

# Short Wood Primary School



**PROSPECTUS**  
**2015/2016**

Short Wood Primary School  
Limekiln Lane  
Wellington  
Telford  
Shropshire

Tel: 01952 387360/387361

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[www.shortwood.taw.org.uk](http://www.shortwood.taw.org.uk)  
shortwoodprimaryschool.co.uk

Short Wood Primary School caters for children in the age range 3 - 11 years. The School is a Community School administered by Telford and Wrekin Council.

**Headteacher:** Mrs Susan Harris

**Chair of Governors:** Mr Reg Snell

The information contained in this prospectus relates to admissions in the academic year 2015/2016. The information and particulars were correct at the time of publication (Summer 2015) but it should not be assumed that there will be no changes either before the start of, during the school year in question or in relation to subsequent years.

**Members of Staff**  
**Head Teacher - Mrs Susan Harris**

**Teaching staff**

Mrs Lesley Bridger  
Ms Susan Charnley  
Miss Natalie Coleman  
Mrs Claire Collingwood  
Mrs Jane Dault  
Mr Jim Ellington  
Mrs Rachel Fairgrieve  
Mrs Elinor Jones  
Miss Gail Kirby - Deputy Head  
Mrs Rachel Kirby-Murray  
Miss Anna Lewis  
Mrs Diane Lowndes  
Mrs Gina Powis  
Mrs Catherine Roberts  
Mrs Eleanor Roberts  
Mrs Sarah Sergeant  
Mr Matthew Shaw  
Miss Julia Shenton - (on Maternity Leave)  
Mrs Dawn Simons  
Mr Tony Skeggs - peripatetic music teacher  
Miss Tracey Smallman  
Mrs Jenny Spencer  
Miss Vicky Towers - (on Maternity Leave)  
Miss Alyssha Thurston  
Mrs Hazel Waterhouse - Assistant Head  
Miss Elizabeth Watkiss  
Mrs Emma Weston  
Mrs Tracey Wynn - Assistant Head  
Mrs Pauline Yates-Ward

**Support Staff**

Miss Nasreen Begum  
Mr Richard Butler - Sports Coach  
Mrs Helen Caton  
Mrs Rebecca Cosh  
Mrs Alison Davies  
Mrs Cheryl Dixon  
Mrs Amanda Edwards  
Mrs Debbie Felton  
Miss Claire Gough  
Miss Shelley Griffiths  
Mrs Martyna Gruszczynska  
Mrs Jane Griffiths - Inclusion Manager  
Mrs Sarah Harper  
Mrs Julie Jones - Extended Services Co-Ordinator  
Ms Kim Link  
Mrs Dawn Llewellyn  
Mrs Annette deLorme-Zaczynska  
Mrs Heather Preston  
Mrs Valerie Pryce - Breakfast Club Supervisor  
Mrs Louise Revitt-Szydłowska - Learning Mentor  
Mrs Assia Usman  
Mr Stuart Will - Education Welfare Officer

**Administrator - Mrs Lorraine Williams, Bursar - Mrs Joy Murray**  
**Receptionist/Clerical Assistant/Attendance Administrator/Principal Lunchtime Supervisor - Miss Melanie Jones**

**Lunchtime Supervisors**

Mrs Pam Abbott, Miss Nadia Ali, Mrs Shazeha Basharat, Miss Nasreen Begum, Mrs Joyce Crooke,  
Mrs Sarah Davies, Mrs Jane Fordham, Mrs Jo Frost, Mrs. Claire Jackson, Miss Kerry Jefferies,  
Miss Sarah Keen, Mrs Jo Lloyd, Mrs Marion Newport, Miss Charlotte Riley, Mrs Alison Rowley,  
Miss Emma Skowronek, Mrs Amy Taylor, Mrs Anna Tibbert, Miss Chloe Turner, Miss Sharon Turner,  
Miss Tara Wilkinson

**Site Manager- Mr Steve Clarke Caretaker- Mr Chris Glover Caretaker- Mr Colin Newport**  
**Grounds Man - Mr Malcolm Green**

## CLASS ORGANISATION

<i>Year group</i>	<i>Class</i>	<i>Teacher</i>
Nursery	Nursery	Mrs Rachel Fairgrieve
Reception	Class 1	Miss Jane Charman
Reception	Class 2	Miss Anna Lewis
Reception	Class 3	Mrs Emma Weston
Year 1	Class 6	Miss Natalie Coleman
Year 1	Class 8	Miss Susan Charnley/ Mrs Pauline Yates-Ward
Year 2	Class 12	Mrs Catherine Roberts
Year 2	Class 14	Mrs Eleanor Roberts
Year 1/ 2	Class 16	Mrs Sarah Sergeant
Year 3	Class 4	Mrs Dawn Simons
Year 3	Class 5	Miss Elizabeth Watkiss
Year 4	Class 7	Mr Jim Ellington
Year 4	Class 9	Mr Matthew Shaw
Year 5	Class 11	Miss Tracey Smallman
Year 5	Class 13	Miss Alyssa Thurston
Year 6	Class 15	Miss Rachel Kirby-Murray
Year 6	Class 17	Mrs Diane Lowndes/ Mrs Lesley Bridger

**Class organisation is subject to change**

## GOVERNING BODY

Mr Mike Chandler	-	Community/Co-opted Governor
Mr Ralph Corbett	-	Parent Governor
Mr Nigel Evans	-	Parent Governor
Mr Omer Farooqui	-	Parent Governor
Mrs Christine Marsh	-	Community/Co-opted Governor
Mr Sean Jarvis	-	Parent Governor
Miss Mel Jones	-	Community/Co-opted Governor
Miss Gail Kirby	-	Teacher Governor
Mrs Beryl Mason	-	LA Governor
Mrs Karen Richards	-	Community/Co-opted Governor
Mr Reg Snell	-	Foundation Trust Governor - Chair
<b>Vacancy</b>	-	Foundation Trust Governor
Mrs Susan Harris	-	Headteacher

You may contact any of the *Governors* via the school office.

The local authority is Borough of Telford and Wrekin and the address is:  
The Corporate Director, Children and Young People, Darby House, Lawn Central, Telford TF3 4JA.  
Telephone Number: 01952 385385

The Education Welfare Officer is Stuart Will and he can be contacted via the school office.

The School Nurse is Nicky Lloyd. If you have any concerns about your child's health either at home or in school the nurse will be happy to discuss them with you.

**Copies of documents relating to the National Curriculum, guidance from Department for Education and Skills and copies of all school policies are available from the Headteacher.**

PROGRAMME OF TERMS AND HOLIDAYS 2015/2016

<b>Autumn Term 2015</b>	
<b>Term Dates</b>	<b>Holidays</b>
Tuesday 8 <sup>th</sup> September - Friday 23 <sup>rd</sup> October	PD Day: Monday 7 <sup>th</sup> September Wednesday 23 <sup>rd</sup> and Thursday 24 <sup>th</sup> September
Monday 2 <sup>nd</sup> November - Friday 18 <sup>th</sup> December	Half Term: Monday 26 <sup>th</sup> October - Friday 30 <sup>th</sup> October
	Christmas Holiday: Monday 21 <sup>st</sup> December - Friday 1 <sup>st</sup> January 2016

<b>Spring Term 2016</b>	
<b>Term Dates</b>	<b>Holidays</b>
Monday 4 <sup>th</sup> January - Friday 12 <sup>th</sup> February	Half Term: Monday 15 <sup>th</sup> February - Friday 19 <sup>th</sup> February
Monday 22 <sup>nd</sup> February - Thursday 24 <sup>th</sup> March	Easter Holiday Friday 25 <sup>th</sup> March - Friday 8 <sup>th</sup> April

<b>Summer Term 2016</b>	
<b>Term Dates</b>	<b>Holidays</b>
Monday 11 <sup>th</sup> April - Friday 27 <sup>th</sup> May	Bank Holiday: Monday 2 <sup>nd</sup> May
	Half Term: Monday 30 <sup>th</sup> May - Friday 3 <sup>rd</sup> June
Monday 6 <sup>th</sup> June - Friday 22 <sup>nd</sup> July	PD Day Monday 25 <sup>th</sup> and Tuesday 26 <sup>th</sup> July

**Programmed PD Days for School Year**

Monday 7<sup>th</sup> September 2015  
 Wednesday 23<sup>rd</sup> and Thursday 24<sup>th</sup> September 2015  
 Monday 25<sup>th</sup> & Tuesday 26<sup>th</sup> July 2016

## AIMS AND ETHOS

### **Mission Statement - 'Building the belief that you can!'**

**We offer all children opportunities & experiences to shine and be the very best they can be.**

**We aim to develop a:**

#### **Learning Environment that:**

- Stimulates and supports children's learning and celebrates their achievements
- Develop skills through enquiry and reasoning
- Ensures staff are welcoming to children, parents and one another
- Is bright, calm and informative
- Promotes a positive working environment and relationships within it
- Promotes stability and security through a consistent approach
- Is warm, welcoming, friendly and inviting

#### **Curriculum that:**

- Inspires, motivates and challenges all children to become lifelong Learners
- Ensures all subjects have equal values
- Provides a range of learning styles to develop the 'whole child'
- Delivers a consistent approach with equal opportunities for all
- Is delivered through calm, well planned days

#### **Community that:**

- Recognises, values and celebrates the diversity of the school and the wider local community
- Actively engages parents and carers in their children's learning
- Creates partnerships with parents, carers, children and the wider community and generates a shared responsibility for every child's education so everyone is working together to achieve common aims
- Values everyone's abilities and contribution and enable them to fulfill their potential
- Work as a team

#### **Self belief by:**

- Setting high expectations for all and develop a sense of responsibility
- Ensuring children are happy and confident to learn and question, influencing their own learning
- Promoting independent learning, confidence and self esteem
- Creating a well organised and caring environment

Short Wood Primary School is a culturally diverse school. Governors and all staff all encourage a respect of all cultures and faiths.

### **Information about Admissions**

Short Wood Primary School aims to provide a quality education for all of the children in its community. Pupils are not selected for admission on the basis of aptitude or ability and all pupils are valued equally. Parents considering applying to the school are encouraged to visit the school and meet with the Headteacher.

The school's current admissions policy is operated by the LA on behalf of the school, full details of which together with information about the arrangements for admission are set out in the LA's information for parent's booklet "Primary Schools in Telford and Wrekin - A parent's introduction to primary education including arrangements for admission". Copies of this booklet are held in school for the reference of interested parents or alternatively are available from the LA, (Pupil, Students & Parents Services), 6B Darby House, Telford, TF3 4JA.

Those parents whose children have not been offered a place can appeal to the Local Education Authority. Details of how to do this can be obtained from the Headteacher or from Civic Offices.

### **Children with disabilities**

The school is committed to inclusion to prevent disabled children being treated less favourably than other pupils. The school aims to be an accessible place for all people, whatever their age, ability, race, culture or gender.

The school has an accessibility and disability plan (required under the Disability Discrimination Act 1995). Facilities which increase access to the school:

- The school is on two levels, with a lift to enable full wheelchair access to all areas
- Disabled parking provision
- Disabled toilet facilities
- Paths outside school make the playgrounds accessible.

Arrangements for the admission of children with disabilities will begin prior to the child joining the school. Staff will liaise with outside agencies to determine the child's needs and implications for the school provision for inclusion.

### **Child Protection Policy**

At this school, we recognise that your child is your responsibility and concern. We want to work in partnership with you, and we will share successes with you, and discuss with you any concerns we may have.

Since our first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by Telford and Wrekin Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Headteacher who will put you in contact with our Designated Teacher for Child Protection. Our Child Protection policy is on our school website

### **Celebrating Success**

We firmly believe that children must be told and congratulated when they do things well. This can be for good work, good behaviour or the attitudes shown towards school work and other pupils, or a combination of all of these things. The 'Golden Leaves' are awarded each Friday at a special celebration Assembly - the children are proud of these awards and they have been especially designed so that parents will know why their child had been chosen and to continue the praise and encouragement at home.

### **Discipline**

Rules exist within our school community so that our school is an orderly and safe environment. We will not tolerate behaviour which intimidates or causes physical or mental hurt to others. We will not allow the learning experience of the majority to be spoiled by children who may disrupt lessons by not playing their proper part in them.

**All** racist incidents will be taken very seriously and will be dealt with, recorded, reported to Governors, the Local Authority, the Department for Education and Skills.

The school has a policy on the reasonable use of force to control or restrain pupils.

We value having such a beautiful school and all children are taught to respect and enjoy the amazing facilities and protect them for the future.

### **Pastoral Care**

Our duty of care towards your child is one to which we attach the highest importance. At all times we are concerned that children are safe and happy in school. During a school year your child will develop a close relationship with their class teacher and teaching assistants and equally the teacher will learn about children in their care. It is important that we have a strong partnership with parents - we have an open door policy so that someone is always available to talk over any concerns or issues that may impact on your child's education. This ensures that children receive the best possible support and help; they can settle easily and happily to their learning. If we have concerns about your child relating to health, behaviour or learning we will not hesitate to contact you. Equally we hope that you will contact us if you have any concerns or if there is a change in your circumstances which may affect your child.

### **School Council**

The School Council members are nominated by their peer group. They meet regularly and are very active in supporting the school on ways to improve - they are particularly active in supporting Short Wood in special projects.

### **Inclusion Manager**

The School has an Inclusion Manager whose role is to co-ordinate much of the pastoral care in school. The Inclusion Manager works with the Learning Mentor to provide 1:1 and group support with identified children and their families based on specific needs to improve confidence, raise self esteem and improve relationships with peers. The Inclusion Manager is experienced in engaging a range of services from outside agencies to deliver integrated support where necessary. The Inclusion Manager and the Learning Mentor run clubs in school and make a contribution to whole school work on health, well being and achievement.

### **Nurture Groups**

At various times the school may run up to two Nurture Groups, which provide a homely feel where children who find the large classroom environment difficult. Children can be nurtured and encouraged to gain confidence in basic skills to help reintegrate them into the main body of the school.

### **Breakfast Club**

Breakfast club is open daily from 8.00 am to 8.50am. This is run by two of our higher level teaching assistants and our school cook. Breakfast will be served from 8.00 - 8.20 a.m. To book a place, forms are available from the office; places need to be booked as numbers are limited. There are different breakfasts available each day along with a range of fun games, construction kits, arts and crafts activities to set the children up for the day ahead. The cost per session is £1.50 or £1.00 if your child is

entitled to free school meals. This club is fully registered so Child Care Vouchers could be used to pay for the sessions.



### **After School Club**

Short Wood After School Club provides a high level of care for children ranging from foundation stage right through to year six. All of our staff members are fully trained child care providers who pride themselves on the highest levels of child care provision. We offer a wide variety of toys, games and craft activities tailored to suit all age ranges. We are also fortunate to have access to a large, well equipped sports hall, accessed by internal doors, along with regular sessions from our fully trained sports coach. We operate from a secure building on a site opposite the school that has all of the facilities required to keep our members safe and happy. Our room has a bright, comfortable atmosphere with areas designated for play, craft, snack time and relaxation. Children are collected from school at 3.00 p.m. and the short walk is made to our room. The children are then given a collection of games and activities before being provided with a drink and healthy snack. The session then continues with more activities or sports, to encourage team work and learning through play, until 5.30 p.m. Booking forms are available from the school office. The cost per session is £7.00 per child and £6.00 per session for any additional sibling. This club is fully registered so Child Care Vouchers could be used to pay for the session. Payment is required weekly on your child's first session.



## Parent Teacher's Association

As the Chair of Short Wood Primary School PTA, I would like to take this opportunity to welcome all of you to the **2015-2016** school year. The purpose of the PTA is to support the school, its staff, parents, and most especially all our pupils at Short Wood Primary. Over the past 6 years, the PTA has been extremely busy organising events such as Treat Friday's, Ladies Pamper Evenings, School Prom, School disco's, Family Bingo nights to name but a few (we have an annual calendar of events run throughout the year). We have managed to raise over £8,000 in funds to contribute to school day trips, an underwater camera, additional educational books & toys, digital cameras and most recently additional staging for the school drama club. None of which would have been achievable, had it not been for the excellent help, support, team work and assistance of the current PTA Members.

In order to be successful; we know that the support and involvement of the both the parents of our pupils and the staff at Short Wood Primary School, as well as local business leaders in our community will be of utmost importance. As a parent of a pupil or pupils at Short Wood you are already considered a member of the PTA.

The PTA committee meet; with members, in a very informal way approximately once a month. The meetings last about half an hour and serve the purpose of discussing events planned for our children. Members have become friends over the years and enjoy sharing other news with each other as well. We do welcome new faces and need your support in order to continue the excellent work done to date by the current PTA Members and helpers!

Another way to show your support will be to participate in the numerous events and programs that we have planned throughout the year. Your participation might be that of a committee member; a volunteer, or merely as an attendee. Whatever level of participation you select, your time and involvement will certainly be very much appreciated!

You can also show your support by providing us with your comments regarding our PTA efforts, or with suggestions/ideas for other potential PTA initiatives and events. To facilitate this, please feel free to contact me directly.

We in the PTA believe that it is of ultimate importance that we do everything we can to enhance the learning environment of our children, as they truly are our future. It will take all of us working collaboratively together (parents and teachers) to ensure that this continues to happen.

I look forward to working with you this year. Thank you,

Nigel Evans (Chair of Short Wood Primary School P.T.A.)

## School meals and lunch times



School meals are freshly prepared on the premises each day. We actively encourage children to follow a healthy diet. Menus are circulated to parents and are on display in school; Halal menus and salads are available each day. The daily charge for a meal is £2.00 and children are encouraged to pay in advance for their meals. If you think you are entitled to free school meals please call into the office and see a member of the administrative staff. Children may bring a packed lunch to school however drinks should not be brought to school in glass containers or thermos flasks.

### Snacks at break time

Children in Key Stage One are offered fruit as a snack at playtimes. This is provided free of charge through the Government scheme. We also have a 'Smoothie Bar' which is run by Year 5 pupils during morning break. Children can purchase a fruit smoothie or fresh juice for 10p per portion. We also sell toast at break time for 10p a slice, fruit is also available for sale at 20p per piece.

### Water bottles

All children are issued with a school water bottle as they start in reception. They are allowed to drink freely during the day. The bottles need to be taken home every evening for washing and refilling. Juice or pop is **not** to be brought to school; the bottles are for water only to ensure the best possible rehydration. Replacement bottles can be bought from the school office. We do not allow children to reuse ordinary water bottles for health and safety reasons.

### Absence

Government regulations require all absences to be explained by the school. If no acceptable explanation for an absence is received it will be recorded as an unauthorised absence and will appear on the child's annual report.

The school should be notified of any illness causing a child to be absent from school. In the event of your child not attending school for any reason you must contact us by telephone on the first day of absence and this should be confirmed by letter on the

day of return to school. Our attendance clerk will make first day calls for absent pupils if we have not received an explanation for their absence.

Leave of absence during term time is not an automatic right. Authorisation can only be granted for a maximum of five days holiday in school time, at the discretion of the Head in exceptional circumstance, if attendance is at a good level (at least 95%) for the rest of the year. Requests for absences should be put in writing and forwarded to the Headteacher in advance, a form for this purpose is available from the school office. Absences are considered on a case by case basis.

If parents are considering visits to their country of family origin they are encouraged to make them during school holiday periods. If a child is taken out of school for an unauthorised extended period the child's name may be removed from the school register and a place cannot be guaranteed on his or her return.

The Education Welfare Officer monitors attendance on a regular basis and is happy to meet with parents if they have any concerns concerning their child's attendance. He can be contacted via the school office.

### **Uniform**

The Governors expect all children to wear the school uniform and have chosen uniform which is basic, easily available from local stockists and inexpensive. Sweatshirts embroidered with the school logo (costing between £8.50 and £9.50 depending on size) are available to order from the school office. The Governing Body respect the desire for Asian girls to wear traditional clothing but require that the school colour code is observed.

The Headteacher will contact parents of children who regularly fail to observe the school dress code to ensure that the Governors' policy is fairly applied to all pupils.

Of particular and often overlooked importance is PE kit. Please encourage your child to come to school correctly equipped on days that they have PE (your child will be aware of which days he or she will need their kit). It is perfectly acceptable for girls to wear a tracksuit for PE in order to maintain modesty and to respect religious and cultural beliefs.

	<b>Boys</b>	<b>Girls</b>
Winter	Grey or black trousers (not jeans) School sweatshirt with logo or royal blue jumper White or sky blue polo shirt or white shirt. Shoes	Grey or black skirt or trousers School sweatshirt with logo or royal blue jumper. White or sky blue polo shirt or white shirt and school tie.

		Shoes
Summer	Grey trousers or shorts Blue or white polo shirt	Blue and white school dress Grey or black skirt Blue or white polo shirt
P E	<p>Track suit for outdoor winter games.</p> <p>Plain black shorts/cycling shorts or leggings</p> <p>Royal Blue T-shirt short or long sleeved (preferably a school T shirt) which can be purchased from the main office for £2.99 each for short or long sleeved or £5.00 for two.</p> <p>Training shoes suitable for outdoor games on the field and playground.</p> <p>Swimming costume / trunks and towel - lightweight, long sleeve t shirts and leggings can be worn if necessary for religious/cultural reasons.</p> <p>A PE bag with the school logo is issued to every child when they start school to keep all PE clothes together.</p>	

All items of clothing should be named.

### Lost Property

Items of lost property will be placed in the lost property box and will be put on display at the end of each term. All unclaimed items will then be disposed of.

Each week a member of staff checks lost property and returns named items to the child. Please check all items are clearly labeled.

### Jewellery

Children may wear a watch but must take responsibility for it; no other items of jewellery should be worn. For health, safety and legal reasons it is not permissible for children to wear any type of jewellery including stud earrings during PE lessons.

### The School Day

8.50 am Doors open for the start of the school day.

9.00 am Registration closes.  
Children in the Foundation Unit can be taken to their classrooms by parents and settled in.  
KS1 children will be taken to their classrooms where parents will be encouraged to settle their children and join in with their early morning work.

KS2 children will enter the classrooms independently and be met by the class teacher.

Morning Break	Children are encouraged to have a fruit snack in the mid morning. Crisps, chocolate and sweets are not allowed.
Lunch	Lunchtime supervisors supervise the children. A Staggered lunch break will operate.
3.00 pm	End of the school day. Children should be collected promptly. Children in the Foundation Unit must be collected by an adult and not an older sibling. Our policy for 'home time' is on our website.

### **Charging and Remissions Policy**

The Governors have adopted the recommendations of the Local Education Authority on a policy for charging. The school will normally request a voluntary contribution towards the costs of educational visits or additional activities planned for children. Many activities are subsidised by private school fund and the PTA. No child will be penalised or excluded from an activity for non-contribution however if insufficient contributions are received then it is unlikely that the proposed activity will take place.

### **School Visits**

The school arranges a variety of out of school activities. Some of these are an integral part of the routine of the school whilst others take place less frequently, generally to places farther afield, and of longer duration. Parents are asked when their child is admitted to signify their consent to their children taking part in these regular activities which will take part in the school day, for other trips detailed information and consent forms will be sent to parents at the planning stage of each trip.

Transport when required, will normally be provided by hired coach. Supervision will be provided by school teaching and other staff and will comply with any standards set down by the LA.

### **Insurance**

Borough of Telford and Wrekin Council provides insurance cover to protect children should they suffer injury, damage or loss through negligent acts by staff or others engaged on Council business. The Council does not provide any personal accident insurance or cover for personal effects.

### **Religious Education and Collective worship**

Religious Education is taught following the Agreed Syllabus published by the Local Education Authority. We learn about a range of religions including Christianity, Islam, Judaism and Hinduism. Other cultural celebrations such as Chinese New Year are also studied. We encourage children to respect all religions different to their own and we believe it is important to support parents in developing the spiritual and moral values of the children

Our assemblies and class lessons are based on social and emotional aspects of learning developing our school community, citizenship and celebrating our multi-cultural and religious diversity. Parents have the right to withdraw their children from Religious Education and from acts of worship. Any parents wishing to exercise this right should make a written request to the Headteacher.

Parents and friends of the school are on occasions invited to join the assemblies, to share and celebrate the work of our school.

## **A Summary of the school's SEN policy**

We are committed to the implementation of those procedures outlined in the 'SEN Code of Practice: 0 to 25 years' document relating to the identification, assessment and support of Special Educational Needs. The School's Special Educational Needs Policy is based on the following principles:

- that all teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the school co-ordinator and external professionals as appropriate.
- that needs will be identified at an early stage and that assessment of all children whether or not they have Special Needs is an ongoing process
- that pupils with special educational needs will be fully included into the life of the school and its curriculum, enabling them to maximize their potential as learners and to contribute to the social and the cultural activities of the school
- That the children receive appropriate support by the organisation of:
  - ❖ Special grouping within class
  - ❖ Withdrawal for specific interventions
  - ❖ In-class support

### **Definition - The Statement of Special Educational Needs**

A child has special educational needs if they experience a significantly greater difficulty in learning than the majority of their peers or has a disability which prevents or hinders them from making use of educational facilities provided for children of the same age. The nature of the difficulty could be due to both academic and non-academic factors (sensory, cognitive, social or emotional or more complex which cover a range of difficulties).

### **Identification, assessment and review procedures**

In order to provide intervention specific to a child's need we adopt a staged process, this enables us to prioritise need within school, allocate resources effectively, ensure good liaison between everyone involved with the child, allow for variation in the intensity and duration of support in response to changing individual need.

We feel it is essential to identify learning needs as early as possible and to work with parents to fully identify each child's strengths and weaknesses. This cooperation can only serve to maximize the effect of the learning support offered.

On entry to our school, all children are screened and assessed in order to gather the information necessary to plan effectively to meet each individual child's needs.

Interventions are regularly reviewed following a whole school system that has been developed to allow us to vary the intensity and duration of input as appropriate. This

system also helps us to assess when advice from external agencies might be needed and to prioritise resources within school.

To help identify and monitor children who may have special educational needs, the school will measure progress by:

- ❑ The teacher monitoring of child's performance as part of the ongoing process of observation and assessment
- ❑ Looking at outcomes from baseline assessment results
- ❑ Comparing their progress against the objectives of the Foundation Stage, Early Learning Goals and the primary framework
- ❑ Monitoring progress against level descriptors within the National Curriculum
- ❑ Screening and assessment tools (school based assessments)

### **SEN Support**

SEN support will begin when any one or more of the following apply:

1. There has been little or no progress despite targeted teaching
2. Difficulty in core skills affect other areas
3. Persistent emotional, behavioural difficulties
4. Sensory/physical problems
5. Communication problems

SEN support will involve providing appropriate support. This may include:

- ❑ Identified intervention on a year group provision map
- ❑ Individual or group support
- ❑ Different learning materials/resources
- ❑ Staff development/training
- ❑ Monitoring of progress and regular review
- ❑ Advice from external services

## Curriculum Information

Short Wood Primary School is organised in class teaching groups. Classes are structured so that each class reflects a full range of abilities and ethnic backgrounds.

Each class teacher is responsible for providing a well balanced, broadly based curriculum. Our youngest children are taught in the Foundation Stage Unit which is made up of a Nursery class and three Reception classes, they follow the Early Years Foundation Stage Curriculum. Short Wood Primary School works within the legal constraints and guidance of the National Curriculum while striving to deliver a creative, exciting learning experience. In order to do this effectively the school has developed a long term creative curriculum model, which describes in detail what must be taught. To meet the needs of all children schemes are adapted to ensure they are appropriate. Children will be taught using a variety of methods; different learning styles are catered for through careful planning.

Pupils with statements of special educational need will receive some individual or small group teaching on a daily basis. Many other children will receive small group support with adults in school. Class teachers are responsible for the creation of provision maps and for ensuring individual needs are addressed, class teachers can seek advice from the Special Needs Coordinator in school or in some cases from a Learning Support Advisory Teacher.

The school recognises that some children are gifted and talented and we offer such pupils additional challenging opportunities both in and out of school. This may be by involving children in additional academic work alongside children with similar capabilities in school. A number of children have benefited educationally by attending additional out of school activities. Many children with musical talents have learned to play the flute under the tutorage of Mrs Simons, we also have a Rock School with Tony Skeggs and tutors from Telford and Wrekin Music School deliver bespoke lessons in school.

Additional members of staff are employed by the school to support children for whom English is an additional language. As part of their work they will also develop positive links with parents and the wider community.

We all know that reading together with your children is a very important part of the process of learning to read; so at Short Wood we have set up a range of activities and sessions to support this. In Nursery, Reception, Year 1 and Year 2 there are family story sessions planned weekly where parents are invited to join their child for a special class session.

Our school Library is open to families to come along and borrow books on Monday, Tuesday, Wednesday and Thursday afternoons from 3.00 to 3.30 p.m.

During the year there will also be several special sessions at the Library with Professional Story Tellers, Puppets or our Local Librarians.

Parents of pupils in Years 3 and 4 will be invited to join their child each term to visit Wellington library.

***"Never stop learning, because life never stops teaching."***

At Short Wood we are enthusiastic in involving parents and carers in their child's and their own learning, as an adult. Throughout the year we offer a varied range of courses providing an opportunity for parents to work with their children and if parents want to, to go on and pursue their own accreditations. For some parents this has been an opportunity to reconnect with their own education and aspirations for the future.

Groups are always friendly and well supported by Tutors from the Community Learning Team. We have also offered activities run by the Arthog Outreach Team and The Healthy Family Team so you might choose to go rock climbing or learn more about how to support your child in maths or literacy, or you might be interested in understanding more about children's behaviour. Currently we also have a ladies group who are improving their English speaking skills. For most courses we are able to provide crèche facilities for younger children, free of charge.

Publicity will be available throughout the year inviting you to become involved, but if you want any further information, before then please ask.

If you would like more information about specific curriculum areas please speak to a senior member of staff.

### **Sport and Physical Education**

The school aims to encourage children to participate in events and competitions

The school aims to ensure that children receive appropriate advice and training on "how to play the game" within whatever range of sporting activities the school can facilitate, we will use external expertise as necessary in this endeavour.

We aim to introduce children to a range of sporting activities and to encourage them to appreciate how such interests can "enrich" their lives.

In accordance with national curriculum guidelines there are two time-tabled sessions of Physical Education every week. Through these sessions children, while gaining skills in various areas are encouraged to recognise the benefits of regular exercise. Skills and knowledge in all aspects of PE are developed as the children move through the school.

In addition a range of extra curricular activities will be available throughout the year for the children.

All teachers have been trained in the teaching of PE. In addition the school maintains close links with the Sports Development Officers from the Borough of Telford and Wrekin Council who provide more specialist expertise. We have a full time Sports Coach (Richard Butler) working in school and we also have links with a range of local coaches to provide additional clubs and opportunities for training.

The school has extensive playing fields with provision (depending on season) for

- ❑ Football Pitches
- ❑ Athletics Track
- ❑ Rounders Pitches
- ❑ TAG Rugby Pitch
- ❑ A Multi Use Games Area (MUGA)

The school hall and Sports Hall are used for indoor activities and training sessions. With Arthog outreach based in our Sports Hall there is now a climbing wall fitted and a low ropes course.



Next to the Sports Hall is Short Wood Swimming Pool, which is accessed by Year 2 up to Year 6 pupils on a rota basis daily, throughout the year.

## Arts Policy and Provision

We are anxious to involve children in a range of Arts experiences. These will include participating in Music, Drama, Dance and a wide range of Art. Guidance for these activities will be sought from the National Curriculum. These experiences will be provided for children as part of the planned school curriculum.

In addition, we will give children opportunities to experience Music and Drama as extra-curricular activities. Children will have the opportunity to learn to play Flute, Guitar and to join the school choir and Rock School.

Various clubs exist for the benefit of the children in Art. It is our intention to continue to make club activities a regular feature, the exact nature of the clubs will however vary from year to year.

A thriving Drama club exists, giving children in Key Stage 2 the opportunity to perform in our annual school production.

Occasionally, children will have the opportunity to watch and participate in professionally led Drama productions and to work with professional artists from a variety of cultures.

Professional musicians also visit school to perform for the children.



Regular staff training takes place and will be an ongoing feature of the school. We are anxious to develop the skills and enthusiasm of the staff since it is this which will make Art and the Arts come alive for the children.

### After School Clubs

We offer a wide range of clubs at different times during the school year to suit all interests. Most are available free of charge. Clubs that have been provided include Basketball, Cross Country Archery, Football, Rugby, Flute, Choir, Drama, Newspaper, Challenge, Art, Gardening, Animation, and Writing.

## **Arrangements for dealing with complaints**

### **Arrangements for making complaints about the Curriculum and Religious Worship**

Under Section 409 of the Education Act 1996 The Local Authority (LA) has established arrangements, approved by the Secretary of State, for dealing with formal complaints about the curriculum or any related matter to the governing body, the LA or both. Parents and others who want to find out more about this matter should contact the Head in the first instance, who will be able to let them see a copy of the LA's approved arrangements.

### **Other Complaints**

For all other complaints or concerns parents (and others) are encouraged to raise them initially with the Headteacher who will be able to discuss them either there and then or at a mutually agreed time. Should it not be possible to resolve any complaint or concern satisfactorily in this way the complaint should be put in writing and sent or given to the Headteacher. If you would like assistance in setting out your complaint the school will, if asked, help you to do this, facilitating access to translating services where necessary. The school then promises to deal with your complaint as follows:

- within 1 - 5 days of complaint the Headteacher will offer an informal meeting with complainant and through discussion try to seek an acceptable outcome for the parties involved
- if the Headteacher is not able to resolve the complaint within 10 school working days then they or the complainant can refer it to the Chair of Governors.

**You can access the full policy on our school website [shortwoodprimaryschool.co.uk](http://shortwoodprimaryschool.co.uk) On the header bar click on Our School, from the drop down menu choose policies. From there you can select the Complaints Policy.**

## KS1 RESULTS - SHORT WOOD PRIMARY SCHOOL

### ACADEMIC YEAR 2013/2014

Table to show the percentage of eligible pupils in Year 2 achieving each level in the school in 2014. Number of eligible pupils: 69

<b>TEACHER ASSESSMENT</b>									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Pupils disapplied	Pupils absent
Speaking & Listening	1	13	70				12	0	0
Reading	0	4		4	32	36	19	0	0
Writing	1	10		22	33	20	9	0	0
Mathematics	0	7		10	25	36	17	0	0
Science	1	4	78				12	0	0

W represents children who are working towards level1, but have not yet achieved the standards needed for level 1.

Results for speaking and listening and science are based on teacher assessment only.

**Summary of the national curriculum assessment results of pupils nationally in 2013 at the end of KS1 as a percentage of those eligible for assessment.**

<b>NATIONAL TEACHER ASSESSMENT</b>									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Pupils disapplied	Pupils absent
Speaking & Listening	2	9	66				23	0	0
Reading	2	9		10	23	26	29	0	0
Writing	3	12		18	30	22	15	0	0
Mathematics	2	7		13	27	28	23	0	0
Science	2	8	68				22	0	0

## KS2 RESULTS FOR SHORT WOOD PRIMARY SCHOOL

### ACADEMIC YEAR 2013/2014

These tables show the percentage of year 6 children achieving each level in the school in 2014.

Number of children in Year 6: 59

Figures may not total 100 per cent because of rounding.

#### TEACHER ASSESSMENT: Percentage at each level

	Abs	W	1	2	3	4	5	6
ENGLISH	0	0	0	2	24	58	10	0
MATHEMATICS	0	0	0	3	22	46	20	2
SCIENCE	0	0	0	3	27	59	3	0

#### TEST RESULTS: Percentage at each level

	Abs	Below level 3 *	3	4	5	6
Grammar Punctuation & Spelling	0	4	23	35	38	0
Reading	0	4	18	47	31	0
Mathematics	0	2	27	44	27	2

Abs failed to register a level due to absence

W working towards level 1, but have not yet achieved the standards needed for level 1.

\* represents pupils who were not entered for the tests because they were working below level 3 in English, Mathematics or Science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level in the tests.

Figures may not total 100% because of rounding.

## NATIONAL RESULTS

These tables show the percentage of Year 6 children achieving each level nationally in 2013

Figures may not total 100 per cent because of rounding.

### TEACHER ASSESSMENT: Percentage at each level

	Dis	Abs	W	1	2	3	4	5	6
ENGLISH	0	0	1	1	2	10	48	37	1
MATHEMATICS	0	0	1	0	2	10	45	36	6
SCIENCE	0	0	1	0	2	10	50	38	0

### TEST RESULTS: Percentage at each level

	Pupils not entered	Abs	Below level 3*	3	4	5	6
Grammar Punctuation & Spelling	3	0	3	20	26	46	2
Reading	2	0	3	8	41	44	
Mathematics	1	0	3	11	44	35	7

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

\* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

**Rates of Authorised and Unauthorised Absence  
for academic year 2013/2014**

No. of pupils on roll for at least one session: 526

Percentage of half days missed through:

- |   |      |
|---|------|
| <input type="checkbox"/> authorised absence   | 3.00 |
| <input type="checkbox"/> unauthorised absence | 1.3  |

### GUIDANCE FOR PARENTS ON COMMON ILLNESSES

DISEASE	INCUBATION PERIOD	SYMPTOMS	RESTRICTIONS/ EXCLUSIONS	TREATMENT/ NOTES
<b>Athletes Foot</b>	4 - 10 days	Easily recognised as flat red lesions.	None	Advisable to see <i>GP</i> for antifungal cream or tablets. Dry between toes after bathing. Each person should have separate towel.
<b>Chicken pox</b>	10 - 21 days following contact with the virus	Raised temperature, feeling of malaise and sudden appearance of flat reddish spots which become raised and blistered.	A minimum of 6 days from the onset of the rash or until the child feels well.	No specific treatment but treat the symptoms. Paracetamol preparation may be helpful to reduce temperature and Calamine lotion to relieve itching.
<b>Cold sores</b>	2 - 12 days	Lesions on and around the mouth which blister and rapidly crust to form scabs.	None	Usually no treatment as the sore will heal spontaneously. An antiviral preparation may be used to help tingling sensation. The affected person should not share towels.
<b>Conjunctivitis "Sticky eye"</b>	Varies	The eye may look red and inflamed. There may be a discharge which causes eyelids to stick together.	Exclusion not usually necessary after medical treatment and/or advice	<i>GP</i> will usually prescribe eye drops or ointment. Bathing the eyes with sterile water may bring relief. Towels and face cloths should be kept separate.
<b>(Diarrhoea &amp; vomiting)</b>	Varies according to cause	Stomach pains, fever, aching limbs, sickness and diarrhoea.	48 hours from the time symptoms have subsided.	Treatment depends on the cause and referral to <i>GP</i> is advised. Strict attention should be paid to hygiene.
<b>German Measles/Rubella</b>	Usually 16 - 18 days	Slight fever and a general feeling of malaise and a pink macular rash lasting 3 - 4 days.	At least 5 days following the onset of the rash or until the person feels well	Rest and paracetamol preparation may help to relieve symptoms.

<b>DISEASE</b>	<b>INCUBATION PERIOD</b>	<b>SYMPTOMS</b>	<b>RESTRICTIONS/ EXCLUSIONS</b>	<b>TREATMENT/NOTES</b>
<b>Hand foot &amp; mouth disease</b>	3 - 5 days	Sore throat, high temperature and blisters inside the mouth and throat, on the hands and soles of the feet.	None.	No specific treatment - symptoms usually last 7 - 10 days.
<b>Head Lice</b>	Head Lice are transmitted by head to head contact.		None	Seek advice from the School Nurse or Pharmacist for the best current treatment.
<b>Hepatitis A Yellow Jaundice</b>	2 - 6 weeks after contact with an infected person.	Sudden onset of fever, feeling unwell, nausea and stomach pain. Yellow discolouration of the whites of the eyes and the skin.	Exclusion for 7 days after the onset of jaundice.	No specific treatment.
<b>Influenza</b>	1 - 5 days	Infectious up to one week after onset	Exclusion until well	No specific treatment. Immunisation available for certain vulnerable groups eg asthma, diabetes, heart or kidney disease.
<b>Impetigo</b>	4 - 10 days	Lesions may start as a small spot that quickly blisters and has a watery discharge. Lesions quickly crust over and drop off.	Exclusion for 48 hours after treatment or until all crusts have dropped off.	Seek advice from GP - small lesions may be treated with antibacterial ointments. Infected persons should not share towels. Discourage children from scratching the lesions.
<b>Measles</b>	10 - 14 days	Blotchy red rash, firstly behind the ears then on the face and spreading to cover the whole body.	Minimum of 7 days from the onset of the rash	No specific treatment. Paracetamol may help reduce temperature and calamine lotion to reduce the itching.

<b>DISEASE</b>	<b>INCUBATION PERIOD</b>	<b>SYMPTOMS</b>	<b>RESTRICTIONS/ EXCLUSIONS</b>	<b>TREATMENT/NOTES</b>
<b>Meningitis</b>	2 - 10 days	Rapid onset on symptoms including headache, fever, nausea and vomiting, rash and neck stiffness.	Until clinically well and considered by the GP to be fit to return to school	Seek urgent medical advice. Prompt action is necessary.
<b>Mumps</b>	12 - 25 days	General feeling of being unwell, high temperature and swollen glands in the cheeks. Child may complain of earache and difficulty in swallowing.	Exclusion until swelling has subsided and child feels well (7 days minimum)	Paracetamol to treat symptoms. Rest and encourage child to drink plenty of fluids.
<b>Ringworm</b>	4 - 10 days	Flat, spreading red ring like lesions.	Exclusion not necessary after treatment has started.	Advisable to see the GL who may prescribe antifungal cream or tablets.
<b>Scabies</b>	2 - 6 weeks	Rash, evenly on the body excluding the centre of the back, chest and head. The rash will cause intense irritation.	Exclusion until the day after treatment	A lotion can be prescribed by the GP or purchased from the chemist. Ensure that nails are cut short and that nail beds, between the toes and fingers and behind the ears are thoroughly treated.
<b>Scarlet Fever</b>	1 - 3 days	Very sore throat, high temperature accompanied by a rash	Until clinically well	Antibiotics. Paracetamol may help reduce fever.
<b>Slapped face disease "Fifth disease"</b>	4 - 20 days	Facial rash mimicking a slapped face often preceded by sore throat, lethargy and raised temperature.	Until child feels well.	Usually no treatment is required. Paracetamol may be helpful in reducing the temperature.
<b>Threadworm</b>	2 - 6 weeks	Itching around the anal area. Worms appear in the stool.	Not necessary.	Seek medical treatment. Preparation can be purchased from pharmacy or prescribed by GP.

<b>DISEASE</b>	<b>INCUBATION PERIOD</b>	<b>SYMPTOMS</b>	<b>RESTRICTIONS/ EXCLUSIONS</b>	<b>TREATMENT/NOTES</b>
<b>Thrush</b>	2 - 5 days	Usual sites of infection are the mouth, vagina, nappy area and nail beds.	Exclude until treatment has commenced.	Diagnosis by the GP. Treatment may be applied directly to the thrush lesions or tablets given.
<b>Verrucae and warts</b>	2 - 3 months	A hardened lump varying in size, usually raised around the edge and sometimes with a black spot in the centre. Usually seen on the hands or feet.	None. Verruca socks may be worn for swimming	Will often disappear spontaneously within 12 - 24 months after infection. If treatment is required refer to GP or Chiropodist.
<b>Whooping cough</b>	7 - 10 days	Cold and catarrh which develops into a cough. Children often whoop or vomit after a spasm of coughing.	Exclusion for 3 weeks from onset of the cough. Reduce to 5 days or until well enough if antibiotics are given,	Main treatment is to observe, in the case of babies to lift if they cough preventing inhalation of vomit. Antibiotics can help in some cases. Vaccination is strongly recommended.