



Prospectus 2022/23
Broadway Infant School
Broadway
Yate
South Gloucestershire
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Our Mission Statement and Vision,

Inspiring curiosity, achieving excellence.

Broadway Infant School Vision Statement

A community where every child is valued as an individual.

An environment where children see learning as an adventure.

An ethos that allows children to develop curiosity, resilience and independence.

A curriculum which is inspiring, challenging and creative.

A school where we all strive for excellence.



Welcome to Broadway Infant School

On behalf of the children, governors, staff and myself I would like to warmly welcome you to our school. Broadway Infant School prides itself on being a safe, welcoming, caring and inclusive school, where every child can flourish.

We know that learning is a lifelong process and we are passionate in our belief that developing and sustaining a love of learning is paramount to every child's successful educational journey. We are confident that our school will provide the outstanding educational experiences, through an engaging and creative curriculum that will motivate, challenge and inspire your child as they learn and grow. Throughout your time with us, we encourage parents, carers and families to take an active role in the education of their children, becoming fully involved in the wider life of the school. We recognise the value of school and home working in partnership.

Being an important part of the local community means that our school cannot work in isolation. The partnership between staff, parents, governors and other community stakeholders is an essential one. Together we can set challenges and our partners can help us ask 'how can we do it even better?'

We encourage children to participate fully in activities that promote and develop their understanding of community life and the wider world. Our aim is for all children to become responsible citizens who know how to contribute to their community. We also work closely with The Ridge Junior School ensuring a smooth transition when the time comes.

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

Miss Jodie Tumelty
Head Teacher

Chair of Governors- Carol Warrant

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

A message from our Chair- Vanessa Atkinson:

I have been a part of the Friends of Broadway since my eldest child, now at the Ridge started in reception in 2017. I am so glad I did! Being a part of the Friends has helped me get to know other parents, school staff and feel a part of the wider school community. I also think it really helped my children to settle in the school. Particularly my youngest who started in 2021, she wasn't fazed at all as had already spent time helping with setting up fayres and running cake sales- maybe sampling the produce a bit too much!

We really are a nice group that only want to put on the best events for the kids that we can and to help improve the resources in school. So please get in contact if you can spare anytime at all to help us. Most importantly of all please come along to the events we organise. Spend a few pennies, get to know other families, and have some fun!!!

Best wishes

Vanessa

If you would like to help with our future events, or if you 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/>

Home and School Partnership

As a school we firmly believe in the importance of working in partnership with the parents / carers of our pupils. We consult with our school community on all aspects of school life either by online surveys or through parent discussion groups.

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 are welcome to come and volunteer in 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 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.

The School Day

The school day lasts from 8.50am to 3.20pm. Classroom doors open at 8.40am and registration takes place at 8.50am. It is very important that once children have settled into school, they arrive by 8.50am 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 10.20am - 10.40am

Lunch is from 12.00am - 1.00pm

*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 Mrs Williams, Mrs Grimstead or Mrs Fineman in the office know at the beginning of the day. 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 and on Arbor (our school management system). 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.



Attendance

Please read our full Attendance Policy which is available on the policies page of the school website for more detailed information of our attendance procedure.

<https://broadwayinfants.org.uk/policies/>

Regular attendance and punctuality at school promotes successful learning, positive attitudes and maintains continuity in their education and their friendships. Therefore we do everything we can to promote excellent attendance.

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

When pupils arrive late, this causes a disruption to their own learning as well as the learning of other pupils.

- The school doors open at 8.40am and will close at 8.50am for registration. Pupils are marked late between 8.50am and 9.20am.
- Pupils who arrive after 8.50am must report to the office and be recorded and a reason for lateness has to be given.
- If a pupil arrives after 9.20am this will be recorded as 'late after the register closes' and will be considered as an unauthorised absence unless a satisfactory reason is given.

Illness

If your child is ill please telephone the school office (01454 867130) first thing in the morning to let us know they will be absent from school. You will need to provide a reason for their absence at this time.

Parents and carers are encouraged to make all medical appointments, where possible, out of school hours. However if this is not possible please inform the school of the details of your child's appointment.

Holidays

The school policy is that all holidays/long weekends should be taken during school holiday time. **Absences during term time will not be authorised** unless 'exceptional circumstances' can be demonstrated.

Parents / carers must complete a request for absence form on any occasion they intend to take their child out of the school during term time.

If you request to take your child out of school on a family holiday and the absence is not authorised but the holiday is taken anyway, you may receive a Penalty Notice fine from the Local Authority.

School Uniform

You are able to order uniform online <https://www.monkhouse.com/c/3963/Broadway-Infants>.

Our main school uniform consists of a gold polo-shirt, a maroon coloured cardigan, sweatshirt or fleece and grey or black trousers / shorts / skirt / pinafore dress / red and white checked summer dress.

Sensible school shoes are also part of our uniform (not trainers or sandals).

The polo shirt, cardigan, fleece and sweatshirt can be purchased from Monkhouse with our Broadway logo embroidered on the front.

Our PE uniform is worn on the days the children do PE (twice a week). It consists of a plain white t-shirt, plain black shorts, plain black skirt / skirt with shorts underneath, leggings or jogging bottoms and trainers. The trainers should be Velcro fastening rather than laces unless your child is confident doing their laces up independently.

As this is part of their uniform, the clothes worn must adhere to the uniform listed above. i.e. no logos apart from the Broadway one will be allowed.

All children also need a Broadway book bag which can be purchased from Monkhouse or a plain burgundy book bag. We ask that the children do not bring rucksacks as we do not have the space to store them in the corridors on the coat hooks or in the children's trays.

A reversible burgundy fleece lined jacket with the Broadway logo is also available from the supplier. Many children have these as their school coats however there is no requirement for them to have one as long as they have a sensible coat suited to the season.

For more information go to:

<https://www.broadwayinfants.org.uk/starting-school-at-broadway>

General Information

Water Bottles

As a healthy school we encourage children to have access to a drink of water throughout the day. Your child needs to bring a **named water bottle** into school every day. Only plain water is allowed in their school water bottle.

Sun Protection

On hot and sunny days please send a sun hat to school with your child to keep them safe from the sun. Please also ensure that you apply long lasting, high factor sun screen in the morning before children come to school. Children can also bring sun cream (named) in to school to re-apply at lunchtime as long as they can do this independently.

Wellingtons

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 so please bring a pair to their class that you are happy to be left in school. Children in Year 1 and 2 will also need a pair of wellies in school for their weekly forest schools session.

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.

Jewellery

If your child has their ears pierced they should only wear **studs** to school. We ask that children do not wear any other jewellery.

Earrings must be removed or covered for P.E. lessons. Earrings must be covered using adhesive tape which can be easily purchased at a pharmacy. Staff are not allowed to assist children with removing / covering earrings so we ask that this is done by parents/carers before children come to school on P.E. days.

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

The School Office

Mrs Nicola Fineman – School Business Manager
Mrs Claire Williams and Mrs Jo Grimstead

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

There is a deposit box in the office foyer where letters, money in sealed envelopes etc. can be posted. This box is emptied daily.

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.

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.

Free School Meals and Pupil Premium Funding

We want to make sure that we are providing your child with the best education and support we can. Healthy school food has obvious health benefits and can help pupils establish healthy habits for life. Healthy school food can also help to improve pupils' readiness to learn.

Families who receive certain benefits may be eligible for free school meals. Your child is eligible for free school meals if you're in receipt of one of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- 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 Pension Credit • Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit

Registering for free school meals could also raise an extra **£1,320** per pupil for your child's primary school, which makes a big difference to our school. The money is used to fund valuable support like more teaching assistant time, our parent support worker, mentoring and other interventions the children may need to support their academic and social emotional development. All infant children are offered free meals in school parents/carers may think there is no point filling in the form but **this is not the case.** **Even though the benefit is called Free School Meals children who qualify receive additional support in school as described above. We need as many parents/carers as possible who qualify for this benefit to complete the claim so that we do not lose the money that has been used to enhance the education of children in our school.**

This additional money is available from central government for every child whose parent is receiving one of the benefits listed above.

At Broadway Infant School we offer a personal allowance for free school meal pupils which can be used towards breakfast club, school trips, after school club and fruit or toast tuck. The children also receive school milk and one basic set of uniform including a book bag per school year. Please contact the office for more information.

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 few 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. Please see the menu on the school website for an example of the meals 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.

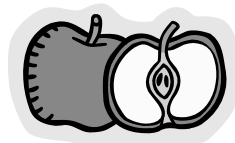
We strive to make lunch times an enjoyable and sociable time while encouraging your child to try new foods.

If parents/carers prefer their child may bring a packed lunch. As a healthy school we ask that chocolates, sweets and fizzy drinks are not be included in the lunch boxes. Please send this in a lunch box or container, clearly marked with your child's name.

You can decide on a daily basis if you would like your child to have a cooked lunch or bring a packed lunch from home.

Free fruit

As part of a Government scheme children receive a free piece of fruit or veg on a daily basis throughout each week.



Healthy Snack

Children can bring a healthy snack to school to have in addition to their piece of fruit / veg the Government provides. Please refer to the website for guidance around suitable snacks and those which are not allowed in school.

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 was 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 activity equipment 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 raised open sided stage/ classroom and a shed 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 mud kitchen and access to outside play equipment. This has since been augmented by an outdoor classroom provided by the Friends of Broadway.

We have a conservation area first developed in 2009 in partnership with the Friends of Broadway. This is where children can garden and observe wildlife. The children decided to call it 'Broadway's Peaceful place.'

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.

When admissions have been finalised, prior to entry, an evening meeting for parents/carers is organised. In addition a well-planned transition process is planned for the children so that they are familiar with the school when they start in September.

When they first start school in September, reception child attend school on a part time basis for the first couple of weeks. This helps the children settle in to school and get to know their peers, staff and school routines. 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.

Class Organisation

Broadway Infant School provides education for children aged four to seven years at the Foundation Key Stage (Reception) and Key Stage One which includes Year 1 and Year 2.

There are currently six classes at Broadway School.

- Two parallel Foundation Stage (Reception) 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.

Transition to Key Stage 2

At the end of Key Stage 1 children transfer to Key Stage 2. 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 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 the summer term while they are in Year 2. They also meet with the Head Teacher, staff and children. 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)

<https://www.broadwayinfants.org.uk/special-educational-needs-and-disabilities>

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

What are Special Educational Needs (SEND)?

SEND stands for Special Educational Needs and Disability.

We consider SEN to be if a child has a learning difficulty or disability which calls for special educational provision to be made for them. (code of practice January 2015)

What do I do if I am worried about my child?

At Broadway we have an open door policy and are always ready to listen. You may be concerned about your child's academic progress, emotional or social progress or a physical need that they may have. If this is the case, you need to speak with the class teacher initially. If necessary, they will pass on your concerns to the Special Needs Coordinator and the Head Teacher. If you remain concerned then you can ask to see the Special Needs Coordinator directly or the Head Teacher. If your concerns continue then you can ask to speak with the SEND Governor.

How do we identify children with SEND?

If your child joins our school with an identified need, we will work with you, as well as agencies who are already involved, to plan the best way to support your child.

If we believe your child needs additional help either academically, socially, emotionally or physically we will use assessments and observations to identify their specific needs. Working with you, we will plan to ensure the best possible provision is put in place at the earliest opportunity.

What are the different levels of SEN support?

When a child is identified as having special needs, we will design a programme of support which will include the help your child is going to get. This will be recorded on our SEN register as receiving **school support**. This means support is given by the school. These will be reviewed three times a year with you and your child, where new targets or strategies will be put in place. If your child needs more help, we may ask the advice of outside agencies.

What Outside Agencies are there?

If a child's needs cannot be met within the school setting, advice and support will be obtained from outside agencies. These include:

Speech and Language- support for children who have pronunciation difficulties or language difficulties.

Educational Psychologist- Gives advice to schools and parents about meeting children's educational needs. Sometimes they may assess children, sometimes they may observe them and sometimes they will meet with teachers and parents.

Occupational Therapist- Support for children who have physical needs such as coordination needs, fine and gross motor difficulties or sensory needs.

Inclusion Support Services- This service work to support schools in teaching children with SEN.

Behaviour Support- works with schools, children and families to promote positive behaviour and wellbeing.

You will be asked to give your permission for us to refer your child to an outside agency. This will allow the school to gain specialist advice in order to support your child's specific needs effectively. The specialists will either talk about your child with you and the class teacher or work with your child to assess their needs and then make recommendations for how to support them within the classroom.

The vast majority of children will have their needs met by the resources already available in school. If a child has an SEN or Disability that significantly impacts on their ability to access education then an **Education and Health Care Needs Assessment** will be requested and an **Education, Health and Care Plan** may be issued by the Local Authority.

Staff Roles and Responsibilities

Many staff members are involved in the delivery of special educational needs provision:

- The **SENCo** (Special Educational Needs Coordinator) is responsible for:
 - (i) liaising with various outside agencies who come into school to support children with SEND;
 - (ii) organising staff training so that all staff know effective ways to support children with SEND;
 - (iii) identifying children who have special educational needs
 - (iv) updating the SEND register and monitors the provision in place for your child, ensures Pupil Passports are in place;
 - (v) coordinating SEND support;
 - (vi) communicating with pre-schools, nurseries and the Junior School/s to ensure smooth transitions are planned for children with SEND;
 - (vii) monitoring the progress and attainment for children with SEND and
 - (viii) reporting to the Senior Leadership Team and governors.

- The **class teacher** is responsible for:
 - (i) providing high quality first teaching for all pupils in their class;
 - (ii) with support from the SENCO, identifying children who have special educational needs;
 - (iii) planning for the needs of each child which may include differentiated activities, resources or support;
 - (iv) monitoring and tracking progress and putting appropriate support in place when needed;
 - (v) using assessments to plan intervention programmes which are carried out by the teachers and Teaching Assistants;
 - (vi) writing targets, sharing these with parents and seeking advice when needed;
 - (vii) meeting with parents at least three times a year to share targets and progress and discuss any further support needed.

- The **Head Teacher** is responsible for:
 - (i) ensuring that the necessary special education provision is made for any pupil who has special educational needs;
 - (ii) ensuring that the school has arrangements to support children with medical conditions;
 - (iii) ensuring that parents are told if their child is identified as having special educational needs and what provision is being made for them;
 - (iv) appointing a suitably qualified Special Educational Needs Coordinator (SENCO);
 - (v) ensuring that pupils with SEND join in everyday activities with their peers as far as is possible with them receiving SEND provision;
 - (vi) making sure that teachers, the SENCO and support staff are aware of their responsibilities towards pupils with SEND;

- The **Teaching Assistants** are responsible for:
 - (i) supporting your child within lessons and during additional intervention times, under the direction of the teacher. We have many experienced Teaching Assistants at Broadway who have a wealth of experience.

- The **SEND governor** is responsible for:
 - (i) Acting as the champion for children with SEND and inclusion needs.
 - (ii) Overseeing the school's arrangements for SEND ensuring that the school is fulfilling its duties to children with SEND
 - (iii) Asking challenging questions about the school's SEND provision and strategies as well as about learner progress and attainment.

The Child

- At Broadway, every child with SEN is given specific targets at least three times a year in order to support their progress.
- Children with SEN have opportunities to work either individually or part of a small group on targets relating to their needs. Within lessons, your child will be given suitable work to enable them to make progress. They will have opportunities to work in an adult led group and when appropriate, opportunities to work independently too.
- We work with you and the child to decide how their needs will be met. Children will be given the opportunity to say how they learn best and what works for them.

The Parents

- We know how important it is to gather information from you in order to get in depth knowledge of your child. We like to understand how your child learns and behaves at home and whether you share the same concerns.
- At Broadway, we have an open door policy so if you have a query or concern, please see either the class teacher, the head teacher or the SENCO who will then make an appointment to see you.
- You will be invited into school termly to discuss the outcome of the previous targets and set the new targets. This meeting will include giving you ideas on how to support your child at home.

Who can I contact for further information?

If you require further information or wish to raise a concern please contact:

- Your child's class teacher
- The school SENCO – Mrs Vicky Clark
- The Head Teacher – Miss Jodie Tumelty
- The school office who can arrange appointments to meet staff Mrs Grimstead, Mrs Williams or Mrs Fineman on 01454 867130

Additionally you can find South Gloucestershire Council's Local

Offer: 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 Accessibility Plan (see the school website) 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. We have also ensured all school policies take into account the needs of the disabled and ensure equality of opportunity for all members of the school community. 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

The aim of the school is to promote the development of individual skills and talents so that every child may achieve his or her potential, within an ethos of mutual respect and equal of opportunity.

This is achieved through the provision of a broad, balanced, relevant and differentiated curriculum, promoting the desire to learn through a stimulating, accepting and supportive school environment and building on the partnership between child, parent, teacher and community. The development of pupil autonomy, self-discipline and self-esteem is fundamental to the process of learning.

Everyone in the school community is trusted to treat each other and the school environment with **respect, kindness and care** so we can all **be ready to learn, feel safe and feel respected**.

School rules:

- Be ready
- Be safe
- Be respectful

Three key behaviours for adults when supporting children with behaviour:

- Attend to the positive – notice the positive behaviours around the child first
- Separate the behaviour from the child – adult talk to children about their behaviour “Your behaviour is...” rather than “You are...”
- Stay calm – adults set the tone. Behaviour cannot be managed effectively if their emotions are heightened

There is an emphasis on the reward of both academic achievement and positive behaviour rewarded by all members of staff.

Children are encouraged and praised for following the school rules. Children who break school rules are always given the opportunity to make amends, to discuss and understand what was wrong and to feel sorry. Children need the opportunity to talk through incidents in order to plan how they would act differently and thus learn for the future. It is essential that children understand what is unacceptable in their behaviour, see the effect it has on others and know how to avoid the same situation in the future.

Partnership with Parents

A positive and co-operative relationship is necessary between home and school in order to maintain the standards set out in this policy. We ask that parents work in partnership with the school by:

1. Supporting the school in this and other school policies
2. Ensuring their child attends school regularly and punctually
3. Insisting on high standards of behaviour, care and courtesy towards others as set out in this policy
4. Taking an active interest in their children's achievement and progress

The school is 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.

Assemblies

At Broadway Infant School we feel that assemblies are 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.

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.

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.

- 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).

Our Curriculum – Inspiring curiosity, achieving excellence

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.

We plan and teach a creative, broad and balanced curriculum which gives all children access to all the subjects within the National Curriculum and place an importance on outdoor learning. Our website gives more information about the intent of our curriculum and how it is implemented <https://broadwayinfants.org.uk/our-curriculum/>.

Early Years Foundation Stage Curriculum

The learning that takes place in Reception 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. The children have opportunities for independent child initiated play, both indoors and outdoors, as well as adult led tasks.

For more information about learning in Reception please see our website:

<https://broadwayinfants.org.uk/reception-curriculum/>

The Key Stage 1 Curriculum

The National Curriculum is a statutory document that schools must use to plan the content pupils will be taught in each year group. Key Stage 1 include children in Year 1 and Year 2. The National Curriculum contains twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

More information about each curriculum subject can be found on our website under the 'Curriculum' tab.

Assessment

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.

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.

Links with the Community



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.

Medical Needs

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 any concerns you may have so that we can do our best to provide for the child's needs. All such information will be treated confidentially.

The School Nurse

The school nurse visits Broadway regularly to carry out routine checks on weight and eyesight. The audiometrician also visits our school to check hearing. You will be advised by the audiometrician if a further hearing test is required. You will receive a letter ahead of these visits to inform you it is taking place and to ask for your consent for your child to be seen.

If you are anxious about any aspect of your child's health which you feel is affecting 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



If your child has a condition which means they need to have medication administered in school, parents/carers are requested to complete a written medical plan. This allows staff to administer the child's medication on your behalf. All medication is kept centrally in the school office and can be accessed by first aiders when required.

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. If your child has a small bump to their head in school it is noted and we will send home a 'bump note' 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

We provide a range of after school clubs and activities throughout the week, such as choir, football and multi-skills sports. Please see our website under the 'School Clubs' tab on the menu.

Learning at home



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

Children are asked to read every day at home to practise their word reading skills and their ability to understand what they are reading. Each child has a reading record which parents/carers are asked to write in each time their child reads to them.

Alongside this parents / carers can support the development of their child's speaking and listening by sharing and discussing stories with their children at home, for example a daily bedtime story.

Additional home learning activities are sent home in all year groups, including sound folders, maths targets and homework grids.

Voluntary help in school

We welcome voluntary help in school and are extremely grateful for all the support we receive from parents/carers and other family members 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 can also join the Friends of Broadway, raising much needed funds for the extras that enhance the experiences of the children 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 (SENCO) 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

Broadway Infant School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Please see our full Child protection and Safeguarding policy on our website for more information:
<https://broadwayinfants.org.uk/policies/>



Privacy Notice (How we use pupil information)

A new data privacy law is being introduced in the UK from 25 May 2018. As a result, we're publishing a new Privacy Notice to make it easier for you to find out how we use and protect your information. We won't be changing the ways we use your personal information, but the new notice will provide you with additional details.

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information,
- Relevant medical information,
- Special educational needs information,
- Exclusions / behavioural information

Why we collect and use pupil information?

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

The lawful basis on which we use this information

We collect and use pupil information under section 537A of the Education Act 1996, section 83 of the Children Act 1989 and The EU General Data Protection Regulation 2016/679 (GDPR) including Article 6 'Lawfulness of processing' and Article 9 'Processing of special categories of personal data'

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>

<https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data>

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data for the time specified in the school's data retention policy.

Who do we share pupil information with?

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority
- the Department for Education (DfE)
- school nurse
- Details of organisations with whom the school shares learner data can be found on the school website www.broadwayinfants.org.uk

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);
- diagnosis.

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.

Connecting Care has been established in order to share important health and social care information to support the care of the wider Bristol population. Your contact with local Connecting Care [NHS Partner Organisations](#) may result in them seeking your consent to participate in a research study. Where you have consented to participate in such a study, the research team may access the information held by GPs and Hospital Trusts through Connecting Care to ensure that your participation (or those that you are responsible for) will not put you at risk of increased harm, and is suitable for the aims of the study. If you later choose to withdraw from the study, the research team will discuss the use of your information with you. As part of the consent process, the research team will inform you of the information they would seek access to.

If you require further information about Connecting Care, how it works, how information is shared and protected, and how you can opt out (and the implications for doing so) please contact PALS on 0800 073 0907, or visit <https://www.connectingcarebnsg.co.uk>

Your local council also shares a limited amount of school enrolment information the South West Child Health Information System (CHIS), which is used by local organisations to deliver child health services safely, effectively and efficiently. The CHIS maintains a record of all children from birth up to the age of 19 and receives data from General Practice, maternity departments, health visitor providers, screening providers and school age vaccination providers.

The information shared by the school with CHIS includes:

- School assigned ID and/or NHS number
- Pupil name and gender
- Pupil date of birth
- Pupil home postcode
- Pupil start date at the school

The CHIS is commissioned by NHS England on behalf of Public Health England and the service is provided by Health Intelligence Ltd. If you require further information about the CHIS, how it works and how information is shared and protected, please visit: <http://www.swchis.co.uk>

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The Department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis;
- producing statistics;
- providing information, advice or guidance.

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether

DfE releases data to third parties are subject to a strict approval process and 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 information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the Department's data sharing process, please visit:

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

For information about which organisations the Department has provided pupil information, (and for which project), please visit the following website:

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

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Nicola Fineman, School Business Manager.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress;
- prevent processing for the purpose of direct marketing;
- object to decisions being taken by automated means;
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations.

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact:

- Jodie Tumelty, Headteacher, Broadway Infant School, Broadway, Yate, Bristol, BS37 7AD. 01454 867130