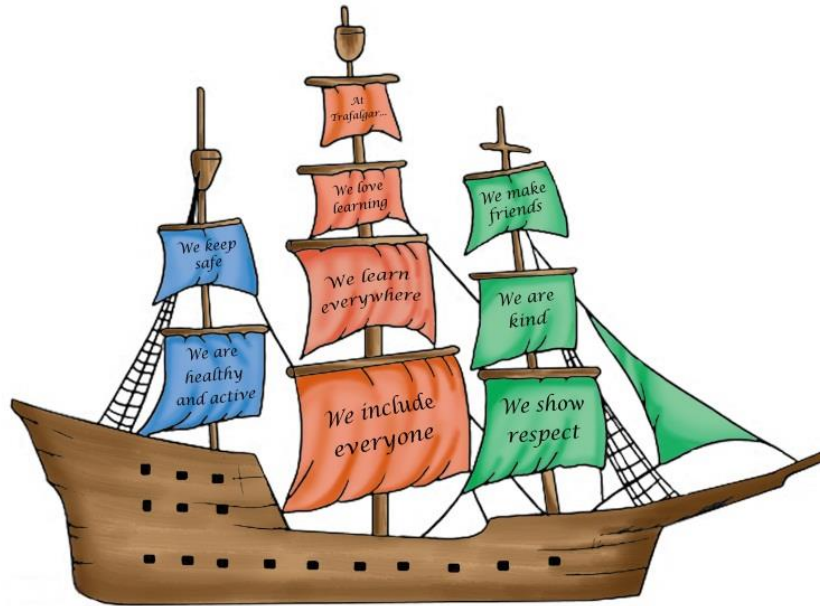




# Trafalgar Community Infant School



*A voyage of discovery - we're sailing to success together*

## Prospectus for the academic year 2017/2018

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## **WELCOME TO TRAFALGAR COMMUNITY INFANT SCHOOL**

**A voyage of discovery-we're sailing together to success together!**

Dear Parents and Carers

I am delighted to welcome you to Trafalgar Community Infant School. Our school is a lively, happy place where children can thrive and learn in a positive environment. Our curriculum and classrooms are organised in a way that will motivate children and promote their enjoyment in coming to school.

By creating a caring ethos, with the emphasis on co-operation and mutual respect, we expect a high standard of behaviour and aim for every child to meet their learning potential. Safeguarding children is a key priority in all areas of school life including online safety.

Good communication with parents and carers is a very important objective of our school. The purpose of this School Prospectus is to provide a comprehensive insight into all aspects of our school and to convey details about current procedures and protocols that you need to know.

I hope that you will find it useful and informative.

Yours sincerely

Miss Kat Green  
Headteacher



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## **AIMS & OBJECTIVES OF THE SCHOOL**

As Trafalgar is a level 2 rights respecting school, we express our aims in terms of rights and how we respect these rights.

### **The Trafalgar Community has the right to:**

- A stable, inclusive and caring environment
- An equal opportunity to achieve highly and to the best of our abilities
- Be safe

### **The Trafalgar Community respects these rights by:**

- Fostering a desire for knowledge and a continuing interest in life long learning
- Supporting each other in meeting challenges with confidence
- Valuing and promoting self respect and self discipline

### **In order to achieve this we adopt a comprehensive approach to each child's development and we pay attention to their:**

- Spiritual, moral, social, emotional and cultural development to nurture our ability to make good choices that will benefit both ourselves and our community
- Physical development, well-being, healthy and safe lifestyle
- Intellectual development in relation to achievement and enjoyment

### **Our Vision and Values**

At Trafalgar we love learning:

- We learn everywhere
- We include everyone
- We are healthy and active
- We show respect
- We make friends
- We are kind
- We keep safe





## SCHOOL ETHOS

Children are expected to be well behaved and polite at all times. We encourage good behaviour for learning by acknowledging it in many ways. The development of a positive approach towards managing behaviour is a partnership between home and school. The vast majority of children respond well to this approach.

Children who have been noted for being co-operative, being curious, not giving up, having a go, concentrating, keeping on improving, using their imagination and enjoy learning are nominated for a Headteacher award at assembly on Fridays.

At the same time, we firmly believe that all forms of anti-social behaviour, including vandalism, bullying, disruption and racism, are not acceptable. Therefore should a behavioural problem arise, the school operates a behaviour for learning policy which enables us to deal with it.

### School Council

We are proud of our School Council because we like to listen to the amazing ideas our children have about finding ways to make our school even better!

We believe that School Council helps children to:

- **Learn to speak clearly and listen well**
- **Feel confident to make a decision and carry it out**
- **Become committed and determined to make a difference**
- **Think about ways to make school life happy and organised**
- **Talk to each other, staff and governors about things that matter**
- **Listen to and understand the opinions of others**

Agendas and minutes of School Council minutes are to be found by the School Council display by Emerald class.



## Learning Council

At Trafalgar Community Infant School we have a Learning Council. All our children are invited to write a letter of application to Miss Green explaining why they want to be on our Learning Council, and what skills and interests they have that would make them a valuable member of our group. A copy of these letters, Agendas and Minutes of our meetings, and our research, is available in the Learning Council folder near the main entrance of the school.

Our aim is to identify **how we can make learning even better at our school**. We do this by conducting research in our school, and in other schools in our locality. We then decide how we can share our findings with our school community, so we are really having an impact on improving the learning that happens here at Trafalgar Community Infant School. So far we have visited local schools and really loved how they developed through their Forest School experience and Sensory Garden. We shared our findings with the whole school in assembly, with our governors in a governor meeting, and with our parents/carers through the newsletter. As a result, we now provide a Forest School experience for all children in Year 2, and have a new Sensory Garden.





## SCHOOLS AWARDS

### RRR (Rights, Respect & Responsibilities)

Trafalgar Community Infant School is a Rights Respecting School. In March 2014, we were the first school in West Sussex to achieve Level 2 of the UNICEF award designed to make children aware of their rights and the rights of children globally and how we respect these rights.

### Healthy Schools

Trafalgar Community Infant School is a Healthy School. We have achieved the Investors in Health award and hold National Healthy School status. This reflects that we have achieved the outcomes within the four themes of the programme: Personal, Social and Health Education, Healthy Eating, Physical Activity and Emotional Health and Well-Being.

### Eco-Schools

In July 2013 we achieved our Silver Eco Schools award. Trafalgar has an Eco-Action Team consisting of teachers, Year 1 and 2 pupils. We meet on a regular basis to discuss how we can move towards becoming a more Eco-friendly and sustainable school. Throughout the school year we take part in activities such as 'Switch-Off Fortnight' and 'Walk to School Week' as well as focusing on recycling and how to improve the school grounds. Our main aim is to help all children become aware of local and global issues affecting our world today.

### Every Child Counts

The Every Child Counts programme aims to raise achievement in primary school mathematics.

Trafalgar offers:

- The Numbers Count intervention programme delivered by a specialist teacher to children in Years 1 and 2 who need support in mathematics.
- The 1stClass@Number support programme delivered by a trained learning assistant to children in Years 1 and 2 with some difficulties in mathematics.



## SCHOOL INFORMATION

We are a larger than average infant school with nine classes – three classes for each year. Each class has a maximum of 30 children.

Trafalgar Community Infant School is situated in Victory Road, approximately one mile from the centre of Horsham, close to the main park and adjacent to a recreation ground. In 1984 the school building was substantially rebuilt and modernised, and now consists of seven classrooms arranged around an inner garden which is used mainly by the Reception and Year 1 classes. Mobile classrooms are linked to the main building by a covered walkway and provide our two extra classrooms for Year 2.

The classrooms for the older children have adjacent toilets and cloakrooms, whilst the Reception classrooms have self-contained facilities. The school building is mainly situated on one level, most doors permit wheelchair access and we have toilet facilities suitable for wheelchair users.

A well resourced library area is situated near the entrance. There is a large hall which is used for our daily assembly and for lessons in physical education, dance and lunch for most children. Each classroom is well equipped and the children have access to class computers, laptops, iPads and an interactive whiteboard.

The school is fortunate in having a large outdoor space containing two trim trails, a maze garden, jubilee area, gardening plots, colourful shade sails and a fun theatre. We also have a grass area that is used to provide a forest school experience for all children in Year 2. Here they learn to work together to build dens, fires and tools.





## ADMISSIONS INFORMATION

The majority of children who attend Trafalgar School come from the north western part of Horsham i.e.

- the south by Guildford Road, Bishopric, and West Street
- the east by North Street as far as the railway station
- the north east by the line of the railway

Prospective parents/carers should obtain an application form from West Sussex County Council, Pupil Admissions Office (see contact information below) and a copy of the 'Starting School (North) Information for Parents' booklet prior to applying for a place at Trafalgar.

Filling in the form does not guarantee admission to the chosen school, even if you live in the immediate vicinity. However, it would be rare for an application to the catchment school to be refused, and would only happen if the result of the admission were to create a Reception class of over 30 infants.

Agreeing the places in this situation would not be done on a first come, first served basis, but priority would be given in accordance with the following criteria:-

1. to children with special educational or medical needs or who have relevant extraordinary family circumstances accepted by the LA.
2. to children with brothers or sisters in the school at the time of their admission.
3. other children who live in the locality.
4. those children who live out of the immediate area and are willing to travel in.

Admission to this school is co-ordinated by a team based in Horsham. Applications should be made in writing or by telephone to:

Pupil Admissions Office  
West Sussex County Council  
County Hall North  
Chart Way  
Horsham  
RH12 1XA

Telephone: 0333 014 2903



## PRE-SCHOOL CONTACTS

All parents/carers are welcome to attend the pre-admissions tours by making an appointment before they register their child. The school's enrolment forms request information that give basic family background and equips us to deal with the child in context. It is helpful if you complete this form comprehensively.

Our programme of induction begins when a child is registered with the school. Our 'New Parents/Carers' meeting is held midway through the Summer term in the evening. At this meeting, you will have a chance to meet some of the school personnel, have specific information given to you about the school and have your questions answered. Please note this is an important meeting to attend.

We operate a comprehensive induction programme during the first few weeks of the Autumn term for children new to Reception. Details of this are sent to you upon receipt of confirmation of a place at this school.

If your child has any Special Educational Needs, a Disability or serious medical needs then please inform the School Office as soon as your place has been confirmed.



## THE SCHOOL GOVERNORS

Like all schools, our Governing Body is fully involved in the life of the school. Governors act as critical friends to school personnel. Governing bodies have 3 main purposes:

- **Ensuring clarity of vision, ethos and strategic direction;**
- **Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;**
- **Overseeing the financial performance of the school and making sure its money is well spent.**

There is also a legal requirement for Governors to 'conduct the school with a view to promoting high standards of educational achievement at the school'.

The Governors meet twice a term as a full body and each governor sits on one of the committees, which meet once a term. The committees are:

### **Assets and Resources**

responsible for the financial, human and physical resources of the school,

### **Pupil Progress and Curriculum**

responsible for ensuring that children are provided with the best possible provision to meet their potential and the school curriculum is relevant and challenging.

All Governors have particular responsibilities for involving themselves in certain aspects of the school's work, such as provision for Inclusion or the development of the premises. The Governors also undertake training in key aspects of their responsibilities and regularly review their effectiveness.

The size and composition of the Governing Body is laid down by law and Governors are appointed or elected by specific bodies or groups. These groups are Parent Governors, a Staff Governor, an Authority Governor, and Co-opted Governors. A full list of current governors is on the school website with more detailed information of the work of the Governing Body.

The Chair of Governors can be contacted through the School Office.



## **STARTING SCHOOL**

### **How Can I Help My Child?**

The best way to prepare your child for school is to build their self confidence, self reliance and social skills. Encourage your child to do things for him or herself, for example, sharing, dressing, changing their shoes and managing well in the toilet.

### **Reception Class**

Reception children are taken on a tour of the school before they start in order to help them to become familiar with the people and the buildings.

Most children begin school full time after a short induction period as it gives your child the benefit of the whole year's curriculum. When the children are ready there is a gradual integration into whole school life e.g. playtimes and assemblies.

At the end of the school day there is the opportunity for you to discuss the progress of your child with the classroom staff and to discuss any problems which may have arisen.

Every child starts their 'Learning Journey' when starting at Trafalgar. We keep a record of evidence of all the seven areas of learning, which clearly shows the aspects of learning and the objectives covered according to the EYFS curriculum.

Assessments are ongoing throughout the year and parents/carers are invited to discuss their child's progress with the teacher at the Autumn and Spring Consultation Evenings. A written report for each child is provided at the end of the Reception Year.



## THE LEARNING ENVIRONMENT FOR THE FIRST YEAR

### The classrooms and resources

The three Reception classrooms each have their own toilet area and cloakroom and safe access to an enclosed courtyard, known as 'The Garden'. Here the children learn with a wide range of resources and mix with peers from all the Reception classes.

Within the Reception area, the following opportunities and resources are available:-

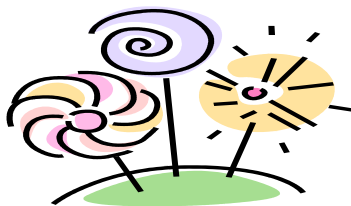
Sand and water play	Scientific activities	Wheeled toys
Early experience of writing	Book corner	Remote control toys
Music making area	Construction toys	Interactive whiteboards
Cookery	Creative play areas	Large bricks
Mathematical activities	Role play areas	Computing options

### Adult help

Your class teacher is supported by a learning assistant. Their role is to:

- listen and talk to the children
- respond to their physical, social, emotional and intellectual needs
- extend the children's learning by helping, encouraging and supporting them
- observe and evaluate what learning is taking place
- meet together regularly to discuss and share experiences with the view to planning for future learning

If you are interested in helping out at school, we would be very pleased to hear from you. Please speak to your child's class teacher or the Headteacher.





### **Learning through play**

We believe play is a very important part of learning, essential to the healthy development of children. The Reception classes provide opportunities for a wide variety of play experiences both in the classroom/garden and in the playground. Your child will be given daily guidance and ideas, and time to initiate their own learning and follow their own interests. There is a balance between adult directed and child initiated learning. The Reception children are encouraged to use their imagination and are actively supported in their play by their teacher and learning assistant through:-

- sharing play
- setting examples
- finding resources
- following up interests
- offering challenges
- encouraging the use of language and problem solving

## **CURRICULUM AREAS FOR THE EARLY YEARS FOUNDATION STAGE**

Since education is seen as an integrated learning journey the Reception classes focus on cross-curricular themes and the detailed planning addresses the general areas of learning that have been identified as appropriate for 4 and 5 year olds under the government principles entitled 'The Early Years Foundation Stage' (EYFS). These are:-

### **Playing and exploring – engagement**

*Finding out and exploring* is concerned with the child's open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out.

*Using what they know in their play* describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

*Being willing to have a go* refers to the child finding an interest, initiating activities, seeking challenge, having a 'can do' orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.



### **Active learning – motivation**

*Being involved and concentrating* describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.

*Keeping on trying* refers to the importance of persistence even in the face of challenge or difficulties an element of purposeful control which supports resilience.

*Enjoying achieving what they set out to do* refers to the reward of meeting one's own goals building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

### **Creating and thinking critically – thinking**

*Having their own ideas* covers the critical area of creativity – generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

*Using what they already know to learn new things* refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought.

*Choosing ways to do things and finding new ways* involves approaching goal-directed activity in organised ways making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.

**Communication and Language**, developing confidence and skills in expressing themselves and to speak and listen in a range of situations

**Physical Development**, developing gross motor and fine manipulative skills, and learning about how the body works and about keeping healthy

**Personal, Social and Emotional Development**, learning to co-operate and take turns, understanding acceptable behaviour, learning independence and developing self confidence

**Literacy**, encourages children to link sounds and letters and to begin to read and write

**Maths**, learning about number, calculation, shape and space, position, patterns and relationships, comparisons and measurements

**Understanding of the World**, focuses on the children's environment, on other people and on features of the world

**Expressive Arts and Design**, art, craft, design, music, dance and role- play



## SCHOOL UNIFORM

We believe that the wearing of school uniform by all children gives a smart, positive image of the school as well as a sense of belonging, and we ask you to support this policy.

**Girls** grey pinafore dress, skirt or grey trousers, white blouse/collar or polo neck; school sweatshirt or sweat cardigan or dark green cardigan; green & white check/striped dress (summer); if tights are worn in the winter, they should be green, grey or black.

**Boys** grey shorts or trousers; white shirt/collar or polo neck; school sweatshirt or dark green pullover; grey or black socks.

**PE Kit** green shorts with a white or school t-shirt, tracksuit bottoms during the winter months. PE kit should be put in a drawstring bag, clearly named.

Please ensure all parts of your child's uniform are clearly named.

### Suitable Footwear

Both boys and girls should at all times wear black, brown or navy shoes that are of a suitable style (no open toe sandals), except for PE lessons when all children should wear black plimsolls or trainers with elastic or velcro fronts.

The following items can be purchased from the School Office –

Sweatshirts	Sweat cardigans	PE t-shirts
PE shorts	Safari caps	Gym bags
Water bottles	Book bags (each child is given one when they first start at Trafalgar)	

Polar fleeces and showerproof fleeces can also be ordered from the School Office. We would also encourage you to purchase a safari style sun cap from the School Office.





## THE SCHOOL DAY

Children should not be left unsupervised by parents or carers in the playground. The school does not accept responsibility for the children until they are handed to the adult in the class.

8.50am	Parents/Carers and children should be in the playground. Children are taken to their classroom by their parents.
9.05am – 9.35am	Assembly and Reading Groups
9.35am – 12.00 noon	Morning session
10.45 – 11.05am	Morning break Children can bring their own healthy snack of raw fruit/vegetable. Drinks (water) should be in a clearly named leak proof container. We discourage sugary drinks or sugary fruit bars.
Year R: 12.00 – 1.15pm  Years 1 and 2: 12.15 – 1.15pm-	Lunchtime Hot lunches are provided for free through Easy Lunch Company. Alternatively, children can bring in their own packed lunch, which should include a drink (see above). Please be aware that products containing nuts could be a risk to other children with a nut allergy so please avoid giving your child anything containing nuts to eat in their snack or lunchbox.
1.15 - 3.15pm	Afternoon session
3.15pm	End of school day Children are handed over to their parents/carers from their classroom. All children must be collected by an adult or teenager over 16 who is known to the staff. Any change must be notified to the School Office in good time.

### Wet morning arrangements

The school doors open at 8.45am and children can filter into their cloakrooms and classrooms any time from 8.45 – 8.55am. Children arriving in the playground before 8.45am must stay in the playground, so the incentive is not to arrive too early! If you can avoid bringing a buggy into school on these occasions, it will certainly ease the pressure in busy corridors.



We hope parents/carers feel welcome to come into the school; however, we ask you to leave your children by 8.55am, because this encourages their independence. These arrangements help us know the whereabouts of all children, and are in the interests of health, safety and well-being. We respectfully ask parents not to stand at the windows as it distracts the children from their learning and slows down their ability to settle.

## **Attendance**

Coming to school every day is important for children, as they need to feel fully involved in the school community. Obvious exceptions will be if a child is unwell or has an important medical appointment. So much happens during a school day and it is all too easy for a child to feel unsure and overwhelmed if attendance is poor. Occasionally there may be a genuine reason why a child is unable to attend school, such as bereavement. During these circumstances, we ask you to notify the school as soon as you can because these absences can be 'authorised'.

The law obliges the school to record the reasons for absence and the Pupil Entitlement Investigating Officer sometimes follows these up. If your child is absent you must contact the school as early as possible explaining why your child is absent, in order that wherever possible we can authorise the absence. Our target is to have zero per cent unauthorised absence.

Under Government regulations (implemented September 2013), schools are not able to authorise holiday during term time. This means we must refuse any applications for holidays, unless there are exceptional circumstances. If parents take their children out of school for holidays they will be marked as unauthorised accordingly. Parents should only apply for time off from learning **in exceptional circumstances**.

Government guidelines state that children may only be absent for the following reasons:

- Illness and treatments;
- An organised educational course;
- An organised sports competition or approved public performance;
- Family bereavement or exceptional family circumstances;
- Days of religious observance.

Government Regulations state that Local Authorities and schools can issue parents/carers with a fixed penalty notice. At Trafalgar Community Infant School however we will be continuing to work with you to ensure that your child attends school as regularly as possible. We would only consider a fixed penalty notice in extreme cases where attendance is consistently poor due to children being removed from school for family holidays without exceptional circumstances,



family days out that could take place during the weekend or during the school holiday period etc....

These regulations do not include sickness or medical appointments. If your child is sick or has a medical appointment please ring the school in the usual manner.

If there is continual absence or lateness, the Headteacher will liaise with the Pupil Entitlement Investigating Officer, whose role is to support you to meet the statutory obligations regarding school attendance.

### **Late Arrivals and Early Departures**

Under these circumstances please come to the School Office to let one of the staff know the reason.

It is of great importance that children arrive at school before registration. All children are expected to line up in the designated place at 8.50am when the bell goes. Registration takes place at 9.05am and this is when all important messages of the day and future events are discussed. This is a special class time and helps children to understand and prepare for the learning that will be taking place during the day. If children miss this special time they will not benefit or fully understand all that is available for them.

We understand that sometimes it is necessary for your child to leave school early. We are always willing to co-operate with such requests, but in the interests of safety please write a brief note of explanation. Verbal requests made by children are always refused.

**Please note: Children arriving or leaving school at any time other than the beginning and end of the school day must be signed in or out at the School Office. This is for safeguarding reasons so we know exactly who is on site.**

### **Personal Jewellery**

Because of the possibility of accident, loss or breakage please do not allow your child to wear any type of jewellery. Earrings should not be worn because of health and safety regulations. If your child has pierced ears and you feel you cannot comply with this regulation please ensure that only flat studs are worn.

### **Hair**

Children with long hair should wear it tied back.



## **PE Lessons**

All children should wear green shorts with a white or school t-shirt. Long hair must be tied back and all jewellery removed. If your child has recently had their ears pierced and is not able to remove the earrings, then you will need to ensure that these are flat studs which reduces the risk of injury. Please take your child's earrings out on PE days or put tape over them.

## **Personal Property and Valuables**

We can waste a great deal of time looking for lost items but you can help save time by making sure that all your child's clothes are named (this includes gloves, shoes, scarves, Wellington boots and so on). It helps your child if he/she knows where the name is on each item! Children get upset if they lose their belongings. Our policy is not to return un-named clothes, although there is a tub for 'lost and found' property. Unnamed items are sent for recycling as we have limited storage space in school.

It is not appropriate for your child to bring valuables of any kind to school, as they can too easily be forgotten or mislaid. Valuable toys can be broken, and young children tend to lend or borrow items and make the most unsuitable 'swaps'. Please keep all toys safely at home unless the class teacher has asked for items to be brought into school as part of the learning theme.



## **Parking**

Please park sensibly when dropping off/collecting your child. Do not park in the turning cycle, across drives, on corners or on double yellow lines.

## **Pupil Premium**

You may be aware that the Government is currently allocating additional funding to schools in the form of the 'Pupil Premium Grant'. In common with most schools, it is likely that a number of parents whose children attend Trafalgar fail to claim the Pupil Premium Grant even though they are entitled to them.

If you are eligible for the grant your child will be eligible for the following additional benefits –

- No charge for school trips and visitors to school
- No charge for before or after school club (one a term)
- Free school uniform (up to the value of £50.00 for each academic year)



We also use the Pupil Premium Grant to fund a wide range of additional support in school. This may involve either small group work or one-to-one tuition and is one aspect of our drive to continually raise standards.

The Pupil Premium Grant can be used to support children regardless of their ability. If you claim this funding then we can allocate Pupil Premium Funding to provide additional opportunities and challenges for your child with the aim of enriching their educational experience at school in ways that best meet their individual needs.

In order to be eligible for the Pupil Premium Grant, a parent or carer must be receiving one of the following benefits:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Once you have claimed your child will then become eligible for the Pupil Premium Grant for the following six years even if during that time you stop claiming or are no longer eligible for the grant. No one will know you have registered and it will not affect any other benefits you are claiming.

If you would like to apply or require any further information, please do not hesitate to contact the School Office.

## HOME SCHOOL LINKS



### Home School Charter

This Charter is between school and home. We ask you to read it carefully, recognise and agree your responsibilities towards supporting the school. We hope you will take the time to share the message of this Charter with your child too.



## **Newsletter**

A weekly newsletter is emailed to parents/carers every Friday. This keeps you up to date with events, items of information and relevant dates. Should you need to access your newsletter as a hard copy, we keep spares in the School Office. Whatever your method, it is important that you read the newsletter each week.

## **ParentMail**

### **School-to-Home Communication**

Good communication between home and school is of paramount importance to us. To help us achieve this we subscribe to 'ParentMail' which is a complete school-to-home communication service.

ParentMail is used by over 2,500 schools across the UK to communicate with parents and carers by both email and text message as appropriate.

The School Office will provide you with details on how to register with ParentMail. Please be assured that ParentMail is registered with the Data Protection Registrar and guarantees that all information provided will be kept private and will not be passed on to any other organisation.

## **Friends of Trafalgar and Parent Helpers**

We could not be as successful as we are without the help and co-operation of parents/carers, either as members of the Friends of Trafalgar School (FTS), as helpers in the school or as supporters at home.

We want you to feel welcome in school. Some of you help with small groups of children on a regular basis and that is greatly appreciated. Please do not feel shy to volunteer if you have time to spare. Activities that you can help us with include painting, modelling, cookery, story telling, supporting number games and listening to children read. We also need help for off site visits when they occur. All regular helpers will need to be prepared to undergo a DBS check. Please contact the School Office for further information about this.

The Friends of Trafalgar help the school in many ways, not least in promoting strong home/school links. However the FTS' main task is to raise money for the school, and to this end they organise a varied programme of popular and extremely successful events throughout the year.

The officers of the FTS are elected annually, but all parents/carers are welcome to join the committee meetings; these are publicised in the Trafalgar School Weekly Newsletter. An example of items purchased for the school include:

laptops, Fun Theatre, story sacks, class presents at Christmas time, Year 2 leavers' teddy bears, book bags for all the new entrants and visiting speakers and entertainers to name but a few!



### **Talking to the Headteacher or the Class Teacher**

The Headteacher is available for consultation on most days, and can be seen **with prior notice** from just after 9.00am onwards.

If you have any issues, worries or queries about your child's learning or behaviour, the first port of call is your child's class teacher. Should there be a need to set up an informal meeting with your class teacher, this will be at a mutually agreeable time and can be arranged by calling in after school or phoning the School Office to arrange a suitable time. If the query is complex and needs more time, the Year Group Leader will become involved after the first meeting if necessary. If the problem still isn't resolved, the Deputy Headteacher or the Headteacher will become involved.

There are two termly consultations between class teacher and parents/carers. This takes the form of individual after school and evening appointments and an End of Year Report in July.

### **Reading Support**

We like children to enjoy reading and reading frequently is beneficial. We send reading books home regularly for your child to share and gain extra reading practice with you. Every child has a reading diary to help maintain a record of books read at home. We value your help and support with this.



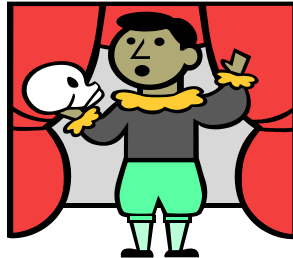
### **Curriculum Themes**

You will receive an overview of the theme, main skills and concepts that we will teach each term. We would value your feedback about what your child already knows, what they would like to know and what their interests are. We schedule regular curriculum meetings for parents/carers, where we explain how we teach aspects of the curriculum.



## **Special Occasions**

We like to celebrate success and where possible and appropriate, we invite you to share special occasions. This happens particularly in the concerts at Christmas time, at the end of the spring term and at the end of July.



## **Inclusion**

We appreciate that all children have individual 'needs' and we attempt to support these as part of the caring ethos we wish the school to have; legally a child is said to have a special need if they need a significantly different learning journey from the rest of the children. This may be due to behavioural, emotional, medical or learning needs. Learning needs include more able children.

We aim to match the interventions to the needs of the children in our school. Typically we offer additional support in:

- Maths
- Reading and writing
- Fine and gross motor skills
- Speech and language, and communication skills
- Social and emotional support
- Enrichment in areas such as 'thinking skills', art, drama

In order to support all children to achieve, we set termly goals for each year group which will be shared with parents. Children who fall below expected targets are focused upon, and if need be, given additional support and early intervention. Initially we may monitor the child to check concerns and identify their needs more precisely.

## **Pupils with Physical Disabilities**

We are aware of our obligations under the Disability Discrimination Act (1995) to ensure that pupils with disabilities are treated equally to other pupils.





## **External Agencies**

We work with a number of outside agencies with the aim of best meeting the needs of all children. Agencies we may work with include:

- Educational Psychology Service
- Learning Inclusion Advisory Team
- Speech and Language Therapy Service
- Pupil Entitlement Investigating Officer
- Family Link Workers Team
- Social Services
- School Nurses
- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)

## **National Curriculum Assessments and Annual School Reports**

Teachers carefully observe the progress of each child and keep detailed records of their observations. This is called 'Teacher Assessment' and it plays a vital part in helping children to progress from the Early Years Foundation Stage (Reception) to Key Stage One (Year 1 and 2). The outcomes of teacher assessments are shared with you at parent/carer consultation evenings and in your child's annual report.

The children in Reception take part in 'Baseline assessment'. The Reception team will share information about these with parents/carers.

During the Summer term all children in Year 1 and some children in Year 2 take part in a 'Phonics Check'. Your child's class teacher will inform you of your child's results in your child's annual report.

The children in Year 2 also take the Key Stage 1 National Curriculum tests in the Summer term. The Year 2 team share information about these with parents/carers each year.

We celebrate the children's achievements for they are also a true reflection of the hard work and commitment given by staff, governors, parents and members of the school community. At the end of the Summer term, we present a comprehensive End of Year School Report to you for your child.



## SCHOOL VISITS



We believe school trips are an important part of a child's education and the year group teachers organise one or more such visits each year. When your child joins the school, we issue a consent form for you to complete. This covers all local school visits throughout the year and minimises administration but still allows for individual abstention.

On each trip, the accompanying staff and adults will include a suitably trained first aider. A medical kit is taken, which will include items to deal with travel sickness. Only coaches equipped with seat belts are hired and each child will occupy one seat and wear the seat belt at all times.

The school maintains a ratio of adults to children of 1:6. If a child has displayed a pattern of disruptive behaviour over a period, then the organiser of the trip will decide whether the parent/carer of that child should accompany their child on the trip. A risk assessment is undertaken prior to a trip taking place.

We usually do not permit children to take spending money on school trips. Past experience has shown that young children taking money can cause problems and it can certainly detract from the educational aim of the trip! We ask parents/carers to make a voluntary contribution towards the cost of the trip, as without this contribution it is unlikely that the trip will proceed.

The Governors have adopted a Charging and Remission Policy, please visit our website to view this Policy or ask at the School Office.

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## MORE DETAILED CURRICULUM INFORMATION

For children in Year 1 and 2 the National Curriculum provided for them consists of:

- English, including phonics, spelling, punctuation and grammar
- Mathematics
- Science
- Art and Design
- Geography
- History
- Music
- Physical Education
- Religious Education
- Computing

We also make provision for Personal, Social, Health and Emotional education (PSHE) including promoting British values.

We offer a broad, balanced, relevant and well matched curriculum to all children. The class teacher assesses each child's progress carefully and our aim is for each child to achieve his or her personal best.

We plan our curriculum mainly through themes, through which we teach basic skills, knowledge and understanding. We base the themes on the children's immediate environment and community. We believe this is the most effective way of implementing the curriculum for them.

We teach the children as a class or as a smaller group, and at times, individually. We also encourage them to work independently and collaboratively.

### English

We aim for children to read fluently, accurately and for pleasure. We encourage them to use their acquired skills for reading fiction and for obtaining information. The school operates a 'reading group' system in which we divide the children into groups according to their reading ability and they attend a reading group four times a week for 15 minutes. In the reading group, children follow the text in their own copy of the book, sometimes they all read aloud together, they take turns, read in pairs, the adult reads or they read on their own. As the children read, the teacher takes opportunities to develop discussion about vocabulary, grammar and the meaning of the text; the members of the group also explore their views about the author, the illustrator, and so on. The group situation provides an opportunity for reading aloud, practising expression and inflexion and for developing the higher-order reading



skills of inference, deduction and comprehension.

Speaking and listening skills are an integral and increasingly important part of the English curriculum. We aim to develop communication skills so that children can give and receive instructions confidently and converse freely with their peers and with adults using enriched language which enables them to feel satisfied and fulfilled with verbal communication.

We aim to develop children as writers using a broad and balanced curriculum as a vehicle. We teach them to write accurately, neatly and legibly for a variety of purposes using correct form, punctuation and spelling. Spelling, punctuation and grammar are a key aspect of the English curriculum and we value parents practising spellings with their children.

### **The Library**

The school library contains a wide range of fiction, non-fiction and reference books. We encourage children to borrow books from the school library to take home and share with their parents/carers. Each class also has its own library or book area which is stocked with topic-related non-fiction material as well as a range of fiction and poetry books. The school employs a part-time Librarian who ensures the library is well-resourced with good quality books. Our Librarian is supported by some children who are called Class Librarians. Our library books have an efficient electronic borrowing system.

There are two computers in the library that are available for you to use at allocated times. During these times, the staff in the School Office will be available to support you should you need help with searching for specific material. The purpose of this initiative is for you to browse the school website and visit useful educational websites and to help support your child's learning.

### **Mathematics**

We aim for the children to be competent and keen mathematicians and to be able to apply skills across the curriculum. Through practical first hand experience, we foster and encourage a love of maths with the exciting challenges it offers across the curriculum. We develop the children's knowledge, understanding and use of number, algebra, measurement, shape, space and data handling; also an ability to follow new steps in logical thinking and the confidence to apply mathematical knowledge to everyday situations.



## **Science**

We aim to provide experiences for children to learn to 'work scientifically' to observe, classify, measure, predict, experiment, communicate and explain. We hope that through the exploration of living things and materials, children acquire knowledge and understanding of basic scientific ideas and develop a caring and enquiring attitude to life.

## **Design and Technology**

Through Design Technology children face the challenge of designing and making artefacts for their environment in response to an identified need. We encourage them to work from plans, evaluate their models and have fun.

## **History and Geography**

Children learn of other cultures, of past events, of the work that people do, of the use of money, of the environment and of animals and other living things.

## **Physical Education**

Physical activity includes gymnastics, dance and games. There are regular lessons in all three. The school hall is easily converted into a gymnasium with apparatus suitable for the needs of young children. We also use our large playground to develop games skills.

## **PSHE**

Personal, Social, Health and Emotional education encourages a holistic approach to education. In circle time the children are given opportunities to discuss social and emotional issues.

## **Art and Design**

We aim to develop children's creative ability by encouraging experimentation with a wide range of materials, followed by the teaching of technique. We also aim to develop their aesthetic appreciation by observing and discussing the work of great artists and through evaluation of their own work and time to experiment and learn about different techniques and skills.

## **Music**

We encourage children to take part in music-making in a variety of ways: singing, playing tuned and untuned instruments, listening and responding to extracts of different music from their own and different cultures. Singing is one of the strengths of our school and as a community we value the contribution music makes to our world.



## **Computing**

Computing is an essential part of all our lives. We aim for each child to have computing skills to match ever changing technology. They will have the opportunity to write simple computer programs, explore programmable toys, manipulate data and information and have an awareness of e-safety. All classes have Interactive Whiteboards. Every class has three computers and access to the 'laptop bus' which is a workstation containing laptops for pupil use. There is also a class set of iPads for individual use.

We have a 'Responsible Use' Policy that clearly states how the children and adults make good use of ICT in a safe and responsible way. Online safety is a key part of the curriculum we teach in each year group. We hope that you will support the school by ensuring that your child develops a responsible approach to using the computer at home. This encompasses the amount of time your child spends on a computer, the sort of activities they are engaged in and online when using the internet.



## **Religious Education**

We base Religious Education on two major world religions such as Christianity and Judaism. We encourage the children to learn tolerance towards people of other cultures through an understanding of their rituals and beliefs. We plan the work through topics and during assembly time in relation to festivals, rites of passage and places of worship. The daily assembly is out collective act of worship.

We hold our daily assemblies to help each child realise that school is an extended family to which they belong. We aim to promote a caring environment where children are sensitive to the needs of others and the world around them. We do this through selected themes, stories and poetry and by inviting members of the community into assembly.

Whilst parents/carers have the right to withdraw their children from these daily acts of worship, we encourage them to allow their children to attend, if only as observers, in order that no child is excluded from the corporate ethos of the school. We ask children who are withdrawn from assembly to read a book during this time.



## SCHOOL PROCEDURES

### Accidents or Illness at School

There is a member of the learning assistant team and some teachers with first aid training on the premises at all times during school hours. First aid boxes are regularly checked and maintained in the Medical Room.

It is essential that we have correct and up-to-date details of where to contact parents/carers. In the event of an emergency we will contact one parent to inform them. The expectation is that parents communicate with each other about the issue. This is especially important if parents are estranged. If there is a change in the contact number please let the School Office know immediately. Please also ensure that the school has been given all information relating to any allergy for which the child may require medication and/or monitoring.

Should an injury appear to need urgent medical attention it is possible that the child might be taken to the casualty department before the parent/carer can reach school; in this case a member of staff would accompany and stay with the child until the parent/carer arrives. A record of all accidents is maintained in the school 'Accident Book' and the cause of every accident is always investigated. Should a child receive a bump to the head, the parent/carer is notified and will receive a 'bump note' pink wrist band in case there are any delayed after-effects. We also use these forms to inform you of any other bumps that may have after-effects.

### Medication at School



We ask parents/carers to respect the following points:

- Please do not bring your child into school if they are ill. Many illnesses are infectious and can spread easily amongst both children and staff.
- When your child has had a sickness bug, please do not bring them back into school until 48 hours after they have eaten, kept food down or ceased any bouts of diarrhoea.
- We do not administer medicines other than inhalers, epipens or life saving medication. If your child has prescribed antibiotics, please keep the child at home for 48 hours after starting the course in case there is an allergic reaction to the antibiotics and to allow the drugs to start working.



- On returning to school if your child needs medicine, you or a named person will need to bring the medicine to school and administer it at the correct time. This also applies to over the counter medicines. We recognise that many prescribed medicines are administered three times per day and the recommendation is before school, after school and at bedtime.
- If your child has an inhaler, an epipen or any life-saving medication in school, **it is your responsibility** to ensure that it is kept in date.

### **Special Medical Conditions**

The school maintains a register of all children with special medical conditions such as asthma, cystic fibrosis, diabetes, anaphylaxis (extreme allergies to nuts, wasp stings, etc), epilepsy and so on. **It is your responsibility to ensure the school and club leaders are aware of any such problems, the medication needed and if there are any changes to the conditions.** Please speak to the Senior Learning Assistant.

The school's Senior Learning Assistant is responsible for maintaining this register, maintaining information on these medical conditions and responding to any emergency requirement arising from them.

### Asthma

If a child is asthmatic, even if only very slightly, the school must have written instructions from the parents/carers regarding any care that should be given, when and how the child should use the 'puffer', whether or not the child should keep the 'puffer' on his/her person to use at any time and so on. All children who are issued with an asthma 'puffer' should keep one in school, however 'slight' their requirement.

### Eyesight/Hearing

Children are given a routine eye and hearing test during their Reception year. If any problems are detected the Health Authority will notify the parent/carer direct. If a child has a hearing or vision problem, it is important that the class teacher is informed so that any necessary arrangements in the classroom can be made.

### **Headlice**

This is a problem encountered in many schools. Contrary to popular opinion, lice thrive best on clean, short hair. Lice cannot jump or fly but can travel from scalp to scalp when heads come into direct contact. The pest is easily treated so parents/carers must not panic. The local Health Clinic, Pharmacist, Health Visitor or General Practitioner will be able to advise on the treatment recommended by the Health Authority. If you would like to speak to the School





Nurse, please ask at the School Office for the relevant telephone number.

Hair is no longer examined by the nurse or staff in school. It is the responsibility of the parents and carers to examine their families' hair, which should be checked weekly for signs of head lice. If your child does catch 'nits' it would be most helpful if the parents/carers could advise the school so that other parents/carers can be warned to be extra vigilant. If headlice are detected in school, the relevant parent will be contacted and asked to take the child home and administer treatment before the child can return to school.

### **Sun Protection**

During hot sunny weather we recommend that you put suntan cream on your child before coming to school. If they require a top-up during the day, it will be up to the child to apply it themselves. Therefore please provide a named, easily applied protection. We would also encourage you to provide a named safari style sun hat on your child's peg.



### **Health & Safety**

Parents/carers are encouraged to work towards the school's aims for health and safety in the following way by:

- ensuring children attend school in good health.
- providing prompt notes to explain absences.
- providing support for the school's behaviour policy and for the teacher's role.
- ensuring early contact with the school to discuss matters concerning the health and safety of their children.
- allowing their children to take increasing personal and social responsibility as they progress through school.
- accepting responsibility for the conduct of their children.
- ensuring that the school has up-to-date contact addresses and telephone numbers so that parents or carers can be swiftly contacted in the event of an emergency.

### **School Security**

Security of pupils during the school day is of paramount importance. At 9.05am each morning the school will be locked and entry for visitors will only be possible through the main entrance door, which itself is locked and which can only be opened by means of an electronically operated system. All doors are opened at lunchtime and at 3.00pm each day as school finishes. For fire safety reasons, all external doors can be easily opened from the inside.



External gates also have locks. Members of the public need to speak to the School Office through the intercom system in order to be admitted into school.

The school grounds are the property of West Sussex County Council; there is no public right of way through the grounds and, for the safety of the children, it is the Council's policy not to allow unauthorised use of them.

### **Travelling to School**

'Our' children arrive by many different modes of transport and to cater for these we have a bicycle/scooter shed to store them in during the school day. Please park these safely and considerately in order to keep our children safe and to respect our neighbours and do not allow scooters/bikes to be ridden on the playground before and after school. We also have a School Travel Plan which encourages staff and children to consider healthy ways to get to/from our school.



### **Car Parking and Vehicular Access to School**

The school is grateful to all parents/carers who are prepared to use the voluntary '**one-way**' system. For the safety of the children as well as for the convenience of all, we hope everyone can comply. Basically, when travelling to the school by car, leave Rushams Road by way of Percy Road, Shelley Road or Greenway and approach the school along Spencers Road; and when leaving the school rejoin Rushams Road by way of Victory Road. This is a considerable help in easing the congestion in the roads surrounding the school at peak times, when parents/carers are delivering and collecting their children. Please do not park in the turning cycle outside school as this blocks others from using it, and prevents children from being seen easily by moving cars. Please also park with consideration to the local community by not blocking driveways, parking on corners or causing an obstruction.

**Parents/carers should not park in the car park; this is for the benefit of staff and visitors or for disabled parents/carers or children.**

### **Change of Address**

It is very important that parents/carers notify us, in writing, of any change of address, telephone number, email address change or change of emergency contact arrangements, immediately they occur.



## Closure of School

School closure is inconvenient and frustrating and happens very rarely. The following bullet points outline the protocols that are followed when the decision to close the school is made:

- The Headteacher makes the final decision as to whether the school will be closed. In order to make this decision there is always discussion with the Chair of the Governing Body and sometimes with the Local Authority. The decision to close is based on a risk assessment that all schools are duty bound to undertake and will vary from school to school because it relates to the following potential hazards:
  - The ability of staff being able to get to school in 'reasonable' time and in 'reasonably safe' conditions.
  - The capacity for the school to be able to offer a teaching day for the children (for example the school will not be open if there are not sufficient teachers to teach).
- When a decision to close the school is made, the Headteacher will contact the Local Authority. Information about Trafalgar should then be posted on the West Sussex website by the Local Authority.
- The Headteacher will contact the local radio stations to enable a broadcast to be made. The most usual ones are BBC Sussex and Heart.
- If it is possible for the Premises Officer to get to school, he will put a notice on the school gate explaining the situation.
- The School will also contact you via ParentMail and the schools website to keep you informed of any closures and updates. If the school website has no details, assume school is open i.e. 'No news is good news'.

## Complaints Procedure

Under Section 23 of the Education Reform Act (1988), formal complaints about the curriculum or about collective worship are dealt with by means of a designated procedure, details of which are available from the Headteacher or the Deputy Headteacher. However, most complaints can be resolved in discussion with the Headteacher and only if such informal attempts fail would the formal procedure be administered.

## Transfer to the Junior School

At the end of the third year in Trafalgar Community Infant School the children can transfer to a junior or primary school, most **commonly** to:

Greenway Academy  
Horsham  
West Sussex

RH12 2JS Telephone 01403 252013  
Website [www.greenwayacademy.co.uk](http://www.greenwayacademy.co.uk)



Trafalgar and Greenway are two completely separate schools. We maintain links with the junior school in order to ensure continuity and progression between the two phases.

As the infant children leave us and prepare for junior school, we hope that each child has experienced a happy, well balanced education here. We aim for each child to have the best possible start that any school could provide and wish the children every success in the next phase of learning.

**“NOW VOYAGER DEPART,  
MUCH MORE FOR THEE IS YET IN STORE”**

**We look forward to working in partnership with you!**



**Local Authority (LA)**

County Hall North  
Chart Way  
Horsham  
West Sussex  
RH12 1XA

**Telephone Number of LA**

01403 229111



## **APPENDICES**

### **THE SCHOOL STAFF**

**Headteacher** Miss Green

**Acting Headteacher** Mrs Amos

#### **Class Teachers**

Year 2 Mrs Amos (Team Leader/Acting Headteacher) / Mrs Riley  
Mrs Lyons / Mrs Hartley  
Mrs Yeomans

Year 1 Ms Massbery (Team Leader/Senior Teacher) / Mrs O'Reilly  
Mr Clark  
Miss Piper

Reception Ms Bowles (Team Leader/Senior Teacher)  
Mrs Brown  
Miss Jolley

#### **Additional Teaching Staff**

Mrs Edgal, Acting Deputy Headteacher  
Mrs Abbruzzese  
Mrs Lung  
Mrs Parker

#### **Administration Staff**

Mrs Hayward, Bursar  
Mrs Rundle, School Secretary  
Mrs Tilley, School Secretary

#### **Learning Assistants**

Miss Carne  
Mrs McIndoe  
Mrs Senneck  
Mrs Tamplin  
Mrs Winterberg

Mrs Knapp  
Mrs Morris  
Mrs Stanbridge, Senior LA  
Mrs Tossell

#### **Learning Support Assistants**

Mrs Bolton  
Mrs Simmons

Mrs Halton

#### **Midday Meals Supervisors**

Mrs Aniceto

Mrs Black

#### **Librarian**

Mrs Strudwick

#### **Premises Officer**

Mr West

#### **Cleaning Staff**

Contracted to Churchills



## TERM DATES

### School Terms and Holidays for the Academic Year 2017/2018

**Autumn Term 2017** Monday 4<sup>th</sup> September – Wednesday 20<sup>th</sup> December 2017  
Half term is Monday 23<sup>rd</sup> October – Friday 27<sup>th</sup> October inclusive

**Spring Term 2018** Thursday 4<sup>th</sup> January – Thursday 29<sup>th</sup> March 2018  
Half term is Monday 12<sup>th</sup> February – Friday 16<sup>th</sup> February inclusive

**Summer Term 2018** Monday 16<sup>th</sup> April – Tuesday 24<sup>th</sup> July 2018  
Half term is Monday 28<sup>th</sup> May – Friday 1<sup>st</sup> June inclusive

There are 5 INSET days a year. This is when the school is closed for staff training. Further dates for the school closure days are announced in good time for arrangements to be made for your children.

## THE GOVERNORS FOR 2017/2018

To date our Governing Body is made up as follows:

LA Appointed Governor	Mrs Radbourne
Headteacher	Miss Green
Staff Governor	Mrs Stanbridge
Parent Governors	Mrs Bayliss
	Mrs Marjoram
	Mr Meinertzhagen
	Mr Northam
Co-opted Governors	Father Bouskill
	Mr Groves
	Miss Jolley
	Mrs Morris
	Mrs Sanders
	Mr Vose
Associate Governor	Mrs Amos
Clerk to the Governors	Mrs Rundle