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**Prospectus 2016/2017**  
**Broadway Infant School**  
**Broadway**  
**Yate**  
**South Gloucestershire**  
**BS37 7AD**  
**Telephone: 01454 867130**  
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*Our Mission Statement and Vision,*

***A caring school promoting excellence through curiosity, confidence, creativity and cooperation***

*Broadway Infant School Vision Statement  
2016-2019*

**A community** where every child is welcomed, valued and nurtured as an individual with unique qualities and potential and where they learn consideration for and understanding of other people.

**An environment** where children are safe and feel confident to explore, take risks, have fun and see learning as an adventure.

**An ethos** of mutual encouragement, teamwork and self-belief where children develop resilience and independence.

**A curriculum** which is broad, challenging and creative; a curriculum which encourages children to learn through seeking solutions to problems and finding answers to their own questions.

**A school** where children are happy, cared for and caring; a school where every child knows the feeling of success; a school where we all strive for excellence.





Welcome to Broadway Infant School

On behalf of the children, governors, staff and myself, welcome to our school. Our number one priority is to provide a safe, happy and caring early years' environment that will motivate, challenge and inspire your child as they learn and grow.

At Broadway Infants, children, staff and parents/carers all work closely together to ensure the educational experience we offer is a great success. We know that learning is a life long process and we are confident that our school will provide the outstanding educational foundation stone your child needs. There will always be plenty of opportunities for you to become involved not only in your child's education but also in the broader aspects of life in a vibrant infant school.

Broadway is an important part of the local community. We encourage children to participate fully in activities that promote and develop their understanding of community life and the wider world. We also work closely with our same site junior school The Ridge ensuring a smooth transition when the time comes. I am confident your child will thoroughly enjoy the time they spend learning at Broadway Infant School.

The prospectus will give you a lot of useful information however, please do not hesitate to contact me if you would like to arrange a visit or if you need answers to any further questions you may have.

We all look forward to you joining us.

Yours sincerely

Mrs Juliet Lambert  
Head Teacher

## THE SCULPTORS

I dreamed I stood in a studio  
And watched some sculptors there.  
The clay they used was a young child's mind  
And they fashioned it with care.  
Some of them were teachers,  
Their tools were books and art.  
Two of them were parents,  
With guiding hands, and gentle, loving  
hearts.  
Day after day the teachers toiled  
With a touch that was living and sure;  
While the parents laboured at their side  
And polished and smoothed it o'er.  
And when their task was done,  
They were proud of what they had wrought  
For the things they had moulded in the child  
Could neither be sold or bought.  
And each agreed that they would have failed,  
If they had worked alone,  
For behind the parents stood the school,  
And behind the teachers  
The home.

Anon.

## **Chair of Governors Michelle Clark**

On behalf of the governing body, I would like to take this opportunity to welcome you to our school.

The governing body work closely with the Head Teacher and staff to provide the best education for children at Broadway. Our role, through support and challenge is to monitor and evaluate the performance and effectiveness of the school, to ensure that budgets are managed prudently and that the ethos, behaviours and values that Broadway are renowned for, remain the key drivers of our success.

The Governors hold a wealth of skills and experience and all have a passion to ensure that Broadway provides the best possible learning and development opportunities and a safe and secure environment in which your child can flourish.

I have no doubt that the hopes and aspirations you have for your child will be fulfilled here at Broadway.

Chair of Governors.

## **The Friends of Broadway Infants**

The Friends of Broadway Infants is a vibrant team aiming to advance the education of the children in the school through fundraising but at the same time having lots of fun! We welcome the support of parents, carers, teachers and anyone else interested in helping out any way, shape or form.

As a registered charity, the money raised by the Friends goes towards purchasing exciting equipment for the school children to use. Last year the Friends were able to purchase the Astroturf and Bug Chalkboards for Reception Class area, the Tree House Slide and learning aids for individual classes.

Our vision for the year 2015/16 was to fund raise for our very own 'Outdoor Classroom', in line with encouraging outside play and learning. This has been achieved and will be opening summer 2016.

During the academic year we will arrange a variety of social events both for children and adults to participate in. Some of the successful events include the Christmas Fayre, Film Nights, an Easter Fayre, Race Night, School Discos and cakes sales. We are always looking for more willing helpers and are open to new suggestions. Any magnitude of help is appreciated.

If you would like to help with our future events or would like some more information please get in touch with a member of the Committee or come to the school office. Please click on link below and 'Like' our Facebook page to keep up to date with our upcoming meetings and events.

<https://www.facebook.com/Friends-of-Broadway-Infant-School-FBI-157099221167301/timeline/>

**A message from our Chair and Vice Chair - Mrs Katie Britton and Mrs Natalie Wood:**

We are both working mums with 3 children, our eldest 'Jean' & 'Max' are currently in Green class with our middle children to join (hopefully!!) next September. We both feel a strong commitment to the school and our vision is to forge good working relationships with Mrs Lambert and all the staff at Broadway alongside creating a robust parent support network. Our aim is to have heaps of fun whilst raising lots of money to help secure excellent resources that will benefit not only our own children but those in future generations at Broadway Infants.

Please do come and support us; we are a newly formed committee and would dearly like to involve as many parents as possible. We are grateful for your support and help, large or small.

## **Parents/Carers as Co-Educators**

The principal of parents/carers as co-educators is an important part of our school ethos. Parents/carers have been involved in contributing to the school's mission statement, vision and aims. The school consults with parents and carers whenever possible on most aspects of school life.

Parents and carers are actively encouraged to become closely involved in their children's education so that home and school, work in partnership during these vital years of education.

Parents and carers receive an Annual Report during the summer term of each academic year. They are encouraged to comment on and discuss this with the class teacher. In addition, regular meetings are held throughout the year so that children's progress can be discussed. We also invite parents/carers into school throughout the year to find out more about how children learn. We hold curriculum meetings, workshops etc. Parents and carers are also welcome to attend Full Governors' Meetings.

Parents, carers and voluntary helpers are encouraged to come into school to support the work of the class teachers and to help in a variety of activities when they can.

On their first visits parents and carers often ask us "How can we help our child to enjoy school?" We are happy to offer the following advice:

- a) Take a positive and active interest in your child's work at home and at school.
- b) In the beginning, support your child on their first steps to independence by encouraging them to take responsibility for the little things like learning to do up their coats and shoes or carrying their own lunch box, PE kit or book bag to school.

- c) As they gain in confidence, help your child to organise his or her resources and time to best advantage, so that things are not left to the last minute or even forgotten.
- d) Try to make sure that you have time to share books with your child at home. Support your child with their homework tasks and celebrate their achievements.
- e) Let us know if there are problems with any aspect of school life that you cannot resolve. Perhaps your child finds homework too difficult or too easy or they have fallen out with their friend. Contact the teacher and explain the problem, they will be glad to help.

## **General Information**

### **The School Day**

The school day lasts from 8.55am - 12.00am and from 1.05pm to 3.05pm. Classrooms are supervised from 8.45am until 3.05pm. Children may come into the classroom from 8.45am onwards - registration takes place at 8.55am. It is very important that once children have settled into school, they arrive by 8.55am as lateness can be distressing for the children concerned, for example sometimes this could mean they might have to walk into an assembly on their own after it had already started.

Playtime is from 10.30am - 10.45am

Lunch is from 12.00am - 1.05pm\*

\*Please note that Reception children enter the lunchtime hall at 11:50 so they have additional time allocated to their lunchtime session.

Parents and carers are responsible for the safety of children being brought to and from school. Children will not be dismissed from school unless there is a parent or carer waiting to collect them. Parents and carers are asked to ensure they arrive at school on time at the end of the school day because children become very anxious if the person they expect to see is not waiting for them.

### **Staying Safe**

If anyone other than yourself (the parent/carer) is going to pick up your child from school at the end of the day you must let the class teacher and Ms Wood or Mrs Fineman in the office know at the beginning of the day concerned. The safety of your child is our prime concern and we will not let anyone who we have not had prior authorisation or notice about pick up your child from our school. In the case of an unforeseen emergency you must contact the school and inform them of any changes you have to make in relation to this.

We ask you to provide several emergency contact telephone numbers, such as your home, mobile, work, the child's grandparents etc. that we keep stored centrally in the school office. These details should include any adults you expect to regularly collect your child from school. We call this list our 'Contact List' and these details are then used for example when your child is ill in school or during

any emergency if we are unable to contact you, the main parent/carer by telephone.



## **Absences**

At Broadway we believe that full, regular attendance and punctuality are an important factor in achieving a successful education, and we therefore do everything we can to promote it. The registers we have a duty to complete are legal documents and all attendance has to be recorded accurately. It is important that every absence is notified to us, otherwise absences will be deemed as unauthorised. The school will contact you by telephone if we are expecting your child to attend school and they do not arrive.



## **Lateness**

The school has a duty to record all children who are late and mark them as such in class registers. If you do arrive late at any time, parents and carers are asked to bring children into school via the main door, so that their arrival can be recorded in the late record.

## **Illness**

If your child is ill would you please phone the office (01454 867130) first thing in the morning to let us know they will be absent. If you wish to take your child out of school during the day, for example a doctor's or dentist appointment, you will also need to sign your child out. The 'signing out' form is available in the office.





## **Head lice**

Head lice are tiny, wingless insects. When fully grown, they're similar in size to a sesame seed. Head lice have been making a nuisance of themselves for thousands of years; because they can't survive the cold, they cling to our hair, keeping close to the warmth of our heads. Around three million people in the UK catch head lice every year – and they're most common among school children. Your child's hair can be long, short, straight, curly, light, dark, clean or dirty – head lice aren't fussy where they live. Head lice are a problem every school has to tackle with the help of parents and carers.

To minimise the spread of these annoying bugs we take the following action:

- If living head lice are seen in your child's hair we will contact you and ask you to pick up your child from school and take them home to treat their hair. Once they have been treated they can return to school.
- If a case of head lice occurs in a class, a text is sent out (not naming the child) alerting other parent/carers that they have been spotted. Then we like all the parents and carers for that class to treat their child for the next seven days following the instructions on the 'Bug Busting' website. <http://www.chc.org/>

If you do not have access to on-line resources the school can provide a leaflet which will explain what you need to do. This treatment does not involve expensive solutions but it does involve a special comb which can be purchased at the chemist. Working together in this way we keep occurrences of Head lice at Broadway to a minimum.

With the unique combs in the Bug Buster Kit, your usual shampoo and any conditioner you can detect and clear head lice and remove nits, following the instructions included in the Kit.

The bevel-edged teeth of their specially developed Bug Buster comb comfortably pick up head lice which the more rounded teeth of other fine tooth combs miss. The teeth are precisely spaced, close enough to swiftly lift out newly-hatched head lice, whilst still allowing easy movement through the hair.

Lice cannot become resistant (immune) to the Bug Busting Method. Bug Busting fits in with weekly hair-washing to keep you on top of head lice. Bug Busting is a safe, no-pesticides way to cope with head lice routinely and in a crisis.

You only need one re-usable Kit for the whole family - many families use their original Bug Buster Kit for detection and cure for at least a year.

## **Holidays**

You may not realise but a Department for Education directive means that we are **no longer** able to grant permission to take your child out of school for **the purpose of a family holiday** during term time. The amendments to existing legislation make clear that a head teacher may not grant any leave of absence during term time unless there are exceptional circumstances. If you do find that you need to take your child out of school during term time you **must** first ask permission from the Head Teacher. This should be made on the school 'Request for Absence' form, which is available from the school office. A request should be made **well in advance** of the proposed absence because remember, your request **may be turned down**.

The parent/carer with whom the child normally resides should complete the form. We ask this because it covers the situation of children whose parents or carers are separated or divorced. The parent/carer with care should make the request on behalf of the other parent/carer, in order to avoid any subsequent misunderstandings or confusion. A reply slip will be completed by the Head Teacher and returned to the parent/carer via the child once a decision has been reached.

Please note we cannot  
Frequently Asked Questions:

Question - My husband's work will only allow him to take his holiday in term time is that an exceptional circumstance?

*Answer - Each absence request is looked at individually. The school will ask for a letter from your employer which confirms this is the case and explains why annual leave cannot be taken during school holidays before deciding if this is considered an exceptional circumstance.*

Question – My child has been asked to be bridesmaid at a wedding can she have the time off?

*Answer- Each absence request is looked at individually. We will need sight of the official invitation to the wedding before considering this request.*

Question – My friend is taking their child out of their school on holiday why have you turned my request down, it is not fair?

*Answer- Each absence request is looked at individually. Your child's school attendance is taken into account, the number of times they are late for school, the time of the school year, are important assessments taking place etc. Then the question has to be asked is this an exceptional circumstance and Head Teachers are told that family holidays should not normally be deemed exceptional.*

A copy of the school's Attendance Policy can be obtained from the school office or by visiting our website.

## School Uniform

You are able to order uniform online [www.initiallyyours.co.uk](http://www.initiallyyours.co.uk) or you can order from the Initially Yours shop in Yate, who are based on the trading estate next to Yate Railway Station. Examples of the uniform are available for you to look at before you decide which items you would like to purchase. Although school uniform is not compulsory for young children, we would strongly recommend it, as we believe it helps the children to develop a sense of belonging to our community. We are always very happy to see our children taking a pride in wearing their school uniform.

The uniform comprises of:

A burgundy sweatshirt or cardigan

A gold polo shirt

A burgundy waterproof fleece lined jacket

All of these items are embroidered with the school name and a motif that links to our school logo, although wearing the logo isn't compulsory.

During the winter months we suggest these items are teamed with grey or black trousers or skirts. In the summer, short grey trousers, plain shorts or checked/striped dresses all look very smart. You may already be aware that young children have very delicate bone structures in their growing feet that are easily damaged. This is why we prefer your child to wear sensible shoes to school and not trainers.

There are further items you will need to provide for your child:

You will need to purchase a Broadway School Book Bag the Initially Yours shop. This will be used to bring home reading books and sometimes letters or messages for you to share throughout your time as members of our school. We do have an email service which is used to send newsletters and messages to all the parents/carers who have Internet access, so please remember to provide the school office with the email address that you regularly use.

As a healthy school we encourage children to have access to a drink of water throughout the day. The school carries a stock of plastic water bottles for this purpose. They have the 'Healthy schools' logo on them and can be purchased from the school office. However, if you wish to provide your own, any suitable plastic drinking bottle clearly named is acceptable.

We are also keen that children wear sun hats to keep safe during hot weather so we have a school hat available for purchase or parents/carers can provide their own if they prefer.

Your child will need to change for P.E. They will need a draw-string P.E. bag that can hang easily on their school peg which should contain:

- Shorts and a t-shirt
- Plimsolls/daps or **Velcro fastening\*** trainers. (\*We insist on this if trainers are provided because children have to change independently and quickly during these lessons. Even the oldest children struggle with doing up and undoing laces at speed!)

Please note - when working in the hall, particularly on apparatus, children will work barefoot.

When children first begin school in Foundation Stage, we often take children out and about throughout the year and they are encouraged to play and work outside in their garden area as much as possible. We have waterproof dungarees which we use to keep them warm and dry but we need you to supply the 'Wellies' please so please bring a pair to their class that you are happy to be left in school.



Lastly but by no means least for this section **PLEASE, PLEASE REMEMBER TO CLEARLY NAME ALL BELONGINGS!** P.E. kit, Uniform, Clothing, Wellingtons etc please name everything. We do have a lost property box but we cannot emphasise enough how important it is to name all of a child's belongings. Also please keep checking that the names you have provided have not washed or worn off. We are very conscious that kitting out a child for school is an expensive business. Parents/carers and teachers alike get very frustrated when, for example, after the first full P.E. lesson a teacher is left with a pile of ten or more identical school sweatshirts all brand new, mostly the same size, with no idea who they belong to because they are not named.

### **Other important information:**

#### **Jewellery**

Please **do not encourage your child to wear any jewellery to school**. This is a health and safety issue. All jewellery must be removed for P.E. lessons. Children often find removing jewellery and taking care of it difficult to manage. Any losses that occur can also be very distressing. If earrings must be worn please ensure that they are the stud variety. Parents/carers must provide adhesive tape so that studs are well covered for P.E. if they cannot be removed. Suitable tape can be purchased from a pharmacy department.

Most parents/carers find it easier to remove all earrings before children come to school on P.E. days however if ears have been recently pierced we understand this can pose a problem. Children also find the application of tape onto their ears and then its removal uncomfortable and teachers are not allowed to assist with this. These are all things we would encourage you to consider **before** having your child's ears pierced. If you do decide your child should have this done whilst they are attending our school I would like to suggest that the start of the summer holidays is possibly the only time it should be undertaken, since they then have five weeks to heal before children are once again engaged in changing for P.E.

## **Long hair**

Long hair must be tied back for P.E. Please ensure your child has a hair band in school for this purpose. We would recommend that children with long hair have their hair tied back for all school activities

# **Mrs Nicola Fineman School Business Manager and Ms Sharon Wood School Secretary**

The school office is situated in the main entrance alongside the Head Teacher's office. Everyone is always welcome to come and speak to Ms Wood or Mrs Fineman if they require any information.

They also deal with signing in latecomers, taking messages from parents/carers about alternative collecting arrangements for their child, contacting parents/carers when their child is ill etc.

They also deals with all aspects of ordering school uniform so if you have any enquiries relating to uniform purchase, please do not hesitate to contact them.

## **Free School Meals and Pupil Premium Funding**

All Infant children are automatically entitled to a free cooked dinner every day in school. Lunches at Broadway are delicious and we can thoroughly recommend them.

However, there is additional funding available to schools called Pupil Premium (please see the school website for more information on how this money is spent). The way that the Government allocates this funding to schools is based on the old system that used to decide who should qualify for a free school meal before everyone did.

It is very important that families who have a low income and receive other benefits from the Government still complete the free school meals application form. This process helps the school to gain the funding it is entitled to claim and we do not want any children to lose out on this money. The funding provides additional support and activities for children to help support their education, both school and families benefit. If you think your child may qualify please enquire at the office where staff will supply the necessary forms. All enquiries are treated confidentially and your child will directly benefit from the additional help this money can buy.

Please register to make sure your child does not miss out.

### **How does it work?**

1. First, check if you qualify – it is not just if you are unemployed, so please look at the list below.
2. Registering is really quick and easy – if you think you qualify, contact the school office who will help you to register.

No one will know you have registered and it will not affect any other benefits you are claiming.

### **Do you qualify?**

**You can register your child for Free School Meals (and therefore pupil premium support) if you get any of these benefits:**

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit

### **School Milk**



Milk is provided free of charge in school for children until their 5th birthday. After this point parents/carers can order milk for their children direct from the dairy by telephoning them on 01934 510950, they will then supply the milk to school so that children can have this nutritious drink after break with their friends. For more information please speak to a member of the office team.

### **Charging for School Activities**

Under the terms of the Education Act, it is not possible for the school to require parents/carers to make payments for activities planned during the school day. In a situation such as an outside visit where payments need to be made for entrance fees, and coach travel, etc. parents/carers will be asked to make a voluntary contribution to cover the cost of the activity.

In activities such as food studies, where children may either consume the finished produce at school or bring items home, voluntary contributions will again be asked for.

No child will be excluded from an activity due to their parents/carers being unable to make financial contributions. However, visits may be cancelled if financial contributions are insufficient.

## **Kitchen Manager Judith Humphry**

### **School Meals**



All pupils at Broadway are eligible to receive a cooked school meal every day. The School Meals Service has developed considerably over the last four years and it is committed to promoting healthy eating amongst pupils, by introducing locally produced organic vegetables, fresh fruit and fresh meat onto school menus and by reducing/eliminating additives such as salt, fat and sugar.

All of our school meals are prepared and cooked on site by our own school cook. The School Meals Service provides a choice of menu offering a two course meal with salad, fruit, yogurt, bread and chilled water offered daily. A vegetarian option is also available. The school cook is able to cater for any special dietary requirements your child may have. Please let the school know about any dietary requirements before your child stays for their first school lunch.

Please note packed lunches are not provided by the school. If parents/carers prefer their child may bring a packed lunch, but sweets must not be included. Please send this in a lunch box or container, clearly marked with your child's name. If your child needs cutlery of any kind to eat their lunch, e.g. a spoon for yoghurt, please will you provide one in the lunch box.

Water is always available throughout the school day for children to drink. We prefer children to drink lots of water throughout the school day and only plain water is allowed in their school water bottle.

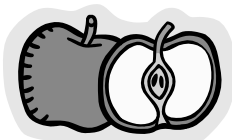
However you may send an alternative drink in for your child with their packed lunch such as fresh orange juice but this drink must not be in a glass container, hot or fizzy.

We can accommodate mixed weeks for lunches e.g. three days – school dinners, two days packed lunch.

We strive to make lunch times an enjoyable and sociable time while encouraging your child to try new foods.

## **Free fruit**

Our school is currently a member of the 'Free fruit for children' scheme. This means our children are offered a range of different fruits to try on a daily basis throughout each week. As a healthy school we encourage all our children to learn about the value of healthy eating and particularly promote healthy snacks. We serve our free fruit first thing in the morning as children come into school because we believe this helps to provide them with a happy and social start to the school day.



## **Tuck**

Our kitchen-staff provide children with the opportunity to purchase fruit tuck or toast at break time. The daily cost for tuck is 15p for fruit and 10p for toast. Tuck must be ordered termly by using the form provided by the office. Unfortunately, due to administration difficulties tuck cannot be purchased on a daily basis so it is very important that parents/carers remember to give in their order form before the deadline because once this is past no more tuck can be ordered until the start of the next term.

When a child has collected their tuck at break time, they then go outside to consume it. Children must adhere to the rules in relation to tuck and either sit on a bench or stand still by the school wall until their tuck is eaten. No child is allowed to walk or run around whilst eating tuck as we feel this sends out the wrong message in relation to valuing our food, good manners and safety. We mention this because some parents/carers need to be aware that eating tuck can take a significant amount of time out of a child's playtime, particularly if they are slow eaters. Parents/carers of such children may wish to consider this before ordering tuck, as children do like a chance to run about. *No other snacks are allowed at break time.*

## **About Our School**

Broadway Infant School opened in January 1976 and shares a site with Ridge Junior School, in North Yate.

The school consists of a single storey building with six classrooms situated around a main hall. In addition there is an entrance hall, administrative area, library area and a kitchen where school meals are prepared. In 1999 a classroom called the Chestnut Room, was built at the end of the hall with a corridor leading to the playground. As part of the school refurbishment in 2006 this room has now been converted to improve the facilities for the staff. The old staff room has become a small group teaching room and a purpose built Design Technology area for the children to use.





Surrounding the building there are gardens with shrubs and trees, there are several attractive planters and seating areas for the children's use. There is an adventure play-trail, play-boat, wooden lorry and train and a large grassed area which is shared with the junior school for sports and playtime activities, weather permitting. We also have a 'forest' which we can visit without leaving our site where the children enjoy outdoor lessons.



In addition, the two Foundation Stage classes share an enclosed, partly covered, outdoor play and learning area. Here they can work, play, garden and learn in complete safety. It includes, raised planters for gardening and digging, a large playhouse and 'garage' to house the bikes and scooters plus lots of outdoor toys and equipment.

In 2008/09 we provided an outdoor learning area for Year 1 which includes a small playhouse, trikes, bikes, sand and water.

We have an outdoor learning classroom developed in 2009 in partnership with the F.B.I. This is where children can garden and observe wildlife. The children decided to call it 'Broadway's Peaceful place.' This year the children have grown strawberries, beans and sweet-corn which all tasted delicious!

## Admissions Policy

In conjunction with the admissions policy of South Gloucestershire Department for Children and Young People, children may be admitted to Broadway Infant School in the September term of the academic year in which they are five. The local authority currently manages the admissions policy and procedure. Parents/carers are asked to indicate their choice of school before the January proceeding the academic year in which their children are due to start school in September. We urge parent and carers to make their choice early in the autumn term if possible to ensure their application is included in the first wave.

When admissions have been finalised, prior to entry, an evening meeting for parents/carers is organised. In addition afternoon visits to the school are organised for the children to visit their future classrooms and invitations extended to social events during the summer term so that, through this induction process, children are familiar with the school when they start in September.



Initially Foundation Stage children attend school, for the first few weeks of the autumn term on a part-time basis. This helps the

children to get to know some of the other children in the year, their teacher and other members of staff really well. Being in a smaller group when they begin school supports the children as they get to know our school; for them this is a big change. We know this phased start is preferable than a sudden introduction to a group of 60 children because we have learnt over the years that sometimes even the most confident of child can find the move from a pre-school setting to 'the big school' a little daunting.

This period also enables the class teacher to carry out focused one to one initial assessments with all the children to inform the future planning for each child's learning needs. This is called the schools base line assessments and this is when we combine our knowledge of your child with the information that we receive from yourselves and any pre-school provider that has supported your child. We feel this short period, when teachers and teaching assistants get to know each individual child really well, is a key time because it supports the decision making process as teachers, with the help of the Head Teacher, decide how their classes will be organised for the rest of the year. We do not allocate children into specific classes until this period has been completed. More information about how we organise our induction will be given during the information events in the summer term prior to your child starting school in the following September.

## **Class Organisation**

Broadway Infant School provides education for children aged four to seven years at the Foundation Key Stage and Key Stage One of their schooling (Known by parents/carers as Year 1 and Year 2).

There are currently six classes at Broadway School.

- Two parallel Foundation Stage classes for children aged 4-5 years
- Two parallel Year 1 classes for children aged 5-6 years
- Two parallel Year 2 classes for children aged 6-7 years

The standard number for each year group is 60 with the maximum of 30 children in each class. Usually each class is taught by one teacher but at Broadway we also have two classes who have two teachers. These teachers share the responsibility for each class they are allocated as job-share partners.

## **Transition to Key Stage 2**

At the end of Key Stage 1 children transfer to Key Stage 2, the junior stage of their schooling. This starts in the September following their seventh birthday. South Gloucestershire Department for Children and Young People Admissions Department offer a transfer place to The Ridge Junior School to all of our Year 2 children. The majority of our children do take up this offer.

We work in close partnership with the juniors to ensure this transition phase is seamless. Year 2 children participate in many fun activities in the Ridge school during their last summer term with us. They also meet with the Head Teacher, staff and children. They make regular visits to the school during the day to attend celebration assemblies, visit the library, use the ICT facilities etc. The Year 2 teachers and children also have several meetings with the teachers who will take the children forward into Year 3. In this way we ensure continuity and progression is always maintained and the transition from the infant to junior phase of education goes smoothly.

## **Special Educational Needs and Disabilities (SEND)**

Our school provides a differentiated creative curriculum and additional focused teaching sessions for children with special educational needs and disabilities who have learning difficulties. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age

**The following information is intended to help parents and carers understand how Broadway Infants ensures it offers excellence and choice to all children, whatever their ability or needs.**

### **Q - How do the teachers know if my child needs extra help?**

When children first join our school we make baseline assessments of what they know and understand. Many of the children who join us at age 4 have already been attending a pre-school. We meet with the pre-school staff who share their assessments of the children's learning with us. We obtain information about older children who join us from their previous school. In some cases children begin at our school with their special needs already assessed. We use our baseline assessments to provide starting points for the development of an appropriate curriculum for all the children in our care.

Children are then regularly assessed during the time they spend attending our school. These assessments provide teachers with the information they need to:

- confidently plan what each child needs to learn next;
- quickly identify if a child needs extra help

### **Q - What should I do if I think my child may have special educational needs?**

If you think your child may have special educational needs please tell us as soon as possible. There are several people you can talk to about why you think this may be the case. We have an open door policy and we are always ready to listen. Please speak to your child's class teacher or a member of the

office staff so they can arrange a confidential meeting to discuss your concerns. This will ensure you have some time with the teacher and the Special Educational Needs Co-ordinator to discuss how we can work together to support your child. You can also arrange to make an appointment to speak directly with the Head Teacher if you prefer.

When a teacher notices a child is having learning difficulties they always inform the parents and carers and the Deputy Head (SENCO) at the earliest opportunity because they know that early identification is vital. This ensures that:

- everyone is able to quickly provide help for a child
- parents and carers always fully understand their child's needs
- parents, carers and the school can work together to ensure the best possible provision is in place for a child so that they can continue to make progress.

The Deputy Head (SENCO):

- Manages the day-to-day operation of the school Special Educational Needs Policy
- Supports and advises all the staff in the school in relation to supporting children with special educational needs
- Oversees the records of all children with special educational needs
- Acts as the link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision, and reports to the governing body
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Contributes to the professional development of all staff

### **How will the teachers support my child in school?**

We ensure that the special educational needs of children are identified, assessed and provided for by:

- Providing support for children who need help with communication and language and literacy
- Planning to develop children's knowledge and understanding through the use of all their senses and of varied experiences
- Planning for children's full participation in learning across all areas of the curriculum and in physical and practical activities
- Helping children to manage their behaviour so they can take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly frustrations, trauma or stress, so they can enjoy learning and thrive.

## **How will all the staff know that my child has special education needs or a disability so that they can give them the support they will need?**

We aim to clearly identify the roles and responsibilities of all staff in providing for children's special educational needs

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. It does its best to secure the necessary provision for any pupil identified as having special educational needs. They consult the LEA and other lead professionals, when appropriate, and report annually on how they ensure that every child gets teaching to meet their individual needs. To read more of the school SEND Policy please see our website or call into the school office for a copy of the policy.

The governing body has an identified governor who has specific oversight of the school's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision and how it is progressing in its support of children who have SEN

The 'responsible person' in our school is the Head Teacher. The Head Teacher ensures that all those who teach or support a pupil with an Education Health and Care plan or SEN Statement are aware of the nature and requirements of the plan/s.

The class teacher and the Deputy Head (SENCO) assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The Deputy Head works closely with parents/carers, teachers and support staff to ensure the delivery of an appropriate agreed Individual Education Plan (IEP) (this is called an Individual Play Plan (IPP) in Reception). Whenever we can we also include the views of children within this plan.

If a child has an Education, Health and Care Plan or Statement this may mean that the school employs a member of staff to support that child on a one to one basis as and when this is required.

Sometimes teacher and parents realise that a child is having problems learning in a particular area of the curriculum for example: communicating with others, understanding mathematics etc. Teaching Assistants are used to support the delivery of specific interventions for children that are targeted towards improving learning in specific areas of the curriculum. This is a list of the interventions we use in this way:

- Time to Talk
- Socially Speaking
- Narrative Therapy
- Phonics Bug
- Dancing Bears
- Precision teaching
- Toe-by-Toe
- Plus One Maths
- Fine motor and gross motor interventions
- Speech and language programs
- One to one mentoring (Emotional Support)
- Social Stories programs

- Music intervention (Confidence and self-esteem)

All interventions are regularly and systematically reviewed to ensure children are making progress.

### **How will the curriculum be matched to my child's needs?**

We enable all children to have full access to all elements of the school curriculum.

The school provides a broad and balanced curriculum experience. The National Curriculum and Foundation Stage Curriculum form a basis from which teachers plan learning delivered through a creative curriculum that incorporates children's own curiosity and specific interests at its heart. Teachers plan differentiated lessons to meet the specific needs of individuals and groups of children. We have high expectations of all our children and we aim to remove all barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **How will the school help me to know how my child is doing and how will you help me to support my child's learning at home?**

We ensure that parents are able to play their part in supporting their child's education. We make clear the expectations of all partners in the process.

When a child receives planned support that falls outside of our normal planning systems their needs will be recorded on an Individual Education Plan (IEP) and/or provision maps. These will show the short-term target/s set and the teaching strategies to be used. They will also indicate the planned outcomes and the dates for the plan to be reviewed. In most cases, this review will take place three times per year. These plans will be shared and agreed with parents/carers at the beginning of the intervention process. We will then hold regular review meetings with the parents/carers so that they can fully support their child's learning, understand how much progress is being made and celebrate their child's achievements. Children are invited to these meetings.

If the review identifies that support is needed from outside services, we will consult parents/carers prior to any support being requested. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IEP/provision map. The new strategies in the IEP/provision map will, wherever possible, be implemented within the child's normal classroom setting.

If a child continues to demonstrate significant cause for concern, the school will work in partnership with parents/carers to help the child access additional support from outside agencies. This may result in the school and parents/carers working in partnership to present an application for an Education Health and Care Plan to the local authority. A range of written evidence about the child will support the request.

### **What support will there be for my child's overall well-being?**

Broadway has well established procedures for supporting the medical needs of children who attend the school. Staff have experience in supporting children with asthma and long term medical needs. The school has long standing partnerships with outside agencies such as the school nurse, speech therapist etc. when children with medical needs join the school a medical care plan is completed so that a child's specific needs can be confidently met.

The school offers several after school activities. For example, choir, football science etc. which children with SEND are supported to access.

When children find it hard to conform to the behaviour expectations of the class we have a chill out space which they can elect to access. We also offer one-to-one mentoring to children who require this. Children are helped to develop strategies to cope with situations that cause them distress or anxiety. We have modified the classroom environment to ensure children feel safe and supported for example we provide visual timetables, quiet zones, etc. We also provide weekly timetables to parents/carers when a child requires reassurance to reduce anxieties and the behaviours associated with it, this is particularly relevant to children who have a diagnosis of Autistic Spectrum Condition (ASC).

### **What specialist services and expertise are available at Broadway Infants or accessed by the school and how do you all work together?**

We confidently access support from a comprehensive list of outside agencies some of whom we buy in to provide additional SEN support for our school:

- Education Psychology
- Behaviour Support
- Inclusion Support
- Parent Support Worker
- EMAS
- Occupational Therapist
- Physiotherapist
- Speech Therapist
- School Nurse

We liaise with the agencies through organised meetings held at the school. Our school SENCO holds the National Qualification for Special Educational Needs Co-ordination. In addition, this qualification is also held by a class teacher.

### **What training has the staff supporting children and young people with Special Educational Needs and Disabilities had or are they having?**

Two teaching assistants have attended Early Bird training course supporting parents/carers of children who have ASC

All staff have received training on anxiety reduction ASC

All staff have received training on Dyslexia

One teaching assistant has had training on supporting children who have experienced family bereavement

We have a plan in place to send a member of staff to qualify to deliver a parent support training package.

### **How will my child be included in activities outside the classroom including school trips?**

We create an environment that meets the special educational needs of each child. We consider the special educational needs and physical needs of every child when we plan a school trip. These events are adapted to ensure every child can access the trip. We consult parents and carers so that they are fully confident that their child will have a positive and exciting experience. Parents and carers are also regularly invited to accompany trips.

### **How accessible is the school environment?**

The school building is fully wheelchair accessible. We also have a large disabled toilet and changing facilities equipped with a child friendly showering area. If your child requires specific equipment which we do not have we would take advice from the local authority.

### **How will the school prepare and support my child when they move to their next school for the next stage of education and life?**

The school has excellent links with our partner same site junior school - The Ridge. The majority of our children transfer to this school at the end of Key Stage 1. We ensure children visit the school on a regular basis during the summer term before they transfer to the school. The staff from the Ridge Juniors visit the classes in Broadway Infants and we have robust information sharing systems in place to support all children. Individual transition plans are often arranged for children with special educational needs to ensure successful transfer to the school. We are also happy to support transition to other schools in the same way when this is required.

### **How are the school's resources allocated and matched to children's special educational needs?**

The Deputy Head (SENCO) in collaboration with the Head Teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education health and Care Plans or statements of special educational needs.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been deployed in relation to equipment and personnel.

The Head Teacher and the Deputy Head (SENCO) meet annually to agree on how to use funds directly related to Education Health and Care plans or Statements.



## **How are parents involved in the school? How can I be involved? How will you build on your equal partnerships with parent carers?**

Broadway Infants values highly the partnership with parents and carers in supporting their children's learning, however we recognise this is particularly valuable to parents/carers who support children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents/carers.

We use many methods to explain to parents and carers how we can support them. The school prospectus contains an overview of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents. We have regular meetings, at least three times a year, to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We regularly seek parental views which ask them to comment upon our provision.

### **How will my child be involved in this process?**

We aim to ensure that our children have a voice in this process.

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IEPs and in the IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

### **Who can I contact for further information?**

If you require further information please contact:

- Your child's class teacher
- The school SENCO – Miss Jodie Tumelty
- The Head Teacher – Mrs Juliet Lambert
- The school office who can arrange appointments to meet staff Ms Wood or Mrs Fineman on 01454 867130

You can also email using the Contact Us button from our website,

Additionally you can find South Gloucestershire Council's Local Offer: [www.southglos.gov.uk/localoffer](http://www.southglos.gov.uk/localoffer).

## **Planning for Disability, Equality and Accessibility**

As a school we strive to ensure we are aware of the needs of the disabled community. We have an on-going Equality Scheme and as a result of this careful work our building is now completely accessible to the disabled. The school office has been provided with an access hatch designed at the correct height to accommodate someone in a wheelchair and our chosen colour scheme for the school has been drawn up with the partially sighted in mind. We have also ensured all school policies take into account the needs of the disabled and ensure equality. If you have any questions in relation to our plans or know of any needs you feel we should address please do not hesitate to contribute them to the Head Teacher via the office. Your ideas and suggestions are always welcome.

## **Behaviour and Discipline**

Our policy is based on care, concern and respect for others, for their beliefs and for their property. The development of self discipline and self esteem is fundamental to our work in this area. Everyone is expected to promote high standards of behaviour in our school. We know children behave well when they are given appropriate models of behaviour, when they receive praise, encouragement and respect and when their self esteem is high. The staff at Broadway ensure that all our children feel positive about themselves in their work and play and support them in gaining self discipline and working towards greater independence. This good practice has been recognised by Ofsted in June 2010.

Parents/carers may hear a child referred to as an 'Always Child' at Broadway. This is because our school rules are framed around the premise of encouraging children to always do the right thing. This approach is also reinforced by our reward system. During our weekly Celebration Assemblies one child from each class is rewarded with the class Star Award in recognition of their good behaviour or kindness to others. To be an 'Always Child' at Broadway children must follow these simple rules:

- Always listen and think before you act
- Always be polite
- Always be kind
- Always be responsible
- Always be honest
- Always take care of our school
- Always keep your hands and feet to yourself

These rules are few in number but children are expected to follow them for the safety, security and the happiness of everyone.

Consequences occur if children choose not to follow the school rules, although some children with emotional and behavioural difficulties need individual education plans to support them in gaining greater self discipline. Parents/carers are informed if a pattern of behavioural difficulties occur and we appreciate the support of parents/carers in working with us to promote high standards of behaviour and discipline.

The school is very committed to creating a safe environment in which young children can learn and play. We believe that bullying is unacceptable behaviour. We take a pro-active approach to preventing bullying by teaching children to recognise each other's rights and to take a collective responsibility for upholding those rights. Problems with relationships sometimes occur because very young children find co-operating with others a challenge. They have to be taught to consider the needs of others, to develop empathy, the ability to share and take turns and addressing these needs permeates all aspects of our school curriculum.

## Collective Worship

At Broadway Infant School we feel collective worship is a special time that we can share together. Taking time to think about how we can care for each other, take responsibility for our actions, share successes and consider some of the important challenges and dilemmas children face in their everyday lives. Our assemblies offer us the opportunity to enrich our children's understanding of today's multi-racial Britain and they give children the experience of being active members of a caring community. We hold assemblies that recognise the values which are in harmony with the broad spiritual and moral concerns that are shared by the world's religions. We also teach the children to value the festivals, celebrations and traditions of other religions that are represented in the school and the wider community

During our Celebration Assembly each week we recognise excellence in work and behaviour through certificates and the Star awards. Each term we also take this opportunity to praise children who have achieved 100% in school attendance and the class with the best attendance record is presented with the attendance cup.

Talented children also often feature during assembly time as we are keen to celebrate all children's achievements both in and outside of school. Please always let us know if your child has achieved something special.

At Broadway most acts of worship in our school aim to support many aspects of our curriculum delivery in terms of RE, PSHE and Citizenship.

Broadway Infant School is a community school. All community, foundation and voluntary schools must provide Religious Education for all pupils including pupils at the Foundation stage ("Religious Education has equal standing in relation to National Curriculum subjects" (see DfE Circular 1/94 paragraph 20); *for more information please visit our website or ask for a copy of the RE Policy from the school office.*

Collective worship is often an integral part of whole school assemblies but can also occur as a part of the class day. The format of assemblies is varied, often involving active participation by the children and encourages celebration of achievement. Visitors to school are invited to take part in assemblies including local clergy and members of the Schools Assembly Team.

### **The Right of Withdrawal from Religious Education:**

Parents/carers retain the right to withdraw children wholly or partly from collective worship and Religious Education lessons in school.

If the parent/carer of a pupil asks that she/he be wholly or partly excused from Religious Education, the pupil shall be excused (see SSFA s71)

- Under certain circumstances, a pupil may be withdrawn from the school premises to receive Religious Education, (see SSFA s71 (3) (c)).
- Under certain circumstances, a pupil at a Community, foundation or voluntary Secondary school may receive alternative Religious Education on the school premises, if the parent/carer requests this (see DfE Circular 1/94 paragraph 44 [3]).
- Teachers retain the right not to participate in or to conduct Religious Education (see DfE Circular 1/94 paragraph 141).

The South Gloucestershire SACRE has produced guidance to help schools deal with any requests by parents to withdraw their child from RE lessons. This is available from the Clerk to SACRE. The school will use this guidance as support should this situation arise. Please ask for more information from the school office or contact the Head Teacher directly if you need to discuss this further.

The local SACRE group in partnership with the local authority have issued a revised RE curriculum guidance from September 2014. Every Local Education Authority (LEA) convene a SACRE (Standing Advisory Council for Religious Education) (s390 Education Act 1996) to advise the LEA with regard to Religious Education. South Gloucestershire's Agreed Syllabus is statutory for all Community schools and Foundation schools in South Gloucestershire.

Religious Education at Broadway Infant School aims to enable pupils to:

- Understand the nature of religion and what it would mean to take a religion seriously
- Develop a knowledge and understanding of various religious and non-religious interpretations of life
- To explore the spiritual dimension of experience.

In order for pupils to understand 'what it would mean to take a religion seriously, they need to develop an empathetic appreciation of how a practising member of a religion lives out their faith in everyday life. Religious Education at Broadway does not seek:

- To persuade pupils to adopt a religious viewpoint
- To impose a particular interpretation, Christian or otherwise.

We teach children about a variety of religions through their studies. In addition, whenever possible, we supportively promote the recognition and celebration of religious festivals that are significant to members of our school community.

## The Whole Curriculum

Broadway is constantly reviewing and developing the school curriculum so that teachers have the flexibility and enthusiasm to maximise on innovative ways of teaching and engage all learners. Our aim is always to make all learning as stimulating and as much fun for children as possible. In this way, we believe children become enthusiastic about learning and gaining knowledge. As their confidence grows we can then support them as they set themselves achievable yet challenging targets, encouraging each individual child to contribute to, promote and develop their own learning so that they make outstanding progress.

Our creative curriculum incorporates the statutory learning requirements as detailed in the Early Years Foundation Stage Curriculum and the National Curriculum. If you would like to learn more please visit our school website and explore the 'About Us' section which contains detailed curriculum information. As a school we build upon each child's early experiences both at home and during the Foundation Stage.

The Key Stage 1 curriculum is sometimes taught through lessons that focus on a single subject area but it is also common to see lessons that encompass many subjects taught at the same time. In educational terms this is called a cross curricular lesson. This sounds complicated but it simply means that many different skills can be taught during the same lesson. For example, teaching the children to bake a cake will involve –weighing the ingredients (Mathematics), following the recipe (reading and modelling instructional writing), cooking the cake (Science – materials and their properties) and also remember the social skills of co-operating, team work etc. This is just one example that illustrates how using a cross curricular approach can make learning both relevant to each child's everyday life, exciting and fun.

The 'whole curriculum' may be defined as:

"All those activities designed or encouraged within an Institution's framework to promote the intellectual, personal, social and physical development of its pupils. It includes not only the formal programme of lessons, but also the informal programme of so-called extra-curricular activities as well as those features which produce the school 'ethos' such as the quality of relationships, the concern for equality of opportunity, the values exemplified in the way the school sets about its task and the way it is organised and managed. Teaching and learning styles strongly influence the curriculum and in practice they cannot be separated from it."

*HMI Curriculum Matters 2: the curriculum from 5 to 16.*

## The Reception Curriculum

When children start school they join our two reception classes, Red and Yellow Class. The learning that takes place in this year is planned and delivered using the 'Statutory framework for the early years foundation stage'. This is a legal document published by the Government. Teachers use the areas of learning and development within the document to deliver engaging lessons. They inspire children to be curious. Children learn to ask questions, try new challenges and use their creativity and imaginative skills. These lessons ensure that when children join Year 1 they have the skills, knowledge and understanding they need to successfully progress through school. The children have opportunities for independent child initiated play, both indoors and outdoors, as well as adult led tasks.

There are seven areas of learning and development that must shape the educational programmes we provide. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are called the prime areas and they are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Our school must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

The lessons teacher plan and deliver must involve activities and experiences for children, as follows.

**Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

1. **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
2. **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
3. **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given

access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

4. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
5. **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
6. **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Teachers additionally use documents that are non-statutory (this means they are not legally required) but they help teachers to develop their ideas and lesson plans to deliver the legal requirements of the 'Statutory framework for the early years foundation stage.' The documents are called:

- The Early Years Outcomes
- Development Matters

When teachers are planning and guiding children's activities, they must provide lessons that accommodate the different ways that children learn. When you visit our reception classes you will see children engaged in activities that help them to develop the three characteristics that support effective learning. We know children learn at their best when they are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children at Broadway are often taught through investigating areas of particular interest to them, through first hand experience, often linked to planned school trips that engender interest. Sometimes we invite special visitors into school so that children meet experts in a subject.

After their first year in school children then move from Foundation Stage into Year 1 and then, the following year, move into Year 2. Both of these years together are known as Key Stage 1. During these years children are introduced to studying the subjects encompassed by the National Curriculum. Teachers deliver the curriculum through planned lessons that capitalise on stimulating curiosity in learning.

## **The Key Stage 1 Curriculum**

Pupils in a community school like Broadway Infants must follow the National Curriculum 2013. The curriculum is organised on the basis of four key stages and at Broadway Infants Year 1 and Year 2 pupils study all of Key Stage 1. They may also touch on some relevant aspects from the Key Stage 2 curriculum, which becomes the main focus for study once they move to our partner Junior school, if they are looking in-depth at a particular topic. The National Curriculum contains twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

The core subjects are:

- English
- Mathematics
- Science

The Foundation Subjects are:

- Art and Design
- Citizenship
- Computing
- Design and technology
- Languages
- Geography
- History
- Music
- Physical Education

In 2012 Ofsted commented about our curriculum, 'The effective curriculum, carefully thought out to match to the interests of pupils, is a key to the school's success in writing. Skills for literacy and numeracy are taught through topics, many of which are based in the local area, such as looking at the new shopping centre. In this way, subjects taught arise from the pupils' interests and are particularly successful in motivating boys to write enthusiastically and confidently.'

Teachers work hard to make learning relevant, interesting and fun! They use pupil's interests and curiosity as a starting point for the lessons they plan. They challenge pupils to build on their prior knowledge. They also encourage families to become involved in the focus for the term. For more information about how we deliver the National curriculum please visit our website or contact the school office where staff will be happy to help.



### **Personal, Social and Health Education (PSHE) and Citizenship**

The Personal and Social aspects of our PSHE programme is concerned with developing every child's understanding of their emotions, attitudes, and abilities to establish and maintain positive relationships with others. It involves the promoting of children's feelings of self-esteem plus identifying and encouraging tolerance and



respect for other people and their views. Through practical discussion and role play sessions children explore the nature of relationships in families and with friends. We use a scheme of work called Jigsaw PHSE.

Health education involves teaching the knowledge and skills that enable children to understand their bodies and how to keep them safe and healthy. As a Healthy School we actively promote the importance of exercise and diet. As part of PSHE and supported by the Science curriculum children will also be taught about the dangers of drugs in terms of cigarettes, medicines and alcohol. Teachers will answer questions children raise in as simple and straightforward way as possible.

Relationships and sex education is also taught, at an appropriate level, as part of Jigsaw PSHE and the science curriculum. Children are taught about feelings, emotions and relationships and they gain knowledge of the basic life processes of animals and humans. If children raise questions they are answered in a simple, straightforward way. However, parents/carers need to be aware that the teacher will use the correct scientific terms when naming parts of the human body.

We are aware that parents/carers views need to be taken into account in relation to children raising questions in this area and I can assure you that such questions are responded to sensitively. If a child ask for more detailed explanations or asks persistent questions, showing signs of apprehension or confusion the teacher will contact the parents/carers concerned to discuss how best to respond.

The PSHE programme is taught through:

- Discreet PSHE lessons using the Jigsaw scheme of work
- planned work across the curriculum
- everyday occurrences which raise social and moral issues
- regular assemblies culminating each term in a year group assembly attended by parents/carers.

The Citizenship education we provide is intended to equip our young children with the knowledge, understanding and skills to play an active part in society as informed and critical citizens who are socially and morally responsible. It aims to give them the confidence and conviction that they can act with others, have influence and make a difference in their communities. Our School Council work also contributes to this aspect of the curriculum.

The vision and values of the school are vitally important. All staff act as positive role models to the children, reflecting positive behaviour, politeness and respect. It is intended that the atmosphere of the school is caring, friendly and supportive, allowing the children to feel safe and valued in everything they do.

# Assessment

The school has a policy for assessment, recording and reporting.

In all areas of the curriculum, teachers make continuous assessments of what children know, understand and can do so that future work can be planned accordingly. Teachers keep careful records of development and progress together with samples of children's work. Records provide a full picture of children's achievements, both academic and personal. Where appropriate, children are given the opportunity to contribute to the recording process particularly when reviewing their work and setting targets for improvement.

Foundation Stage children undertake initial assessments on entering school, covering all areas of learning. These assessments provide us with a starting point for each child upon which we can build. The children are unaware that these assessments are taking place because they are completed through talking with the teacher and observations of children at play. At the end of the Foundation Stage [end of YR], the children are assessed against the Early Learning Goals, forming a profile for each child. The profile provides a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year One.

During term 6 of Year 1, all children undergo a statutory Phonics Screening Check. This is carried out by their class teacher on one to one basis in a quiet room. The children read a mixture of 40 real and nonsense words in order to check their ability to decode accurately using their knowledge of Phonics (sounds). The pass mark varies from year to year and this is collated by the Department of Education and is used to benchmark schools.

At the end of Key Stage One, Y2 children undergo a statutory teacher assessment process. These teacher assessments are reported to parents/carers together with the school and national assessment results.

Regular consultations are held with parents/carers regarding their child's progress. At the end of the academic year parents/carers receive written reports that provide a full and accurate statement of the achievements of their child and indicate targets for improvement. Parents/carers are given an opportunity to make a written comment on the report and to meet the class teacher to discuss progress and achievement.

## School Council

Each year children from across all ages of the school are voted onto our School Council. These children have an important role to play in representing the views of their friends and classes. They are encouraged to contribute ideas and suggestions linked to many important developments in relation to our school life. The provision of our school council reflects our commitment to “practical and meaningful” education. All the children are involved in the decision making process and are able to see the impact and benefits their ideas and suggestions have both in school and also in the wider community.

## Links with the Community

Close liaison takes place between the primary and secondary schools in North Yate. Links are also made with the local playgroups and nurseries, particularly in the summer term when arrangements are made to visit pre-school children due to start at Broadway in September.



Educational visits to the local area and further afield widen the children’s knowledge of their community. Sometimes children visit members of the community, to sing to the elderly at Christmas for example and to take part in local events and festivals.

Community visitors such as members of the police force and the fire service are invited in to school to discuss their work with the children. Parents/carers and governors are also invited into school from time to time to talk about events in their lives.

Each year the children are encouraged to raise funds for others less fortunate than themselves. Fund raising by the sale of produce at harvest time or by a sponsored event ensures that children are aware of the needs of others in the community and further afield.

# Health and Pastoral Care

## **Medical Information**

Please ensure that we are informed of any medical history or recurring medical condition relevant to your child's education of which staff may need to be aware.

It is helpful if we are advised of eyesight, hearing or speech and language difficulties so that we can do our best to provide for the child's needs. All such information will be treated confidentially.

## **Medical Inspections**

The school nurse visits Broadway regularly to carry out routine checks on weight and eyesight etc. Please ensure that we have the authorised medical form to enable these checks to take place. The audiometrician also visits our school to check hearing. You will be advised by the audiometrician if a further hearing test is required.

If you are anxious about any aspect of your child's health which you feel is effecting their education please contact the Head Teacher via the school office. She will be happy to discuss your concerns and if necessary can make referrals to the school nurse or other relevant professionals.

## **Medication**



With ongoing complaints such as asthma, parents/carers are requested to complete a written medical plan. This allows staff to administer the child's inhaler on your behalf. Asthma inhalers are kept centrally in the school office and children have access to them as required. If you have any concerns with regard to this process please contact the school office who will be happy to help.

Parents/carers of children who suffer from severe long term or life threatening illnesses or disabilities such as anaphylactic shock must discuss the situation with the Head Teacher so that a medical care plan can then be drawn up to address their specific needs. This will ensure that everyone is confident to meet the child's needs and any specific staff training requirements are in place before the child comes into school.

In normal circumstances staff cannot take responsibility for administering prescribed medication to children. We would advise that children complete a course of treatment after illness before returning to school. Sometimes, medication can be given by parents/carers coming into school to administer medicine at lunch if a child has been prescribed a course of antibiotics for example that extend beyond the period of illness but this should be discussed with the Head Teacher or office staff prior to any such action taking place.

## **Illness or Accidents in school**

If your child becomes unwell in school we will contact you and ask you to collect them. If your child has sickness or diarrhoea at home or in school they **must** be kept at home for **at least 48 hours** from their last incident of diarrhoea or vomiting even if they appear better. Please help us with this as germs, particularly those associated with the above, spread very quickly amongst small children

From time to time, minor cuts and bumps particularly on the playground do happen. Any such incidents are attended to by designated members of staff who are qualified first aiders. However, this attention can only be very simple first aid. If your child has a small bump to their head in school it is noted and we will send home a letter to alert you to this fact. If we feel the bump needs close monitoring we will contact you immediately so that you can pick up your child. If there is a more serious accident when we feel medical attention must be sought we will naturally do all we can to contact a parent/carer first before dialling 999 unless in extreme emergency. This is why we ask you to please make sure that we always have several alternative contact numbers, particularly if you work or are likely to be unavailable at home.

## **Extended Schools Activities**

Teachers are kind enough to voluntarily run several clubs after school such as School Choir or Art Club. We also encourage extended school activities organised by outside agencies. This includes gymnastics, football, tennis etc. Parents/carers are always requested to give their written permission for each activity before each club begins and to ensure that their children attend regularly. Please remember teachers provide clubs on a voluntary basis and sometimes their duties may require dates or times to be changed at short notice. If a club is going to be affected parents and carers will receive a text message. Please look out for these notices to avoid any unforeseen disappointments.

If any parents/carers, particularly sportsmen or women would be interested in running or becoming involved in a club please let us know. We know many talents are out there, be it cooking, knitting, football or netball! Utilizing your talents can help all our children gain and practice a variety of valuable skills.

## **Homework Policy**



Parents/carers are asked to support their children's education at home by helping in many ways.

Firstly by sharing the books the children bring home to read and encouraging them to read not only these but more widely from their own collection and books from the local library.

Parents/carers are encouraged to write positive comments in the book-sharing diary.

Teachers are always happy to advise on book sharing and meetings are held at the beginning of each academic year to give advice on this and other aspects of life in school.

Children may bring home a maths game or practical maths task or Story Sack every week as part of their homework. This is an important way of supporting the extension of their knowledge, skills and understanding. Parents/carers are asked to look after these games and resources as they are expensive. Please play the games with your child as many times as they wish, then ensure that they are returned to school so that the contents can be checked. If a few small items are lost like dice for example we can replace them however, if so much of a game or sack is lost that it renders the game or sack unusable parents/carers will incur a replacement charge.

Children are often asked to bring books or resources into school in connection with their work. Sometimes they will bring activities in Maths or English, to work on at home. These activities extend children's understanding and are important links between home and school. In Key Stage 1 each term children will bring home a homework grid with 6 suggested activities. Children are encouraged to complete their own choices from these activities which they bring into school to share with their class. These activities are related to themes and topics studied in school.

## **Voluntary help in school**

We welcome voluntary help in school and are extremely grateful for all the support we receive from parents/carers and friends in a variety of ways.

Voluntary help in the classroom is so important in supporting children's learning in all areas of the curriculum. Parents/carers and friends are asked to contact the class teacher if they would like to help in the classroom.

We also welcome help in other ways such as book mending or cataloguing, making equipment or checking maths games or story sacks. Please contact the school office if you would like to find out more.

In addition the support we receive from parents/carers, as Friends of Broadway, both social and fundraising, is vital in the life of the school. Raising much needed funds for the extras that enhance the experiences of the children and having fun at the same time has got to be a good thing!

## Visitors to school

We often have students who work on school experience at Broadway. Students attend teacher training courses at the University of the West of England and childcare courses at Soundwell and Filton Colleges. Young people from Brimsham Green and Chipping Sodbury schools also undertake work experience here. Regular visits are also received from the local authority's School Improvement Adviser who attends Governing body meetings and meetings with the Head Teacher to discuss policy and development of the school.

The Education Welfare Officer (EWO) makes checks on children's attendance and any welfare issues effecting children's education. The school's Educational Psychologist advises teachers in supporting children with Special Educational Needs (SEN) Learning Support Teachers and speech and language therapists also visit occasionally. You will be consulted if a request for advice or help from outside agencies is required to support your child's learning in school.

## When problems arise

### **What should you do if you have a query or aren't happy about something?**

If there is something you don't understand or you are not happy about, please come in and see us. (You may just want to get something off your chest.) You can discuss this with the class teacher or other appropriate member of staff, such as the Special Needs Coordinator (SENDCO) if it is about special needs.

The beginning and end of the school day is a very busy time for class teachers, who usually have a class of children to welcome, so you may need to be flexible when arranging a time to meet. In some cases you may need to make an appointment to see the Head Teacher.

We know that it can feel uncomfortable to question or challenge, but if you don't tell us what is worrying you we cannot explain what we are doing or try to put it right.

If you feel you need to complain when you've discussed your query or concern there is a form you'll need to use. (The school office and Clerk to the Governing Body have copies of this form and guidance for making a complaint.)

If you make a complaint this is what will happen:

- You will receive a response within two school working days, even if this is a courtesy call to acknowledge receipt of the complaint
- Your complaint will be dealt with honestly, politely and in confidence
- Your complaint will be looked into thoroughly and fairly

- If your complaint is urgent we will deal with it more quickly
- We will keep you up to date with progress at each stage
- You will get an apology if we have made a mistake
- You will be told what we are going to do to put things right
- You will get a full and clear written reply to formal complaints within 15 school days of the complaint being heard
- The Head Teacher will keep a copy of all complaints made in a complaints log.

## **Child Protection/ Safeguarding**

Whilst the Education Service does not constitute an investigation agency, because of their day to day contact with individual children during term time, school staff have an important role to play in recognising and taking the appropriate action in cases of suspected child abuse.

All school staff, both teaching and non-teaching, are instructed to report any suspicions to the Head Teacher who is the Designated Teacher for Child Protection, who is required under the procedures to alert the Social Services Department.

Child abuse is a particularly sensitive issue, and does impose for those involved, particularly parents/carers, strong feelings and emotions. However, whatever parents/carers may feel about a situation, it needs to be appreciated that school staff are required to report, in line with procedures, any situation where child abuse is suspected, and a member of staff could be deemed to have acted improperly if this were not the case. Parents/carers may seek advice and guidance from the Education Welfare Officer for the school or contact the Social Services Department direct, if necessary. If you would like to know more about the child protection procedures the school must follow please look at the following website <http://www.swcpp.org.uk/> or ask the school office staff who will be happy to provide the information you need.



# School Staff

## Senior Management:

Mrs Juliet Lambert – Head Teacher

Miss Jodie Tumelty – Deputy Head/SENCO

## Teaching Staff:

Mrs Nicola Barker – (Job-Share)

Mrs Heather Jones – (Job-Share)

Miss Vicky Rowse

Mrs Sarah Titley

Mrs Rebecca Grundy

Mrs Katie Hibbert – (Job-Share)

Mrs Clare Chick – (Job-Share)

## Teaching Support Staff:

### Teaching Assistants

Mrs Rosemary Howell

Mrs Sarah Mundy

Mrs Ingrid Pagett

Mrs Sile Howells

Miss Kirsty Harper

Mrs Michelle Keeping

Mrs Vanessa Venables (SEN TA)

## Additional Support Staff:

Ms Sharon Wood -  
Secretary

Mrs Nicola Fineman –  
School Business Manager

Mrs Eileen Boskett –  
Admin Assistant

### Kitchen Manageress

Mrs Judith Humphry

Mrs Helen Davies

Mr Martin Ham

### Lunch Break Supervisors (Dinner Ladies)

Mrs Heather Smith (Senior LBS)

Mrs Christine Gowen(Job- Share)

Mrs Camilla Harris

Mrs Patricia Naylor

Mrs Deborah Williamson(Job-Share)

Mrs Claire Pursey (Job- Share)

Mrs Joanne Grimstead (SEN)

Mrs Claire Williams (Job-Share)

Mrs Jackie Conway (Job-Share)

### Caretaker (with Teaching Assistant Duties)

Mr Martin Charlton

### Cleaners

Mrs Yvonne Wells

Mrs Nicola Kerridge

# School Governors

Mrs Michelle Clarke – Chair- co-opted Governor  
Mrs Jennifer Norris - Vice Chair-Co-opted Governor

Mrs Juliet Lambert– Head Teacher  
Mrs Sarah Titley – Staff Governor  
Mrs Catherine Scarth –Parent Governor  
Mr Martin Charlton – Co-opted Governor  
Mr Kabul Maharjan – Co-opted Governor  
Mr Alistair Miles – Co-opted Governor  
Mrs Kathryn Britton – Parent Governor

1 Co-opted vacancies  
1 LEA vacancy

Mrs Anne Reed – Clerk to the Governors

# School Holiday Dates and INSET Days

## Academic year 2016/17

Term 1: Thursday 1 September 2016 -Friday 21 October 2016 (37 teaching days)	Term 4: Monday 20 February 2017 - Friday 7 April 2017 (35 teaching days)
Term 2: Monday 31 October 2016 - Friday 16 December 2016 (35 teaching days)	Term 5: Monday 24 April 2017 - Friday 26 May 2017 ( 24 teaching days)
Term 3: Tuesday 3 January 2017 - Friday 10 February 2017 (29 teaching days)	Term 6: Monday 5 June 2017 - Friday 21 July 2017 (35 teaching days)

### Inset days

- Thursday September 1st 2016
- Friday September 2nd 2016
- Friday October 21<sup>st</sup> 2016
- Tuesday 3<sup>rd</sup> January 2017

1 other day to be arranged

Please note inset days can be subject to change

## Academic year 2017/18

Term 1: Friday 1 September 2017 -Friday 20 October 2017 (36 teaching days)	Term 4: Monday 19 February 2018 - Friday 23 March 2018 (25 teaching days)
Term 2: Monday 30 October 2017 - Monday 18 December 2017 (36 teaching days)	Term 5: Monday 9 April 2018 - Friday 25 May 2018 (35 teaching days)
Term 3: Tuesday 2 January 2018 - Friday 9 February 2017 (29 teaching days)	Term 6: Monday 4 June 2018 - Friday 20 July 2018 (35 teaching days)

## **Data Protection Act 1998: How we use pupil information**

We collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE). We use this personal data to:

- support our pupils' learning
- monitor and report on their progress
- provide appropriate pastoral care; and
- assess the quality of our services

This information will include their contact details, national curriculum assessment results, attendance information, any exclusion information, where they go after they leave us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information. *For pupils enrolling for post 14 qualifications, the Learning Records Service will give us the unique learner number (ULN) and may also give us details about your learning or qualifications.*

Your local council is a partner in Connecting Care, a project which links social care information with health information.

The Connecting Care Local Record is a new way for staff who are directly involved in a child's care to share relevant information about their care in a way that is secure, controlled, consistent and efficient. It allows health and local council staff who are directly involved in a child's care access to a summary of existing records, such as those held by the GP, hospital or social care provider.

Staff who are directly involved in a child's care, will only access their record with a legitimate reason, and if they can, they will ask your permission before they look at it.

The Connecting Care Record will contain information such as:

- Who is involved in a child's care
- Any allergies they have
- Medications
- Recent appointments (but only whether they were attended, this will not include any information about what was discussed at that appointment)
- Diagnoses

The Connecting Care record will not contain information about conversations with the GP or any information on sensitive subjects such as sexual health. Staff who have a responsibility for designing services to improve children's general well-being will also have access to relevant information from the record. The detail that staff can see is linked to the job they do. If for their job they don't need to see specific information, they cannot see it.

If you require further information about Connecting Care please contact PALS 0800 073 0907, or visit <https://www.southgloucestershireccg.nhs.uk/about-us/how-we-use-your-information/connecting-care/>

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so. If you want to receive a copy of the information about your son/daughter that we hold, please contact:

Sharon Wood or Nicola Fineman - [admin@broadwayinfants.org.uk](mailto:admin@broadwayinfants.org.uk)

We are required, by law, to pass certain information about our pupils to our local authority (LA) and the Department for Education (DfE).

DfE may also share pupil level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 1998.

Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level and sensitivity of data requested and the arrangements in place to store and handle the data. To be granted access to pupil level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit:

<https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>

For information on which third party organisations (and for which project) pupil level data has been provided to, please visit:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

If you need more information about how our local authority and/or DfE collect and use your information, please visit:

- our local authority at <http://www.southglos.gov.uk/council-and-democracy/data-protection-and-freedom-of-information/privacy-notice-information-hold-children-young-people/>

or

- the DfE website at <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>