

Winlaton West Lane Community Primary School



**School Prospectus
2012 - 2013**

Contents Page

3	Welcome
4	School details
5 - 6	Staff and governors
7	Description of School
8 - 9	Curriculum aims
9 - 15	Curriculum organisation
15 - 16	Progress
16	Children with special learning needs
17	Sex education policy
18	Test results key stage 2 2011
19	Test results key stage 1 2011
20	Admissions
20 - 22	Policy on disability provision
22 - 23	Home school links
23 - 24	Confidentiality
24 - 25	Homework
25	Charging policy
25 - 26	Pastoral care and discipline
26 - 27	School Council
27 - 29	Complaints procedure
30	School year
30	School day
31	School term dates 2011 - 2012
32	School term dates 2012 - 2013
33 - 34	Attendance
35 - 36	School uniform
36 - 37	School meals
37 - 40	Health, safety and welfare
41	Links with other schools
41	School activities
41 - 42	Friends of West Lane
42 - 43	Further information
44 - 47	Home school agreement
48 - 50	Gateshead Council's Primary Schools' Admission Policy 2012 - 2013

Welcome to Winlaton West Lane Community Primary School

We are delighted to learn that you are considering sending your child to Winlaton West Lane Community Primary School. We hope that the time spent here by each child will be both happy and purposeful. We provide a stimulating, nurturing and well structured teaching and learning environment that allows for the social emotional and educational aspects of each child's development. We hope that by working together in all aspects of our school life we will all be able to achieve our ultimate goal - to realise each child's individual potential.

This folder contains most of the information parents and children need to help them settle into the family of Winlaton West Lane Community Primary School. We hope you will find it helpful. If you require any additional information then please do not hesitate to contact the school. Arrangements can be made to visit the school by appointment. The Head Teacher will be pleased to meet prospective parents to show them the school and provide further information.

Please note that the information given in this folder on Winlaton West Lane Community Primary School is correct as at 1st August 2011. However, it should not be assumed that there will not be any subsequent changes affecting the relevant arrangements or some particular matter before the start of, or during, the academic year 2011 - 2012 or 2012 - 2013.

*This is our school,
Let peace live here,
Let the rooms be full of happiness
Let love be all around.
Welcome to
Winlaton West Lane
Community Primary School*

Angela H. Exley
Head Teacher

School Address and telephone number

Winlaton West Lane Community Primary School,
West Lane, Winlaton,
Blaydon Upon Tyne,
Tyne and Wear NE21 6PH

Telephone Number : (0191) 414 2557

Fax Number : (0191) 414 0764

e-mail address: winlatonwestlanecommunityprimaryschool@gateshead.gov.uk

Web site address www.winlatonwestlane.org

Status and Character

Community Primary School
Primary boys and girls aged 4 - 11 years
Gateshead Council

Number of pupils at September 2011 : 278

Number intended to be admitted during the academic year
2011 - 2012 : 45

Little Acorns Nursery for children from 3 years of age :
Nursery aged boys and girls aged 3 - 4 years
45 morning places and 45 afternoon places

Mission Statement

**'At Winlaton West Lane Community Primary School we are happy to
be daring, bold and imaginative.'**

We believe that everyone in our school community is entitled to a learning environment that motivates, stimulates and challenges. This belief provides each of us with the opportunity to fulfil our potential as a whole person in order that we are able to play a full and active role in society.



Head Teacher :	Mrs. A. H. Exley
Deputy Head Teacher :	Mrs. S. Hunter
Full time Teaching Staff :	Mrs. M. Akroyd (Maternity leave) Miss J. Eblett Mr. P. Gormley Miss J. Hamill Miss R. Jackson Mr. J. Innerdale Miss H. McKenry Mrs. V. Nugent Miss A. Potts Miss S. Reid Mrs. J. Scragg Mrs. H. Wafi Mrs. S. Wilcox Mrs L. Young
Part time Teaching Staff :	Mrs. J. Haughton
Teaching Assistants :	Mrs. F. Andrew Mrs. J. Ashby (Maternity leave) Mrs. S. Charlton Mrs. A. Henry Miss J. Sowerby Mrs. V. Wheatley
Administrative Assistants :	Mrs. S. Lockey Mrs. G. Rogers
Caretaker :	Mr. J. R. Blaylock
Mid - Day Assistants :	Mrs. A. Cuthbertson Mrs. D. Henderson Miss S. McGough Mrs. C. Nicholson Mrs. S. Purkins Mrs. S. Stephenson Mrs. L. Swann

Catering :
Local Environmental Services

Mrs. P. Crawford School Cook
Mrs. J. Penman Assistant Cook
Mrs. M. McQuiggin Support Staff
Mrs. M. Manning Support Staff

Cleaners - Lower School:

Mrs. D. Blaylock and Mr. J. Blaylock

Cleaners - Upper School:
Gateshead Council
Cleaning Contractors

Mrs. A. Cuthbertson
Miss A. Watson

Extended School Staff :
'Branches'

Mrs. G. Baetul
Mrs. H. Handyside
Mrs. S. Purkins
Mrs. S. Stephenson

Governors

Name

Mrs. F. Andrew
Councillor M. Brain
Mrs. A. H. Exley
Mrs. K. Greig
Councillor Mrs. M. T. Hall
Miss J. Hamill
Mr. P. Henry
Mrs. S. Hunter
Mrs. S. E. Lockey
Mr. G. Martin
Mr. C. Newby
Mrs. B. Osborne
Mrs. L. Page
Mrs. S. Purkins
Mrs. B. Scott
Ms. S. Westgarth

Nature of Governor Representative Staff

Local Authority
Head Teacher (Ex Officio)
Parent
Local Authority
Staff
Parent
Teacher Observer
Staff Observer
Community
Parent
Local Authority
Parent
Parent
School Link Inspector
Parent

Chairperson of Governors :

Mrs. K. Greig,
9, California,
Winlaton,
Tyne and Wear NE21 6NG
Tel (0191) 414 7045

Clerk to the Governors :

Mrs. D. Todd
c/o Governing Body Section,
Gateshead Council, Dryden PDC,
Evistones Road,
Gateshead, NE9 5UR
Tel. (0191) 433 8627

Ex officio = by virtue of the office held; not elected or appointed

Description of the School

Winlaton West Lane Junior and Infant Schools were built in 1877. After amalgamation of the two schools in 1984, the school was renamed as Winlaton West Lane Community Primary School. Extensive refurbishment of the buildings took place in 1986. Continuous improvements have been subsequently made to meet educational opportunities in the 21st Century.

The school is situated on West Lane which is on the outskirts of Winlaton village and boasts a very large attractive site with playing fields, flower beds and an inner courtyard with shrubs and a key stage 2 outdoor classroom. The children are taught in individual classrooms some of which are contained in the two main buildings and the others in modern and well resourced demountable classrooms. All teaching areas are carpeted and have non slip vinyl floorcovering in the wet areas.

There are two assembly halls that are used for assemblies and are also equipped for physical education. At lunch time the upper school hall is used as a dining room and is served with hot meals by the adjacent kitchen. The lower school hall is used at lunch time by children bringing a packed lunch to school. There are two tarmac playgrounds - one for our Foundation Stage pupils and the other for our Key stage 1 and 2 pupils. Our playing fields are used by all the children. There is also an early years outdoor classroom for use by our Nursery and Reception pupils.

The security of the school has been improved for the safety of the children. This means that all parents and visitors to the school may only be given entry to the building after they have registered with the school office staff at the main entrance. There is video and key code entry to the Lower School building. However, we still maintain our 'open door' policy and welcome visitors to the school.

There is limited parking outside the school. We ask drivers to respect the meaning and purpose of yellow zig zag and double yellow and single yellow lines in the front of our school. These are there for the safety of all our children. The West End Social Club has kindly offered drivers bringing and collecting children from school the use of the Club Car Park at the beginning and the end of the school day. Please use this facility and park in the Club Car Park and then walk up to the school from the end of West Lane. The School is still participating in the LA School Travel Plan. This commenced during 2003 - 2004 and is ongoing to highlight to drivers the importance of considerate parking in order to improve the safety of all our children.

Curriculum Aims

The Governing Body's Curriculum Policy Statement takes account of the requirements of the National Curriculum and the Local Education Authority's Framework for the Curriculum. We aim to enable all children in the school to achieve levels of attainment and personal development that will permit them to take a full and active role in the community.

At Winlaton West Lane Community Primary School we believe that all children are entitled to the very best education that we can offer. The school provides a secure, purposeful and caring environment that is concerned with the development of the whole child; intellectual, physical, social, moral and emotional. We plan a balanced educational programme that reflects these concerns and develops the work of the individual child according to his / her age and ability. Our classrooms are seen as educational areas that are lively, interesting and specifically designed to meet the needs of the children.

We aim to make our school a happy, warm, friendly place, creating an atmosphere of mutual trust and respect :-

- where we are able to help each child to realise his / her individual potential.
- where we develop a purposeful co-operative partnership with each child's home.
- where co-operation, tolerance and respect for others is encouraged and everyone in the school irrespective of position, race, religion or gender feels valued and confident that their contributions are respected.
- where curiosity and a love of learning are fostered and where children feel that their learning experiences are important.
- where learning is carefully planned, relevant to the needs and abilities of children and gives each child the opportunity to grow towards independence at his or her own individual pace.
- where the curriculum encompasses the full range of areas of learning and experience (spiritual, moral, cultural, intellectual, social and physical) at the appropriate level for each individual child.

- where a sense of purpose is nurtured, responsibilities developed and self discipline expected in order that individuals are able to become effective citizens with a sense of their own worth.
- where children are praised for their effort and successes, encouraged when they encounter difficulties and treated in a consistent and fair way when their behaviour is unacceptable.
- where realistic goals are set, helping children to acquire the skills, knowledge, attitudes and values that will enable them to understand the world and their responsibilities in its future as consumers.
- where all children gain strength from belonging to our school family, understanding that this fellowship extends to their parents, carers, relatives and our wider community.
- where we work for continuity and progression through a structured curriculum and by effective liaison with our nursery and playgroup, and neighbourhood secondary schools.

The following values implicit in our aims are upheld by all member of our school community:

Telling the truth

Keeping promises

Respecting the rights and property of others

Acting considerately towards others

Helping those who are less fortunate and weaker than ourselves

Taking personal responsibility for our own actions

Self discipline

At all times and in all that we do we encourage pupils and staff to strive for excellence. We believe our aims and daily mantra:

'At Winlaton West Lane Community Primary School we do our best. We speak to other people with respect and have good manners. We have a positive can do attitude'

help us to achieve our mission statement.

Curriculum Organisation

In Years 1 - 2, 3 - 4, and 5 - 6 there are three mixed year group classes and two separate Reception classes. There is one Nursery class operating two sessions each day - morning and afternoon. The class teacher takes the leading role in promoting the daily learning situations for the children in his / her care. As well as working with their teacher, children may at times be taught by specialist teachers

in some areas of the curriculum. Children are also encouraged to become independent learners working, by themselves, or in smaller groups, or as a whole class. We believe in using displays of children's work as an essential tool to instil a sense of pride and achievement in each child.

In order to cope with the demands of the national curriculum and to help the child to make sense of the work planned, we operate a cross curricular / thematic creative approach, which allows us to develop work in other subject areas when appropriate.

Our specific goals in all the areas of the curriculum is as follows:

Communication, Language and Literacy plus ICT

Speaking and Listening

Children are encouraged to become effective speakers and listeners through the range of activities provided at school. Discussion of the work being covered gives children the opportunity to use talk in a purposeful way and to develop their abilities to communicate effectively in all areas of the curriculum. Children are also helped to develop their ability to express their own personal needs and feelings.

Reading

Reading is taught carefully and systematically to all children in order that they are able to become competent and fluent readers who are able to read, enjoy and understand a wide range of texts. A home school reading partnership exists to encourage parents to share books with children. Children may borrow fiction and non fiction texts to widen their experience of the written word and to develop their research skills. We encourage our children and parents to be members of Winlaton Library.

Writing

Children write on a variety of topics and in a range of different styles and forms. These writing opportunities are used to help children to become confident, competent writers who are able to use language effectively and match purpose and audience. The teaching of grammar, punctuation, spelling and handwriting occurs within a purposeful framework. A clear and legible style of handwriting is taught to all children.

Information Communication Technology

ICT is used in literacy to help the children interpret the writing genres in different creative ways.

Mathematical Development plus ICT

We want children to develop a positive and enjoyable attitude towards mathematics. A published scheme supplemented by other sources is used alongside practical activities, to introduce, practice and reinforce the different mathematical topics being studied. Children are also expected to develop an understanding of number, to gain confidence in using mathematics in different curricular areas and to solve problems in real or practical situations. As teachers we are aware of technological advances and ensure these are reflected in the range of teaching styles and approaches that are adopted.

Information Communication Technology

We give the children the opportunity to practice and apply the strategies and skills learned in the classroom.

Knowledge and Understanding of the World

Science

Work in science develops the child's natural curiosity of the world around them. Children are helped to think critically, and to observe closely. In this way children are helped to make links with other areas in order that they are able to make sense of their environment.

History

We explore the ways of life, feelings and concerns of present and past cultures throughout the world. Children use evidence such as stories, artefacts and historical documents to become effective historians.

Geography

In geography we develop the skills and vocabulary necessary for investigation of the local environment and contrasting areas both in the United Kingdom and further afield. Thematic studies are made of geographical processes such as weather, settlement patterns, rivers and also of topical issues concerned with environmental changes.

Information Communication Technology

ICT is used for research using the internet, investigations, data handling, producing and presenting findings.

Modern Foreign Languages

French is the chosen language taught in Key Stage 2 in our school. In Key Stage 1 French is taught through a thematic approach, pupils in Key Stage 2 are taught French by their class teachers for one hour each week. Activities are used to develop the children's speaking and listening skills in order that children are able to listen attentively and understand simple instructions, tasks, simple stories, songs and rhymes. Pupils learn some aspect of French everyday cultures and compare them to their own. Children are given a wide variety of fun activities to develop and practice their new language skills. There is a French after school club for children in the Foundation Stage / Key Stage 1.

Creative

Art

Work in this area of the curriculum is linked to topic and environmental themes. Pupils use a range of media to record and expand their experiences and develop their imagination. Children are helped to observe the world around them closely and to develop an awareness of colour, form, texture and shape through their work. Sketch books are used as an integral tool to further each child's artistic experiences.

Design and Technology

Children carry out a range of practical activities using a variety of materials, tools and skills. Applications in the wider world are identified and explored. Design and make activities give children the opportunity to draw on previous experiences.

Music

Children listen to and use the main elements of music including rhythm, pitch and composition by participating through voice and instrument. These experiences help children to feel a sense of personal achievement as well as being an active member of a social group. Music, movement and drama are linked where appropriate. Children with a particular interest may receive individual tuition in woodwind, and guitar. Further details about peripatetic tuition are available from the school upon request.

Drama

Drama is used across the curriculum to enrich and enliven the children's learning. Children have the opportunity to take part in performances throughout the school year.

Information Communication Technology

In ICT software is used to explore and create music, art and DT in a different medium.

The importance of information communication technology equipment for communication in the wider world is emphasised. There are computing facilities within each classroom all with internet connection and the school network. Our ICT suite is timetabled for use by all pupils to enable each class to support the work being undertaken in all areas of the curriculum. An interactive whiteboard is available for use in the ICT suite and in each classroom.

Physical Education (P.E.)

Gymnastics

The children perform actions, shapes and balances at different levels, speed and direction. They work alone, with a partner or in a small group to devise their own routines and to evaluate their work.

Games

The children participate in striking and fielding games where they develop techniques of sending and receiving and travelling with small apparatus. They learn both attacking and defending skills and use them with increasing accuracy and control.

Dance

Pupils learn to stretch and tone their bodies as they prepare for dance. They express themselves by creating and performing dances in a range of styles. They work with partners and in groups.

Athletics

Children demonstrate a range of throwing actions with increasing accuracy and control. They understand and demonstrate the differences between sprinting and distance running.

Swimming

Pupils develop their water confidence skills at Blaydon Pool from Year 3 through to Year 5. All children need to meet the minimum national curriculum target being able to swim 25m unaided by the end of the three year swimming programme.

Personal, Social, Health and Citizenship Education

In PSHCE we develop the pupil's confidence and responsibility and encourage them to make the most of their abilities. We prepare them to play an active role as citizens. Pupils are encouraged to develop a healthy safer lifestyle. Good

relationships and respecting the differences between people are also part of the PSHCE curriculum. Our anti-bullying policy also extends the same commitment to all our pupils to ensure that no-one is unduly treated by reason of their abilities or disabilities.

Religious Education

We are using the Local Authority framework for the core of our teaching in this area. The framework is adapted by the school to cater for the needs, interests and experiences of our children. Religious Education is seen as an integral part of living and working together in the school family. We aim to help our children to develop an understanding of and respect for the customs, traditions and behaviours of different religious beliefs.

Worship

An Act of Worship is held each day to give the children a time for reflection and prayer within a busy day. Parents who wish their children to be withdrawn from Religious Education, or the Act of Worship should contact the Head Teacher.

Information Communication Technology

ICT is used to research different religions and cultures around the world using video images and online resources.

Creative Curriculum

A thematic approach provides the framework for much of the teaching required across the curriculum. Where units of work do not logically fit into the thematic framework, these are then taught as separate units of work.

Progress

Every child has a foundation stage profile outlining the six areas of learning and experience. The completion of the **Foundation Stage Profile** helps us to monitor progress in the Foundation Stage during Nursery / Reception. These profiles are regularly updated with evidence of performance by the Class Teacher and Teaching Assistants.

Pupils' progress is tracked in English and mathematics throughout the school year, using the Gateshead Tracking system on the Learning Platform.

Two fine levels of progress is the target for children to achieve each academic year e.g. level 2C to level 2A.

Children in Year 2 and Year 6 take the national standard assessment tasks and or tests (SATs).

Children in Years 3, 4, and 5 take end of year national curriculum tests in English and mathematics (Optional SATs) to award a level of attainment for the year in these core subjects. The results of the Year 2 and 6 tests are included on each child's annual academic report.

Children with Special Learning Needs

All children are taught according to their age, ability and aptitude. Teachers organise their teaching to cater for the needs of each individual child in their class. Children of exceptional abilities or specific learning difficulties are taught at the appropriate level within the classroom, on their own, and in small groups where necessary, as they progress through the national curriculum.

Children who have very special needs are registered on the Special Needs Teaching Assessment and Intervention Records (STAIR) Scheme and are given extra help as appropriate. The progress of a child on the STAIR Stages of Assessment is carefully monitored throughout their school life and parents are regularly involved in this process. Regular visits are made to the school by the Education Psychologist. Help is also sought from other specialist support agencies as the need arises.

Bi Annual review meetings are held with the class teacher, special needs co-ordinator (SENCO), parent(s) and any support staff that may be involved in carrying out activities detailed on the Individual Educational Plan (IEP) with the children. This helps parents to know what their role in the programme established for the child during the term is. Parents are also expected to give feed back about their child's progress or any observations made during the twice yearly review meetings. Pupils may be present at the meeting if their parents wish this to occur. Any activities that may be needed will be provided at this meeting. Parents receive copies of the review summaries following these meetings.

Gifted and Talented provision

All children with special gifts and talents are recognised for their appropriate gift or talent on the school gifted and talented register. The register is reviewed and updated annually by class teachers. Children are given opportunities to develop their special talents by extra curricular provision and attending special events in Gateshead and nationwide.

Summary of Sex Education Policy

The governing body has agreed that sex education will be taught in our school.

In the earlier years the programme is linked to science and PSHCE, children are helped to appreciate friendships and relationships and are taught basic hygiene skills. In Key Stage 1 children are encouraged to co-operate and to treat each other with respect. In lower Key Stage 2 children are taught to resist peer pressure and to behave in an appropriate and acceptable manner, taking responsibility for their actions.

Work covered in the earlier school years will be followed up in Year 5 with a video on menstruation for the girls and a talk with the assistance of the school nurse and class teachers. In Year 6 all pupils with parental consent participate in a series of puberty talks with the School Nurse. A series of videos are used as part of the children's project and this also helps to prepare them for the changes they will have to cope with during puberty and also in secondary education. Classroom work often stimulates discussion of an informal nature that serves as a natural introduction to this subject.

TEST RESULTS COMPARATIVE REPORT by GENDER Key Stage 2 2011

This table shows the percentage of year 6 pupils achieving each level in 2011, compared to national end of Key Stage 2 test results for 2010. Results have been broken down by gender.

The number of eligible children is: 33

Figures may not total 100 per cent because of rounding.

			Percentage at each level					
			Below level 3*	3	4	5	Pupils not entered [#]	Pupils absent
English	All	School	3	15	64	9	0	0
		National	6	13	48	33	0	1
	Boys	School	5	15	65	5	0	0
		National	7	16	50	26	0	1
	Girls	School	0	15	62	15	0	0
		National	5	10	46	40	0	1
Reading	All	School	3	9	45	33	0	0
		National	8	8	33	51	0	1
	Boys	School	5	10	35	40	0	0
		National	9	9	35	46	0	1
	Girls	School	0	8	62	23	0	0
		National	6	6	31	56	0	1
Writing	All	School	0	24	61	6	0	0
		National	5	23	50	21	0	1
	Boys	School	0	30	55	5	0	0
		National	7	29	49	15	0	1
	Girls	School	0	15	69	8	0	0
		National	4	18	52	26	0	1
Mathematics	All	School	0	18	61	12	0	0
		National	5	14	46	35	0	1
	Boys	School	0	15	60	15	0	0
		National	6	13	44	37	0	1
	Girls	School	0	23	62	8	0	0
		National	5	15	48	32	0	1

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 or mathematics; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them.

TEST RESULTS COMPARATIVE REPORT by GENDER Key Stage 1 2011

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 37

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	School	10	43	43	-	-	-	5	0	0
		National	3	13	66	-	-	-	18	0	0
	Girls	School	0	13	75	-	-	-	13	0	0
		National	1	8	65	-	-	-	25	0	0
	All	School	5	30	57	-	-	-	8	0	0
		National	2	11	66	-	-	-	21	0	0
Reading	Boys	School	10	43	-	10	29	5	5	0	0
		National	4	15	-	14	24	22	22	0	0
	Girls	School	0	19	-	13	13	31	25	0	0
		National	2	9	-	11	22	26	30	0	0
	All	School	5	32	-	11	22	16	14	0	0
		National	3	12	-	12	23	24	26	0	0
Writing	Boys	School	10	43	-	29	14	0	5	0	0
		National	5	19	-	23	27	16	8	0	0
	Girls	School	0	13	-	19	31	25	13	0	0
		National	2	11	-	18	29	24	16	0	0
	All	School	5	30	-	24	22	11	8	0	0
		National	4	15	-	21	28	20	12	0	0
Mathematics	Boys	School	5	19	-	33	19	14	10	0	0
		National	2	10	-	16	25	24	23	0	0
	Girls	School	0	25	-	6	6	44	19	0	0
		National	1	8	-	16	28	29	18	0	0
	All	School	3	22	-	22	14	27	14	0	0
		National	2	9	-	16	26	26	20	0	0
			W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	School	10	52	38	-	-	-	0	0	
		National	2	11	65	-	-	-	22	0	
	Girls	School	0	25	75	-	-	-	0	0	
		National	1	8	70	-	-	-	20	0	
	All	School	5	41	54	-	-	-	0	0	
		National	2	9	68	-	-	-	21	0	

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

U represents children for whom it is not possible to determine a level.

Admissions

The admission arrangements are in accordance with the Education Authority's policy as set out in the booklet entitled 'Primary Education in Gateshead 2012 - 2013' available from the school, from the Local Authority Offices at the Civic Centre or online. Please see the Local Authority Policy for 2012 - 2013 at the end of this prospectus.

Policy on Disability Provision

The SEN and Disability Act 2001 defines disability as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Arrangements to include pupils with disabilities fall in line with the criteria summarised above. Where the disability is severe, the school will act in accordance with professional advice in the provision of reasonable adjustments to accommodate pupils into the main-stream education.

An accessible school is one in which disabled pupils are able to participate fully in the school curriculum. It is also one where the physical environment does not limit a pupil's ability to take advantage of the education (and other) opportunities on offer. The school's key objective is therefore to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation in the school community for all children, and prospective pupils, with a disability.

The SEN and Disability Act 2001 (SENDA) and the Disability Discrimination Act (1995), as amended by the SEN and Disability Act (2001), places a duty on all schools and LA's to plan to increase accessibility in schools.

The school recognises its duty in law:

- not to discriminate against disabled pupils in their admissions and exclusions procedures
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

Key Objective

The Governing Body and Staff of this school will:

Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. Recognise the parents' knowledge of their child's disability and its effect on his or

her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

Arrangements for the admission of pupils with disabilities.

Our vision is that over time the school will be able to offer an inclusive learning environment which is equally accessible to all children. The school is committed to providing children with physical and medical needs an education of the highest possible quality. It is based upon the principle that whenever possible children should attend their local mainstream school, unless this is against their parent's wishes or incompatible with the efficient education of other children or the efficient use of resources.

Car Users with disability badges are allowed to drive up to the main Upper School Reception entrance and park in the disability bays in front of the Community Bungalow. However, users must ensure that the gates are closed after them and the safety of pedestrians is not compromised.

Steps to prevent disabled pupils being treated less favourably than other pupils and Details of existing facilities to assist access to the school by pupils with disabilities

Improving access to the physical environment of school and physical aids to access education.

The main objective is to increase the extent to which disabled pupils are able to take advantage of the education provided by our school by improving the accessibility of the building over time. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Any new buildings and refurbishment work will be undertaken with accessibility as a key objective. Ultimately the aim will be to ensure that there is good accessibility in all parts of the school. In some instances, it may not be possible to make some of the demountable classroom buildings accessible. In these cases reasonable adjustments to policies and practices will be called for. In a very few cases this may involve a pupil being restricted to classrooms that are accessible.

Existing Facilities:

We have disabled lavatory facilities in both our Lower, Upper School main buildings and our Community Bungalow.

Wheelchair access is available to both our Lower and Upper School main buildings and our Community Bungalow.

We have installed ramps and rails between the Lower, Upper School areas and our Community Bungalow.

Carpeted classrooms to aid the learning of hearing impaired pupils.
Exterior lighting to improve evening access to the site.
Routes to the main entrances are clearly signed and free from obstructions.
Disabled parking bays in front of the Community Bungalow.

Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

In the light of all pupils the school will consider classroom organisation and support, deployment of staff, timetabling, staff information and training to increase the extent to which all pupils can participate in the school curriculum.

Improving the delivery of written information to disabled pupils, eg. handouts, textbooks and information about school events in large text, audio tapes.

The school will make information, normally provided by the school in writing to its pupils, such as handouts, timetabling, information about events etc. available in appropriate alternative formats. These will include formats such as Braille, audio tape, large print, symbol system and sign language in a form that is appropriate to their individual needs.

Home and School Links

At Winlaton West Lane Community Primary School we believe that the success of a child's education depends on close co-operation between parents and teachers. Parents are invited to contact staff through the school office on any occasion during the year when they would like to discuss their child's progress or welfare. We also aim to keep parents informed about the work their child will be covering during each school term with a **curriculum information letter** written each term by the year group teachers.

A **home school agreement document** is given to all new pupils and parents to reiterate how we work as a partnership for the education of each child. The agreement outlines the role and responsibilities of the school, parents and pupils.

Parent teacher consultation meetings are arranged in the autumn and spring term. At the consultation meetings the child's progress and welfare are discussed and teachers are able to offer advice on how parents can help their child at home. This ensures that parents and teachers are working together for the benefit of the children. A school report is issued towards the end of each school year.

Parents of new entrants to **Nursery** are invited to a meeting early in the term, prior to their child's admission to the Nursery. Nursery staff meet the children and parents at pre-arranged meetings in school to establish links and discuss any worries or issues before the child starts Nursery. Children spend a morning or afternoon in Nursery prior to their admission. These situations provide parents and children with opportunities to see the school and to meet the Nursery staff members.

Parents of new entrants to **Reception** are invited to a meeting early in the summer term, prior to their child's admission to the school in the next academic year. Foundation Staff meet the children and parents at pre-arranged meetings in school to establish links and discuss any worries or issues before the children start school. Children transferring to Reception also spend a morning or an afternoon in their new class in the late summer term, prior to their admission. These situations provide parents and children with opportunities to see the school and to meet the new class teacher. All class teachers will also meet the children of their prospective class during the summer term and carry out a home visit towards the end of the term.

We welcome any help that parents are able to give to the school and see this as part of the positive partnership between home and school.

Parental help this year has helped us in the following ways:

- through 'Friends' activities
- transporting school teams to away matches and supporting us at home games.
- educational visits
- donated company products e.g. paper / card
- donations for raffles etc.
- discounts from publisher's materials
- class based activities
- resources
- special offers / discounts from employers
- specific skills e.g. bricklaying, joinery, gardening

If you would like to help us in any way in school, please will you contact the school office or send a letter to your child's class teacher.

Confidentiality

Parents who wish to help in school need to apply for and obtain a disclosure certificate (police clearance). Further details and the relevant forms are available from the school office. We ask all parents helping in school to remember that when helping in school all that is seen and heard must be treated as **confidential**. We also do not expect other parents to pressurise parent helpers to release

information to them about members of staff, their own child(ren), or other children in the class. Any reported breach in confidentiality from a parent will be investigated and if proven will result in that parent being asked not to help in the school anymore.

Homework

In accordance with Local Authority Policy, Key Stage 1 children are not given 'formal' homework. However, children are encouraged to read with an adult every evening, learn their weekly spellings, and times tables, and develop their mental mathematical abilities through games based activities. Research work and final neat drafts of work started in class may also be completed at home. In Years 3, 4 and 5, children will be given a language and / or mathematical activity to complete at home. This relates to work being covered in the classroom as homework is sometimes used as an introductory or integral part of a lesson.

The following represents the maximum amount of time we would expect each child in a particular year group to complete any of the homework tasks outlined above.

Year 3 and 4 - up to 20 minutes on language / literacy related activities, up to 20 minutes on numeracy based activities per day.

Year 5 - up to 20 minutes on language / literacy related activities, up to 20 minutes on numeracy based activities per day, up to 10 minutes on other activities.

Year 6 - up to 30 minutes on language / literacy related activities, up to 25 minutes on numeracy based activities per day, up to 20 minutes on other activities that may require them to find out information, prepare for oral presentations and / or undertake written assignments. Homework in Year 6 involves the children being given shorter time limits to complete set tasks. Deadlines have to be kept when handing completed tasks in. Children lose their free time if deadlines are not adhered to. This is one way in which we prepare the children for secondary education and the homework demands they will have to cope with.

Some pupils who may require additional learning support may have to undertake separate tasks from the rest of the class. However, they will do as much in common with the class as is possible.

We will be grateful if you as a parent will check that your child's completed written homework is of a good standard prior to it being returned to school.

Charging and Remissions Policy

Parents are asked for voluntary contributions towards the cost of resources and trips organised each term, as without these donations, many valuable activities could not take place. No child is ever excluded from an activity during normal school hours because of his / her parents' inability to contribute. We are dependent on parental help with all our educational visits. There is a return slip on each visit letter where parents are asked if they wish to accompany the class or year group on any visit being undertaken. You do need to hold a disclosure certificate in order to accompany children on school visits. Please speak to Mrs. Lockey or Mrs. Rogers - in our School Office to obtain the appropriate application forms.

Children in Years 3, 4 and 5 go swimming each year, at Blaydon Pool. In order to assist with the cost of transport to and from the pool, parents are asked for a weekly contribution of 50p which can be paid weekly, termly or yearly using a payment booklet, available from the school office.

Pastoral Care and Discipline

As in a family situation, the school is a community in which behaviour is based on mutual respect and consideration for others. The class teacher knows each child well, and is responsible for the care of the children in his or her class. Particular problems should be referred to the class teacher in the first instance and then to the Deputy Head Teacher or Head Teacher.

The values, standards and attitudes of the school community are made clear to the children by example and discussion so that they become internalised by them and are then made their own. Rules exist to govern the children's behaviour within the school, the playground and the playing fields. A copy of these are available at the school. Children are expected to conform to the school's rules. A system of praise and reward is used throughout the school and children are given stickers, certificates of achievement and / or recognition for good behaviour and work in the weekly 'Rainbow' assembly.

In a situation of conflict then the process of resolution is based on four key questions:

- What happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can we do things differently in future?

Our pupils are given the opportunity to reflect on their actions and given the chance to put things right through mediation and discussion. This may involve the application of sanctions, such as loss of privileges, and also focuses on the need for the child(ren) to take responsibility for their own actions and to work towards finding a constructive way forward for all concerned. The impact of this approach is evident in the relationships forged throughout the school as children are involved in being active listeners, being respectful during discussion and taking ownership of the relevant issues.

Some of the sanctions applied to address behavioural issues may involve the issuing of our pink monitoring report, or for more serious situations our yellow and red card system. Parents are notified by letter if their child receives a yellow or red card and are given the opportunity to discuss the incident with the class teacher or Head Teacher. If a child displays persistent anti social behavioural problems, then a consultation is arranged between the parents, the child and the school so that working together, the matter may be resolved. The Head Teacher keeps a record of incidents and those involved in them. Where it is felt necessary to impose the sanction of a detention on a child, then a period of no less than twenty four hours notice will be given to the parents in order that alternative arrangements may be made to collect the child from school.

Local Authority policy permits, in rare cases of serious and persistent indiscipline that a pupil may be excluded from school pending a meeting of the school governors. A detailed statement of Local Authority policy in this respect is available at the school.

School Council

We also have a **School Council**. This is part of our programme to develop the children's responsibility, self control, behaviour and attitude. Each key stage 2 class has two council representatives - a boy and a girl, voted for by the members of the class. Council representatives take issues / areas of concern from the whole class to the school council.

Issues that the school council may deal with may range from playground issues, lunchtime menus, pupil behaviour, pupil attitude to work, how children conduct themselves around the school, and how children treat each other and the adults in the school.

When possible meetings of the school council take place every two weeks during Wednesday morning assembly. Mrs. Scragg oversees the meetings. A governor and a member of the Friends group are welcome to attend the meetings whenever possible. Issues raised at the meeting are then discussed, resolved, or a course of action suggested. The members of the school council then report back to their

own class group and the cycle then begins again for the next fortnightly meeting. The Head Boy and Head Girl chair the meeting and take minutes of the meetings. These are shared with all pupils, governors and staff in the school. Mrs. Scragg and Council representatives report back to the Head Teacher.

A school council representative needs to be a good listener, a good speaker and have good organisational skills as he or she will have to collect together areas of concern and keep these safe until the date of the meeting.

The school council has allowed the children to take greater responsibility for what occurs in the school to both themselves and others.

Complaints procedure

If you have a suggestion or a concern

We would like you to tell us about it. We welcome suggestions for improving our work in the school and want to know if you have any concerns. Be assured that no matter what you wish to tell us, our support and respect for you and your child in the school will not be affected in any way. If you have a concern, please let us know as soon as possible. It is difficult for us to properly investigate an incident or problem that happened some time ago.

From time to time as parents you may have a concern about your child's education. Many of these concerns can and should be resolved at school level. We would always hope that if you have a concern you would approach your child's class teacher in the first instance then the Head Teacher. The governing body is also there to assist you and formal complaints should be made in writing to the Chairperson of Governors. Please see page 5, 24 or 25, for the details of her address.

If your concern is still unresolved by the school and governing body, then there is a statutory procedure established by the Local Authority for dealing with written complaints. Details of this formal process are available from the school.

However, we hope that our complaints procedure included here will help you to know how to deal with a complaint in a more formal manner should the need arise.

What to do first

Most concerns can be sorted out quickly by speaking with your child's class teacher.

If you have a concern that you feel should be looked at by the Head Teacher in the first instance you can contact her straightaway if you prefer. It is usually best to discuss the problem face to face. You may need an appointment to do this, and you can make one by ringing or calling in to the school office. You can take a friend or relation to the appointment with you if you would like to.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case it will be possible to achieve a satisfactory outcome but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

If you are still concerned

We will do all that we can to resolve matters straight away but if you are not entirely satisfied with the teacher's response (or with the Head Teacher's initial reaction if she has already been involved) you can then make a formal complaint to the Head Teacher. This should be made in writing.

If your complaint is about an action of the Head Teacher personally, then you should refer it to the Chairperson of Governors, Mrs K. Greig, the governor designated by the governing body to deal with complaints. You can contact her at 9 California, Winlaton, Tyne and Wear NE21 6NG Tel (0191) 414 7045.

You may find it helpful at this stage to have a copy of the full statement of the governing body's complaints procedure as this explains in detail how complaints are dealt with. This is available from the school office.

The Head Teacher (or designated governor) will contact you to discuss the problem. Usually you will be invited to a face to face meeting. Again you may take a friend or someone else with you if you wish. The Head Teacher (or designated governor) will then conduct a full investigation of the complaint and may interview any members of staff or pupils involved. You will receive a written response to your complaint.

If you are still unhappy

We very much hope and expect that we will have been able to resolve the problem by this stage. However, if you are still not satisfied you may wish to make a formal complaint to the governing body. You should write to the Chairperson of Governors, Mrs. K. Greig, 9 California, Winlaton, Tyne and Wear NE21 6NG Tel. (0191) 414 7045.

Initially the governor designated by the governing body to deal with complaints may deal with your complaint. He/she will try to see if there is a way forward. (Note that at this stage your complaint will not be made known to other governors. This is so that if it is necessary for the governors to hold a formal hearing of your complaint they will not be prejudiced in advance.)

If the designated governor is unable to resolve the matter, or was involved at the earlier stage because the complaint related to the Head Teacher, a panel of three governors will then hear your complaint. As explained above, they will have no prior knowledge of the case and will thus be able to make a fresh, unbiased assessment. You will be invited to attend the panel meeting, accompanied by a friend or representative if you wish, and to put your side of the matter. The Head Teacher will also attend to give her account. The governing body's complaints procedure explains how these meetings are conducted.

Further action

Complaints about school problems are usually settled within the school but in exceptional cases it may be possible to refer the matter to an outside body such as the local authority or the Secretary of State for Education. If necessary we will let you know whom to contact at that stage.

The School Year

The school year consists of 190 schools days divided into three terms.

Autumn Term

Half Term Holiday

- **September to Christmas**
- **Late October**

Spring Term

Half Term Holiday

- **January to Easter**
- **Mid to late February**

Summer Term

Half Term Holiday

- **Easter to Mid July**
- **Mid to late May**

School Session Times

Morning :	08 : 55 to 12 : 00 / 12:30 hours
Morning Break:	10:30 - 10:45 hours
Lunch Break :	12 : 00 to 13 : 10 hours Key Stage 1 12 : 30 to 13 : 25 hours Key Stage 2
Afternoon :	13 : 10 to 15:15 hours Key Stage 1 13:25 to 15 : 15 hours Key Stage 2

The school is open for the supervision of pupils from 08:40 hours. No responsibility can be taken for the supervision of children before this time. Children should not arrive earlier unless prior arrangements have been made with a particular teacher as in the case of a club or activity. Those children who do go home for lunch must not return to school before 13:05 hours (Key Stage 1) or 13:20 hours (Key Stage 2). Please try to ensure that your child arrives at school punctually for each session of the day. Children arriving late should report to the school office before joining their class activity. Please will you inform the school office staff of the reason why your child is late for school. Failure to notify the office will result in your child's lateness being recorded as an unauthorised absence as directed by DfE legislation. When a child is late for school more than three occasions in the school year, then this is recorded on his / her end of year academic report.

Teaching Hours

The time spent on teaching per week including Religious Education, but excluding the statutory daily Act of Collective Worship, registration and breaks is 23 hours and 30 minutes for Key Stage 2 and 22 hours and 40 minutes for Key Stage 1.

School Dates - Academic Year 2011 - 2012

Autumn Term

Term Commences : 5th September 2011
Half Term Holiday : 24th October 2011 - 28th October 2011
(inclusive)
Term Ends : 16th December 2011

Spring Term

Term Commences : 3rd January 2012
Half Term Holiday : 13th February 2012 - 17th February 2012
(inclusive)
Term Ends : Friday 30th March 2012

Summer Term

Term Commences : 16th April 2012
May Day Holiday 7th May 2012
Half Term Holiday : 4th June 2012 - 8th June 2012 (inclusive)
Term Ends : 20th July 2012

In addition to these dates the school will be closed to pupils on six further days that are usually devoted to In Service training and other curriculum based initiatives.

In service training days dates are:

Monday, 5th September 2011
Friday, 13th April 2012
Monday, 16th April 2012
Monday, 11th June 2012 (Occasional Day)
Monday, 23rd July 2012

Schools need to keep back ONE day from the 193 above until late in the Summer term for possible election purposes

Schools need to decide on 3 In-service (PD) days from the term dates above and determine two further (PD) day/s from twilight

Proposal for the start of the Autumn Term 2012 is MONDAY, 3rd September 2012.

School Dates - Academic Year 2012 - 2013

Autumn Term

Term Commences : 3rd September 2012
Half Term Holiday : 29th October 2012 - 2nd November 2012
(inclusive)
Term Ends : 21st December 2012

Spring Term

Term Commences : 7th January 2013
Half Term Holiday : 18th February 2013 - 22nd February 2013
(inclusive)
Term Ends : Thursday 28th March 2013

Summer Term

May Day Holiday 6th May 2013
Term Commences : 15th April 2013
Half Term Holiday : 27th May 2013 - 31st May 2013 (inclusive)
Term Ends : 19th July 2013

In service training days dates are:

Monday, 3rd September 2012
Friday, 4th January 2013
Monday, 15th April 2013
Friday, 31st May 2013
Monday, 3rd June 2013 (Occasional Day)
Monday, 22nd July 2013

Schools need to keep back ONE day from the 193 above until late in the Summer term for possible election purposes

Schools need to decide on 2 In-service (PD) days from the term dates above & determine three further (PD) day/s from twilight sessions or designated holidays

Proposal for the start of the Autumn Term 2013 is MONDAY, 2nd September 2013.

Attendance

If your child is absent from school for any reason, please will you notify the school office staff by telephone on the first morning of absence. It is useful if your call could be before 09:30 hours. This helps us to ensure that every child on role is accounted for following registration each day. We hopefully then reduce the risk that a child not in school has not technically 'gone missing' in the journey from home to school. This is known as our first day absence response policy.

Please send a note with your son / daughter upon his / her return to school to confirm the dates of absence and the reason for your son's / daughter's absence from school. This ensures that every absence from school is authorised.

As a school we have a statutory obligation to obtain and publish details about the attendance of all our pupils. Where we are unable to authorise an absence then these are to be recorded as an unauthorised absence by the Department of Education (DfE) which is also used as a sign that a school has a truancy problem. For reasons of safety, if your child leaves the school premises for an appointment during the school day but is then subsequently unable to return to school for the remainder of the day, please will you inform the school office staff prior to the start of the afternoon session.

At the end of the school year we acknowledge any pupil's excellent' attendance (no sessions absent are recorded for the year) and 'good' attendance (less than ten sessions or five days absent) with certificates that are presented in an assembly during the autumn term of the following academic year.

Currently a **Persistent Absentee** is any pupil who has accrued the sessions of absence detailed in the table below:

Term	Sessions of pupil absence	Number of equivalent days absent
Autumn half term (October)	16 or more	8 or more
Autumn term (December)	30 or more	15 or more
Spring half term (February)	42 or more	21 or more
Spring term (April)	54 or more	27 or more
Summer half term (May)	64 or more	32 or more

Schools are classed as a priority by the DfE if the percentage of Persistent Absentee's is above the government school target As a school our Education

Welfare Officer will work with families of pupils deemed to be persistent absentees to improve pupil attendance.

The **Fast Track** process promotes early intervention to ensure that attendance and punctuality issues are dealt with effectively. Fast Track is a 12 week monitoring system which sets out clear expectations and explains the procedures if parents/carers fail to meet their legal responsibility regarding their child's education. This could result in court action with fines being levied on parents if their child(ren) do not meet the expected levels of improvement.

The attendance rate in the 2010 - 2011 academic year was 95.3%. The percentage of authorised absences in the 2010 / 2011 period was 5.1%, with unauthorised absences of 0.6%.

School Prospectus Analysis

Period : 06/09/2010 to 31/07/2011

Whole School

Pupils in DOB Range 01/09/1994 - 31/08/2005

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Totals	232	221	95.3	5.1	84	36.2	0.6

Holidays

If through unavoidable circumstances you have to take your annual holidays during the school term please will you obtain a holiday form from the school office. Completed forms should be returned to the school office. The Government allows a maximum of ten school days in one school academic year. Any other days are classed as unauthorised absences for attendance purposes.

School Uniform

The wearing of school uniform is an integral part of school life as this identifies the children as members of the school community. We hope parents will positively support this policy. A list of uniform with costs is available from the school office.

All children are expected to be suitably dressed for the various indoor and outdoor activities that they will be pursuing during the day. All items of clothing and footwear must be clearly marked with the child's name. Although children should have a pair of plimsolls or trainers specifically for outdoor physical education and games lessons, barefoot work in the hall for gymnastics and dance is encouraged. For hygienic and safety reasons, all children must remove their own earrings and change from their normal everyday clothes for physical education, games and swimming lessons. Personal items and P. E. kit must also be labelled and kept in a draw string bag.

Wellington boots and waterproofs are also an essential part of our outdoor clothing.

Jewellery

The wearing of jewellery is discouraged. The school takes **no** responsibility for the safety of valuable watches or other jewellery brought on to the premises. **The law states that jewellery may not be worn for any physical activity whatsoever, including swimming.**

Girls' School Uniform (winter)

Grey skirt, pinafore, or culottes
Grey tailored trousers
White or sky blue blouse or polo shirt
Royal blue cardigan or sweat shirt
Black shoes

Girls' School Uniform (summer)

Blue / white checked dress
Blue / white striped dress
Royal blue cardigan or sweat shirt
White or sky blue blouse or polo shirt
Grey tailored shorts
Black sandals

Girls' P.E. kit

White tee shirt
Royal blue shorts
Royal blue track suit
Trainers or plimsolls
All contained in a named P.E. bag

Boys School Uniform (winter)

Grey trousers
White or sky blue shirt or polo shirt
Royal blue pullover or sweat shirt
Black shoes
Tie (optional)

Boys' School Uniform (summer)

Grey shorts
White or sky blue short sleeved shirt or polo shirt
Royal blue pullover or sweat shirt
Black shoes

Boys' P.E. kit

White tee shirt
Royal blue shorts
Royal blue track suit
Trainers or plimsolls
All contained in a named P.E. bag

School Meals

All meals are eaten in the upper school (school hot lunch) or lower school hall (pupils' own packed lunches). If your child is unable to eat certain foods for health reasons, please contact the school office staff who will make this known to the School Cook. School meals must be paid for in advance. If you are able to make payment for school meals at the beginning of the week for the number of days required, this greatly helps our administration. Please make every effort to send the correct money for each child in a labelled, sealed envelope to the class teacher as this eliminates the need for children to carry change. Cheques are preferred

and should be made payable to '**Gateshead Council**'. The cost for a hot lunch is £1.90 per day, £9.50 per week. In special circumstances free meals are available on application. The school office staff will be able to give help and advice on this matter.

If a child is entitled to 'free school meals', the school will provide a packed lunch on the occasions when a class is out for the day on an educational visit.

Arrangements are also available for children to eat packed lunches if preferred. Packed sandwich type lunches should be brought in a small plastic container clearly marked with the child's name and class. Drinks must be brought in unbreakable containers. Hot drinks and soups are not allowed. Drinking water is provided during the meal time.

The school operates a healthy eating policy during mid morning break and children may only bring fruit, vegetables or cheese to have with their mid morning drink. Children in Key Stage 1 are provided with a piece of fruit to eat during the mid morning break. Milk is ordered and paid for in advance at the end of each term. Key stage 2 pupils may purchase a piece of fruit for eating during their mid morning break. The cost is 20p per day or £1.00 per week.

All children throughout the school are given the opportunity to purchase a refrigerated carton of milk to drink during the mid morning break. The cost is 25p per day or £1.25 per week.

Filtered water coolers are in place in both the Upper and Lower School buildings for the children's use throughout the school day. All children are given a water bottle to use in the school by the Friends of West Lane Lane. These bottles are kept in each child's classroom for drinks at stated times by the teaching and or support staff throughout the school day. Water bottles should be taken home at the end of the school day to be washed out and refilled ready for the start of the new day.

Health and Welfare

The school nurse attends to check hearing, eyesight and weight at selected stages of a child's development. A dental check is made during the year. Parents are contacted and may be present when any examination takes place.

When a child is taken ill at school parents will be informed. If there is a serious accident, the Head Teacher will make arrangements for medical attention and inform the parents as soon as practicable. In order that we may contact you in an

emergency please will you ensure that the school has a current address and telephone number of both parents if possible. Staff are trained in First Aid.

Head lice

The Local Health Authority have issued the following information about the role of schools in head lice management.

- Alert letters are no longer recommended. **All** parents should check their child's / children's head daily and not solely in response to a letter.
- Children with suspected or confirmed head lice infestations should not be excluded from school.

Regular text alerts are sent to remind parents of their responsibility to check their child's hair on a weekly basis.

We will undertake the following action when live lice are seen on a child's head. We will:

- notify you as the parent or guardian that day;
- request that you son's / daughter's head is checked and treated;
- provide written information for you the parent / guardian on the detection and treatment of head lice (from the Health Authority);
- treat your child's hair if you have not specified in writing that we may not do this.

If you have previously treated your child or you are having problems eradicating head lice - help can be obtained from the school nurse, practice nurse or pharmacist.

The following are some of the problems the Health Authority have found when parents have had difficulties with persisting head lice.

- Parents and schools are attempting to remove the white eggs in the hair. These are empty cases that no longer contain lice. It is live moving lice that need to be treated.
- Insecticide is not applied properly.
- Insecticide is not repeated at 7 days as recommended (**two applications are always needed**).
- Not enough insecticide is used.
- Head lice lotions should be available on prescription.
- The head lice have become resistant and a new type of lotion is required.
- Unproven home remedies e.g. Nitty Gritty, Tea Tree Oil, Mother Lice, Essential Oils, etc. are being used.

- An ineffective nit comb - teeth bent or too far apart reducing their impact of wet combing.
- Head lice phobia.
- Don't comb - won't comb.

We hope that by working together in this way we will be able to eradicate head lice from our school and the community.

Health and Safety

Bicycles

The school has introduced the 'Bike It' scheme where children from Reception to Year 4 may ride their bikes or scooters to school with parents. Stamps are collected for each journey and these can then be exchanged for bronze, silver and gold awards.

Those children who hold a 'Cycling Proficiency Certificate' may ride bicycles to school unaccompanied by an adult, in Years 5 and 6. Cyclists must wear their cycling helmet whenever they are riding their bicycle. All bicycles must be locked and placed in the bike shed near the school field during the school day. Bicycles are left on the school premises entirely at the owner's risk.

Insurance

The Education Authority has asked schools to advise parents that they (Gateshead LA) do not provide personal accident insurance for pupils and that if parents feel it necessary, they should make arrangements with their own insurers. Further advice on this matter is available on request.

Jewellery

All jewellery including earrings **must** be removed before P.E., games, swimming and other practical subjects. This is a legal requirement. Children who do not comply with this policy will not be permitted to participate in the activity.

Medication

All medication will be kept in the school office, staffroom(s), Head Teacher's Office, or staffroom refridgerators and should be clearly marked with the child's name and dosage. **Children should never be given tablets or medicines to carry around in school.** Please contact the school office staff for a 'permission to

administer medicine form' if the timing of doses requires medicines to be administered during school hours.

A child who needs to use an inhaler should keep one in their school drawer and have a spare inhaler stored in the school office. Please ensure all medication sent into, or stored in school, has not passed the expiry date. This is a parent's legal responsibility.

Parking

Parents are asked not to use the school car park and to respect the legal parking signs outside the school when bringing their child to school. On West Lane the School Council have a team of older pupils who monitor illegal parking and have involved the Local Authority. This is a pedestrian area for the children coming into school and is strictly for staff only. The West End Social Club permits parking in the Club car park at the start of and at the end of the school day. The school is also participating in the LA Travel Plan initiative. Through the plan we aim to address the problem of traffic congestion around our school and to encourage more walking, cycling, car sharing and use of public transport as well as improve the safety of the school journey

Road Safety

The Community Police Officer and Gateshead Road Safety Team visit the school to instruct the children in road safety.

School Office

Whatever the reason for coming to school, parents or visitors must firstly report to the school office. Parents and visitors are reminded that the school operates a 'No Smoking' Policy in all its buildings and in our grounds. Thank you in anticipation, for observing and adhering to our policy.

'Tipp - Ex'

Children are not allowed to bring 'Tipp - Ex' or other corrective fluids to school as some types are potentially dangerous if not used correctly.

Valuables

The staff and governors are unable to accept responsibility for any valuables unless specific permission has been given for such items to be brought to school.

Links With Other Schools

We believe in, and are committed to, close liaison with our playgroup feeder groups and neighbourhood secondary schools for the benefit of all the children in our care.

Staff from Charles Thorp Comprehensive School have consistently worked with our Year 5/6 pupils throughout the school year on a range of activities across the school curriculum.

Pupils in Years 5 and 6 have visited the Gateshead Learning Centre (ICT) suite at Keel Row, in their class groups, to use programs that support our school ICT scheme of work.

Our links with other primary schools are generally through extra curricular activities or through teacher and governor in - service training arrangements.

School Activities

The school offers a range of extra curricular activities that complement the work in the classroom. Teachers undertake these activities voluntarily for the benefit of the children and they may take place before school, during lunch time or after school. Adults other than teachers also provide after school provision for a small weekly fee covering a range of sports and outdoor activities.

As a guide to you, the range of after school activities offered to pupils during the 2010 / 2011 academic year included art and craft, basketball, bike, computer, cricket, dancing, football, French, gardening, gymnastics, netball, rugby, tennis, trampoline club.

A number of activities are also arranged throughout the year to which parents and families are invited. Details of these events are usually sent out to parents during the term in which they are scheduled to occur.

Friends of Winlaton West Lane Community Primary School

A range of social functions and fund raising activities for the benefit of the school are arranged throughout the year. Through these various events the quality of the educational provision for the children is improved. Parents automatically belong to the 'Friends' once their child is admitted to the school. Other supporters of the school are also eligible to be members of the 'Friends' group. It is hoped that all

parents will want to give their active support for the good of their child to the 'Friends' group. The 'Friends' committee would be delighted to hear from all parents willing to help in any way. The more people that help with all the planned activities and events, then the burden and work load becomes more evenly distributed between the group members.

Regular fundraising events are organised for projects agreed with the pupils and staff through School Council. A member of the Friends group attends School Council meetings whenever possible, as a link person.

On the last Friday of each month there is a Friends' Friday morning breakfast in the Community Bungalow. This gives all members of the School Community the opportunity to socialise and network.

There are regular applications to relevant grant funding streams together with matched funding opportunities whenever possible. The latest major fundraising achievement that we are all rightly proud of is the new adventure playground adjacent to the school field.

Further Information

Further information about the School, Local Authority policies and other matters is available at the School. This includes copies of the following relevant documents that are of interest to parents and are available for inspection :

- School Policy documents.
- National Curriculum files.
- Inspection copies of *Governors' Meetings Minutes and Agenda*.
- Charging and Remissions Policy.
- The Instruments and Articles of Government.
- Governing Body's Statement of Curriculum Aims.
- Local Authority's Statement of Curriculum Policy.
- Local Authority's Agreed Syllabus for Religious Education.
- Local Authority's complaints procedure.
- Any published report by Her Majesty's Inspectors relating to the school.
- Any scheme of work currently used by the teaching staff and any syllabus followed.

Please contact the School Office if you would like to see any of these documents.

The staff and Governors are pleased to join with you in educating your child and wish you all an enjoyable association with the school. We hope that you will agree with us that the education of your child is a two way process between home and

school and that you, like us, will see it as a partnership that helps each child to realise his / her full potential.

Angela H. Exley
Head Teacher
July 2011

Winlaton West Lane Community Primary School



Home School Partnership Agreement



We are committed to working in partnership with you as parents and carers. We believe that this enables us to promote the highest possible expectations between home and school for behaviour, attitude, and motivation. This will enable us to provide the best education possible for each and every child in our school.

We as members of the school you have chosen for your son / daughter to attend will:

- provide a balanced curriculum and a high standard of teaching.
- care for your son's / daughter's safety, happiness and well being.
- help your son / daughter to realise his / her individual potential as a valued member of our school community.
- celebrate your son's / daughter's successes.
- work with you on any problems your son / daughter may have related to work, social attitudes and values, behaviour, attendance, and punctuality.
- provide you with the opportunity to discuss your son's / daughter's progress with his / her teachers at parents' evenings, open afternoons held during the school year and, in any special meetings made by appointment at any other time.
- provide a written report each year on your child's progress both within the national curriculum and in other areas of school life.
- send reading material and other work home with your son / daughter as part of our school homework policy.
- provide extra help if your child has any difficulties or special needs.
- provide extra curricular opportunities for your son / daughter to choose to participate in.
- keep you informed about school matters.
- be open and welcoming at all times and offer you opportunities to become involved in the life of our school and its community.

Parental Responsibilities

We hope that as parents / carers of the pupils attending our school you will :

- ensure your son / daughter wears our school uniform.
- ensure your son / daughter arrives at school punctually.
- notify the school before 09:30 hours on the first morning of your son's / daughter's absence.
- help your son / daughter to arrive at school with the equipment he / she will need for the day in a named bag.
- pay any dinner monies required on the first day of the week for all meals to be eaten during that week.
- support the health and safety legislation that does not permit the wearing of jewellery for any P.E. activities.
- work in partnership with us to tackle any problems that arise over behaviour, attendance and punctuality, or difficulties at home.
- attend parents' evenings to discuss your child's progress.
- provide good conditions and encouragement for completion of homework, reading activities, the development of good habits at home.
- Support your son / daughter in the extra curricular activities he / she chooses to participate in.

Pupil Responsibility

We hope that as a pupil of our school you will:

do your best in all that is asked of you.

be polite, considerate and caring towards others in the things that you both say and do.

develop your ability to take responsibility for your own behaviour and actions.

follow the school rules and keep the agreed codes of conduct.

wear our school uniform.

come to school regularly and on time.

look after and care for our school building and environment.

do any homework that you are given and hand it in to the correct person on time.

Signed _____

Pupil's Name _____

Communal Responsibility

We the parents, and the school have a joint commitment to help our young people:

to become happy, capable, and confident, able to take responsibility for their own futures; and to respect, and to care for other people.

to develop a shared interest and enthusiasm in the life of the school and its community and the wider world in which we all live.

through the mutual support we provide as we help them to grow and flourish in today's society.

A. H. Exley

Signed _____

A. H. Exley Head Teacher July 2011

Signed _____

Parent / Carer July 2011

Gateshead Council Community and Voluntary Controlled Primary Schools Admission Policy 2012 - 2013

We allocate places at our Community Primary Infant and Junior Schools using our policy below and co-ordinate admissions to our schools using our co-ordinated admission scheme.

The policy is as follows:

- Your child will start school at the beginning of the academic year in which they will reach the age of five. (An academic year lasts from 1 September in one year to 31 August in the following year). However In many schools the first year will include an induction period, (a period for your child to get used to school life). This period may last from September until no later than the end of the October half term holiday. Parents who wish to defer their child's entry beyond this period must make this request in writing at the time of application for admission to school. Deferred entry must not extend beyond the beginning of the term after the child's 5th birthday, or beyond the academic year for which the application was accepted. Deferred entry will be considered by us the local authority (LA) in consultation with the Head Teacher and governors of the school.
- We will accept pupils up to the school's agreed Planned Admission Number for the year group unless we feel there are lawful grounds not to do so.

Oversubscription Criteria

We will consider applications from parents who have named the school as any ranked preference on their application form this is called the Equal preference system. If there are more applications for the number of places available at the school we will then allocate places by using the following order of priority:

1. Children in Public Care (and as deemed under Section 22 of the Children Act 1989).
2. Children who live in the school's catchment area and who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.
3. Other children who live in the school's catchment area.
4. Other children who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.
5. Other children who have exceptional medical or social grounds see point 1 below
6. All other children.

Point 1 - We can consider exceptional individual applications, particularly in cases involving medical or social needs. If you wish to apply on medical or social grounds you must provide written evidence from relevant registered health professionals i.e. a doctor or social worker. The evidence must demonstrate why the chosen school is more appropriate and what difficulties would be caused if they were to travel to and attend alternative schools. We will not consider such applications if the relevant professional evidence is not provided. The evidence will be assessed by the LA Admission Panel. No assumption should

be made that submission of the relevant evidence will, in itself, be sufficient to allocate a place.

Whickham Parochial Church of England Controlled Primary School

This school has the same oversubscription criteria as priorities 1 to 6 above except that criteria 3 and 4 above are reversed. Priority 1, 2, 5 and 6 remain in the same order however for this particular school their oversubscription criteria places priority 4 children above those children in priority 3.

Address

For the purposes of deciding whether a child lives in the catchment area of a school we will use the parent or legal guardian's address or the address of a relevant adult who has parental responsibility, as defined under the 1989 Childrens Act, for the child.

Tie breaker

If, within any of the above criteria, there are more applicants than places available priority will be given to those children based on the distance they live from the school, measured 'as the crow flies' i.e. in a straight line from the centre of the home residence to the school's main entrance. Children living nearest to the school will have priority. We measure the distance using a geographical information system (GIS).

Waiting list

If places become available we will consider all relevant applications based on a waiting list. The waiting list will be maintained by the council from the start of the academic year and be kept for the rest of the academic year. All applicants on the waiting list are placed according to the admission criteria and priorities set out above. However children who are the subject of a direction to admit by the LA or who have been referred for admission and have been allocated a place through the Fair Access Protocol will take precedence over any child on the waiting list.

Important Dates

The closing date for the return of applications is Sunday **15 January 2012**.

From Monday 12 September 2011 you can apply for a place in a reception or Junior class for admission in September 2012 by applying on-line at www.gateshead.gov.uk you must submit your application by no later than Sunday **15 January 2012**. Alternatively Parents requiring a paper application form must ensure that they request it in sufficient time for them to complete and return it by no later than Sunday **15 January 2012** to The School Admissions Team Gateshead Civic Centre, Regent Street, Gateshead, NE8 1HH.

If you live outside of Gateshead and want to apply to a Gateshead school you must obtain an application form from your own Council and return it to them by their closing date or apply through their on-line application system. However you must still consider the information in Gateshead Council's "Admission to Primary school" booklet so that you know what the admission arrangements are to Gateshead schools. This information is available at www.gateshead.gov.uk . Your own Council will send us notification of your application and they will let you know the final allocation of a school place for your child.

General Information and definitions

For information on our admission arrangements and definitions of the terms used in this policy please refer to our "Admission to Primary school" booklet for 2012 available at www.gateshead.gov.uk The co-ordinated admission scheme and Catchment areas referred to in this policy can also be viewed at Civic Centre, Regent Street Gateshead NE8 1HH and on the website above.