

SILSOE LOWER SCHOOL



PROSPECTUS

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Head Teacher - Mrs Sarah Boyle



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We are a values based school



WELCOME TO SILSOE VC LOWER SCHOOL



On behalf of all of the staff and governors, I am delighted to welcome both you and your child to our special village school. We are a Church of England voluntary controlled school with a firm commitment to empowering all of our children to reach their potential within a values based, caring and supportive community.

We believe that every child's experience of school should be happy and secure so that each child is given the confidence to make the most of his or her abilities. We believe in values for learning. We aim to help all of the children to acquire knowledge, skills and attitudes that will enable them to progress through all of the stages of their education. We foster inquiring minds, independence and self-sufficiency. We strive towards excellence but believe that the most effective learning occurs within a stimulating and enjoyable environment. We are fortunate to have the facilities to create such an environment. Central to all of the work we do with the children is a clear set of shared values. We hope all parents will wish to support us in developing these values with the children. We encourage a socially acceptable code of behaviour, self-discipline, tolerance and respect for the needs and feelings of others.

Everyone at Silsoe hopes you will feel welcome to come in to school at any time to help with school activities or to discuss problems. We value very highly the close relationships that are built up between parents and the school.

I hope you will find this prospectus useful and informative but if you have any specific questions please do not hesitate to contact me at school on 01525 860247.

Mrs S. Boyle
Head Teacher



VISION STATEMENT

Our vision is to be an excellent, God-centred, values-based, community-focused school where everyone is welcomed, encouraged and included.

Our children will develop as creative, determined learners and responsible citizens inspired to achieve their God-given potential and live life in all its fullness.

We will foster understanding, tolerance and forgiveness within our caring Christian community.

ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in partnership with the Church of England at parish and diocesan level.

The school aims to serve the whole community by providing an education of the highest quality. It aims to promote Christian values and respect for differing values and cultural diversity through the experiences it offers its pupils.

EDUCATIONAL AIMS

The school aims to enable all of its pupils to become:

Successful learners

who enjoy learning, make progress and achieve

Confident individuals

who are able to live safe, healthy and fulfilling lives

Responsible and caring citizens

who have clear values and make a positive contribution to society

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To achieve this we will provide for the physical, social, spiritual, emotional and academic needs of all the children by:

- Offering relevant first hand experiences as a springboard to learning and the development of an inquiring and creative mind.
- Offering a broad and balanced curriculum, which fosters both excellence and enjoyment.
- Ensuring that we achieve the highest standards through excellent teaching and the rigorous monitoring of standards of attainment.
- Ensuring that all adults in the school model a consistent values based approach and have high expectations of children's work and behaviour.
- Fostering each child's self-esteem and ability to take initiative and work both independently and as part of a team.
- Developing positive values and tolerant attitudes towards others both in school and in the community.
- Empowering children to take increasing responsibility for their own work and behaviour.
- Developing links with the wider community and working in partnership with parents for the benefit of their child.
- Ensuring equality of opportunity for all in every aspect of school life regardless of race, gender, sexual orientation, religious belief special needs and abilities.



SCHOOL ORGANISATION

Silsoe Church of England Voluntary Controlled Lower School is a co-educational primary school for children from 4 to 9 years.



The school currently offers eleven modern, well-equipped and resourced teaching areas. One of which is a bespoke designed and built nature classroom. The children benefit from a dedicated Music Room, Practical Room, which includes cooking facilities, modern fully stocked Library and a large well-equipped Hall, for daily worship and P.E lessons. We have multi-media facilities in all classes enabling all pupils' access to hi-tech ICT equipment including PC's, Laptops and Ipads.

Our playground is well resourced with safe, modern play areas and encircling the school grounds is the 'Silsoe Circuit' running track some 250m long.

There are currently 281 pupils on the school roll. The children are organised into eleven teaching groups as follows:

<u>Year Group</u>	<u>Class Name</u>
Reception - Class 1	Acorn
Reception - Class 2	Chestnut
Year 1 - Class 1	Hawthorn
Year 1 - Class 2	Willow
Year 2 – Class 1	Maple
Year 2 – Class 2	Sycamore
Year 3 – Class 1	Palm
Year 3 – Class 2	Pine
Year 4 – Class 1	Elm
Year 4 – Class 2	Oak
SEMH Unit (R – Year 4)	Conifer



THE SCHOOL DAY

8.45 – 8:55a.m.	Reception, Years 1 & 2 taken to Classroom door, Years 3 & 4 taken to main access doors in playground
10.30 - 10.45a.m.	Morning Break for Early Years and Key Stage 1 (Acorn, Chestnut, Hawthorn, Willow, Maple & Sycamore)
11.00 – 11.20a.m	Morning Break for Key Stage 2 (Palm, Pine, Elm & Oak)
11:45 - 1.15p.m.	Lunch Time (Reception – Acorn & Chestnut Class)
12:00 - 1:15p.m.	Lunch Time (Year 1 - Hawthorn and Willow Class)
12.15pm – 1.15pm	Lunch Time (Year 2 – Maple & Sycamore)
12.30pm - 1.30p.m.	Lunch Time (Years 3 & 4 Pine, Palm, Elm & Oak Class)
2.40pm – 2.55p.m.	Afternoon Break - (Acorn & Chestnut)
2.40pm – 2.50pm	Afternoon Break – (Hawthorn, Willow, & Maple Classes only)
3.25p.m.	End of the school day for Reception Children, collect from Classroom door
3.30p.m.	End of the school day for Years 1 – 4. Years 1 and 2 collect from Classroom door, Years 3 and 4 dismissed on to main playground

Children should not arrive before 8.45am as access to the school will not be available prior to this time. Those children who are booked into Early Birds and After School club will have pre-arranged access arrangements.

THE CURRICULUM

Silsoe Lower School provides a broad and balanced curriculum for all of its pupils. All of our work is based on the National Curriculum and is carefully planned to ensure there is continuity and progression for the children as they move through the school and into the next phase of their education.

There are four Key Stages of compulsory schooling. Prior to starting school children are in the Early Years Foundation Stage. This stage is completed during the child's first year at school.

Children in Year 1 and 2 are working at Key Stage 1; children in Years 3 and 4 are beginning Key Stage 2, which is continued at Middle School.



The National Curriculum Core Subjects are English, Maths and Science. The foundation subjects are Design Technology, Geography, History, Music, Art and Design, P.E. and Computing. In addition, the school follows the Bedfordshire Agreed Syllabus for R.E.

Many of the curriculum areas will overlap because they are taught in an integrated way often through topics. We believe that children learn most effectively when they are being appropriately challenged and are able to enjoy their work. Emphasis is placed on matching the work to the individual's ability.

Children move onto the next level when they are ready to do so, whatever their age.

THE EARLY YEARS FOUNDATION STAGE

In our reception classes, the children complete the Early Years Foundation Stage of their education. The children work towards achieving the early learning goals in seven areas of learning. The curriculum focuses on the acquisition of key skills and includes significant child initiated learning through experimentation and play.



ENGLISH

High priority is given to speaking, listening, reading and writing skills throughout the school. The school ensures that a daily English lesson takes place for all classes.

Reading is strength in our school. Children are taught to develop phonic skills and use a multi-sensory approach to learn to read. Children are encouraged to seek meaning in the text and to understand, through a range of approach, how language works.

They will listen to a wide range of stories and gain experience of poetry and drama.

The school is fortunate to have a well-stocked library, which is used during the school day. We also have a lending library for home reading.

Reading and writing are closely linked, with attention being paid to the development of legible handwriting and a sound understanding of basic spelling patterns and English Grammar.

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The school uses a structured spelling programme based on developing their understanding of phonics.

Children are encouraged to write for a variety of purposes and differing audiences.



MATHEMATICS

The school implements a daily Numeracy lesson throughout the school. This provides a core of mathematical experience, which is underpinned by much practical and mental work. Topic work, investigative activities and problem solving exercises provide opportunities for children to apply their mathematical knowledge in real contexts in order to deepen their understanding and their thinking. Children are encouraged to apply their mathematical understanding, often in homework activities working with their parents.

SCIENCE

We follow the National Curriculum Programmes of Study, thus ensuring that each child has a wide range of experience, based on practical first hand activities.

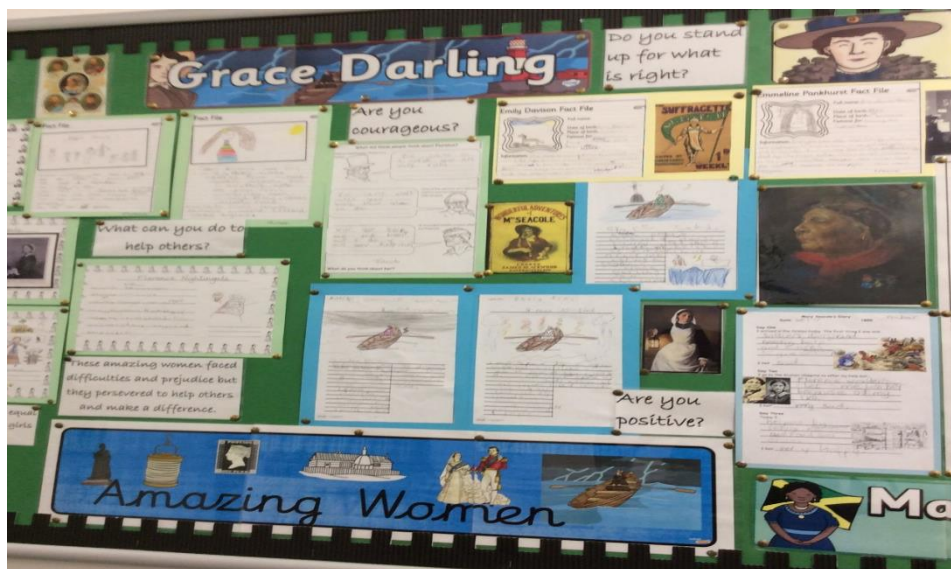
We aim to promote a scientific approach to problem solving, encouraging children to pose and answer their own questions and to communicate and record their findings in a variety of ways.

The developing school environment provides the opportunity for valuable fieldwork, which greatly enhances classroom work.

HISTORY

The children are introduced to History starting from their own experience and building to an understanding of change and continuity within their locality, their country and other parts of their world.

They develop an understanding of how the past is different from the present. They use an inquiring approach as they begin to use different sources of information ranging from fieldwork to information technology to investigate past events, peoples and cultures.



GEOGRAPHY

In Geography, the children start from the school and its immediate environment and progress to study their locality, and contrasting localities in the UK and the wider world. They find out about the environment and the people who live there.

There is a strong emphasis on fieldwork and children carry out geographical enquiry inside and outside the classroom. They are taught to use geographical skills and resources such as maps, atlases, aerial photographs and information and communication technology.

PHYSICAL EDUCATION

All strands of PE (games, dance, swimming, athletics, and gymnastics) are taught in a 6 week block. Children are encouraged to improve personal performance, develop teamwork skills and learn the importance to good health of physical activity. Extra curriculum sport and physical activity are promoted for all children. We have close ties with the local community centre and as a result are able to access the use of their MUGA facilities on a regular basis.



INFORMATION TECHNOLOGY

The school has a modern networked computer system so computers and tablets are in use throughout the school. They are used in conjunction with well established tools to enhance learning across the whole curriculum. Children are encouraged to develop an understanding of the importance and applications of I.T. in the world around them.

The children are introduced to the Internet under adult supervision, visiting websites designed to enhance the curriculum. They are taught both the value and potential dangers of this rich resource.

DESIGN TECHNOLOGY

Design technology is learning through making. The children are taught to understand the importance of planning as well as finishing products. Skills required for different materials are introduced and children have the chance to create their own ideas and develop ways to solve problems.

MUSIC

The school is well resourced for music and we are fortunate to have a dedicated music room. Music of all kinds is listened to and frequently commented on. Children learn to sing songs, play percussion instruments, recorders and compose simple rhythms. Peripatetic teachers, visiting musicians and theatre groups enrich the music curriculum further.



THE ARTS

It is the policy of this school to provide a wide range of artistic experience to pupils of all ages. In addition to classroom based lessons in the arts the children will have opportunities to see live drama productions, listen to performances from musical ensembles, hear poetry readings and participate in a range of traditional seasonal activities such as maypole or country dancing.

ART

In art and design, children are given increasing experience of different techniques whilst being encouraged to develop basic sketching skills. The work of different artists is explored and individual creativity is encouraged. We proudly display pupils' artwork throughout the school.



RELIGIOUS EDUCATION

In accordance with the 1988 Education Act Silsoe School provides R.E. for all pupils. Parents have the right to withdraw their children from R.E. We use the Bedfordshire locally agreed syllabus for the teaching of R.E., which offers our pupils a general education in religion. This helps them to understand their own position, appreciate and value the views, culture, and traditions of others. We are very proud of the fact that we have recently been awarded the Silver Award for Religious Education quality mark.

RELIGIOUS AFFILIATION

Silsoe was originally founded as a Church of England school, but now has Voluntary Controlled (V.C.) status. This means that whilst the religious character of the school

remains Church of England, the educational provision and daily management issues are now the responsibility of the Governing Board and Local Authority.

COLLECTIVE WORSHIP

The 1988 Education Reform Act states that a daily act of collective worship of a broadly Christian nature must take place. Worship is structured in such a way as to include a hymn and a prayer / quiet time to allow opportunity for reflection.

Worship themes are based on our shared values and are chosen to make a link between the children's lives and spiritual truths.

The children are offered clear guidance on social and moral issues. Parents have the right to withdraw children from Collective Worship. In such instances, their reasons for withdrawal should be submitted to the Head Teacher in writing, from which time the child/children will be supervised in the library for a period of quiet contemplation.

The local vicar often leads worship and we encourage visitors to lead worship giving the children broad balanced experiences.



SOCIAL EMOTIONAL AND MENTAL HEALTH INCLUSION PROVISION

The school believes firmly in the inclusion of children whatever their capabilities and needs. We are currently working with the Local Education Authority to provide a special needs inclusion provision for eight pupils with social, emotional and mental health difficulties. We have a special nurture classroom and highly experienced staff who are trained to work with children who need to develop emotional literacy.



ASSESSMENT AND REPORTING PROCEDURES

The teachers carry out continuous assessment, and this is standardised within the school using agreed assessment activities. Children undertake a phonics test at the end of Year 1 and Key Stage Assessment in Year 2 in reading, speaking, listening, writing, mathematics and science.

A Consultation Evening is held each autumn and spring term, to give parents the opportunity to discuss their child's progress with the teacher. In the spring term, each pupil will receive an interim progress check. During the course of the summer term, all pupils will be issued an annual school report identifying areas of achievement and future targets. This report will provide parents of children in year all year groups, information about how their child has achieved compared with the national expectations of their year group.

STUDENT VOICE

The school has an annually elected school council, which meets regularly. The council members carry issues from their class to the council and report decisions to the school. The council has its own budget and accounts for its spending.





HOME SCHOOL PARTNERSHIP

All members of staff desire to form a genuine and effective partnership with parents. This is crucial in ensuring each child settles quickly into the school and is enabled to achieve at his or her potential. We actively encourage parents to become involved in their child's work. We welcome help in the classroom and on school visits. Please contact us if you are able to help in any way.

KEEPING PARENTS INFORMED

It is the policy of the school to inform and consult with parents about all issues concerning the academic progress and behaviour of their child. Two formal consultation meetings are held and two reports are provided each year. However, the Head Teacher may propose less formal meetings whenever the need arises. Similarly, if a parent has a concern about any aspect of school life please call in to school to discuss the matter. If members of staff are not immediately available, an appointment can be made.

Wider issues linked to the whole school curriculum or the life of the school are addressed through monthly newsletters, information evenings and on our school website. You can visit the website on <http://www.silsoeschool.co.uk>

ATTENDANCE

Steady progress in school depends on maintaining a routine and we hope parents will support us in keeping disruptions in attendance to a minimum. The school discourages the taking of holidays in term time and the Head Teacher is only able to authorise such holidays in 'exceptional circumstances'.

HOMEWORK

Even the youngest children will be expected to do simple homework in the form of sharing a reading book with you. As they get older we gradually increase the amount and complexity of the homework tasks that will be expected of the children. Our aim as in all aspects of school life is to increase each child's independence. However, it is also beneficial for children of all ages to work with their parents to complete simple tasks. A parent can share excitement and enthusiasm for the schoolwork their child

is studying whether it is reading a book together, playing a maths game or researching on the internet or in a library.

The key to helping your child is patience - never force them to read or to complete an activity but support them and discuss any problems with the class teacher. Children will be given homework tasks to complement their lessons at school. These activities are intended to be fun, encouraging parents to be involved in the tasks set.

HOME/SCHOOL AGREEMENT

Parents and the school are co-signators of the home school agreement. This explains in outline how we can work together to support your child. Please read the document carefully. You will be asked to sign a copy of the document when your child starts at the school. Please see **Appendix I**.



CARING FOR YOUR CHILD

WRAP AROUND CARE

The school provides an early birds club from 7.50 - 8.50 a.m. each morning and an after school care club for two and a half hours each evening. We offer 45 places for each session. Please refer to the school website for additional information including registration forms, pricing and current availability.

The school can offer after school care to children who are over three years and attend the Pre-school playgroup.

HEALTHY EATING

The school originally gained healthy school's accreditation in 2007. We have recently renewed our healthy school accreditation and have just been re-designated as a healthy school.

Infants (4-7 year olds) receive a free piece of fruit each afternoon as part of the government's fruit for schools scheme and we encourage all children to bring a piece of fruit for their mid-morning snack. We are very committed to fostering healthy eating habits and consequently we do not allow the children to eat crisps, chocolate, sweets or biscuits at break time.

The school is a **nut free zone** because of the dangers posed by nut allergies.





SMOKING

Please note our school operates a strict non-smoking policy.

PUPIL PREMIUM FUNDING

Pupil Premium (additional funding which is provided by the Government to support children and ensure they make good progress in their learning) will still be calculated based on the number of children of families that meet the previous free school meals criteria. This information is gathered from the school census. Therefore in order to maximise the pupil premium funding for our school we ask that parents still contact the Local Authority to make an application. You can do this by calling 0300 300 8306. This will enable the school to secure the additional funding to support these children as soon as possible.

DROPPING OFF/COLLECTION ARRANGEMENTS

Parents are required to drop off/collect their child from either the classroom door or school playground as detailed below:

Acorn, Chestnut, Hawthorn, Willow, - Classroom Door
Maple, Sycamore & Pine

Palm, Elm & Oak - School Playground

Conifer - via Main Reception

When a parent is not able to collect their child, or in circumstances such as participation in an after school activity, the school will only release a child to a sibling or guardian who is at least 16 years old.

LUNCHTIME ARRANGEMENTS

Children in Reception, Year 1 and Year 2 are entitled to Universal Infant Free School Meals.

Parents will be advised termly of the cost of school meals. Dinner money can be paid in advance each week, half term or each term. Money should be sent in a clearly labelled envelope. If you think your child is eligible to free school meals please contact the school office.



Packed lunches may be brought to school. Drinks should be either in cartons or flasks. Lunch boxes should be compact and clearly named.

Children may go home for lunch. Advanced notice of 1 week of any changes to your child's lunchtime arrangements would be appreciated.

The school has a number of outdoor games, which are reserved for use at lunchtime play. In addition, a high level of supervision is maintained, with at least five midday supervisors on duty in the playground. These measures have been established as part of our 'values education' work to ensure positive patterns of behaviour through the lunchtime period.

FREE SCHOOL MEALS

Your child/ren may be entitled to free schools meals if you are also entitled to any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit, and your annual gross income does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs)
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit (during the initial roll-out of this benefit)

We do ask you to register for Free School Meals if you qualify for them as they trigger Pupil Premium payments to the school, which we use to directly support or extend your child.

You may apply by telephone on 0300 300 8306. Please make sure you have the following to hand when you call:

National Insurance numbers for you and your partner, along with your dates of birth and dates of birth of your children.

If you receive National Asylum Seekers Support, you will need your NASS number.



As dinner money is submitted in sealed envelopes, even the child/ren concerned do not need to know.

Please be assured of our strictest confidentiality in these matters.

EXTRA CURRICULAR ACTIVITIES

A number of additional activities such as art and craft, music, dance, drama, sport and environmental clubs are organised by parents and staff at lunchtimes and after school. Different clubs are available for different age groups. The school is indebted to parents and staff who give their time so freely.

A full list of the enrichment activities on offer is available on the school website.

ABSENCES

If your child is not able to attend school due to illness, you should contact the school as soon as possible but no later than 9:30am. You may contact us via email, by visiting the school office in person, telephoning us or sending in a written letter. If medicine needs to be administered during the school day parents must sign an Indemnity Form. This is available from the school office.

ILLNESS AT SCHOOL

If your child becomes ill at school, every effort will be made to contact you. For this reason, it is essential that addresses and telephone numbers of yourself and a friend/neighbour/family member, who could be contacted in your absence are kept up to date.

TOYS AND PERSONAL POSSESSIONS

Children should not bring toys to school, except if they are to be part of classroom work. Distress is often caused if items are lost or damaged.

For reasons of safety, we ask that children do not wear jewellery to school. If a child has pierced ears small studs may be worn, but these should be removed before P.E. lessons for reasons of safety. The school cannot accept responsibility for any loss or damage to any form of jewellery including watches that are brought into school.



DISABILITIES (PUPILS)

All entrances into the main building and ground floor classrooms are fully accessible for wheelchairs. A lift for disabled staff, children and visitors is available for access to the first floor of the building. The school is also equipped with toilet facilities for pupils who use a wheelchair.

PROTOCOL FOR CHILDREN LEFT AT THE END OF THE SCHOOL DAY

On occasions, schools are presented with the difficulty of having to make arrangements for children who are not collected by parents at the end of the school day. If a child is left at the end of the school day, the following protocols will be applied:

- Between 15-30 minutes, school staff will try to establish contact with parents by phone or contact the listed emergency number. Other possible contacts will also be tried. A home visit could be made if this is felt reasonable.
- Advice may be sought from the Educational Welfare Service.
- The local police station should be contacted stating the child has been abandoned, if the child has not been collected from school after a period of one hour.

COMPLAINTS PROCEDURE

If you have any concerns about your child, the first course of action should always be to discuss the problem with your child's Class Teacher. It may be necessary for you to make an appointment at a time, which is convenient to both of you.

Please let the Teacher know the nature of your concern when making an appointment so that they may investigate further on your behalf if necessary.

If the matter cannot be resolved with the Class Teacher, the following protocol should be followed.

STAGE 1 : Discuss the complaint with the Head Teacher

If you are still dissatisfied

STAGE 2 : Formal referral, in writing to the Governors

If the complaint has still not been resolved

STAGE 3 : Formal referral in writing to the LA

We hope that the partnership built up between us will enable us to resolve worries and problems at a very early stage in the procedure. Please come and tell us of your concerns as early as possible, however trivial they may seem.

For full details of our Complaints Policy please consult our official policy document which is available to view on our school website or a copy can be obtained from the school office.



POLICIES

We regularly review and update the school's policies. Key school policies are available for parents to read. The following policies are available on our website or on request from the school:-

- Anti-Bullying Policy
- Assessment Policy
- Assessment Statement
- Behaviour Policy
- Charging & Remissions Policy
- Child Protection & Safeguarding Policy
- Collective Worship Policy
- Complaints Procedure
- Curriculum Policy
- Curriculum Statement
- Disability Equality Scheme and Accessibility Plan
- End Key Stage Results
- E-safety Policy
- Health & Safety Policy
- Healthy Eating Policy
- Integration Policy
- Medical Needs Policy
- Highly Skilled Pupil Policy
- Physical Intervention Policy
- PSHCE Policy
- Pupil Premium Grant & Policy
- Racial Equality Policy
- Relationships & Sex Education Policy
- Religious Education Policy
- School Uniform Policy
- SEMH/Nuture Provision Policy
- SEND Local Offer
- SIAMS Report
- Special Needs & Disabilities Policy
- Sports Premium
- Whistle Blowing Policy

GENERAL INFORMATION

SECURITY

Following a security audit carried out by consultants from County Hall, the school has established a number of procedures designed to promote the safety of the pupils.

- Front and rear entrances will be locked during unsupervised periods.
- Intruder and entrance alarms are fitted.
- CCTV is fitted and all images are monitored.
- All visitors must sign in on entry.

CAR PARKING

You will appreciate that careless parking near a school can endanger children and cause great inconvenience to local residents. Please help us to keep the children safe by parking away from the yellow zig-zag lines, and by not parking opposite the school entrance.

Unfortunately, it is not possible for parents to bring their cars on to school premises.

Please do not block the driveways of nearby houses.

THE PARENT TEACHER ASSOCIATION

The Annual General Meeting of the PTA is held each year in the Autumn Term and this is a great chance for new parents to become involved in the life of the school.

We greatly value the support the PTA gives to the school, and hope that all parents will become involved in the events organised by them.

For further details please contact the PTA Chair via the school.



SCHOOL UNIFORM

The wearing of uniform is actively encouraged at Silsoe Lower School. It helps the children feel included and part of the school family. Uniform colours are grey and maroon.

Children should wear grey trousers, skirt or pinafore dress. White shirt or polo shirt, maroon cardigan or sweatshirt. Pale blue and white gingham dresses or grey shorts may be worn for the Summer Term. White or grey socks complete the uniform.

Trainers **should not** be worn as general school footwear

Core items such as polo shirts, cardigans and sweatshirts with the school logo on are available from our preferred supplier **Prestige Design & Workwear**. They also supply skirts and range of accessories such as Book Bags, PE Bags, Jackets and Back Packs. Pinafores, skirts, shorts and trousers can also be purchased from most department stores/supermarkets. School ties are optional and are available from our uniform supplier.



P.E. AND GAMES

Plain black Shorts, the school's PE Polo Shirt or plain white T-shirt and trainers are required.

Black tracksuits may be worn for outdoor activities during the winter months.

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We have a bespoke PE top with the school logo embroidered on, *which is in the school colours. This top is available to order from our uniform suppliers, **Prestige Design & Workwear** and is a unisex style of manufacture. This top is not compulsory and children may wear a white t-shirt as an alternative.*

PE items of clothing must not display logos (other than the school logo), branding or embellishments.



On PE days children are asked to come into school dressed in their PE kit. They will be allowed to wear this kit all day.

Please make sure that every item of clothing clearly marked.

Named items are never lost!

JEWELLERY

Jewellery, make-up and nail varnish are not to be worn in school.

However, children who have pierced ears may wear **a pair of small, plain studs, one in each ear.**

Watches may be worn but these must not be a Fitbit or a smart technology model.

Studs and watches will be expected to be removed for PE lessons and pupils remain responsible for these items. We would therefore ask if your children is unable to remove these independently you refrain from sending them into school wearing this jewellery.

HAIR

Hairstyles for both boys and girls are expected to be neat and tidy. The school does not permit children to have 'extreme' haircuts, such as Mohicans, patterns or colours that could serve as a distraction to other children. Long hair must be tied back for both girls and boys. Only basic hair accessories to be worn i.e. scrunchies, bobbles and modest headbands suitable for an active day at school.

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ORDERING UNIFORM

All items of uniform with the school logo should be purchased through Prestige Design & Workwear. The most efficient way to order is to use their on-line ordering process at www.prestigedesignww.co.uk. It is very simple to use and available 24/7. Alternatively you can visit their shop, see below for details.

Goods are usually despatched within 3-5 working days from placement of order. During term time, a free weekly drop is made to the school offices. Items will be packaged up and individually marked with your details to enable ease of collection.

Prestige Design & Workwear Ltd - Barton

Unit 12, Barton Industrial Estate,
Barton-Le-Clay,
Bedford,
MK45 4RP
Tel - 01582 883222

Online ordering - www.prestigedesignww.co.uk



LEGAL MATTERS

We would like to bring your attention to the following Standard Statement.

Statement to Parents/Guardians on Insurance Cover

1. Where a pupil is injured or their personal property damaged by an accident caused by the local authority, its employees or any voluntary helper, a legal claim for damages can be made against the local authority. The local authority has insurance cover to meet such proven claims.
2. If the accident was not caused by the local authority, its employees or voluntary helpers, then they cannot be compensated by the local authority. You may, however, be able to make a claim on a third party such as a motorist if involved in the accident.
3. The local authority does not provide Personal Accident Insurance Cover to pupils and you may wish to consider providing Personal Accident Cover for your child. If you do, the school will have details of a scheme recommended by the National Federation of Parent - Teacher Associations. Cover can also be provided by insurance companies.
4. If your child is going on a school trip or outing, then the above advice is the same but the school may have provided additional insurance cover for accidents and perhaps loss of luggage or money. The school will advise you in detail of the cover provided and if you are not satisfied, you can provide additional cover for your child.



STATEMENT ON CHILD PROTECTION AND CHILD IN NEED PROCEDURES

Child Protection Referral

Section 47[1] of the Children Act 1989 gives the local authority a duty to investigate when it is suspected or found that a child is suffering or likely to suffer significant harm. The local authority will then make enquiries from other agencies to enable them to decide whether they should take action to safeguard or promote the child's welfare.

As a school, we have a statutory duty to assist social services departments acting on behalf of children in need or enquiring into allegations of child abuse. As well as this statutory duty, we have a pastoral responsibility towards our pupils and we recognise that pupils have a fundamental right to be protected from harm. Children cannot learn effectively unless they feel safe and secure. We therefore have a child protection policy, which reflects both our statutory duty and our pastoral responsibilities.

If we have a concern that a child has been abused or is at risk of being abused, we have a duty to refer this to social services. In making any referral, the school is not making any judgement for example about individual parents or carers. It is for social services to decide whether there should be an investigation.

Referral

Early Help Assessment

There may be other circumstances [which are not to do with child protection, but more related to meeting children's needs] when we feel you and your family may benefit from some support from other agencies i.e. behaviour management, counselling. Before we can do this, we will need to seek your permission. We will then complete an Early Help Assessment form. This will be completed with you.



CHARGING POLICY

Silsoe Lower School seeks to provide its pupils with a full range of first- hand experiences. From time to time therefore, parents will be asked to make voluntary contributions to the cost of these activities. However, no child will be excluded based on failing to contribute.

ADMISSIONS POLICY

The Local Education Authority require that the admissions criteria for entry into school are stated clearly and are easy to interpret, promote equal opportunity and that all criteria should be positive statements of eligibility for admission.

REGISTRATION OF CHILDREN

Silsoe VC Lower School will endeavour to make every effort to identify prospective pupil numbers to enable more effective forward planning. Parents are encouraged to register their children as early as possible. However, the length of time that a child's name has been on the waiting list is not part of the admission criteria for entry into school, if the school is over-subscribed (prohibited under DfES regulations).

ASSESSMENT OF APPLICATIONS FOR ENTRY

Silsoe VC Lower School will admit pupils who are four years old in the September after their fourth birthday.

If there are fewer applications than places available at the school all applicants will be admitted. If there are more applications than places available, the criteria below will be used to prioritise applications. The admissions criteria will be applied separately and sequentially until all places are filled. Priority is not given within each criterion to children who meet other criteria.

- 1) All 'looked after' children or children who were previously 'looked after' including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.



- 2) Children of Staff
- 3) Children living in the catchment area with siblings at the school
- 4) Children living in the catchment area
- 5) Children living outside the catchment area with siblings at the school
- 6) Any other children

THE NUMBER OF PLACES AVAILABLE

The school will admit pupils up to its standard Published Admission Number (known as PAN).

CHILDREN WITH SPECIAL NEEDS

It is the policy of Silsoe VC Lower School to integrate children with Special Needs into mainstream educational provision, whenever possible. This is reflected in the school's admission arrangements.

Consideration of applications for children identified as 'in need' will be made by the Head Teacher, Chair and Vice Chair of the Governing Board.

ADMISSION ARRANGEMENTS FOR DISABLED PUPILS

In accordance with the 'Special Educational Needs and Disability Act (SENDA) 2001, Silsoe Lower School does not discriminate against disabled pupils, or their parents.

Silsoe Lower School endeavours to make reasonable adjustments to allow access to the curriculum, buildings and information.

We therefore ask that parents of prospective pupils inform us of any disability and access requirements on initial application so that we may update our audit of requirements and provision.



EQUAL OPPORTUNITIES

The curriculum arrangements described in this booklet apply equally to disabled pupils. Several new pieces of legislation have been introduced including the Disability Act and Inclusion. As a school, we have a duty to adopt and adhere to this.

Some principles:

Access: The physical environment must be accessible by all i.e. ramps, hearing aid loop systems, lighting, acoustics, etc.

Curriculum: Full access to the curriculum is an entitlement – we must provide ALL the curriculum for ALL pupils regardless of SEN or disability.

However, parents have the right to withdraw their child from R.E. (Religious Education) and worship.

Information: We must provide information in accessible forms i.e. Braille, large print or on audio tape for those who need these facilities.

ACCEPTANCE ARRANGEMENTS

The needs of disabled children are specific to the individual child. The procedure at Silsoe Lower School is for parents to contact the Head Teacher in the first instance. The Head Teacher will then consult with the Local Authority about suitable provision on an individual basis.

FURTHER INFORMATION

More information is available from our website:

<http://www.silsoeschool.co.uk>

Copies of documents accessible under the Education (School Curriculum and Related Information) Regulations 1989 are available on request at the school.

Should you require translations or explanations of information held within this document we will endeavour to provide this service. Please feel free to contact the School Office on 01525 860247.

Appointments can be made with the school regarding any issues or enquiries not answered within the prospectus or web site.

Phone: 01525 860247





APPENDIX I – HOME SCHOOL AGREEMENT

ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in partnership with the Church of England at parish and diocesan level.

The school aims to serve the whole community by providing an education of the highest quality. It aims to promote Christian values and respect for differing values and cultural diversity through the experiences it offers its pupils.

1. The Parents

I/We will

- see that my child attends school regularly, on time and properly equipped;
- ensure that the school is notified, by telephone or in writing, on the first day of the child's absence;
- avoid unnecessary absences because of the disruption this causes to my child's learning;
- support the school in maintaining good behaviour and discipline, and promoting respect for people and property;
- let the school know about any concerns or problems that might affect my child's work or behaviour;
- support my child with homework and other opportunities for home learning;
- attend parents' evening and discussions about my child's progress;

2. The school will

- contact parents if there is a problem with attendance, punctuality or equipment;
- let parents know about concerns affecting their child's work or behaviour;
- send home an annual report;
- arrange Parent Consultation Evenings to discuss your child's progress;
- keep parents informed about school activities through letters, notices and information evenings;
- provide appropriate and relevant work to be completed at home, e.g. reading, spellings, maths activities and learning log assignments;
- ensure that a broad and a balanced curriculum is taught to pupils;

We are a values based school



- work at all times to promote the aims and ethos of the school;
- work sustainability and promote green practice;
- adhere to the complaints procedure as outlined in the school prospectus.

Signed by.....

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Parents of.....

Signed by.....

For and on Behalf of Silsoe VC Lower School