

A-Z of information

ADMISSIONS POLICY (Please also see our Admissions Policy for further information)

During November each year the school holds Open Days for parents considering sending their child to this school. This is an opportunity for parents to look round the school, hear about our ethos and ask questions.

Parents must apply for a place online at www.kent.gov.uk/ola. This website also has useful information and guidance about the application process.

Following confirmation of places for admission (in March or April), parents are invited to meetings at school in the summer term (June and July), giving the children several opportunities to spend time in school before they start officially in September.

The Local Authority (LA) is responsible for the admission arrangements of community schools and Priory Infant School is classed as a co-educational Community School.

At Priory Infant School children are admitted on the following basis (Admission Criteria).

- Children in Local Authority Care (or who have been adopted from LA care)
- Current family association
(A brother or sister in the school at the time of entry, where the family continues to live at the same address as when the sibling was admitted or has moved to a new property within two miles of the school)
- Health and Special Access reasons *(Children who for reasons of health or physical impairment need to attend a particular school)*
- Nearness of children's homes

ATTENDANCE, ABSENCES & PUNCTUALITY

Parents are responsible for making sure their child attends school every day.

Your child should only be absent from school because of illness and **parents are asked to ring on the first day of absence** to inform us of the child's illness and when they are likely to return to school. If we don't hear from you the school office will phone you or text you to ask why your child is not in school. Holidays in term time are discouraged and will not be routinely authorised.

We make every effort to foster and maintain good home/school relationships, and discussions about any problems parents may have in getting their child to attend school will be sympathetically dealt with. All schools are legally required to keep a register of unauthorised absences. The staff and governors place great emphasis on the importance of regular attendance and punctuality. **Being on time is crucial.** Arriving late interrupts the whole class and **makes a poor start to the day for all the children.** Parents will be invited in to see the Headteacher if there is a concern over absences or punctuality.



BEHAVIOUR IN SCHOOL

Priory Infant School aims to provide a stimulating, disciplined and happy environment in which to work. Teachers give time and



individual attention to children who experience either personal or learning difficulties.

We have a very clear Behaviour Policy which all adults in the school follow and which the children know about and understand.

Adults show children trust, politeness and respect. We aim to get the right balance between encouragement and praise, sanctions and boundaries which allows children to develop their awareness of right and wrong and self-discipline within school or outside – we teach all children “The Golden Rules” which make school a happy place to be and use a programme called “Zones of Regulation” to teach children how to manage their feelings and use suitable strategies to keep themselves in the right “zone” for learning..

If children find it difficult to manage their behaviour and emotions we ask parents to come in and to discuss the problem so we can work together to help the child achieve good standards of behaviour. We provide a detailed information booklet for all parents about how we manage children’s behaviour in school.

BUILDING AND ENVIRONMENT

Priory Infant School opened in April 1995. It has been designed and purpose built with young children in mind, providing a safe and stimulating environment. It is a large airy building with six individual classrooms with shared quiet areas. We have an ICT suite and library. The hall is spacious with excellent PE facilities for infant children.

We also have a Speech and Language room, a SEND room for supporting groups of children with special needs, the Family Liaison Officer’s office and a Community Room for parents with kitchen and toilets.

Outside there are two playgrounds both with purpose built play equipment. We have a wildlife garden, pond and vegetable plot and 3 hens which visit at different times of the year and live in a purpose built hen house for the children to take care of.



CURRICULUM



Please see the separate Curriculum Information Booklet provided in this pack which gives detailed information about the school curriculum and resources used.

COMPLAINTS PROCEDURE

1. If a parent wishes to express concern about something happening in school they should initially approach the class teacher for information and discussion.
2. If parents believe this to be unsatisfactory they should then approach the Headteacher who will investigate the matter. The Headteacher will then report back to the complainant.
3. If a parent/carer feels their problem has still not been dealt with, they can write a letter of complaint to the chair of governors, which will be forwarded by the school office.

4. The chair of governors will contact the parent, hear their complaint and investigate. The chair of governors will report back his or her decision in writing to the complainant.
5. If the complainant is not satisfied, a complaints panel will be set up by the governors to formally consider the complaint, hear evidence and make a final judgement.
6. If the complainant is still not satisfied they can take the matter further to the Secretary of State for Education.

DISABILITY STATEMENT

Arrangements for the admission of pupils with disabilities

- ✓ Parents of children with disabilities are encouraged to contact the school to discuss how we would meet their needs as early as possible.
- ✓ Children's specific needs are discussed fully with teaching staff before they start.
- ✓ We have an Inclusion Manager, Medical Support Assistant and a Family Liaison Officer to help with the needs of children
- ✓ We have good links with Pre-schools, Nurseries and Health Professionals
- ✓ We have published our Equality statement to actively promote equality and disability awareness.

Our school is single storey building with:

- ✓ Wide doors enabling full access to most areas of the school
- ✓ Hearing loop in hall
- ✓ Disabled Toilet facilities
- ✓ Paths with dropped kerbs
- ✓ Disabled Parking Bays
- ✓ The school has an Accessibility Plan which details future plans for improving access

Online Safety

The school's Online safety co-ordinator is Mrs Jones, Headteacher. All children are taught about how to use the internet safely in ways that are appropriate to their age and stage of development. The school uses educational resources accredited by CEOP and "ThinkUKnow" to make children aware of the potential dangers of putting personal information online, using social media and gaming.

Only approved search engines are used and children are taught that if they ever see anything on a computer which they don't like or think is "for adults only" they must switch off the monitor screen and tell an adult straight away. The school follows the recommended KCC protocol for any reported incidents.

The school runs an annual "Safer Internet Day" when parents are invited to attend workshops about keeping children safe online. Copies of information handouts and useful links are available on the school website.

EARLY YEARS FOUNDATION STAGE (YEAR R)

We have two Year R (Reception) classes, with 30 children in each. Children start school in the September following their fourth birthday. We do this to give all children an equal amount of schooling at the infant stage.

We understand that some children will be very young, only just 4, when they start school. We are very experienced in working with young



children and careful about how the classroom activities are organised to give each individual child the right experiences for their age and development.

The Early Years Foundation Stage Curriculum is based on structured play activities to encourage good learning and social attitudes in young children. Children are settled into school part-time for the first few weeks, giving them confidence in the daily routines of the classroom and the wider school environment.



EDUCATIONAL VISITS AND VOLUNTARY PAYMENTS - CHARGING POLICY

Educational visits to places of interest are encouraged. These always relate to the curriculum and widen the children's horizons. We will always subsidise the costs of educational visits from the school budget but may need to ask parents for a small contribution in order to make the trip viable. In addition, we encourage visits to the school from outside sources including drama/theatre groups, musicians and storytellers, science workshops etc etc. We invite every family to make a one off voluntary contribution of £10 when their child starts school to

help us cover some of these costs. No child would ever be excluded from taking part if their parent had not contributed. A full explanation of our charging policy can be obtained from the school office.

FAMILY LIAISON OFFICER (FLO)

We realise that children's learning can be affected by additional factors such as family tension and break up, bereavement, money or housing problems, medical needs, drugs, and so on. Sometimes these are temporary problems and you may not be sure where to go for advice and help.

Whatever your needs, we have a Family Liaison Officer who is available to help families resolve problems by referring you to the correct type of support or talking through your concerns in confidence. Our FLO can also provide practical help with problems such as headlice, punctuality, attendance, behaviour. The FLO also organises regular Parenting Workshops and a social Coffee Morning to which everyone is welcome.

Our FLO is Mrs Marie Regan. Marie can be contacted via the school office.

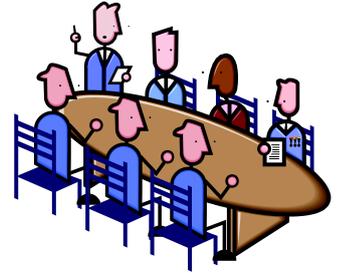


GIFTED AND TALENTED CHILDREN

The curriculum throughout the school is 'differentiated'. This means that children are taught according to their capabilities. Teachers plan for children in ability groups for mathematics, English and science work. This means that children who are gifted and more able are given work that stretches and challenges them. No pupil will be held back at any stage since we have the resources to teach most subjects to a level well above the national average for seven year olds and in the past these pupils have achieved very highly. Those who are more able are identified by the school so that enrichment and extension activities can be offered. Children who have talents in other areas eg. drama, dance, gymnastics, sport, music etc etc are also encouraged to share their talents with others through special assemblies etc.

GOVERNORS

The Governors work hard to support the development of the staff and the school. Visits are made and a short written report presented to the Governing Body. They attend and take part in many school events. Parent Governors work closely with the staff and Head Teacher to represent parents' views.



LUNCHTIME MEALS

The school has its own kitchen and freshly prepared meals are served every day in the school hall. Caterlink currently have the contract for our school meals. The school cook gets to know all the children well and their likes and dislikes. There are always at least 2 meal options and a vegetarian choice. **Hot school meals are provided free for every infant child. Parents can choose to provide a packed lunch for their child instead. If you wish to change from a hot school meal to bringing in a packed lunch or vice versa please let us know at least one week in advance.**



PARENT, TEACHER & FRIENDS ASSOCIATION

The PTFA was formed many years ago and is affiliated to the National Federation of Parent Teachers Associations and is a registered charity. It is very successful and has raised a great deal of money for the school. We hope that all new parents will consider being members and join in the organisation and social life of this school. The Chairperson is currently Mrs Trudie Miller who works in school as a TA and can be contacted via the school office.



PARENTS & CARERS HELPING IN SCHOOL

It is the policy of the school to welcome parents. Many parents, grandparents and carers now assist in the classes with cooking, sewing groups, craft work, reading etc. There is a booklet with guidelines for interested parents. For safeguarding reasons all helpers in school must be in possession of an Enhanced DBS – this will be carried out by our administration staff and costs £10.



PASTORAL CARE

This is very important, young children need to feel comfortable and safe. Every care is taken to ensure the physical and emotional welfare of the children while they are in school. We know that happy children learn best. We will prepare care plans with you if your child has any medical issues or needs particular care. We contact parents if there is any cause for concern. If a child becomes ill at school we contact parents to take them home. **In cases of accident where hospital treatment may be needed, it is imperative we have an emergency telephone number.**

PERSONAL PROPERTY

Whilst we always try our best to locate lost property the school does not accept responsibility for loss or damage of personal property of pupils. Marking clothing and other property is, therefore, of the greatest importance and parents are requested to ensure that all property brought to school is marked. **You can buy permanent marker pens locally which are ideal for writing names on labels.**

PUPIL PREMIUM

The Pupil Premium is a budget allocation given to schools based upon the number of children at the school who are eligible for Free School Meals. Schools have to publish how they have spent the Pupil Premium and the impact it has had on pupils.

Priory received: £59,980 Pupil Premium funding for the year 2017/18. This money is used towards the costs of employing extra teaching assistants to provide 1:1 reading support and booster groups for reading, spelling and writing in Year 1 and 2; as well as an additional TA in each Year R class. We have bought in TalkBoost resources and trained all the teachers and TAs in Year R to deliver Talkboost to the children to improve communication and language skills. We also run a Nurture Group every afternoon, staffed by a teacher and TA for children with social, emotional and behavioural needs. Some of the funding is also used to put on parent and child workshops and activities which are run by our FLO and to subsidise the costs of Breakfast Club and After School Club places.

RECEPTION CLASSES - STARTING SCHOOL PART TIME

The first week and a half of the school term are set aside for the Year R teachers and teaching assistants to meet with new parents either in school or at home. At the meeting we complete a short questionnaire and give important information regarding school 'rules' including the Home-School Agreement.

In order to make their start at school as confident as possible the Year R children will start part time for the first two weeks. Parents are given the choice of whether they want a morning or afternoon session.

Half the class will attend in the mornings from 9.00 - 11.30 am

Half the class will attend in the afternoon from 12.45 pm - 3.15 pm

In October when they are full-time there are two classes of 30, each with a teacher and 2 full-time teaching assistants in each class

SEX EDUCATION

The school does not teach sex education explicitly. However children learn about animal life cycles and reproduction as part of their science and nature work and about loving and caring relationships as part of PSHE. Any child who asks specific questions will be answered at an appropriate level for their age and understanding by adults in school and we would then contact the parent to let them know what had been said so that they can answer their child's questions more fully at home. The school has a Sex and Relationships Policy which is available for parents to read.

SCHOOL HOURS

School starts at 9:00am. Parents are asked to wait with children on the playground until the bell goes, then the teachers will lead the children in. Any parent and child arriving after 9:00am, once the classroom doors are shut must report to the office to sign the late register.

Lunchtime is 12:00 – 1:15pm

School finishes at 3:15pm



SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IN SCHOOL

At Priory Infants, staff and governors do their utmost to **ensure that children are safe in our care**. All members of staff have regular safeguarding training (annual updates and full training every 3 years). Our safeguarding Team comprises Mrs Jones, Headteacher, Mrs Botting, Deputy Head, Mrs Pugh, Inclusion manager and Mrs Regan, Family Liaison Officer. The Safeguarding Team have specialised training every 2 years.

(Recent staff training for safeguarding has been: Leadership Team Safer Recruitment online training November 2017; Whole Staff Safeguarding and FGM Training – September 2017; Prevent Training for all staff and governors - February 2016 and update on Keeping Children Safe in Education – September 2016)

There are two aspects to safeguarding and promoting the welfare of children. They are:

- To take all reasonable measures to ensure that any risks of harm to children are minimised
- To appropriately address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.

Although we wish to build trust between school and parents, on rare occasions it may be necessary to contact Social Services about concerns over children's treatment without parental knowledge.

Safeguarding means that the child comes first and must be protected over the risk of upsetting temporarily the relationship with parents.

(Safeguarding also includes online safety – see separate section)

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) and ADDITIONAL EDUCATIONAL NEEDS (AEN)



Some children need extra help to achieve their full potential. They may need extra adult support, more repetition, adapted resources. If we think that your child has SEN we will speak with you about how we are going to support them and what you can do to help. The school keeps an SEN register of children who are monitored closely by our Inclusion Manager, Mrs Karen Pugh, to make sure that everything is being done to help children make progress. If the school needs advice or regular support from an outside agency this will be sought eg. the Speech and Language Therapy service, educational psychologists.

The children's support is carefully organised and monitored. It plays a central part in helping children who are having problems with learning or, in a few cases, behaviour. It means that they can have more individual attention in small groups or 1 to 1. Parents are kept informed and advised how to help their

child at home. They will be asked to attend meetings with various outside agencies. We have specially trained teaching assistants for speech and language support, occupational therapy, and behaviour support.

Ofsted (2014) reported that the school gives “good levels of support to children with SEN....so that they achieve well”.

Mrs Pugh is the Inclusion Manager. All SEN children’s needs are discussed termly with Mrs Jones, the Headteacher. (see also our school’s SEN policy and SEN report which is reviewed and updated annually.)

Additional Educational Needs: In order to provide the best possible education for the children, the school needs to consider everything that affects a child’s learning. AEN includes areas such as English as an additional language, medical or health issues, behaviour management, poor attendance and lateness, family crisis, unsuitable housing, poverty. All these things can affect a child’s well being and progress at school. Marie Regan our FLO works with parents and children on a wide range of AEN issues. If we know this kind of information it helps us to meet the needs of every child and family.

UNIFORM

We encourage all parents to buy the school uniform as it gives your child a sense of identity and pride within their school. For parents it means no “arguments” about what to wear in the morning! We have a practical, easy care uniform as follows:-

All children	Sweatshirt (Navy) <i>with school logo or</i> Cardigan/jacket with school logo Polo Shirt (white or pale blue) Book Bag Legionnaire hat
Alternatives	Grey trousers with elasticated waist Navy tunic or navy skirt Tights – navy or grey
Summer	Smart navy or grey shorts Blue checked dresses
Coats	Sensible, easily fastened, dark coats Fleece – with school logo Light waterproof jacket/ kagoule
Shoes Sandals	Black or navy with Velcro or buckles Summer only, black or navy with socks
PE Kit	White T-shirt Navy Shorts Navy drawstring PE Bag Pull on Plimsolls

Uniform is obtainable from the School Uniform Shop, Harbour Street, Ramsgate.

Comfortable, well fitting shoes and sandals are necessary. **PLEASE: NO TRAINERS, HIGH HEELS OR PLATFORM SOLES.** When children use the large apparatus in the interests of health and safety, they will have bare feet. In other PE lessons and when outdoors the children will wear plimsolls.

It is KCC and the school's policy, on safety grounds, that no watches or jewellery be worn during P.E. **Parents are asked to remove children's earrings/studs before their child participates in P.E.** Class teachers will advise parents of the days when PE takes place. The only time earrings/studs should remain is when the ears are newly pierced. (Please leave this to the holidays). At all other times for safety they **MUST** be removed.

TEACHING ASSISTANTS

We have a high number of experienced and well trained teaching assistants (TAs) in school. The role of the teaching assistants is to support groups of children or individuals under the teacher's guidance.

Our Teaching Assistants have completed qualifications such as City & Guilds, Teaching Assistants Initial Training, and Higher Level Teaching Assistant Training (HLTA). Their professional development is on-going so that the children in our school receive a very high standard of assistance. Sometimes TAs will cover class lessons in the short term absence of the teacher for courses or meetings.



Ofsted (2014) said: "Teaching assistants make a valuable contribution to pupils' learning in lessons and in small groups."

Teaching Assistants cover Preparation, Planning & Assessment (PPA) time on Friday afternoons when teachers work together on planning and assessment. This is called Golden Time by the children who really enjoy all the fun activities that the TAs provide for them, such as Singing Club, Art Group, Team Games, junk modelling, dressing up, Gardening Club and Wildlife Club etc etc.

We hope that you find all of the above information helpful.

Please also see our booklet on The Curriculum which outlines what we teach in school subject by subject.

If you have any questions please do get in touch.

The information in this document is updated at least annually, usually every September.