



SCHOOL BOOKLET

11/06/2020

**Bramingham Primary School
Freeman Avenue
Luton
Bedfordshire
LU3 4BL**

01582 617500

email: office@bramingham.net

The address of the school website is: bramingham.net

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A WARM WELCOME

The Governing Body and staff welcome your family to Bramingham Primary School.

We aim to establish a friendly, caring and stimulating environment for your child to work in. With your help and our dedication and enthusiasm, we strive to achieve high standards in all work, develop a sense of self-discipline, independence and fair play.

Always remember, we are here to guide your child through the steps of the education process. We can achieve so much if we are working together with you, in a friendly and co-operative atmosphere.

You are very welcome to visit the school to see how we operate and to gain an insight into the range of opportunities and activities we provide. We firmly believe that a child's happiness and prospects of success are improved when a positive relationship exists between the home and the school. We hope that your first visits to the school have set the tone for a good future partnership.

You are assured of our goodwill and co-operation at all times. All we ask in return is for you to support the school in the development of your child's personal, social and emotional growth and academic progress. We will strive to provide a school environment that is attractive, welcoming and stimulating to children and you, their parents; an engaging curriculum, tailored to meet the needs and interests of your child.

The primary years are an important part of your child's development. It is here, in the primary school, that they will build upon their pre-school experience and have the opportunity to expand their knowledge, deepen their understanding, learn new skills and develop new interests.

As your child moves through the primary years, s/he will meet many challenging and exciting opportunities to stimulate and provoke thinking, shape personal, social and emotional development and consolidate learning experiences.

SCHOOL GOVERNING BODY

- Chair Mrs A Colledge-Orr
- Headteacher Mrs S Flowers
- Staff Governor
- Parent Governors Mrs A Colledge-Orr (Chair)
Mr S Khetia
Mrs T Shah
Mrs A Titmus
Mrs F Uzor
- Co-opted Governors Mrs C Onley
Mrs B Robinson
Mr P Turner
- LA Representative
- Clerk Mrs J Batten

CODE OF CONDUCT

The Governors at Bramingham Primary School expect all staff, parents and visitors to be civil and respectful towards those with whom they have dealings, whether in giving advice, or seeking guidance. In particular, the governing body would wish all those on the premises to conduct themselves in a professional manner and to discuss matters relating to either education or the school with understanding, tolerance and confidentiality when appropriate.

It is expected that anyone who has a concern about, or grievance with another person, in connection with the educational activities of the school, refer the matter in the first instance to the Headteacher. If the matter is not resolved to the satisfaction of the complainant then a further referral may be made to the Chair of Governors who will carry out an investigation to ensure the correct process has been followed.

The governing body does not accept that anyone has the right to show threatening or disrespectful behaviour to another person. Persons who are found to be unable or unwilling to comply with the standards of proper conduct as set out above will be subject either to disciplinary action or will be required to leave the premises. The school, with the full consent of the governors, will not hesitate to involve the police should anyone undertake an action that is considered to be of a criminal nature.

Chair of Governors

STAFF ORGANISATION

Senior Leadership Team

Mrs Sharon Flowers	Headteacher
Miss Petra Sutton	Deputy Headteacher, Maths, Assessment coordinator
Mrs Satinder Bains	Assistant Headteacher, Special Needs Co-Ordinator
Mrs Deborah Cochrane	Assistant Headteacher, Performance Management

Classes and Area of Responsibility

Miss H Bassett	Early Years Manager, DT	Squirrels
Mrs L Brook	Early Years, School Council	Squirrels
Mrs G Zajac	Early Years, PE	Squirrels
Mrs J Chidwick	Yr 1, KS1 Co-ordinator, Curriculum monitoring, NQT training	Robins
Mrs K Bharaj	Yr 1, English Team - Phonics	Robins
Miss C Fitzgerald	Yr 1, Music	Swifts
Mrs U Aslam	Yr 2	Foxes
Miss P Garton	Yr 2, Student placements, Work Experience Students, Art and Display	Wrens
Mrs R Baker	Yr 3, Geography	Owls
Miss N Suleman	Yr 3 Heritage School project	Rabbits
Mrs S Parkar	Yr 3 Eco- school	Rabbits
Mrs K Robertson-Browne	Yr 4, Science	Badgers
Mrs F Khatun	Yr 4, PSCHE	Hedgehogs
Mrs S Khinda	Yr 5, Questioning	Frogs
Miss A Gillingham	Yr 5	Magpies
Miss P Sutton	Yr 6, Maths, Assessment	Ladybirds
Miss K Flowers	Yr 6, English, English Team - Talk for Writing	Kestrels
Mrs B Glass	Yr 6, KS2 Co-ordinator (joint), English Team - Reading	Doves
Miss A Biggs	Yr 6, KS2 Co-ordinator (joint), Behaviour, Rewards, Road Safety	Doves
Mrs C Kelly	RE	
Mrs S Bavington	French, History	
Mrs M Haughney	Support Maths	

Early Years /TA(3)

Mrs L Smith	Early Years TA(3)
Mrs E Wright	Senior TA(3)

Provision Manager

Miss H Shepherd

Family Workers

Mrs C Legg
Miss G Altaf

High Level Teaching Assistants

Mr I Wyatt	PPA cover, PE
Mrs V Lawrence	PPA cover
Mrs E Affolabi	PPA Cover

Other

Mr C Essam ICT Technician

Teaching Assistants

Miss D Alexander	
Mrs L Blake	
Miss J Borino	TA/General Assistant
Mrs S Bradley	
Miss A Clements	
Mrs R Devey	Senior Teaching Assistant
Mrs S Essam	
Mrs L Gill	
Mrs D Gould	
Mrs A Hafeez	Also Deputy Lunchtime Senior Supervisor with responsibility for provision children
Mrs C Heggie	Senior Teaching Assistant
Mrs S Hill	
Mrs J Howard	Also Lunchtime Senior Supervisor
Mrs S Huckle	
Mrs S Hughes	
Mrs H Hunt	
Mrs F Johnson	
Mrs S Johnson	
Miss N Jones	
Miss S Jones	
Mrs A Khan	
Mrs R Kirby	
Mrs S Kumar	
Mrs L Noble	
Miss C O'Connell	
Mrs S O'Connell	
Mrs L O'Neill	
Mrs H Qadeer	
Miss E Stack	
Miss H Stevens	
Mrs B Sutton	
Mrs S Sweeney	
Mrs F Tombs	
Mrs P Watson	
Mrs N Wilson	
Mrs C Woods	
Mrs L Young	

Administrative Staff

Mrs J Batten	Office Manager/Head's PA
Mrs M Bithrey	HR Manager
Miss S Bradley	Admin Assistant/School Trips
Mrs J Cook	Admin Assistant/Finance Assistant
Mrs K Gibbons	Office Administrator/Attendance /Welfare Assistant
Mrs L Rudland	Welfare/Clerical Assistant
Mrs J Smith	Bursar

Sites & Buildings

Mr C Bavington	Site Agent
Mr S Marks	Site Agent Assistant

Lunchtime

Mrs J Howard
Mrs A Hafeez
Mrs S Huckle

Senior Lunchtime Supervisor
Deputy Senior Lunchtime Supervisor
Lunchtime First Aider/medical room

Mrs J Coulter

Kitchen Manager

School Aims

Understand the needs of everyone associated with the school

Meeting individual needs,



Develop **confidence** and **independence** through the effective delivery of a **broad, balanced** and **creative** curriculum making full use of technologies available within our budgetary constraints

Maintain an **inclusive** environment in which children and staff feel **safe** and **secure**, able to take risks and where **high standards** are expected at all times

to the best of our ability

Provide a **positive** learning environment with **mutual respect** between all members of the school

INCLUSION AT BRAMINGHAM PRIMARY SCHOOL

‘All people should be equally valued whatever their race, religion, gender or ability’

This belief is embedded in all we do at Bramingham Primary School. Much of what we do and what we decide to do as staff is not written in policy. There are few decisions which can be made without knowing the child. It is by learning about the child and their needs that we can then begin to address them. The manner in which we do this is to make full use of all people who are in contact with a child, and the child themselves. It is our ethos that makes us committed to providing the best for each child. How this is done will depend on the available resources and the needs of the child, the child’s peers and the child’s teacher. Great emphasis is put on working with parents and outside agencies. Support from the authority is always welcomed and has proved invaluable in the past.

A key to our success is having a committed staff who remain as flexible as is necessary. We employ staff who are clear in their job description that they may be involved in working with children who have physical and medical needs. We are building up the number of Teaching Assistants (TAs) who are able to deliver the necessary physical and occupational therapy exercises. They work very closely with our visiting physiotherapists and occupational therapists. Our funding for children with English as an additional language is limited and will not provide additional support. What we are able to do is to buy time out of the class for teachers who find themselves teaching a child with little or no English. They are then able to work with the child and also use the time to build up resources and plan work for their TAs to carry out. Monitoring of different minority groups has shown no trends but we will continue to monitor and ensure that no one group of children receives less than their full entitlement to all that is on offer at Bramingham.

We have worked successfully with children who exhibit challenging behaviour. Strategies are always agreed for each individual child and may differ from child to child. Our behaviour policy forms the basis for our strategies but remains flexible to cater for individuals with difficulties over and above the majority of children. At all times we aim to be fair and ensure that access to the National Curriculum is enjoyed by all. This has involved supporting children at home when they are unable to attend school, applying for additional funding to support children on school trips, or allowing children to stay in a lunchtime activity room with a friend instead of playing out on the playground. Our aim for the future of Bramingham Primary School, is that we continue to remain a school which is truly inclusive. We will meet new challenges but we aim to overcome them.

“Inclusion is a state, not a process”



PUPIL PREMIUM

For full details of how we spend our Pupil Premium funding please access our web site. We do not receive a significant amount of funding, however, we believe a mixture of support is the best way of 'closing the gap' and raising standards. We have smaller classes, each taught by a teacher for maths in Years 3 to 6. We also have many intervention groups taking place from Early Years to Year 6. We offer a range of support for meeting children's emotional needs so they can then begin to be in a better position to have their learning needs met. We will also offer specific trips or visits where the majority of children will be eligible for Pupil Premium. There will then be follow up work for the children to do, with additional support from staff to help them. These are often 'one offs' and may arise throughout the year.

GENERAL CURRICULUM STATEMENT

The primary school has the unique task of assimilating a child into a new community and laying the foundation for future learning and attitude of mind which may persist throughout school and beyond. In the words of the Warnock Report, the school's broad conception of its aims can be stated as:

“first, to enlarge a child's knowledge, experience and imaginative understanding and thus his awareness of moral values and capacity for enjoyment; and secondly, to enable him to enter the world after formal education is over as an active participant of society and a reasonable contributor to it, capable of achieving as much independence as possible.”

It is in the light of this that our aims for the curriculum are:

- i. To ensure each child's entitlement to the National Curriculum is being met;
- ii. To help children develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills;
- iii. To help children acquire understanding, knowledge and skills relevant to adult life and employment in a fast changing world;
- iv. To help children to use language and number effectively;
- v. To help children to develop personal moral values, respect for religious values, and tolerance for other races, religions and ways of life;
- vi. To help children understand the world in which they live and the interdependence of individual groups and nations;
- vii. To help children appreciate human achievements and aspirations.

The curriculum consists of activities planned to promote these aims. It includes much more than the formal programme of lessons, and includes:

- **M**odes of learning
- **T**eaching styles
- **E**xtra-curricular activities
- **Q**uality of relationships
- **E**quality of opportunity
- **T**he values exemplified in the ways in which this school sets about its tasks and the ways in which they are organised and managed.

To promote these aims, the curriculum needs to be conceived and planned as a coherent and continuous whole for all its children through the interlocking of its component parts. It should be:-

- i. **Broad:** introducing the children to all areas of learning and experiences and knowledge, concepts, skills and attitudes in the following:-
 - Language
 - Mathematics
 - Science
 - Aesthetic and creative
 - Human and social
 - Moral and spiritual
 - Physical
 - Technological
- ii. **Balanced:** giving each area of learning and experiences appropriate attention in relation to the others and to the whole curriculum; and in teaching approaches, time allocation and range of content used to achieve this.
- iii. **Relevant:** work must be matched to a child's own experiences, aptitudes, understanding, interests and future needs.
- iv. **Differentiated:** work must be matched to a child's developing abilities and attitudes.
- v. **Progressive and continuous:** work must be provided at each stage to reflect and build on what has been done previously and to take account of what is to follow.

As it reflects the broad educational aims and purposes of learning, the school's curriculum seeks to promote three kinds of outcome:-

Knowledge and understanding

Mastery of a wide range of skills – intellectual, interpersonal and physical, and

Personal qualities, values and attitudes

At the primary school stage, many learning activities will not always be organised on a subject basis, but a broad and stimulating curriculum should be provided. As this stage will be the start of schooling for most children, it should be the beginning of an enjoyable and profitable experience.

The curriculum should, wherever possible, be based on the first-hand experience of pupils and fully exploit the educative values of structured play. It needs to take account of the wide variety of background experiences which children have out of school, and to allow for the range of individual talents and interests.

Direct learning through extensive use of the environment should ensure that by the High School stage, children's understanding and consequent awareness of the local environment is beginning to develop.

Pupils will be helped to establish good relationships with adults and their peers, to be aware of the rights and opinions of others, to care for their own property and that of others, to begin to control their own behaviour and emotions in everyday situations, and to be able to participate in group activities.

Social and intellectual development will go hand in hand from the beginning. Children will be expected to master such basic intellectual tools as the ability to absorb information from the spoken and written word, to discuss, organise and interpret ideas and simple facts and to use appropriate methods to record ideas and facts. Thus they will become able to organise some of their own time to plan some independent work.

Assessment of children's performance and progress will complement curricular planning and implementation. It should:-

- Identify children's strengths and weaknesses; contribute to planning the next steps in their learning and lead on to further diagnostic assessment where necessary
- Involve children in the discussion of their work and in self-appraisal
- Inform the children, parents and others of their progress and performance

To do this, day-to-day observation and the scrutiny of practical or written work needs to be complemented by other modes of assessment such as standard assessment tasks, class tests and graded assessments, as appropriate.

Programmes of study and teaching approaches are continually being modified and developed to meet the changing needs of our children within the guidelines of the National Curriculum.

Through informal and formal meetings, parents are informed about their child's progress and attainment regularly. In the autumn and summer term parents are invited to attend an open evening to discuss their child's progress with the class teacher. Children are encouraged to attend the meeting. In addition to this, in the spring term parents are invited to work alongside their child for a morning or afternoon, to see the curriculum in action.

Children's on going progress can be viewed in their Assessment Mentoring folders.

ADMISSION ARRANGEMENTS

Admission to our school is governed by the Luton Borough Council Admissions Policy. Our school is for boys and girls of all abilities, aged 4-11. This year we have over 410 pupils in 14 classes. All children aged between 4 and 11 who live in the school's catchment area would expect to attend the school.

If you live outside the catchment area it is possible to gain a place for your child, should there be a space available. There is an independent appeals procedure for out-of-catchment children who are refused a place.

Details of the way in which such a choice can be made are to be found in the booklet "Admission arrangements for Luton's Community schools for September 2016". Copies of this booklet can be obtained from the link below:-

[Admission arrangements for Sept 2020 LBC](#)

or you can contact the **Admissions Team**
Town Hall, George Street, Luton, LU1 2BQ
Tel: 01582 548016
Fax: 01582 548118
Email: admissions@luton.gov.uk

Please feel free to contact our school office on 01582 617500, where a member of the team will be happy to answer any questions you may have.

GENERAL INFORMATION & ORGANISATION

SCHOOL HOURS

Morning school starts at 9.00am; parents may bring children to the classrooms from 8.45am. The bell will ring at 8.45am, again at 8.55am and at 9.00am. This last bell will signify the closing of registers. Please ensure you are out of the classrooms by 8.55am at the latest so registers can be called. Children should not be left at school unaccompanied before 8.45am as they will not be supervised.

Lunch time is between 12 noon and 1.05pm
School finishes at 3.30pm

If your child arrives late, s/he must report to the office before going to the classroom. If your child arrives late and unaccompanied, you should either telephone the school or write a note explaining the reason for lateness. All children arriving after 9.00am will receive a late mark in the register.

In the event of your child being absent from school (other than a previously agreed absence) you must telephone the school office by 10am on the **first day of absence**. If we have no reason for absence we will send a text out asking for the parent to contact the school office or reply to the text with the reason for your child's absence. If the absence continues, you must also contact the school on the 3rd, 5th day etc. (alternate day), failing to make contact with the school may result in an unauthorised absence.

Parents collecting children during school hours must please report to the office before collecting them from the classroom, the child's name will be entered in the signing-out book held at reception.

The school day finishes at 3.30pm; children need to be collected at the end of the day unless they are allowed to walk home. If you have been delayed and cannot collect your child on time, please contact the office to make alternative arrangements. For safety reasons, a child cannot be left unsupervised in the school. Should we not hear from you we will provide a place for your child at After School Club and will request payment from you the following day, as stated on your admission form. Details of charges are available from the School Office and school website.

ACCESS TO SCHOOL GROUNDS

There are three points of access to the school:

1. From the main entrance on Freeman Avenue.
2. From Quantock Rise, up the ramp and onto the playground.
3. From Sainsbury's car park, up the steps (or ramp), through the gate and onto the playground.

At the beginning of the school day, parents are welcome to accompany their children into the cloakroom and classroom areas. At the end of the school day, parents are asked to meet their children outside the external classroom doors.

PLEASE REMEMBER: PARKING SHOULD BE IN SAINSBURY'S CAR PARK, NOT IN FREEMAN AVENUE OR IN THE SCHOOL CAR PARK.

During the day, in the interests of safety, no-one is allowed to go straight to the classrooms from the school grounds. Visitors to the school, including parents, must report to the school office,

which is clearly sign-posted. Someone will then take you to the person you are visiting or get the child you are collecting. All visitors and parents who will be spending some time in school will be required to sign our visitors' book and wear a visitor badge. In line with the council's policy, please note that the school is smoke free (this includes electronic cigarettes) **this also applies to the school grounds.**

SCHOOL UNIFORM

School uniform can be purchased from Asda, Tesco, Sainsburys and most high street stores.

GIRLS

- Navy skirt/trousers, pinafore dress, red and white checked gingham dress, navy shorts
- White blouse or polo shirt, red or navy polo neck jumpers/polo shirts
- Red sweatshirt/jumper
- White or blue socks (during the winter months, navy or red tights may be preferred)
- Brown/black/blue shoes, blue/white/red sandals. NOT trainers.

BOYS

- Navy trousers/shorts
- White shirt or polo shirt, red polo neck jumpers, white or red polo shirts
- Red sweatshirt/jumper
- Grey or navy socks
- Brown/black/blue shoes, NOT trainers
- A navy and red tie is available.

Please be aware that if boots are worn to school, children should change into their shoes whilst on the school premises. If sandals are 'too open' children will not be allowed to participate in some activities.

The following items may be purchased from Prestige Design & Workwear Ltd or My Clothing who are our main suppliers:-

Red sweatshirts with school logo (V-necked and crew-necked)
Red and white polo shirts (with school logo)
Red Sweat Cardigans (with school logo)
Selection of Summer and Winter Hats (with school logo)
Selection of School Bags (with school logo)

Prestige Design & Workwear Ltd are based on the industrial estate, Faldo Road, Barton. Prices are very competitive. There are several ways in which you can place an order from Prestige Design & Workwear Ltd:

- In person: Opening hours are Mon-Fri 8.30am-5.30pm, Sat 9.00am- 1.00pm
- By email: sales@prestigedesignww.co.uk
- By telephone: 01582 883222
- By cheque: This can be sent either direct to Prestige or into the school with the completed order form.

To order from My Clothing please go to www.myclothing.com

- Select **Bramingham Primary School** and you'll see all the customized items you can buy.
- Choose the quantity and sizes you'd like, then add them to your basket.
- Pay easily with a debit or credit card at the checkout.

- Your embroidered items will be delivered free within 14 days.

PE CLOTHING

GIRLS AND BOYS

- Navy shorts
- Red T-shirt
- Plimsolls or suitable footwear for outdoor use
- Indoor Physical Education will be barefoot
- Navy or red leotards or gym skirts for girls' P.E. are optional

It is essential that children have a change of clothing for P.E.

It would be much appreciated if a bag with a drawstring, labelled with your child's name, could be provided for keeping the kit together.

During the winter months, it is **ESSENTIAL** that the children are provided with a tracksuit or similar warm clothing for outdoor P.E. Where possible, these should be red or navy.

Although it is preferable that P.E. kits are left in school throughout the week, please note that in the event of a fire, P.E. kit left at school will not be covered for replacement or cleaning.

All individual items of school uniform **MUST** have the child's name clearly marked.

JEWELLERY

Children should not wear watches to school until they are in Year 3. Necklaces or rings may only be worn when they have a religious significance. Children who have pierced ears should only wear studs to school. When children are taking part in P.E., they must not wear earrings of any kind. If studs cannot be removed for any reason, a reel of sticky tape (such as micropore) must be provided for the child to tape over the studs. It is advisable that the reel of tape be kept in the child's P.E. bag. It should be noted that when Key Stage 2 children go swimming, they are not permitted to wear jewellery of any kind.

SCHOOL MILK

Arrangements have been made for all children to have milk during the morning. Children up to the age of five years receive free milk. When they have attained their fifth birthday, there will be a charge for the milk. Amounts are advised in writing termly. Payment must be made through the school's online payment system. It is essential that payment arrives by the required date each term, as notified in the termly letters.

Children may only bring fresh fruit or vegetables to eat during the morning break. For a special celebration such as a birthday, sweets/cakes may be brought in for the class. (Please check for nuts as these must not be brought into school)

LUNCHTIME ARRANGEMENTS

Early Years and KS1 children will be provided with a free hot meal. For those of you with children eligible for free school meals it is **still** essential that you register for free school meals as the government need to know in order to allocate our Pupil Premium funding. We lose money if you don't!

Children may have packed lunches, school dinners or go home for lunch. Whichever you choose for your child, please give us a week's notice if you wish to change your arrangements. This is to

assist the kitchen staff in their planning and preparation. Please let us know in writing if your child has any special dietary requirements.

For KS2 children, dinner money is paid through a cashless system operated by Allpay Cashless which has been adopted by Luton Borough Council who run our Catering Services. Parents wishing their child to have a school dinner will be advised on how to register on the system and how to top up their child's account at any time through convenient multiple options. The cost of school dinners is available from the school office.

ALL DINNER MONEY QUERIES ARE DEALT WITH BY THE SCHOOL KITCHEN MANAGER (telephone 562945), Jackie

Packed lunches should be sent in a clearly-marked plastic container. Drinks should either be in flasks or plastic bottles. Fizzy drinks are not allowed. No glass please.

ILLNESS

Please do not bring your child to school if she/he has been sick or has had diarrhoea during the night.

When a child is taken ill at school, every effort is made to contact the parents. It is the parents' responsibility to collect the child and arrange for him/her to be taken home, to the doctor or to the hospital. To this end, it is vital that our list of pupils' home telephone numbers, parents' work or mobile numbers, and any other emergency numbers is kept up to date. We are required to have 2 emergency numbers for each child.

We can only administer medicines that have been prescribed by a doctor, and where the parent has signed the appropriate indemnity form. These can be obtained from the school office.

ILLNESS	PERIOD OF EXCLUSION FROM SCHOOL
Whooping cough	21 days. Your child may remain infectious until the cough has gone.
German Measles	6 days from the onset of rash. Once the rash has faded the child is non-infectious.
Mumps	5 days after the onset of swelling. Until the swelling has subsided and the child feels well.
Chickenpox	5 days from the onset of rash. Until the scabs are dry and the child feels well.
Impetigo	48 hours from the start of treatment.
Measles	4 days from the onset of rash. Allow a few days in bed and the child feels well before they return to school.
Ringworm	Your child cannot go swimming whilst having ringworm, they cannot go back until it has cleared up.
Sickness/ Diarrhoea	48 hours from the last incidence of sickness/diarrhoea
Scarlet Fever	24 hours from the start of treatment

ATTENDANCE POLICY

We believe that we should encourage children to develop good habits of punctuality and regular attendance. To assist in this, a weekly trophy is awarded to the class with the best attendance. Certificates for 100% attendance are awarded annually to individual pupils.

The school day begins at 9.00am, parents may bring children to the classrooms from 8.45am. The bell will ring at 8.45am, again at 8.55am and at 9.00am. This last bell will signify the closing of registers. Parents are encouraged to leave the classroom by 8.55am at the latest so that registers can be called. If children arrive after the bell has rung they are deemed to be late. The total number of lates and unauthorised absences will be recorded on each pupil's annual report.

Absences

All absences must be accounted for by the child's parent/guardian. The school operates a First Day Calling system for reporting pupil absences (other than previously agreed absence). Please note that failure to contact the school may result in an unauthorised absence being recorded for a child.

The Education (Pupil Registration) Regulations 2006 have been amended and come into force from 1st September 2013. The amendments remove references to 'holiday' from school and extended leave of absence as well as the statutory threshold of ten school days. **Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances.**

Requests for leave of absence will not be granted for the purposes of a holiday. The law does not give any entitlement to parents to take their child on holiday during term time. Head Teachers have the discretion to authorise leave of absence in **exceptional** circumstances and it is only for the Head Teacher to determine what is truly exceptional. School days are precious; children only attend school 190 out of 365 days. There are 175 days a year which parents can use for any activities other than school.

Leave of absence will not be authorised in the following circumstances:

- Pupil's attendance is less than 97% in the current and previous academic years
- During SATs or other public examination years
- In a transition year
- At the beginning of any academic year
- Retrospectively
- If there are any other academic concerns such as poor punctuality, pupils' ability to catch up on the work missed etc
- If leave of absence has already been taken in the same school year

We will also take into account the following:

The pupil's general absence/attendance record, e.g. unauthorised absence

- Proximity of SATs and public examinations
- Amount of time requested
- Age of the pupil
- Length of the proposed leave
- Pupil's ability to catch up on the work
- Pupil's educational needs
- General welfare of the pupil
- Circumstances of the request
- Purpose of the leave
- Frequency of the activity; and
- When the request was made.

Applications for Leave of absence

Requests must be made in advance or the absence cannot legally be authorised. All requests must be made at least two weeks in advance to the Head Teacher by completing the school

application form. A parent/adult with whom the child resides with must make the application even though the pupil may not be taking the proposed leave with them. The form must be fully completed and you will receive a written response confirming if the request will be authorised or not.

If leave is granted and you are travelling abroad you will need to supply us with confirmation of your return flight tickets, such as bringing a copy of the flight tickets into the school reception for us to view.

Unauthorised Absence

If you take your child out of school without the school's prior authorisation the absence will be recorded as unauthorised (which is illegal) and noted in your child's school records. Leave of absence can only be authorised by the Head Teacher.

Where a parent/carer has taken their child on leave of absence during term time for 5 consecutive school days or more, without the Head Teacher's authorisation, Luton Local Authority will issue a Penalty Notice. In these circumstances a warning will not be given. Penalty Notices are per parent, per child as appropriate, so if there are 2 parents both will need to pay the fine. Penalty notices will need to be paid within 21 days at £60 or £120 within 28 days. Unpaid Penalty Notices will result in prosecution for the absence in the magistrate's court.

The school make the decision as to whether the request of leave should be granted or not and the Local Authority make the decision to impose a penalty for this. The school do not receive the fee imposed for the fine.

Failure to return to school on the date expected

If there is a reason which delays the pupil in returning to school the parent/guardian must inform the school immediately. The school will require evidence of this issue and will then decide whether the absence will be authorised. For any travel arrangements outside of the UK we require proof of return flights, prior to the leave being taken. This may prevent you from receiving unauthorised absence for your child and being fined if they are unable to return on the date expected. Each case will be assessed individually and medical evidence from abroad will not be accepted routinely as evidence that a pupil was unable to attend school.

Roll Removal

A Pupil can be removed from roll in either of these circumstances:

- If you take your child on leave of absence which has been authorised by the school but your child fails to return on the agreed date, any extra time absent from school will be counted as unauthorised. If your child fails to return within ten days of the expected date of return then the school may remove your child from the school roll and notify the Local Authority accordingly.
- If your child has 20 days continuous unauthorised absence.

SCHOOL CURRICULUM

We aim to deliver the curriculum in an exciting and stimulating way where the children are involved in their learning. We have updated our interactive boards in all classrooms. These have proved successful in delivering the curriculum in an interactive and visually stimulating way.

Curriculum plans can be found on the school website so that parents are able to see the range of activities children will be experiencing.

MATHEMATICS

Our aim in mathematics is to develop numerate children who enjoy maths and are confident when carrying out mental strategies. The importance of learning number bonds and tables is stressed throughout your child's time with us. You can play an important role by working on these at home. We encourage children to explain their mathematical thinking, using specific mathematical vocabulary, and teach strategies to increase the speed in which they manipulate numbers. Pupils explore all four number operations and are encouraged to try different strategies that best suit their learning. We use a range of printed and 'hands on' resources to support learning in maths including ICT programs and maths games which encourage mathematical understanding.

DoodleMaths is an on-line maths app that is used from 4+ to Year 6. DoodleMaths is an app that recommends being used at least 3 times a week, ideally daily. It is an app that continuously assesses children and increases the level of challenge for each individual appropriately. The children need to complete the tasks without assistance so that the app assesses accurately. DoodleTables also helps children learn the multiplication facts

Work in every mathematical area will be appropriate to each individual child's ability with continuity and progression ensured. Children's progress will be continually monitored and assessed by the class teacher, and our Senior Leadership Team. We use White Rose Maths to plan our curriculum and we adapt this to meet the needs of the children. White Rose assessments are administered termly to support the ongoing assessment.

Maths homework is set in KS1 and KS2 this may be specific tasks set on DoodleMaths or can be practising maths at home. In KS2 children have Maths Homework Books in which to complete the tasks set.

ENGLISH

In accordance with English in the National Curriculum, we aim to help all children develop skills in, and become proficient at, the language disciplines of reading, writing, speaking and listening. We are a Talk for Writing school and it is our aim to motivate children as writers, developing classrooms and a whole school where everyone is passionate about writing and passionate about reading.

We believe that a child cannot write a sentence if they cannot say the sentence and they cannot say a sentence if they have not heard it. We therefore encourage all children to understand the importance and value of reading. The richest source of vocabulary development is reading with 70% – 80% of your vocabulary directly resulting from what you read. With this in mind, we aim to immerse the children in stories. The children will learn a bank of stories and texts off by heart before learning to use the vocabulary and tools they have rehearsed in their own writing.

The children will learn to apply the vocabulary they have learnt and the writing tools they have developed to help them write for a range of purposes and audiences. The children will learn how to effectively write stories of different genres as well as develop skills in writing to recount, persuade, inform, instruct, explain and discuss.

Although reading is crucial in the development of vocabulary and writing skills, we also aim to instil children with a love for reading. All classes enjoy a time each day when their teacher shares a story with them. Each year group has a selection of stories that we believe all children should hear during their time at primary school. Children will also be given the opportunity to read to teachers/adults as individuals. Although the Oxford Reading Tree will be one of our main schemes throughout the school, there will be a range of supplementary materials from additional schemes as well as a selection of popular, current reading books. Children will be able to use the school library on a regular basis and will be able to take library books home.

It is expected that children will take a reading book home with a reading record book. We positively encourage you to hear your children read regularly, question your children about what they are reading and for you to use the reading record in conjunction with the teacher, who will find your comments invaluable.

Each class, from Early Years through to Year 6, participates in our Star Reader scheme. This scheme is aimed to promote reading across the school and to develop the children's reading comprehension skills. As part of their homework, the children are expected to read at least three times a week at home. If a comment and signature have been recorded in the children's reading record at least three times within the week, it will be noted on a list inside the classroom. If a child achieves Star Reader for a half term, they are rewarded with a certificate and pencil. If a child continues to achieve Star Reader for the whole term, they are rewarded with a certificate and are able to choose a brand new book to take home. Their photo is also displayed on the Star Readers celebration board in school.

We have a whole school policy on spelling using a multi-sensory approach, focusing on sounds, word formation and the origin of words. In Early Years and KS1, there is a firm foundation of explicit, rigorous phonics teaching. As the children move into KS2, they are encouraged to spot patterns and use strategies to help them remember irregular high frequency and commonly misspelt words. In KS2, the focus of teaching is on age appropriate patterns and strategies. From KS1, children will be expected to learn their weekly spellings at home and complete an additional homework activity.

The school has an agreed policy on handwriting and children will be taught to join their letters as soon as they are able to form their individual letters correctly. Please find our handwriting policy enclosed.

SCIENCE

Children are given a range of experiences in science. We provide appropriate activities to develop children's scientific knowledge, understanding and skills. Children are taught scientific concepts related to Living Things, Environment, Materials, Electricity, Forces, Earth, Sound and Light. When possible, much of our teaching takes place through first hand experiences. Children will develop their investigative skills by carrying out structured and open ended investigations. We aim to work in a climate which encourages curiosity, perseverance, open mindedness and co-operation.

At Key Stage 1, a good foundation of knowledge and understanding, and the basic skills of scientific enquiry, is laid. We aim to give children a sense of purpose in their work by relating it to their everyday lives. Scientific vocabulary is developed and children are encouraged to formulate questions about the world in which they live.

At Key Stage 2 children build on the knowledge, understanding and skills they have acquired at Key Stage 1. Investigative work is linked to appropriate scientific knowledge, and children begin to plan their own practical work and draw appropriate conclusions.

Children have access to a wide range of scientific equipment. Throughout our planning cycle concepts and skills will be revisited in different contexts.

We encourage children to record their observations and findings in a variety of ways. ICT activities are planned for each unit of work. We have a range of data handling programs. We feel it is important to teach children in an enthusiastic and positive manner, thus promoting an interest and enjoyment in science.

DESIGN TECHNOLOGY

During Key Stage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early experiences of investigating objects around them. They explore how familiar things work and draw and model their ideas. They learn how to 'design and make' safely.

During Key Stage 2 children work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

COMPUTING

We aim to use technology in ways to enrich the curriculum and enhance children's learning. As far as possible, the use of technology is embedded into children's learning in meaningful contexts.

We have two banks of laptops and a bank of netbooks, available for use throughout the school. All have wireless connectivity, enabling full access to technology from within the classroom. In addition, we have four sets of iPads, which are available for use by any class, allowing children to experience and benefit from the increasingly wide range of educationally useful apps. The wireless network covers the whole school, which enables the internet and other resources to be used in all classrooms by staff and children.

All classrooms are equipped with interactive whiteboards which are used extensively. Visualisers are provided in all classrooms, too; these enable teachers to demonstrate practical techniques to children in a very effective and clear manner, and also enable children's work to be shared with the whole class instantaneously. Some classrooms have wireless slates, too, which offer an additional way of interacting with the Smartboard, by means of a handheld slate, which can be passed around the class or used by the teacher.

We have a range of additional hardware available to teach computing and to support cross-curricular learning. This includes Bee-Bots, and a set of Easi-speak microphones, which are child friendly microphones which can be used either in the classroom or outside. Recorded audio tracks can very easily be downloaded to the computer via the integral USB connection. This range of equipment help us to provide a rich and stimulating environment for learning for our Foundation Stage children as well as and Key Stage 1 and Key Stage 2 children.

MUSIC

By participating both as performers and audience, it is our intention to stimulate children's imaginations and their personal growth through music.

Music demands both discipline and creativity, making it an ideal vehicle for human development in all its facets.

Following National Curriculum guidelines, emphasis is placed on pitch, rhythm, composition, listening to and analysing music. We have class sets of keyboards and recorders.

Keyboard skills will be taught to Year 4 pupils. Concerts and class assemblies held in the school will be a focus for our music teaching.

Peripatetic violin, brass, woodwind, cello, drums, guitar teaching is available for children from Year 3. The Choir is open to children from Year 1 to Year 6, and is run as an after-school club, although at times rehearsals might take place during the school day.

ART

The children are introduced to a wide variety of media and they are encouraged to experiment with painting, drawing, printing, collage, modelling, sewing, felt-work, embroidery, garment-making and pottery. Children who show a particular talent are encouraged to develop their potential, and children's work is displayed throughout the school so that others can enjoy it. Each year we have a Works of Art Month. Children will produce postcard size pictures that are framed and can be purchased. Wherever possible children can work closely with trained artists.

HISTORY

The aim of our history session is to give the children an understanding of historical events that have influenced society and led to the present day.

Children will be encouraged to study the cause and effect surrounding episodes in history. As they progress through the school they will also be asked to distinguish between fact and bias that form differing points of view.

Wherever possible, the children will use a variety of historical documents and artefacts such as photographs and museum objects to increase their knowledge and deepen their understanding of the past.

Key Stage 1 will work on topics of a more immediate nature, linked very closely to their experiences and related to home and school life. Later, as the children move on to Key Stage 2, they will study more specific topics as set out in the National Curriculum.

GEOGRAPHY

Children at the beginning of their school career will have amassed a range of perceptions about the world they live in. The geography schemes of work channel their natural human desire to understand how the world works, the processes and patterns that shape our lives, actions, places and environments.

In Early Years and Key Stage 1, the children will explore much of their local environment. From these experiences the children will begin to consider the overall nature of the area in which they live. This knowledge will help them to develop a 'sense of place' and appreciation of the character and identity of their own environment.

Formal geography work will add to their awareness of the distinctive features of the area. The children will have the opportunity to consider aspects of change and the issues that such changes raise. Children will also have some experience of more distant places and will make comparisons with their own environments. They will undertake fieldwork and a range of sources to gain information about the range of topics.

In Key Stage 2 the children will continue to study their local area and begin to understand why the settlement in which they live began, and how it has developed. The children will also

compare their area to other parts of the UK, Europe and a less developed country. Through these studies the children will be encouraged to look at how people have used, changed and managed their environments. They will have opportunities to look for similarities and differences in relation to climate, agriculture, industry and human lifestyles. Through this work they will be encouraged to develop positive attitudes towards others.

The children will also study the long term effects of climate, water and its effects on the landscape and people.

The units will allow the children to develop an awareness of the changes taking place in the environment and to appreciate ways in which people's decisions can influence these changes.

Children will also develop a range of enquiry skills. They will be taught to ask questions, carry out observations, collect and record evidence. They will be given the opportunity to communicate their work in a variety of ways. The children will also learn to access a variety of sources and use appropriate fieldwork techniques. They will be encouraged to make decisions and judgements. They will also learn to draw and interpret plans and maps.

We will aim to include overnight trips for the children in order to experience different locations.

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP

Much of what takes place in school contributes to the personal and social development of young people. By its very nature personal, social, health education and citizenship (PSCHE) penetrates the whole curriculum both formally and informally through SEAL (Social Emotional Aspects of Learning) Programme.

During both Key Stages pupils learn about themselves as growing and changing individuals and as members of their communities, building on their own experiences.

At Key Stage 1 they develop experiences of the early learning goals and learn rules and skills of keeping safe and healthy. They have opportunities to show responsibility and awareness of their environment, their views and feelings and the feelings of others.

Such themes are built on in Key Stage 2 along with a maturing sense of social justice and moral responsibility. In Key Stage 2, awareness of local, national and global issues are raised. As children begin to develop into young adults they are supported and encouraged to make more confident and informed choices about their health and environment; to take more responsibility, both individually and as a group, for their own learning.

In accordance with new statutory requirements for all Primary School from September 2020, Bramingham Primary school will be teaching Relationship Education within our PSHCE Curriculum. We will be following the PSHE Association approved programme: The Christopher Winter Project, which is also approved by Luton Borough Council and currently used in over 50% of Luton school and consists of age appropriate content for all primary school year groups.

Throughout the school all children are encouraged to value themselves as a member of a class and the school community and to take an active part in the life of their school and its neighbourhood.

RELIGIOUS EDUCATION

At Bramingham we follow the RE Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton. Children explore questions of identity: Who am I? Where do I fit in? What influences shape me? They discover a range of accounts of the meanings humans find in life, developing

their own sense of meaning, and they consider how human values are often common and humane, but also often distinctive in the ways they are expressed and practised.

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. RE lessons enable children to make sense of a range of religious and non-religious beliefs, understand the impact and significance of religious and non-religious beliefs; and make connections between religious and non-religious beliefs, concepts, practices and ideas.

Parents do have the right to withdraw their child from RE if they wish to provide their own RE. However, we would like parents to consider this carefully as this right of withdrawal was first granted in 1944 when curricular RE was called 'religious instruction', and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. We would ask parents considering withdrawal to contact the headteacher to arrange a discussion before they make this decision.

MULTI-CULTURAL EDUCATION

We live, learn and work in a culturally diverse society. We have a duty to reflect this diversity through the curriculum offered to pupils, for academic, personal, social and emotional development. We will encompass multi-cultural education through cross-curricular themes, class and whole-school assemblies.

It is not our intention to imply that any one culture is predominant or that others deviate, but rather facilitate understanding and respect for all cultures; to recognise similarities of belief, the contribution and diversity that different cultures bring to the school and local community and, as children mature, the wider society.

PHYSICAL EDUCATION

We believe that Physical Education develops in pupils an understanding of, and a competence, in a wide variety of physical activities.

Yoga and mindfulness classes are also part of the PE curriculum for children to develop body awareness and is also a learning tool to keep them calm, present and happy. Fitness lessons encourage children to increase their fitness levels during PE including muscular and cardiovascular endurance, strength and flexibility.

We value all our children's sporting abilities and endeavour to include them all; we promote both enjoyment for all and competitiveness. We encourage all children to become confident and help develop their competence in:

- Gymnastics
- Games
- Dance
- Swimming
- Outdoor and Adventurous Activities
- Athletics

Differing amounts of time are spent developing the six areas according to the Key Stage. Children in Year 3 will be having swimming lessons at Lea Manor, each class will be going alternative weeks for the academic year.

We belong to local sporting associations and take part in both friendly and league matches mainly in football, cricket, netball and other sports (rugby etc) as well as tournaments. We also enter teams in swimming galas, athletic meetings, cross-country events, inter school North Zone Sport and also in a wide range of other sports and town championships.

A Key Stage 1 and Key Stage 2 sports day is organised annually.

Please see our website for further information - and our results!

EXTRA CURRICULAR ACTIVITIES

Throughout the year a variety of clubs are offered (running at lunchtimes or after school). Children in both Key Stage 1 and Key Stage 2 have the opportunity to take part in after school clubs to further develop their competitive games skills. We run Years 4, 5 and 6 football club for both boys and girls, Years 5 and 6 netball club, a Key Stage 2 athletic club, dodgeball, archery, fencing, tennis table and badminton.

Over the course of the year we offer non-sporting extra-curricular activities such as choir, cookery, gardening, film making, arts and crafts.

The range and number of clubs is constantly growing. We currently charge for some of our clubs.

SCHOOL COUNCIL

Children have a lot to offer our school, and School Council is one of the ways that their views can be expressed and put into practice. Each class (Years 1 to 6) democratically elects one or two representatives to attend the fortnightly meetings and represent the views of their class; they also receive training for their role. The School Councillors feed back the minutes of the meeting afterwards and answer questions from the class. School Council elects four senior officers from Years 5 or 6 who take on School Council leadership roles with a staff member present to help as necessary. School Council organises several fundraising events each year on behalf of the children.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Our Special Educational Needs and Disability Policy is reviewed annually. It describes the existing Special Educational Needs and Disability system and outlines the stages of the process in line with the Children and families legislation September 2014. The Code of Practice will be adhered to when working with children with special educational needs.

See details of the policy below:-

Introduction

This policy is in keeping with the school's aims for teaching and learning. At Bramingham Primary School we recognise that children have a range of needs. We believe that every child is entitled to a broad and balanced curriculum, appropriate to their needs, in an environment where everyone feels safe and secure. Appropriate provision needs to be in place to ensure all children make progress.

We are committed to the inclusion of all children, offering a broad and balanced curriculum, made accessible through differentiated activities. Additional support and intervention may be required in order to achieve this.

Aims

- To ensure all children have access to a broad and balanced curriculum.

- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure early identification of children requiring SEND provision
- To ensure that all children take as full a part in all school activities
- To ensure we work in partnership with parents and external agencies to meet individual needs.

Definition of Special Needs

Children have special educational needs and disability (SEND) if they have a learning difficulty that calls for special educational provision to be made. As stated in the Code of Practice, children may have Special Educational Needs and Disability (SEND) if 'they have a significantly greater difficulty in learning than the majority of children of their age.' These difficulties may be sensory, cognitive, physical, social or emotional.

Identification and Assessment

We believe that early identification of a child's SEND is of paramount importance. The initial identification can be made by a teacher, parent or other professional agency who have contact with the child. A child may enter the school with their needs already identified. A child's needs may be centred on:

- Cognition and learning
- Social, emotional and mental health
- Sensory and or Physical Needs
- Communication and Interaction

Intervention

Class teachers have the overall responsibility of ensuring that the curriculum is differentiated and delivered in an inclusive way. There is a graduated approach to meeting the needs of the children. Under the Code of Practice there are two stages of SEND:

- SEN Support
- Education, Health Care Plan (EHCP)

Once a child has been raised as a concern the class teacher will liaise with the Special Education Need and Disability Co-ordinator (SENCo) and parents will be informed. The SENCo will carry out a range of assessments and observations in order to give the class teacher advice on how to best meet the child's needs. Parents are consulted about the concern so action can be most effectively planned.

SEN Support

SEN Support is characterised by interventions that are different from or additional to the differentiated class curriculum. SEN Support can be triggered through concern, supplemented by evidence that despite receiving differentiated teaching, the child makes little or no progress. If an individual programme of work is required, which is above and beyond the usual class differentiation, parents will be kept informed. The intervention will be planned and recorded on an Individual Learning Plan (ILP). This will be monitored by the SENCo and reviewed termly. Progress will be measured against targets set.

Following the close monitoring of targeted interventions and support, if the child is not making sufficient progress, the SENCo, in consultation with the parents, will seek advice from the appropriate external agency. Any advice and targets given by external agencies to support the child's learning will be documented in a termly Individual Learning Plan (ILP), which will be written by the class teacher, with the support of the SENCo. Progress is monitored closely and evidence may be collated in order to support the request for an Education, Health Care Plan.

Statutory Assessment

If a child does not make sufficient progress, despite an individualised programme of sustained intervention within SEN Support, the SENCo in consultation with the parents, may request Statutory Assessment from the Local Authority. If parents request a Statutory Assessment, the SENCo will collate the necessary evidence in order to respond to the request.

If the Local Authority agree to Statutory assessment and a child is awarded an Education, Health Care Plan, the SENCo will ensure the appropriate provision is in place and the objectives of the EHCP are being met. The SENCo will organise and chair the Annual Review meeting, which will be attended by parents, relevant school personnel and agencies that are involved with the child's development. The child will also be involved in the review, either by giving their views prior to the meeting and if appropriate, by attending part of the annual review.

If a child's needs change prior to the annual review, an earlier review meeting will be called. If a child is not of statutory school age, their EHCP will be reviewed twice a year.

Individual Learning Plans

Individual Learning Plans (ILPs) set out the targets, teaching strategies and resources that are planned to meet the child's needs. These will be written for children who have SEN Support and those who have an EHCP. ILPs will usually be reviewed termly, but some may be reviewed before this. Three or four specific, measurable, achievable, realistic and timed targets will be identified on the ILP. The ILP will be shared and reviewed with the child and parents. A copy of the ILP will be given to parents.

Care Plans

A child who has physical or medical needs will have his/her needs and relevant procedures identified in a Care Plan. The Care Plan will be written by the Health Professional and shared with the school and parents. These will be reviewed on the date stated on each care plan with parents and health professionals.

Access To The Curriculum

To ensure a child with SEND can access the curriculum, the school, where necessary, will make the necessary adaptations to the curriculum.

The curriculum will be modified appropriately to enable all children to access learning. For the individual or groups of children identified as having SEND this can be achieved by:

- Additional individual/group in class support
- Differentiation to reflect individual needs
- Small withdrawal groups or in class support
- Use of ILPs
- Use of appropriate information technology hardware and software
- Use of learning tools
- Use of visual clues or signing systems such as Makaton

We believe that all children with SEND should be integrated with their peer group. At times, when this is not possible, the child will be supported out of class.

If a child with special needs is working below National Curriculum Level 1, their attainment is assessed using P scales. For children who require a highly individualised curriculum, planning time is given to the teacher and teaching assistant(s) who support the child. A separate planning file holds the child's planning and ongoing assessments, accessible to all those who are involved with the child's learning. Evidence of a child's achievements and attainment are recorded in an 'I Can Do' book. This may include photographic evidence as well as detailed annotated work.

Monitoring and Review Process

Class teachers carry out assessment, planning and monitoring in accordance with general school practice. In addition, children identified as having special educational needs will have their progress also monitored by the SENCo and provision will be adjusted on a termly basis as required.

Parents will be informed and consulted about their child's progress and support provision through open evenings, informal meeting with the class teacher and or SENCo, ILP reviews and annual review meetings.

Admission Arrangements For Children With SEND

The arrangements are laid out in the school's Admission Policy. At Bramingham Primary School, we have resourced provision for children with physical and or medical needs. A child who has physical and or medical needs may join our resourced provision, providing they have an EHCP, and Bramingham Primary School is named as the most appropriate placement for the child.

Resourced Provision

At Bramingham we have resourced provision for children with physical and medical needs. Our school is adapted to meet the needs of children who may have physical and medical difficulties but are able to access the mainstream curriculum. The provision is an integral part of the school as all the children work in the classrooms alongside their peers.

A child must have an EHCP to have a place in the provision. Having a place in the provision means children would be able to access specialised equipment to access learning and physiotherapy sessions as well as having any regular medication or medical procedures administered.

Staff Training

INSET will be organised for relevant staff members as and when appropriate. Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEND. Teaching assistants will attend fortnightly training session. Training will be based on the needs of the school and individuals. Training will be arranged by the SENCo.

Transition Meetings

If a child with SEND joins us from another school or is leaving our school, a Transition Plan will be put into place. The plan will identify the child's needs and requirements, and any training that may need to take place. Wherever possible, visits by the child and parent/carer will be made to the school before the child starts at their new school. If a child is joining us, every effort will be made for the relevant staff to visit the child in their previous setting.

Role of the SENCo

- To oversee the day to day operation of the policy
- To liaise with and support members of staff in meeting individual needs
- To manage Teaching Assistants
- Maintain a list of children with SEND and retain relevant records
- Liaise with parents of children with SEND
- Liaise with external agencies
- Order appropriate resources
- Organise relevant training
- Maintain up to date knowledge and disseminate it when appropriate
- Monitor ILPs
- Track children's progress
- Arrange early assessments on children with SEND
- Chair School Liaison and Annual Review meetings

Complaints Procedure

If a parent/carer is not satisfied by the provision provided by the school to meet their child's SEND, a complaint should be made in the following order:

- to the SENCo who will respond within five working days, if dissatisfied
- to the Headteacher who will respond within five working days, if still dissatisfied
- to the Chair of Governors who will respond within twenty one days, if still dissatisfied
- to the Local Authority, if still dissatisfied
- to the Secretary of State for Education.

Key Personnel

Special Educational Needs Co-ordinator (SENCo) – Satinder Bains

Provision Manager – Helen Shepherd

Special Educational Needs Governor

Chair of Governors – Mrs A Colledge-Orr

BEHAVIOUR

Everyone will act with care, courtesy and consideration towards others at all times.

The children are respected as individuals and treated with sympathy, care and understanding. We have a clear procedure for dealing with discipline, which includes an anti-bullying policy contained in our Behaviour Policy.

If a child's behaviour falls below the expected standard, some privileges may be withdrawn.

Parents will be notified of consistently poor behaviour and asked to come into school to discuss the problem.

Children who repeatedly fail to meet the school's expectations during the lunchtime period may receive lunchtime detention. Parents will be made aware of this, detailing the reasons for the detention.

We have important rules that have been negotiated with the children.

At Bramingham we

- *Listen*
- *Encourage each other*
- *Ask awesome questions*
- *Respect everyone*
- *Never give up*

Together!

Classes also devise their own class rules which are displayed in their classrooms.

PLAYGROUND APPARATUS

We have areas of playground apparatus at our school.

- Children will be specifically supervised by a member of staff whilst using the playground apparatus
- All children must wear trainers or other appropriate footwear as agreed by their teacher
- Children must play sensibly on the apparatus at all times

- Any unsafe use of the apparatus will lead to staff asking children to get off the apparatus immediately
- Children may only use the apparatus at specific times of the week, according to the school rota.
- Children are not allowed on the apparatus unsupervised.

REWARDS

All children from Year 1 may gain smileys for good work, extra effort, consideration, politeness etc. These will be counted on an individual basis for children to receive merit certificates and prizes. These will also count towards the house system. Children in EYFS can receive 'dojos' too as a reward.

Each class also has a '(class name) of the Week' award which rewards one child a week who has achieved something noteworthy. There is also a Fab Writer and Mathemagician award given every week. Top Doodler (see maths) also receives a certificate each week.

From Year 1 a child from each class, selected by their class teacher, is invited to attend Top Table. The children earn this reward by having a great week or doing something noteworthy and this is shared in a Thursday assembly. Top Table takes place every Monday lunchtime and the children have dinner with Mrs Bains and Miss Sutton. The table is decorated and they also have chocolate milkshakes and choc ices.

Children will become a member of a house team - Spring, Summer, Autumn and Winter.

There are also class awards for Best Class Attendance, Best Kept Class and the class with the most class points.

Each fortnight we will also award the 'Stephanie Noakes Award for Achievement'. This will be for any outstanding achievement, not necessarily academic achievement.

A copy of our behaviour policy is available from the School Office and is on our website.

BUDDY SYSTEM

In order to encourage and widen children's network of friendships across the school, we have a 'buddy' system in place. Every child is paired with another child, usually a younger child with an older child. Through buddy assemblies, buddy time and buddy playtime, buddies have the opportunity to meet, and share their work and achievements with each other, as well as developing their friendship. This system encourages the children to care for each other, develops a sense of responsibility and gives them an opportunity to share successes and worries with other children.

SCHOOL RESULTS – 2018 - 2019

Key Stage 1 school results

		Writing	Reading	Maths	Science	
PKF & P scales	Number	5	4	5	HNM	
	Percentage	8%	7%	8%		
WTS	Number	17	20	11	EXS	
	Percentage	28%	33%	18%		
EXS	Number	27	22	28	EXS	
	Percentage	45%	37%	47%		
GDS	Number	11	14	16	EXS	
	Percentage	18%	23%	27%		
EXS+		63%	60%	73%		

Key:

- GDS - Working at Greater Depth within the Expected Standard
- EXS or AS - Working at the Expected Standard
- WTS - Working Towards the Expected Standard
- HNM or NS - Has Not Met
- PKF - Foundations for the expected standard
- B - Below the Expected Standard (reported as P-levels)

Key Stage 2 school results

Number of children in the cohort – 54

% of pupils with EHC plans – 4%

% of pupils with SEN (no EHCP) – 26%

	Reading						Writing						Maths						Grammar, punctuation & spelling								
	Nat	Luton	BPS		Luton no SEND	BPS no SEND	Nat	Luton	BPS		Luton no SEND	BPS no SEND	Nat	Luton	BPS		Nat no SEND	Luton no SEND	BPS no SEND	Nat	Luton	BPS		Nat no SEND	Luton no SEND	BPS no SEND	
Average progress scores	0	-0.2	0.14	0.3	0.2	0.7	0	-0.1	0.04	0.5	0.4	0.8	0	0.4	2.29	0.4	0.8	2.2									
Average scaled scores	104.4	103.3	102.5	105.8	104.6	106.5							105.1	104.8	105.4	106.3	106.1	108.5	106.3	106.9	105.4	107.9	108.4			109	
% of pupils achieving the expected standard or above	73%	68%	65%	81%	77%	82%	78%	73%	72%	88%	83%	95%	79%	75%	85%	87%	84%	100%	78%	78%	82%	87%	88%			100%	
% of pupils who achieved a high standard	27%	22%	24%	31%	26%	34%	20%	17%	17%	24%	20%	24%	27%	26%	31%	31%	31%	45%	36%	38%	28%	42%	45%			40%	

Nat – national results BPS – Bramingham Primary results

% of children achieving at least the expected standard in Reading, Writing and Maths -
BPS - 59 % (without SEND 79%) National - 65% (without SEND 74%)
Luton – 60% (without SEND 68%)

% of children achieving the higher standard in Reading, Writing and Maths –
BPS – 9% (without SEND – 13%) National – 11% (without SEND – 12%)
Luton – 9% (without SEND 11%)

ATTENDANCE FIGURES

We are required to publish unauthorised absences and attendance figures.

For the year 2018 – 2019 these were:

Compulsory School Age

Average number on roll	410
Authorised absence (sessions)	3.7%
*Unauthorised absence (sessions)	0.8%

(*Those for which there was no explanation given or explanation was given but falls outside our criteria for authorised absence)

We discourage the taking of holidays in school time and have a strict Term Time Leave policy based on recommendations from the Local Authority.

BREAKFAST AND AFTER-SCHOOL CLUBS

Aims of the Club:

- To provide the necessary facilities for daily care, recreation and educational needs of children during out of school hours.

- To provide a service to meet a community need and at the same time provide the children with a worthwhile and valuable experience.

Activities:

The club takes place in Bramingham Primary School during school term time. Its base is “The Dell”, but other areas are made use of: the hall, cookery room, Early Years play area etc. The club will provide a variety of activities, offering opportunities for children to play, learn and be creative. If parents/carers would like their children to complete homework tasks during the After School club then this will be possible.

Hours of Attendance:

The hours of the club are for Breakfast Club 7.45am to 8.45am, After School Club 3.30pm to 6pm – Monday to Friday during term time.
See our Breakfast Club and After School Club leaflet for up-to-date information.

Fees and Payments:

Payments may be made through our online payment system, School Money.

THE SCHOOL HEALTH SERVICE

The aim of the School Health Service is to ensure that your child, regardless of any health problem, is able to reach his or her full learning potential at school.

In **Foundation Stage**, your child will be offered:

- A health care interview with their school nurse, to which you will be invited. This will include a vision test, height, co-ordination and speech check. It will also give you an opportunity to discuss your child's health and well-being. Your school nurse will be able to advise you and, with your consent, will refer you to other health professionals for their help, if appropriate. The results will be recorded in the Personal Health Record which you keep.

In **Year 1**:

- A hearing test by the Audiometrician
- Screening of their teeth and oral health by the Community Dental Service. The dental screening does not interfere with, or replace, any arrangement you may have in place with your own dentist. You are advised to continue regular check-ups for your child at your own dentist.

In **Year 3**:

- Dental screening

In **Year 6**:

- A height and weight check by the School Nursing Service
- Dental screening
A vision and colour vision check by the School Nursing Service

Additional screening checks may be undertaken in certain circumstances in other school years.

Information regarding all checks will be sent to you in the academic year in which they fall.

It is beneficial to share information of any medical conditions or health concerns about your child with your school nurse.

The school has a dedicated nurse based a local health centre. Please contact the office for further details if required.

Each school has a named school doctor, who is associated with the Edwin Lobo Child Assessment Service. Your child can be offered an appointment with the school doctor for further assessment of any medical problems.

WELFARE

Our Educational Welfare Officer is based at Lea Manor High School and is available to help you on such matters as school attendance, family problems affecting your child's schooling and free school meals.

CHILD PROTECTION/SAFEGUARDING

We work in partnership with parents to support the children in every possible way. The 1989 Children's Act places a responsibility on schools to ensure that we work together with other agencies to safeguard and promote the welfare of all children.

As a result, if concerns are raised within the school, either by a child or an adult, we have a duty to act upon them and this may involve us liaising with social care.

FAMILY WORKERS

We are fortunate to have two Family Workers who are available to support families in very many ways. They can help with financial matters, point you in the right direction re supporting your children both at home and at school, they will research information concerning a whole range of issues. They are available to provide support and welfare to families and will be at the end of the phone for you. They have their own Family Workers' Hut where Stay and Play groups are held for very young children and their carers and tea and coffee is always available. They will meet with your children should there be any worries your children may need support with and they may find themselves working with groups of children providing social or emotional support. Their role is varied but invaluable...and they will welcome you popping in and having a chat with them!

CHARGING AND REMISSIONS POLICY

The Governing Body is required by Section 10 of The Education Reform Act 1988 to make clear to parents its policy on charges and remission of charges for school activities.

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, practical activities, trips and residential experiences can make towards pupils' personal and social education. The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

The Governing Body reserves the right to make charges in the following circumstances for activities organised by the school:

School journeys in school hours

Activities outside school hours

The full cost to each pupil of any activities deemed to be optional extras taking place outside school hours. This includes residential visits, a charge will be made for the cost of board, lodging and travel costs (subject to statutory exceptions) the cost will not exceed the actual cost of provision.

Musical instrument tuition

A charge is made by Luton Music Services per term for the tuition fee, this includes the hire of the instrument, remissions are available. For further information please contact Luton Music Service (01582 538232) or the Music Co-ordinator at the school.

Voluntary contributions

The school may, from time to time, on behalf of the Governing Body, ask parents to contribute voluntarily in respect of school activities. This particularly applies to day visits organised by the school, e.g. visits to museums and local places of interest, as part of a school or class project. **The cost of the visit will not exceed the actual cost of the provision.** Children will be 'chased' for

permission slips as they will be unable to attend without these, they will not be chased for payment. In the event of insufficient voluntary contributions being made the activity may have to be cancelled and refunds will be given.

REMISSIONS

Where the parents of a pupil are in receipt of state benefits which would entitle their child to receive free school meals the Governing Body will remit in full the cost of board and lodging for any residential activity which takes place in more than 50% of school time. Staff at the school office will be able to advise you further.

In other circumstances the Governing Body will invite parents to apply in confidence to the Headteacher for the remission of charges in part or full. The Headteacher in consultation with the Chair of Governors will make authorisation of remission.

Where a voluntary contribution is requested towards the cost of an activity, the Governing Body emphasises that there is no obligation to contribute and that no pupil will be omitted from the activity because his or her parents were unwilling, or unable, to contribute.

However, the Governing Body wishes to make clear that if it is unable to fund the cost of school visits and that, if the school receives insufficient contributions, then this would mean that the activity could not take place.

LEGAL MATTERS

PROCEDURE FOR CONCERNS/COMPLAINTS

As required under the Education Reform Act, 1988, the Authority has a procedure whereby complaints about the curriculum and collective worship may be dealt with. Should parents find it necessary to consider making a complaint, they should bring the matter to the attention of the Headteacher. If parents find that they must embark upon the complaints procedure, then the Headteacher, on request, will provide them with the relevant details.

AVAILABILITY OF PUBLIC DOCUMENTS

As required under the Education Reform Act 1988, certain documents which relate to the school must be made available at the school to parents who express a wish to see them. The list of the documents which must be made available will need to be revised as new documents are published. The list currently includes:-

1. The School's curriculum policy statement
2. The Authority's curriculum statement
3. All the schemes of work and syllabuses in use
4. Adopted minutes of the Full Governors and Committee meetings
5. Any recent HMI report about the school
6. Admission Policy
7. Charging and Remission Policy
8. Behaviour Policy
9. Special Educational Needs and Disability Policy
10. Data Protection Policy
11. Health & Safety Policy
12. Single Equality Policy
13. Home School Agreement
14. All the circulars and orders published by the Department of Education and Science concerned with Part 1 Chapter 1 of the Education Reform Act 1988

Parents wishing to see any of these documents or wishing to obtain a copy of one of them should contact the Headteacher.

PRIVACY NOTICE – GENERAL DATA PROTECTION REGULATIONS (GDPR)

Bramingham Primary School is committed to protecting your privacy when you give us your personal data and that of your child, this notice complies with GDPR.

We have a Data Protection Officer who makes sure we respect your rights and follow the law. If you have any concerns or questions about how we look after your personal information, please contact the Data Protection Officer at feedback@luton.gov.uk

Data Controller	Sharon Flowers
Data Protection Officer	Zoe Bulmer c/o office@bramingham.net
Personal Data	Eg Name; Address; medical details; ethnicity
Purpose for using it	Eg to support your child's learning and pastoral needs To provide access to school meals
Lawful basis	To carry out the performance of a public task and in the public interest of providing education.
Who we share it with	<ul style="list-style-type: none"> • Luton Borough Council • schools that the pupils attend after leaving us • the Department for Education (DfE) • NHS • School Nurses • School Cash Office (For dinner money payments and trip payments)
Why we share it with them	Statutory returns for government reporting Educational support eg SENCO or educational psychologist [if needed] Provision of school meals To safeguard children [if needed]
Any automated decision making	None
Transfer of data to a non-EU country	None
Exercising your rights	You have the right to ask us to amend or delete your data as well as transfer it or limit its use. You also have the right to request a review of an automated decision where you think this is wrong. Each request will be considered individually however, where we are required to keep your data by law we may be unable to action your request. In all circumstances we will explain our decision making in writing to you.

If you want more information about how we keep your data safe please see our main privacy statement on our website at bramingham.net

FRIENDS OF BRAMINGHAM PTA

Parents, school staff and members of the community work together as *FRIENDS OF BRAMINGHAM PTA* to raise funds for the school.

We really appreciate their hard work and we hope that new parents or members of the community will want to add their support, helping to foster a happy relationship between all groups.

PRESIDENT
TREASURER
TEACHER REPRESENTATIVE

Sharon Flowers
Michelle Dignam
Helen Bassett

A child's Education starts in the home and is continued as a partnership between home and school.

So that this partnership will give every child the best possible chance of success, the partners should be clear about what each can reasonably expect of the other.

On the following page you will see an example of our Home/School Agreement.

This will be examined annually at our first open evening in the autumn term. It is an expectation that it will be understood and signed annually.

Bramingham Primary School

Home - School - Agreement

The Pupil

I will:

- * attend school regularly, on time, ready to learn and take part in school activities
- * aim at the highest standards in all aspects of school life
- * be polite and helpful to others and follow our school rules
- * consider and respect the feelings and property of other people in school and in the wider community

Signed.....

The Parents/Guardians

I/We will:

- * See that my child goes to school regularly, on time and properly equipped
- * make the school aware of any concerns or problems that might affect our child's learning or behaviour
- * support the school's policies and guidelines
- * take an active and supportive interest our child's learning and progress

Signed.....

Bramingham Primary School

We will:

- * develop each child as fully as possible
- * care for each child in a safe, secure and supportive environment
- * keep parents informed about general school matters and about a child's progress in particular
- * be opening and welcoming at all times and offer opportunities for parents to become involved in the daily life of the school
- * help your child make the best possible contribution to the community at large

Signed.....

