

Howe Park School Handbook



2017 / 2018

“Guiding small steps to lifelong learning”

Howe Park School

**Prospectus
2017/2018**

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General Information

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Headteacher: Alison Drakeford BSc.(hons) PGCE NPQH

Chair of Governors: Peter Canon

Mr Darren Marshall	Parent Governor & Vice Chair
Mr David Evans	Parent Governor
Mrs Ruth Hemingway	Coopted Governor
Ms Clare Rusher	Coopted Governor
Mrs Sangetha Jethra	Coopted Governor
Mrs Linzi Goodman	Teaching staff Governor

Welcome to Howe Park School

Inside this prospectus you will find many interesting and useful facts about Howe Park School, but the best way to get to know us is to come in and get involved. Parents, staff and governors, working actively together, can have enormous benefits for your child as an individual and for the school as a whole. We want you to be an enthusiastic participant in your child's education, building on the solid foundations you have laid in their early years at home.

We are proud of what has already been achieved at Howe Park, particularly as the school was designated as **“Outstanding”** in the **OFSTED** report of **February 2011**. We are wholeheartedly committed to our Mission Statement:

Guiding small steps to lifelong learning.

We want you to share in these values and join with us in celebrating success and maintaining high expectations across the board.

We welcome parent helpers during the school day and would encourage you to support the Friends of the School in their social and fundraising endeavours. Not only will you feel more a part of the school community, but the money raised goes to buy extra resources for the children.

So, I personally would like to wish you a very warm welcome to Howe Park. We feel the school is already a special place and your enthusiasm and involvement will make it even better.

I look forward to seeing you around school.

Best wishes

Peter Canon
Chair of Governors

Aims of Howe Park School

‘Guiding small steps to lifelong learning’

At Howe Park School we aim to build a learning environment of excellence

- Promote a healthy lifestyle
- Enable the children to feel happy and confident
- Support, challenge and encourage the children to succeed in achieving their full potential
- Provide an ethos that is welcoming, calm and safe
- Stimulate learning through a range of teaching methods
- Create a learning partnership between the school, the home and the community

Our Building and Facilities

Howe Park School opened in September 2001. Our name is taken from the nearby wood and we use this valuable woodland resource to enhance the curriculum at school. There are many different species of breeding bird in the wood. We have chosen one of them, the greater spotted woodpecker, to be our school logo.

Howe Park is a modern building designed to meet the needs of children aged 5 to 7 years. More recently in September 2006, the school opened a purpose built nursery with outstanding facilities.

Our building includes a purpose built area for children in the Foundation Stage. It allows for an appropriate curriculum for the age range. Provision includes large covered outdoor play area which is used for imaginative play, building and construction, physical activity, scientific and environmental discovery and quiet play. The Foundation Stage has its own cloakroom facilities.

The main school buildings have three classrooms each for year 1 and year 2. Year 1 have access to a large shared area for small group work, art and craft and other practical activities.

Children also have access to a well-stocked library. The school has a laptop with 15 additional laptop computers which can be used in all the classrooms. We have also recently purchased 40 iPads for the children to use. All classrooms have interactive white or smart board.

Our hall is used for PE, drama, music, daily assembly, concerts and as a dining area at lunchtime.

A high quality playground with a wide range of equipment is available for children to enjoy at break and lunchtime.

Our school benefits from an effective security system. We have a strong perimeter fence, door intercom, alarm system and external lighting that illuminates all access points. All gates and external doors are locked during the day when children are in session.

Admissions

Admission Number

Our admission number from September 2017 is 60, which allows for 60 children in Foundation. We still have 90 children in Y1 and Y2 in 2017.

The Nursery has places for 39 children in the morning. Nursery Places are allocated according to the following criteria:

- *Children who have a statement of special educational needs and who live in the school's defined area*
- *Children who are looked after by the LA*
- *Children who live in the defined area served by the school and have a sibling on roll at the time of admission. Parents may be required to provide proof of permanent residence in the defined area.*
- *Children who live in the defined area served by the school. Parents may be required to provide proof of permanent residence in the defined area.*
- *Children who live outside the defined area and have a sibling on role at the time of admission*
- *Children who live outside the defined area*

Children apply for admission to the main school following Local Authority procedures.

Reserved Area

The school serves the following area:

Emerson Valley north of the brook, (not including Oaken Head, Hodder Lane, Rusland Circus to Pickering Lane, up to Coldeaton Lane) For children starting school for the first time and in Year 1 Emerson Valley south of Loughton Brook.

If your child is starting school for the first time, you must complete the Council's application form and return it to Howe Park School or apply online. There is, however, no guarantee of a place at the school serving the area where you live.

Further information about admission procedures is available in the booklet published by the LEA 'Primary & Secondary schools in Milton Keynes - Information for Parents'. Visits to the school from prospective parents are welcome.

The Headteacher will be pleased to meet with parents and show them around the school.

Starting School

Our school has one point of entry. This means that all our reception year children are admitted to the Foundation Stage in September.

At Howe Park we aim to make the transition into school as smooth and as happy as possible. We want your child's first experience of school to be exciting, fun, enjoyable and rewarding.

We organise a number of opportunities for children to visit their new school and classroom and meet some of the staff at Howe Park. Time is also built in for parents to gather more information and ask questions about the school and the learning programme that children will follow. We also arrange, where possible, follow up visits for school staff to meet with children in the security of their own home to collect essential pre-school information.

To enable us to settle up to 60 children into their new learning environment the entry of reception aged children is staggered over the first week of the school term.

Organisation of Classes

Children are placed in mixed ability classes according to age. Each class is taught by a qualified teacher and receives support from a teaching assistant. In Foundation and Years 1 and 2 we have a nationally set limit of 30 children to one class.

To continue our school theme each class is named after a woodland animal.

Transfer to Junior School

At the age of 7 children transfer to local junior schools and this is arranged in accordance with Milton Keynes Council Regulations. The children from Howe Park normally transfer to Emerson Valley School, which is situated nearby. Please note that a child attending Howe Park as an out of area admission, has no automatic entitlement to a place at Emerson Valley School.

The transition to a junior school is a crucial time in a young person's life. We aim to make the transition between the two stages of education as smooth as possible for the children.

Curriculum

For more detailed additional information about the curriculum, do look at the school's website. Below is an overview of the school's aims and a brief indication of the content that is covered, together with the skills we plan to develop in your children.

Our curriculum aims are that each child should:

- ◆ Develop an understanding and concern for the world in which we live
- ◆ Develop the social skills of learning. To work and play co-operatively, to value others and to accept responsibility.
- ◆ Develop attitudes of perseverance, independence and self-discipline.
- ◆ Acquire knowledge and skills relevant to their future lived in a rapidly changing world.
- ◆ Be able to communicate effectively through language and mathematics and expressive arts.
- ◆ Develop lively, enquiring minds, imagination and the ability to question rationally.
- ◆ Develop respect for religious and moral values and empathy with people of other races, religions, gender and nations.
- ◆ Enjoy physical activity and develop their physical skills.
- ◆ Appreciate past and present human achievements and aspirations
- ◆ Develop an understanding of scientific ideas, knowledge and methods.

Our work at school is based on the National Curriculum. At Howe Park we aim to provide a broad and balanced curriculum. All children from Year 1 onwards are taught the following subjects.

English
Mathematics
Science
Computing
Design Technology

History
Geography
Physical Education (PE)
Art
Music

In addition we also teach Religious Education, Personal and Social and Health Education, Citizenship and Multicultural Education.

The teaching week for all children is 21 hours and 40 minutes. This does not include time spent on our daily act of collective worship and registration.

20% of the total teaching time is at the school's discretion. In Howe Park School this is used as extra time on National Curriculum core subjects and also covers special curriculum events such as Book Week and Christmas Concerts.

In Years 1 and 2, we dedicate at least one hour per day to English. There is also a period spent on mathematics each day. Generally each class is taught all areas of the curriculum by their own class teacher. Within each class a mixture of whole class, group and individual teaching methods are used as appropriate.

Children Under 5 - The Foundation Stage

Our Foundation Stage Curriculum is planned around the following areas of learning:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Further information can be found in our *New Foundation Pupil Information Booklet*.

Children in Year 1 and 2 (Key Stage 1) follow the National Curriculum which includes:

- **Literacy**
- **Maths**
- **Science**
- **ICT**

Literacy

One of the most valuable skills your child will be taught at school is reading. This skill opens up the whole curriculum for your child. The school implemented a very structured approach to the teaching of reading and spelling. Below is some information about the teaching of literacy and the programme “Read, Write Inc”, which the school has implemented.

Why is reading so important?

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading - and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

How will my child be taught to read?

We start by teaching phonics to the children in the Reception class. This means that they learn how to ‘read’ the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are.

The children also practise reading (and spelling) what we call ‘tricky words’, such as ‘once,’ ‘have,’ ‘said’ and ‘where’.

The children practise their reading with books that match the phonics and the ‘tricky words’ they know. They start thinking that they can read and this does wonders for every child’s confidence.

The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

How will I know how well my child is doing?

We will always let you know how well your child is doing. We have parent consultation evenings in the autumn and spring term. Parents of children at the end of the Foundation stage have a further meeting with teaching staff and there is an open evening for parents of children in Year 1 and Year 2. Reports are also sent out each year.

We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your

child will have one-to-one support if we think he or she needs some extra help to keep up.

We also use a reading test so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

How long will it take to learn to read well?

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age. In Year, 3 when children move to their next school they will continue to consolidate on the skills they have acquired.

How do I know the teaching will be good?

All the staff have been trained to teach reading in the way we do it in this school. We believe that it is very important that all the teachers and teaching assistants work in the same way. Senior teachers watch other teachers teaching to make sure that the children are learning how we want them to learn.

If you are worried about the teaching or you have any questions, please come to school and talk to us.

What can I do to help? Is there anything that I shouldn't do?

You will be invited to a meeting so that we can explain how we teach reading. Please come and support your child. We would very much like you to know how to help.

Your child will bring different sorts of books home from school. It helps if you know whether this is a book that your child can read on their own or whether this is a book that you should read *to* them. The teacher will have explained which is which. *Please* trust your child's teacher to choose the book(s) that will help your child the most.

Help your child to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds.

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family.

Does it matter if my child misses a lesson or two?

It matters a lot if your child misses school. The way we teach children to read is very well organised, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader. It is also important that your child does not regularly arrive late at school as he / she would miss the first part of the lesson on each occasion.

What if he or she finds it difficult to learn to read?

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, please see your child's teacher.

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. At our meeting, we will explain how you can help your child to do this.

What if my child turns out to be dyslexic?

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.

My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "ttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth

when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say.

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading - and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

Don't hesitate to contact us if you have any concerns. We are here to help

Writing

In writing, children are encouraged to write independently from an early stage. The teaching of writing is closely linked to the way we teach reading. As part of our literacy lessons, children will be encouraged to write regularly during most lessons. Each week, we will also teach key skills that are needed to be a good writer. We will then allocate one lesson in which children will have the time, encouragement and support to produce an extended piece of writing which they can be proud of. Phonics, spelling, grammar and handwriting are taught as skills to be used in writing for a range of purposes e.g. stories, poems, descriptions, lists, notes, reports.

Speaking and Listening

Children are encouraged to express themselves clearly and confidently and to listen attentively to others. They take part in activities such as story telling, imaginative play, drama and group discussion.

Mathematics

Work in mathematics is planned to follow the framework of the National Numeracy Strategy, which sets out what is to be taught each year. Oral and mental work features strongly in each lesson. Over the year children are taught to use numbers, make calculations, handle data and solve problems. They are also given opportunities to measure and work with shapes. The school provides each class with a wide range of resources which support children's learning. If any child starts to find Maths difficult to understand, we are fortunate that we are able to provide additional teaching support to help overcome the problem!

Science

Children learn about the natural and man-made world through first hand exploration of objects and events.

Children are encouraged to develop investigative skills by putting forward ideas, testing them and drawing conclusions from the results. Findings are recorded through drawings, charts, models, writing and the use of information and communications technology.

Computing

At Howe Park each class has access to laptop computers to support their work across the whole curriculum. Listening centres are also part of the equipment of each class. We also have 40 iPads for the children to use. All classrooms have interactive white or smart board.

Children are taught to use ICT equipment confidently and purposefully, to word process, handle data and develop drawing and graphical skills.

History

In History we aim to develop a sense of time and the past through the study of everyday life, work, leisure and culture of people, progressing from familiar situations to those more distant in time. Children have the opportunity to explore the lives of different famous men and women, as well as past local and national events. The use of television and radio programmes and where possible, visits to local centres of interest, supplement our work.

Geography

In Geography children develop a sense of place through the study of localities in and beyond their own country. They are encouraged to observe their surroundings and examine pictures and pictorial maps of distant places. Where possible, our work is based upon children's first hand experiences of places.

Design Technology

In Design Technology children are encouraged to make their own designs and then choose suitable materials and methods to construct them. They are then asked to evaluate their own work and suggest possible improvements. Children are taught to use a range of techniques and handle a variety of tools safely.

Music

We aim to encourage enjoyment and understanding of music through listening, composing and performing. Children are taught a wide range of songs and introduced to a variety of instruments.

Art

Children develop their understanding and enjoyment of art, craft and design through a wide range of activities that include drawing, printing, painting, collage, sewing, clay work and weaving. They are taught to use a range of materials, tools and techniques to produce a variety of work. They are introduced to the work of artists, craftsmen and designers, locally and from other cultures.

Physical Education

Through Physical Education (PE) we aim to develop co-ordination, strength, stamina and skills. Above all, we hope to promote a healthy lifestyle and enjoyment of physical activity.

Children participate in a wide range of physical activities including games, gymnastics and dance, including country dancing.

Religious Education

At Howe Park School we follow the Milton Keynes Religious Education Syllabus. Children have the opportunity to discuss the difference between right and wrong, express their feelings and consider the viewpoint of others through topics such as relationships, special places and occasions. Our children bring to school a range of religious and cultural beliefs and we encourage them to share these with others. Our studies include Christianity as well as aspects of other religions.

The school respects the right of parents to withdraw their children from assemblies with a religious content and from RE lessons on the grounds of their religious beliefs. Parents wishing to do this should see the Headteacher.

Collective Worship

Our daily act of collective worship is of a broadly Christian nature. Assembly themes include relationships, values, customs and events. During the year members of the local community may be invited to an assembly. Parents may request that their children are withdrawn from assemblies, but this would need to be agreed with the headteacher.

Multi-Cultural Education

Multi-cultural education is not taught as a specific subject. At Howe Park School we promote the attitudes and values on which respectful and tolerant behaviour is based.

Personal, Social, Health Education and Citizenship (including Sex and Relationships Education)

As part of our curriculum programme all members of staff promote good health and fitness habits. Our school nurse contributes towards this programme. During the school year opportunities are provided for children to discuss environmental dangers.

During their time at Howe Park School children will explore topics including our bodies, keeping safe, changes that occur as we grow and families and friendships. Questions concerning sex education may arise naturally and it is the policy of our school for teachers to answer children's questions honestly and sensitively. In all year groups the teacher will focus on the needs of children at their current level of development.

As part of our Citizenship programme children have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and the rights of other children and older people.

Equal Opportunities

Our school has an equal opportunities statement applying to all areas of the curriculum.

Our curriculum is:

- ◆ Open to all pupils irrespective of their attainment or aptitude.
- ◆ Encouraging and enabling with regard to pupils with Special Educational Needs.
- ◆ Fair and unbiased in terms of gender, ethnic or cultural background of the pupil.

Educational Visits

During the year educational visits may be organised to enhance the work in the classroom. The majority of visits are to sites within our immediate environment but some of the visits may be further afield and require the use of transport. For all educational visits parents receive prior written notification and are requested to give written permission for their child to take part.

Pupil Voice

At Howe Park, we believe that every child should have the opportunity to help make some decisions that are important for children. We have developed an innovative approach within our school council which makes the “pupil voice”

Home Learning

Howe Park School gives high priority to the teaching of reading and writing and our success is due in part to the partnership between home and school.

You will be invited to a meeting so that we can explain how we teach reading. Please come and support your child. We would very much like you to know how to help.

Your child will bring different sorts of books home from school. It helps if you know whether this is a book that your child can read on their own or whether this is a book that you should read *to* them. The teacher will have explained which is which. *Please* trust your child’s teacher to choose the book(s) that will help your child the most.

Help your child to sound out the letters in words and then to ‘push’ the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds.

Reading and library books are taken home on a daily basis so that children can share their books with their families. Children may also bring home word cards, lists and games. Where appropriate children are given lists of spellings to learn at home. A covering letter or instructions will accompany any work sent home.

Termly newsletters for each year group will indicate areas of study and ways children can be supported at home.

Extra Curricular Activities

Examples of clubs that have been held in the past are as follows:

After School Clubs

Art club*

Yoga*

Premier Sport *

Tennis*

Violin lessons*

*These clubs require parents to pay a small tuition fee.

Please check with the office what clubs are available this term as they do vary.

Child Protection

As part of the school's Child Protection policy all staff have received training in Child Protection issues. Staff, Governors and regular helpers in the school are required to undergo Disclosure and Barring Service checks (DBS). The named person for child protection is Mrs Alison Drakeford. All staff and regular volunteers are subject to safer recruitment procedure. All staff receive annual training on Safeguarding Children.

Reporting Progress

Parents are welcome to discuss any general queries or problems with the teaching staff or Headteacher. It may be necessary to make an appointment to do so but this can generally be arranged at short notice.

Parents are invited to discuss their child's progress with the class teacher each term. Other meetings are arranged when required to inform parents about matters such as changes to the curriculum or assessment arrangements.

Records of achievement for each child are kept and show attainment and progress made across the curriculum. The record, alongside examples of work, provides the basis of the discussion at the parent and teacher interviews. All records are open to parents and may be seen by giving prior notice to the Headteacher. Records are passed on from class to class as a child moves through the school and are sent to the new school when a child transfers.

Each year a written report is sent to parents detailing progress.

In Year 2, children undertake National Curriculum Assessment. Results of the Teacher Assessments in English, Maths and Science are reported to parents at the end of the academic year.

Data Protection

The information you give about you and your child will be held on computer or manual record, which you have a right to see and check. Information may be shared with organisations we work with to provide services to you.

Complaints Procedure

We aim to provide the best possible service to children and parents. Concerns or complaints about the school curriculum are best dealt with through informal discussion with the Headteacher as difficulties can often be resolved in this way. If it is felt necessary, parents may contact the Chair of Governors or the Local Authority.

Personal and Social Development

Pastoral Care

We consider the first years to be the most important of a child's life at school. We plan to help your child develop positive attitudes, skills and knowledge that will contribute to their happiness and future success.

An important aim of the school is to provide a happy working environment within which everyone is valued. All staff are sensitive to the emotional needs of children and strive to build close relationships with them. Class teachers are always willing to discuss any concerns children or their families may have. This can be done before or after school hours, either through personal contact or by telephoning the school to arrange a discussion.

The Headteacher and other senior staff are also available to meet with parents on request.

Behaviour and Discipline

We want our school to be happy and we expect everyone to show consideration and courteous behaviour at all times. At Howe Park our policy is based on high expectations from all adults for positive pupil behaviour and mutual respect for people and their property.

When children start school we introduce them to our **Core Values**.

These are

Respect
Honesty
Perseverance
Co-operation
Kindness

Classes collect people in a jar as a reward for good behaviour and when this is full the whole class gets a treat such as a special day. Children are also awarded star of the week and these children are awarded a certificate in assembly and their names go in the newsletter.

If children fail to respond to the core values and their behaviour is considered inappropriate, incidents will be dealt with, initially by the class teacher. Discussion with the child and modelling of appropriate behaviour is often enough in these circumstances. If a child fails to respond to advice, the school will work with parents to work out a strategy to meet the child's needs. Review dates will be set

to monitor the success of the strategies used. The school will draw upon advice from outside agencies if appropriate.

A copy of the school's behaviour policy is available from the school office.

Bullying and Racial Harassment

Bullying and racial harassment will not be tolerated at Howe Park. Cases in our school are rare and parents will be contacted immediately if such behaviour occurs.

Celebrating Success

Opportunities are provided for all our children to celebrate success and achievement. We achieve this in the following ways:

Friday Celebration Assembly

Giving immediate verbal praise

Adopting a 'You can do it' approach

Listening to children and understanding their needs and expectations

Being approachable so that children feel safe to share their anxieties.

Governor's Awards are given at the end of the year.

Inclusion Statement for Howe Park School

Every child has the right to be educated with their peer group at Howe Park School as we are fully committed to promoting the inclusion of all children at the school, regardless of ability, age, sex, race or background. We aim to provide equal opportunities for all children, providing opportunities for every child to develop his / her skills and talents.

To ensure that we meet each and every child's needs we need to:

- Consistently provide effective, high quality teaching
- Use assessments to guide planning and preparation
- Ensure that the learning environment meets children needs
- Establish and value supportive partnerships with families
- Value each child's background and ability and encourage them to contribute to the life of the school and its curriculum
- Provide a safe, supportive environment with clear expectations

At our school, we are fully committed to inclusion, however, we are aware that in exceptional circumstances the needs of the individual child may not be able to be met within the main stream setting and are incompatible with the efficient education of other children- (SEN Code of Practice 2001). In these circumstances the school will aim to work in partnership with the family and external advisors to ensure that the child's needs are identified, supported and the right educational provision provided.

The school has been assessed against the standards for the Inclusion Quality Mark in 2015 and successfully met all the standards required. The school achieved Flagship Status and undergoes annual reassessment.

Special Educational Needs (SEN)

A central aim of Howe Park School is to enable each individual to develop their potential to the fullest extent. Within any class there is a range of ability. Children in some areas of the curriculum may have needs beyond the normal range and will therefore be identified as having special educational needs.

All teachers are involved in identifying and providing for children with special educational needs. A senior member of staff co-ordinates the provision for children identified as needing help and arranges progress reviews with parents. A governor with responsibility for Special Educational Needs visits school regularly. A copy of our SEN Policy is available on the website or on request. Mrs Linzi Goodman is the school's Inclusion Manager.

School Organisation and Procedures

The School Day

School Open for Children: 8.45am

School Day Begins: 9.00am
Morning Break: 10.45am - 11am

Lunch Break: 12.00 - 1.00pm for Key Stage 1

School Day Ends: 3.00pm

Teaching week for Foundation and Key Stage 1 is 21 hours and 40 minutes

The Nursery Times are as follows:

Morning: 9.15am to 12.15pm

Arrival at School

The school opens the doors for children of the main school at 8.45am. From 8.45 to 9.00am children will complete an early morning activity while they are waiting for the whole class to arrive. These should reinforce prior learning and help children to consolidate their skills, particularly in the core subjects. Registration should start at 9.00am promptly. The school gates are relocked at 9.00am. All visitors will need to enter and leave the school via the main reception area after this time.

Children who arrive late should come to the school office where they can be signed in.

Signing in/out system

Children arriving or leaving school outside of the normal school session times must be signed in or out in the security book in the school office by the responsible adult.

Changes to collection arrangements at the end of day

We do ask parents to provide a password that is known to the school and the person nominated to provide an emergency collection of a child.

End of the School Day

At the end of the school day parents should wait in the playground by the outside door nearest to their child's classroom. Class teachers will hand over children at this point. Children who are collected by one of the local after school clubs are supervised inside the building until their minibus arrives. Parents are requested to collect their children promptly at the end of the school day.

Please let us know if there are any changes to your normal arrangements.

Car Parking

We encourage children to walk to school but recognise that for some families this is not possible. For health and safety reasons we ask that no cars be brought into the school car park at the beginning and end of the day. Parking outside school is limited and we ask you to show consideration to those who live near to school. There is a large sports facility opposite school which parents are encouraged to use for car parking as well as the car park by nursery.

Morning Break

During the morning break we provide a healthy snack of fruit and vegetables. Children under 5 receive free school milk, providing they have been registered to do so by parents / carers. Parents of children over 5 may order milk for their children from the school office.

Water in School

Recent research shows the benefits from drinking water regularly. Children are allowed to bring in named sports cap bottles full of water to drink during the day.

Cool Milk

Children under 5 are entitled to free milk through the Cool Milk at School initiative, milk is also available for the over 5's if parents/carers pay a small fee.

Lunchtime Arrangements

Children eat hot lunches and packed lunches together in the school hall. A team of midday supervisors looks them after.

Children may bring a packed lunch, have a hot school meal (provided by outside caterers) which is now available free of charge for children in Foundation Stage, Year 1 and Year 2.

Packed lunch boxes should be clearly marked with the child's name. We request that lunches do not include fizzy drinks, nuts or sweets and any glass/breakable containers.

If your child requires a hot school meal please contact the school office. These meals have to be ordered in advance, though they are available free of charge.

Before and After School Club

The school now runs its own 'After School Club' until 5.15pm and breakfast club from 8am, called the Woodpecker club. If you are interested in either of these facilities please contact the school office.

Planning and Preparation Time for Teachers

All teachers are entitled to time out of their classroom to be able to plan, prepare and assess work. This is for one afternoon per week. At these times the timetable of the classes is covered by other teachers assisted by teaching assistants.

Absences and Illness

If your child is unwell please keep your child at home as we have a large number of children and infections spread easily. We follow guidelines issued by Public Health England on the length of time a child should be away from school when they are unwell. In particular children with diarrhoea and / or vomiting should be away from school for 48 hours after the last episode of diarrhoea or vomiting.

To ensure the safety of all children in our school, we really do need to know if your child is absent by the time the register is taken in the morning. If we do not hear from you we will make a follow up call to you at home.

There are occasions when it may be necessary to contact parents during the day about the welfare of their child e.g. illness, minor accidents. It is important that we have up to date emergency contact numbers at school.

Holidays

A list of term dates is sent to parents each year.

It is important that families of school age children take any holidays **during school holidays**. Following changes to national attendance policy from September 2013, the headteacher is not able to grant absence for holidays during term time, and a fine can be incurred if a child is removed from school for ten unauthorised sessions (five days).

The headteacher has discretion to authorise absence in 'exceptional circumstances' which are not deemed to be holidays.

Medicines

We will only administer medicines to children if they are prescribed by a doctor to be administered 4 times a day. When medicines are necessary they must be brought to the school office and handed to a member of staff. They must be clearly labelled with the child's name, the dosage and details of administration. We have a form that must be completed by the parent/ carer before we can administer the medication.

Charging and Remission Policy

School governors have adopted a policy on charging for educational activities, e.g. educational visits.

Where activities take place in school session time parents are invited to make a voluntary contribution towards the cost of the activity on a pro-rata basis. Parents may make an application for full or partial remission of charges to the Headteacher. However, if insufficient voluntary contributions are forthcoming it may be necessary to cancel the activity.

Where activities take place outside school session time, charges will be levied where appropriate.

Appropriate charges may be made for cookery ingredients and craft materials where parents have indicated in advance that they wish to own their child's finished work.

Parents will be invited to make a contribution to meet the cost of damages or breakages where this is a result of their child's deliberate action. This will include the cost of damaged, defaced or lost reading or library books.

The Headteacher in consultation with the Chair of Governors will consider any application for full or partial remission of charges. It is the policy of the Governing body that remission should apply only to those children who are eligible for free school meals because of their parents' receipt of income support or family credit.

Voluntary Helpers

All teachers welcome help on a regular or occasional basis. Helpers support school in a variety of ways such as working alongside children in class, preparing resources, accompanying school visits and in the school library. If you are able to help in school please contact your child's class teacher.

Volunteers will be requested to agree to the school's code of conduct and will be subject to full Child Protection checks if working regularly in the school.

The school reserves the right to decline offers of help if there are any concerns about the impact on individual children or the class.

Howe Park Friends Association

Parents are automatically members of the Howe Park Friends Association. Regular fund raising events in support of our school are held. We are very grateful for their support. Regular newsletters are sent out to families keeping them up to date with planned events.

School Dress

Royal Blue Sweatshirt/Cardigan

White Polo Shirt

Grey Skirts/Pinafores/Trousers

Blue check/stripped dress (summer)

Black Shoes

Navy Blue Fleece (optional)

PE

Black shorts and a plain white tee shirt for PE, plimsolls for outside use.

Nursery

Optional blue Howe Park sweatshirts with the Woodpecker logo.

Information on how to purchase School/Nursery Sweatshirts, Cardigans, Polo Shirts and Fleece is available from the School Office where you can also purchase Book and Gym Bags if you choose.

Please remember to name all clothing.

Jewellery

Jewellery should not be worn to school, apart from watches and earring studs/sleepers (maximum of one per ear) which must be removed for PE.

Watches should be small and functional and of a type that will not distract from daily school work.

Tattoos, nail varnish etc

Parents are requested not to send their children to school wearing tattoos and nail varnish as these will often pose a distraction during class lessons.

School Terms and Holiday Dates 2017 / 2018

	Open Morning of:	Close at the End of Afternoon Session on:
Autumn Term 2017	Monday 4 th September	Friday 20 th October
	Tuesday 31 st October	Friday 15 th December
Spring Term 2018	Wednesday 3 rd January	Friday 9 th February
	Monday 19 th February	Friday 23 rd March
Summer Term 2018	Tuesday 9 th April	Friday 25 th May
	Tuesday 5 th June	Friday 20 th July

Inset days

Friday 1 September 2017

Monday 30 October 2017

Monday 18 December 2017

Monday 4 June 2018

The school will also be closed on **Monday 7th May 2018** (May bank holiday)