

 **Moredon Primary & Nursery School**



 **Nursery Prospectus and Early Years Policy**

Dear Parents/Carers,

Thank you for choosing Moredon Primary and Nursery School as the right place for your child. We are very pleased to welcome you to our school and we hope this is the beginning of a successful partnership between home and school.

Starting school is a daunting time for both children and parents and we aim to make the transition as smooth as possible.

In this prospectus you will find all that you need to know before your child starts with us. Use it as a guide but if you are ever unsure, please speak to the school office or your child’s class teacher.

Moredon Primary and Nursery School is a good school. We are part of a wider federation of schools called The White Horse Federation. We continually strive for the very best and have maintained excellent attainment and progress year on year.

We are recognised as a values-based school. We focus on key values each term, teaching the children life skills and how to become responsible citizens. We ask that you work with the school to support your child with learning but also with behaviour, and I am sure you will find your child responds well to seeing school and home working as one.

I hope both you and your child will be very happy here at Moredon Primary and Nursery School. Our door is always open should you have any questions, concerns, or worries. I look forward to getting to know you and your child better.

Mrs Claire Leach

Headteacher

Dear Parents/carers,

In this pack, you will find information relating to the Early Years curriculum at our school, as well as information regarding the whole school. Hopefully the information here will cover everything you need to know but if there is anything you are unsure of, please feel free to ask a member of staff.

Miss Godfrey

**Contact Us**

Headteacher: Mrs Claire Leach

Postal address:

Moredon Primary and Nursery School

Moredon Road

Moredon

Swindon

Wiltshire

SN2 2JG

X: @moredonprimary

Email: admin@moredon.swindon.sch.uk

Telephone: 01793 600344

Office hours are 8.30 a.m. – 4.30 p.m.

Text absence line – 07860 005036 (please note this is a text line only)

Website address: www.moredon.swindon.sch.uk

The Board of Local Governors

Mrs Elizabeth Wilson – Clerk

Mrs Claire Leach

Miss Natalie D’Rozario
Mrs Jenny Hodge
Miss Kath Carter

Mr David Maine

Leadership Team

Claire Leach – Headteacher

Emma Preen – Deputy Headteacher/Early Years Lead
Angela Harris – SENCO

Theresa Seviour – Key Stage One Lead and Year 2 Teacher

Glenn Sedgwick – Lower Key Stage Two Lead and Year 4 Teacher

Kath Carter – Upper Key Stage Two Lead nad Year 6 Teacher

**School Hours**Foundation Stage 1 (Nursery) – 15 hours AM only
Monday to Friday - 8.45-11.45am

Foundation Stage 1 (Nursery) – 30 hours/All dayMonday to Thursday 8.45-3.15pm and Friday 8.45-1.30pm

Doors open and children arrive at 8.45am
Registration is at 8.55am
Register closes at 9am (Arrival after this time will result in a ‘late’ mark being given). All late arrivals must report to the School Office.

We offer 15 hours and 30 hours funding. If you are eligible for 15 hours’ funding, you will be offered 5 daily 3 hour sessions which run from 8.45-11.45am. If you are eligible for 30 hours’ funding (for parents working more than 16 hours a week – see government website for more details) then your child’s hours will be 8.45am-3.15pm Monday to Thursday and 8.45am-1.30pm on Fridays. This does end up being more than 30 hours but you will not need to pay for any extra hours.

Parent-funded hours

|  |  |
| --- | --- |
| 1 afternoon | £18.20 |
| 2 afternoons | £36.40 |
| 3 afternoons | £54.60 |
| 4 afternoons | £72.80 |
| Friday afternoon (1 hour and 50 minutes) | £9.53 |
| All week – includes 50 free minutes on a Friday | £78.00 |

We now offer 15 hours AM parents, the opportunity to pay for their child to stay all day. The hourly rate is £5.20 and each afternoon session (Mon-Thurs) lasts 3.5 hours. Therefore, a single afternoon session will cost £18.20. Below is a table showing you how much you would need to pay.

Each term, we will send out a table for you to fill in, choosing which afternoons you’d like your child to stay for, for the following term. The office will then work out the cost of this and upload it to ParentPay. You must book and pay (instalments are an option) for your child’s afternoon sessions before the start of the following term. You must also provide your child with a packed lunch for the days they are staying for the afternoon.

**ParentPay**

Once your child has started school, we will issue you with an activation code and instructions to enable you to set up a ParentPay account for your child/children. Once this has been done, payment for trips, events and extras can then be made securely online. Help and information on using ParentPay is available on their website. Please speak to the school office if you are having any difficulties.

If you are unable to access the internet and therefore are unable to make payments using ParentPay, please contact the school office to make alternative payment arrangements.

**Early Years Pupil Premium**If you are in receipt of certain benefits then we are able to receive extra money from the government for your child in nursery. Please ensure you fill out all of the Parental Declaration form to allow us to check your eligibility.

**School Uniform and Expectations**

The governors, staff and parents fully advocate a uniform policy for the children of Moredon Primary & Nursery School. We believe that a school uniform helps pupils to see themselves as part of a community which is proud of itself and its reputation. All official items of school uniform bearing the school logo, including bookbags and PE bags, can be purchased online from the school’s official uniform supplier at [www.michaelhope.co.uk](http://www.michaelhope.co.uk). Trousers, skirts, shirts and polo shirts can be purchased from high street shops where they are cheaper. Please note that there is a strict no trainers policy. If your child has to wear alternative footwear for any reason a note must be sent to their class teacher and new shoes must be bought as soon as possible.

|  |  |  |
| --- | --- | --- |
|  | **Boys** | **Girls** |
| **Foundation: Nursery and Reception** | Black sensible shoes | Black sensible shoes |
| Black trousers/jogging bottoms if being toilet trained. | Black skirt/\*pinafore or trousers/jogging bottoms if being toilet trained. |
| \*Black sweatshirt with school logo | \*Black sweatshirt or cardigan with school logo |
| Red polo shirt | Red polo shirt |
| Black, white or red socks | Black, white or red socks or tights |
| Summer option – tailored shorts | Summer option - red checked dress. |

\*these items require the school logo and can be purchased through Michael Hope.

 **All items of clothing which come into school must be named.**

 **Bookbag**

All children are expected to have a bookbag for school. Your child will be given the opportunity to take home a different reading book every day for you to share with your child so the book bag must come to school every day. Any letters sent home will also be placed in bookbags.

At the beginning of the academic year, we will confirm with you how to record your child’s daily reading at home and any whole-school reading challenges.

**Snack**Children are entitled to free fruit and milk through the government’s scheme.We will also be having a regular snack that is not covered by the government’s milk or fruit scheme. This snack may involve cooking, e.g. cakes, or may be part of a themed week, e.g. noodles at Chinese New Year. To cover the costs of the additional snack, we ask that you make a one-off £10 donation for your child. You will be given a ParentPay log in-in order to pay for the contribution. Please also provide your child with a named water bottle.

**Wellies**All children are expected to bring a pair of named wellies to school. These will stay in the school all year for our welly walks.

**PE Kit**

All children will be expected to bring a suitable, named PE kit to school. This will consist of:

* Plain black shorts or tracksuit/jogging bottoms
* Plain white t – shirt (this can be purchased with the school logo on but it is not compulsory)
* Daps/trainers
* A named drawstring bag to store these items in

**Jewellery**

* Small stud earrings are permitted.
* Watches are permitted.
* No other form of jewellery is permitted unless it is worn for religious or cultural reasons.
* Make-up is not permitted.

**Spare Clothes**If your child is likely to have accidents, we ask that you provide a named change of clothes for your child. There isn’t enough room to hang lots of bulky bags in our cloakroom, so putting spare clothes in a named plastic carrier bag is sufficient. This will then stay on your child’s peg until it is needed.

**ClassDojo**

We use ClassDojo to allow for regular contact between parents and teachers. When your child starts at Moredon Primary and Nursery School, you will be given log-in details to set up your child’s ClassDojo account. Teachers will share class achievements, letters and updates via Class Story and whole-school updates, including letters, will be shared through School Story. ClassDojo also provides you with the option to message your child’s class teacher privately, should you need to.

**Child Protection**

In order to ensure the safety of all children in our care, we are required to follow the Child Protection Procedures as agreed by the Local Education Authority and adopted by all WHF Schools. We will endeavour to share with parents/guardians any concerns we may have regarding any injuries noted or other specific issues regarding the welfare of their child. We will keep a record of any concerns raised and will share them with the parents/guardians if it is appropriate to do so.

We have a duty to refer to Family Contact Point if we suspect a child is at risk of significant harm. If we make a referral we will inform the parents/guardians concerned unless to do so would place the child at increased risk of significant harm. Our first concern will always be the welfare of the child.

Our policies and procedures are on the WHF website. Our Designated Safeguarding Lead (DSL) is Claire Leach and our deputy DSLs are Emma Preen, Fiona Prendergast and Angie Harris.

**Attendance at School**

For your child’s schooling to be successful and happy, it is important that they attend school regularly and on time. The Governors and Headteacher ask you to plan your holidays in *school holiday* time. Taking them in term time is disruptive to their learning and sets bad patterns for the future (see the ‘Absence from School’ policy for advice on applying to take your child out of school during term time, should it prove absolutely essential). A form needs to be filled in asking for permission for a child to be absent from school in term time and these can be collected from the school office.

Medical appointments should be made outside of school hours and evidence of appointment cards and letters must be shared with the school if the appointment takes place within school hours. Details of our attendance policy can be found on the school website or you can enquire further at the school office.

**Leaving school at the end of the day**

We expect parents to collect their children at the end of the day or to make arrangements for their children to be collected by someone else. Please make sure that the school is notified in advance, of the name of any person authorised to collect your child, or any changes in these arrangements. Those collecting should be named contacts on your child’s records.

**Emergency Contact: Illnesses and Absences**

It is essential that we have an up-to-date mobile, home or work telephone numbers so that parents/carers can be contacted quickly in case of illness or accident. When your child first comes to school, we need details of your family doctor and where either parent can be contacted during school hours. We must also have two emergency contacts, in addition to yourself, in case we cannot contact either parent - a friend or relative would be suitable. If you decide to take a job or change your job after filling in the form, please let us know of the change immediately. If your child bumps their head, a text is normally sent out to you, or a phone call is made, and a letter is sent home so that you are aware of what has happened and what you need to do if any symptoms worsen. If a child has a toileting accident in school, we will change your child into clean clothes (either provided by yourself or by the school) and will let you know about this at hometime.

**Absence**

Please telephone the school on the morning of the first day of absence to let us know why your child is absent. Please contact the school office on 600344 or the text absence line on 07860 005036 (please note this is a text line only). If the school does not receive notification of your child’s absence, you will receive a phone call/text from our truancy line for an explanation as to why your child is not in school. If we do not hear from you for 3 days, we will complete a home visit.

Authorised Absence (Those allowed by law)

• Absence for educational purposes.

• Absence with permission of the school (e.g. day of religious observance or other approved circumstances).

• Absence because of illness, medical or dental treatment. Where possible however, appointments should be made out of school hours.

• Absence because of exceptional circumstances. Applications should be made to the Headteacher using the official school form, available from the School Office.

• Absence because the child has been excluded temporarily or indefinitely.

Lateness counts as unauthorised absence. Persistent lateness and any other absences not included in the categories above may result in a visit from the Education Welfare Officer or a meeting in school. Parents of any children who have below 95% attendance will receive a letter from the Headteacher in the first instance and this will then be followed up by a meeting with the Headteacher and Attendance Officer.

**Medicines at School**

If your child suffers from asthma and needs to use an inhaler during the school day, please ask your doctor to prescribe a second inhaler that can be kept at school. Exact details of your child’s medication must be entered on a form which is kept for our records. Please ensure that all inhalers, spacers and boxes are clearly marked with your child’s name and exact dosage. All inhalers will be kept in the classrooms.

If your child has a complaint which needs regular medication during the day or as treatment for an emergency allergic reaction, please see the SENCO to make special arrangements for a care plan to be drawn up.

Please ring the school office or school nurse for advice on absence for other illnesses.

**Before starting Nursery**
Prior to your child starting Nursery, we will have an open evening, an open day and a home visit.

**Our Learning Policy**

I have great pleasure in sharing with you the learning policy for Moredon Primary and Nursery School. This policy is represented by the logo on the front of this prospectus and also on the school uniform.

The learning policy was developed with staff, parents and governors on a TD day in May 2006 and even that it may seem a long time ago, we review its meaning and relevance and if it remains for purpose every year. Everyone contributed to the ideas and headteachers around the policy and we hope that you can support the school in its aims. The children will come to learn this policy by heart and be able to discuss in detail what each part of the picture represents. We are excited that our learning policy is not a written document but part of the everyday fabric of the school.

* The globe as a balloon represents the achievements and aspirations we hope to instil in our children as citizens of the world. It also represents the breadth we offer in our curriculum and the wide range of experiences we will give to enhance the children’s learning.
* The basket of the balloon represents the school. You are safe in the basket whilst being able to explore new ideas, concepts and experiences. The balloon is tethered by the word MOREDON just as our school is tethered in the community. We want to celebrate Moredon as a community and develop learning in the community by making the school accessible.
* The flames represent the support your children receive in school. Imagine you are in a balloon. Sometimes you will need a great deal of heat to make a journey, to go higher, sometimes you don’t need any heat at all and you cruise along at a speed suitable to your chosen journey. Sometimes you really need a short burst to get you somewhere. The level of support is always available in school through the teaching, the differentiated curriculum, teaching assistant support, intervention programmes and gifted and talented work. The support needed will be tailored to meet the individual needs of the children just as the flames are used to continue the journey of the balloon.
* On the side of the balloon there are 3 sacks. These sacks represent the 3 main elements for successful learning. The heart represents self-esteem. If you believe in yourself and value your own talents you are likely to succeed. The tick represents the children’s willingness to learn. The question mark represents the knowledge, skills and understanding we hope to develop in every child. As parents, children and teachers work together, the children’s potential is released and the balloon continues higher on its journey.
* The 5 stars are symbolic of the Every Child Matters Agenda.
	+ Yellow Enjoy and achieve all that you can be
	+ Green Be healthy and lead a healthy lifestyle
	+ Red Stay safe
	+ Orange Make a positive contribution now and in the future
	+ Blue Economic well being

You will also notice that we have a mission statement: Your learning journey to new horizons.

We are continuously working to develop a curriculum that inspires and challenges the children and allows them to have a range of experiences, trips and visits. The mission statement shows clearly our promise to children that we will make learning interesting and challenging and it will make sense to them.

**Reporting Progress to Parents**

Throughout the year we will meet with parents on 3 occasions. There will be parent’s evenings in the Autumn and Spring terms where you will have a 1:1 meeting with your child’s class teacher.

In the Summer term an open evening will be held where you can come and view your child’s work from throughout the year. You will also be given an end of year report which will give you information about your child’s successes throughout the year and areas for development.

At any point you are welcome to request a meeting with the headteacher or your child’s class teacher to discuss any concerns or worries you may have.

**Parents working in school**

Parents are invited to volunteer to help in school and are encouraged to work within the classrooms with language and maths games, reading, cooking, sewing and a wide variety of other activities. Please contact your child’s teacher if you would like to help in any way and they will book an appointment for you to speak to the Headteacher. All helpers must have full DBS (Disclosure and Barring Check) clearance before being allowed to help in school and all visitors to the school are required to sign in at the Office. The safety of all children is our highest priority. All volunteers are subject to the same high standards of conduct and policies as for staff.

**Special Educational Needs**

All children are taught in mainstream classes. Learning is differentiated to suit the needs of individual children. If a child is assessed to have Special Educational Needs, then parents will be informed and a plan discussed with them for supporting their child. This forms a partnership between home and school where support will be provided through personalised learning and targets.

If it is deemed that a child requires additional support, then it may be necessary to ask the Local Authority to carry out a Statutory Assessment. If this is agreed then the child may be supported further with an Education, Health and Care Plan (EHCP). This may lead to additional funding being provided to school in which more specialist resources can be sought to support the individual needs of the child.

At school, we may ask external professionals to come in and assess your child, with parental permission. A full list of these external agencies can be found in our SEN local offer on our website – About Us – School Information – Special Education Needs and Disabilities Information.

Included in the support offered are intervention programmes. These range from programmes set by external agencies to our own ‘key skills’ interventions which aim to narrow the gaps in learning from children with learning difficulties to their peers. This is done through reinforcing the key skills of learning as well as building confidence and motivation.

If at any time you are concerned about your child and their learning, then please speak to their class teacher in the first instance. If you have further concerns then our Special Educational Needs Co-ordinator is Angela Harris, who will be happy to discuss your concerns with you.

Our full SEN policy is on our website if you require further information

**The Moredon NEST (Nurture, Educate, Support Team) is made up of:**

• Miss Harris, SENCO

• Mrs Townsend, Learning Mentor

• Mrs Mapstone-Davies, Family Support Worker

The NEST are non-teaching staff that offer support to both the children and the parents of our school. We do our best to ensure that Moredon children are ready and willing to learn. We run free courses for our parents, such as our Family Links programme. We help support children and parents through transitions to ensure continual engagement within school. We are the voice of children to the parents and school staff and we help children talk through their worries and celebrate their achievements.

**Early Years Policy - Overview**

**Aims**

At Moredon Primary & Nursery School we are committed to meeting every child’s individual needs. We ensure that the child’s welfare is paramount and that they develop as young enthusiastic learners in a safe environment. We provide a range of opportunities for children to develop and engage through hands-on learning and play opportunities. We encourage children to participate in a variety of activities; some are focused and led by an adult and others are provided to give the child a chance to be an active and independent learner. We believe this approach helps to build children’s self-esteem and self-worth and increases independence and the ability to show initiative. We strive to engage children in their learning through our creative and interesting environments, which encourage the use of both indoor and outdoor space. We encourage a strong partnership between home and school. Our ethos promotes children’s all-round development and fosters positive attitudes towards learning. Inviting children to develop positive values, attitudes and relationships is supported throughout the school through our values-based approach.

**Play and Active learning**

At Moredon, we believe play to be the means through which young children learn. It is through play that children have the opportunity to explore, develop and act out experiences, helping them make sense of the world. Play helps children build up ideas and learn how to control themselves and understand the need for rules. Children investigate and solve problems through collaborative and individual play. Play opportunities are available in our nursery and reception classrooms both indoors and outdoors, where the three prime areas and four specific areas of learning are offered. Due to the range of adult-led activities and child-initiated time we provide, we give plenty of time for play opportunities to arise. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

**Planning**

The planning within the Foundation Stage is planned as part of a collaborative approach within The White Horse Federation and takes into account current research and children’s interests. Topics and books are chosen which will engage and motivate the children. The children will therefore know more, remember more and do more. The weekly plans take on these topic themes and are also supported by the observations carried out of the children. This enables children’s interests, achievements and next steps to be addressed. We teach carefully planned themes throughout the year to ensure every child is given a variety of stimuli. The themes are also supported by the child’s interests; this helps to keep the children engaged and allows them to take ownership of their learning.

We offer the children a broad and balanced curriculum which follows ‘The Early Years Foundation Stage Profile.’ This is delivered using the ‘Development Matters’ document. This enables the FS1 and FS2 teachers to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth. The curriculum is made up of the three prime areas and four specific areas of learning; there are 17 in total:

Prime Areas

* Personal, Social and Emotional Development
* Physical Development
* Communication and Language

Specific Areas

* Literacy
* Mathematics
* Understanding the World
* Expressive Arts and Design

Within these areas there are individual aspects which eventually lead towards the Early Learning Goals. To achieve these goals by the end of reception, the children work through a range of objectives.

Alongside this run the characteristics of effective teaching and learning; these move through the areas.
They are:

* Playing and exploring
* Active learning
* Creating and thinking critically.

These areas are explored through a balance of adult-led and child-initiated activities. The child-initiated opportunities are where we provide the chances for the children to be independent learners, we have often modelled or joined in the play before. The adult-led activities are introducing and teaching new skills. This is where children will work with an adult, normally as part of a small group. Activities and role-play opportunities inside and outdoors provide a means through which children can independently practise, apply, and develop the skills and ideas with the support of the adults in the setting.

At Moredon, we recognise that phonics knowledge is key to reading and writing. We carry out discrete phonics sessions and follow the Little Wandle SSP. The children then apply their phonics skills each day in and around the environment. We practise speaking and listening throughout the day though circle times, show and tell sessions, helicopter story sessions and class discussions.

**Assessment and observation**

Throughout the year, the nursery and reception teachers and teaching assistants carry out high quality observations of children to add to their knowledge of the children. Most of these observations will not be recorded in line with statutory documentation. Some of these observations will be recorded and are added to a ‘Progress File’. Key pieces of work and creations the children have produced are also filed. We also encourage observations from parents via ClassDojo portfolios. These are then shared in class. Teachers make judgements based on their knowledge of the children and this is recorded onto our tracking system, Arbour, three times a year. In the final term we write a report to parents. Along with a personal comment, this will state their progress against the areas of learning and suggest targets to show your child’s next steps in their learning journey.

**The Learning Environment**

At Moredon we recognise the environment plays a key role in supporting and extending the children’s development. The nursery classroom, which incorporates the indoor and outdoor areas, is well-organised to allow children to explore and learn securely and safely. There are areas where the children can be active and can be quiet. The environments are set up into learning areas where children are able to find and locate resources and equipment independently. Our learning environments operate a free-flow system whereby the children can choose which area of the environment they would like to explore. This is around the adult-led activities that take place throughout the day at various times.

**Inclusion**

We value the diversity of individuals within the school and tolerate a ‘no discrimination’ philosophy. All children are treated fairly regardless of race, religion or ability. All children and families are valued within our school. We recognise that all pupils bring different experiences, interests and strengths which influence the way they learn and we encourage all children to succeed and do their best. We aim to give each child the opportunity to experience success in their learning and ensure equal opportunities will be extended to all pupils. We encourage children to make their own choices and in giving reasons for decisions and actions. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others, therefore we praise and encourage as well as celebrate achievements of that made in and out of school.

**Special Educational Needs**

High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Differentiation occurs in the support and intervention provided to different pupils, through questioning, scaffolding and resources for individual pupils. This is an inclusive approach to individual learners’ needs, ensuring language, questioning, concepts and ultimately, learning is accessible to all.

**Safeguarding**

Moredon Primary and Nursery School takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. “The welfare of the pupil/student is paramount” (Children Act 1989).

Our staff and Governors are committed to safeguarding the pupils/students at this school and contribute to multi-agency working to keep pupils and students safe.

All adults working in our school maintain an attitude of 'it could happen here'. We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse or neglect and offer support to children in need.

**Health and Safety**

All safety measures are taken to ensure the safety of all children in the Foundation Stage. Locks are installed on the gates and doors. We follow the TWHF ‘Health and Safety’ policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Within the Early Years, we have members of staff who are currently trained in Paediatric First Aid. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Our health and safety policy is available on our school website. All medicines are kept in a locked cupboard at the school office or in a locked cabinet in the classroom if required and approved by parents/carers before administration of any medicines. No hazardous substances are used within the setting.

**Working in partnership with Parents/Carers**

We recognise that parents/carers are children’s first and enduring educators and we value the contribution they make. We appreciate the role that parents have played and their future role in educating the children.

We do this through:

* Talking to parents about their child before they start school.
* Visiting all children in their home setting prior to starting school in nursery or reception.
* Providing children with the opportunity to come into school, to spend time in the environment and get to know their adults. They are invited to a transition session in the July before they start school.
* Inviting all parents to an induction meeting during the term before they start school.
* Offering parents regular opportunities to discuss their child’s progress in the class before and after school sessions or any concerns either the teacher or parent may have.
* Encouraging parents to contribute to their child’s Learning Journey by uploading photos via ClassDojo.
* Inviting parents to attend open mornings/afternoons once a term where they can join in with their child’s learning and look at their child’s Learning Journey. These sessions tend to be around a specific theme e.g. Phonics, Maths, Art, etc.

**The adults in the Early Years Team**

We provide the children with a safe and secure environment. We aim to develop good relationships with all children interacting positively with them and taking time to listen. We also model and support children in forming positive relationships and friendships with one another. All members of staff have access to continued professional development to maintain and extend their specialist expertise.