

Sandbrook Community Primary School



School Prospectus 2017-2018



WELCOME TO OUR SCHOOL

Dear Parents and Carers,

At Sandbrook Primary School we are committed to ensuring every child receives the best possible education which enables them to achieve their potential. Our aim is to provide an education which develops the whole child both academically and socially, nurturing skills which prepare them for lifelong learning.

We firmly believe that a strong partnership between home and school begins before a child even enters the classroom. You will find teachers and teaching assistants on the playground and by their classroom doors each morning, as I feel it is vital to have daily opportunities for communication between home and school. We would like to work closely with parents and carers, providing information and opportunities for you to engage in school life and maximise the life chances for all your children.

We are proud of our rich curriculum which enables children to learn from first hand experiences both in the classroom and in the outdoor environment. Our fabulous school environment provides opportunities for the children to explore wildlife, develop their musical talents and enjoy physical activity whilst developing important social skills. Learning continues at the end of the school day with the range of extra-curricular activities which enrich the children's school experiences. We offer opportunities for the children to develop their football and other sports skills, play a variety of musical instruments or demonstrate their creativity through a range of new clubs and visits. We are currently exploring ways to extend this provision and your ideas are always welcome.

I hope you find this prospectus useful and that it gives you a feel for the school, the children and the work which goes on at Sandbrook Primary School.

Please do not hesitate to contact us if you would like to ask any questions or if you would like to arrange a school visit - we look forward to hearing from you.

Kind Regards

K Charlton

Headteacher

We aim to provide a high standard of educational provision within a quality learning environment.

We work in partnership to offer a range of services that respond to the needs of the community and maximise the potential of each child and their family.



Vision Statement

Sandbrook will be the pride of the community where everyone learns, achieves and succeeds together.

INTRODUCTION AND GENERAL INFORMATION

NAME OF SCHOOL: SANDBROOK COMMUNITY PRIMARY SCHOOL

ADDRESS OF SCHOOL: HARTLEY LANE
ROCHDALE
OL11 2LR

TELEPHONE NUMBER: 01706 647 743

EMAIL office@sandbrook.rochdale.sch.uk

WEBSITE www.sandbrook-rochdalefrogprimary.com

HEADTEACHER: MRS. K CHARLTON

CHAIR OF GOVERNORS: MRS. J CLARKE

TYPE OF SCHOOL: EXTENDED COMMUNITY PRIMARY SCHOOL

Sandbrook is a Group 3 primary school with a published admission number of 90 pupils.

There are 3 parallel classes in Reception, Year 1, Year 3, Year 4 and Year 5 and 2 parallel classes in Years 2 & 6. In addition the school has a Nursery Unit. The Nursery provides 60 part-time places for children over 3 years old.

There are 551 children on roll in school and 60 on roll in the Nursery Unit (Sept 2017 figures)

School Staffing Structure

Headteacher	K Charlton
Deputy Headteachers	F Hadfield, S Armitage
Assistant Headteacher	K Gordon
Assistant Headteacher	S Holden
SEN Coordinator	K Korab

Foundation

Assistant Headteacher & Foundation Lead & Nursery Teacher	K Gordon
Teaching Assistant	V Williams
Teaching Assistant	K Saddiq
Teaching Assistant & Lunchtime Organiser	N Keighley
Teaching Assistant & Lunchtime Organiser	L Whitehead
Reception Teacher	H Callaghan
Reception Teacher	J Gaskell
Reception Teacher	C Hankinson
Teaching Assistant	L Finch
Teaching Assistant	J Mason
Teaching Assistant & Lunchtime Organiser	S Saleem

Key Stage 1

Year 1 Teacher	A Henderson
Year 1 Teacher	R Brown
Year 1 Teacher	A Aziz
Teaching Assistant	L Strong
Teaching Assistant	K Fitton
Teaching Assistant	E Baldwin
Teaching Assistant	J Slater
Teaching Assistant	S McHeers
Year 2 Teacher & KS1 Lead	S Northey
Year 2 Teacher	R Norcliffe
Teaching Assistant	S Worrall
Teaching Assistant	T Allen
Teaching Assistant	K Carter
Teaching Assistant	R Seddon
Teaching Assistant	A Percival (AM)

Key Stage 2

Year 3 Teacher

R Lockwood

Year 3 Teacher

C Ingham

Year 3 Teacher

S West

Teaching Assistant

A Mansoor

Teaching Assistant

T Alford

Teaching Assistant

H Cowan

Teaching Assistant

A Percival (PM)

Teaching Assistant

I Ali

Teaching Assistant

L Byrne

Year 4 Teacher

G Mason

Year 4 Teacher

R Hoyle

Year 4 Teacher

M Sheader

Teaching Assistant

K Limberios

Teaching Assistant

D Earl

Teaching Assistant

C Porter

Teaching Assistant

T Booth

Teaching Assistant

N Keighley

Year 5 Teacher

H Considine

Year 5 Teacher

H Murray

Year 5 Teacher

E Loker

Teaching Assistant

C Johnson

Teaching Assistant

S Buzer

Teaching Assistant

D Williams

Teaching Assistant

S Rigby

Teaching Assistant

P Sleddon Houston

Year 6 Teacher

C Donnelly

Year 6 Teacher

C Cassell

Teaching Assistant

T Finn

Teaching Assistant

H Shepherd

Teaching Assistant

K Chan

Higher Lever Teaching Assistant

S Coles

Higher Lever Teaching Assistant

H Whittaker

Extended Schools

Extended Schools Co-ordinator

Family Support

Family Liaison Officer
Family Liaison Officer

N Carroll
E Crayton

Physical Education

P.E Teacher

M Stokes

Music

Music Teacher

H Walsh

Inclusion Unit & SEN

Inclusion Manager & Assistant Headteacher
Learning Mentor
Learning Mentor & Lunchtime Organiser
Teaching Assistant
Teaching Assistant
Teaching Assistant
Learning Support Assistant
Learning Support Assistant & Lunchtime Organiser
Learning Support Assistant & Lunchtime Organiser
Learning Support Assistant
Learning Support Assistant & Lunchtime Organiser
Learning Support Assistant & Lunchtime Supervisor
Learning Support Assistant & Lunchtime Organiser
Learning Support Assistant & Lunchtime Organiser
Learning Support Assistant & Lunchtime Organiser

S Holden
J Blackburn
S Yinkora
S Maguire
C Halewood
P Sleddon-Houston
K Begum
L Byrne
S Rigby
F McInnes
A Mansoor
L Baldwin
H Shepherd
H Cowan
D Earl

Office Staff

School Business Manager & PA to the Headteacher
Administrator
Administrator

R Meehan
A Taylor
A Khawaja

EAL Department

Teacher
Teaching Assistant

A Marshall
A Percival

Buildings

Site Manager
Assistant Caretaker & Lunchtime Organiser

K Musgrave
K Musgrave

Lunchtime Staff

Lunchtime Supervisor
Lunchtime Organisers
Lunchtime Organisers
Lunchtime Organisers
Lunchtime Organisers

L Baldwin
L Bagley-Wood
T Booth
K Abdulsamiu
T Jabeen

Lunchtime Organisers

C Matthews

SESSION TIMES

Nursery	Morning	8.50am - 11.50am
	Break	11.00am - 11.30am
	Lunch	11.45am - 12.30pm
	Break	2.10pm - 2.40pm
	Afternoon	12.30pm - 3.15pm
Reception (Classes 1 -3)	Morning	8.50am - 11.45am
	Break	10.30am - 10.45am
	Lunch	11.45am - 12.45pm
	Break	1.55pm - 2.10pm
	Afternoon	12.45pm - 3.15pm
Key Stage 1 (Classes 4-8)	Morning	8.50am - 11.45pm
	Break	10.40am - 10.55am
	Lunch	11.45am - 12.45pm
	Afternoon	12.45pm - 3.15pm
Key Stage 2 (Classes 9-19)	Morning	8.50am - 12.15pm
	Break (C9-14)	10.30am - 10.45am
	Break (C15-19)	10.45am - 11.00am

Lunch	12.15pm - 1.15pm
Afternoon	1.15pm - 3.15pm

ADMISSION TO OUR SCHOOL

In September, approximately 90 children are admitted into our Reception classes. Many of these children have previously attended our Nursery, but all prospective pupils and parents are welcome to visit Sandbrook when making their choice of school. Admission forms are available in school, either from the Nursery or the Office.

Parent Partnership

In June we hold an induction evening for families of Reception children. On this evening, parents have an opportunity to meet staff, look at the Reception Unit and talk informally about any matters relating to their children's education. The Family Liaison Officer for the school is present at this meeting, as is the SENCO (Special Needs Co-ordinator), kitchen staff and the School Nurse. In addition to this meeting, we also do **Home visits** in the summer term. Home visits are so valuable for finding out the particular needs of each child and are often an opportunity for parents to voice any concerns that they may have about their child starting school or share information which they wouldn't want to in a more formal 'meeting' setting.

Children are also invited to spend some time in their new classes, usually a morning or an afternoon near the end of the summer term. Children who attend our Nursery will have many opportunities to spend time in 'the Big School' throughout the year.

If the number of applications for a community school is greater than the number of places available (PAN), the school is oversubscribed. This means that the number of places has to be limited and the LA will use the following admission criteria when offering places.

Pupils with an Education, Health and Care Plan naming a school in the statement will be allocated a place before any other places are allocated.

Admission Criteria

Children in care to the Local Authority (Looked After Children)

Priority can be claimed under these criteria if:

- A child is living in a residential home under the care of Rochdale MBC
- A child is living with foster parents in the Borough of Rochdale
- A child is living with his/her parents in the Borough of Rochdale and is subject to a care order.

Medical/Psychological

If you consider that there are strong medical/psychological reasons for your child to attend a particular school, you must attach to the form, at the time of application, a medical certificate/letter from your child's own doctor.

On receipt of the medical certificate/letter, the case will be referred to either the Consultant Community Paediatrician or the Principal Educational Psychologist for their professional advice. This is because evidence is required to show that admission to the particular school is essential.

Following receipt of the professional advice, a place will only be allocated under these criteria if there is firm evidence to show that the child's needs can only be met at the school to which the parent is applying.

You should note that providing evidence does not automatically mean that a place will be allocated under this criterion.

You should provide any appropriate evidence at the time of application. If medical grounds are claimed after the allocations procedure has been completed, it might not be possible to allocate a place using this priority.

Sibling Priority

A sibling is either a brother or sister or a step-brother or step-sister living at the same address, but not a cousin or other relative.

You may claim this priority if your child has an older brother or sister who will be in attendance at the school in September 2016.

Proximity and Ease of Access

Once places have been allocated using criteria i, ii and iii, any remaining places are allocated to pupils on the basis of their relative proximity and ease of access to the school but also to other schools nearby.

Proximity is not deemed to be a simple measurement of distance radiating out from the school either as the crow flies or as a walking route. It is moderated by the principle of ease of access, which takes account of relative distance to schools as a whole and means those living furthest from an alternative school will have priority.

Inevitably, a decision can come down to a distance of a few metres, but it is this kind of measurement, which is required to make an objective decision. It should be noted that in looking at ease of access, bus routes are not used. Nationally, walking distance for secondary aged pupils is deemed to be up to three miles, so there is an assumption that up to this distance the journey can be on foot. Walking routes are deemed to be along recognised lit, paved routes which, in general, are overlooked by houses and as such are likely to be relatively safe to walk. Unlit, unmade-up short cuts are not taken into account in calculating walking distances.

Walking distances are measured using SCANA, which is a computerised application that utilises Map info Professional® to calculate walking distances based on Ordnance Survey Maps.

THE ETHOS & VALUES OF OUR SCHOOL

Sandbrook School exists to provide your children with a quality curriculum which enables all children to experience success, to be secure in any failure, to have limitless expectations and a strong sense of their own value, both as individuals and as members of the community.

In order to achieve our aims for your children, it is essential firstly that we create a safe and orderly environment, in which real learning can take place. To do this we have certain structures in place in school.

HEALTH & SAFETY

Our first duty in school is to do everything possible to keep your child safe and secure. To do this, the Governing Body makes regular checks of the buildings and

grounds and takes action where necessary to eliminate possible risks. The Governors have had special doors and cameras installed in order to make the building more secure. The Governors have also asked that in order to keep children safe, parents do not access the staff car park to drop off and pick up children. We ask for the co-operation of parents, children and visitors in using the correct entrances, parking thoughtfully on the roads near school and keeping a close eye on children when walking to and from the building. For health and safety reasons Sandbrook has a policy of no jewellery to be worn in school.

DISCIPLINE & BEHAVIOUR

Effective teaching and learning can only take place in a calm atmosphere and at Sandbrook we are committed to giving every child their entitlement to effective teaching and learning. Children have a right to learn and teachers have a right to teach. Poor behavior prevents these rights. Good behavior supports these rights and leads to an atmosphere which is stimulating, caring and secure. Our children need to know that poor behavior will not be tolerated and even more importantly that good behavior will be noticed and rewarded. We therefore have very high expectations of behavior in our school and so that children know what these expectations are, we have a 'Positive Behaviour Policy' in place throughout the school. The school expects co-operation from parents in carrying out the Policy. The Policy is in place to ensure that every child receives the best possible education. We care about our children and want the very best for them. Copies of the full 'Positive Behaviour Policy' are available in school on request and on our school website. All new parents are informed of the school's approach to discipline and are asked to sign a 'Home / School Behaviour Contract'.

Should the use of a 'Fixed Period' or 'Permanent Exclusion' be necessary in cases where behavior has become seriously disruptive or dangerous, the school operates within a framework of discipline laid down by the Government and the Local Authority.

Crucial to our school ethos however, is the celebration of achievements and success in both work and behaviour. Friday 'Achievement Assemblies' celebrate and provide all children with opportunities for success throughout the year. Attendance, punctuality and work are all celebrated and rewarded. In addition, we hold termly Fabulous File Assemblies which celebrate talents in different subject areas. Termly progress assemblies are also held to recognise children's academic

progress and good attendance.

PASTORAL CARE

Sometimes children will experience some social or emotional upsets, related to either school or home, which may affect their learning. We have excellent pastoral care systems in place to support children at such times. In the first place, the class teacher will usually deal with these matters. If necessary the class teacher will seek the advice from the Family Liaison Officers, Mrs. N Carroll and Miss E Crayton, who will then support the child and family appropriately. Mrs. S Armitage, Deputy Head, has whole school responsibility for pastoral care.

At all stages, the school staff will consult with parents whenever necessary and seek their support in helping the child through the upset. We would ask parents to come and see us immediately if they feel that their child is experiencing any problems at school or home of which we are not aware of. Whilst we may not always be able to make problems disappear, we will always do our best to help. We want all children to be happy at school. Happy children learn more easily and we want all our children to be so at Sandbrook. At Sandbrook we strive to be an '**Early Help School**'. This is a national approach which supports families as soon as an issue emerges. Please see Mrs. Rafter (Assistant Head) for more information.

SAFEGUARDING & CHILD PROTECTION

This school will do all that is possible and reasonable to safeguard the children attending it. We have clear policies and strategies to ensure the safeguarding and welfare of pupils especially those relating to child protection, behaviour, bullying, safe recruitment of staff, health and safety, harassment and discrimination. We will meet all our statutory duties to the highest standard. In life there is always an element of risk, and whilst accepting that, we will do all that is reasonable and possible to keep children safe. The governing body and all those who work here will put the safeguarding of pupils as their highest priority to ensure that all children are free to learn without worry or fear of harm.

'There are three main elements to our Safeguarding Policy'

- **Prevention:** Creating a positive school atmosphere with excellent teaching and pastoral support to pupils.

- **Protection:** By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding and child protection concerns/disclosures.
- **Support:** To pupils and school staff and to children who may have been abused.

The full school Safeguarding and Child Protection Policy is available on our school website.

EQUAL OPPORTUNITIES

We recognise that our school is part of the community which is composed of people from a wide variety of backgrounds. In line with Rochdale Local Authority policy on equal opportunities, we believe that every child has an equal right to the highest quality education, regardless of gender, creed, colour, ethnic origin, family background or disability. We therefore seek every opportunity to ensure that all children have access to this education through the provision of appropriate materials, support and activities, which do not discriminate against either individuals or groups.

Our 'Inclusion Policy' underpins our whole school philosophy and the teaching of this policy is integrated into all aspects of the life of the school including the curriculum, pastoral care, discipline, and relationships between children, parents, governors, staff and the wider community.

Bullying, either physical or emotional, denies equal opportunities to children and we operate the 'Peer Support' approach to bullying. Copies of our 'Anti-Bullying Policy' and a 'Summary for Parents' are available in school.

At Sandbrook we adhere to a Single Equality and Community Cohesion Policy. The use of racist language or behavior by anyone in school will not be tolerated.

Again, we ask for the co-operation of parents in reporting any incidents which deny equal opportunities to anyone in the school community.

EXTENDED SCHOOL

Breakfast Club

Breakfast Club opens at 8am each day. Children can enjoy a breakfast and lots of fun activities. Children can have toast and juice for 50p.

Sports

The school has several sports teams. Most practice sessions and matches take place after school, but some will be scheduled for during the school day. Support from parents is always welcome and written permission from parents will be obtained for all after school activities.

Lunch/After School Activities Clubs

There are opportunities for children to attend lunchtime clubs which offer activities such as sports, art & craft, gardening, and ICT. After school we have Sports, Dance Music/Choir and Archery Clubs.

Holiday Clubs

During most holidays there are holiday clubs. For dates and times please enquire at the school office.

February Half Term - 1 week

Easter Break - 2 weeks (excluding Bank Holidays)

May Half Term - 1 week

Summer Break - 4 weeks

October Half Term - 1 week

Rockin Robins After School Club

Rockin Robins is an independently run after school club for children who attend Sandbrook Primary School.

It is open Monday-Friday during term-time, from 3:15-5:15 and sessions take place in the school's dance studio. Each session is very relaxed and in-formal, but with an emphasis on creative enrichment. Sessions may include craft activities, games, creative science, puzzles, and in the warmer months, outdoor play. There are a number of activities planned for each session, but there is no obligation for children to get involved. Rockin' Robins understands that after a full school day, some children might just want some quiet time to read or play a board game, whilst others may feel more open to getting stuck into a hands-on, practical activity.

The charge is £5 per session and a snack can also be ordered for an additional cost of £1 per child, per session.

If you would like to book your child/children into the club, please get in touch with Alicia Myerscough on the following contact details

Main Contact: Alicia Myerscough

Email: rockinrobinschildcare@gmail.com

Tel: 07845156058

Facebook: Rockin' Robins Childcare (private group)

SCHOOL UNIFORM

School uniform is listed below. School sweatshirts can be bought at various uniform shops in Rochdale. It is greatly encouraged that all children within school wear the uniform as it does give children a sense of belonging to Sandbrook. For safety reasons, we have a 'No Jewellery' Policy at school. Children should not wear rings, broaches, bracelets or necklaces for school. Only small stud earrings are allowed.

BOYS	GIRLS
Grey / Black Pants White T Shirt / Shirt Purple Sweatshirt Suitable Training Shoes / Shoes	Grey / Black Skirt White T Shirt / Shirt Purple Sweatshirt Suitable Training Shoes / Shoes Purple Summer Dress
PE	PE
Black Short or Tracksuit Bottoms White T Shirt Training Shoes	Black Shorts or Tracksuit Bottoms or Leggings White T Shirt Training Shoes
It is Sandbrook's Policy that school uniform is worn at all times.	

MEDICAL

Please inform school if your child has any medical problems or conditions which we need to be aware of such as asthma. Should medication be necessary, please come into school to sign a 'Medical Consent Form' which allows our staff to give your child the appropriate medicine and dosage.

SCHOOL MEALS

Most children stay at school for a cooked lunch. Our school meals are cooked on the premises and pupils are offered choices of main courses and puddings, including vegetarian and halal options. Provision is available in school for those children who bring a packed lunch from home. We have achieved Healthy School Status at Sandbrook and therefore we strongly encourage a healthy packed lunch. Children are cared for throughout the lunchtime by our team of Lunchtime Organisers, Learning Mentors and members of our Senior Management Team.

All Reception and KS1 Pupils up to the age of 7 are entitled to a Free School Meal.



Healthy Schools

ATTENDANCE AND ABSENCE FROM SCHOOL



'Our Attendance target needs to be above the National Average of 95.5%'

- At Sandbrook the day starts at 8:55am
- We open our doors at 8:45am and expect all children to be in school by 8:55am.

- At 8:55am, the classroom doors will close.

Late children will have to enter the school via the main entrance and be recorded as 'late for school'

At Sandbrook, we take the responsibility of educating your children very seriously as every moment spent in school is a vital part of that education. We have an 'Attendance Policy' which includes a 'Guide for Parents'. As a parent it is your responsibility is to ensure that your children are in school, on time every day. However, there are times when children are not fit to attend due to illness. If your child is unfit for school it is vital that we are kept informed by letter, telephone or in person, so that your child's 'Attendance Record' can be kept up to date. It is a 'Legal Requirement' that we follow up any unexplained absences and these will always be referred to the Local Authority's, Education Welfare Officer who will then take appropriate action. We also have a Family Liaison Officer in school who monitors attendance and punctuality. The Family Liaison Officer checks the 'Attendance Registers' at the close of registration and telephone any parents of children who are either 'Late' or 'Absent' and who have not called into school with any reason. Learning Mentors will also, at times, do home visits to ensure the welfare of the child.

Pupils are expected to arrive on time at school and continual lateness is treated just as seriously as 'Absence'. If your child is repeatedly late, this will be referred to the Local Authority, Educational Welfare Officer.

For persistence absence (PA) at less than 90%, **penalty notices** and **fines** will be issued.

Term Time Holidays

School will not authorise any term time holidays.

HOMEWORK

We have a Homework Policy at Sandbrook, which outlines our expectations regarding pupils completing homework. We expect all our children to do homework and the type and frequency of homework is explained at our 'Meet the Staff Evening' in September of each year. Our 'Home/School Reading Record' is

particularly important, as is your role in reading to your children and talking to your children. Speaking and listening skills are vital if children are to learn to read fluently.

We also provide all parents with information about the curriculum to be taught each term. School appreciates the support given by parents when children take work home - it is a fact that children achieve best in school when there is support at home.

Parents are welcome to make an appointment to see their class teacher. If you wish to see a particular member of staff, please contact the school office to ensure the member of staff is available. Please note that if it is your child's class teacher that you wish to see then the appointment is more likely to be after school as before school the teacher will be preparing for their lessons and welcoming the children into school. More formal opportunities for discussing children's progress are available at our Termly Parent Consultations.

THE CURRICULUM

The curriculum at Sandbrook is organised in order to deliver our school purpose, in particular, to provide access for all as appropriate, to the whole curriculum including National Curriculum and to extend children's knowledge, interests, concepts and skills through the provision of a wide range of learning experiences.

Sandbrook has approximately 60 children in the Nursery. In Reception & Year 1 there are 90 children in each year group, In Year 2 there are 60 children with each class having no more than 30 children. In Key Stage 2 there are three classes in Year 3, Year 4 and Year 5. In Year 6, there are 2 classes. By 2018 each year group will have 3 classes. Children are taught in a variety of ways, sometimes as a whole class, a small group or individually, depending the activity or the children's differing needs.

The classes are organised as listed below.

Foundation Unit

Nursery & Reception National Curriculum Foundation Stage

Unit 1

Years 1, 2

National Curriculum Key Stage 1

Unit 2

Years 3 and 4

National Curriculum Key Stage 1

Unit 3

Years 5 and 6

National Curriculum Key Stage 2

- Children in Year 1 will be assessed in the Phonic Reading Test which will be reported to parents in the summer term.
- At the end of Key Stage 1 (7 year olds) and Key Stage 2 (11 year olds), all the children will be assessed in the National Curriculum subjects: English (reading and writing) Writing, Grammar, Punctuation, Spelling and Mathematics. These are National Assessments and the results are given in Annual Reports.

The National Curriculum consists of the subjects listed below: -

Core Subjects

- English
- Mathematics
- Science
- Computing
- Religious Education

Foundation Subjects

- Design and Technology
- History
- Geography
- Music
- Art and Design
- P.E.
- Languages

English and mathematics are mostly taught through their respective daily English

and maths lessons. Our computing curriculum will be taught using a variety of hardware and software including laptops, PCs, iPads and Beebots. The children will learn about many areas within computing such as computer science, digital literacy and communication. We also work with the children to improve their understanding of e-safety in both computing lessons and through whole school assemblies. We follow the LA's agreed syllabus for Religious Education.

All subjects are taught in a variety of ways, sometimes as separate subjects, sometimes as part of a theme, sometimes through play or direct experience and sometimes through direct teaching.

PHYSICAL EDUCATION

At Sandbrook we place a high emphasis on Healthy Lifestyles and as such we have a P.E. Teacher who takes all lessons from Year 1 upwards. P.E. is a very important part of the National Curriculum and is compulsory. Children should have their P.E. kit in school on the day of their lessons.

Swimming



When children reach Year 4, they begin a Swimming Programme at Castleton Swimming Baths and will attend once a week for a year.

P.E. Kit

All children are expected to wear the appropriate P.E. kit but will not be excluded from taking part in the lessons if they do not have it. However, it is your responsibility to ensure that your child comes to school fully equipped for each lesson. Children are expected to wear a P.E. kit for reasons of comfort, hygiene and health & safety. If your child is inappropriately dressed, the school cannot take responsibility for any subsequent consequences.

SPORTING AIMS & PROVISION OF SPORT

Within the formal PE curriculum, children receive two hours of physical activity

each week. Beyond this, there are opportunities for children to develop their skills in the traditional school sporting activities in the form of after-school clubs.

We aim for Sandbrook to take advantage of local sporting initiatives such as rugby, football or cricket training from professional sporting bodies.

At Sandbrook we believe that sporting activities form part of the development of the whole child. We encourage children to strive for excellence, to push out their own personal boundaries and to work as a team in a co-operative spirit. We do our best to recognise and develop individual talents in particular sports.

SPECIAL EDUCATIONAL NEEDS

As a school we aim to identify the social, emotional and educational needs of all pupils. For children with special educational needs, the school provides individual programmes of work. In meeting their needs, teachers follow the guidelines and SEN Code of Conduct. Parents are regularly informed about the progress of their child. The involvement of external agencies is sought as appropriate.

The school has a SENCo who is responsible for overseeing the provision for children with special needs. All teachers are involved in the preparation of individual plans for any child with special needs in their class. Support for children is varied - it may involve referral to the Educational Psychologist; one-to-one or small group work; additional adult support within the classroom; individual teaching programmes; careful monitoring of specific and agreed targets within the class

At all stages parents are consulted about their child's needs and their support, opinions and consent are sought and discussed. If you have any concerns about any aspect of your child's learning, please do not hesitate to speak to your child's class teacher or the **SENCO (Special Educational Needs Co-ordinator) Mrs Korab**.

Full details of Sandbrook's 'Special Needs Policy' are available on the School Website.

SOCIAL RELATIONSHIPS EDUCATION

All children receive Social Relations Education (SRE) according to their ages and needs.

Every assistance is given to our children in making the transition from childhood to adolescence as smooth as possible. Great emphasis is put on the morality and responsibilities involved in Social Relations Education and we try to teach the children within a loving, caring and open atmosphere.

Parents may if they wish withdraw their children from all or part of the Social Relations Education provided, except that which is required as part of National Curriculum Science.

RELIGIOUS EDUCATION

In line with the National Curriculum we offer broadly based Christian teaching. However, we are keenly aware that we are part of a society which is made up of many faiths and cultures and therefore we try to incorporate facets and principles of these beliefs into our daily worship, so that children will have a wider and better understanding of each other and the global community.

At Sandbrook we have children from a range of faith communities, along with children who do not recognise any faith. The essence of our teaching is based on mutual respect and celebration of the cultures of all our pupils and their families. We believe that we have a responsibility to promote knowledge of and positive attitudes towards a variety of faiths.

Parents are invited to celebration assemblies throughout the year. We also plan visits to local faith buildings, so that all our children can experience a range of faith buildings such as a church, a mosque, a synagogue or a temple. At no point are children asked to take part in worship. **We ask that all parents support these visits in the interests of tolerance and understanding.**

Parents may withdraw their children from Religious Education and worship in school but they are asked to give the matter careful consideration and discuss it with the Headteacher in order that alternative arrangements can be made.

CHARGING & REMISSIONS POLICY

No charge is made for any school-based curriculum activity. Parents are asked to make contributions to the cost of trips out of school and children are not excluded

from these trips if parents are unable to make such contributions. Please see us as soon as possible if you have any difficulties about a particular trip so that arrangements can be made. The school reserves the right to cancel trips/visits if sufficient funds are not received. Please see our Charging and Remissions Policy for more detail.

COMPLAINTS PROCEDURE

Anyone with concerns about the curriculum will normally be advised to seek to resolve them through informal discussion at the school before embarking on any formal complaint. If attempts to settle the complaint informally have failed, the Headteacher will supply the complainant with the names of the Director of Education in the LA and the Clerk to the Governors and also copies of the relevant documents explaining the arrangements for considering complaints.

PLEASE NOTE

The information and particulars contained in this document are correct for the current school year and though they are correct for that year, it should not be assumed that there will be no changes affecting the relevant arrangements or such information and particulars either before the start of or during the school year in relation to subsequent school year.

School Year 2017/2018

Autumn Term

School closed for Staff Training - Monday 4th Sept, Tuesday 5th Sept

Autumn Term begins.....Wednesday 6th Sept 2017
Close for Half Term.....Friday 20th Oct 2017
School ReopensMonday 30th Oct 2017
Close for Christmas Holidays.....Thursday 21st Dec 2017

Spring Term

Spring Term begins.....Monday 8th Jan 2018
Close for Half TermFriday 9th Feb 2018
School Reopens.....Monday 19th Feb 2018
Close for Easter Holiday.....Thursday 29th Mar 2018

Summer Term

School closed for Staff training -Monday 23rd July/ Tuesday 24th July

Summer Term begins.....Monday 16th Apr 2018
Bank Holiday.....Monday 7th May 2018
Close for Half Term.....Friday 25th May 2018
School Reopens.....Monday 4th June 2018

School Closes for Summer Holidays on Friday 20th July 2018

Sandbrook Children's Centre

Sandbrook Children's Centre working in partnership with Health, Education, Local Authority, Voluntary Sector, Private Day Care Provider and Childminders will provide a range of activities and services.

These will include:

- Early education integrated with full day care, including early identification of and provision for children with special educational needs and disabilities.**
- Parental outreach.**
- Family support, including support for parents with special needs.**
- Health services.**
- A base for child minders, and a service hub within the community for parents and providers of childcare services.**
- Effective links with Jobcentre Plus, local training providers and further and higher education institutions.**
- Effective links with Children's Information Services, and Extended Schools.**
- Management and workforce training.**

The Children's Centre is a fully inclusive setting for children with Special Educational Needs and disabilities and we are committed to promoting equality of opportunity for all children.