

Broadclyst Community Primary School



Connected to Life

This booklet is intended to provide parents and others with information about the school. It is not intended to create any contractual relationship and may be varied in the light of changing circumstances.

This booklet is produced in this loose-leaf form so that, if and when information becomes out-of-date, the page can be removed and the up-to-date information inserted.

It would take a very long and skilfully written book to describe all aspects of the school in detail, and therefore the information provided in the pages which follow is brief and basic.

Should a parent or any interested person require further information, the thing to do is to ring the school for an appointment to see the Headteacher who is available at almost any time, or the class teacher whose most convenient time is 3.30 p.m.

If any parent has any kind of worry or concern connected with school which the parent considers to be urgent, there is no need to ring for an appointment, just call in.

Should you wish to have the school information on a CD please ask us for one.

GENERAL INFORMATION

This school is an integral part of the Community. As such it looks not only for the support of the Community but also is itself a supportive influence. This school has continued fostering links with bodies outside normal school activities such as Playgroup, Youth Club, Guides and Brownies, etc.

We are fortunate to have a very thriving and active Parent, Teacher and Friends Association which is keen to support the staff and the school in any positive way. All parents are automatically members of the Association and are encouraged to attend meetings which are held in the school and advertised through school circulars.

The school endeavours to be an '*Open School*'. By this we mean that parents are and will continue to be welcome in the school and they should feel that they can approach us over matters regarding their child's education.

Where a parent has a worry they should not hesitate either to make an appointment or, if unable to do that, then to call on the school where matters can be sorted out.

As a general principle, parental consent is sought for out-of-school visits. Where the visit is a local one – for example – to the local library or for the purpose of environmental work in vicinity of the school – consent will not normally be sought.

TEACHING STAFF

Headteacher	Mr P S H Hicks
Deputy Headteacher	Mr J Bishop
Foundation/KS1 Manager	Mrs Nina Rothery
Extended Services Manager	Mrs Sarah Cooper
Class ND	Mrs Nina Rothery
Class TD	Mrs Tonia Dudley
Class MC	Miss Michelle Clemens
Class CF	Miss Chloe Farrant
Class CWH	Miss Charlotte White
Class AC	Miss Angela Crossley
Class YF	Miss Yazmin Fox
Class SN	Miss Sarah Northcott
Class CW	Mr Charles Warren
Class CS	Miss Calli Short
Class AP	Mr Andy Pugsley
Class JB/DJ	Mr Jonathan Bishop Mr David James

SECRETARIAT

School Administrator	Mrs Judith Green
School Receptionist	Mrs Gill Cordey
Site Manager	Mr Rob Thorne

Chairman of Governing Body

Mr Mark Royle

SCHOOL TERM AND HOLIDAY DATES FOR 2009-10

OPENING TIMES:

Mornings	:	0900 to 1200
Afternoons	:	1315 to 1530

HOLIDAYS:

TERM	FIRST DAY	LAST DAY
Autumn	3 September	18 December
Spring	5 January	31 March
Summer	20 April	21 July

HALF-TERM HOLIDAYS

Autumn	26 October – 30 October (inclusive)
Spring	15 February – 19 February (inclusive)
Summer	31 May – 4 June (inclusive)

Main holidays are fixed by the Authority. In addition there are both 'occasional' days to be allocated by the School Governors and staff training days. Wherever possible and practicable we take into account the need to serve our transport costs by arranging these days to coincide with those taken by Clyst Vale Community College. Notifications of all dates are available by 'pupil post' and at <http://hsl.bcps.org.uk>

ADDRESS AND TELEPHONE NUMBERS

School Address:	Broadclyst Exeter Devon EX5 3JG
Telephone:	Exeter (01392) 461288 Fax No (01392) 467057
E-Mail address:	mail@bcps.org.uk
School Web-Site	http://www.bcps.org.uk
BCPS Home School Learning Channel	http://hsl.bcps.org.uk
Divisional Office:	Capital Court Sowton Exeter
Telephone:	(01392) 382000
Director of Education:	A Whitely Director of Education Arts and Libraries County Hall Exeter EX2 4QG
Telephone:	(01392) 382000

AGES AND STAGES

Providing resources are available (human and otherwise), children are admitted at the beginning of the term in which they reach their fifth birthday. Towards the end of the term before the date of entry, the Reception Class Teacher visits the family of the prospective pupil prior to starting school and arranges a half-day visit to the reception class.

Aged 4½ - 7 Children commencing formal education enter Class 1 (Reception) and at the appropriate stage move from Reception to Class 2 spending approximately two terms in each class. At the age of 6 years children transfer to Class 3 where they spend one complete academic year.

Aged 8 – 11 Children normally spend one academic year in each of the subsequent junior classes moving on each September.

Aged 11+ In the September following their eleventh birthday, children transfer to Secondary Education and full information concerning this transfer is sent to parents round about the January before transfer date.

We estimate that we will admit about 50 children annually. As and when circumstances change it may be necessary to alter the organisation. If so then a new information sheet will be supplied.

ADMISSION PROCEDURE

Parents must fill in an admission form this can be found on the school website menu 3 – <http://www.bcps.org.uk/index3.htm>. This admission form needs to be returned to the school and the school will then forward it to the Local Authority. During the term prior to the child entering the first phase of formal education parents will receive a letter notifying of a place at the school and, at this time, the school will make contact with the parent to arrange a mutually agreed time for a home visit to take place.

Arrangements will also be made with respect to a school visit by the parent and child.

Where places remain vacant, the following admission criteria will be followed:-

Devon County Council criteria to Community and Voluntary Controlled primary Schools: Order of priority where there is Over-subscriptions

- 1 Children living in the school's designated area with a sibling who will be attending the school (or the linked primary-phase school) at the time of admission.
- 2 Other children living in the school's designated area.
- 3 Children living outside the school's designated area, but with a sibling who will be attending the school at the time of admission.

4 Other children living outside the school's designated area.

- NB (a) If it is necessary to distinguish between children in a particular category, priority will be determined on the basis of distance between home and school, this will be as a direct line from entrance of the property to the nearest available official entrance of the school (ie the shorter the distance, the higher the priority) except that in the case of children of below statutory school age in priority categories 1 and 2 priority will be determined by date of birth (ie the earlier the date, the higher the priority);
- (b) Pupils attending a linked Infants or First School will have priority for places in the Junior or Middle School;
- (c) Priority may be given to the admission of a child for whom a particular medical or social justification is demonstrated;
- (d) Priority may be given to a child who is to be admitted to a designated special educational needs support centre at the school in question;
- (e) The admission arrangements may be modified to meet the particular requirements of a trust deed.
- (f) Priority will be given in each of the categories to Young People in Public Care based on the care address.**
- (g) Pupils with statements of Special Educational Needs will have priority where the appropriate specialist provision meets the needs of the child. In other cases parental preference will be considered in accordance with criteria.**

DISCIPLINE

Reasonable collaborative behaviour on the part of teachers and children is essential if the work of the school is to proceed effectively and efficiently. It would be impossible to write a list of rules to cover all possible do's and don'ts that might arise where children are present in large – or even small – numbers, and what follows is just an outline of our expectations.

Dress: There is a school uniform and wherever possible it will be appreciated if children wear it, but flat-heeled shoes should be

worn. The use of cosmetics is not considered appropriate at this age, and jewellery to be worn should be confined to 'sleepers' or 'studs' where the ears have been pierced. To avoid loss, damage and property disputes, toys and valuables are best left at home. Clothing likely to be removed and personal property should be marked with the owner's name.

Arrival at school: 'Walkers' should not arrive at school before 8.50 hours, and children should enter classrooms only with the permission of the teacher. 'Busers' should behave as parents would expect them to behave on public transport, and any misbehaviour should be reported to the Headteacher.

Lesson time: Teachers will expect a reasonable standard of obedience and behaviour. By reasonable is meant that which any reasonable parent would expect of a child. We do not aim to oppress or suppress children, but we do expect them to do what they are told to do, and to refrain from doing what they are not to do, promptly and politely and without any dramatic exhibitions of protest.

Break-time: Fruit and vegetables, but no other snacks, may be eaten at breaktimes. Children will remain in and enter buildings only with the permission of a teacher.

Lunch time: Children will not enter or remain in the building without the express permission of a teacher or 'dinner lady'. The instructions of 'dinner ladies' must be obeyed. No child who takes a school meal, or who brings a packed lunch, is allowed to leave the premises during the lunch break.

Children who go home to lunch should not return until 13.05 hours.

All playtimes: If a child is being bullied or otherwise intimidated, the parent should report the matter to the Headteacher, or encourage the child to see the Headteacher privately. Games involving excessive physical contact are forbidden.

SPECIAL CIRCUMSTANCES

Leaving the Premises in School hours: When a parent wishes a child to leave the premises during school hours, the school's response depends upon the age of the child. Children in classes up to and including second year junior classes must be escorted by a responsible adult who will collect and return the child to the classroom. In the case of older children who may

be allowed to walk unescorted to meet a parent, a note making the request and stating the reason must be handed to the class teacher at least two days in advance. The parents should make sure that the exact meeting place and time are known to the child.

Transport
Variations:

The school must be informed by note of any variation in transport arrangements.

Collecting children
by car:

if a parent is likely to be delayed, the school must be informed by telephone. Parents are asked to park in the village car park and not in the main bus thoroughfare.

Children riding
bicycles:

Bikers must walk their bicycles to the main gate of the school at home time and not mount them on school premises.

Children are reminded of these rules collectively from time to time and more often individually as necessary.

In cases where the behaviour of a child is seriously unacceptable or disruptive, for example, theft, vandalism, bullying, the parents will be invited to see the Headteacher to discuss the problem.

THE CURRICULUM

Children would learn even if they did not go to school. Learning in school however, differs from learning outside in that it is structured. The intended learning outcome of each activity can be looked at as the curriculum, thus if children's learning is to be directed towards desired ends it must be planned. If children branch out independently upon enterprises which contribute to the school's objective, this is welcomed and encouraged.

We consider the development and implementation of a sound curriculum, with emphasis upon the fundamental important skills, to be by far the Headteacher and teachers' prime professional responsibility.

"The Work of Governors" published by Devon Education Committee states:

"there are some skills for which the Primary Schools have a central, and indeed overriding responsibility. Literacy and numeracy are the most important of these and should not be sacrificed for the sake of other curricular aims. By definition they must form part of the core learning, the protected area of the curriculum"

We support this expression of priorities, which have not changed since parents were themselves at school. What has changed perhaps, is firstly the recognition that 'reasoning' – the ability to think things out – is the essential fourth 'R', and secondly the need to devise and employ far more interesting ways and means which involve the child's Active Participation.

Curriculum plans take the form of 'policies'. Each policy allows for gradual progress, a widening and deepening of interest and increasing standards of performance as the child matures.

We would like children to be alert, curious, interested – wanting to know and able to do so; willing to try for high standards; independent but also collaborative.

Following the ratification of the 1988 Education Reform Act, the school implements the National Curriculum.

The National Curriculum consists of the traditional subjects to be found in schools; these subjects are divided into two groups:

- i) Core Subjects (English, Mathematics, Science)
- ii) Foundation Subjects – (Technology, History, Geography, Religious Education, Art, Music, P E)

The National Curriculum sets Attainment Targets which each and every child will encounter and be taught. For each subject the statement of attainment is divided into 10 levels. Level 10 being the most advanced. The levels get steadily harder so that the children will be stretched as they get older and have learnt more.

At the age of seven (7) your child will be at level 1 or level 2 or possibly level 3 in the core subjects. We would expect a typical 7 year old to be at level 2.

It is expected that a child will move up a level every two years and should therefore be at level 7 at the age of 16 years.

All 7 year old children will be tested in the core subjects during the Summer Term; the assessment will be in two parts:

Part 1 the teacher's professional assessment

Part 2 the results of your child's performance in the tests

The results of the assessment and your child's performance in the tests will be made known to you. It should be noted that not every child will move at the same speed and any one child may not be at the same level in each subject.

Religious Education:

Religious Education is given in accordance with the syllabus agreed by the Authority and its Standing Advisory Council and reflects the requirements expressed within the Education Reform Act 1988. It is open to parents to request that their child be wholly or partly excused from activities involving Religious Education at school. With reference to school assemblies, the requirement of the 1944 Education Act relating to acts of Corporate worship has been replaced by acts of Collective worship.

Within Community Schools most acts of collective worship (not corporate worship) in any school year must be wholly or mainly of a broadly Christian character, which means that they reflect the broad traditions of Christian belief. 'Christian assemblies' need not confine themselves to exclusively Christian material.

Health Education:

The school uses the guidance given in the LEA's Booklet 'Health and the School' and works in very close collaboration with the School Medical Service in particular the School Nurse. Sex education is not offered in the form of set lessons. If and when related questions are asked, answers and explanations are given bearing in mind the child's level of maturity. All children in the final year of their schooling here participate in a formal first aid programme. At the end of the year they have to sit an examination set by a bone fide agency and those that are successful will receive a certificate of competence.

Homework:

Homework is not generally set because we think it to be far more profitable for the child at this age in his or her 'spare' time to read, to make things, to undertake activities which cannot be provided at school. We also think that children, from an early age, must begin to occupy themselves on their own initiatives – to activate and direct themselves. The view that all formal education is a preparation for self education is profoundly true, and children should not be directed all the time because if they are, they might well expect to be always for life!

The child's progress is discussed by parents and teachers in private at 'clinic' evenings, the arrangements for which are sent out on separate circulars. Each parent receives a full written report; this report forms the basis of the discussion between teachers and parents at the clinic evening.

The school's Home/School Learning Centre, the first of its kind in the UK, provides every pupil with the opportunity to access directly their schoolwork from a home pc. This enables every pupil to continue with their school work at home and also provides parents with the opportunity of being directly and actively involved with their child's learning. Children have direct access to their ongoing schoolwork, learning resources, their organisational tools and their email directly from their home.

This reality of the Home/School Learning Centre brings together home and school ensuring that parents are much better able to be directly involved with their child's learning thereby ensuring the child's continuing and progressive success.

ASSESSMENT

Children beginning their school careers as four and five year olds do so at differing stages in their development; some are more capable of maintaining a reasonable level of concentration, some are comparatively more mature, some are more physically able and some are more capable of taking an active part in the life of the class and their own learning.

When a child enters a school it is of fundamental importance that the school is able to ascertain the child's stage of Perceptual Development i.e. the child's ability to organise and interpret what they see and what they hear. These skills are critical for the child's successful progression.

Each child at the age of 5 years is assessed with respect to these specific skills of perception. The assessment will indicate the child's strengths and identify weaknesses and will form the basis for determining the appropriate approach that the teacher will employ. Should there be a significant shortfall in one or more of these specific skills then an individual programme to remediate the shortcoming will be established in order that the child is able to access the curriculum with progressive success. This assessment is made known to the child's parents. Where the shortfall is significant then more formal discussions with the parents takes place.

Throughout the child's time in the school assessment will be made with respect to their progress and related to the child's ability to acquire intellectual, academic and physical skills and to apply these skills successfully in a variety of learning situations that demand their use. Parents are informed of their child's progress throughout the year and a full written report is presented to each parent during the Summer Term. This report forms the basis of the formal clinical interview with the class teacher and where necessary other staff.

SPECIAL EDUCATIONAL NEEDS AND STATEMENTING

The educational needs of each and every child are determined in direct relation to those specific objectives that appear within this document. Our task as teachers is how best

to ensure that both teaching and learning is brought about successfully for all children irrespective of disabilities whether they are primarily physical, sensory, intellectual or emotional. Special Educational Needs means that a child requires support that cannot easily be met from within a mainstream class and therefore some specific additional support is required.

Where it is professionally judged that such additional support is necessary, discussions with the parents are arranged and the means whereby this additional support can be provided are made known to them. Where the complexity of need is such as to inhibit success within a mainstream class the employment of the school's external support class maybe put forward. It is important that parents understand that any decision taken by the school with respect to special educational needs are taken only with the parents' full participation and agreement.

The provision of a statutory Statement of Special Educational Need will follow only after a formal assessment of a child whose educational needs are of such severity or such complexity that they will require the Local Education Authority to determine the provision. It is accepted and expected that the needs of most children will be met from within a mainstream school and without a statutory assessment by the LEA or a statement of special need. Children with special educational needs including those with a statutory Statement of Special Educational Need should, taking into account the wishes of their parents, be educated alongside their peers in mainstream schools.

School Objectives

When at the age of eleven the child has completed his or her primary education, this is what we would like them to be able to do and know and be as young persons

- Listen, with concentration and understanding; speak to the point with clarity and confidence; read fluently, for pleasure and for practical purposes; write aptly and reasonably correctly, using sentences, paragraphs; correctly spell words in common usage; write in a legible hand.
- Add, subtract, multiply and divide whole numbers, decimal and fractions; weigh and measure; use rulers, scales, thermometers, stop watches and other mathematical instruments; have some knowledge of elementary geometry; use mathematical skills for practical purposes.
- Use simple tools and materials in a safe and orderly way, combining brainwork and handwork in the making of artistic and functional objects.
- Understand and pay regard to some rules of health and safety.
- Plan, observe, record, make notes and illustrations in connection with projects which demand high standards, persistence and elements of self-directed work.
- Have some knowledge that people of other nations live in different ways, some knowledge of the past and its influence upon the present, and some thought about the future.

- To be considerate and respectful of others feelings; to be able to work and plan amicably and successfully with others.
- To have an appreciation of and a respect for nature.
- To have confidence in their own physical abilities and physical co-ordination.
- To employ ICT capabilities as part of a successful process of getting things done.

CHARGING AND REMISSION POLICY

Section 110 of the Education Reform Act 1998 requires the LEA and the Governing Bodies of maintained schools in England and Wales to draw up and keep under review a Charging and Remissions Policy.

The Basic Principle:

For all registered pupils in maintained schools education is free of charge if it:

- a) takes place during school time – excluding the midday break;
- b) takes place outside school hours but is required as part of a syllabus for a prescribed public examination, or as part of the National Curriculum, or part of the statutory religious education.

Charges and Remission Policy:

Having regard to the above, the Governing Body recognises the valuable contribution that the wide range of additional activities including clubs, trips and residential experiences can make towards pupils' personal and social education.

The Governing Body at this establishment aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional extras.

Charges:

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school:

1. School journeys in school hours:

Any board and lodging element of a residential activity deemed to take place within school hours.

2. Activities outside school hours:

The full cost of each pupil for activities deemed to be optional extras taking place outside school hours.

3. Charging in kind:

The cost of materials, ingredients, equipment (or provision of them by parents) for the following subject(s): Home Economics

The Governing Body may charge for ingredients and materials or require them to be provided if the parent has indicated that they wish to own the finished product.

General:

The Governing Body may from time to time amend this Charging Policy in the light of changing circumstances and as part of any review.

Nothing in this Policy Statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing such additional activities.

Remissions Policy:

Where the parents of a pupil are in receipt of Income Support or Family Credit, the Governing Body will remit in full the cost of board and lodging for any residential activity that it organises for the pupil if that activity is deemed to take place within school hours.

In cases of family hardship which although temporary, may make it difficult for pupils to take part in particular activities for which a charge is made, the Governing Body through the Headteacher will remit those charges in part or full.

Sports and Games

The school runs a soccer team, netball team, tennis team and chess team and fixtures are arranged against other schools in the locality. For each child playing in the school football, netball and tennis teams, the school provides a playing strip.

In the summer term, the schools in the Clyst Valley Area come together at Clyst Vale Community College to hold the Area Sports Day.

The school holds its own Sports Day close to the end of the Summer Term.

Music Tuition

Music tuition is provided by the school using Music Devon and its peripatetic staff. At present some children at this school are taught to play wind instruments (including clarinet, flute), brass instruments (trumpet, trombone and French horn), string instruments and keyboard. The school has its own choir and children are selected during the year if they wish to be a member of the choir. During the year the school choir performs at various engagements.

School curriculum policies and the Local Education Authority's curriculum statement may be seen at the school by parents or interested parties. The signed minutes of meetings of the Governing Body are also open to parents and interested parties and these too may be seen at the school.

Parents sometimes express the view that in order for a teacher to be able to operate effectively and to be able to cover all areas of educational activities reasonably, they will have to teach at best to the 'middle' range of ability level. This is not so. Children have differing abilities, capabilities and interests; each child has the right to a broad and balanced curriculum that will meet their particular needs and direct them to the objectives of the school and the purpose for which the education service exists. Teachers employ a variety of professional styles and strategies in order that this can happen; children will sometimes do work as a class and at other times work individually or in groups. Class teaching will often take place when it is necessary for all to have some particular knowledge or to be taught a particular skill. The application of this knowledge or skill will often take place in group work or individually where the teacher will match the exercise to the particular academic and intellectual ability of the child. Some children require some reinforcement activities whereas others will be at a stage where their skills will need development and extension. The make up of groups will vary according to the particular work being undertaken; sometimes groups will be ability set and at other times they may be friendship groups.

What is fundamentally important is that children do acquire those quite specific skills that empower them to be better able to be in control of their own lives and better able to act with rationality, sensitivity and humanity.

This school along with all within the Education Service is focussed upon futures and possibilities for each and every child. Schools are not about the maintenance of a status quo, which is a denial of possibilities and therefore futures. We are not able to put a price on the child's future and it is extremely doubtful that any parent can or would even wish to attempt to.

TRANSPORT

The regulations are set out in DCC official leaflet 'Nursery & Primary Education in Devon' a copy of which is available for reference at the school.

A child who is entitled to free transport will receive a pass from the Area Education Office. A parent whose child is not entitled to free transport, but who wishes to apply to purchase a concessionary ticket should write to the Area Education Officer for a form of application.

The Authority has a policy on the provision of free school transport. It provides, for example, for free school transport where a pupil lives beyond the agreed statutory distance. The statutory distance is defined as two miles for children up to eight years of age and three miles for those aged eight and over. To qualify, the statutory distance is measured by using the shortest available route between the home and the school that serves the home address. Some pupils may be given transport even where they live within the distance for special reasons, e.g. medical grounds. It is a parental

responsibility to arrange for children to travel in safety between home and picking-up and dropping-off points.

Where the Authority is not obliged to provide transport – including where parents choose a school other than that which serve their home address – it is the parents' responsibility to make arrangements for travel between home and school.

Where spare seats on the County Council's school transport vehicles or contractors' vehicles are available, these may be occupied by children not entitled to free school transport on the purchase of a concessionary ticket. Adequate warning will be given to parents should the concession need to be withdrawn. The present cost of concessionary seats on County Council vehicles is £80 per term.

If parents are unhappy about a decision on this committee policy, they may consult their local county councillor with a view to appealing to the School Transport (Appeals) Sub-Committee.

Further information is available from Schools Section Divisional Office, Bradninch Hall, Exeter Tel: 01392 383900.

Adverse Road Conditions:

When a bus fails to travel in the morning, it must be assumed that it will not travel in the afternoon. If a child is brought in by car in the morning, the child must be collected by the parent in the afternoon.

When conditions during the day look like making travel difficult, buses often arrive early to collect children from school without notice. It is impossible for the school to telephone the large numbers of parents involved; therefore in these circumstances parents should anticipate the early homecoming of their children.

In similar circumstances parents may collect children from school before normal times.

SMART CARDS

The school will provide your child with a 'smart card'. This card which is issued to all pupils, enables your child to purchase a school lunch as well as a mid morning snack. The card can be charged up with money using the validator in the school canteen. Each morning the school canteen is opened for parents to be able to charge up their child's card. We shall, as time progresses, enable the card to be used for other purposes such as access to the school library, art room, purchasing services from the school, logging onto their school pc etc.

The card is only valid at this school and it is not possible for it to be used anywhere else. It is also not possible for anyone else in the school to use your child's card.

In the unfortunate event of loss we will replace it.

SCHOOL MEALS

Cooked meals with a choice are provided at the school for those children requiring a school lunch.

Alison Waters, the canteen manager, and her staff endeavour to provide a balanced and nourishing meal which the children enjoy and which will sustain them throughout the day.

The current cost of a school lunch is £ 1.95

At mid morning break time and lunchtime, your child will need to have their card swiped by the school meals staff in order to have their break/lunch. For those students in receipt of free school meals their card is already credited and this will be done automatically. Your child's card will need to have money put on it (i.e. charged up) and this is done using a validator which is to be found in the school hall. Each morning the school hall is opened for parents to be able to charge up their child's card. You may put sufficient money on to your child's card for it to last the day, the week, half term, the whole term.

CLOTHING GRANTS

Information regarding clothing grants can be obtained from the school's Administrator.

SNACKS

The following refreshments are on sale during the morning playtime:

Orange	-	10p
Fruit	-	20p

NUMBER OF CHILDREN ON ROLL

Number of children on roll September 2008	388
Number of children expected to be admitted Spring Term 2010	28

HAVING READ THIS HANDBOOK, IF THERE ARE ITEMS THAT YOU WOULD LIKE TO DISCUSS OR THAT YOU DO NOT UNDERSTAND, PLEASE CONTACT US AND ARRANGE AN APPOINTMENT.

APPENDIX A

SCHOOL ATTENDANCE – HOLIDAYS IN TERM TIME

Schools may authorise absence during term time to enable pupils to go away on holiday with their parent(s): **Approval is not automatic.**

Save in exceptional circumstances, a pupil shall not be granted more than 10 (ten) school days leave of absence in any school year (Education Pupil Registration Regulations 1995).

The duration of the absence and the date of return should be agreed by the School before making any arrangements.

Where the requested absence is greater than 10 (ten) days, the School may impose conditions on its approval of the holiday

More advice is given in the Department of Education and Employment Leaflet 110/0219/147/D95A which can be obtained from your Local Education Authority Offices.

Family Holidays during Term Time

- Where possible, you should take your holidays during school holidays.
- Avoid taking your child on holiday at times when he or she should be taking exams or tests.
- You should not expect your child's school to agree to a family holiday during term time. The school will carefully consider your request and they make take your child's attendance record into account.
- Schools will not agree to your child missing more than a total of ten school days for family holidays in any one school year, unless there is a very good reason.

APPENDIX 2

THE SCHOOL HEALTH SERVICE

Aims

To achieve the best possible level of health for all children of school age in order that they may meet their full educational potential.

Objectives

1. To decrease preventable causes of ill health, e.g. accidents, infections, smoking etc.
2. To ensure that children are encouraged and enabled to take responsibility for their own health and well being.

Every school has a fully trained, “named” School Health Sister supported by a School Doctor.

Our School Health Sister is

and our School Doctor is

The School Health Sister Paula Goodship is your first point of contact in the School on all health matters. She is responsible for assessing the health needs of the children and for implementing, facilitating and co-ordinating those needs. She conducts all health interviews shown in the programme overleaf. She will maintain continuous and regular contact with parents, teachers and the School Medical Officer and will liaise with, and refer to, other professionals as appropriate. The School Health Sister will be happy to be involved in the planning and delivery of co-ordinated health education programme and her attendance at pastoral care meetings is offered, if required.

The School Health Sister is not the primary contact for first aid in school, although she will, of course, respond in any emergency and will provide advice and support where appropriate.

The School Secretary can give you information as to when the School Health Sister will be attending the school, or alternatively, where she can be contacted.

THE SCHOOL HEALTH SERVICE

Every school has the service of a trained School Nursing Sister. She is supported by a School Doctor who is a member of the specialist paediatric service based at the Royal Devon and Exeter Hospital (Wonford).

Our School Nurse is and Our School Doctor is

Dr

The School Secretary or knows when they will be attending the school.

The School Health Service provides advice on the health of children as it relates to their educational needs. The School Nurse offers health interviews to all parents at school entry and at transfer to secondary education. She will refer children to the School Doctor when necessary

Tests of hearing and vision, also immunisation against Rubella and BCG are offered at the appropriate times.

In all the above the School Health Service works closely with General Practitioners and other health professionals. It also supports teachers in those parts of the school curriculum concerned with health education.

Simple injuries in school are dealt with in the first instance by the schools first aiders who have the support of the School Health Service so far as advice and training are concerned.

The School Nursing Sister is your point of contact with the School Health Service. Parents and children are encouraged to contact her if they have any concerns regarding their health at school.

SCHOOL HEALTH PROGRAMME

School Entry
(Usually Second Term)

Health Interview (child and parent). To identify health problems, including vision testing, sweep hearing test, weight and height, and health advice, as appropriate.

School Year 3

Semi-structured health interview (child only) covering vision test, colour vision test + health interview identify health problems. Health education as appropriate.

Entry into Secondary School

Health interview (child and parent) including vision testing, weight and height and targeting health choices including healthy eating, exercise, smoking, personal hygiene and sexual development.

Approximately 11 years

Rubella immunisation is offered to girls only.

13 –14 years

BCG immunisation offered to girls and boys.

School Year 9 – 10

Health interview (young person only) encouraging personal responsibility for their own health and additional emotional and mental health issues.

At all these stages, a full medical examination may be offered for children selected after consultation between the School Health Sister and the School Doctor.

For further advice, including retests of hearing and vision the child will be referred to the appropriate service.

If immunisations are not completed, the GP will be informed.

APPENDIX 3

SCHOOL PERFORMANCE – PUBLICATION OF INFORMATION

ABSENTEEISM

Total number of registered pupils of compulsory school age as at May '08

Percentage of half day (sessions) missed through authorised absence last academic year 6.6%

Percentage of half day (sessions) miss through unauthorised absence last academic year 0%