

BROUGHTON PRIMARY SCHOOL



SCHOOL PROSPECTUS

2021 - 2022



Dear Parents

I would like to welcome you and your child to Broughton Primary School. Choosing a primary school is an important decision and this prospectus will give you an insight into the life and works of the school.

I hope you will give me the opportunity, if you have not already done so, of showing you around the school and answering any questions you may have.

Here at Broughton Primary School our philosophy for education is one which is based around doing the 'best by every child'. We hold a strong child-centred approach to teaching, where consistency, praise, encouragement yet challenge is key. We believe that all children are amazing and have unique potential waiting to be unlocked – it is a privilege be able to inspire, enthuse, motivate and nurture children to fully achieve this.

We endeavour to take a holistic approach in delivering our Curriculum – quality teaching of 'subjects' is extremely important but we also aim to teach children about how to look after themselves and others in order to lead safe and happy lives in the future. School is also a place for children to make friends, laugh, challenge themselves, set personal targets and be supported in developing a sense of ambition and healthy well-being. Your child will be provided with experiences and opportunities to undertake enrichment activities which will enhance their learning about the world around them. We have very high standards of behaviour too, that ensures your child is given the best possible opportunity to learn in a happy, safe and calm environment.

We are very proud of our strong links with our parents and the wider village community and will offer a range of events throughout the academic year, in which you will be invited into school to celebrate the successes and achievements of our children.

I am looking forward to working with you to support your child in the future.

Yours sincerely



Anna Bewsher
Head teacher



"Pupils achieve well in school, academically and personally. They behave well and are considerate of others." Ofsted 2019

MOTTO

**Broughton Primary School is an A.B.L.E. School
(Achieve Believe Learn Enjoy)**

SCHOOL VISION

To provide an outstanding education for every child in school

SCHOOL'S AIMS AND VALUES

Pupils

- Acquire the basic tools for learning – numeracy, literacy and spoken language
- Develop enquiring, imaginative minds
- Achieve their full potential
- Become independent, self motivated and self disciplined
- Develop creative abilities
- Develop interests and skills which will inspire them to make the best use of leisure time
- Develop a wide range of physical skills

Life skills

- Learn to be a good citizen
- Respect people's differences
- Be able to live and work co-operatively
- Develop positive attitudes and beliefs

Community

- To maintain strong links with parents and maintain a high reputation for the school
- Encourage the use of school for the community at large.



"Pupils enjoy coming to school. They find learning interesting and say that everyone is happy and friendly." Ofsted 2019

SCHOOL PERSONNEL

Mrs Anna Bewsher	Headteacher
Miss Emily Eve	Teacher Year 6 am Skiddaw Year 5/6 pm
Miss Kelly Lightfoot	Teacher Year 5 am Blencathra Year 4/5 pm
Mrs Vivienne Bell	Teacher Year 4 am Helvellyn French Teacher
Mrs Jill Johnston	Teacher Year 3 am Dodd Year 2/3 pm (Maternity cover)
Miss Molly Tweddle	Teacher Year 2am Barrow
Mrs Lynsey Turpin	Teacher Year 1 Haystacks
Mrs Lindsaye Wynne	Teacher Nursery/Reception Catbells
Mrs Heather Taylor	Maternity Leave
Mr Stephen Strachan	Music Teacher 0.1
Mrs Lynsey Turpin	SENDCo
Mrs Anne Davis	Senior Teaching Assistant – am Barrow pm Year 2/3
Mrs Kerry Fitzsimmons	Senior Teaching Assistant – am/pm Catbells
Mrs Martha Greenbank	Senior Teaching Assistant – am Dodd pm Year 2/3
Mrs Michelle Magrath	Senior Teaching Assistant – am Skiddaw
Miss Rebecca Vevers	Senior Teaching Assistant – am Skiddaw
Mrs Amanda Cockton	Teaching Assistant – am Helvellyn pm Year 4/5/6
Miss Sarah Lomax	Teaching Assistant – am/pm Catbells
Mr Alex Ward	Teaching Assistant – am Haystacks
Mrs Lisa Eland	Teaching Assistant - Catbells
Mrs Sue Bryden	Administration Manager & Clerk to the Board of Directors
Mrs Sue Farley	Cook
Mrs Louise King	Kitchen Assistant
Mrs Alison Ashbridge	Midday Supervisor
Mrs Susan Hewitson	Midday Supervisor
Mrs Dida Richards	Midday Supervisor
Miss Rebecca Vevers	Midday Supervisor
Mr Alex Ward	Lunchtime Activity Organiser
Ms Laura Graham	Out of School Club Play Leader
Mr Alex Ward	Out Of School Club Play Leader
Mrs Amanda Cockton	Out of School Club Play Assistant

BOARD OF DIRECTORS

Chair	Dr H Morgan 07850416650 chair@broughton-pri.cumbria.sch.uk
Vice Chair	Mrs K Woodcock
Directors	Dr C Bateman Mr R Dobie Mr P French Mr P Graham Mrs G Hannah Mrs A Jefferson Mr K Kirkup Mrs G Wells Mrs K Wilson
Teacher Representative	Mrs H Taylor
The Headteacher	Mrs A Bewsher
Minutes Clerk	Mrs S Bryden

“Staff are proud to work at the school. They speak positively about the headteacher’s approach to improving their workload. Governors are committed and experienced; they hold the headteacher to account and support her in the drive to ensure that pupils achieve well and become active and responsible young people.” Ofsted 2019

ACADEMY COMMITTEES

Curriculum & Pupil Welfare Committee

Mrs K Wilson (Chair)
Mrs A Jefferson (Clerk)
Mr P French
Mrs G Hannah
Mrs H Taylor

Finance & Staffing Committee

Dr. H. Morgan (Chair)
Mrs K Woodcock (Clerk)
Mrs A Bewsher
Mr P French
Mrs G Wells

Health & Safety and General Purposes Committee

Mr K Kirkup (Chair)
Mr P Graham (Clerk)
Mrs A Bewsher
Mr R Dobie

Staffing Appeals Committee

Mr P French (Chair)
Mr P Graham (Clerk)
Mr K Kirkup
Plus co-opted Directors as necessary

Staffing Appeals Committee to be convened as required

Head Teacher Performance Assessment Panel

Mr K Kirkup
Mrs K Woodcock

Broughton Primary School

2022/23 ADMISSIONS POLICY

THE ADMISSION NUMBER

The admission number is 20. This is the number of children who will be admitted to the Reception intake group in September 2022. Additional children may be admitted under limited circumstances in line with the schools Admission Code.

THE CLOSING DATE FOR APPLICATIONS

The closing date for applications for September 2022 entry is 15 January 2022. Applications must be submitted using form SA1, which is issued by the Local Authority [LA]. Form SA1 and more information about the application process are contained in the parental information pack published for parents by the LA. This information is also available on the Cumbria County Council website.

THE ADMISSIONS POLICY

If at any time there are more applicants than places available, children will be admitted in the following order of priority, which will be applied in conjunction with the notes below.

1. Looked after children and previously looked after children. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a Child Arrangements Order or Special Guardianship Order)
2. All children with an 'Education, Health and Care Plan' naming Broughton Primary School.
3. Children living in the catchment area who have brothers or sisters in the school at the time of their admission. [see note 1 below]
4. Other children living in the catchment area giving priority to those living closest to the school measured by the shortest walking route by road. This would be calculated using the Local Authority GIS System
5. Children living outside the catchment area who have brothers or sisters in the school at the time of their admission. [see note 1 below]
6. Children living outside the catchment area, giving priority to those who live closest to the school, measured by the shortest walking route by road. This would be calculated using the Local Authority GIS System.

Note 1 - If it is necessary to prioritise in categories 3 or 5, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children.

Applications will be prioritised using the above criteria.

THE CATCHMENT AREA

The catchment area is the villages of Great and Little Broughton.

THE RIGHT OF APPEAL

Any parent not offered a place has a right of appeal to an Independent Appeal Panel. The panel would be entirely independent of the Board of Directors. Any parent wishing to appeal should send notification of their intention to the Clerk to the Board of Directors at Broughton Primary School. The school will then arrange for the Legal and Democratic Services Unit to make arrangements for an independent appeal panel.

WAITING LIST

Once places have been allocated in the Reception intake the LA will on the 13th May 2022, re-allocate any places which become available as a result of parents not wishing to take up their offer. The Board of Directors will then reallocate any places which become available until the start of the academic year.

After this the parents of any child who has been refused admission can ask at the school for their name to be placed on the waiting list. Any vacancies which arise will be allocated using the Board of Director's admissions policy shown above and length of time on the waiting list will not be a factor as any added child will require the list to be ranked again in line with the published oversubscription criteria. A waiting list will also be held for other year groups.

Each admission authority **must** maintain a clear, fair and objective waiting list until at least 31st December of each school year of admission.

DEFERRED ENTRY TO RECEPTION

Summer born children do not attain compulsory school age until the September after they would normally start in Reception. In line with government recommendation, the Directors will admit these children into a Reception class a year later than usual at their parents' request. These children will remain eligible for their full entitlement to schooling, and will subsequently transfer to secondary school with other children in the year group in which they have been educated, rather than with their 'chronological cohort.'

If a child who has not reached statutory school age has been allocated a place in Reception and their parent wishes to delay their entry the place will be held open. The place must be taken up when the child reaches statutory school age or by the start of the summer term at the latest. Parents can also request that their child takes up the place part-time until the child reaches compulsory school age.

THE NURSERY

Allocation of a place in Broughton Primary School Nursery does not guarantee that a child will be allocated a place in the Reception class.

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Allocation of a place in Broughton Primary School Nursery does not guarantee that a child will be allocated a place in the Reception class.



ADMISSION TO RECEPTION AND NURSERY CLASSES

Currently a staggered admission system operates for new starters. In the Nursery the children are admitted in to school in two groups, on a part time basis.

This only lasts for a few days and once the children are settled, they are encouraged to attend for full mornings. In the Reception class, the children are brought in to school full time but with the option of parents collecting their child after lunch for the first week only.

In the term prior to the children starting Nursery and Reception, teachers will hold meetings with the parents/carers of pre school children to explain the admission procedure and the way the school day is structured. This is also an opportunity for parents/carers to ask questions and gain further information about the school. Prior to starting Nursery, a home visit is conducted by Mrs. Wynne and the Senior Teaching Assistants. Arrangements are made for the children to visit the classrooms with their parents beforehand, to meet and get to know their teacher and to familiarise themselves with their new surroundings so that it will not seem so strange on their first morning.

We now offer the additional 15 hours in Nursery however, the core 15 hour offer remains from 9.00 am – 12 noon every morning.

At present the number on roll is 155. They are divided into 7 classes as follows: -

Catbells	Nursery/Reception
Haystacks	Year 1
Barrow	Year 2
Dodd	Year 3
Helvellyn	Year 4
Blencathra	Year 5
Skiddaw	Year 6

This is subject to change each year dependent on the number of children in each year group.

“Reading is at the heart of this school.

Phonics is taught right from the beginning when children come in to Nursery and Reception. Pupils get off to a good start in the early years and achieve well by the end of the Reception Year.” Ofsted 2019

School Times

Nursery	Morning session	09:00 – 12:00
	Afternoon session	12:00 – 15:00
Reception	Morning session	08:50 – 11:55
	Afternoon session	13:00 – 15:15
KS1	Morning session	09:00 – 11:55
	Afternoon session	13:00 – 15:15
KS2	Morning session	08:50 – 12:00
	Afternoon session	13:00 – 15:20

Out of School Club times

Morning session 07:40 – 08:50

After School 15:15 – 16:30 Mon, Tues, Thurs, Fri
15:15 – 17:30 Wed

THE CURRICULUM

All teaching throughout the school meets the requirements of the National Curriculum. Pupils who are in the Nursery and Reception classes are considered to be in the Foundation Stage. Pupils who are in Year 1 and Year 2 will be working on Key Stage 1 of the National Curriculum and children in Years 3,4,5 and 6 will continue through Key Stage 2.

The National Curriculum comprises of the following subjects:-

English, Maths, Science, Information Technology and R.E. are the CORE subjects.

Geography, History, PE, Art and Design, Music, Design Technology, PSHE and French are the FOUNDATION subjects.

From Year 1 upwards all children are taught English and Maths. In Key Stage 1 some of the foundation subjects are taught using a topic approach, which ensures the appropriate programmes of study and attainment targets for the National Curriculum are covered. In Years 3 to 6 there is an increasing emphasis on specific subjects. There is a mix of whole class teaching, group and individual work and this is closely matched to pupils needs. At present the hours spent teaching are Key Stage 1 23 hours and 20 minutes and Key Stage 2 25 hours 25 minutes per week.

AREAS OF LEARNING AND DEVELOPMENT

The Early Years Foundation Stage covers the education and care of children from birth to 5 years. During this period the curriculum in Nursery and Reception is delivered under seven key areas:-

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Physical Development
- Expressive Arts and Design

During the Foundation Stage these seven areas of learning will be introduced through a variety of adult-led and child-initiated activities. All children will work at their own pace and level.

ASSESSING YOUR CHILD

On entry to the Nursery and Reception class children will be assessed to establish their start point. These assessments will take place through every-day activities and your child will not be aware of the process in school. We use the results to find out what your child knows, can do and understands so that we can plan for their future learning. We use Tapestry, an online form of assessment, which is interactive and parents can access at home.

Throughout the year we shall be assessing and recording your child's progress. At the end of Reception there is a statutory requirement for schools to complete the 'Foundation Stage Profile' and these final figures are sent to the government for monitoring purposes.

THE NATIONAL CURRICULUM

Officially children start to work towards National Curriculum attainment targets at the beginning of Year 1.

ENGLISH

There are three strands of English: Speaking and Listening, Reading, Writing.

Daily English lessons are taught across the school. English lessons have been planned to link to topic areas when appropriate. This allows the school to adopt a cross curricular approach to learning and allows the children to write for a purpose. Each half term a quality text is also used to promote a love of reading.

Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, role play and debating within lessons across the curriculum, class assemblies, School Council representatives and school productions. 'Talk for Writing' is a strategy we use in English to develop language and talk about a text.

Reading



Children are provided with a range of opportunities to read at different stages of the day. All children have a reading book and a reading record, which is taken home on a daily basis. Broughton School use The Oxford Reading Tree in Foundation Stage and Key Stage 1, leading onto book banded books and The Renaissance Reading Scheme in Key Stage 2. The scheme allows the children to complete a quiz after finishing a book to check their understanding. It also allows teachers to keep a clear record of progress and reading levels. This is very popular amongst staff and children. Children enjoy the range of books and the achievement after completing a quiz. Children are also expected to read at home as frequently as possible. Key Stage 2 take part in a programme called Spellbinding. This is provided by the Library Service and it encourages children to read up to 10 new and exciting books, provided by the school. Children are rewarded with stickers in their passport for taking part.

Phonics

In the Foundation Stage and Key Stage 1, daily discrete phonics lessons are taught in ability groups. Phonics is taught using RWI in Reception and Year 1. In Year 2 children move on to the Year 2 RWI spelling programme.

Writing

Broughton School promotes writing for a purpose. Across the school children will complete a range of different genres, specific to National Curriculum objectives. Each class will focus on a different genre of writing per half term. This will be taught in English lessons as well as other subjects (when relevant). Children are given opportunities to plan their work, write in guided groups, write independently and check their work for editing and improving purposes. All classes have developed an English working wall which aids children's writing. Children enjoy using this as an interactive resource and it promotes independent learning.

Handwriting

Handwriting is completed in discrete sessions across the school, but it is also encouraged in all subjects. Foundation Stages and Year 1 follow the RWI Handwriting Rhymes to encourage children to form their letters correctly. Once children have a good understanding of letter formation they are encouraged to begin joining their letters. Joined handwriting is taught using the Nelson Handwriting Scheme from Year 2. Children in Key Stage 2 are encouraged to continue using their neatest handwriting with the incentive of receiving their pen license.

Spelling

From Year 1 children are given weekly spelling lists to learn. These may be commonly used words or words that exhibit certain spelling patterns. From Year 1, weekly spelling tests are carried out. Spellings are provided using Spelling Shed for Year 3 – Year 6 and on paper for Year 1 – Year 2. Year 3 – Year 6 can access Spelling Shed from home and it gives them the opportunity to play games from home based on their current spelling list.

MATHEMATICS

Mathematics is essential in everything we construct, everything we calculate and almost every problem we have to solve in our daily lives. In school mathematical knowledge, skills and understanding are also required in many other areas of the curriculum.

We are committed to ensuring that all pupils achieve mastery in the key concepts of mathematics, appropriate to their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education.

Children's knowledge, skills and understanding in mathematics develop as they use it in practical activities, to solve relevant and meaningful problems and to explore the patterns and relationships on which mathematical concepts depend.

Our chief aim is that all our children will develop a positive attitude to mathematics and use it with confidence and understanding.



"The curriculum is well planned in many subjects." Ofsted 2019

Mathematics is planned and delivered by each class teacher. A variety of resources are used by teachers to plan their lessons but the core scheme is White Rose. These schemes are supplemented with additional materials prepared by the class teachers. Mathematics activities are planned to encourage full and active participation and enjoyment by all children. Differentiated work exists by way of activities, resources and support given. During this academic year we are also involved in a project with the North/North West Maths Hub to develop our 'mastery' approach to mathematics in our school. This will involve working alongside a specialist teacher who will support staff and children in school.

SCIENCE

Children are introduced to science through first hand experience and direct observation. Through this first-hand experience children are encouraged to acquire important skills and concepts. Science is delivered through engaging and focused Science Weeks in both Key Stages.



Important skills include:

Observation, measuring, hypothesising, investigation, fair testing, raising questions and recording information. We teach a variety of topics in our science lessons and these are organised in such a way that all areas of the New National Curriculum are covered in depth. The focus in Key Stage 1 is to enable pupils to experience and observe phenomenon, looking more closely at the natural and humanly constructed world around them. Topics will focus on plants, animals, everyday materials and their use, seasonal change and living things and their habitats.

The focus in Key Stage 2 will be to broaden pupil's scientific view of the world around them. Topics will focus on plants, animals including humans, rocks, light, forces and magnets, sound, states of matter and electricity, earth and space and evolution and inheritance.

COMPUTING

Computing is an essential skill for children to learn and become comfortable with. We teach computing both as discreet lessons as well as integrating into the main curriculum. This allows teachers to develop specific skills which the children can then use independently and apply. The computing curriculum covers children using programs, digital equipment and programming both software and hardware. We also believe it is important to teach the children the importance of using the internet responsibly and safely and E-safety is taught throughout school.

We are well resourced in ICT. As well as computers and interactive whiteboards children have access to laptops and iPads. We have our own website (www.broughtonprimariesch.co.uk) and school Facebook page which are regularly updated for your information and enjoyment. We will continue to use our current scheme of work, Purplemash, and will continue to follow the objectives in the National Curriculum as the year progresses.

We believe familiarising the children with emerging technology is imperative in helping them to prepare for an ever-changing world.

FOUNDATION SUBJECTS

We try to ensure that strong cross-curricular links are made between our core and foundation subjects whenever possible to enhance the enjoyment and engagement for our pupils. A variety of planning aids are used by our teachers, making sure that all National Curriculum objectives are covered.

GEOGRAPHY

At Broughton Primary School, our focus is to prepare children for life in the 21st century and encourage and support them to develop as geographers who are able to make links and connections between the natural world and human activity. We focus on a skills-based approach focusing on: geographical enquiry, direction/location, map drawing, representation, using maps, scale/direction, perspective and map knowledge. We build on the skills year upon year, ensuring skills progression within the units taught.



We have an ECO area which is accessed by all classes and linked to curriculum work in areas such as Geography, Science and Art.

HISTORY

At Broughton Primary School, we have developed a four-year rolling programme for Key Stage 2 and a two-year rolling programme for Key Stage 1 to teach our history content. Our focus for teaching history is to engage pupils with a relevant, exciting and challenging history curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century. We focus on a skills-based approach focusing on: chronological understanding, range and depth of historical knowledge, interpretations of history and historical enquiry. We build on the skills year upon year, ensuring skills progression within the units taught.

"Pupils know how important it is to attend school regularly and do not like to miss any school days because they find learning fun." Ofsted 2019

PHYSICAL EDUCATION



In PE we involve the children in a wide range of activities. Lessons are planned and delivered using the iPEP scheme and within the physical education curriculum, children experience a range of activities through dance, gymnastics Box-2B-Fit and games. All Key Stage 2 children receive swimming lessons at a local pool, where many exceed the national curriculum expectations. From Year 1 onwards, children are able to participate in extra curricular activities including football, netball, tag rugby, cricket, orienteering, gymnastics and dance.

We employ a range of specialist teachers and coaches to deliver high quality PE lessons alongside the class teacher, to offer specialist knowledge and skills in that specific sport. Activities are planned in such a way to encourage full and active participation by all children irrespective of their ability. Children have the chance to

be involved in competitive sports and festivals by competing in local competitions with the local consortium led by Cockermouth School and Chris Wright Sport Services.

ART & DESIGN



Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, and sculpture (over a two-year cycle), and are given the opportunity to explore and evaluate different creative ideas. Children are introduced to a range of works by famous artists and develop knowledge of different styles of art. Our pupils are taught artistic vocabulary, in a progressive way, to allow them to express themselves and evaluate their work. Whenever possible, children are given opportunities to display their work in school and the wider community and to enter competitions run by local organisations. Our Year 5 & Year 6 pupils have the chance to view famous pieces of art in the National Gallery when attending our residential in London.

MUSIC

Children are encouraged to play, compose, sing and appreciate a range of music, musicians and instruments. Children are currently taught music each week by our specialist music teacher, supported by the class teacher.

The school actively enters local music festivals and goes out into the community for performances. The school is very proud of its performances for parents and the public at Harvest, Christmas and during the summer term. Children in Year 2 – Year 6 have the opportunity to join Choir after school. All the children from the Nursery to our oldest Year 6 children are involved in at least one performance every year.



DESIGN TECHNOLOGY



DT is taught to all children through the use of the 'Project on a Page' scheme which allows children to focus on six key Design and Technology elements over a two-year rolling programme. Children will design, make and evaluate projects covering: structures, mechanisms, mechanical systems, textiles, electrical systems and food technology. On occasion, projects will form cross curricular links with other subjects where this benefits the children's learning. Our school works with the Cumbria Business Partnership which gives our children the opportunity to attend events, with

professionals from engineering backgrounds, and take part in practical learning experiences related to the workplace.

LANGUAGES

French is the focus language taught in Key Stage 2, delivered through our weekly carousel. The focus is very much on practical communication with a balance of spoken and written language, and understanding the similarities and differences of the French culture. Stories, music and rhyme are used to engage the children.

RELIGIOUS EDUCATION

Religious Education is taught following the guidelines of the Locally Agreed Cumbria Syllabus. From this we have devised our own scheme of work which focuses mainly on Christianity, Judaism, Islam and Buddhism. We make use of our local churches, ministers and, where appropriate, we invite people from different religions also. We encourage children to approach RE as an opportunity to ask questions and challenge each other's opinions – whilst being respectful. We try to encourage the idea that although you may not have the same beliefs you can always take something away to reflect on.

In addition, we aim to foster a caring and thoughtful attitude in our children. We have some form of collective worship each day (non-denominational) be it whole school or differing age groups. Individual or group achievements are celebrated every Friday.

Parents who wish to have special arrangements made under the terms of the 1944 Education Act for withdrawal from instruction or attendance at morning assembly should consult the school.



PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

We firmly believe that the PSHCE is a priority in our school and that children achieve their full potential when their personal, social and health needs are met.



The Jigsaw PSHE Programme introduces themes on a half termly basis through assemblies including Being In My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. The programme is delivered weekly by Teachers and Teaching Assistants through circle time and activities, including a 'Calm Me' meditation.

As a school, we aim to promote equality and eliminate discrimination, ensuring that all social groups are treated equally. No one in Broughton Primary School should be treated differently because of their (real or perceived) ethnicity, socio-economic background, disability, age, sexuality, religion/belief or gender.

We have an active School Council comprised of children from Year 2 upwards that are elected in a formal vote by children and staff. We also have a Head Boy and Head Girl nominated by staff.

Kidsafe is a specialised child-protection and safeguarding programme delivered from Reception up to Year 6. It equips children with the skills needed to protect themselves from all forms of abuse in a fun and age-appropriate way.

Mrs L Turpin is a trained 'Kidsafe' teacher who delivers the scheme throughout the school.



HOMEWORK

We use homework to develop a partnership between home and school with the aim of working together to help all children achieve their full potential.

The class teacher is responsible for setting homework ensuring that demands are manageable and appropriate to the age of the children.

As a guideline for parents the following homework timetables are followed. These may sometimes vary according to need.

Reception Reading with parents, siblings, grandparents – on a regular basis throughout the week.
Homework Book

Year 1 – Year 2 Reading with parent five times per week.
Simple spelling patterns and irregular spellings
English or Maths task

Year 3 – Year 6 Reading with parents or alone 15 minutes five times per week
Spellings
Mental/Arithmetic Maths.
English or Maths task

Homework for children in Year 1 to Year 6 will be set on our Virtual Learning Platform ‘Seesaw’

SEX AND RELATIONSHIPS EDUCATION

Health and Relationships Education became statutory in all schools from September 2020. Our school Sex and Relationships Education is taught partly through our school Jigsaw PSHE scheme, the science unit ‘Animals including humans: changes as humans develop to old age’ and also through the Channel 4 Living and Growing Sex and Relationships scheme which is used with upper Key Stage 2.

Puberty is delivered from Year 3 upwards with only children in Year 6 learning about how babies are made and how they are born. Topics such as contraception and STD’s are not delivered at Key Stage 2.

During the Spring term, parents will be invited to attend an information evening and view our resources, should you wish to do so, with the units being delivered to children at the end of the Summer term.

EDUCATIONAL VISITS

Various educational visits take place throughout the year and are all in support of our curriculum. In some cases such visits may be to local areas within walking distance, in others, they may go further afield. Year 2 children are given the opportunity of an overnight residential at Bassenfell Manor near Keswick during the summer term.



All Key Stage 2 children are given the opportunity of two residential during their time with us. The first will be as either a Year 3 or Year 4 and will be outdoor pursuits based, usually at Derwent Hill Centre near Keswick.



The second will be either as a Year 5 or Year 6 and will be to London. Educational visits may be partly funded through the school fund or may be subsidised by asking parents to make voluntary contributions. A copy of the school's charging policy follows.



"All pupils get the opportunity to take part in several residential experiences during their time in the school." Ofsted 2019

PURPOSE

The purpose of this policy is to ensure that, during the school day, all children have full and free access to a broad and balanced curriculum.

The school day is defined as: 09:00 – 12:00 and 13:00 – 15:20

The policy has been informed by the Cumbria Children's Services Directorate advice issued in July 2007 which was developed as a result of the following:

Education Act 2002: Chapter 32. SI2002/2003

Education Act 1996: Sections 402, 450 – 458, 460.

The Education (School Sessions and Charges and Remissions Policies) (Information) (England) Regulations 1999.

Education (Residential Trips) (Prescribed Tax Credits) (England) Regulations 2003

The Education (Schools and Further Education) Regulations 1981.

'A Guide to the Law for School Governors', Chapter 16 DfEE.

Off-Site Visits Policy – Health & Safety team – Children's Services Directorate

Health & Safety of Pupils on Educational Visits' – DfES 1998.

RELATIONSHIP TO OTHER SCHOOL POLICIES

The policy complements the school's:

Single Equality and Inclusion Scheme

Curriculum & Teaching and Learning Policy

Educational Visits Policy.

ROLES AND RESPONSIBILITIES OF HEAD TEACHER, OTHER STAFF & DIRECTORS.

The Head teacher will ensure that the following applies:

CHARGING FOR ACTIVITIES

During the school day:

All activities that are required to fulfil statutory duties of the National Curriculum plus Religious Education will be provided free of charge. This includes swimming lessons and transport to and from the swimming pool, although a voluntary contribution towards the cost of such activities may be required.

This includes any materials, equipment and transport to take pupils between the school and the activity.

School can charge for any materials, books, instruments or equipment where the child's parents wishes him/her to own them.

Competitive sports matches and tournaments or arts events and other events do not come into this category and therefore a charge can be made for transport.

It also excludes charges made for instrumental and/or vocal tuition, unless that tuition forms part of the National Curriculum, part of the syllabus of a prescribed public examination, or Broughton Primary School's first programme in which the whole class engages with the Programme of Instrumental and Vocal Tuition which falls under the remit of 'Wider Opportunities'.

Voluntary contributions may be sought for activities during the school day which entail additional costs, for example a visit to a museum, gallery or historical site etc. School cannot charge for transport provided in connection with an educational visit. **On all such occasions, parents will be notified from the outset that if insufficient voluntary contributions are made, the activity or event may have to be cancelled.**

In these circumstances no pupil will be prevented from participating because his/her parents cannot or will not make a contribution.

From time to time we may invite a non-school based organisation such as a travelling theatre company etc. to arrange an activity during the school day. Such organisations may wish to charge parents, who may, if they wish, ask the head teacher to agree to their child being withdrawn or taught elsewhere in the school for that period.

School Milk:

If parents wish their child to receive fresh milk each day, they must register this online. Payments are made direct to Cool Milk (www.coolmilk.com). Please contact the office for more details. Children under 5 are entitled to free milk daily. However, children 5 and over must be registered on the website if parents wish their child to continue to have milk and it will be the parent's responsibility to pay for this.

Optional activities outside of the school day:

We will charge for optional, extra activities provided outside of the school day and optional activities provided within school time, which are not provided by the school's own paid staff, for example Dance Club, sports coaching etc. Such activities are not part of the National Curriculum or Religious Education, nor are they part of a prescribed examination syllabus.

If an out of school hours activity is considered an essential part of the school syllabus/National Curriculum, there will be no charge to parents/pupils.

Education partly during the school day:

If a *non-residential* activity happens partly inside the school day and partly outside of it, there will be no charge if most of the time to be spent on the activity falls within the school day and it is considered to be a requirement of the curriculum. Conversely, if the bigger proportion of time spent falls outside of the normal school day, charges can be made. When such activities are arranged parents will be told how the charges were calculated.

Any activity which takes place wholly or mainly outside school hours, is defined as an 'optional extra' activity and can be charged for.

Charges for 'optional extras' outside of school hours may include:

Travel, board and lodging for pupils

Materials, books and equipment

Entrance charges to facilities

Staff costs – both support and teacher costs. (Where a teacher/instructor has been engaged specifically to provide the activity)

Insurance

With an optional extra, parents can choose whether their child attends or not.

No profit can be included from any charges made and charges cannot be made to subsidise others who may not or cannot pay. Voluntary contributions or general fundraising must be used for these purposes.

When a small proportion of the activity takes place during school hours, a charge cannot include the cost of alternative provision for those pupils who do not wish to participate. Therefore no charge can be made for supply teachers to cover for those who are absent from school accompanying pupils on a residential visit.

Residential Visits:

As all residential experiences at Broughton Primary School are 'optional activities', the following charges may be levied:

Travel, board and lodging for pupils

Materials, books and equipment

Entrance charges to facilities

Staff costs – both support and teacher costs. (Where a teacher/instructor has been engaged specifically to provide the activity)

Insurance

Parents will be told how the charges were calculated.

When a school informs parents about a forthcoming visit, they should make it clear that parents who can prove they are in receipt of the following benefits will be exempt from paying the cost of board and lodging:

Income Support (IS);

Income Based Jobseekers Allowance (IBJSA);

support under part VI of the Immigration and Asylum Act 1999;

Child Tax Credit, provided that Working Tax Credit is not also received and the family's income (as assessed by Her Majesty's Revenue and Customs) does not exceed £15,575 (Financial Year 2008/09);

the guarantee element of State Pension Credit; and

an income related employment and support allowance that was introduced on 27 October 2008

Where there is the need to take additional staff to attend a residential as the result of the special needs of an individual child, the additional cost incurred in taking staff will generally be included in the total cost of the residential experience and costed out according to the number of pupils attending. However, the Board of Directors may decide to meet the additional costs themselves from a budget managed centrally by the school.

Calculating charges:

When charges are made for any activity, whether during or outside of the school day, they will be based on the actual costs incurred, divided by the total number of pupils participating. There will be no levy on those who can pay to support those who can't.

The principles of best value will be applied when planning activities that incur costs to the school and/or charges to parents.

ARRANGEMENTS FOR MONITORING AND EVALUATION

The Board of Directors will monitor the impact of this policy by receiving on an annual basis, a financial report on those activities that resulted in charges being levied, the subsidies awarded (without giving names) and the source of those subsidies.

PLAYTIMES

No sweets, crisps or biscuits are allowed. We provide all children with free fruit each day and all children are able to participate in the Cool Milk Scheme should parents wish. Fresh orange juice is also sold during morning play time.

VISITORS

We welcome a range of visiting speakers and groups into school during the year enhancing the breadth of opportunities our children experience. These range from sports coaches and musicians to theatre groups and local clergy.

WORKING TOWARDS EQUALITY

All children throughout school have an equality of access. We are continually appraising our methods, content and approaches to safeguard children becoming educationally disadvantaged because of race, gender or ability.

“Pupils are taught about respect, tolerance, liberty, rule of law and democracy. They understand what it means to accept others, regardless of differences.” Ofsted 2019

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We recognise that each child is an individual who has his/her own particular needs. We aim to identify any special educational need a child might have as early as possible in their school career. In some cases a special need or disability may have been identified before the child starts school.

A full copy of the Special Needs Policy is held in school and displayed on our website and may be seen upon request. It is reviewed annually by all staff. However, for the purpose of this Prospectus, we can give a brief synopsis. In line with the "Special Needs Code of Practice", once a concern has been noted by the Class Teacher the Special Educational Needs & Disabilities Co-ordinator (SENDCo) will be notified. A meeting will be arranged with parents to discuss their child's needs and a Special Educational Needs Support Plan with specific targets will be put into action. The child's progress will be reviewed regularly and a staged approach will be followed. Parents will be involved at every stage, and may be asked to support their child's progress by completing specific activities at home with their child.

The SENDCo will give advice and support to the Class Teacher, and where appropriate, give extra support to a child where needed and appropriate, some extra support may be given by a Teaching Assistant. Links will be maintained with external agencies, for example, Learning Support Service, Educational Welfare Service, School Medical Service and the Psychological Service. When appropriate their expertise will be called upon to provide additional support and advice.



“Pupils enjoy taking on positions of responsibility, such as sports leaders, buddies for younger children or members of the school council.” Ofsted 2019

CODE OF CONDUCT & PASTORAL CARE

Our 'Good Behaviour' book/Home School Agreement emphasises the behaviour expected at Broughton Primary School. Children are regularly reminded about this and positive behaviour is encouraged and rewarded during a special celebration assembly each week. Every Friday a child is chosen from each year group to wear the golden sweatshirt for the day, which is given for positive attitudes, attainment and good behaviour.

Our school rules have been devised through consultation with staff, children, parents and directors and are displayed throughout school.

Jewellery must not be worn in school, apart from watches which must be plain and simple. For pupils with pierced ears plain studs only can be worn. These must always be removed for P.E. or games because of safety reasons. No extreme of hair colour or styles is permitted.

Whilst in our care pupils are not allowed out of school grounds unless:-

- ◆ going home for lunch.
- ◆ with authorisation from the Head.

Teachers try to sustain sensitivity to the needs of the children and are always available to discuss any problems with parents to maintain a healthy relationship between home and school. Parents will be informed if the teachers are worried about their child's behaviour or any other problem giving them concern if the school considers it necessary.

UNIFORM

The school has a recommended uniform, which is: -

- | | | |
|-------|---|---|
| Girls | - | Dark grey/black/red tartan skirt, pinafore or trousers, red or white polo shirt, red jumper/sweatshirt, plain red/black/grey tights, plain dark shoes/trainers. |
| Boys | - | Dark grey or black trousers, red or white polo shirt, red jumper/sweatshirt, plain dark shoes/trainers. |

We do encourage all children to wear uniform, as this creates a positive school identity.

During the summer months, plain dark knee length trousers can be worn by all children **but this does not include jeans or Bermuda style shorts**. Girls can also wear red checked dresses. We have a school sweatshirt, which you can purchase, through school. Although prices change the current cost is £8.75. We also have polo shirts priced £8.00, fleece jackets priced at £12.00, waterproof/fleece jackets priced at £19.85 and sweat shirt cardigans priced at £10.75. There is also the option to have your child's name embroidered under the school logo for £1 extra per item.

Younger children are greatly assisted if they wear clothes that are easy to manage – we appreciate slip on shoes or Velcro fastenings and zips rather than buttons.

All children need a PE kit and we have a recommended uniform. This consists of either a white, red or navy t-shirt and navy or black shorts or joggers. Again these can be purchased through school and are priced at £5.00 for shorts and £5.60 for t-shirts. If children forget their kit they will be issued with spare clean kit from school.

This will need to be washed and returned to school as soon as possible after the lesson. It is also helpful if all your child's clothes and belongings are labelled with their name.

The school does not accept responsibility for any personal property brought to school or left on school premises.

MEDICAL/DENTAL INSPECTIONS

Medical and dental inspections are carried out within the school at regular intervals. Parents are always informed prior to these inspections and do have the right to withdrawal.

EXTRA CURRICULAR ACTIVITIES

We have a number of extra curricular activities held in school, these are extremely popular and well supported. We are always pleased to include others if any parent would care to offer some expertise. These include football, netball, tag rugby, cricket, gymnastics, choir, ECO club, cycling, philosophy, orienteering and performing arts. We also have an annual book fair. Children are also given the opportunity of cycling proficiency classes.



CHILD PROTECTION PROCEDURES

The designated Child Protection Officer the Head Teacher, Mrs A Bewsher and the designated Deputy Child Protection Officer is Mrs L Turpin. There are three main elements to our Child Protection Procedures:

1. Prevention: (e.g. positive school atmosphere, teaching and pastoral support to pupils)
2. Protection: (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
3. Support: (to pupils and school staff and to children who may have been abused).

This policy applies to all members of the school community i.e. all adults working in or visiting the school and all young people studying full time or part time and all young visitors taking part in sporting, cultural events etc.

Should you require a copy of this policy please ask in school.

“Pupils say that bullying is extremely rare and say that, if friends fall out, staff are quick to help them resolve any problems.” Ofsted 2019

ABSENCES

It is preferable for children to attend school for every session. There are however, times when children have to miss school because of illness. On these occasions, please inform school of absences either by telephone or by sending a note on the first day of absence and every day your child is off school. If we do not receive this, we will contact you. It is also helpful to inform school of dental/medical appointments prior to the visit.

Any request for absence for other reasons, other than ill health, should be sent well in advance and permission obtained. Pupils will only be given authorised absence from school in special circumstances. A form is available in the office to request any such absence and must be submitted well in advance of the proposed time off. As the KEY STAGE 2 SATs are an

important part of the assessment process, we ask parents to avoid these weeks whenever possible.

Taking your child out of school in term time for a holiday is an offence under section 444 (1) or section 444 (1A) of the 1996 Education act. The maximum penalty for these offences is a fine of £2,500, 3 months' imprisonment or both. Alternatively a Section 444A Penalty Notice in order of a fine can be issued. All unauthorised absences, including holidays that have not been sanctioned by the Headteacher, are accumulated and parents who fail to ensure regular attendance of their children at school can be issued with a Fixed Penalty Notice. The amount is £60 if paid within 21days and £120 if paid between 21 and 28 days. It is therefore essential that parents take this into consideration if they are thinking of a family holiday in term-time.

MEALS

Current costs are £11.25 per week. We would like all parents to pay using our online system, not only for school meals but also for visits, residentials etc.

We now operate a menu system in school. Children complete a 3 week cycle of meals ensuring they get exactly what they want to eat each day. To avoid unfairness children go to lunch according to a rota.

Facilities are available to children wishing to bring sandwiches. As meals are ordered in advance we must have **half a term's** notice of any change of requirements. Free meals are available in certain cases and application forms are available on request from school.

ACCIDENT (Illness).

If your child is involved in an accident or is taken ill, every effort will be made to contact you. It is important that you complete our school admission form naming emergency contacts when your child starts school. In the event of any difficulty contacting you we will take the injured child to hospital if we feel it is necessary.

Some parents wrongly assume that if a child is injured at school, the school is held responsible, regardless of circumstances and that its insurance will automatically apply. This is not so - the school's responsibility is strictly limited to cases where there was negligence by them or their staff. Accidents can happen in school, on the sports field, or during school visits, when the school or its staff are not in any way at fault and are not, therefore, responsible.

The provision of personal accident insurance is considered to be the responsibility of parents. Parents who are interested in this form of insurance can contact their local broker but they may be interested to know that the National Confederation of Parent Teacher Associations has arranged a variety of policies, at reasonable rates, which also covers out of school accidents.

FORMAL COMPLAINTS PROCEDURE

If you become concerned in any way about your child's education it is important that you tell us about this. As a first step you should discuss your concerns with your child's class teacher. If you are still concerned after talking to the teacher you should arrange to meet with the Headteacher. Should the matter then be not satisfactorily resolved, there is a formal complaints procedure through which to progress. A copy of this procedure is available in school.

ACCESS TO DOCUMENTATION

We have in school various other documents, schemes of work, pupils' records etc., relating to your child's education. We also have information about the National Curriculum, DfEE circulars, and the school's OFSTED report. Parents wishing to see these should contact the Headteacher, informing her of the documents you wish to see. An appointment can then be made for you to do so.

The following information is available in school

- i) The National Curriculum
- ii) Good behaviour book/Home School Agreement.
- iii) A full copy of the Complaints Procedure.
- iv) The policy for charging for school activities.
- v) Pupil's School Records.
- vi) Schemes of work and policies currently used by teachers in the school.

ROAD SAFETY

No vehicular access is allowed onto school grounds between the hours of 8.30 a.m. and 3.30 pm. An exception to this is if you hold a disabled parking badge. We would be obliged if parents bringing or collecting children by car could drop them off at Moorfield Bank. There have been several investigations into road safety at school, please take due care. Bikeability training takes place during a child's last year of Primary School.



TRANSFER TO SECONDARY SCHOOL

On attaining the age of 11, at the end of Year 6, the children usually transfer to Cockermouth School. Free transport is only available for those children who qualify under the present policy. We are fortunate in maintaining close links with the Secondary School and staff thus enabling us to prepare pupils for an easier transition to the school.

OUT OF SCHOOL CLUB

The 'Out of School Club' based in Broughton Primary School provides child care from 07:40 – 08:50 daily and 15:15 – 16:30 Monday, Tuesday, Thursday and Friday and until 17:30 on a Wednesday. This is for children from Nursery to Year 6 inclusive. We provide a stimulating, caring and secure atmosphere where your child can fully develop his/her mental, physical and social skills through play activities.

We provide numerous activities to encourage each child's development. Attending 'Out of School Club' helps to improve relationships and self confidence and allows children to make new friends. All children are provided with a healthy drink and snack, ensuring all their needs are met.

There is no registration fee and late bookings are accepted. All of our staff are fully qualified with a First Aider on duty at all times.

The cost of attending is:-

Morning session £4.25 with breakfast £4.75

Afternoon session £8.00 full session £4.00 half session

Cereal, toast, fruit juice and milk is offered for breakfast.

We are very lucky to have a team who share a passion for arts and crafts. We have a variety of themes which we share throughout the year e.g., festivals, which is reflected in a wide range of creative activities.

The children are encouraged to play outside when the weather permits. We have a fantastic ECO area where the children can explore nature through wild life areas and activities, giving them the opportunity to get close to 'creepy crawlies' and wild life.



We know how important it is for parents to feel comfortable when leaving their children in the care of others. We aim to include all children, regardless of their abilities, and strive to create a personalised environment, suiting their needs and interests

**SCHOOL TERMS & HOLIDAY
DATES 2021-2022**

First Day of Term	Half Term (inclusive dates of closure)	Last Day of Term
Wednesday 01 September	2021 Autumn Term Monday 25 October Friday 29 October	Friday 17 December
Wednesday 05 January	2022 Spring Term Monday 14 February Friday 18 February	Friday 01 April
Tuesday 19 April	2022 Summer Term Bank Holiday Monday 02 May Monday 30 May Friday 11 June	Friday 22 July

**SCHOOL TERMS & HOLIDAY
DATES 2022-2023**

First Day of Term	Half Term (inclusive dates of closure)	Last Day of Term
Monday 05 September	2022 Autumn Term Monday 24 October Friday 28 October	Wednesday 21 December
Wednesday 04 January	2023 Spring Term Monday 20 February Friday 24 February	Friday 31 March
Monday 17 April	2023 Summer Term Bank Holiday Monday Monday 01 May Monday 29 May Friday 09 June	Friday 21 July

Broughton Primary School Local Offer

Broughton Primary School is an inclusive academy school and we are committed to providing the best possible environment where children can feel safe and secure in order to provide positive learning outcomes. Many pupils will have some form of special need during their time in education but the term 'Special Educational Needs' refers to pupils who have learning difficulties or disabilities which cause them to have significantly greater difficulty in learning than the majority of others the same age.

Identifying a suitable school for a child can be a difficult process, particularly if the child has some form of special educational need. Our School Offer describes the provision available at Broughton Primary School and sets out our commitment to providing high quality learning for all of our pupils. We describe our Offer by addressing a series of questions typical of those raised by families of children with Special Educational Needs or Disabilities (SEND). We hope that this information will assist parents in making a decision that is right for their child but we would always encourage prospective parents to contact the school to arrange a visit. This would enable them to meet staff, view our provision and talk about their child's unique needs. If you have any questions, please do not hesitate to contact the school and make an appointment to see either the Headteacher Mrs. Anna Bewsher or the SENDCo Mrs. Lynsey Turpin. Both are able to give advice and offer support to families of children with SEND.

Q: How does Broughton Primary School know if pupils need help and what should I do if I think that my child may have Special Educational Needs?

A: Some children may arrive in our school with arrangements already in place to provide them with additional support for their learning. For others, their needs will only become apparent once they have been with us for a little while.

How we identify pupils with special educational needs:

Pupils are observed during all aspects of learning and school life and assessments of a child's progress take place constantly.

All staff monitor how each individual child interacts with others and how they meet or work towards the targets set for them.

Staff refer concerns to our SENDCo who will seek advice from external services where appropriate.

If a pupil is causing particular concern, they may be referred to an external agency who will visit the school to speak to staff and conduct an observation, enabling them to prepare a report giving advice on the best way to meet the pupil's needs. Parents will be fully informed and involved with all decision making and referrals would only be made if parents, teachers and the SENDCo felt this was necessary.

Our assessment and tracking system (Tapestry for EYFS and FFT Aspire for Y1 upwards) enables us to quickly highlight where pupils are failing to make progress.

We work closely with parents and carers and value personal communication.

What you should do if you are concerned:

In the first instance, you should raise any concerns with your child's class teacher as the first point of contact.

If you continue to be concerned or need further advice, please make an appointment to speak to our SENCO, Mrs. Lynsey Turpin. It is likely that she will already be aware of your concerns as your child's class teacher will have shared this information with her.

Q: How will Broughton Primary School support my child?

A: Your child's class teacher will work closely with you as parents, the SENDCo and the Headteacher to ensure that a manageable and achievable plan can be put in place to support your child. Their needs will be clearly identified and outcomes and targets will be set and reviewed regularly with the child, parents and professionals.

What the support looks like in our school:

High quality class teaching

Teachers have the highest expectations for your child and all other pupils in the class.

Teaching will focus precisely on what your child needs to learn and the teacher will reflect on any individual targets that they have.

Teachers will use a variety of teaching styles and strategies to ensure that your child is fully involved in learning.

Teachers will put in place specific strategies, as suggested by external agencies or the SENDCo, to support your child in their learning.

Small group intervention work

Where specific gaps in learning are identified and it is considered appropriate for your child to receive additional intervention, a senior teaching assistant or class teacher may deliver a programme of work to address this. This intervention may take place within a small group of pupils with similar needs.

Your child's progress within this intervention group will be closely monitored and provision adapted where appropriate.

Individual support

Where your child has quite unique, specific needs, it may be appropriate for them to have individual support to ensure that they are able to access the curriculum.

Individual support may take place within the classroom setting to allow them to access the normal curriculum or outside of the classroom with a modified curriculum.

Specialist intervention

If your child has specific needs that require an external professional, they may work with them within school on a specific programme.

Q: How will the curriculum be matched to my child's needs?

A: Broughton Primary School uses the National Curriculum as the basis for its teaching and has developed curriculum plans that fulfil statutory requirements and meet the unique needs of our pupils. We aim to be fully inclusive and ensure that all pupils have access to this curriculum and we do this in the following ways:

Teachers plan learning with the specific needs of all pupils in mind, differentiating accordingly.

Sometimes pupils are taught in ability groups to ensure that teaching meets their exact needs.

Pupils are set individual targets for improvement.

Specific resources may be used to support pupils.

Teaching assistants and Senior teaching assistants support the learning of pupils within or outside of the classroom.

Pupils with Special Educational Needs or Education, Health Care Plans may have specific programmes of work planned for them by the staff that support them.

Q: How will I know how my child is doing and how will Broughton Primary School help me to support my child's learning?

A:

At the beginning of the academic year you will be invited to attend a curriculum evening, which will give you an opportunity to meet your child's class teacher and any staff who may work with them. During these curriculum evenings, you will be given more information on what your child will be learning as well as guidance on how you can support your child throughout the year. In the Autumn and Spring term you will be invited to a parent/teacher interview to talk about your child's learning progress and discuss any concerns you or the class teacher may have and how this will be addressed.

If your child's class teacher has concerns at any other point in the year, they will speak to you to arrange an appointment to discuss this further.

Class teachers are very approachable and are always be willing to speak to you if you have any concerns or require information. The Headteacher and class teacher will be available first thing in the morning and after school. If greater confidentiality or time is required then a more private appointment can easily be arranged by contacting the school office.

At the end of the Summer term you will receive your child's end of academic year report informing you of their progress in all areas of the National Curriculum. If you have any concerns, you will be given the opportunity to meet with your child's class teacher to discuss this.

Any child who has a SEN Support Plan as a result of a Statement of Special Educational Need or Education, Health Care Plan will have the opportunity to meet with the class teacher and SENDCo every term to review progress. They will also have a more formal six monthly or annual review with all adults involved in their provision.

Q: What support will there be for my child's overall well-being?

A: Broughton Primary School has been graded by OFSTED as 'Outstanding' for Behaviour and Safety. Children behave well in our school as standards and expectations are high.

We support your child's well-being in the following ways:

Our curriculum is designed to support children to know how to keep themselves safe from harm and lead healthy lifestyles through the delivery of programmes such as Kidsafe and the Jigsaw PSHE scheme.

All staff receive Level 1 Safeguarding training and are skilled in identifying child protection issues and knowing what action to take.

We operate a successful Nurture Group which provides support for pupils who may experience problems with their self-esteem and social skills.

We work closely with external agencies such as Barnardo's to offer specific workshops and offer support to families.

Q: What specialist services and expertise are available at or accessed by Broughton Primary School?

A:

Within school:

The SENDCo in school is Mrs. Lynsey Turpin who is also the Reception class teacher.

The Director with responsibility for SEND in school is Mrs. Ann Jefferson who can be contacted via the school office.

We have many teaching assistants who specialise in reading intervention, delivery of phonics, behaviour management, pastoral care and working with children with autism.

If we feel our strategies have not met the needs of a child in our care, we will access specialist skills and support from other sources such as the Local authority when we plan for a child with a specific special educational need.

Outside school:

Jude Davis is our educational psychologist and she works closely with the SENDCo.

We work with a number of local health visitors.

Lorna Watson and Naomi Cartmell are the Speech and Language therapists currently working with our school.

Our Specialist Advisory Teacher is Helen Parker.

We work with a number of professional within the Footsteps Child Development Centre.

Anne-Marie Hall is the Specialist Advisory Teacher for Autistic Spectrum Disorder.

Q: What training have the staff at Broughton Primary School received in order to support children with SEND?

A: Staff professional development is a priority and our staff development plan provides opportunity for staff to share information, train and keep up to date with current educational developments. We also network within our local consortium to keep our professional knowledge current and to share expertise.

Q: How accessible is Broughton Primary School?

A:

As our building is not fully wheelchair accessible we are seeking funding to build a new, accessible main entrance to school.

Disabled access is available at the rear of the school.

A disabled parking bay is available close to the entrance of the building.

We have two disabled toilets within school, one of which contains a changing bed.

Q: How will the school prepare and support my child to join the school or to transfer to a new school or next stage of education or life?

A:

Regardless of any special educational need, before any child joins our family at Broughton:

We would encourage you to bring them into school in order to meet that staff, class teacher and peers. Many children choose to spend a day with their class before they join our school to get to know us and understand the school routines.

We would also request their previous setting to provide necessary information and data, with the inclusion of medical plans, support plans and education health care plans, before your child arrives.

Often the teacher will contact the child's former class teacher and, if possible, arrange a meeting to receive a full briefing on the child including their progress, development and needs.

Children entering the Early Years, either in Nursery or Reception, will receive a home visit from the class teacher and another member of Early Years staff to observe them in their own environment and provide an opportunity for you to share any other information you feel is important.

Transition to another school

If your child leaves us to join another, for example moving on to secondary school, the following provision is in place:

The class teacher and SENDCo will liaise with the new school to ensure all information is passed on.

Visits to the new school will be arranged with extra transition days available where necessary.

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

A:

The school's resources are allocated based on the priority of needs of the children in our care. The school follows the Department for Education's Code of Practice 2015, to ensure that we meet our statutory duties for children with Special Educational Needs and Disabilities.

It is our duty of care to use funding allocated by the Education Funding Agency and the Local Authority to meet the targets and objectives outlined in the SEND Support Plan/Behaviour Plan/Care Plan.

Children with a statement of Educational Needs (Education Health Care Plan) will be prioritised first, as outlined in the Code of Practice.

Q: How do you reach a decision about what type and how much support my child will receive?

A: The decision will be made based on the needs of each child, the funding available, child and parental views and the professional opinions of the agencies involved with providing support for the child. Identified children with Special Educational Needs and Disabilities will be allocated funding and resources as recommended in their Educational and Health Care plan. This may manifest in many ways such as additional support in class, physical resources to support learning, staff training or specialists working alongside the child and family.

These questions and answers are not an exhaustive list. If you have any further, specific questions please do not hesitate to contact school and speak to Mrs. Turpin (SENDCo) or Mrs. Bewsher (Headteacher).

DISCLAIMER

The information supplied in this document is in accordance with the information at present available to the Board of Directors and is believed to be correct at the date of printing, (September 2021). In particular nothing herein prejudices the rights of Broughton Primary School or any of its sub-committees, or the Directors, or the Head of the School to make any decisions relating to the school as it sees fit, without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Board of Directors nor the school is deemed responsible for any erroneous information contained in this document.