

St. Leonard's C.E. Primary School

Head Teacher: Mrs K Ferriday

Deputy Head: Mr M Steele

Assistant Heads: Mrs R Spencer and Mrs H Coleman

**Innage Lane
Bridgnorth
Shropshire
WV16 4HL**

Telephone: (01746) 762781

Fax: (01746) 769509

Email: admin@bridgnorth-st-leonards.shropshire.sch.uk

Website: <http://www.bridgnorth-st-leonards.shropshire.sch.uk/>

Welcome to St Leonard's School.

The vision for our school is that our children 'enjoy success'. We hope that their academic progress reflects their full potential but also that our pupils enjoy learning. The excellent teaching and support staff are committed to providing the means to stimulate learning and with your support our children will be successful.

St Leonard's pupils are also encouraged to participate in extra-curricular activities such as - sport/dance/Eco initiatives/Fair trade/music/charity involvement/cycling proficiency, to name but a few. We also have a School Council where pupils' views are listened to and school issues are discussed.

Underpinning the whole of school life are the Christian values that are vitally important to us as a Church of England School. Respect, love and care for each other, and for the world, are paramount in our school.

The whole 'St Leonard's School' experience will provide our children with the foundations on which to build their future.

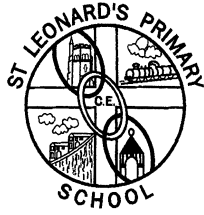
The Governing Body, of which I am Chair, alongside the Head Teacher, leads the school to ensure that all academic and legal obligations are met and we are always pleased to hear your comments on how we can maintain the high standards recognised by Ofsted.

Jane Ashling

Chair of Governors

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MISSION STATEMENT

St Leonard's Church of England Primary School

Recognising its historic foundation, St Leonard's Church of England Primary School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers its pupils.

As a church school, the school will strive to promote the spiritual, moral, social, cultural, mental and physical development of ALL of the pupils. It will at the same time strive to prepare its pupils for the opportunities, responsibilities and experiences of adult life by placing an inherent and equal value on each person involved in the life of the school whether they are child or adult.

Our Vision for the Future

St. Leonard's C.E. Primary School encourages everyone to 'Enjoy Success' through a stimulating curriculum in a happy, safe and exciting environment, which is celebrated by all. We will continuously build upon these foundations by focusing on quality, effectiveness and achievement, underpinned by strong Christian values

INFORMATION ABOUT THE SCHOOL

The school itself is on two sites side by side. The Key Stage 1 site has a Reception Area, Offices, 5 classrooms, a Nursery, a Family Learning room, a small computer suite, a Hall, Music Room and a wide shared area. The Key Stage 2 site has 7 classrooms, a Hall, 2 resource rooms, a computer suite and a kitchen for school meals. Like all schools nowadays the safety of our pupils is paramount and, as such, the school is very security conscious. Access is not possible without first calling at the Reception Area on the K.S.1 site. Parents and visitors are then taken to the other parts of the school.

There is a heated, covered swimming pool in the grounds of the school. All the pupils in the school use it during the summer term. The pool was built by parents and is still managed by a parents committee. The maintenance of the pool is paid for by parental contributions, the swimming lessons, which take place in school time, are free. We also organise extra lessons after school, but there is a charge for these. School employ a fully qualified instructor to take all the lessons, both in the school day and after school.

How is the school organised?

The school consists of a full-time Nursery which offers morning or afternoon sessions and which, combined with the Reception class, forms the Foundation Stage, a Key Stage 1 section and a Key Stage 2 Section. The Admission Number (or maximum number of pupils the school can admit in one year) is 48.

Pupils with Special Educational Needs are fully integrated into the classes and are counted in the numbers above.

How do I get my child into school?

Parents of children wishing to start school at St Leonard's have to complete an on-line application for the Local Authority before the child is due to start. Parents of Reception children in Shropshire will be required, in the autumn term prior to the school year of admission, to complete a Shropshire Council application form stating preferences for up to 3 schools. Applications for places in Reception should be made online at www.shropshire.gov.uk/school-admissions. For those who do not have internet access you can contact the Admissions Team direct on 0345 678 9008 and they will submit the application for you. If you do not submit an application before the deadline, it can delay your child starting school or, if the school is full, prevent them starting altogether.

The admissions policy is determined by Shropshire Council, which is the Admissions Authority for all Community and Voluntary Controlled schools in Shropshire. The Council's Admissions Team operates the admissions process. All the information you need is in the LA Information booklet called: "**A Parents' Guide to Education in Shropshire**". A copy is available in school for you to look at, or it can be found on the Shropshire website (see below.) If you need any advice on the admission procedure you can contact the Admissions Team at The Guildhall.

The contact address is: Admissions Team, Children & Young People's Services Directorate, Shropshire Council, The Guildhall, Frankwell Quay, Shrewsbury SY3 8HQ. Tel: 0345 678 9008 or email: school-admissions@shropshire.gov.uk
website: www.shropshire.gov.uk/school-admissions

When does my child start school?

The law says that children must start their education no later than the beginning of the term after their 5th birthday. The following table helps to explain by dates of birth when children can start their primary age education.

5 th birthdays falls	Can start school on first day of	Must start school on first day of
Between 1 September and 31 December	Autumn Term (September)	Spring Term (January)
Between 1 January and last day of Easter holidays	Autumn Term (September) or Spring Term (January)	Summer Term (after Easter break)
1 st day of Summer Term and 31 August	Autumn Term, (September), or Spring Term (January), or Summer Term (after Easter Break) or following Autumn Term*	Summer Term (after Easter break) or following Autumn Term*

*Where parents choose to defer entry for children whose 5th birthday falls in the summer term to the following Autumn term, the child would be required to join the school in Year 1, not Reception. Parents must apply separately for a Year 1 place which could only be considered for allocation after the summer half-term holiday by which time there might not be any places available in the year group.

Full details are set out in the Parents' Guide to Education in Shropshire as mentioned above.

Before admission to Reception, children can be admitted to our Nursery in the term after their third birthday, provided we have room. However they do have to have their name down for a Nursery place before they start. Children will be allocated either to the morning or afternoon session and will remain in that session until they move up to the Reception class. It is not necessary to attend Nursery before coming to school but it is very helpful. A brochure describing the Nursery is available from the school. Just ask!

The school has an admission number of 48 for each group and the Reception intake. For the year commencing September 2015 the number of preferences received and places allocated was as follows:

Date of Allocation	Admission Limit	No of 1 st preferences received	Total places allocated	No of 2 nd preferences	No of 3 rd preferences
April 2015	48	37	48	20	14

What happens if I move into the area?

Where families move house at other times of the year, please make contact with us direct to enquire about places. Parents are welcome to come and visit the school and we would ask that you call us to make an appointment with the Head Teacher.

What is the school trying to do?

This question can be answered by asking and answering three more questions.

The first of these asks: ***What is the school trying to achieve as a Church school?*** The answer is in the schools Mission Statement which is included at the front of this booklet. It explains how the school hopes to function and put its Christian beliefs into its every day work.

Please note that any parents wishing their children to withdraw from any religious activities on moral grounds are asked to contact the Head Teacher in the first instance. Alternative activities can then be arranged.

The second asks: ***What does the school stand for and what values does it hope to give the children?***

The aim of our school is to help all pupils to enjoy learning and come to see education as a life-long process.

To do this we try to make our pupils “independent learners”. This means they are able to work on their own and accept the responsibility for getting their work finished. To be able to do this means they will have to develop the right attitudes, knowledge, understanding and skills they will need for the future.

For us as a school to be able to do this we must:

- provide a happy, secure and stimulating environment where each child can be helped to develop a lively enquiring mind, tolerance and an understanding of others
- enable the children to acquire the correct skills they will need for the future
- help all pupils to achieve their full potential and feel valued as individuals
- encourage pupils to develop self-respect and respect for others
- provide a learning environment which encourages children to work collaboratively and co-operatively in a variety of situations
- develop the qualities of independence, self-motivation and self-confidence
- encourage all parents to become actively involved in all aspects of school life and to create a working partnership with them
- help pupils to understand and appreciate the world in which they live and appreciate the efforts and achievements of others
- participate in local events when appropriate to make sure our pupils are aware of the local community and community spirit

The third question asks: ***What is the school trying to achieve and what should your child know, think and do?***

As a school we aim to provide our pupils with a secure and stable environment which is stimulating, colourful, challenging and enjoyable. There are clear boundaries set out that the children learn not to cross and easy systems and routines to learn and follow. The work we provide is differentiated to each child’s individual needs. This gives them a firm foundation on which to build. Pupils are encouraged to be individuals and also part of a group. They are taught to respect other people’s feelings and property as much as their own. Most of all we aim to make the pupils feel safe, valued and respected.

Your child should leave this school confident that they are able to move on to the next stage of their education. They should have the skills to enable them to do this. They will also have the knowledge that they have achieved all that they are capable of doing and be ready to move on. They should enjoy learning and the activities that go with it. As people they will respect others, have a concern for their immediate environment and a wish to learn more.

What does my child need to wear?

The school does have a school uniform that it insists pupils wear. This consists of:-

Boys

Grey trousers
White polo shirt / T-shirt / school shirt
Maroon sweatshirt or jumper
Black shoes
Grey shorts (Summer optional)

Girls

Grey skirt or pinafore
Grey trousers
White polo shirt / blouse / T-shirt
Maroon sweatshirt or jumper
Black shoes
Red /white squared patterned dress
(Summer optional)

All these items with the school logo on can be bought through school at very competitive prices or plain from many other sources. The school also offers the opportunity to purchase maroon coloured fleeces for outdoor wear although this is not a compulsory part of the school uniform.

For P.E both boys and girls need a white T-shirt and black shorts as well as a pair of pumps or trainers. Boys / girls will only need football boots if they join the Football club after school. A warm jumper / tracksuit / set of jogging bottoms is needed during the winter as some lessons will be taken outside

Jewellery

Items of jewellery should not be worn to school. This includes the wearing of rings, bracelets and earrings. If your child has pierced ears, they should only wear studs in them and no other style of earring whilst in school. This is to avoid the tearing of the earlobe if the earrings get caught in clothing, etc. or when children are playing. For PE the children should preferably be able to remove the studs and replace them, or, failing that, should bring plasters or some form of covering to avoid accidents whilst taking part in any of the games activities.

The use of mobile phones is not allowed in school.

What time does school start and finish?

INFANTS		JUNIORS	
8.50am	Pupils into school and register taken	8.50am	Pupils into school and register taken
9.00am	Register closed	9.00am	Register closed
10.30am	Assembly	10.30am	Assembly (Bell)
10.45am	Break time starts	10.45am	Break time starts
11.00am	Break time ends	11.00am	Break time ends (Bell)
12.00pm	Lunchtime begins	12.00pm	Lunchtime begins (Bell)
1.15pm	Lunchtime ends	1.00pm	Lunchtime ends (Bell)
2.00pm	Breaktime starts	2.00pm	Breaktime starts (Bell)
2.10pm	Breaktime ends	2.10pm	Breaktime ends (Bell)
3.15pm	School ends	3.15pm	School ends (Bell)

For the Infants the teaching time each day is 4 hours 30 minutes and for the Juniors 4 hours 45 minutes (Mon-Thurs) and 4 hours 30 minutes (Fri). This means that there is a total teaching time of 22 hours 30 minutes per week for the Infants and 23 hours 30 minutes for the Juniors.

The Nursery opens at 8.45am for the morning session and ends at 11.45am. The afternoon session starts at 12.30pm and ends at 3.30pm.

We would ask that parents encourage their children to be on time as this saves upset if the child arrives in school late. All lateness is recorded and when a child is regularly late parents are contacted and a strategy worked out to avoid this. A copy of our Attendance Policy is available from the Office.

Does the school have clubs or extended services?

Yes the school runs a wide range of lunchtime and after school clubs. All the clubs are open to anyone of the right age range who wants to attend. Enjoying the activity is the main aim. However there are a number of opportunities for pupils with a talent in any of these activities to develop them further should they wish. There is a nominal charge for clubs.

Key Stage 1	Key Stage 2	
Recorders	Football (Boys and Girls teams)	Gardening Club
Football	Hockey (Mixed)	Chess Club
Dance	Tag Rugby	Recorders (Yrs 4-6)
Multi-skills	Cricket (Mixed)	Keyboard
Forest School Club	Rounders (Mixed)	Guitar
Swimming lessons	Athletics	Magazine Club
	Basketball	School Choir (Yrs 2-6)
	Netball	Swimming lessons
	Table Tennis	Dance
		Forest School

As yet school does not offer before or after school care but would refer you to the Shropshire Council list of recommended child-minders and/or Poppets who are based on our site.

How does my child join in?

Letters are sent home with your child. If they are interested in joining the club you complete a slip and return it to the office, with payment where necessary.

How do I know what is going on?

The school tries hard to keep parents informed by letter of all the activities that are going on. These can be found on our website. If families do not have access to the internet paper copies are provided. A copy of every letter sent out is kept in a folder in the Reception area and you are very welcome to come into school at any time to have a look. For major events posters are put up on notice boards in school and at the main entrance to the school.

How can I help my child?

The school does have a Homework policy, which is available to all parents. This tells you about the many ways that you can help your child as they move through the school and also includes a helpful guide to undertaking many of the activities your child will be asked to do at home.

As part of helping your child the school asks that you sign a **Home School Agreement** which commits both you as parents and us as the school to do all we can to help your child develop. This is available to be signed once your child starts at the school and will be sent home to you.

Every child has a Home School diary which contains lots of ideas for help with numeracy and literacy skills. This diary also contains information about your child's targets for literacy and numeracy and should be signed when you have made a note of these.

We follow guidelines issued by the County Educational Welfare Officer regarding holidays in term time (please see separate section). As you can appreciate holidays in term time can cause great disruption to your child's education.

How can I find out how my child is doing?

The school provides lots of opportunities for you to find out how your child is doing. Teachers will talk to you after school on any day that they are free; we provide a mid-year report in the Spring Term. This enables us to reflect on the first part of the year whilst setting targets for the rest of the year. We hold two open evenings in the Autumn Term, two open evenings in the Spring and an informal afternoon/evening in the Summer Term.

Parents are able to make appointments at any time, during the year, with the class teacher to discuss their child's progress.

How is the school doing?

As a parent you can see how well the school is doing by reading the latest OFSTED report - there is a link on our website or you can go to www.ofsted.gov.uk. A paper copy can be provided if

needed. Also the School's Data Dashboard (again there is a link on the website or you can go to <http://dashboard.ofsted.gov.uk/>)This includes information on how well the school has done in the Standard Assessment Tests (SATS) set by the Government each year. It compares the school with other schools across the country and with the average score of all the schools Nationwide.

What can I do if I am not happy?

Under the Education Act 1996, the LA has set up arrangements to deal with any formal complaints made to the LA, Governing Body or both. These complaints can be about the curriculum or Religious Education. Should you need to know more about how to make a complaint please contact the school and we will be able to explain the process, let you see a copy of the LA's approved arrangements and help you with the arrangements for making a complaint.

If you have a complaint or concern about something which has nothing to do with the curriculum or Religious Education, please contact me as Head Teacher first of all and I will discuss the matter with you there and then, or at a time that is mutually convenient. If it proves impossible to sort out an issue in this way please put the complaint in writing and send it to me at the school. If you require help in doing this we will as a school offer all help possible. Once your complaint is received the school promises to deal with it in the following way:

- We will formally acknowledge receipt of the complaint within two working days of receiving it.
- Tell you the name of and telephone number of the person looking into it.
- Reply to your complaint within 21 school working days or if it is not possible to give you a full answer by then to tell you what is being done to investigate your complaint and how long it is likely to be before you receive a full reply.
- Tell you if it has to be dealt with under a special procedure.

If you are not then satisfied with the outcome of your complaint you can write to the Chair of Governors who will arrange for the Governing Body to look into what you have to say.

Should you still not be satisfied and want to take the matter further we will tell you who else you can write to, giving you their address and telephone number.

A full copy of the schools Complaints Policy is available from the school office.

Certain documents are made available under the Education Regulations of 1989 so that you are able to use these if you wish. They are normally available in the school office for you to look at on site. Should you wish to take a copy away then a small charge to cover the cost of copying will be made.

If you are not happy with your child's performance please tell your child's teacher of your worries. They will be very willing to discuss them with you at a time that is convenient to both of you.

If you are still not happy please contact me and tell me about your concerns. I will look into them and report back to you. If necessary a meeting between you, the Class teacher and me will be set up to look at the problems you raise. Most issues can be sorted out with a little willingness on both sides.

And Finally!

There are probably things that we have missed out as we have written this prospectus. Please forgive us if we haven't answered your question. The booklet is intended to give you a flavour of our school. Like a good menu we hope it has tempted you to come and visit us and see for yourself.. We would enjoy showing you round and answering those questions this booklet doesn't answer. To arrange a visit, please call me at the school on 01746 762781 (2 lines) or e-mail us at **admin@bridgnorth-st-leonards.shropshire.sch.uk**. Until then thank you for taking the time and trouble to read this information. We look forward to meeting you.

Kay Ferriday
Head Teacher

SPECIAL EDUCATIONAL NEEDS

We pride ourselves as a school that treats all children equally irrespective of their ability. The school strives to ensure that children with Special Educational Needs are integrated into every aspect of school life. Committed staff and support assistants continue to provide a quality provision for these children within school. Following a County led Special Needs review, St. Leonard's was deemed to provide good support and inclusion for all children with Special Needs.

Before any child with Special Needs is admitted to school a detailed programme of induction and support is agreed between parents, school and other professionals who may also be involved. We also follow County Guidelines for admission to school for all children.

What happens if my child has a problem with learning?

For pupils with learning difficulties, and that includes some 20% of all pupils at some stage in their school life, we have a Learning Support Team. This consists of a Special Needs Coordinator working closely with Classroom Support Assistants and Class Teachers to develop individual programmes of work for children with Special Needs. This Team works closely together and in partnership with parents to support pupils who are finding their learning difficult whether this is long term or just for a short period.

Where a child has significant levels of need we will place them at SEN support. As a school we divide this group of pupils into levels of need, known as SEN 1 and SEN 2.

SEN 1

At its lower level a child is given work more suited to help them with their specific problem and a regular check on their progress is kept. The members of the Support Team work with many of the pupils in this group and children can move quite easily in and out of this stage.

At the higher levels it also includes children who have been receiving the above help but have shown little or no progress. At this point the child is seen by the SENCO (Special Educational needs Co-ordinator) a member of the school staff, who will offer additional guidance to the class teacher and often arrange some additional support for the pupil.

SEN 2

This is the point where the school seeks help from additional professionals employed by the LA and outside agencies. They will assess your child using a series of tests, share the results with you and your child's teacher and suggest to the school a range of strategies to assist your child. Progress will be looked at termly.

Pupils at this level who make little or no progress or whose level of performance is very significantly behind the rest of the children of their age are proposed for assessment to see whether they need an **Education and Health Care Plan (EHCP)**. This is done by a team from the LA and if the EHCP is granted the child receives additional amounts of help outlined in the Plan, from the Learning Support Team. At all levels the school is given advice and information that will enable it to do the best for your child.

At all times during this process the school will share with you what they know and work with you to obtain the best help for your child. They will also advise you on activities that you can do at home to help your child. You will be asked to meet on at least 3 occasions to set specific targets and discuss provision for your child.

If your child has an existing Statement for Special Needs then the LA will liaise with School to manage the transfer of this to the new style ECHP at some point over the next 2 years. You will be kept fully involved and informed with this process.

Curriculum

All Teachers plan and adapt the curriculum to suit every individual child's needs. Teaching Assistants work closely with the Class Teacher in every class, each morning, to enable all pupils to access all areas of curriculum. Where children carry a **ECHP** a specific Support Assistant is identified and works with the child on a one to one basis and where appropriate in small groups.

All staff are trained in a variety of teaching approaches which means that we are able to adapt to a range of SEN: – such as specific learning difficulties (including dyslexia, dyspraxia and dyscalculia); Autistic Spectrum Disorder; speech, language and communication needs, behavioural, social and emotional difficulties, and a number of physical disabilities.

We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including picture cue cards, objects of reference, intensive interaction and individual tasks.

We are a very inclusive school. Wherever possible, children are taught alongside their peers in clearly differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support, and/or bespoke intervention, in small groups outside the classroom or to provide one-to-one support.

All teaching staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.

We use additional schemes/materials so that staff can use these as a resource to ensure work is always at the right level for pupils with special educational needs or those who are gifted and talented.

All pupils will contribute to their SEN Plan, discussing their needs and targets with their teachers and Parents.

Extra Curricular

We have a variety lunch-time and after school activities, such as, 'Change 4 Life', Spanish, Chess and music clubs, sporting clubs that change over the year, street dance, gardening and many more. Pupils with SEN are included, and are offered one-to-one support if necessary.

We have educational visits, including residential trips for older children, and many other visitors to the school who help to bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.

External Support

We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.

We purchase this support through several streams, depending on your child's circumstances - SEN funding; Pupil Premium and LAC (Looked After Children) funding

NHS specialist services also support certain children within school; speech and language therapy, occupational health, physiotherapist, early help advisors, child and mental health services. We liaise with the NHS school nurse regularly.

We get support from local authority services, but also we 'buy in' support from Woodlands and Severndale.

Together we review your child's progress and agree what everyone will do to make teaching more effective and learning easier.

Access for the Disabled

Buildings

The school continues to maintain its commitment to providing access for pupils, parents and visitors with a range of disabilities. Disabled toilet facilities are available on both sites and ramped access available throughout both sites. These facilities are a useful addition to the school providing access not only for disabled staff, parents and pupils but also for other visitors using the school for a range of activities. The school with its continuing policy of "total inclusion" of pupils with Special Educational Needs can be truly said to be fully inclusive.

Policies and Plans

A full Accessibility Plan is available in school for those who wish to read it. This outlines current arrangements and future intentions. Also available, for those who wish to read a copy, are the school Disability Equality and Gender Equality Schemes. The SEN Policy is also available.

School Resources

All resources, both consumable and non-consumable are monitored on a regular basis and updated/upgraded as necessary.

The School SEN Co-ordinator is Mrs Ruth Spencer

The Governor with responsibility for overseeing SEN is Mrs Meg Marshall.

Our class teachers and teaching assistants use bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs

We have a wide range of reading material (books, digital stories, newspapers) to appeal to both aural and visual learners, and specialist schemes to assist their learning.

Alongside this we have a wide range of ICT equipment available to help motivate pupils and access learning. These include; iPads, laptop computers, microphones, programmable toys, and flip cams. We use a range of software on our school IT system to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners

Picture and symbol timetables and equipment, such as countdown timers for pupils who need them, are used in class

We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating or handrails and steps in toilets. Also we access a range of specialist equipment to support children with their gross and fine motor skills. We employ these in class. Each morning, before school we have an Occupational Therapy group – ‘Treasure Gym’ – for selected children with co-ordination problems.

Staff use key rings, or fans, containing Makaton signs on small cards to aid children with communication difficulties.

Transition

Children who join our school in Nursery are welcomed into our school community with a pre-school visit by the Nursery class teacher. In their first term parents, or a significant adult e.g. grandparent, aunt, uncle, are asked to join each child in an Induction week.

Children who join our school in Reception are welcomed into our school via an Induction week in the July before each child starts in September. This consists of two half days and two full days in school with their new teacher as well as a Parents’ meeting. If your child is in our Nursery, the Reception staff will make regular visits in the Summer term, before starting, to get to know them. If they are in a different setting then our staff will visit them there.

Our Local Authority provides an Early Years Advisory Teacher who supports children with SEN when they make the transition from their current setting to our Reception class.

Transition to each successive year group, is supported by staff meetings, where relevant information will be passed on along with our Parents’ meetings. Children also have a ‘meet the ‘teacher’/’moving on’ time at the end of each term.

Year 2 children will spend time in our KS 2 building becoming more familiar with their surroundings and routines. Their Parents are also invited to meet the teachers and get to know the building.

We liaise very closely with our partner secondary schools to ensure that the transition from our school to the secondary school is as smooth as possible.

The secondary school SENCO meets with our Year Six teacher and SENCO to discuss the pupil's individual needs. Additional transition days are also arranged where necessary and support assistants accompany children to these.

Parents and children who are joining our school mid-term are encouraged to visit the school before they start.

We contact and receive information from the previous school to ensure a smooth and supportive start to life in our school.

What do I do if I am not happy?

In the first instance parents should speak to the class teacher. If you are still not happy then you should speak to the SENCo. After this, if any issues remain unresolved, you should meet with the Head. Please also refer to our Complaints Procedure.

SCHOOL ATTENDANCE

What should I do if my child is ill?

If your child is ill you should contact school by telephone and leave a message indicating the time that you think your child is likely to be away. This information is then passed to the class teacher. You should also provide a letter at the end of the absence explaining why the child has been away. If we do not receive any explanation from you we will send a letter home asking for the reason for the child's absence. If you are worried about whether your child should be in school or not, please ring school as we have a list of illnesses which require pupils to be kept from school. At the same time please do not send your child to school if they are ill as illnesses can spread very quickly to the other pupils and a class teacher with 25 - 30 other pupils can't give your child the support and comfort you can at home. **Please note that we do follow guidelines issued by the County Health Authority which require children to remain at home for 48 hours after the last bout of any sickness or diarrhoea.** All pupils' absences are monitored and the Educational Welfare Officer deals with any pattern or long period of absence.

This might seem a lot of trouble to go to but it is in the pupil's interest that both you and we know where they are and whether they are arriving at school after you have sent them. A copy of your child's attendance for the year will be included in the report you receive in the spring term.

HOLIDAYS IN TERM TIME

County Guidelines

STOP – PAUSE – THINK

about the effect holidays in term time has on your child!

Holidays taken during the school term are no longer allowed following Government legislation.

Whilst it is recognised that there are exceptional circumstances when leave during the term may be requested, parents are asked to carefully consider the effects upon their children in respect of learning and relationships.

If leave of absence is to be requested parents must complete an application form well in advance of the leave. The following points will be considered prior to authorising the request:

- The child's previous attendance history
- The age of the child
- The child's stage of education
- The time of year (SATS, exams etc)
- The nature of the trip (exceptional circumstances)

Leave of absence will not be granted retrospectively. If request has been refused by the Head Teacher and the parents proceed with the absence, this will be recorded as unauthorised and the Education Welfare Service will be informed. In this instance the Local Authority may serve a Fixed Penalty Notice.

SAFEGUARDING

St Leonard's CE Primary School is committed to all aspects of safeguarding and follows guidelines laid out by Shropshire LA and the Shropshire Safeguarding Children's Board (SSCB).

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

PARENTAL INVOLVEMENT

How can I help school?

Parents can help school in a number of ways. Probably the most important way is to take an interest in what your child does at school and to celebrate when they have done things well. After that comes helping your child with any work sent home from school. This may be hearing them read, helping learn tables or just making sure work is done. This strengthens the partnership between school and home.

Within school we have a Parental support group called FOSLS (**F**riends **O**f **S**t **L**eonard's **S**chool). This consists of two groups or sub committees. Please visit our FOSLS Facebook page to find out more.

FOSLS (PTA)

This is a group of Parents and Staff responsible for providing support on a financial level. They organise a range of fundraising activities throughout the year. All schools need help with fund raising; supporting the activities of FOSLS (PTA) is a very positive way you as a parent can help this school. The events are fun and family orientated and you may even be tempted to join the committee.

FOSLS (Swimming Pool)

The Swimming Pool Committee is responsible for the maintenance and upkeep of the Learner Pool we have on the school site. They raise funds to meet the bills for running the pool and undertake much of the work that needs to be done.

As a school we also appreciate any extra help we can get in the classroom. This is a way in which many of our parents help. They volunteer to come into school and help with a wide range of activities. These activities help to create a strong bond between school and home. We ask that all volunteers have a full DBS check and all the details necessary to obtain this are available at the office.

SCHOOL HEALTH SERVICE

The following information sets out the arrangements for routine services provided by the School Health Service in conjunction with the school.

The School has a named School Nurse – Mrs Cadwallader - who is based at Northgate Medical Practice and whose telephone number is 01746 711953.

The School also has a named School Doctor who is a Community Paediatrician.

During your child's first term in the Reception Class, he or she will be offered a health check, including a measurement of height and weight and a hearing test which will be carried out by the School Nurse. Your child will also have a vision test carried out by an Orthoptist. During Year 6, your child will be offered height and weight screening by the School Nurse as part of the national initiative to monitor obesity levels. You will be asked to give your consent before these procedures take place.

If you have any concerns about your child's health, including bedwetting, soiling or behaviour at home, you can contact the School Nurse who will be pleased to discuss those concerns with you and arrange to see you and your child if this would be helpful.

The School Health Service operates a system of Selective Medicals which are offered if parents, school staff or the School Nurse have concerns about the health of any child in school. In all cases, full discussion will take place with parents and parental consent will be obtained before an appointment with the Community Paediatrician is made.

PROCEDURE FOR THE ADMINISTRATION OF MEDICINE IN SCHOOL

Medicine can only be administered in school where it has been prescribed by a doctor or other appropriately qualified health care professional.

Before we can administer any medication, whether it be creams for allergies, allergy tablets, antibiotics, etc. we must have a form completed by parents, stating the reasons for giving the medicine, the amounts to be given and how often. Health and Safety regulations prevent us from administering any medication without the completion of this form.

Forms are available from the school office and must be completed at the same time or prior to you handing over the medication. All medications whatever they are for need to be handed in to the office and should not be left in a child's bag or in the child's care during school hours.

Medicines must be in the original bottle/packaging in which it was prescribed. It should be clearly labelled with:

the pupil's name

the contents

the dosage

the date

When a course of medication is complete or where medication needs to return home at the end of each day you must ensure that it is collected by a responsible person. In the case of asthma inhalers, pupils using an inhaler to relieve asthma symptoms should carry that on their person at all times. All other spare asthma inhalers should be stored safely in the school office or staffroom with a covering medical form (as per our Asthma Policy – see website for details).

In general, medication will only be administered where it is the completion of a course of antibiotics, where there is no other reason for the child being kept from school and when it is a long-term medication aimed at controlling a specific illness. If your child is unwell and requires a complete course of antibiotics, then the best place for them, certainly in the early stages, is to be at home with you. The same applies where short-term medication needs to be administered at a specific time. We cannot guarantee to be able to meet the requirement for medication to be given at a very specific time and would therefore suggest that such medication is either administered at home or that you come into school to administer it yourself at the appropriate time.

In the vast majority of cases the timings for antibiotics and other medicines are such that a 3 times a day course can be administered first thing in a morning when a child comes home and at the end of the day before they go to bed. Using such timings does not reduce the effectiveness of the medication but does ensure that the child does not have it administered in school.

Where any medication is administered by the school we will endeavour to see that the medication is administered at some point during the lunch-break but this cannot, with the demands on lunchtime supervisors and teaching staff, be guaranteed.

We do not object to administering medication but do have to make sure that Health and Safety requirements are met and that such a task does not become a heavy burden for busy staff to remember. If you have any particular worries or concerns about medication that your child needs, please contact school so that the issue can be discussed.

WHO'S WHO IN SCHOOL**TEACHING STAFF**

Mrs M K Ferriday	Head Teacher	CPD Co-ordinator; Child Protection and LAC Officer, Safeguarding Co-ordinator; PE Co-ordinator
Mrs C Duppa	Nursery	Art Co-ordinator
Mrs C Allen	Year R	Early Years, Forest School and Assessment Co-ordinator
Miss C Coleman	Year R	Music Co-ordinator
Mrs C Weaver	Year 1	English Co-ordinator
Mrs P Ashling	Year 2	
Mrs R Spencer	Assistant Head - Year 2	SEN, Gifted and Talented and KS1 Co-ordinator
Mrs P Everington/ Mrs N Carter-Rix	Year 3	Geography Co-ordinator / PSHE Co-ordinator
Mr E Archer	Year 3/4	
Mrs J Bews	Year 4	Modern Foreign Language, Philosophy and Science Co-ordinator
Mr D Greenwood	Year 5	Design and Technology Co-ordinator
Mrs H Coleman	Assistant Head - Year 6	Maths, Gifted and Talented and R.E. Co-ordinator
Mr M Steele	Deputy Head Year 6	ICT, Behaviour and KS2 Co-ordinator
Mrs E Gough	KS 1 – PPA	

ADMINISTRATIVE STAFF

Mrs J Davies	School Administrator	Office Manager Personnel / Pupil Manager
Miss K Weston	School Administrator	Finance Administrator
Mrs K Pattison		Administrative Assistant

SUPPORT and TEACHING ASSISTANTS

Mrs S Crosby	Mrs R Colburn	Mrs P Dempsey
Mrs S Cattell	Mrs R Wood	Mrs R Bagley
Mrs J Dain	Mrs D Cox	Mrs L Billington
Mrs E Bowers	Mrs D Attwell	Mrs N Jones
Mrs K Halpin	Mrs F Bridgwater	Mrs K Sheldon
Mr N Feavours	Mrs N Clark	Mrs T Wrench
Mrs J Thomas	Mrs D Bradley	

NURSERY SUPPORT ASSISTANT

Mrs N Robbins

CARETAKER

Mr M Flindall	Caretaker and Swimming Pool Manager
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SENIOR LUNCHTIME SUPERVISOR

Mrs C Lloyd-Bowen	Lunchtime Supervisor in Charge
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LUNCHTIME SUPERVISORS

Mrs L Fretwell	Mrs C Brotherton	Mrs S Ansell
Mrs T Lewis	Mrs P Dempsey	Miss K Brotherton
Mrs L Tacchi	Mrs J Walsh	Miss R Quinton
Mrs V Curle-Cutler		

SCHOOL GOVERNORS

Jane Ashling Chair of Governors (LA)
Mr Richard Wassell Vice Chair of Governors (Co-Opted)
Kay Ferriday Head Teacher (Ex Officio)

Rev Simon Cawdell	Foundation (Church)	Karen Gibbons	Parent Governor
Laura Hill	Foundation (Church)	Vacancy	Parent Governor
Meg Marshall	Foundation (Church)	Nerys Arch	Parent Governor
Michael Steele	Teaching Staff	Miss K Weston	Non Teaching Staff
Spencer Davis	LA		

Each of the Governors sits on the Full Governing Body but is also a member of at least one Committee. These are listed below. Should you ever have a question about a matter concerning any of these committees please feel free to contact the relevant Governor or for that matter any of the Governors. They will try to answer your question or if that isn't possible to raise it at the next committee meeting. Governors can be contacted via the school.

FINANCE/PREMISES/SECURITY/ HEALTH & SAFETY/PERSONNEL		CURRICULUM	
Mr S Davis	Mrs K Gibbons	Mrs K Ferriday	Rev Simon Cawdell
Mrs K Ferriday	Miss K Weston	Mrs J Ashling	Rev Laura Hill
Mr M Steele	Mrs M Marshall	Mr R Wassell	Mrs N Arch