

BARNSOLE INFANT SCHOOL



Sturdee Avenue
Gillingham
Kent
ME7 2JE

Headteacher: Mrs Alison Pullen
Chair of Governors: Mr Jonathan Locke

Tel: 01634 852976
Fax: 01634 572889

Website: www.barnsoleinf.medway.sch.uk
Email: office@barnsoleinf.medway.sch.uk



PROSPECTUS

Information for Parents and Carers 2009 – 2010



Contents of Prospectus

Principles Statement	3
Mission Statement	3
School Aims	3
Every Child Matters	3
Our Children's Charter	4
Administrative Information	5
Admission and Transfer	10
Partnership with the School	11
Learning and Teaching	13
Pastoral Care, Health and Welfare	18
A Safe Place for All	23

Appendices

- Appendix 1 – Disabilities Access Plan
- Appendix 2 - Learning and Teaching Policy
- Appendix 3 – Fair Processing Notice
- Appendix 4 - SATS results

The information in this prospectus relates to the school year 2009 – 2010. The details were correct at the time of publication, however, some changes during the year are inevitable.

Barnsole Schools

Barnsole Infant School is linked in partnership, known as a soft federation or collaboration, with Barnsole Junior School and Wendy House Pre-School. From April 2010 the two Governing Bodies will be looking to combine and become one Governing Body of the Barnsole Schools Federation. This unique partnership ensures smooth transitions for pupils and promotes continuity and high standards in education.

Principles Statement

At Barnsole Infant School we offer all pupils, parents and staff equal opportunities regardless of age, gender, ethnicity, ability or background. To achieve this, we provide support for individual learning needs to ensure that all pupils meet their potential. We recognise the range of needs and value the wide diversity of cultures of each child. We do not tolerate discrimination of any kind against our pupils, parents or staff.

Mission Statement

At Barnsole Infant School we create a caring, safe and happy environment in which quality learning and teaching takes place, so that children develop, progress and achieve their full potential.

School Aims

At Barnsole Infant School we are committed to providing excellence in education by:

- Raising standards through effective teaching and learning, by delivering a broad, balanced and relevant curriculum, differentiated to meet the needs of all pupils
- Creating an inclusive school, raising self-esteem by valuing and encouraging everyone and promoting respect for others
- Developing the independence and creativity needed for our children to play an active role in their future lives by encouraging children to be creative and independent in both thought and action
- Establishing and maintaining positive partnerships with parents and the local community
- Maintaining a safe, secure and pleasant learning environment

Every Child Matters

The Children Act 2004 gave a greater focus and role for children's services. At Barnsole School we are committed to the Every Child Matters outcomes that resulted from the implementation of the Act. We are working to help our children to:

- Be healthy
- Be safe
- Enjoy and achieve
- Make a positive contribution
- Achieve future economic well-being



Our Children's Charter

A child that lives with ridicule learns to be timid.
A child that lives with criticism learns to condemn.
A child that lives with distrust learns to be deceitful.
A child that lives with antagonism learns to be hostile.
A child that lives with affection learns to love.
A child that lives with encouragement learns confidence.
A child that lives with truth learns justice.
A child that lives with praise learns to appreciate.
A child that lives with sharing learns to be considerate.
A child that lives with knowledge learns wisdom.
A child that lives with patience learns to be tolerant.
A child that lives with happiness learns to find love and beauty.



Administrative Information

Staff April 2009

Headteacher: Mrs. A. Pullen
Deputy Headteacher: Mrs. D.Sargent

Class Teachers:	Miss L. Bell	Mrs. M. Hope	Mrs. S. Ryan
	Miss M. Anecchiarico	Miss E. Tatnell	Mrs. C. Ware
	Miss L. Debont	Miss J. Daniels	Miss L. Baldock
	Miss R. Showell		

Teaching Assistants:	Mrs. A. Freeman	Mrs. L. Gostling	Mrs Gustavina
	Mrs. L. Hanniford	Mrs. T. Heritage	Mrs. S. Judd
	Mrs. J. Leman	Mrs. J. Morton	Mrs. E. Porter
	Mrs. J. Tutty	Mrs J. Braithwaite	Mrs. K. Nash

Office Manager: Mrs C Porter **Administrative Assistant:** Mrs. S. Sharman

Finance Manager: Mr. P. Toombs

Caretaker: Mr. J. Makowski

Mid-day Meals Supervisors: Mrs. T. Hill Mrs. J. Johnson Mrs. K. Salt Mrs. N. Stacey
Mrs. T. Wardle Mrs. B. Day Mrs. K. Nash Ms. M. Lancaster

Road Crossing Patrol: Mrs. W. Constable (Sturdee Avenue)

Schools Meals Provider: Scolarest

Governing Body

The Governing Body is comprised of 14 elected members from the community, staff, parents and from the LEA. There are vacancies currently for Parent Governors.

The Governing Body meets three times a year. The Governors are responsible for the school and oversee all aspects of education and management. Committees of the Governors meet at least termly, these are: Resources and Curriculum.

The Headteacher makes a formal report to Governors at each meeting. A copy of the Report can be requested by parents after the meeting.

The Governors complete a School Profile annually. This is published annually at <http://schoolprofile.parentscentre.gov.uk/>. The current profile was published in July 2008.

Parents and carers may request a meeting with a school governor. An appointment can be made for this through the school office.

School Times

- Morning Session 8.50am - 12.15pm
- Lunch Time 12.15pm to 1.30pm.
- Afternoon Session 1.30pm — 3.15pm

Please be on time — but better late than never. Try not to have the children waiting on the playground too early, especially in cold or wet weather, five minutes before school begins is early enough.

How you can help

- Bring your child to the classroom door ready for 8.50am. From 8.55 to 9am the door by the cloakroom remains supervised.
- After 9.00am please report to the Office with your child and s/he will be taken to his/her class. All main doors have security locks and there is no access to side entrances after 9.00am.
- Please note, unsupervised children should not be on the premises before 8.50am as there is no supervision.
- On wet days staff open the doors for children to come in as soon as they can.

Registration

The bells ring at 8.50am for the start of the day. Children arriving after 9am will receive a late mark. Afternoon registers are taken at 1.30pm.

School Term Dates

Please see separate sheet showing dates for the school year.

During very bad weather we only close if there is insufficient heat, water or staff. We always aim to keep open. You are informed on the local radio. If the school is open you should make every effort to bring your child in.

School Office

The School Office is open from 8.30am — 3.30pm

Please contact Mrs Porter at the office should you have any queries, wish to make any appointments or have any welfare concerns. Mrs Porter is responsible for arranging health assessments as well as liaising and advising with first aid. Mrs Sharman is responsible for school dinners and milk arrangements.

Links with Teachers

Parents and carers are always welcome to visit the school and talk to the Headteacher or a member of staff, preferably by appointment so that we can make ourselves available without interruptions.

Foundation Stage teachers will visit you in your home before the children start school, there will also be an opportunity to visit the teacher and class in early October. Teachers in Year 1 and 2 hold an Open Class time towards the end of September, this is an ideal opportunity to chat informally and see how the children are settling down.

The formal individual consultation evenings are held three times a year to enable staff and parents to get to know each other and discuss children's progress. Letters are sent out at the time. *However, appointments can be made at any time during the year.*

Any parents, carers, helpers or visitors coming to speak with teachers should report to the office reception and sign in.

Freedom of Information and Data Protection

The school aims to meet the obligations of legislation concerning Freedom of Information and Data Protection. The school Publication Scheme and our Fair Processing notice are included in our Parent partnership pack for Yr R parents/carers. A pack of forms are given for parents/carers to sign, these include an agreement for photographs to be taken.

Attendance

Attendance and punctuality are excellent at Barnsole School and we work closely with parents/carers to ensure that these high standards are maintained. Absences are carefully monitored and followed up by school and the Education Welfare Officer.

Overall attendance for 2008 – 2009 was: **94.5%**

Absences are unauthorised if:

- No notification, by telephone or by note has been received.
- More than two weeks holiday is taken during school time in one academic year.
- Absence, other than sickness ie day off to visit zoo, grandparents, go shopping etc.
- Parent unable to get child to school due to their own ill health, or any other reason.
- School does not think the reason provided justifies an absence.

Authorisation for two weeks holiday is not an automatic right, but at the discretion of the Governors, it will only be granted if the child's attendance record is over 95% at the time of the holiday. You are strongly advised that taking children out of school for holidays affects their progress. Leave of absence must be requested in writing. Compassionate leave can be granted in special circumstances. Permission for events such as ballet exams, funerals etc. can be requested by sending in a letter - these absences are usually authorised.

All authorised and unauthorised absences are shown on your child's school report and are a part of their school record.

A new Attendance Policy will come into effect from September 2009. A leaflet will be circulated to all parents to explain the specific conditions.

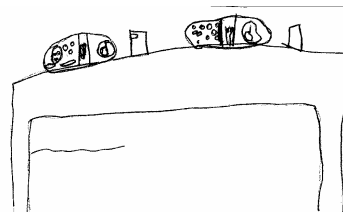
How you can help

- If your child is unable to attend school for any reason, could you please send a message by telephone or absence slip (supply enclosed with this handbook).
- If your child needs to leave school mid-session e.g. for a dental appointment, please collect them from Reception. They will not be allowed out alone. Please inform the class teacher in advance of any appointment so that a Medway pupil pass can be given.
- By writing a letter to request leave of absence if you have to take a holiday during school time. This must be done at least two weeks before you intend taking the holiday.

Lunchtime Arrangements

Lunchtime is from 12.15pm to 1.30 pm. Children may have a cooked school dinner or school provided packed lunch - £1.85 per day, which may alter in September. Alternatively you may provide a packed lunch for your child. School dinners are prepared on the premises and menus are planned in accordance with local healthy eating initiatives. There is a four week menu rotation for all school provided meals. No dinner will be provided unless paid for in advance.

If you are on income support, income based Job Seekers Allowance or Child Tax Credit and have a joint income of less than £14,155 your child may be entitled to free school meals. The application form is available from the school office. Meals will not be supplied free until Medway Council has approved the permit.



If your child goes home to lunch, please do not bring him/her back before 1.25pm when s/he should be returned to the school office.

Please complete the enclosed form concerning the school dinner requirements for the term. We prefer that at least 24 hours notice of a change is given.

How you can help – School Meals

- Please pay for the week's dinners on Monday mornings. Payment can be made by cash or cheque (made payable to Scolarest) and can be for a week, month, or term in advance.
- Payments should be in a named envelope. Change is not given, but overpayments are credited.
- Children are not allowed to have a meal that has not been paid for (unless in receipt of free school meals). Failure to pay will result in your being asked to take your child home for lunch or to provide a packed lunch.
- Let us know if your child will be late. Telephone the office and tell us before 9.30am as only the exact numbers of meals ordered are provided.
- Inform us if, for health or religious reasons, your child requires a special diet.



Healthy School

How you can help – Packed Lunches

- As we have Healthy School status sweets, chocolates and fizzy drinks are not allowed.
- We prefer that chocolate covered biscuits are not included in lunches as these can be confused with sweets.
- For safety reasons peanuts, hot drinks or soup must not be provided. Cold drinks should be sent in a small carton or plastic bottle. Glass bottles and cans are not allowed.
- As space is limited, please send packed lunches in the small packed-lunch boxes and NOT in the larger case type or backpacks. Use of a cooler pack helps to prevent tummy bugs.

A leaflet about Healthy Packed lunches is available in the Parent Partnership Pack.

School Uniform

We encourage children to wear uniform at our school. Barnsole pupils usually look very smart. The school colours are green/grey and white. Children need:

- Grey trousers, shorts, skirts or pinafores.
- White shirts or t-shirts
- Bottle green sweatshirt, jumper or cardigan

Allowances are made for children from different cultural backgrounds who may wear clothing to meet with their religious observances.

Clothes and shoes should be easy to put on or take off.

Girls should wear shoes with flat heels. Sensible shoes **not** trainers are the most practical footwear for most of the year. In the summer

sandals may be worn providing they are not high heeled, or have thin straps. Flip flops are not suitable. If you wish to purchase boots your child should wear them to

and from school and should change into suitable shoes for lesson time.



School uniform supplier is National School Wear Centre (name to change soon to “Uniform Base”) situated at 11 Railway Street Chatham. They sell polo shirts and sweatshirts with the school logo. Book bags will also be available.

Nearly new uniform is on sale at our termly bookshops.

PE Kit consists of:

- Shorts
- T-shirt
- Plimsolls
- Jogging bottoms for winter

Please place all items in a named draw string bag. Although plimsolls are worn outdoors, children will often have bare feet for gymnastics and dance lessons in the hall.

Art and craft

An apron, protective overall or old adult shirt will be needed to prevent damage to clothes during painting or craft activities.

Name labels please!

Please could you mark all clothing clearly, especially that removed for PE. Cloakroom space is limited. Please ensure that coats have loops.

Backpacks are not allowed in school. They fall off pegs and cause safety problems. Drawstring PE bags and flat book bags should be used.

It will not be possible to make a search for any article lost in school that has not been named. Lost property is kept in a box near reception. Please send your child back into school to collect missing items or ask the office staff to let you come in to check the box. Lost property boxes are put out in the playground at the end of each term.

Charging and Remissions Policy

Voluntary contributions are asked for trips, visiting theatre groups etc. These activities enrich the curriculum. If the majority of these costs are not met by voluntary contributions, then on occasions activities have had to be cancelled. All families are encouraged to contribute. All school meals have to be paid for in advance under regulations set by the Caterers. Photographs have to be paid for in advance.

Admission and Transfer

Admissions, class groups and transfer

Forms to apply for places are available from the school office. These should be completed between January and March for places in the following school year. Prior to applying for a place at Barnsole Infant School, parents/carers can join an information and tour session with the Headteacher. Please contact the school office for dates. There is an induction for new parents, carers and children when a place has been offered. The induction consists of visits for children, meetings for parents/carers and a home visit from the class teacher.

The school takes children from 4 to 7 years old, in accordance with the LA policy. They transfer to a Junior School in the September after their seventh birthday. The Barnsole Infant and Junior Schools are paired for transfer and work closely together.

When children join the school they are in the reception year, Foundation Stage (FS2). The maximum class size is 30. Teaching assistants work with all classes but for different amounts of time depending on ages and needs of the children. Children may be regrouped into different classes at the start of a new academic year to ensure number, gender and ability balance across the year group. If necessary, some classes may have children from a mixture of year groups.

Admissions Policy

The admissions policy is available at the school. Admissions are made in accordance with LA policy. Admissions at other times are considered if places are available and the same local authority admissions criteria apply.

Admission/Contact Form

An admission form is enclosed with this handbook. This should be completed and returned to school as soon as possible. If any change of information occurs, please let Mrs Porter know immediately. The emergency numbers requested on the form are essential in case of illness or accident when we are unable to contact a parent. Any change of information should immediately be reported to the office so that all information is accurate. Information on completed forms will be stored on the computer for school administration purposes only and will remain completely confidential.

Disabled pupils and staff

We hope to foster a happy community in which the child's interests are taken into account. The school is committed to an inclusive policy of equal opportunity for all regardless of gender, race or disability.

Where disabled pupils or staff, join the school they will be treated favourably and in accordance with the Disability Discrimination Act 1995 SEN and Disability Act 2001. Reasonable steps will be taken to ensure that disabled pupils and staff are not disadvantaged in comparison to other pupils and staff. The headteacher or Senco will meet with parents to discuss the needs of such pupils.

Our Disabilities Access Plan is included as Appendix 1.

Transfer at age 7

Children are allocated places at Barnsole Junior school and parents/carers are automatically sent application forms. Those who wish, may seek places at other local schools, but may not be guaranteed that their child will be admitted.

Partnership with the School

We want to work in partnership with parents and carers to achieve the very best for all of our children. The following information gives some of the ways we can do this. The Parent Partnership Pack also provides information for parents/carers.

Helping in School

We encourage parents/carers to be involved in the every day life of the school and have a rota of parent helpers who help out. If you wish to be included on this list please contact Mrs Porter in the office. We arrange training sessions twice a year. If you have not helped in school before you will be asked to complete a Criminal Record Bureau Check form - these are available from the School Office. You do not have to wait for this form to be returned before being a helper.

Some parents/carers help in classrooms. We do not place you in your own child's class. Some parents/carers help in the library. We need regular librarians and training is given.

Home School Agreement

Education is a partnership between home and school and it is a time of enjoyment shared between teachers, parents, carers and children. Your children are only with us for a short time, but every moment of sharing, caring and learning is important and lasts a whole lifetime. We will be only too happy for you to share some of this with us.

The Home School Agreement highlights various topics that are considered important from both a school and parent's point of view. The agreement will be shared with you and you will be asked to sign it.

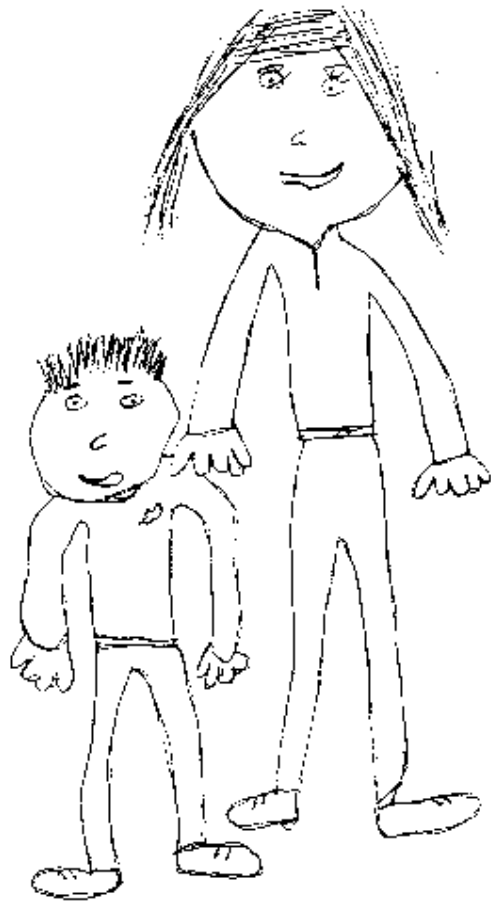
Keeping You Informed

We aim to keep you well informed about events and dates through class/year specific letters and/or regular newsletters. The Partnership Pack will give you information about the topics your child will be covering so that you can encourage your children's interests. Curriculum newsletters are sent out at various points in the school year.

Open Classes are held three times a year, parents/carers can come in to class and their child can show them their work. Teachers and Assistants are usually available for informal chats at this time.

Formal Parents evenings take place twice a year, with an optional third opportunity at the end of the year. A formal progress and achievement report will be prepared for parents/carers in July.

The school is happy to keep all parents/carers with legal responsibility, even if living separately, informed of all school matters. If a parent who is not living at the same address as their children wishes to receive newsletters, details of parents evenings, reports etc. please send a supply of stamped addressed envelopes to the school office.



Homework Policy



Children's learning at school may be consolidated and extended through homework. It is hoped that parents/carers will support the children by encouraging them to learn at home.

- We send home books to share. Sharing a variety of books brings the best results, progress and enjoyment.
- We run a Book Club/Bookshop when children have the opportunity to choose and, save up to buy books through school. Every Tuesday children can bring in 50p - £1 to save up to buy a book of their choice. Each term we have a Bookshop after school in our hall. You choose new books with your child or pay off the remainder on their chosen books. We also raise money for class libraries by asking parents/carers to contribute to a cake stall on a rota basis. We have second-hand uniform on sale and children's drinks.
- Maths activity sheets are sometimes sent home. These are not for the teachers to mark but to give you ideas to work on at home.
- In Foundation Stage and Year 1 teachers sometimes ask you to focus on particular sounds with your children. Foundation Stage children will bring home phonics games and activities.
- Year 2 teachers send home spellings weekly.
- Occasionally children are asked to work on a project at home such as making a "Celebrity" model to bring in. These are voluntary activities and parents/carers are welcome to work with their child on them.
- In addition, on some occasions if your child is having a problem with something, a teacher may write a note of anything in particular with which you can help your child. Or, if your child has been identified as having Special Educational Needs, their Individual Education Programmes (IEPS) are sent home so that you can help your child achieve their targets.

We appreciate any support given and the way that parents/carers help our children achieve their best.

The Parent Teacher Association (PTA)

Our PTA depends on support from anyone who can give some time and enthusiasm. Please consider getting involved. The PTA is an important part of our school community. All parents, carers and teachers are automatically members. Each year at our Annual General Meeting, a working committee is elected. However, new members can always be co-opted on to the Committee. The Committee is very informal and light hearted. It organises fundraising events, helps at new parents sessions, bookshops, sports day etc. We need all sorts of different skills like tea making, note taking, through to organising raffles etc. Our AGM is held in September and we welcome new faces.

School Fund

We ask for a contribution of £2 per child three times a year.. This helps to pay for extras such as stickers, squash at celebration events, cooking, Christmas parties, and other day to day expenditure which makes life at school just that little bit more special and enjoyable.



Learning and Teaching



The Curriculum

The school curriculum is comprised of everything pupils do at school. The approach we used is based on a topic/thematic approach where children receive integrated learning opportunities. We believe that children need to make bridges and connections between areas of learning. Our Learning and Teaching Policy is included as Appendix 2 of this prospectus.

Foundation Stage

Children in the Reception year are part way through the Foundation Stage. They follow a curriculum based on the Early Learning Goals. These encompass 6 broad areas of learning — Problem solving, Reasoning and Numeracy, Language and Literacy, Knowledge and Understanding of the World, Creative Development, Physical Development and Personal and Social Development.

Opportunities are provided to learn through practical activities and structured play and for the children to learn to work together and develop confidence and independence.

During their reception year children's abilities are closely tracked and the Foundation Stage Profile is completed as a record.

National Curriculum

From the age of 5 the children are taught according to the programmes of study of the National Curriculum. These are:

Mathematics	English	Science	History	Design Technology
Art	Geography	PE	Music	ICT

The National Curriculum is delivered through topics and alongside the requirements of the National Literacy and Numeracy Frameworks.

A broad and balanced education will be achieved by --

- considering each child as an individual.
- making provision for children with special educational needs
- working towards raising standards
- creating a pleasant and welcoming atmosphere and a stimulating working environment.
- encouraging each child to be a self-motivated and responsible member of the community.
- encouraging each child to be tolerant of a multi-cultural society.

Although it is not statutory to have targets at Key Stage 1, the Staff and Governors set targets in Maths and English. It is also the Governors aim to provide, to the best of their ability, the resources required by the school to meet these objectives.



Basic Skills Quality Mark

The school has achieved the Basic Skills Quality Mark. This shows that we constantly strive to achieve the very best standards possible in Mathematics and English. The mark was renewed in the summer of 2008.

Enrichment Opportunities

During the year Curriculum enrichment activities provide opportunities for the children to develop creative skills. Visits, performances and special activities help children learn to use their imaginations, solve problems, and to work with each other. They support the work being undertaken through the curriculum.

Religious Education and Act of Worship

Religious education is provided in accordance with the Local Authority's Agreed Syllabus. The syllabus has three main focuses – Christianity, Judaism and Sikhism. A daily Act of Worship is held. This helps children to develop and grow in Christian attitudes and values. The pattern of worship varies through the week but all assemblies offer a chance for the children to reflect and share experiences.

Under Section 25 of the Education Act 1944 parents have the right to withdraw children from Religious Education and the Act at Worship, if they wish. The Headteacher should be contacted in order that alternative arrangements are made.



Physical Education

Physical exercise is essential to help growing children develop fitness, stamina and co-ordination. Gymnastic activities develop control and balance. Work with small apparatus builds skills such as throwing. Catching and aiming needed when playing team games. Through dance children learn to express imaginative ideas and to interpret music. The school has worked hard and gained the Activemark for two consecutive years for providing 2 hours of PE and sport each week.

Equal Opportunities

At Barnsole School we aim to offer equal opportunities for all of our pupils whatever their age, gender, ethnicity, ability and background. In order to achieve this aim we endeavour to ensure that progress and attainment are equal for all. We believe that every child has unique characteristics, abilities and learning needs. Every child has a fundamental right to an education system designed to value and take into account a wide diversity of need and culture. We do not tolerate discrimination of any kind against our pupils, parents or staff.

Special Educational Needs

A child may have Special Educational Needs (SEN) if s/he has difficulty coping in the classroom. This could be for lots of different reasons such as problems with learning, communication, slow social and emotional growth or because of some physical, visual or hearing difficulty. If your child finds learning difficult we will meet with you and explain our concerns

Should you have any concerns about your child's education, the first port of call is the class teacher. Parents of pre-school children can contact the Local Educational Authority to ask to speak to the Pre School Advisor.

If you want to talk to someone who is independent and knows about SEN you can get help from the Parent Partnership Service on 0207 359 3633.

Mrs Sargent (SENCO), co-ordinates Special Needs Support in School she works closely with parents, carers and class teachers to ensure that children have their individual needs met. The class teacher and SENCO are happy to talk through any worries or concerns that parents/carers might have.

The In-School Review

At our In School Review provision for each child's Special Educational Needs is discussed with representatives from some of these agencies listed below. If provision for your child is discussed you are asked for your views and sent a copy of the discussion outcomes

Other agencies involved with schools in helping children's development are the:

Community Health Service	Educational Psychologist
Individual Pupil Services Staff	Canada House Family Guidance
Social Services	Speech Therapist
Education Welfare Officer	Behaviour Support Service

At Barnsole Infants we follow the guidance given by the Department for Education and Skills (DFES) in the Code of Practice for Special Educational Needs (SEN).

What help is given

1. Children make progress at different rates and have different ways in which they learn best. They may be given different tasks or extra help by working in a small group with a classroom assistant. At this stage a child is not considered to have SEN although the class teacher will discuss your child's difficulties with you.
2. If a child still fails to make progress, the school will speak to you about your child's needs and the help they will receive. This extra or different help could be another way of teaching certain things, some help from an extra adult, perhaps in a small group or use of particular equipment like a sloping top. This help is called School Action. The actions and help for your child are written down in an Individual Education Plan. Targets will be set and a copy of these and suggestions of how you can help, will be sent home. These can be discussed at parents evening or by a separate appointment.
3. If your child does not make enough progress the teacher or SENCO will talk to you about asking for advice from other people outside the school, for example a specialist teacher, an Educational Psychologist, a Speech and Language Therapist or other health professional. This kind of help is called School Action Plus. The support given will again be recorded on an IEP. You will be kept informed of your child's progress and be given an opportunity to give your views.
4. A small number of children need very intensive support and help to learn the skills needed for everyday learning. In some cases a Statement of Special Needs will be applied for.

Gifted and Talented Pupils

Pupils may show particular talents and abilities at some time during their education. We maintain a register of the most able 5% of pupils in each year group. This is based on a variety of sources of evidence from school performance. In the case of talented pupils we may also use evidence collected from parents/carers, for example a child who has a particular talent not seen in school such as trampolining.

Parents/carers are informed of the child's ability and individual targets are set. Where possible, additional opportunities are provided for the child. Work is set at challenging and appropriate levels. Some children complete special projects to extend their talents and abilities.

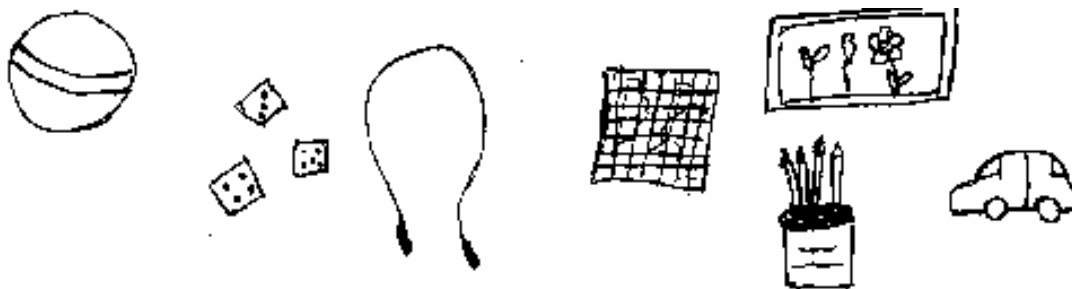
Assessment

Children are assessed during the Foundation Stage and at the end of each school year. Teachers can then see how each child is developing and plan to help them. As your child goes through school, s/he will work on assessment activities in all areas of the curriculum. We use assessment to set targets for progress in basic skills. Where possible we share targets with you so that you too can encourage achievements with these.

At the end of Year 2 children are assessed using the National Standardisation Assessment Activities (SATS). Please see Appendix 3 of this prospectus for the latest results, with national comparisons.

Play

Very young children who can't read and write learn through play. Structured and free play is a child's work; it is the way through which s/he discovers new things about the world, develops new skills and builds up relationships with new friends. Play is also a way of expressing feelings and helping emotional growth. In Foundation Stage children have sessions where they have a wide choice of independent learning activities. They learn to plan their work and become independent.



Language development is enhanced and imagination extended through child initiated and teacher directed activities. Play takes many forms and is part of every infant's day.

Moral, Spiritual, Social, Emotional.

These elements are developed through curriculum subjects and others aspects of school life such as our Assemblies and our Behaviour management policy. Our PSHE programme, based on SEAL, aims to develop self-confidence and a feeling of worth. It aims to help children be reflective about how they behave. It aims to help children enjoy the specialness of quiet moments or of beautiful music or art. It aims to help children appreciate the best of the world around them. It aims to help them grow up as well behaved young people able to take their place as a responsible and caring member of society.

Each child is valued and their feelings of self-worth nurtured so that as they get older they can cope with the stresses and strains of life.

Multi Cultural Education

We aim to develop respect for the ethnic and cultural differences in our multicultural environment. Through project work the children are encouraged to understand and appreciate the many different ways of life reflected in our society today. Our Religious Education takes account of the teaching and practices of other principle religions through stories, poems, discussions or the celebration of a variety of festivals during the year such as Christmas, Divali, Hanukkah, Chinese New Year, Easter, Eid and Carnival.

Extra support is given to those children whose first language is not English. Home languages are respected within the school. We are firmly committed to anti-racism and equal opportunities for all.

Health and Relationships Education

At Infant School level, children learn about their bodies, how to take care of themselves and how to keep fit. They learn about how to be a good friend and develop the skills to build sound relationships with others. Questions are answered as appropriate to the level of understanding of the children and are usually related to children's own stages of development.

Sex Education

This is not specifically taught in the Infant School. The Governing body agree that questions related to the details of puberty and reproduction are dealt with as part of the junior curriculum and parents are closely involved with this. Any explicit questions related to sex education at infant level are referred to parents/carers to be discussed in the home environment. Teachers are always happy to recommend suitable books and talk with parents about how to deal with the subject should it arise. Parents have the right to withdraw children from Sex Education if they wish

Cultural Education

We try to offer the children a broad range of experiences. We hope they enjoy the music and drama at the harvest and Christmas Services. We take them on many varied visits such as to the Library, Rochester and the Sikh Temple. We invite professional companies to perform a Pantomime, Puppet Show and Music event each year. We invite visitors into school to talk about their religious beliefs or special skills they may have. The children also have a chance to perform to others at various Assemblies and the musical performances at Christmas and the end of the year. In school there is a range of art works and artefacts from different times and cultures available for children to see and explore.

Drugs Education

Children are taught about the proper use of medicines. They learn about saying “no” to things that are not good for them as a basis to anti-drugs education, which is pursued in more depth in the Junior School. They are taught not to touch “interesting” looking items that they might see on the ground when they are out and about.

Complaints about the Curriculum and Religious Worship

Complaints about the curriculum RE or Collective Worship should in the first instance, be discussed with the Headteacher.

Raising Concerns and Resolving Complaints

From time to time parents/carers may have concerns about school. To enable resolution of such situations the Governing Body has adopted a ‘General Complaints Procedure’.

The procedure is devised with the intention that it will:

- usually be possible to resolve problems by informal means
- be simple to use and understand
- be non-adversarial
- provide confidentiality
- allow problems to be handled swiftly
- address all the points at issue
- inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be obtained from the School Office or from the Clerk to the Governing Body.

We hope that our complaints procedure will help you sort out quickly and successfully any problems you have with the school.

Pastoral Care, Health and Welfare

Healthy School Standard

As holders of the Healthy School Standard we contribute to our pupil's pastoral care, health and welfare in 4 areas. These are in the provision of:

- Personal, Social, Health and Citizenship Education.
- Healthy Eating
- Physical Activity
- Emotional Health and Well being



Parents/carers are asked to support us in these areas for example by trying to provide healthy packed lunches.

Our key targets are:

- To educate pupils so that they understand the importance of healthy lifestyles and adopt healthy practices and attitudes
- To promote a school culture and environment that has health and emotional well-being at its heart
- To equip pupils in skills of citizenship and to guide them in becoming independent and confident members of society

Our School Rules

1. Everyone has the right to learn

Every child has the right to learn, every child has a responsibility to let others learn too. This means:

- We do our best, work hard, concentrate and persevere
- We listen to our teachers and each other
- We use quiet voices in school
- We show good behaviour at all times

2. Everyone has the right to be safe

Every child has the right to be safe, every child has the responsibility to keep others safe too. This means:

- We are kind to each other
- We take care of property and equipment
- We clear up after ourselves and put things away
- We ask before we leave the classroom
- We do what we are told, when we are told

3. Everyone has the right to be respected and treated fairly

Every child has the right to respect and fair treatment, every child has a responsibility to respect and treat others fairly too. This means:

- We show good manners and politeness to everyone
- We share and take turns
- We listen to and respect other people's opinions
- We only say kind things about people
- We celebrate our own success and that of other people

Behaviour Policy

We expect our pupils to behave well so that they and others can learn. Our Behaviour Policy is included in our Parent partnership pack. We have adopted Medway Policy that:

*"We will not accept bullying, refusal (disobedience), racism or violence.
Repeated behaviour of this sort will result in exclusion from school."*

We expect parents/carers to reinforce acceptable behaviour and the School Rules.

Strategies used to promote good behaviour

All staff encourage a positive approach to learning and discipline throughout the school and in their classrooms. The school rules, displayed throughout the building, reflect this positive approach and are a constant point of reference for expected standards of behaviour. The following strategies are employed to promote a good learning environment:

1. Well organised classrooms, with appropriate materials and resources.
2. Careful planning of the curriculum with differentiation for the individual needs of the child.
3. A system for rewarding positive behaviour and personal achievement.
4. A clear set of positive rules that are reinforced regularly.
5. Aesthetic displays of children's work throughout the school.
6. A well supervised, stimulating playground environment with suitable equipment for play.
7. The SEAL PSHE programme is used to teach children about their own behaviour and to help them develop strategies for dealing with the behaviour of others.
8. Giving children responsibilities, such as being "Helping Hands", to encourage independence, maturity, positive behaviour and understanding of the role we all play in a community.

Praise and Reward System

- A whole school reward system for good behaviour is operated – children are awarded leaves by any member of staff, these are displayed in the classroom and taken home weekly.
- Class rewards (eg smiley faces) given for effort, behaviour and achievement, as appropriate to the needs of each class
- Leading the line, going out first, extended or extra class playtime.
- A note or card sent home.
- Children keeping the school rules may be nominated by another child for their kindness and will be named in assembly.
- Each week a few children from each class have their achievements recognized by having their names recorded in the Gold book and read out during Assembly.
- Children sent to show exceptional work or to report good behaviour to other members of staff eg. A previous teacher, a curriculum co-ordinator, the headteacher.
- Lunch time rewards for good behaviour given by lunch supervisors. Eg leaf, stickers, class behavior cup.
- Special responsibilities given within the class eg taking the register.

What is Unacceptable Behaviour?

Behaviour that challenges the normal order and efficient running of the school, behaviour that is prejudicial to learning of self or others, or behaviour resulting in harm to people or property, whether physical, mental or emotional, is considered unacceptable.

Unacceptable behaviour may include some of the following:

- Refusal to co-operate or act in accordance with the instructions of a member of staff.
- Swearing
- Hitting, kicking, pinching or spitting at another child, member of staff or school property.
- Verbal abuse, racist comments or aggression to a member of staff or another pupil.

- Physical assault perpetrated against a member of staff or a pupil.
- Vandalism towards or misuse of school property.
- Acting in an unsafe manner that is considered prejudicial to the health and safety of the individual or the wider school community.

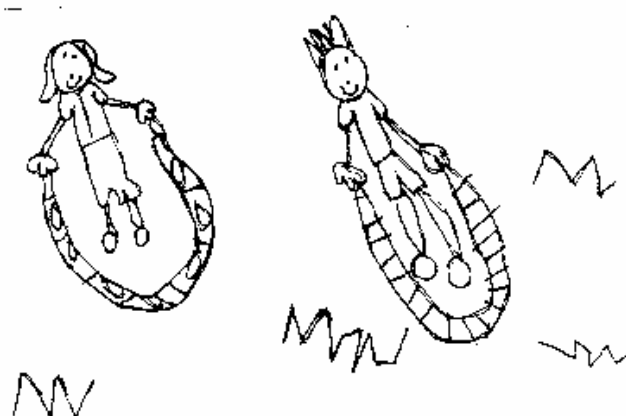
How will the school deal with unacceptable behaviour?

Minor incidents are dealt with by teachers and other staff depending on their nature. Children may miss all or part of their playtime, they may have to write a letter of apology or miss out on an activity they enjoy.

In the case of persistent unacceptable behaviour or a serious incident the Head Teacher is informed and:

- The parents/carers will be informed and invited in to school to discuss the behaviour and strategies for dealing with it.
- Formal interviews are conducted involving the Head Teacher, parents, carers, Class Teacher or SEN staff, to discuss the on going behaviour problem.
- A Behaviour management plan or other system will be devised to support the child.
- Parents/carers will be informed that continuing discipline problems may result in the child being excluded.

The majority of our pupils behave very well. Staff do everything in their power to avoid the exclusion of pupils.



Breakfast Club

Breakfast club is open from 8.00am to 8.50am, every morning during term time, and is staffed by trained adults and volunteers. Places must be pre-booked and will be limited to meet with stipulated ratios. Please contact the school office initially if you are interested.

Snacks

Milk is available through the Cool Milk scheme to drink at playtime. Children under 5 years are entitled to free milk if requested, there is a small charge for children over 5 years.

Children have continuous access to drinking water. A water bottle is provided at the start of each year and is kept in the classroom for each child's personal use.

The school participates in a fruit and vegetable scheme. A piece of fruit or raw vegetable is available daily. Children are encouraged to try the fruit and vegetables.

Children do not need other snacks for playtime.

Infectious Diseases

Please contact the school for advice about absence where a child contracts one of the following infectious diseases:

German Measles	Whooping Cough	Chicken Pox	Scarlet Fever	
Scarletina	Measles	Mumps	Impetigo	Conjunctivitis

Boards around the school are used to notify parents when infectious diseases are known to be about.

Health Assessments

Each child will have a health assessment during his/her infant life. You are invited to attend this. Dental inspections are held annually for Yr 1 children. Vision screening takes place in school for Reception pupils.

Medicines

We do not administer medication to children other than to those with long term needs. If your child has to have medication you must contact the Headteacher to discuss the needs. Medicines are always kept in the school office in a named container.

Antibiotics must be administered at home, however children may return to school after 3 days if they are fit and their condition is not infectious. Ear or eye infections must be completely cleared before returning to school since these ailments are so easily spread. Similarly, if your child has a sickness or stomach bug we request your co-operation in keeping them at home for 24 hours after the symptoms have stopped.

Asthma and Severe Allergies

If your child is asthmatic or has a severe allergic reaction, please inform the school office. Inhalers and epipens are kept with the class. Photographs of children with severe medical needs are displayed for staff recognition purposes.

Accidents

All accidents at school must be reported to an adult. All accidents go into a special book. Injuries to the head go on a special form. Parents are contacted at once if children appear in need of further attention. Telephone numbers on the Admission/Contact Form are, therefore, essential. Our medical supplies include bandages, dressings and individually wrapped plasters for special cases only. Creams such as Savlon and other fabric plasters are no longer allowed.

Sickness

Where a child has been sick as a result of an illness or bug, we request that you keep him/her at home for 24 hours. This helps to prevent the spread of bugs. It also helps if hand washing can be encouraged as part of regular hygiene routine.

Head Lice

Unfortunately, this is quite a common occurrence in school these days. The Local Health Authority no longer carries out Head Checks and the responsibility rests solely with the parents. We ask that you check your child's head each week and comb through with a fine toothcomb after applying conditioner. If any traces are found please inform the school so other parents can be informed by newsletters. Treatments are available on prescription from GP's or over the counter at chemists. Should live head lice be seen in your child's hair you will be contacted to come and collect your child from school as soon as possible so that treatment can be started immediately. (This is with the agreement of the school Governors). In all cases where treatment is necessary, the whole family has to be treated at the same time.

We rely on the support and co-operation of parents/carers to stop the spread of head lice.

Personal hygiene

Please note that the class teacher is unable to leave the rest of the class to deal with children who cannot toilet themselves. If your child does still wet the bed they should be bathed before school and be in clean clothes. Children are sometimes upset if they are not as clean or fresh-smelling as the others.

Summer Sun Protection

The school has a Sun policy. This asks that children bring in a sun hat each day during the summer, to be worn when outside. Sun protection cream of Factor 25 or above may be applied at home before coming to school. This protection will last throughout the day. Sun cream may be brought into school for self application once parents have read our policy and agreed to the terms and conditions accompanying it.

Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Since the 1989 Act, schools have a clear legal responsibility to work with other Agencies such as Social Services for the protection of children. Sometimes gentle support is all that is needed. If you need help in providing care and safety for your child we can often help put you in touch with the right people.

The school has a Child Protection Policy and Procedures in place. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first, unless such a discussion would place the child at risk of significant harm.

Our designated Child Protection Coordinator - DCPC is Mrs A. Pullen, Headteacher

In her absence, her deputy DCPC is Mrs D. Sargent, Deputy Headteacher

A Safe Place for All

Safety Rules - Clothes and Possessions

The Governing Body of the school work hard to ensure that the school is a safe place to be. They ensure high standards of health and safety. They follow local authority guidance and regulations in this respect. It is necessary that all parents understand that the following safety rules apply to all children at Barnsole Infant School.

- The only earrings that may be worn are of the stud type. No earrings or jewellery should be worn for PE and it is the parent's responsibility to see that these are not worn on the days when the class has PE.
- It is best that children do not wear jewellery of any kind to school at all.
- Long hair should be tied back safely, not using hard plastic bobbles, bands or beads. Children are not allowed to do PE with their hair loose.
- Items of value should not be brought to school, as responsibility cannot be accepted for the loss or damage to personal property. In the Infant School pupils do not need to bring pens or any other stationery. Toys should not be brought into school unless the teacher has specifically requested them to support a class topic.
- Safe and appropriate footwear should be worn at all times – flat shoes or sandals (no trainers). Children have bare feet for indoor PE. For outdoor PE children should have plimsolls or trainers to change into.

The Playground

Parents, carers and children should avoid blocking entrances/exits when waiting for school to start and end. Teachers watch the children go to the adult who has come to collect them at the end of school.

Please Do Not Allow your children to use equipment provided in play areas before or after school, as this can be dangerous. The school's insurance does not cover use outside of school hours whilst a member of staff is not supervising children.

Parents are welcome to come in to see their child's teacher after school, by previous appointment, but not at the start of school when the children are being settled into classes. If you need to give an urgent message to a teacher in the morning, then a note is the best form of communication. The playgrounds are no-smoking and dog free (guide dogs excepted) areas.

We also appreciate your co-operation in leaving pushchairs/prams outside the school. All corridors must be left free of obstruction and so we ask you to leave prams and pushchairs under the covered area outside the school or in the reception area.

Car Parking

The school car park accommodates staff, visitors and deliveries only. Please do not use it for turning cars when bringing your child to and from school.

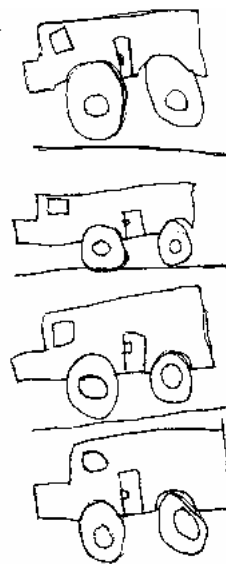
We have, at times, problems regarding parking outside the school and the police have now issued this request:

"The Police seek your assistance in relation to parking motor vehicles directly outside schools. Not only is this a dangerous practice so far as children and other motorists are concerned, which is the main issue, but in certain circumstances can contravene the Road Traffic Act and could lead to prosecutions. The police have no desire to resort to such action, but they ask you, the parent/motorist to exercise caution and observe the following:

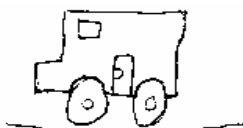
- a) *DO NOT PARK motor vehicles in the vicinity of the school entrance.*
- b) *If it is necessary to deliver or collect children from schools, park your vehicles away from the school and deliver or collect on foot.*
- c) *DO NOT cause obstruction.*

Your assistance will be appreciated. Thank You

(signed) Superintendent. Kent County Constabulary."

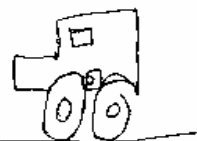


The registration numbers of those people not complying with this request will be sent direct to the Police, at their request. Plain clothes Traffic Wardens often patrol area. The Planning and Transport Department of Medway Council have made stopping on zigzag lines enforceable by a fine. The Council CCTV camera car is regularly in the area of Barnsole Schools and fines are sent out to those who park illegally.

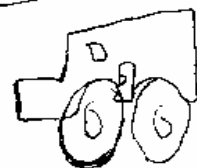
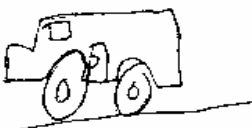


School Travel Plan

Barnsole Infant School has developed a School Travel Plan. This shows that we are encouraging children to adopt healthy lifestyles and practices. As part of this, walking to school is encouraged. Walking to school helps to keep everyone healthy and reduces the congestion at the school gates and in the local area.



We teach the children about road safety and about protecting the environment. We hope you will try to walk to school if at all possible.



Disabilities Access Action Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The Action plan shows how the school will address the identified priorities.

1. Starting Points

The purpose and direction of the plan: vision and values

At Barnsole Infant School we believe that all children have an equal right to education and to be educated alongside children from their own locality. We recognise that individual children have diverse learning needs and we are committed to accommodating different styles and rates of learning within a quality education for all. This school has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We set suitable learning challenges, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for individuals and groups of pupils.

This plan has been developed to improve the ability of the school to educate pupils, accommodate visitors and employ staff with disabilities. The main aims are:

- To increase access for disabled pupils to the school curriculum
- To improve access to the physical environment of the school
- To improve the delivery of written information to disabled pupils

These aims will be achieved through:

- Identifying and prioritising improvement measures
- Setting realistic timescales
- Financial planning – incorporating budget concerns in the School Development Plan

Information from pupil data

Disability is a physical or mental impairment that has a substantial and long-term effect on a person's day-to-day activity. This could affect each individual differently and could be manifested in a complex number of ways that might include physical co-ordination, mental processes, mobility, and speech. As the definition of disability is quite broad there are a number of pupils in the school who could be classed as disabled. Currently the most common disabilities are those of speech and language difficulties, dyslexia, dyspraxia and autism. A small number of pupils have medical, visual or hearing difficulties. Overall there are 33% of pupils with Special Educational Needs, of these about 8% are considered to have a disability.

The organization of the school has already been adapted to meet the needs of the pupils we have. Disabled pupils have equal access to all areas of the school. Individual Education Plans ensure that they are able to

fully access the curriculum, through differentiation or support. Pupil tracking data shows that disabled pupils make good progress at a similar rate to that of other pupils.

Consultation

Barnsole Infants is an inclusive school which already meets the needs of a variety of pupils with complex problems. The inclusion group has been consulted over the access plan. This group comprises representatives from the school community including parents, teaching assistants, teachers, and governors.

2. The Main Priorities in the Plan

Current provision for disabled pupils is good (see audit), however as new pupils are admitted the school will review policy and practice and implement changes if needed. As changes are made to teaching and learning, the school environment, policies and practice, the needs of disabled pupils will be taken into account and where possible acted upon. This will be done through the following ways:

Increasing the extent to which disabled pupils can participate in the school curriculum

Curriculum development work will:

- be coordinated with the priorities in the school development plan;
- be led by those with curriculum expertise within the school;
- draw on the expertise of external partners, for example: speech and language specialists, educational psychologists;
- use ICT.

Key elements in a successful planned approach are likely to be:

- a focus on medium term planning, at the level of schemes of work;
- a clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels;
- high expectations;
- appropriate deployment of learning support;
- pupil grouping and use of peer support.

It may be necessary to consider:

- use of SENCO time;
- the responsibilities of subject leaders;
- the way that learning support assistants are deployed;
- time-tabling;
- access to specialist advice and support.
- playtime
- movement around the school;
- special events: sports days, visiting theatre groups or story-tellers;
- extra-curricular activities: breakfast clubs, after-school clubs;
- school trips.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Changes to the physical environment might include:

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;
- improvements to toilets, washing and changing facilities;
- changes to the layout of the playground and other common areas;
- the provision of ramps and lifts and improvements to doorways;
- the provision of particular furniture and equipment to improve access.

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Some of these measures will be included each year in the School Development Plan. Some capital funding will always be retained so that changes can be made in case of admission of pupils with more complex needs.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As this is an infant school, there is little information given to pupils directly in writing. However, we will ensure that information for parents and pupils is available in suitable formats:

Improving the delivery of information might include making information available:

- in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system.

Identifying the appropriate format will take account of:

- pupils' impairments: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language; pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;
- preferences expressed by pupils or their parents.

3. Availability of the Plan, Monitoring and Review

The Disability Access Plan is available to all through the School office. An abridged version is publicized in the School Prospectus. The plan is listed with other plans on the school website.

The Governing body monitor and review the plan through the two main committees and the Headteacher report to the full governing body. The plan is updated annually and reviewed every three years.

4. Audit of Current Provision

Disability	Present Provision
Moderate to severe learning difficulties	<ul style="list-style-type: none"> ▪ Individual Education Plans ▪ Allocated teaching time – individual, small group support etc ▪ 1 to 1 support given where needed ▪ Visual timetables and other learning aids used as needed ▪ Use of Signalong signs and Widget symbols ▪ Differentiated teaching methods and tasks ▪ Some differentiated resources ▪ Referral to / liaison with external support agencies ▪ Partnership with parents
Emotional and Behavioural Difficulties	<ul style="list-style-type: none"> ▪ Behaviour Support / Management Plans ▪ Individual Education Plans ▪ Pastoral Support Plans ▪ Referral to / liaison with external support agencies ▪ Allocated support time – usually individual ▪ Social skills/communication groups ▪ Referral to / liaison with support agencies ▪ Partnership with parents
Specific Learning Difficulties Eg Dyslexia, dyspraxia, autism	<ul style="list-style-type: none"> ▪ Individual Education Plans ▪ Referral to / liaison with external support agencies ▪ Allocated support time – usually individual ▪ Motor Skills development programmes ▪ 1 to 1 support given where needed ▪ Differentiated teaching methods and tasks ▪ Some differentiated resources ▪ Referral to / liaison with external support agencies ▪ Partnership with parents
Speech and Language Problems	<ul style="list-style-type: none"> ▪ Individual Speech programmes ▪ 1 to 1 in school support ▪ Speech and Language groups

	<ul style="list-style-type: none"> ▪ Specialist resources ▪ Referral to / liaison with external support agencies ▪ Partnership with parents
Hearing Impairment	<ul style="list-style-type: none"> ▪ Staff trained and able to use Signalong signs ▪ Individual Education Plans ▪ Widget symbols used to support written text ▪ 1 to 1 in school support ▪ Multi-sensory methods used where possible ▪ Referral to / liaison with external support agencies ▪ Partnership with parents ▪ One hearing loop available in Office ▪ Most of classroom and corridor areas are carpeted ▪ Flashing lights for fire alarm fitted in kitchen, ICT suite and disabled toilet
Visual Impairment	<ul style="list-style-type: none"> ▪ Individual Education Plans ▪ Use of Signalong signs and Widget symbols ▪ 1 to 1 in school support ▪ Referral to / liaison with external support agencies ▪ Partnership with parents
Medical conditions	<ul style="list-style-type: none"> ▪ Individual Education Plans ▪ Referral to / liaison with external support agencies ▪ Partnership with parents ▪ Fridge for storage of essential medicines ▪ Provision for pupil with haemophilia ▪ Administration of asthmatic inhalers ▪ Support system for pupils with severe allergies ▪ Support system for pupil with kidney transplant ▪ Support system for pupil with epilepsy
Physical Disabilities	<ul style="list-style-type: none"> ▪ Individual Education Plans ▪ Referral to / liaison with external support agencies ▪ Partnership with parents ▪ Most of school on one level ▪ Some doorways wheelchair accessible ▪ Disabled toilet and shower facility ▪ Some specialist resources available eg sloping surface for writing

5. The Action Plan

Targets	Strategies	Goals achieved	Person responsible	Monitoring & review	Timescale	Resource implications
To improve internal school surfaces	Examine floor coverings in all areas of the school. Make changes including: <ul style="list-style-type: none"> Check changes of surface and how different colours/textures can be used Provide different mat surfaces at top and bottom of steps and stairs 	Improved access to the physical environment of the school for staff, pupils and visitors	Headteacher	Resources committee	By July 2010	Potentially over £10,000
To improve lighting in some areas of the school	Consider areas where lighting is not so good eg library, corridors. Seek advice from electrician about how improvements can be made. Cost improvements. Arrange for contractor to make improvements.	Improved access to the physical environment for the visually impaired	Headteacher	Resources committee	By July 2010	Approx £500
To improve accessibility around the school and entrance into and exit from doors	<ul style="list-style-type: none"> Look at improving differences in levels Install ramps at thresholds of doors – especially the exits from the hall to the playground 	Improved access to the physical environment of the school for staff, pupils and visitors	Headteacher Building contractors	Resources committee	By July 2011	Approx £5,000
To install handrail alongside path to the house	<ul style="list-style-type: none"> Employ a contractor to consider how this can be safely achieved 	Improved access to the physical environment of the school for staff, pupils and visitors	Headteacher Building contractors	Resources committee	By July 2011	Approx £1,000
To give staff with disabilities equal access to the staffroom	Conduct feasibilities and produce a plan to install a lift to access to first floor of house. Obtain quotes, commission contractor and complete the work.	Improved access to the physical environment of the school for staff	Headteacher Building contractors	Resources committee	By July 2011	Possibly £40,000
To increase aids available for people with hearing difficulties	Install fixed hearing loop in the hall and any key teaching areas. Obtain further portable devices to supplement.	Improved access to the National Curriculum for pupils with disabilities	Headteacher	Resources committee	By July 2011	Unknown

LEARNING AND TEACHING POLICY — abridged version

Vision

Our vision is that through education at this school, children will grow and develop as learners. Children at this school will be encouraged and taught skills that enable them to become independent in their learning. We want them to learn to persevere, solve problems and to think creatively. Our wider aim is that our pupils will develop as effective communicators, able to express themselves. Through varied learning experiences and opportunities our aim is to equip and prepare our children for their lives.

Aims

- To ensure that every child succeeds; through the provision of inclusive education within a culture of high expectations.
- To build on what learners already know; structuring and pacing teaching so that pupils know what is to be learnt, how and why.
- To make learning vivid and real; developing understanding through active learning, enquiry, creativity, e- learning and problem solving.
- To make learning an enjoyable and challenging experience; stimulating learning through matching teaching techniques and strategies to a range of learning styles.
- To promote assessment for learning; making children and parents partners in learning.

All members of the school community work towards the school's aims by:

- Raising the esteem of individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered, safe environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Working as a team: supporting and encouraging one another.
- Creating a stimulating, interactive environment.

Objectives

The policy aims will be achieved by:

Teachers

- Providing challenging and stimulating learning experiences designed to enable all children to reach the highest standards of personal achievement.
- Raising all children's self esteem.
- Giving all children equal opportunities to develop their potential by recognising and being constantly aware of the needs of the individual child.
- Ensuring that learning is progressive and continuous.
- Being good role models; punctual, well prepared and organised.
- Valuing children's work; using display, performance and art to further enhance and extend learning.

Pupils

- Taking growing responsibility for their own learning.
- Learning to concentrate for longer periods and to persevere and see tasks through to an end.
- Experimenting and investigating and experiencing learning at first hand through the use of a natural curiosity and inquisitiveness.
- Developing positive attitudes and gaining motivation and a love of learning.
- Using and applying taught skills and knowledge to extend their own learning.

Parents

- Expecting children to take increasing responsibility as they progress through the school.
- Supporting the school wherever possible in the celebration of attainment and achievement.
- Fostering an enthusiasm for learning by showing a keen interest in their child's school experiences and developing their personal interests.

Strategies for Learning

Pupils

- Striving towards agreed targets.
- Reflecting on what has been learned and achieved.
- Sharing ideas and working collaboratively.
- Enriching their learning by discussing or finding out information at home.
- Conducting themselves in an orderly manner in line with the expected code of discipline.
- Developing independence in learning by being organised, accessing necessary equipment, taking letters home promptly, returning reading books regularly.

Parents

- Ensuring that the children attend school in good health, regularly and punctually
- Trying to avoid taking holidays in term time.
- Providing support for the discipline within the school and the community
- Providing support for the teacher's role
- Having realistic expectations about their children's abilities and offering encouragement and praise.
- Participating in discussions about their child's progress and attainments
- Ensuring early contact with the school to discuss matters which may affect a child's happiness, progress and behaviour.
- Giving due importance to home work, hearing reading and helping with spellings or any other work requested by the school.

Strategies for Teaching

- Giving opportunities for first hand experiences and problem solving.
- Encouraging children to communicate in a variety of ways, developing speaking, listening and thinking skills.
- Ensuring all pupils are aware of learning intentions and expectations.
- Using effective strategies for behaviour management and raising children's self-esteem by praising and celebrating success and effort.
- Providing a balance of individual, group and class work.
- Grouping by mixed ability or matched ability as deemed most appropriate.
- Employing learning assistants to support children within the class room under the direction of the class teacher
- Welcoming volunteer helpers into school to assist in the classroom and on educational visits and facilitating links with the wider community.
- Supporting pupils with Special Educational Needs through a structured Individual Education Plan.
- Having a positive attitude to change and continuous professional development.
- Working collaboratively with shared philosophy and commonality of practice.
- Offering opportunities for parents to celebrate children's achievements.

Use of resources

- There is a range of appropriate, accessible and labeled resources available from which pupils can select materials suitable to the task in hand.
- All children know where resources are kept and the rules about their access and use
- All children know what they must not touch for reasons of safety and privacy
- Where appropriate children are encouraged to act independently and in choosing, collecting and using resources.
- Children, teachers and assistants act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Where appropriate the school grounds and the local environment are used to enhance and extend children's learning experiences.

Policy date January 2008
Review due January 2011

Barnsole Infant School processes personal data about its pupils and is a “data controller” in respect of this for the purposes of the Data Protection Act 1998. It processes this data to:

- support its pupils’ teaching and learning;
- monitor and report on their progress;
- provide appropriate pastoral care, and
- assess how well the school as a whole is doing.

This data includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by law. From time to time the school is required to pass on some of this data to local authorities, the Department for Children, Schools and Families (DCSF), and to agencies that are prescribed by law, such as the Qualifications and Curriculum Authority (QCA), Ofsted, the Learning and Skills Council (LSC), the Department of Health (DH), Primary Care Trusts (PCT), ContactPoint (mentioned above). All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

The governing body of a maintained school in England is also required by law to supply basic information to ContactPoint. This only includes the name and address of the child, contact details for their parents or carers (with parental responsibility) and the contact details of the school.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right to be given access to personal data held about them by any data controller. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent would normally be expected to make a request on a child’s behalf if the child is younger.

If you wish to access your personal data, or that of your child, then please contact the relevant organisation in writing. Details of these organisations can be found on the following website: www.medway.gov.uk. or for those pupils/parents where this is not practical, a hard copy can be obtained from the school.

Your attention is drawn to (Layer 2) of this Fair Processing Notice, which gives supplementary information about the processing of pupil data by the organisations mentioned above, and gives greater details of how the pupil data is processed and the rights of parents and pupils. Either can be obtained by contacting the school or by accessing the website www.medway.gov.uk.