p.m. (Y5 & Y6)

Breaktime:

10.20 a.m.-10.40 a.m. (KS1)
10.45am-11.00am (KS2)

Lunchtime:

11.35 a.m. -12.40 p.m. (R)
12 noon – 12.50 p.m.(1 & Y2)
12.25 p.m.-.1.10 p.m. (Y3 & Y4)
12.45 p.m.-1.30 p.m. (Y5 & Y6)

Afternoon Session:

12.40.-3.05 p.m. (R, Y1 & Y2)
1.10 p.m.-3.15 p.m. (Y3 & Y4)
1.30 p.m.-3.15 p.m. (Y5 & Y6)

Breaktime:

2 .15 p.m.-2.30 p.m. (Reception only)
2. 15 pm – 2.30 p.m. (KS1 Fridays only)

CURRICULUM

The Early Years/Foundation Stage

All seven areas of the Foundation Stage curriculum are considered to be of equal importance.

Personal, Social and Emotional Well-Being: in particular by providing opportunities for each child to become a valued member of their group and community so that a strong self-image and self-esteem are promoted;

Positive attitudes and dispositions towards their learning: an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners;

Social skills: by providing opportunities that enable them to learn how to co-operate and work harmoniously alongside and with each other and to listen to each other;

Attention skills and persistence: to develop their capacity to concentrate on their play or on directed tasks;

Communication and Language

Speaking and listening: with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practice and extend the range of vocabulary and communications skills they use and to listen carefully;

Literacy

Reading and writing: with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books;

Mathematics: with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn practice and talk about them;

Understanding of the World: with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives;

Expressive Arts and Design: with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

Physical Development: with opportunities for all children to develop their fine and gross motor skills including activities that think about how their bodies change when engaged in physical activities.

National Curriculum

From September 2014 the new curriculum was implemented. Maths, English and Science are **Core Subjects**. Art and Design, Citizenship, Computing, Design and Technology, Languages, Geography, History, Music and Physical Education are **Foundation Subjects**.

We aim to offer each child a broad, balanced and relevant curriculum. Emphasis is given to basic language, maths and scientific development. Much of our work is taken from a topic approach which encompasses the curricular areas of art, craft, social studies, creative arts as well as incorporating aspects of maths, science and language. This enables us to cover the requirements of the new National Curriculum, Governors' policy statements, the West Sussex County Council Policy Statement on the Secular Curriculum and the Agreed Syllabus for Religious Education in West Sussex Schools.

The children at Swiss Gardens Primary School are involved in Foundation Stage (Reception), Key Stage 1 in years 1 and 2 and Key Stage 2 in Years 3, 4, 5 and 6.

English – Literacy Skills

We aim to ensure that all children who leave Swiss Gardens Primary School are confident, articulate and independent in all aspects of Literacy. For this reason we place high value to the teaching of:

Speaking and listening
Reading and comprehension

Writing, spelling and grammatical accuracy

- Speaking and Listening

We encourage the children to be confident speakers and give them plenty of opportunities to express themselves effectively and appropriately. They learn how to take turns and be careful and interested listeners. We use “talk” as a basis for much of our other learning. If children are confident, articulate speakers, using a wide vocabulary, this impacts positively on their learning in all areas. Children are encouraged to develop the ability to engage with each other asking questions and widen their use of different vocabulary appropriate to task.

They participate in activities that promote clear correct pronunciation and grammar whilst recognising and celebrating cultural and regional differences in speech.

- Reading

We teach the skills of reading, scanning and skimming for information and comprehension skills using a range of strategies and offer the children a wide selection of texts to share, read and respond to. We want the children to develop the ability to have opinions and respond to quality texts, both fiction and non-fiction. We have opportunities to use a well equipped library and to share in different authors' work. We ensure children read from a huge range of texts related to our topics and units of work.

All children in KS1 have a daily phonics session where they are taught how to blend sounds in words for reading and writing. The children are put in phases so they can be taught at their developmental stage. Phonetic teaching also impacts immediately on children's confidence to

blend and segment sounds for reading and writing.

Children's reading opportunities include reading from books, magazines, comics and multi-modal texts presented using interactive whiteboards and

tablets. Our aim is to nurture a love of literature and reading for pleasure and all our topics have a quality core text that will motivate and inspire children as readers and writers.

- Writing

We teach the skills that allow children to communicate effectively as writers. This includes the teaching of handwriting, spelling and punctuation. We want the children to feel they are writers and that they can enjoy the writing process. We aim to give them a wide range of interesting and stimulating tasks in order for them to look forward to, and improve, their writing. They are given opportunities to write in different ways across the curriculum such as reports, science evaluations.

Building on a phonic phased “daily phonics session” in KS2 all children have a daily “Read, Write Inc” spelling session. We believe that if we impart a love of learning the children leave us enthusiastic and interested in language activities, that they see themselves as readers, writers and speakers and gain pleasure from the range of tasks given to them. We use the national curriculum framework as the basis for our teaching programme but we have developed a cross curricular approach to our teaching. Our topic or theme is at the heart of children's writing, ensuring that children write for a real purpose and audience related to other aspects of learning. Our aim is to enthuse and excite our children, to stimulate their imaginations and to offer them opportunities to make choices in the presentation of tasks.



Library Skills

The majority of children entering school already have a considerable experience of books, both fiction and non-fiction and this is fostered and extended. Each class has an allotted time in the library when children can choose freely. The children are introduced to the organisation of the library. The children are taught how to use contents pages and indexes and this is incorporated into the making of their own books.

Mathematics

Mathematics is a core subject of the National Curriculum. Regular maths lessons throughout the week are provided in KS1 and daily one hour lessons are provided in KS2.

In the Early Years children develop basic mathematical concepts, providing them with a good foundation and ensuring a natural progression into National Curriculum levels. Mathematics will be planned and taught discreetly as well as through a cross curricular approach in a variety of settings.

The children will learn about number systems, measures, shape and space and data handling. Increasing emphasis will be placed on problem solving by applying what they have learned. High priority is given to the development of mental mathematics and written calculations and how to predict and anticipate solutions through clear understanding of concepts and the use of a variety of strategies.

In Years 4, 5 and 6 children will be put in sets for Maths at certain times of the year.

Swiss Gardens, we have made some practical changes to our long term planning to reflect the different requirements in each of the year groups

Science

With the new National Curriculum in place, here at across Key Stages 1 and 2.

We still wish to offer children a variety of practical experiences in order to better observe and understand the world they live in. We will also continue to provide them with the knowledge, skills and attitudes required to deal with life in the increasingly technological age that the 21st century represents.

We also wish to develop an increasing awareness and respect for the environment and how it is affected by ongoing human activity.

We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills and understanding. Sometimes we do this through whole-class teaching and at other times we engage the children in observation or enquiry based research activities. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures and photographs. They use ICT in science lessons when it enhances their learning. They take part in discussions and they present reports to the rest of the class. They engage in a wide variety of problem solving activities. Wherever possible, we involve the pupils in 'real' scientific activities, for example, researching a local environmental problem or carrying out a practical experiment and analysing the results.

Religious Education

Religious Education provides opportunities for children to develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain. We aim to enable children to explore issues within and between faiths in order to help them understand and respect different religions, beliefs, values and traditions. RE does not seek to impose belief on children, or to compromise the integrity of their own beliefs by promoting one religion above another. The children have opportunities to build upon their own experience by handling artefacts, hearing stories, and discussing special events and visiting places of worship. They are encouraged to express their

learning in a variety of ways, including ICT, Art, Music and Drama. It is hoped that RE contributes to the development of pupils' spiritual, moral, social and cultural values, which promote a caring and considerate attitude.

RE is given in accordance with the local Authority's Agreed Syllabus which is non-denominational in character. Parents may wish to withdraw their children from RE but they must inform the Headteacher in writing of their intention.

Languages

Learning a foreign language at Swiss Gardens provides the children with an opening to other cultures as well as deepening their curiosity and understanding of the world. The teaching, which will follow, the new 2014 curriculum, will enable children to express their ideas and thoughts in another language as well as to understand and respond both in speech and writing. This should also give them opportunities to communicate for practical purposes and read great literature in the original language.

Computing

ICT is an integral part of all our lives. From the time the children enter school, we encourage the use of ICT as a natural extension to their learning and promote the skills needed to do so. Intrinsic to this is the need to communicate safely with a focus on the internet but also encompassing other forms of new technology such as mobile phones.



With the introduction of the new curriculum, we will be ensuring children across the school gain a basic understanding of programming skills, from entering instructions to make a Beebot move in Reception to designing a simple mobile phone app in Year 6. Every class has an interactive whiteboard and 2-3 class computers. We also have mobile trolleys of Netbooks and Learnpads

which can be used as a tool to support a wide range of activities. With the use of our school website we can extend and support learning at home.

Art and Design

Children express themselves in many ways and have plenty of opportunity to use the arts to communicate their ideas. The main areas undertaken in art work at this age are drawing, painting, clay and fabric. Through these different

media they are encouraged to develop their creative, imaginative and practical skills by working individually, in groups and as a whole class.

Children are also introduced to the work of significant British, European and World artists. Evidence of the children's work can be seen in displays within the classrooms and those around the school and in the school assembly hall. All children are encouraged to enjoy all aspects of our art work and their contributions are displayed at various times throughout the school year. We usually hold a Creative Week during the year when the whole school has the opportunity to work in mixed aged groups experiencing a variety of creative activities. Parental help is always appreciated during this week.

Design and Technology

Design and Technology is an activity which spans the curriculum and children will be encouraged to understand the significance of technology in everyday life and situations. They will develop ways of working individually or within a group to investigate the need and opportunity to make something. They will develop skills in planning, design and the use of tools, and realise the importance of evaluating their work. The school is well resourced with construction toys and kits appropriate to the age and stage of development of the children.

Geography and History

Through geography children develop a greater awareness of their immediate environment, the UK and the wider world, carrying out geographical enquiry both inside and outside the classroom. They use resources such as maps, atlases, aerial photographs and computer mapping to respond to and raise their own geographical questions.

Topical events that take place annually and which appear in the news are also used to engage pupils in their learning.

As children progress through the school they learn about a range of historical periods and develop an understanding of the chronology of these different eras. A variety of sources are used to aid their learning and our pupils gradually come to realise that the past can and has been articulated in different ways.

The school has invested in a good collection of books for every topic and these are supplemented by regular loans from the West Sussex Schools Library Service.



Music

In the new curriculum, great emphasis is placed on the enjoyment and appreciation of music. Children are encouraged to participate in nursery rhymes and songs with traditional and modern arrangements from this country and others around the world.

The school is well equipped with a range of tuned and untuned percussion instruments which the children are encouraged to use to express themselves creatively or as an accompaniment. In Key Stage 2, children are taught to read staff notation to enable them to play simple melodies.

Many opportunities are given to listen to music of different kinds so that they may learn to differentiate and appreciate music in its many forms and to listen for pleasure.

From Year 1 children are given the opportunity to learn to play the violin and guitar. Please enquire at the office if your child expresses an interest. A specialist music teacher come into school to work across the whole school..

We try to give all the children an opportunity to experience live music with performances by visiting school orchestras, peripatetic music teachers and outside groups. If possible we like to give the children the opportunity to participate in music workshops with such groups. Also, we feel it is of great importance for the children to perform their music wherever possible in school and within the community.

Physical Education (PE)

All children take part in Physical Education and are encouraged to progress according to their ability. Children develop skills in all areas of outdoor games, gymnastics and dance and in Year 5 they learn to swim. They also build up an awareness of the benefits of regular exercise on health and well being. Through gymnastics and dance, children will develop their coordination, balance, movement and control, as well as being given opportunities to be creative.



All children are encouraged to take part in team games and we aim to include as many children as possible in competitive events against other schools. We hope that children will develop a positive attitude towards sport which will stay with them throughout their lives.

Citizenship

Our policy for Citizenship follows the new 2014 National Curriculum and the West Sussex guidelines. We consider it to be a very important part of the ethos of our school.

Citizenship is taught primarily through other areas of the curriculum such as RE, PE, Science and

Geography. Issues of Citizenship are also dealt with and discussed directly during planned class time. Every year we have a range of one off events and fund raising to develop the children as caring and compassionate members of the community.

The curriculum is planned to suit the needs of all pupils and work is differentiated for the varying abilities.

Able, Gifted and Talented Pupils

Children can show talents and abilities both in terms of curriculum core subjects and the wider curriculum.

We aim to provide support and extension when children are working beyond national expectations. Additionally, we provide enrichment groups involving problem solving, philosophy and creative writing. The locality of schools have enrichment sessions throughout the year and children are nominated to attend these.

West Sussex also provides some Saturday enrichment activities which we can apply for. These courses may involve a parental contribution.

Special Educational Needs

Working together with Parents

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

- We value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the SEN of pupils, drawing on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.

- To offer high quality support to ensure that all needs are met.

Identification and Assessment of Pupils with Special Educational Needs

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs. Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

All Swiss Garden Primary pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation. Children not meeting National Expectations in reading, writing and number work are assessed using phonics, (Read, Write, Inc) and diagnostic maths assessments. When a class teacher assesses a pupil and discovers that they are performing below the National Expectations, (in numeracy, reading, writing and foundation subjects) they register the pupils learning as being a concern and therefore instigate a 'Nature of Concern' level strategy plan. At this stage parents are informed by the class teacher.

Early Years Action and School Action

After a period of six weeks,(half a term) the teacher reassess the pupil and if no significant improvement has been made they are officially placed on the school's SEN register by the SENCO, Head Teacher. This means action is taken to deal with the specific SEN needs of the child and the teacher sets SMART targets and in them on an 'Individual Educational Plan,' an IEP. The IEP is then reviewed by the class teacher, SENCO and parents termly.

Early Years Action Plus and School Action Plus

If whilst a pupil is at the School Action stage, SA there is no significant progress then the SENCO and class teacher may escalate proceeding to move the pupil to the next level of the SEN scale, School Action Plus. School Action Plus is where school seeks support for a pupil's specific needs from external agencies i.e. Speech Therapist, ISS (Inclusion Support Services), Rapid Response, Educational Psychologists etc.

Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress in different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken. The range of support that every pupil at the school can expect is: small group and or individual work supported by either the class teacher or teaching assistant.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive Early Years Action Plus or School Action Plus provision.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Head teacher and the Governing body set targets and specific criteria for the success of the SEN policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN

Working Together with Parents

When children first start at our school we ask parents to sign a home-school agreement. This explains the importance we place on the importance of the partnership between home and

school and explains what parents and children can expect from the school and what the school expects of them.

We enjoy a very positive relationship with parents and parental help is welcomed within the school. Many parents pledge a morning or afternoon to helping in a particular classroom with activities such as sewing, cooking, reading, mathematical

games and art work. It is a requirement that any volunteer working in school is checked by the Criminal Records Bureau and the forms are available from the School Office. If you think you might wish to help in school, please do ask for a form to fill in as soon as possible.

Homework

We provide the children with a range of practical and paper tasks always related to work being done in school. Our units of work provide great opportunities for take home tasks which involve making, doing and research work. Daily reading at home is an expectation in all year groups.

Parental Consultation Evenings

Parental consultation evenings are held three times a year, when parents may see their child's work and discuss progress with their child's teacher.

Reports are sent to parents in the Summer Term and there is an opportunity to discuss progress and targets for the forthcoming year.

An informal open evening is held during the summer term to give parents the opportunity to visit all classrooms. We do, however, operate an "open door" policy at our school and should you ever wish to come in to discuss any aspect of your child's schooling you would always be very welcome to make an appointment.

Pupils with Disabilities

Prior to children with disabilities starting school with us there is always close liaison with parents and agencies involved with the child. Implementations to the school building have ensured full access to wheelchair users is maintained. There are accessible facilities for wheelchair users in the lower building and upper

building.

Advice is given to the school from The Sensory support team who monitor children with hearing and visual difficulties. The school gives full regard to the Disability Equality Duty.

The school continues to develop policies for increasing access to the school by pupils with disabilities through our Accessibility Plan (copy available on request).

Extended Schools

We are working in partnership with our teachers, agencies, groups and other schools to enable us to offer a wide range of activities to the children. We believe this will give the children excellent opportunities to try new activities and further develop their true potential. Groups and clubs already set up include: Choir, Football, French, Karate, Violin, Rugby, Cricket, Street dance, Netball, Guitar, Spanish, Code Club, Gardening Club and Construction Club.

We have also had the opportunity through Extended Schools to run sessions such as, Family Fitness, Science, Maths, and Music, where parents and other family members have been invited to join in the learning and fun! Other information related to extended schools services can be found on the notice board or in the school entrance hall.

Behaviour

We pride ourselves on having excellent behaviour and attitudes to learning in Swiss gardens. The general behaviour and manners of the children is a matter of great importance in the running of the school. Qualities of honesty and kindness are constantly encouraged, and politeness and awareness are basic to the relationships between the teachers and the children. Parents are consulted if a pupil's behaviour causes concern. We have a Behaviour Policy in the school and a booklet summarising this is given to all parents. Any incidents of bullying or incidents of a racial nature are monitored very carefully. We follow the Golden Rules and expect all children to understand and use them as a learning tool:

Whole School Rules

Always listen and carry out instructions

Be polite to all children and adults

Look after our school and respect property

Respect each other

Collective Worship/Assembly

The whole school gather together daily to share some aspects of instruction, which is hoped will encourage positive attitudes and moral development. Some of the content is Bible based, whilst some is based on music, famous lives or the world around us. Parents who wish may withdraw the children from Assembly but they must first inform the Headteacher.

Students in School

Swiss Gardens is committed to lifelong learning and ensuring that the best people train to become teachers. We take students from Brighton University on placements across the school at different times of the year. We are a partner school with Brighton University.

Reports

All children bring home a school report at the end of the Summer Term. Parents are invited to make an appointment with teachers to discuss their child's report if they wish. Children who have undergone the Standard Assessment Tasks (SATs) will also bring home a record of the levels they have achieved. SATs take place in the Summer Term and for this reason parents of children in Year 2 are requested not to ask for leave of absence for their children during the first half of the Summer Term.

Change of address/Circumstances

Please let us know if you move house, or your telephone number is changed, so that our records are accurate. It is very important that we have an emergency contact number for every child so that you can be telephoned in cases of illness or accident. We use a text messaging/e-mail service to remind parents of up and coming events, when newsletters are coming out, and if after school clubs are cancelled at short notice. It is essential that you keep us up to date with any changes to mobile phone numbers otherwise you may miss out on important information.

Also, if your relationship should change by way of separation, divorce, marriage or re-marriage, please do not be shy in letting us know, Children often go through an insecure period at such times and, with knowledge, we can give that extra bit of understanding and support which is needed. Any information is treated with confidentiality.



Paying for Outings, uniform etc

Please ensure that payment is sent in to school in a sealed envelope with your child's name and class and what the payment is for. There is a box in the office foyer for payments. Please send in the correct money as we are unable to give change. You will be given a receipt. Please keep this in a safe place as proof of payment.

If you prefer you can now pay for outings only by credit/debit card. Please speak to Mrs Mephram in the School Office, who will arrange for your personal log in details to be sent to you via text.

Illness/ Absence

Please contact the school on the first day of absence from school. If we do not receive a notification from you by 9.30am we may telephone you to find out the reason for absence. On your child's return to school you must write a letter explaining their absence. This will be kept in the class register. Although it is important not to keep children at home for trivial reasons, it is also important that they do not attend school with heavy colds, headaches, swollen glands, tummy aches or rashes of the infectious kind. The school has an answer phone which is always left on so that you can leave a message at any time.

Reporting absence
Please either email us at absence@sgprimary.co.uk, or ring and leave a message on the absence option on our switchboard. Please advise us on the day of your child's absence or we will have to put an N in the register, for no reason given. This could result in an unauthorised mark which could lead to a fixed penalty notice being issued.

Medical Matters

Collection of Children for Clinic/Doctors visits, it would be helpful if you could let the school know in advance if you will be collecting your child for an appointment during school hours. When you collect your child please come to the school office. You will be asked to sign your child out of school and on your return sign that they are back in school.

Medicals take place periodically during school hours, on the premises. You will, however, be notified beforehand, and invited to attend.

Sight and Hearing are also checked by the School Nurse, who will contact parents directly should any problem be discovered.

Hair Inspections are not now a regular feature of the work of the School Nurse. It is very important, however, that all parents check their child's hair regularly. Thorough brushing every night is recommended and any signs of infestation (egg or louse) should be treated according to the latest information which will be available in school.

Medicines, we do not generally give medicines to children in school but you are welcome to come in with medicine to give to your child the necessary dosage. Any child on regular medication (other than antibiotics) should make an appointment to discuss this with the Headteacher.

If your child needs an epipen in school please provide two, one for the classroom and one for the office. Inhalers are kept in the class room and children can have use of these whenever they need them. Please make sure that all inhalers are clearly named and labelled with any specific instructions. You should also fill out an asthma card for our records (available from the office)

Milk Scheme

Milk is available for all children through Cool Milk for Schools. Milk is free to children until their fifth birthday. Please remember to order and pay for milk once your child is five. Application forms are available online at www.coolmilk.com, by telephone on 0844 854 2913 or from the School office.

House Teams

On entry to school children are put into house teams: **Earth**, **Water**, **Fire** and **Air**. Children have the opportunity to work in their houses and fund raise for various charities. Sports Day is organised so that teams can compete.

Class Collaborations

Each class is paired with another in the school. The children and teacher work in a variety of ways for example reading buddies or mini topics. As we grow, this is one way we ensure we have a family feel. It allows children of different ages to work together and is also an opportunity for teachers and teaching assistants to collaborate professionally for the benefit of the children.

Water

Children will be provided with a plastic water bottle when they start school, so that they can drink throughout the day. All bottles need to be taken home and cleaned at the end of each week. Children may also bring in their own, named bottle.

School Lunches

All Reception and Key Stage 1 children are entitled to a free school meal. Hot meals are provided by Chartwell. Children eligible for free school meals will have a hot meal made available.

Hot meals for children in KS2 can be ordered through the company on the following website: www.mealselector.co.uk or by telephone on 0845 603 7998. Children who do not take a hot school meal need to bring their own packed lunch. **Please note;** Parents need to ensure that they provide a plastic cup or drinking straw for drinks and spoons for yoghurts.

VERY IMPORTANT: Please do not send any nuts inc. peanuts or peanut butter sandwiches in packed lunches as we have a few children with a life threatening allergy and it could be dangerous if these children come into contact with nuts.

School Uniform

We expect all children will come to school in sensible clothes and shoes (black shoes and not trainers) and we encourage parents to dress their children in the school uniform listed below.

Parents may purchase the school uniform wherever they choose.

Winter (Boys)

Maroon Fleece/Sweatshirt; Grey/Black Trousers; White Polo Shirt, Black Shoes

Winter (Girls)

Maroon Fleece/Sweatshirt; Grey Pinafore/Skirt or Grey/Black Trousers, Black Shoes

Summer (Boys)

White Polo Shirt or T Shirt, Grey Shorts/Trousers, Black Shoes/Sandals

Summer (Girls)

Pink and White or Red and White Gingham Dress in any style, Black Shoes/Sandals

Sweatshirts and sweatshirt cardigans may be purchased from the school.

PE Kit

T Shirt in House Colours can be ordered through the school office. These are: **Fire** –Red. **Earth** – Green. **Air** – Yellow. **Water** – Blue. Shorts – plain, with no pockets
Black slip on plimsolls for outdoor PE or trainers
Jogging bottoms and sweatshirt or tracksuit for outdoor use

PE kit should be kept at school in a PE bag on your child's coat peg. PE Bags with the school logo can be purchased from the school office.

Please make sure that personal belongings and all items of clothing, including plimsolls and shoes, are clearly and indelibly named. Sew in names are preferable as written names gradually wash away.

Jewellery

It is a safety requirement that children with pierced ears only wear studs. These must be removed on a PE day by the parent. Unfortunately school staff are not allowed to remove children's earrings. Please ensure that you check when your child has PE. No other jewellery should be worn to school.

The Playground

Children have a morning break of 15 minutes and at lunchtime they spend up to 30 minutes outside. KS1 children also have an afternoon break of 20 minutes. They are supervised at all times, by teaching staff during the break and by mid-day meals supervisors and teaching staff during the lunchtime break.

We aim that all children should be friendly to each other and play harmoniously together. Our supervisors and teaching assistants organize football, netball, skipping and various other group games for children. We supply soft footballs within school to prevent broken windows! We would very much appreciate your support in preparing your child to play in a positive way. Please never tell him/her to hit back if someone hits them- this only makes matters worse.

Holidays

Holidays during term time will not be authorised.

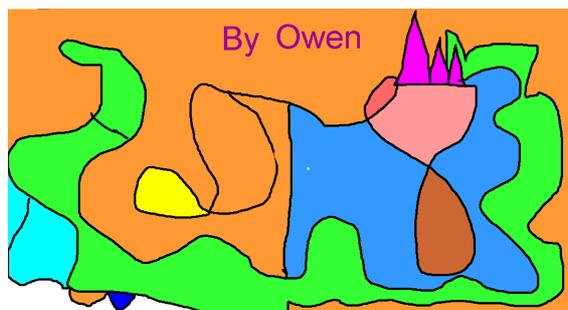
After School Clubs

All school clubs are considered as part of your child's school day. If you are collecting your child at the end of one of these sessions, would you please make sure that they behave in the expected way. Class of Their Own run an after

school club within school from 3.15pm to 6.00pm. Further details are available from the school.

Consideration of Complaints

A copy of the detailed arrangements for the consideration of complaints about the provision of education is available from the school.



Policy on Charging and Remission

The Governing Body has agreed a policy on charging for school activities which states

- ❖ Parents may be asked for voluntary contributions for ingredients and materials.
- ❖ The Headteacher is permitted to ask for voluntary contributions to cover the cost of certain trips and events planned in school time. Such activities may only go ahead if sufficient contributions are received.
- ❖ The school may from time to time seek voluntary contributions for the benefit of the school to further support your child's education. However, it is stressed that these contributions are entirely voluntary and no child will be treated differently whether their parents wish to contribute to school funds or not.
- ❖ If there is a case of family hardship and parents may not be able to contribute to school trips or events which could only go ahead if sufficient funds were available, parents are invited to apply, in strict confidence, to the Head teacher, Mr. L. Caughlin.

Public Access to Documents

The school makes available to parents and other interested parties, up-to-date copies of certain documents in the categories below:

- ❖ School Prospectus;
- ❖ Governors' documents, including the Minutes of Governors' Meetings;
- ❖ Pupils and Curriculum Information, including information about policies that relate to pupils and the school curriculum;
- ❖ School Policies and other information related to the school in general. If you would like further information about any statutory documentation, please contact the School Office.



Statutory Information Regarding Authorise and Unauthorised Absences

Information on authorised and unauthorised absences is available from the school office.

Applicability of Information in this Document

The information in this document has been prepared to assist parents who will be seeking a place for their child at the school at the start of the school year 2017/18. The particulars were correct in relation to that year at September 2017, but it should not be assumed that there will be no change affecting the relevant arrangements of some matter particularised either before the start of or during the school year in question or in relation to subsequent school years.

Teaching Staff and Responsibilities

Head	Mr. L Caughlin (Assessment)		
Deputy Head	Miss R Maybury, (Gifted and Talented, Teaching & Learning, Curriculum Overview)		
Year 6	Miss Bourne Assistant Headteacher (PE/PHSE/ KS2 and Early Years Pastoral, curriculum development)	Year 6	Miss F. James (English)
Year 5	Ms. Evans (English) Mrs Brownjohn (ICT)	Year 5	Ms. Timms (Maths)
Year 4	Miss Townsend (Maths) Ms Sewell	Year 4	Mr Marsh
Year 3	Miss M Woodward (Music/Art/DT)	Year 3	Mrs V Dunford (KS1 Science Coordinator) Mrs C Miller-Hudson (Languages Coordinator) Miss Maidlow (Maternity cover)
Year 2	Mrs McManus	Year 2	Miss Backshall Assistant Headteacher (KS1 & EYS) Wider curriculum development
Year 2	Mr Strudwick		
Year 1	Mrs Stansfield Headteacher, Year Leader, KS1 Coordinator, English Team) Mrs Goodwin	Year 1	Miss J Knee
Reception	Mrs C Davies (Citizenship coordinator) Miss Jestico	Reception	Mrs Sharp (Art/Music/Design & Technology)
Pupil Premium Teacher	Miss L Telcs	Inclusion Manager	Mrs C. Older (Leadership Team)

Teaching Assistants

Year 5	Miss Martin & Mr Iain	Year 6	Mr Harrison & Mrs Taylor
Year 3	Mrs Gordon/ Mrs Lanham & Miss Bulled	Year 4	Mrs Dalmon & Mrs Aitchison
Year 1	Mrs Cracknell Mrs Lanham & Ms Reed-McGill	Year 2	Mrs Bocon, Mrs Dene & Mrs Buck
Reception	Mrs Cook, Mrs Banks, Mrs Gee & Mrs Greener		

Support Staff

Office	Mrs Bloomfield Mrs Simmons-Tubb Ms Spiller Mrs Mephram Mrs Treasure – SBM
Premises	Mr Williams

MMS	Mrs Cracknell Ms Shaw Mrs J Cook Ms Eager
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Governors

Mrs L Hamilton-Pearson	Chair of Governors (Parent Governor)
Mr L Caughlin	Headteacher
Mrs C Goodman	LA Governor
Mr R McCaughlin	Associate Member
Mrs L Phillippo	Staff Governor (Non-Teaching)
Ms C Scott	Community Governor
Mr J Surtees	LA Governor
Mrs J Taylor	Associate Member
Mr M Walsh	Parent Governor
Mr M Watson	Community Governor
Mr K Wildman	Parent Governor
Mrs K McCulloch	Clerk to Governors

All governors may be contacted via the Office

