

SCHOOL DETAILS

St Anthony's Catholic Primary School
Barkly Road
Beeston
Leeds LS11 7JS

TYPE OF SCHOOL

St Anthony's is a Voluntary Aided, primary school catering for boys and girls between the ages of 4 and 11 years. It is a Catholic Primary School and all rites and ceremonies are of that Church.

Head Teacher: -

Mrs M E Lavery BEd MSc

Chairperson of Governors: -

Mr L Thompson

Tel No:

0113 214 1700

St Anthony's Catholic School, Beeston, Leeds **Admission Policy September 2009-August 2010**

Saint Anthony's Catholic Primary School was founded by the Catholic Church to provide education for baptised Catholic children. The school is managed by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Jesus Christ.

Whenever there are more applications than places available, priority will always be given to Catholic applicants in accordance with the over-subscription criteria listed below. In expressing a preference for St Anthony's parents or guardians are declaring their support for the aims and ethos of the school.

The governing body has responsibility for admissions to this school and intends to admit 30 pupils to Reception in the school year which begins in September 2009.

Over-subscription criteria

At any time where there are more applications for places than the number of places available, places will be offered according to the following order of priority:

- 1 Looked after children from Catholic families
- 2 Baptised Catholics who are resident in the parish of St Anthony of Padua
- 3 Other Baptised Catholic children
- 4 Other looked after children
- 5 Other children with a brother or sister at St Anthony's who will still be on roll at the time when the younger child starts.
- 6 Children of other Christian denominations or of other Faiths whose application is supported by a minister of religion or an appropriate religious leader
- 7 Other children whose parents support the aims and ethos of the school

Catechumens and members of an Eastern Christian Church are to be given priority next after baptised Catholics in each of the above categories.

Where the offer of places to all the applicants in any of the categories listed above would lead to over-subscription the following provisions will be applied.

If there is an older brother or sister on roll when the younger child is due to start in September, it will increase the priority.

Tie Break

Where the offer of places to all the applicants in any of the over subscription criteria, listed above, would still lead to over-subscription, the places up to the admission number will be offered to those living nearest to the school. "Straight line distance" will be used as the measure.

Application Procedures and Timetable

Applicants are advised that in successfully processing applications the governing body needs BOTH the forms described below to be completed and received at the correct addresses. Failure to provide a Common Preference Form (CPF) would mean that the application is not valid and failure to provide a Supplementary Information Form (SIF) could mean that the applicant is placed in the last criteria. Both forms should be returned to:-

St Anthony's Catholic Primary School
Barkly Road

Beeston
Leeds LS11 7JS

Applications must be submitted by October 17th to the school address above. A standard application form, known as the Common Preference Form must also be completed and can be returned to the Education Leeds Admissions, by October 17th. Parents or carers will be advised of the outcome of their application on March 1st. Unsuccessful applicants will be given reasons related to the over-subscription criteria listed above, and advised of their right of appeal to an independent appeal panel.

Parents will be notified of the outcome of their applications in a letter sent on 1st March. Unsuccessful applicants will be given reasons related to the over-subscription criteria listed above and advised of their right of appeal to an independent appeal panel.

Waiting lists

As well as their right of appeal, unsuccessful applicants can apply to be placed on a waiting list. The waiting list will follow the order of the oversubscription criteria set out above. Names are normally taken off the list after six months.

Pupils with a Statement of Special Educational Needs

The admission of children with a statement of Special Educational Needs is dealt with by a completely separate procedure. This procedure concerns the making and maintaining statements by the pupil's home Local Education Authority. Details of this procedure is set out in the Special Educational Needs Code of Practice.

Notes (these form part of the over-subscription criteria)

"Catholic" means a member of a church in communion with the See of Rome. A certificate of baptism in a Catholic Church will normally evidence this. This includes the Easter Catholic Churches.

"Catechumens" are those children who have given an explicit desire to be baptised into the Roman Catholic Church and who are currently preparing to receive the same by regular participation in Sunday worship with a recognised programme of preparation. A letter from the Catholic priest preparing the child is required.

"Eastern Christian Church" includes Orthodox Churches and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

"Looked After Child" has the same meaning as in Section 22 of the Children's Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. child with foster parents).

" Siblings (brother and sister)" includes children with brothers and sister (including step-brothers or sisters residing at the same address), of statutory school age, living at the same address, in attendance at the same school, or a school on the same site, on the date of admission.

"Twins or triplets" – where a family of twins or triplets request admission and there is only one school place available, it will be left to the family to decide whether or not they wish to take up the place for one of their children, and appeal for the second or third child in the same year group, or to decline the place.

"Parish Boundaries" are shown on a map available for inspection at school.

"Straight Line Distance" In all categories, when decisions have to be made between children satisfying the same criterion, children living nearest to the school, using a

straight line measure have priority. The distance measured will be from the middle of the applicant's house to the centre of the main school building.

Mission Statement

As members of St Anthony's Catholic Primary School we recognise that the Gospel message is the focus of school life. We aim to provide a school community where there is a climate of success and achievement. We aim to provide a school where each person's individuality and rights are respected.

Gospel values permeate our school, not only in celebration and prayer, but through all our work. By working together in partnership with parents we aim to encourage each child to reach their potential academically, socially and spiritually.

This is a good school in which pupils make good progress both academically and socially. (Ofsted, March 2007)

Diocesan Voluntary Contribution Scheme

The Government pays 90% of the cost of the building and repairing our Catholic schools and, as a community, we must try to raise the other 10% of the cost. The Bishop is asking parents to make a Voluntary Contribution of £5 per child, per term, or £15 a year, to help towards the cost of school building works. **All parents are asked to contribute this amount to the Diocese.**

The School Co-ordinator will contact all parents to levy this amount. Further details will be provided on entry.

2 The Governing Body

Chair:

Mr L Thompson
c/o St Anthony's School
Barkly Road
Beeston
Leeds LS11 7JS

Vice Chair:

Mrs C Bradbury

Foundation Governors:

Mr S Doherty
Mr K Mallowney
Mrs P Harrison
Mrs W Sutherland
Fr R Owens

Head Teacher Governor:

Mrs M E Laverty

Teacher Governor:

Miss M C Peacey

Parent Governors:	Mrs A Mayfield Mrs D Howden
LEA Representative:	Ms A Gabriel
Clerk to the Governors:	Mrs D Johnson
Associate member:	Miss L Leonard

Governors are involved and provide good support and challenge. (Ofsted, March 2007)

**All correspondence to the Governing Body should be addressed to:
Clerk to the Governors, St Anthony's Catholic Primary School, Barkly Road,
Beeston, Leeds LS11 7JS**

3. Teaching staff

Head Teacher:	Mrs M E Laverty
Deputy Headteacher:	Miss L Leonard
Assistant Headteacher:	Miss C Teggart
Teachers:	Mrs Bell Miss Westhoff Miss Dewhirst Mrs Kiernan Miss Sexton Miss Peacey Mr M Walker Miss R Hodgson Mrs J Stone

4 Ancillary Staff

Clerical:	Mrs M Frost
Dinner Money Collector:	Mrs M Turton
Caretaker:	Mr P Daly
Teaching assistants:	Mrs Doherty (learning mentor) Mrs Normington (learning mentor) Mrs Gzyl

Mrs Caley
Mrs Johnson
Mrs Clark
Mrs Corah
Mrs Harvey
Mrs Tierney
Mrs Hennegan
Mrs Leatham

Lunchtime Supervisor: Mr P Daly
Lunchtime Assistants: Mrs Tierney
Mrs Corah
Mrs Normington
Mrs Harvey
Mrs Metcalf

School Cook: Mrs Bew

The aims and ethos of the school are:-

- To create a happy, stimulating and caring Christian environment, in which each child feels confident and secure as a member of the school community
- To help each child reach his/her potential
- To help foster an atmosphere of mutual respect for all members of the school community
- In partnership with parents and the parish community, we aim to create an atmosphere where each child will flourish and develop into a self-motivated and responsible citizen

Pupil's personal development, including their spiritual, moral, social and cultural development, is outstanding..... and is another key factor in their good academic and social development. (Ofsted - March 2007)

Care of the children

Behaviour

We strive to provide an atmosphere of love, care and security because we are very concerned about the general well being of all the children.

Children only learn and progress if they feel happy and secure. In adopting a positive attitude towards the care of the children, each child is helped to develop self-discipline based on an awareness of the needs of him/herself and others in the community.

A high standard of conduct and work is expected from all pupils in the school, this being achieved from within a reasonably tight framework.

- 1) Children are expected to wear uniform at all times.
- 2) Toys or snacks should not be brought to school.
- 3) In accordance with Leeds Education Policy, children **MUST** remove all jewellery including earrings or chains and crosses before a PE lesson. We therefore recommend that no jewellery be worn in school.
- 4) Robust or aggressive playground games are prohibited as they might harm innocent, young bystanders.
- 5) Children who cannot conduct themselves sensibly in school, and children who do not enter or leave the school premises in a sensible manner will be regarded as being in breach of school rules.
- 6) Parents cars are not permitted beyond the school gates at any time. This ensures the safety of the children – thank you in anticipation of your co-operation.

The Head teacher is ultimately responsible for all the children in her care but each class teacher is responsible for the welfare of the children in his/her class. During lunchtime the children are supervised by Mid Day Supervisory Assistants under the direct control of the Head Teacher. Teachers always supervise children at morning and afternoon playtimes.

Pupils' personal development, including their spiritual, moral and cultural development, is outstanding.....it leads to good behaviour and increasing maturity as they go through school. (Ofsted, March 2007)

Personal/Medical

Should a child become ill in school, or an accident occurs, it may be necessary to contact parents quickly. Parents should ensure that the school is kept notified of Emergency Contact numbers on the forms provided. Next of kin emergency contact, dietary and medical conditions are recorded.

Please do not send your child to school if he/she is ill. Medicine should not be sent to school unless a doctor has prescribed it and a daytime dose is essential. In this case one measured dose, clearly labelled and named will be administered in school **AFTER COMPLETING THE REQUEST FORM HELD IN THE OFFICE**. No other medication is permitted.

Health Education

A Health education programme is planned annually enabling the staff and the school nurse to build up the child's knowledge and skills in caring for their own health.

Hygiene advice, medical and dental inspections are carried out by the Local Authority.

Parents should be aware that neither the Governors nor the Local Education Authority provide personal accident insurance for the children at school.

Sex Education

We believe that the children in our school should be given an understanding of their own bodies before they leave Primary School, through being taught about the growth and development of the human body and the principles of human reproduction.

This instruction is done within the context of a framework of Christian morality, and is in line with the teachings of Jesus Christ and the doctrines of the Catholic Church.

Children in Year 6 are given the opportunity to gain a greater understanding of the growth and change in their bodies as part of the health education programme.

School Uniform

The school uniform has recently been reviewed. Children are encouraged to wear is as follows:

Brown pinafore or skirt
Black/grey trousers(boys) tailored trousers (girls)
White blouse/ shirt
Brown cardigan / jumper
School tie

In summer the girls may wear brown & white or yellow & white checked dress.

PE:

For indoor activities all children should wear a T-shirt and shorts. Feet should be bare unless there are medical reasons for needing footwear. For outdoor activities all children should wear warm, comfortable appropriate clothing, with footwear suited to the occasion.

General Points

No jewellery should be worn in school.

Ties, pump bags, T-shirts are available from school.

School uniform is available from Khalid's of Morley. In order to keep "Lost Property" to a minimum, all items of clothing should be clearly marked with the child's name.

No valuables and only essential money should be brought to school.

The School Day and Holidays

The school day begins at 8.45am and finishes at 3.00pm. Foundation and Key Stage 1 finish for lunch at 11.50. Years 3 and 4 finish for lunch at 12.00pm and years 5 and 6 finish at 12.15pm. The afternoon lessons begin at 1.00pm for all classes. Registration is taken at the beginning of every morning and afternoon

session. All children have a morning break at 10.30am, but Upper Key Stage 2 have no afternoon break.

Total Teaching time: Foundation & Key Stage 1 –20hrs25mins
 Key Stage 2 Years 3 and 4 –21hrs15mins
 Years 5 and 6 – 22hrs30mins

Breakfast Club starts at 8.15am and last orders are at 8.30am. This ensures that children are in class by 8.45am to start lessons. A range of foods, with varying prices, are on offer.

Other children should **arrive at school between 8.35 and 8.45am**. They should be **collected promptly at 3.00pm**. If a child is to leave the premises for any reason during the day, the Head Teacher must be informed.

Parents should not enter the classrooms during school hours. Please report to the school secretary if your child is late or has an appointment in school time. Messages may always be left with the secretary.

Attendance:

Should your child be absent it is necessary for you to inform the Class Teacher, giving the reason for the absence. Children should only be absent due to illness. Parents are asked to make medical or dental appointments out of school hours if possible.

Leave of absence forms must be filled in for children who are absent on family holidays. These should be completed **in advance** and returned to the Head Teacher. Only ten days can be authorised in any school year. Extra days count as **unauthorised** absence.

The Local Authority Education Welfare Service deals with attendance matters and difficulties arising from domestic circumstances.

Pupils enjoy coming to school and attendance is above average. (Ofsted, March 2007)

The Curriculum

The school organises and delivers the curriculum in a manner, which meets the principles, aims and content declared in the National Curriculum. We take into account the document “Excellence and Enjoyment” so that pupils can enjoy a cross curricular approach with a curriculum which meets their needs.

The curriculum entitlement offered to each pupil reflects the following fundamental principles: -

- a) The curriculum should be broad, both as a whole, and in its parts. It should introduce the pupil to a wide range of experience, knowledge and skills.

- b) The curriculum should be balanced, in that each area of the curriculum should be allotted sufficient time to make its specific contribution.
- c) The curriculum should be relevant, in that all subjects should be taught in such a way as to make plain their link with the pupil's own experiences. There is a need for a practical side to the curriculum so as to ensure that opportunities for applying subject knowledge and skills are available.
- d) The curriculum should be differentiated so that what is taught and how it is taught matches each pupil's abilities and aptitudes, challenging them at the edge of their knowledge, understanding and capabilities.

The good curriculum places an appropriate focus on literacy and numeracy without sacrificing the broader elements of learning. (Ofsted – March 2007)

Organisation

The children are at present arranged into 8 classes. Wherever possible children of the same age group are put into class groups, regardless of their ability.

- Reception
- Year 1 Red & Year 1 Blue
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

Religious Education

This is a Catholic School and the practice of the Catholic faith is fundamental to the whole school. Religious education is carried out in accordance with the doctrines and practices of the Catholic Church. Religious rites and ceremonies are of that Church. All parents have the right to withdraw their child from either religious instruction or religious worship. Alternative provision will be made wherever possible.

We show our sense of belonging to the family of God by being aware of problems affecting those less fortunate than ourselves. We support charities such as CAFOD, the Good Shepherd Fund, St. Gemma's Hospice and several other charities.

The RE scheme is based on the Diocesan approved "Here I Am", programmes of study. It aims to lead children to a closer relationship with the Father, through studying three main elements: - Life/Creation/Redemption. Through these elements the child's knowledge is built up from his immediate family, to his extended family in the world, taking into account the Church's teaching, including the Old and New Testament, Church traditions and Liturgies, and their influences on his/her life.

This is an inclusive school where children are taught to respect self and others, to help those less fortunate and to have regard for beliefs and values of others. (Ofsted, March 2007)

Special Educational Needs

Whilst differentiation forms an important part of all our teaching, the school recognises that some children may need individual education programmes. Having established close links with Education Leeds Support Services Staff, we are able to work with them to provide the understanding and support which these children need in order to help them work more efficiently.

The Governor designated to have oversight of this aspect of the school's work is to be appointed. Miss Sexton is the school's Special Needs Co-ordinator.

Teaching assistants work well with teachers and effectively support pupils with additional learning needs who, as a result, make good progress. (Ofsted, March 2007)

1 English

a) Speaking & Listening

We aim to give the children opportunities to express themselves clearly and thoughtfully in a variety of situations, so that they will develop the confidence to communicate freely with children and adults. In order to develop the children's listening skills we aim to provide a varied programme of suitable material which will stimulate their interest and lead them to realise the importance of, and value in listening.

b) Reading

We aim to lead the children to an appreciation of a variety of reading materials so that reading can play a key role in their social and intellectual development. We therefore introduce the children to various reading materials as soon as they enter school and encourage them to read as soon as they are ready.

The school library has a key role to play in the development of reading. Class libraries are filled with appropriate fiction books, which we encourage the children to take home and read.

Our book day celebrations!

c) Writing

Children should be able to express themselves in writing as soon as it is practically possible. We aim to stimulate the children into producing various forms of written work, insisting on high standards of handwriting, grammar and presentation.

All classes take part in the Literacy Hour.

2 Mathematics

The underlying aim of all our mathematical work is to lead the children to an acquisition of mathematical skills appropriate to their age and ability coupled with a mathematical understanding developed through discussion, exploration and discovery. We teach from a variety of published schemes so that we can encourage the children to “have a go”, and tackle new and unfamiliar areas and to be unafraid of being “wrong”. Practical activity and investigations support maths work. All pupils take part in the Numeracy Hour.

Good quality teaching and learning leads to pupils making good progress throughout the school. (Ofsted, March 2007)

3 Science

We aim to develop in the children an enjoyment and growing understanding of science. We aim to achieve this by developing their powers of observation so that they can classify, make predictions, carry out tests and solve problems using whatever mathematical or construction materials are found to be necessary.

4 History and Geography

These subjects are usually taught in connection with a topic. The children are helped to develop a knowledge and understanding of the past and present through studying a variety of situations and environments. Where possible information is gathered at source. Teachers and pupils often participate in themed history days.

5 Technology

Information Technology

Throughout the school the children use computers for a variety of applications to assist them in their work in the curriculum. The Internet facility is installed on all computers and all children will use this facility to develop their information retrieval techniques. A range of CD roms is available to enable the children to research their topics. Interactive whiteboards are installed in every classroom and KS2 library.

Design Technology

Children are encouraged to investigate ways of fulfilling a need through making and adapting models. These activities may be self initiated or may complement another subject area.

6 Physical Education

Emphasis is placed on all forms of physical activity as this leads to a body awareness and self-confidence, which carries over to other areas of the

curriculum. Educational gymnastics form the basis of the PE programme, whilst swimming instruction is given and a variety of games are played. Football, tennis and netball fixtures are arranged with other schools. Outside experts from the Sports Development Office are invited into school to work with the children. We accept the annual invitation for ice skating for our pupils either as a curriculum or after school activity. School has achieved the Activemark for work in PE and its priority on the curriculum.

The heavily laden shelf of sporting trophies in the school entrance is a testament to the range of sporting activity enjoyed by the pupils. (Ofsted, March 2007)

7 Music

The school aims to encourage all children to participate in a variety of musical activities. We value the acquisition of musical skills at an early age allowing them the freedom to appreciate and enjoy music throughout their lives.

Singing and percussion work forms the basis of our music. A piano accompanist is employed to assist in music lessons. Rhythm and pitch are gradually introduced to the children, whilst their musical skills are exhibited at concerts which gives them all the opportunity to perform in front of an audience. Children experience musical instruments from other countries as part of their multicultural education.

Children are encouraged to play the recorder - classes are held in school each week – and there are opportunities for Key Stage 2 children to play the recorder during music lessons from a specialist teacher.

Good support systems help pupils with limited English and those with learning difficulties and/or disabilities to make good progress. (Ofsted, March 2007)

8 Art

We aim to provide a rich variety of art and design experiences for our children taking into account the programmes of study. Where possible artefacts are brought into the classroom developing an appreciation of a broad range of art work.

Children are encouraged to illustrate their written work in most subject areas.

Provision for the arts

All children have access to a range of cultural experiences and opportunities. Regular visits to theatres, galleries and museums are arranged to support the curriculum. Visiting specialists are invited to work with the children in poetry, drama or in music workshops.

Concerts, visitors and visits out of school add to pupils' self esteem and broaden their understanding of the world. (Ofsted, March 2007)

Sporting aims and Provision

Whilst the children are in Key Stage 2, they may be offered the opportunity to train in and play a variety of team sports, including soccer, netball, cricket, rugby, rounders and hockey. There is a small grassed area and a larger hard-

play surface, which is used for sport. Part of the grassed area in Key Stage 2 now has a small adventure playground thanks to the fund raising efforts of all concerned with school.

Team sports form part of the PE curriculum. Gymnastics, dance and athletics are covered at various times throughout the year. Inter school competitions are offered as the opportunities present themselves. PE and Sports specialists are invited into school to work with the children. School has received the Activemark for its sporting efforts and achievements.

Extra curricular Clubs and Activities

The children have an active interest in all local happenings and events and participate in them either as individuals or as a team. After-school clubs are offered for homework, chess, recorder, art, cookery, reading, dance and sporting activities, table tennis and Irish dancing, First Communion preparation. **Not all clubs run all the time.** We have received the preliminary QISS certificate for providing a range of after school activities. They operate on a rota basis. The children provide entertainment for family and friends especially during the Christmas Season and the Summer Term. Parents meet at school open evenings and at social events during the year. During the school year all children have the opportunity to participate in educational visits in connection with the work being done in class.

An early morning Breakfast Club operates from 8.15am. All children are eligible to attend and a nourishing breakfast is available for purchase.

There are lots of opportunities for pupils to take part in extra curricular activities, and links with partner schools add to these opportunities. (Ofsted, March 2007)

Road Safety Education

Advice is sought from local police officers and Road safety officers. Road Safety Officers are invited into school to talk to all the children about this very important aspect of education. Year 5 and 6 have cycle training. Year 6 pupils are trained as junior road safety officers.

Personal, social, health and citizenship education (PSHCE)

This is provided for all pupils throughout the school. Sometimes it may be as a discreet subject or integrated in a cross curricular approach. Social skills are developed through the use of Circle Time. Individual mentoring may be provided by the Learning Mentor. Health education is a high priority whereby we encourage our children to learn about a healthy lifestyle.

An annual Health Week is organised and visiting Health professionals work throughout the school.

Drug education is provided by D:side, a voluntary organisation which supports and supplements our curriculum work. We have achieved Leeds Advanced, and the National Healthy Schools Status.

The role of parents

Parental involvement

The partnership between school and parents is considered critical in developing the child to his full potential. Communication is essential and parents need to be kept informed as to how their child is working and behaving. Parents are welcome to come into school to help in the classrooms and share their talents with us. We run Family Learning courses for Year 1 and 4 in Literacy and Maths in conjunction with Park Lane College.

A particular strength of the school was the number of parents actively involved during school time helping their children develop literacy and numeracy skills. (Ofsted March 2007)

Reporting to Parents

There are two evenings during the year when class teachers are available to talk to parents about their child's progress.

The first is a Consultation Evening, usually in November, when parents can discuss how their child has settled into their year group and how they are approaching their work. Reception parents can discuss the Foundation Assessment with the class teacher.

The second evening is in the Spring Term, when parents can see the work that their child has been producing over the course of the year, and discuss the progress that has been made.

In the Summer Term a written report is issued to all parents to detail how their child is progressing both in general and in relation to the National Curriculum. End of Key Stage results are then available. Parents can contact school to arrange a mutually convenient time to discuss this report with the class teacher. Teachers constantly monitor and assess pupil progress throughout the year to assist them with their planning, and to ensure that opportunities are provided to enable your child to reach their full potential. Formal Assessments are carried out at the end of both Key Stages (Year 2 and 6). Foundation Stage Profile Assessments take place during the whole of the Reception Year. Results are reported to Parents at the end of the Summer term. However, if there are concerns during the year, the class teachers are always prepared to talk to parents, providing an appointment has been made or if the teacher is available. If a classteacher, or the Headteacher, have any concerns during the year about a child's behaviour or progress then the parents will be invited into school to discuss the matter.

Letters to Parents

To keep you fully informed of school events, we have a weekly newsletter – issued on Thursday. This way you know which day a letter is due and there is less risk of it going astray. Some parents look forward to them! Sometimes it is necessary to send a letter on an additional day; usually this is just for one of the classes, (i.e. a school trip) Teachers send a half termly newsletter to each

parent, and they are also on the school website:-
www.stanthonybeeston.org.uk.

Homework

All the children are encouraged to take home reading homework every evening. Topic work is given in Key Stage 2. Monday, Wednesday and Friday are the evenings when parents may expect their child to bring homework. Older children may expect homework each evening. By doing this we feel that parents can be more involved with their child's learning.

Parent Teachers Association

There is a parents group called "Parent Teachers Association" which meets regularly to plan social and fund raising events for the school. All parents automatically become members of this group and are encouraged to participate.

School Meals

Fresh cooked meals are provided at a cost of £8 per week (YR-Y4) and £8.25 (Y5 & Y6). Money for school meals **MUST** be paid to the class teacher on **MONDAY** morning. The money should be sent in an envelope with the child's name on it. Loose money will not be accepted. Should parents prefer, children may bring sandwiches or go home to lunch. Those parents who think they might be entitled to Free School Meals should contact school for details. In conjunction with our suppliers we are reviewing the school menus to ensure that children have a healthy meal offered daily.

Charging Policy

No charge is made for equipment, books or materials, which the child may use as part of the basic education.

Since the Education Reform Act of 1988 schools are unable to charge for some of the educational visits and activities which take place during school hours.

However the school does not have sufficient funds to cover the cost of extra visits and activities. Therefore we are dependent on voluntary contributions from parents in order to continue to offer such opportunities.

Whilst no child will be excluded if his or her parents choose not to make a contribution, the visit can only proceed if sufficient contributions allow the school to meet the costs. Included in the contribution is payment for personal insurance cover.

Complaints Procedure

Complaints concerning Religious Education, the Curriculum or aspects of the Curriculum which are the Governor's responsibility, should be brought to the Headteacher's notice, in the first instance, for informal discussion. If the complaint remains unresolved a more formal complaint may be referred to the Governing Body.

Problems concerning individual children should be addressed in the first instance to the class teacher, and secondly to the Headteacher. Class

teachers are generally available to see parents at 3.00pm by appointment and in addition to this time an appointment can be made to see the Assistant Headteacher or the Headteacher.

Access to Information

Parents wishing to consult documents relating to the curriculum etc. are invited to contact the Headteacher.

Parents can discuss their child's progress with the classteacher at the two Parents Evenings throughout the year.

Disclaimer

Though these particulars are correct at the time of publication, it should not be assumed that there would be no changes affecting the relevant information, before, or during the next school year.

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National Curriculum Results –

Special Educational Needs Policy

2006/7

2008/2009

Key Stage 1 - 2006

Key Stage 2 - 2006

Attendance Figures 2006/2007

1) Number of pupils of compulsory school age	180
2) Number of pupil sessions	67022
3) Authorised absences	396
4) Number of pupils with authorised absences	167
5) Number of unauthorised absences	396
6) Number of pupils with unauthorised absence	28

These figures represent:

Attendance rate of 94.94%

End of Key Stage 2 Targets 2007/8:

English	80%
Maths	77%

Holiday Dates 2008/2009

	open	close
Autumn 1	September 1	October 24
Autumn 2	November 3	December 19
Spring 1	January 5	February 13
Spring 2	February 23	April 3
Summer 1	April 20	May 22
Summer 2	June 1	July 20

In addition the school will be closed to pupils on 5 additional days. These are teacher training days. They have still to be confirmed.

St Anthony's Catholic Primary School

Special Educational Needs (SEN) Policy – reviewed June 2005

“Gospel values permeate our school, not only in celebration and prayer, but through all our work. By working together in partnership with parents we aim to encourage each child to reach their potential academically, socially and spiritually.” – Mission Statement (October 2001)

1 Introduction

1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children has particular learning and assessment requirements that could create barriers to learning.

1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

3.1 Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The 1981 and 1993 Education Acts instructed schools to distinguish between the different stages of assessment – school action/school action plus.

4.2 In our school the Special Educational Needs Co-ordinator (SENCO) is Miss Sexton and she:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

5 The role of the governing body

5.1 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

5.2 The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

6 Allocation of resources

6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to statements.

7 Assessment

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The class teacher is to inform the SENCO with a view to placing the child on the SEN register when concerns arise.

- School Action: SENCO places the child on SEN register and co-ordinates provision and gathers information
- School Action Plus: The teacher and the SENCO are supported by outside agency involvement.
- Assessment of Special Educational Needs: LEA considers need for statutory assessment. They may issue a formal statement of SEN.

7.6 The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register at School Action and above, have an IEP.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

9.1 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Involvement with External Agencies

The SENCO is responsible for liaising with external agencies who are to be involved with Special Educational Needs pupils. These agencies might include Speech and Language Service, Educational Psychologist, Support Services, Child Protection Agency, including Social Services.

11 Monitoring and evaluation

11.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

11.2 The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold meetings when appropriate .

11.3 The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The outcome is reported to the full governing body through the Headteacher's report.