



Breckon Hill Primary School

Prospectus

2020-2021

Breckon Hill Primary School

Making the Most of Every Day

We expect everyone to work hard and be kind.

Our aims are for:

Everyone to have a positive attitude to school life and learning.

Everyone to celebrate our similarities and differences.

Everyone to feel safe and welcome.

Everyone to be proud of belonging to the Breckon Hill school family, our community and our town.



STAFF

| | | | | | |
|-----------------------|---|--|-------------------------------|---|---|
| Headteacher | Joanne Smith | Child Protection Curriculum Standards/Assessment Teaching & Learning Inclusion | | | |
| Deputy Headteacher | Dawn Camp | Child Protection Curriculum Standards/Assessment Teaching & Learning, Home Learning NQT, Student and Volunteer Placement Pupil Premium | | | |
| Assistant Headteacher | Helen Chapman | Child Protection SEN/Dco / Inclusion /Health | | | |
| Class | Class Teacher | Teaching Assistant | Class | Class Teacher | Teaching Assistant |
| Pre-School | Karen Jeal HLTA | Karin Holobova Yasmin Aslam | Y4 | Clare Peel (Y3/4 Team leader) & Helen Turley Louise Brown Jenna Pearcy | Janice Simmons Maggie Hall |
| Nursery | Molly Greensmith | Clare Raynor Sarah Hussain Shazia Rashid | Y5 | Suzanne Brown Jenny Nichols Jodie Ramshaw(Y5/6 Team leader) & Chloe Ivory Kernan | Nikki Attah HLTA Anne Hood & Rianna Hussain |
| Reception | Rose Holian (EYFS Team leader) Fiona Marshall Eleanor Collins | Sue Dyson Tuslem Rafiq Omai Hussain | Y6 | Ross Hamilton Deny Hill Kayleigh Tweddle Jeanette Harrison | Tracy Passfield |
| Y1 | Yasmine Abulafia Lucy Gates Catherine Meynell | Nadia Ahmed Sham Ahmed Erica Lawrence Paula Spearing HLTA | Brian Freeman Karen Watson | Sports' Coaches | Brad Short, Liam McCarten |
| Y2 | Katie Harris (1/2 Team leader) Louise Moores Abbey Fisher Megan Ross | Michelle Stevens Rabina Zaheer | | Lunchtime staff | Tasleem Rafiq , Sue Abdi, Mrs Shikoor |
| Y3 | Deb Doloughan Katie Moloney Sophie Rushforth Sadie Shaw | Lisa Mayes HLTA Caroline Clements | | Admin Team | Maxine Bates Business Manager Administrators Zoe Butler, Sophie Elwick, Carol Price |



THE GOVERNING BODY OF OUR SCHOOL

| | |
|---------------------------|------------------------|
| Mrs Fran Duncan | Local Authority |
| Mrs Helen Chapman | Co-opted |
| Mrs Fiona Marshall | Staff |
| Mrs Alison Reid | Foundation |
| Mr Ian Mawson | Foundation Chair |
| Mrs Joanne Smith | Headteacher |
| Mrs Dawn Camp | DHT , Observer |
| Mrs Carol Price | Staff |
| Mrs Yasmine Issa | Foundation |
| Mr Adam Cooper | Foundation |
| Mrs Carol Walker | Foundation |
| Mr Michael Poole | Foundation |
| Councillor Matthew Storey | Foundation Vice Chair |

THE SCHOOL

Breckon Hill is an open plan community primary school with an attached 78 place nursery, 39 morning and 39 afternoon places, set in extensive school grounds providing education for children aged 2 to 11 years old. The school became a member of the Middlesbrough Co-operative Learning Trust in September 2014.

The standard number for the school is 90 pupils per year group.

Breakfast club is available from 8am is offered free to all children.

After School Club (Tea Club) child care is available up until 5.30pm. Please contact the office for details of charges.

A Sports Hall and Community Centre provide extra facilities for school and the local area.

ADMISSIONS

Pre-School

Children eligible are welcomed from 2 years old.

Nursery

We aim to admit children into nursery on or shortly after their third birthday.

Main School

Children come into full-time school in the September of the academic year when they will reach 5 years old.

Pre-school, Nursery and Reception staff work closely together as the Foundation Stage, before the children are due to come into school; they will pay visits to their future classes to get used to the main school. Just before the children start school, you will be invited to an informal meeting as a group with the Head Teacher and Reception teachers. Please come and ask any questions you may have.

As part of the Co-operative Learning Trust, Breckon Hill is classed as a Foundation School but we are still a Local Authority Maintained School and we follow the Middlesbrough Council admissions code and procedures. If you come into school we can give you an application form or use the link to Middlesbrough Council website. <http://www.middlesbrough.gov.uk/?articleid=5177>

Appeals for a place should first be addressed to the Admissions Team at the Local Authority who send out our forms.

CURRICULUM AIMS

| | | | | | | | | | |
|---|---|--|---|--|--|---|--|---|--|
| <p>Principles and Purpose</p> <p>What do we want to achieve and why do we want to achieve it?</p> | <p>BELONGING</p> <p>We want to develop strong sense of belonging to make sure children feel they are wanted, that they are cared for and valued.</p> | <p>IDENTITY & CULTURE</p> <p>We want to develop a strong sense of self of who they are and that they are equal.</p> | <p>HUMAN RIGHTS, DEMOCRACY & JUSTICE</p> <p>We want to encourage respect and tolerance for difference, to empower children to tackle prejudice, improve relationships and make the most of their lives.</p> | <p>WORK HARD</p> <p>We want to develop determination, attentiveness, responsibility, problem-solving, and self-control. These lessons, in turn, serve us in other areas (health, relationships, hobbies, etc.).</p> | <p>INCLUSIVITY</p> <p>We want everyone to respect diversity, we are all equal and no one is more important than anyone else regardless of <i>gender, race, religion, belief or disability.</i></p> | <p>PERSONAL BEST</p> <p>We want everyone to strive to be better than last time, every time. This personal best only compares with self, and hence is their control.</p> | <p>RELEVANCE</p> <p>We want to make sure our <i>curriculum</i> meets the needs, interests, aspirations and expectations of our children and society in general.</p> | <p>LEADING A HEALTHY LIFE</p> <p>We want to create positive attitudes toward children understanding and managing their own health and well-being, both physically and emotionally so this promotes healthy behaviours in life.</p> | |
| <p>Shared Values</p> <p>Relating to: self family and others local and global community the environment</p> | <p>Keeping Healthy and Safe Respect Kindness Teamwork Determination Self-belief Passion Care for the environment Fair Play Honesty</p> | | | | | | | | |
| <p>Key competencies</p> <p>What key competencies do we need for a successful life?</p> | <p>Managing self</p> <p>Being self-motivated, having a can-do attitude, understanding yourself as a learner and a person, having the ability to reflect and change.</p> | | <p>Relationships</p> <p>Relating well to a diverse range of people involves skills such as:</p> <p>listening actively, recognising different points of view, negotiating and sharing ideas, cooperate and work in teams. The ability to resolve conflicts.</p> | | <p>Using language, symbols and texts</p> <p>This means how we make meaning – how we express and communicate our ideas, experiences, and information. People use a rich mix of language, symbols and texts, including spoken and written language, visual language such as photos and video, the symbols used in maths and science and much more. It is crucial for 21st century learners to have strong capabilities in this area.</p> | | <p>Thinking critically</p> <p>Thinking involves using creative and critical processes to make sense of information, experiences, and ideas.</p> | | <p>Participating and contributing</p> <p>You don't learn much if you don't participate. Learning is <i>active</i> and most of us know that you get more out of any sort of interactions where you also contribute. This competency includes contributing in a group, making connections with others and creating opportunities for others. This relates to every part of our children's lives</p> |
| <p>Effective pedagogy</p> | <p>Creating a positive learning environment</p> | | <p>Connecting prior learning</p> | | <p>Fostering reflective practice</p> | | <p>Making learning meaningful</p> | | <p>Supporting individual differences</p> |
| <p>Focus for learning</p> | <p>Knowledge</p> | | <p>Skills</p> | | <p>Values and Attitudes</p> | | | | |
| <p>The Big Ideas</p> | <p style="text-align: center;">Continuity and Change</p> <ul style="list-style-type: none"> • Change can generate more change. • Change can be positive or negative. • Change is inevitable. • Change is necessary for growth. • Change can be evolutionary or revolutionary. | | <p style="text-align: center;">Exploration</p> <ul style="list-style-type: none"> • Exploration confronts the unknown. • Exploration may result in learning something new or confirming things we already know. | | | <p style="text-align: center;">Identity, belonging and difference</p> <ul style="list-style-type: none"> • What makes us different? • What makes us the same? • Can I get along with others? • Am I proud of who I am? | | | |

Whole School Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|--|---|---|--|
| EYFS | Who am I? The Seasons and Weather | Do you know your Nursery Rhymes? | Why are bears special? | Why are these buildings important? | What happens in Springtime? | Where am I going? |
| Year 1 | How does our park change through the seasons? Seasonal Change | How have toys changed/stayed the same through time? | What do I use my senses for? Seasonal Change | Why are humans not like other animals? | Where do I live and go to school and what is great about Middlesbrough? Seasonal Change | |
| Year 2 | What was the seaside like 100 years ago? | Who is Captain Cook, what did he do and where did he go? | Who is Samuel Pepys? | Where is our town in our country and where is our country in the UK? | What do we need to grow and be healthy? | Micro-organisms Wriggle & Crawl |
| Year 3 | Who first lived in Britain? | Why is eating healthily important? | What did the Greeks do for us? | Why do people visit the USA? | What makes the Earth angry? | What does a map of my town look like? |
| Year 4 | What did we learn from the Romans? | What happens to the food we eat? | Where in the world is Brazil? | Why are rivers important? | Who was involved in the struggle for the Kingdom of England? How and why has our town changed? | |
| Year 5 | Will we ever return to the moon? | Were the Tudors terrific or terrible? | How and why do towns and cities grow? | Why do people visit France? | What was life like in Victorian Britain? | Do all animals and plants start life as an egg? |
| Year 6 | Who were the Maya and where did they live? | How did WW2 impact people's lives? | Who inspires us and why? | | What was special about the Ancient Egyptians? | |

The school aims to offer a broad, balanced and relevant curriculum for children aged between 2 and 11 years.

Teachers work in teams to plan work, sharing materials and ideas and looking at what the children have done before deciding on what should come next.

Continuous assessment of the children's work is carried out by teachers and tests are given at regular intervals to monitor children's progress against their targets. Teachers also monitor a child's confidence and attitude towards work and other people.

THE NATIONAL CURRICULUM KEY STAGES

In Breckon Hill School children are taught in three Key Stages:

| | |
|-------------|-------------------|
| Pre-school | 2 year old |
| Foundation | from 3 – 5 years |
| Key Stage 1 | from 5 – 7 years |
| Key Stage 2 | from 7 – 11 years |

The Foundation Stage children follow the Early Years Curriculum through 7 areas of learning:

The 3 Prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

The four Specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

The KS 1 and 2 children follow the National Curriculum areas which are:

| Core Subjects | Foundation Subjects |
|------------------------|----------------------------|
| English | Art and Design Technology |
| Mathematics | History |
| Science | Geography |
| Information Technology | Physical Education |
| Religious Education | Music |
| PSHE and Citizenship | French (from Y3) |

EMERGENCY INFORMATION

Contact Forms

When children come into school, we ask you to fill in a form giving us:

The name of your child

Address

Parent/carers telephone numbers and e-mail addresses

Your child's registered doctor/dentist

Your child's religion/ethnicity/first language

It is important that you give the school the name and telephone number of the person to contact during the day if your child should feel unwell. This can be you, a relative or a neighbour. This is essential in case of an accident or an emergency.

Please make sure you let us know quickly of any changes in this information.

We also ask parents/carers to complete the following consent forms:

- Consent for school to photograph your child
- Consent for your child to use the internet
- Consent for your child to take part in school visits

Medical Matters

School class staff are not allowed to give children medicines. However, where children need long-term medication that is prescribed more than 4 times a day, for example, asthma inhalers or drugs controlling long-term illnesses, we have trained staff to oversee the administration of medicines. To enable us to do this, we need written permission from you and details of its administration from your doctor. You must also ensure the medicine left in school is within the use-by date. Antibiotics, cough medicines and paracetamol should be given at home. If you feel that your child suffers from any condition which will affect him/her in school, please let us know so that we can make the necessary arrangements.

THE SAFETY OF CHILDREN IS EVERYONE'S CONCERN

The children should enter and leave the school through the door nearest to their classrooms. Children should be encouraged to use the entrances and paths provided.

Both car parks are very crowded; they are also used by delivery vans and the Community Centre. Children must follow the path around and not cut across. Parents must not bring cars into either closed car park to collect or deliver children. The school gates are closed at peak times for safety reasons. *An additional car park is provided on Douglas Street or please park on Saltwells Road.* Parking is always difficult near a school, we ask parents to be patient and walk with their children whenever possible.

When parking near the school, please remember to avoid the crossing points so children can see the road and cross it safely.

Parking on the pavement is likely to cause an accident and blocks the way for children and parents walking to school. It is also against the law.

No-one wants to witness or be responsible for a child having an accident
DATES TO REMEMBER FOR THE SCHOOL YEAR

PARENT CONSULTATIONS

These will occur in the Autumn, Spring and Summer terms. Parents will be advised of the dates nearer the time. Please come to these opportunities to work with the teacher to help your child.

If parents have concerns at other times, appointments with teachers and the Head Teacher can easily be arranged via the school office.



DATES AND INFORMATION- Please see website / separate term time for

PROFESSIONAL DEVELOPMENT DAYS

School is closed for 5 Professional Development Days which parents are informed of as soon as is possible.

HOMEWORK

Age appropriate homework is given to children to support their learning in class.

Uniform Policy

The Governing Body of Breckon Hill Primary School has a uniform policy which is detailed below. All our children come to school in a uniform that was agreed in consultation with parents and the wearing of our school uniform is in the Home School Agreement signed with each family.

School uniform is required to be worn by all children who attend school. Children should wear:
White polo shirt



Blue Sweatshirt or Cardigan



Black trousers/skirt/dress/shorts/checked dress (summer)



Black shoes with black tights or black socks



Your child will need a school bag, a PE bag and a water bottle for school.

PE

For PE your child must change into a different set of clothes for hygiene and safety reasons. Your child will need to wear:

T-shirt



Shorts/Jogging bottoms/leggings



Trainers/Plimsolls - Pull-on P.E. shoes are best for small children.



Children who do not have P.E. kit will have to take off their outer clothes, shoes and socks to enable them to join in the lesson. For safety reasons, no earrings or other jewellery should be worn during PE lessons or in school generally.

PE bags are provided by school.

Where to buy uniform

We do not sell uniform from school. Our supplier, Lollipops, sells all of our embroidered uniform. From there, you can buy:

- Sweatshirt with school logo
- Cardigan with school logo
- White polo with school logo
- Reversible jacket with school logo
- Checked blue school dress
- White t-shirt with school logo
- PE Shorts

We recommend buying School jumpers and cardigans from Lollipops.

You can order uniform by simply going into Lollipops. (They carry stock all year round) If you know what size you need for your child, you can call the store with your order and make payment over the telephone or collections can be picked up from the store.

During August collections can only be made in store on a Sunday or you can have your order home delivered on a Wednesday or Friday for a small charge.

You can find Lollipops at:

**Lollipops
20 Norfolk Place
Berwick Hills
Middlesbrough
TS3 7PA**



There are also many shops that stock school uniform such as: ASDA, Tesco and Sainsbury's.

SWIMMING

Children in KS2 receive 2 weeks of daily swimming lessons each year. It is a National Curriculum Requirement that all children can swim 25 metres by the end of KS2.

SPECIAL EDUCATIONAL NEEDS: SCHOOL OFFER

Breckon Hill Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies and according to resourcing/funding available to school. It is designed to promote pupils working towards becoming independent and resilient.

The full school offer is in your prospectus folder and on the school website. It explains how children are supported, who is responsible for which area and how to get the best support for your child. Please read it carefully.

EQUAL OPPORTUNITIES

All children regardless of gender, race, culture, orientation and ability have the right to be treated equally. The world is constantly changing; there are new challenges and demands facing our children. We aim to help them to gain the confidence and skills to meet these challenges.

OUR SCHOOL SETS STANDARDS

High expectations provide a focus for learning and behaviour.

A good attitude towards work and other people with whom they are working is essential if children are to benefit fully from their education.

When children lack self-discipline and are disruptive, they are not only depriving themselves of learning opportunities but are spoiling the educational chances of everyone around them.

Time spent in sorting out unacceptable behaviour is time taken away from learning and we would like to keep it to a minimum.

The school has a Behaviour Policy, a copy of which is given to all parents. This policy is displayed in every classroom and all children are aware of it.



REWARDING GOOD BEHAVIOUR AND WORK

Children respond well to praise. If your child is courteous, well-behaved and mannerly, he or she will be rewarded.



The children are given these “Busy Bee” tokens for:

- Good work
- Good behaviour
- Good manners
- Trying hard

These tokens are put in a class pot. At our weekly Celebration Assembly a name is picked out of every pot and that child is allowed to choose a small prize. Every class teacher chooses a “Pupil Of The Week” who also receives a prize.

Other rewards are:

- Termly Headteacher awards
- The ‘Top Table’ award for excellent lunchtime behaviour and manners
- Termly Attendance awards
- The ‘Cup of Kindness’ weekly award
- Annual book awards
- Certificates
- Letters home
- Whole class awards
- Healthy Eating prize
- Consistently Good Behaviour Awards



ATTENDANCE AND PUNCTUALITY

Parents must inform school before 9.30 am either by telephone or letter when a child is absent. When no reason for absence has been given, a visit will be made by the school attendance officer. Both home and school need to know that children are safe and where they should be. A child should only be away from school if he or she is ill that day. All other reasons are unauthorised unless permission has been given from Mrs Smith.

The Head Teacher no longer has the right to give permission for holidays in term time. The time children spend in primary school lays down the foundation for all future achievement. All children are expected to have at least 96% attendance at school. Our Education Welfare Officer monitors attendance and supports families with making sure children come to school so they are best placed to make the most of their education.

Being on time!

The school day begins at **08.50am**. All children should be through the school gates before that time so we can make a prompt start. Children arriving late need to report to the office to get their mark. The late mark is recorded and counted on the report at the end of the school year.

The School Day

| | |
|-----------------|---|
| 8.40am | Gate opens and children may come into school for 'early-bird' work |
| 8.50am | The bell is rung for children to come into school |
| 9.05am | Registers are taken and the main gates closed. Any children arriving after this time are marked as late |
| 12.00 – 12.45pm | Lunchtime for Reception, Y1 and Y2 children |
| 12.15 – 1.00pm | Lunchtime for Y3 & 4 children |
| 12.30 – 1.15pm | Lunchtime for Y5 & Y6 children |
| 3.00pm | School finishes |

Collecting your children

In the interests of safety it is important that parents wait for their children in the playground. The children will be brought out to you.

Reception and Year 1 Classes may be collected from the classroom via the Reception/Y1 gate. Please do not take prams or pushchairs into school as these are a safety hazard.

The **Nursery** morning runs from 8.30am to 11.30am The **Nursery** afternoon runs from 12.15pm to 3.15pm

SCHOOL MEALS

Some children still choose to bring a packed lunch or go home. We ask that whatever the children decide – go home / stay / have a packed lunch –they continue to do so for a period of a half term. At the end of that time they may change if they wish. If at any time you need your child to go home or stay at school because of special circumstances, please see Mrs Smith.

Packed lunches should be brought in a container with a lid that is easily opened. As we cannot take responsibility for damaged lunches, we ask you to send unbreakable containers for liquids. **Children must NOT bring sweets as part of their packed lunch.** The school promotes healthy eating and has a no sweets/no sugary drinks policy.

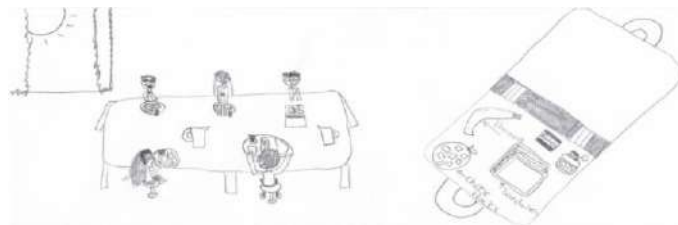
As supervision is only provided for children who stay to lunch, we ask that children who go home follow the opening time guidelines. Home dinners pupils should come back 10 minutes before the bell.

All Reception, Year 1 and Year 2 children are entitled to free school meals. Some KS2 children are also entitled to a free meal. We work with Middlesbrough Council Free School Meals Team who will tell you if your children are eligible. You can collect an information sheet from school reception.

If your child is in KS2 and would like a school meal, this must be paid for in advance at the start of the week ahead.

The school receives extra money for the education of those KS2 children receiving free school meals. Please register your entitlement to receive them at Vancouver House, Middlesbrough.

The kitchen provides a range of hot and cold courses, as well as a variety of puddings, yoghurts and fruit. We have a cafeteria system where children choose what they want to eat. The canteen provides meals for children needing special diets, for religious or health reasons. Please let us know if your child has special requirements.



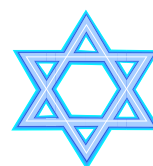
SEX EDUCATION

At frequent intervals during their primary school life, children learn about their bodies and the way to look after themselves.

Although there are no set Sex Education lessons, health and relationship questions will be answered honestly and sensitively, with due regard to the child's level of academic and moral development. Lessons explaining the effects of puberty are delivered by the school nurse in Y5 and Y6 and the science curriculum covers reproduction.

At all times staff will stress the value of "family life" and respect for the individual.

RELIGIOUS EDUCATION



Religious Education is provided in school within the framework of the Agreed Syllabus.

The daily act of worship is either whole school, team or single group.

Statements from the Act are:

"The Government believes that all those concerned with Religious Education should seek to ensure that it promotes respect, understanding of all those who adhere to different faiths."

"Religious Education teaching must reflect the fact that religious traditions in Great Britain are mostly Christian whilst taking account of the teaching and practices of other religions represented in Great Britain."

In other words, R.E. teaching is to include work on Christianity and on the teaching and practices of other major religions followed by people living in this country. These are likely to be Islam, Hinduism, Sikhism and Judaism.

At Breckon Hill the festivals of Christmas, Easter, Eid, Diwali and Chinese New Year are celebrated in assemblies to which parents of all faiths are invited.

School seeks to develop respect for all faiths.

*Parents may request exemption for their children from daily worship and religious education, please see Mrs Smith about this.

Many of our assemblies are devoted to themes that encompass all faiths such as friendship, respect, caring, etc. Whole school assemblies are held four times weekly, there is also a class assembly. We invite parents to join any of these.

OTHER WAYS TO HELP YOUR CHILD

Your children like to see their mums, dads and carers coming into school and taking an interest in what is going on. It is certainly true that where parents and carers take an active interest and there is a good partnership between home and school, the children have a better chance of a successful education.

You can help in many ways

- ◆ Come to school events whenever you can.
- ◆ Talk to your children about school before they start.
- ◆ Bring them to school and let them see it is a happy, friendly place.
- ◆ Help your children to learn to dress themselves. Clothes which are easy to fasten can save a lot of frustration. Help them to learn to fasten their shoes.
- ◆ **Make sure their clothes are named.** Trying to find unmarked clothes can be upsetting for the children, as well as taking teachers and children away from their work.
- ◆ Encourage children to take responsibility for looking after their possessions.
- ◆ Make sure your child is happy about using the toilet independently.
- ◆ Show your child how to use a knife and fork.
- ◆ Children will be expected to put toys, books and equipment away. You can help by encouraging them to look after their belongings at home.
- ◆ Share books with your children on a regular basis.
- ◆ Encourage them to count with you, help measure in the kitchen when you are cooking and develop their maths skills

SECURITY

A fence surrounds the school buildings. All the external gates are secured with quick release locks once all of the children are in school. Cameras monitor the gates. Parents visiting during the day or collecting children for the dentist or doctors must come first to the Reception Desk and staff will collect children from their classes if they need to leave early for an appointment

The CCTV cameras are set to monitor the building and grounds. The police will be informed of any vandalism and will be given the video as evidence.

Please inform a member of staff if you are suspicious about anyone in the school grounds.

SECONDARY TRANSFER

Parents can opt to have their child placed in any secondary school. Early in the autumn term of each year parents are invited to a meeting where the transition procedures are explained. We advise you to make a personal visit to the secondary schools you are thinking of so you can best assess which is the best place for your child.

Transition arrangements are in place to transfer to any of the local secondary schools. Depending on the school, visits of between 1 and 5 days are arranged and the secondary teachers also come to Breckon Hill to meet their future pupils.

LOCAL EDUCATION & GOVERNMENT POLICY DOCUMENTS

The Head teacher has a collection of all policy documents and statutory instruments. Access to these documents can be arranged. Please ask the school clerk to help you. Policy documents are also available electronically.

POLICY FOR CHARGING FOR SCHOOL ACTIVITIES

Dear Parents,

On behalf of the Governors, I am writing to inform you of the legislation regarding charges to parents for school activities.

The legislation states that no charges can be made for a school outing but parents can be asked to make a contribution.

Breckon Hill School will provide your children with as many activities as possible. These might be educational outings, baking, sewing and the making of models. Experiences such as these add variety to and extend your children's learning. Unfortunately, although we can help with subsidising the activities we may need your contributions to provide the wide and varied programme of activities currently available.

In the past, Breckon Hill parents have been most supportive. The Governors hope that you will see this as a reasonable request and that you will continue to support your children.

Yours sincerely,

I. Mawson
Chair of Governors

Children whose parents are in receipt of the following support payments will, in addition to having a free school lunch entitlement, also be entitled to the remission of charges for board and lodging costs during residential school trips. The relevant support payments are:

Income Support; Income Based Jobseeker's Allowance; Support under part VI of the Immigration and Asylum Act 1999; Child Tax Credit, where the parent is not entitled to Working Tax Credit and whose annual income (as assessed by The Inland Revenue) does not exceed £16040* (FY 04/05).

Guaranteed State Pension Credit

*Account will be taken of any revision to the amount above as advised by the Authority.

COMPLAINTS PROCEDURE

With the best will in the world sometimes things do go wrong! Please come in and talk to us if you have any concerns, however, Middlesbrough's Children, Family and Learning Department has established procedures for considering complaints from parents relating to the school, curriculum, the charging and remissions policies of schools, Religious Education and Collective Worship.

Our complaints policy is as follows. The forms can be obtained from Mrs Price at the Reception desk.

BRECKON HILL PRIMARY SCHOOL

Stage One: Complaint Heard by Staff Member It is in everyone's interest that complaints are resolved at the earliest possible stage.

If you have difficulty discussing a complaint with a particular member of staff, please speak to the office staff who will refer you to a senior staff member. Where the complaint concerns the headteacher, the senior staff member will refer you to the chair of governors.

Similarly, if the member of staff directly involved feels too compromised to deal with a complaint, the office staff will refer you to a senior member of staff. The ability to consider the complaint objectively and impartially is crucial.

Where the first approach is made to a governor, the next step would be to refer you to the appropriate person and advise you about the procedure.

Governors do not act unilaterally on an individual complaint outside the formal procedure nor should they be involved at the early stages in case they are needed to sit on a panel at a later stage of the procedure.

Stage Two: Complaint Heard by Headteacher

If you are dissatisfied with the way the complaint was handled at stage one as well as pursuing your initial complaint, you should bring your concerns to the head teacher. The head may delegate the task of collating the information to another staff member but not the decision on the action to be taken.

Stage Three: Complaint Heard by Governing Bodies Complaints Appeal Panel

If you are still not satisfied with the way your complaint has been handled you need to write to the Chair of Governors giving details of your complaint. The Chair, or a nominated governor, will convene a Governing Body complaints panel.

The governors' appeal hearing is the last school-based stage of the complaints process. Individual complaints would not be heard by the whole Governing Body at any stage, as this could compromise the impartiality of any panel set up for a disciplinary hearing against a member of staff following a serious complaint.

These procedures are in line with MBC's complaints procedures April 2008.



Breckon Hill Primary School

Breckon Hill Road

Middlesbrough

TS4 2DS

Tel: 01642 243044

Fax: 01642 354418

Headteacher: Mrs J. Smith

e-mail: contact@breckonhillprimary.co.uk

website: www.breckonhillprimary.co.uk

We are required by the government to send out the following information. If you wish to have the letter explained to you please contact the school.

Privacy Notice - Data Protection Act 1998

Breckon Hill School is the Data Controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information ¹ and personal characteristics such as your ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some of your information to the Local Authority (LA) and the Department for Education (DfE)

If you want to see a copy of the information we hold and share about you then please contact **the school office**.

If you require more information about how the LA and/or DfE store and use your information, then please go to the following websites:

<http://www.middlesbrough.gov.uk/mb-dp/> and

<http://www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/>

<http://www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/thirdpartyorgs/>

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| Data Protection Officer IT Services PO Box 17 Rede House 69-71 Corporation Road Middlesbrough TS1 2YW | Public Communications Unit Department for Education Sanctuary Buildings Great Smith Street London SW1P 3BT |
|--|---|

If you are unable to access these websites, please contact the LA or DfE as follows:

Website: www.education.gov.uk info@education.gsi.gov.uk Telephone: 0870 000 2288

PEOPLE WHO HELP US

Throughout the years, Breckon Hill School has been fortunate in being helped by the wider community.

Our school has received help from:

Rotary Club of Great Britain

Chemoxy Chemicals

The Community Police

The Fire Brigade

Show Racism the Red Card

Childline

Middlesbrough Football Club

The Prince's Trust

NifCO and Future Planners Careers support

AND OF COURSE OUR PARENTS

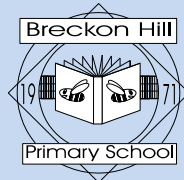
THANK YOU VERY MUCH

PLEASE NOTE

The information in this school Prospectus, which was prepared and published for September 2020, and the particulars it contains about the school were correct at that time. It must not be assumed that there will be no changes affecting the relevant arrangements for certain matters before the start of, or during the school year, or in respect of the Education Department and/or Government legislation for Education, or from decisions made by Governors of the school.



Breckon Hill Primary School



Meeting the Needs of Vulnerable Learners and Pupils with Special Educational Needs and Disabilities (SEND)

The School Offer

Breckon Hill Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies and according to resourcing/funding available to school. It is designed to promote pupils working towards becoming independent and resilient.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class teacher

Is responsible for:

- adapting and refining the curriculum to respond to strengths and needs of all pupils;
- assessment and monitoring the progress of your child and identifying, planning and delivering differentiated in class support;
- communicating with parents/carers to pass on any concerns they have with regards to your child;
- applying the school's Inclusion Policy.

If you have concerns about your child you should speak to your child's teacher first. You may then be directed to the Inclusion Leader.

Inclusion Leader/SENCO
Mrs Helen Chapman

Is responsible for:

- coordinating provision for children with additional needs;
- coordinating provision for children with Special Educational Needs and/or disabilities;
- coordinating provision for children with medical needs;
- developing, implementing and monitoring the school's inclusion Policy.

Ensuring that parents/carers are:

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| <p>Head Teacher Mrs Joanne Smith</p> <p>SEND Governor</p> | <ul style="list-style-type: none"> • involved in supporting their child’s learning and access; • kept informed about the range and level of support offered to their child; • included in reviewing how their child is doing; • consulted about planning successful movement (transition) to a new class or a new school; • liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties; • providing specialist advice and facilitating training to ensure that all staff are skilled and confident about reaching a range of needs; • ensuring any medical needs are catered for in school and staff working with your child are aware of any such needs. <p>Is responsible for:</p> <ul style="list-style-type: none"> • the day-to-day management of all aspects of the school, including the provision for pupils with additional needs or SEND. <p>Is responsible for:</p> <ul style="list-style-type: none"> • supporting the school in evaluating and developing quality and impact of provision for pupils with additional needs or SEND across the school. |
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Assessment, Planning and Review

How can I find out about how my child is doing?

Ongoing monitoring by the class teacher identifies pupils who are not making progress, are not at Age Related Expectations (ARE) and who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional strategies may be put into place to provide enhanced resources, targeted small group or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage.

This additional support will be documented in a Provision Map.

In consultation with the Inclusion Lead and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address, and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil’s strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Regular meetings are held to discuss progress. Some reviews may be more formal where parents, relevant external agencies and, when appropriate, pupils are invited and their contribution valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Further details about this process will be explained in the Middlesbrough Local Offer, available on the Middlesbrough Council Website.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Inclusion Leader will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

We plan, deliver and monitor 'Quality First' teaching. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed settings to maximise learning opportunities for all. This will also include extension activities for the more able children.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as needs are identified.

Best practice indicates that teaching assistants should be used to facilitate and support the pupil towards a model of independent learning and should never be used as simply the child's 'extra helper'.

Intervention

Where pupils are meeting National Curriculum expectations and making good progress, they are likely to receive support via Quality First teaching and in-class differentiation. Priority will be given to those pupils who are not on track in terms of National Curriculum attainment or who are not making satisfactory progress.

Access to learning and the curriculum

Access to learning support:

- In all year groups
- Regular small group intervention programmes
- Learning support groups
- Intensive programmes for key literacy and numeracy skills
- Intensive programme to support working memory
- Intensive programme to support early communication
- Appropriate training for staff to meet children's needs

Strategies to support speech and language:

- Advice from Speech and Language Therapist disseminated to and followed by teaching staff
- Support staff attend Speech and Language appointments when it is appropriate
- Specific differentiation or modification of resources

Strategies to support and develop English:

- One to one reading with a member of staff
- Guided reading in the class
- Reciprocal reading in the class
- Regular teaching of phonics in the class
- Catch up phonics programme
- Small group intervention programmes in reading and writing

- Additional English teaching in selected years to facilitate provision of additional small English groups
- Access to a specialist dyslexia teacher to support children and offer advice to teachers and parents
- Hand writing intervention groups
- Use of IT Software programmes designed to support reading and writing

Strategies to support and develop Maths:

- Small group intervention programmes
- Additional maths teaching in selected years to facilitate provision of additional small maths groups
- Access to a specialist maths teacher to support children and offer advice to teachers and parents
- Use of IT Software programmes designed to support maths

Provision to support access to the curriculum:

- Close monitoring through assessment to identify need
- Differentiated curriculum
- Intervention groups where applicable
- A range of resources which meet the needs of a range of learning styles and needs.

Strategies to support independent learning:

- Timed tasks and short challenges
- Visual resources
- Clear success criteria
- Mentoring by teaching or support staff
- Homework club
- Differentiated activities
- Extension activities for all curriculum subjects

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Mentoring
- Lunchtime activities
- Small group programmes to support social, emotional and communication skills
- Play and behaviour therapy

Strategies to reduce anxiety and promote emotional wellbeing (including communication with parents):

- Transition support
- Photo stories
- Play and behaviour therapy
- Outside agencies working with children in school
- Regular contact and liaison with parents/carers via class assemblies, meet the parents week, celebration assemblies, parent groups, transition meetings, SEN meetings, meetings involving school staff and external professionals.

Strategies to support behaviour:

- School rewards and sanctions system set out in the school's Behaviour Policy
- Reward charts
- Mentoring
- Play and behaviour therapy
- Trained staff supervising during breaks and lunchtimes

Assessment, Provision, evaluation and next steps:

- Termly reviews with parents and annual school report
- Pupil progress reviews half termly to inform future needs and close any gaps
- Individual assessment reported half termly to inform future needs and close any gaps.
- Provision reviewed termly for all children on the Additional Needs Register to check for impact, inform future needs and close any gaps

- SEN Support Plans for all the children with an EHCP, EHCP application, receiving high needs funding, reviewed termly for future needs and close any gaps

Accessibility – getting about

Access to strategies to support occupational and physiotherapy needs:

- Advice from professionals disseminated and followed
- Use of recommended equipment
- Exam arrangements e.g. modified print, extra time
- Physiotherapy and occupational therapy programmes

Access to modified equipment and digital technology:

- Specialist equipment as required on an individual basis
- Software to support learning
- Laptop and tablets as appropriate to age and need

Accessibility for children and adults with physical disabilities:

- The School is a one storey building and is fully wheelchair accessible.
- There are 3 disabled toilets in school they are located strategically to include all areas.
- One disabled toilet, located next to the Sports Hall includes a shower.
- There is a sound field located in the school reception area.

Access to Medical Interventions:

- Use of individualised Health Care Plans (HCPs)
- First Aiders
- Referrals to medical professionals
- Referrals to the school nurse

Communication with Professionals and Parents:

- Appointments made with the inclusion leader
- Referrals to outside agencies, parents are informed at all times
- Meetings held with outside agencies to keep parents informed and enable them to share their views.

External Agencies

The School works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- School Nursing Service
- Speech and Language
- Educational Psychology
- Common Assessment Framework (CAF) Team
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational/Physiotherapy Services
- Paediatric Services
- Voluntary agencies
- Social Care
- Pupil Referral Unit (for assessment process)

There is also support for children with special educational needs and disabilities (SEND) available through Middlesbrough Council (<http://www.middlesbrough.gov.uk>)

Staffing Expertise

How skilled are staff in meeting the needs of my child?

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| <p>An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with special educational needs and disabilities, including training in Autistic Spectrum disorders, how to support working memory, reading recovery, speech and language to give some examples.</p> <p>In house bought in services:</p> <ul style="list-style-type: none"> • Child and Adolescent Therapy Solutions • Specialist Dyslexia teacher |
| <p>Transition</p> |
| <p>How will school help my child move to a new class or a different school</p> |
| <p>When children move to another school, we will contact the school SENCo and share any information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.</p> <p>When children move class within school, a meeting will take place with the existing and the new teacher to discuss any special arrangement and support that has been made to help your child to achieve their learning goals.</p> <p>When your child moves from Year 6 to Year 7, we will contact the school SENCo and share any information about special arrangements and support that has been made to help your child achieve their learning goals. In addition there will transition visits to the new school. In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan and this may also include extra visits to the new school.</p> |
| <p>Who do I talk to if I am unhappy with my child's support or progress?</p> <ul style="list-style-type: none"> • Class teacher • Inclusion Leader • Head Teacher <p>School telephone number: 01642 243044 Email: contact@breckonhillprimary.co.uk</p> |
| <p>Further information about support and services for pupils and their families can be found in The Local Authority Local Offer - (localoffer.middlesbrough.gov.uk)</p> |

Triggers.

Early Years and Foundation Stage (EYFS)

Children working in EYFS have a Baseline assessment established on entry to Nursery and seven weeks following transfer to Reception. These attainment records are regularly updated and form the basis for monitoring the progress of individual children. If a child is identified as having additional needs or special educational needs, the Early Years practitioners devise interventions, which are additional, or different from those provided as part of the settings usual curriculum and strategies. Parents are kept informed and advised on ways they can support their child. If necessary, advice is sought from, or children are referred to, the Cleveland unit for further assessment.

Key Stage 1 and Key Stage 2

Children are expected to make 6 steps progress over the course of the year if they are at age related expectations. If a child is below age related expectations, they will need to make at least 7 steps progress over the course of the year, in order to close the attainment gap. If a child is not making progress, then there will be additional provision put in place.

In the continuous cycle of planning, teaching and assessment teachers and support staff make regular judgements about children's performance in relation to the appropriate age related bands in the areas of learning, in EYFS, Key Stage 1 and Key Stage 2.

Triggers to place children on the SEND Register.

If a child is persistently not making expected progress despite receiving targeted support it will become necessary for the child to be assessed by an expert professional. At the moment, the specialist literacy teacher and the Educational Psychologist are able to carry out assessments which flag up a child's strengths, needs and overall cognitive ability. This may show that he/she has a moderate, specific or severe learning difficulty. If this is the case the child will be placed on the Special Education Needs &/or Disability (SEND) register. They will continue to receive intervention to support their needs, to enable them to make good progress and close the attainment gap. If a child's needs are linked to speech, communication and language, emotional or social issues it may be necessary to refer them to Speech and Language, CATS (Child Adolescent Therapy Solutions), the Educational Psychologist, CAMHS or another outside agency. This may lead to a specific diagnosis of need and the child will be placed on the SEND register. If a child has a physical disability which may hinder their learning and progress in school and if special provision needs to be in place in order for them to make progress, then they will be placed on the SEND register. Children with an Education Health Care Plan (EHCP) and those children receiving high needs funding will have a Non Statutory SEN Support Plan, to be reviewed termly.

Children who have barriers to learning not necessarily linked to low cognitive assessment or to other diagnosable areas of need can all be Vulnerable Learners, these may include:

- Minority ethnic and faith groups.
- Girls/boys.
- Looked After Children.
- Children with medical needs.
- Children who need support to learn English as an additional language.
- Children who have physical disabilities.
- Gifted and talented children.
- Children who are at risk of disaffection or exclusion.
- Children from who are from socially disadvantaged and deprived families.
- Children from who are from families who are seeking asylum.
- Children who are the victim of neglect and/or physical, emotional and sexual abuse.
- Children suffering from emotional and mental health issues.

These children make up a significant proportion of the Breckon Hill Primary School population and as such their progress and attainment must be closely monitored. All of the children on the Additional Needs and SEND register will receive intervention in addition to and different from differentiated classroom practice. The children on the Additional Needs Register will have their intervention monitored half termly in pupil progress meetings and the recording of provision. This will identify what has been successful in closing the gap. Children on the SEND register will also have their intervention monitored half termly in pupil progress meetings and the recording of provision. In addition they will have external documentation stored electronically, such as cognitive assessments or educational psychologist reports etc. These will be forwarded to other educational establishments if the children move primary school or when they transition to secondary school.