

**“I am able to do all things by  
the one who strengthens me”**

Philippians 4:13  
Lexham English Bible



**Growing, Believing, Succeeding**

Dear Parents,

Thank you for taking the time to read our school prospectus. At Sale & Davys C of E Primary School we believe governors, staff, parents and our children all work together as a team to ensure a happy and high attaining school where every child is valued and is enabled to reach their full potential. We are very proud of our Outstanding Ofsted rating and the high standards our children continue to achieve.

Governors are appointed to ensure the school meets set objectives as well as to support in planning for the future; in doing so we challenge ourselves whilst being realistic. We are here to support our Headteacher and staff and provide the children with the best education we can offer them. Our Governing Body is made up of Parent Governors, Foundation Governors, Staff Governors and Co-Opted Governors. All our Governors are volunteers and have a range of professional and specialist backgrounds which we believe complement the skills of the staff team.

We are also responsible for making sure that local and national government legislation and targets are met and that we spend our school budget wisely; safeguarding and the safety of our children and staff are paramount. Governors like to take an active role in the school and whilst this does involve attending meetings, we also make regular visits into school and support school events.

I would like to take this opportunity to thank the parents who continue to support and encourage their children. We appreciate the fact that so many of you take such a keen interest in the learning and development of your child, and it is in these early formative years that many skills are nurtured.

I feel privileged to be Chair of Governors at Sale & Davys C of E Primary School, and to work with a team of such experienced staff and governors who are so passionate about their school. I look forward to meeting many of you soon.

Best wishes,

Nicola Read  
Chair of Governors



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### Welcome To Our School

The school you choose for your child is one of the most important decisions to be made. Sale & Davys C.E. Primary School is committed to developing all of your child's abilities and interests whether they are academic, spiritual, artistic, sporting, musical, social, and so on. You will see this commitment to fulfilling your child's full potential and opening doors of interest and opportunity outlined in our vision statement.

We believe that children will learn and consolidate their skills if they feel safe, secure and happy. It is of paramount importance that we help to raise the self-esteem and confidence of all children, based firmly on Christian values, so that they believe they can fulfil the challenges which face them now and in the future; both in school and in the wider community.

Sale & Davys C.E. Primary School has children on its roll from a very wide area but has successfully retained the welcoming atmosphere of a small village school. Confirmation of this is given by parents' and pupils' questionnaire returns along with the numerous comments from visitors to school. All of our 110 pupils are well known to each member of staff. The school has good links with a number of organisations, such as the local church, nearby secondary schools, businesses and other people who visit the school on an occasional basis. Such links provide us with opportunities to enrich the curriculum we provide.

In this prospectus you will find a range of information about the school, but there is nothing quite like coming and having a look for yourself to see us in action! To this end, I would like to invite you to contact me and I will be happy to answer your enquiries. Please contact the school office on 01332 702072 to arrange a visit.

I look forward to meeting you.

Sarah Briggs  
Headteacher



#### Attendance Figures for last academic year 2018/19

Our school had 97.4% attendance.

Due to Covid 19, 2020 assessments did not take place in line with Government

#### 2019 Key Stage 2 Results

93% achieved the expected levels in reading compared to 75% nationally.

63% achieved greater depth compared to 28% nationally

93% achieved the expected levels in writing compared to 78% nationally.

19% achieved greater depth in writing compared to 20% nationally

93% achieved the expected levels in GAPS compared to 75% nationally.

100% achieved the expected levels in maths compared to 76% nationally.

50% achieved greater depth compared to 24% nationally

#### 2019 Key Stage 1 Results

94% achieved the expected level in reading compared to 76% nationally.

26% achieved greater depth in reading compared to 25% nationally

78% achieved the expected level in writing compared to 75% nationally.

26% achieved greater depth compared to 16% nationally.

94% achieved the expected level in GAPS compared to 78% nationally.

42% achieved greater depth in GAPS. ( no national averages for greater depth

94% achieved the expected level in maths compared to 75% nationally.



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32% achieved greater depth in maths compared to 21% nationally.

2019 Phonics Screening Results

88% of children passed the phonics screening test compared to 83% nationally.



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### Our Vision Statement, Strapline and Bible Quotation

We will all achieve our very best by loving learning, showing resilience and by developing Christian values within our community.

Growing – Believing – Succeeding.

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### Our Aims

- provide opportunities for all pupils to reach their full potential intellectually;
- promote pupils’ spiritual, emotional, moral, physical, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life;
- foster a strong sense of Christian values including honesty, caring, sharing and self-discipline;
- encourage pupils to value themselves and others as individuals and as part of a worldwide family;
- promote respect for the environment, both natural and man-made.

### History of Sale & Davys Church of England Primary School

The origins of the school date back to the 18<sup>th</sup> century when Elizabeth Sale bequeathed an annual income for the education of the poor in Barrow Upon Trent. Her will of 1776 stated:

*“... pay the sum of one hundred pounds and put and place the sum out to interest after the rate of four per cent...and apply the interest and produce thereof half yearly to a schoolmaster or schoolmistress resident in Barrow...for the teaching and instructing the children of the inhabitants of Barrow aforesaid whose parents in the judgement of my said trustees or the major part of them for the time being shall be incapable to pay for their children’s education...”*

This income was later combined with two foundations established for the education of children in the village:

- Thomas Davys’ Foundation
- John Davys’ Foundation

The school was established in 1843 and the ‘Old School’ building was erected on land donated by the Harpur Crewe estate. The school, originally a National School, later became a Church of England School and later still a County Controlled School. The school retains its strong links with the Church and Parish of St. Wilfrid and the Diocese of Derby. Reverend Tony Luke is a regular visitor to the school and the church is host to various services throughout the year, such as Harvest Festival, Christmas, Easter and Leavers’ Services. The school has two Foundation Governors; Judith Thompson and Kathy Slater.

The present accommodation was opened in September 1998. More recently, the extension, comprising of a hall and additional classroom, was completed in October 2006 and officially opened by Walter Burrows, Chair of Derbyshire County Council in March 2007.

### The School Badge

There are no exact records of why a bishop’s mitre is shown on the badge, but one of our pupils has written, “I think the school badge means our school is a Church of England school. I suspect the shepherd’s staffs are used to guide sheep like God guides us and he is always there for us to rely on.”



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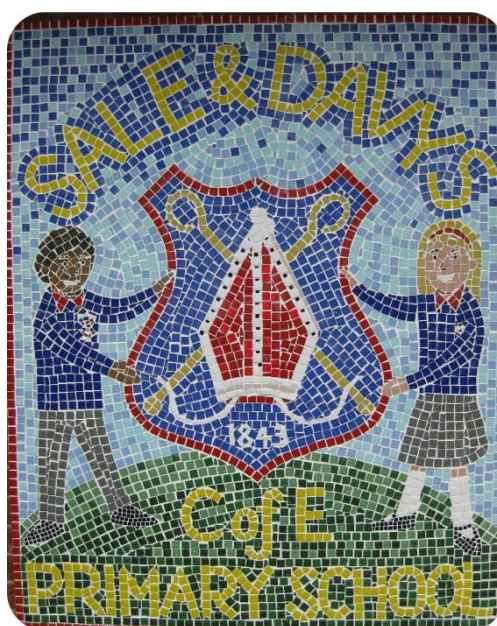
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The Governing Body at Sale & Davys C.E. Primary School

The Governing Body at Sale & Davys C.E. Primary School oversee and help to decide on school policies and share in the responsibility for the management of the school. The Governing Body acts as a critical friend and provides challenge for the school community.

Meetings are held monthly and the minutes of their meetings are provided in the atrium for parents, pupils and staff to read. The Governing Body produce an annual School Profile.

Ex-Officio	Mrs Sarah Briggs (Headteacher)
Chair of Governors	Mrs Nicola Read (Parent)
Vice Chair of Governors	Mrs Felicity Moore (co-opted)
Foundation	Mrs Kathy Slater Mrs Judith Thompson
Co-Opted	Alderman John Harrison
Local Authority	Mrs Hannah Hogg
Parent	Mr Rob Grover Mrs Donna Holt Mr Andrew Vintner
Teacher	Mrs Natalie Tompson
Clerk to the Governors	Mrs Victoria Lindsey Mrs Rachel Brooks
Associate Non Voting Governor	Mr John Wilcox





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Staff at Sale and Davys C.E. Primary School

The Headteacher is Mrs Sarah Briggs

<b>Class and Year Group</b>	<b>Teaching Staff</b>
Merlin Class (Reception)	Mrs Catherine Hetherington & Mrs Natalie Tompson
Dart Class (Years 1 and 2)	Mrs Helen Mancini
Trent Class (Years 3 and 4)	Mr Justin Comasky
Griffon Class (Years 5 and 6)	Mrs Helen Fenlon

Support Staff

<b>Name</b>	<b>Role</b>
Mrs Jayne Hill	Higher Level Teaching Assistant
Mrs Carol Toplis	Higher Level Teaching Assistant
Mrs Susan Winter	Higher Level Teaching Assistant
Mrs Mandy Gee	Teaching Assistant
Miss Natasha Quiney	Teaching Assistant
Mrs Victoria Lindsay	School Business Assistant
Mrs Rachel Brooks	School Business Assistant
Mrs Jean Crofts	Play Worker
Mrs Alex Green	Play Worker
Miss Natasha Quiney	Senior Midday Supervisor
Mrs Sally Loomes	Play Worker
Mrs Katy Lucas	Midday Supervisor
Mrs Clare Williams	Kitchen Assistant
Mrs Angela Wright	Kitchen Assistant



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### Key Stages and Classes at Sale & Davys C.E. Primary School

Children who join us at the age of 4 or 5 years old will be admitted into Reception. This forms part of what is known as the Early Years Foundation Stage. A profile of achievement is completed for each child during, and at the end of, the Foundation Stage. This is known as the Foundation Stage Profile.

Key Stage 1 includes children who are in Years 1 and 2. Children range in age from between 5 and 7 years of age. Children in Year 1 and Year 2 are assessed throughout the year. Year 1 will take part in the Phonics Screening Test during June and Year 2 children will take part in Key Stage 1 assessments (SATS) during May.

Key Stage 2 includes children who are in Years 3, 4, 5 and 6. Children range in age from between 7 and 11 years of age. Children in Year 6 will take end of key stage 2 assessments (SATS) during May.

This is a small school and in order to cater for children's needs, we usually teach mixed cohort classes. The needs of all children are met through differentiated tasks and personalised learning. Progress is tracked and teaching staff have a good knowledge of every child in their class.

On rare occasions, it is necessary to split year groups. This is done to keep class sizes smaller which therefore benefits all children. If year groups have to be split, this will be done by date of birth or by examining internal assessment data.

Parents will be informed which class their child will be in during the next academic year in July, or sooner if possible.



### Home / School Partnership

To maximise the potential for success for each child, there has to be a good partnership between school and home. We try to ensure the development of this partnership through:

- Home/school agreement
- Providing class teacher emails
- Parent Consultation Meetings
- Annual reports
- Voluntary help
- PTA

### Home School Agreement

This will be sent to you shortly after your child commences at our school. It states what you can expect from us and what we expect from your child and you as a parent.

The agreements were introduced by the Department for Education as a way of encouraging greater links between school and home. For many children it will be the first document they will have to sign and a great deal of work will be undertaken in school to explain our expectations to your child.



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### Open-door Policy

Before Covid 19 we actively encouraged parents to come in to see us. However, now we ask parents to phone to speak to the class teacher or to talk to the Headteacher. The Headteacher is usually available in the playground from 8.40 a.m. each morning before school and from 3.20pm after school. Class teachers can also be contacted via email.

### Parent Consultation Meetings

Class teachers are available to discuss your child's progress at these meetings. Typically, they are held in the autumn term, the spring term and the summer term. During Covid 19 parents will receive a phone call rather than a face to face meeting.

### Annual Reports

By the end of the summer term you will receive a written report on your child's progress over the academic year. Each area of the National Curriculum will be reported on, in addition to religious education. For children in the Early Years Foundation Stage a report will include information on progress towards the early learning goals. A comment will be made on your child's personal and social development within school. Parents of pupils who have reached the end of Year 2 and 6 will be informed of their end of key stage attainments.

### Voluntary Help

We are grateful for the many ways in which we receive help from parents, friends and governors of the school and we welcome any offers of help from those joining our community. If you would like to help us, please discuss your offer with the Headteacher.



### Sale & Davys Parent and Teachers' Association

This association brings the school and wider community together for social occasions and raises funds for extras that enhance the quality of education for all our children, in ways that the budget is unable to support. The PTA meets regularly and plans activities for children and parents.

Some of the PTA's recent events include:

- Christmas parties for all the children
- Chocolate Bingo
- Christmas Disco
- Easter Treasure Hunt
- Fashion Show





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The money that they raise has paid for these visits and purchases:

- Support for Creative Arts and Science Week
- I pads
- Equipment for the playground
- Whole school trips to the theatre
- Hoodies for the Year 6 leavers
- Trips to the Hindu Temple and Mosque
- A school Christmas Party

The PTA continues to raise substantial funds to support class visits. It is considering a range of other ventures, in consultation with the school's staff.

### School Times (These have been temporarily altered due to Covid 19)

The school day begins at 9.00 am. Children are allowed on the infant playground from 8:45 am. The school is currently operating a staggered start.

Morning playtime is usually taken between 10:30 am and 10:45 am. This can be changed depending on priorities.

Morning sessions end at 12.00 noon.

Afternoon sessions begin at 1:10 pm.

There is an afternoon playtime for the infant children from 2:40 pm until 2:55 pm from Monday to Friday.

Collective Worship currently takes place in children's classrooms at a time that suits the class.

Afternoon sessions end at 3:30 pm.

There is a range of extra-curricular activities available to children after school. These are currently suspended due to Covid 19. These have included: Craft, Soccer Stars, Hockey, Dance, Mad Science, Netball, and Singing Club.

### Bad Weather Arrangements

Occasionally, we do have some bad weather. In such circumstances, our main concern is for the safety and well-being of the children and that parents should not be worried. Please do not hesitate to telephone and check that the school is open in the event of inclement weather. Staff will do everything possible to get to school safely. In extreme weather, please listen to local radio where we ask for a message of closure to be announced if this is felt necessary. A text message will also be sent to all parents if the school is to close.



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### School Opening Dates 2020-2021

The following dates have been published by Derbyshire County Council for this academic year and endorsed by the school's Governing Body:

Autumn Term	Wednesday 2 <sup>nd</sup> September Inset Day Thursday 3 <sup>rd</sup> September-Friday 23 <sup>rd</sup> October Monday 16 <sup>th</sup> November Inset Day Monday 2 <sup>nd</sup> November to Friday 18th December
Spring Term	Thursday 4 January to Friday 12 February Monday 22 February to Friday 1 <sup>st</sup> April
Summer Term	Monday 19 April to Friday 28 May Monday 7 June to Friday 22 July

### Admission Arrangements

Parents have a legal right to express a preference for which school they want their child to attend. This is not the same as being able to choose, but means that if a parent expresses a preference for a particular school and there are places available then a place should be offered at that school. However, in law there is no automatic right to place a child in any particular school and it may not be possible to offer a place at the preferred school.

To apply for a place at Sale & Davys C of E Primary School you must apply through Derbyshire County Council. You may telephone them on 01629 537499 or email them at [admissions@derbyshire.gov.uk](mailto:admissions@derbyshire.gov.uk). If you do not live in Derbyshire, you must apply through the council covering the area in which you live.

### Holidays in Term Time

The Department for Education expects schools and local authorities to promote good attendance and reduce absences, including persistent absence. This is because we know that missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary schools.

As a school we work incredibly hard to support all children and their families so as to ensure that all children have good attendance.

The Government has recently made amendments to the Education (Pupil Registration) (England) Regulations 2006 which came into force on 1 September 2013. These state that Headteachers may not grant any leave of absence for holidays during the term time unless there are exceptional circumstances. As a consequence of these changes, approval will not be given to requests for leave of absence for reasons that are not considered special or exceptional such as:

- Availability of cheap holidays and cheap travel arrangements
- Days overlapping with beginning or end of term

Parents needing leave of absence for **exceptional circumstances** should complete a form at least two weeks before the anticipated start date. The reason for the request should be given in detail. Applications should be made before the leave is arranged as absences will not be granted retrospectively.

This is Government policy and parents who take their children on holiday without permission will incur unauthorised absences for their child. These remain on the child's record and will be monitored for further action by the Education Welfare Service. Parents could be issued with a fixed penalty notice and/or court action.



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### The Curriculum

There are 22 hours and 30 minutes of teaching time at Key Stage 1 and the Early Years Foundation Stage; and 23 hours and 30 minutes teaching time at Key Stage 2. This excludes registration, Collective Worship, play and lunch breaks.

We aim to provide your child with a balanced, broad, relevant and enjoyable curriculum. Continuity and progression are built into each level of the teachers' planning. From time to time, we change the timetable, combine subjects, and have focus days or weeks to suit the learning needs of the children. We follow the requirements of the Early Years Foundation Stage and the New Curriculum 2014. Wherever possible subjects will be taught through topics as this encourages children to apply literacy and numeracy skills across the curriculum.

The core subjects of the curriculum are:

- Religious Education
- English
- Mathematics
- Science

The foundation subjects are:

- History
- Geography
- Design Technology
- Music
- Art and Design
- Physical Education
- Computing
- Languages

In addition to these, the following are also covered:

- Personal, Social, Health and Citizenship Education
- Environmental Education

### Educational Visits

We believe that visits enhance the curriculum. They are very popular with the children and the follow up work, along with the enjoyment on the day, gives evidence of some important learning. We undertake risk assessments before such events can take place. We usually ask for a voluntary contribution from parents in order that the visit can take place.

### Religious Education

Religious education is usually taught in weekly sessions with the class teacher. Children examine world religions, but with the emphasis on Christianity. They may typically look at the practices of worshipers, the sacred books and documents, features of the places of worship and what worshipers of the religions think about doing so. Children also consider what place religion has in their own lives.



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### Collective Worship

Sale & Davys Church of England Primary School is a school where Christian values are very much central to all that the school does. The school is proud to have a Church of England foundation, and as such the acts of collective worship are predominantly Christian in their nature. We celebrate an act of collective worship every school day and typically, the acts of collective worship include hymns or songs, prayers (often written by the children), a reading or story, some drama and/or role play activities. Sessions are interactive with the children regularly contributing by leading greetings and prayers and selecting favourite hymns that are appropriate to the topic. At the end of each term, our collective worship takes place in the local parish church with children leading the majority of the service; they write their own prayers and readings and take pride in presenting to the congregation. Each week we celebrate special achievements. If parents have a specific religious reason why they do not wish their child to attend Collective Worship, they can discuss this with the Headteacher and alternative provision will be made.

### English

English is taught every day throughout the school. We aim to ensure that children are confident in speaking, listening and responding, interacting in group discussion, drama, word recognition using reading skills, using the structure of words in their spelling, understanding and interpreting texts, engaging with and responding to texts, creating and shaping and organising texts themselves, using sentence structure and punctuation and that they know how to present their work effectively, including the use of ICT.



### Mathematics

Mathematics is taught every day throughout the school. A great emphasis is placed on mastery maths and reasoning skills alongside place value and calculations. Time is set aside at the beginning of Mathematics lessons to develop pupils' mental recall, times tables and calculation skills. There is also a great emphasis placed on using and applying mathematical skills and concepts in everyday situations, counting and understanding number, knowing and using number facts, the processes involved in calculation, understanding shape, measuring, and handling data.

### Science

We aim to develop the natural curiosity of children in science. Whenever possible, this is achieved through scientific enquiry and experiment and investigation opportunities. Children, through a series of topics – often cross curricular, explore life processes and living things, materials and their properties and physical processes.

### Computing

It is important that we equip the children with the skills that they need for an ever-changing and technology-reliant society. Computing crosses many subjects at different times, but specific skills are taught separately. Children frequently use facilities such as laptops, I-pads, interactive whiteboards, sound equipment and cameras. The children regularly use the internet to research topics and to access web-sites.





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### Design and Technology

Pupils are encouraged to generate and refine their ideas through discussion, drawing and modelling. Children investigate the characteristics of familiar products; work with a range of tools, materials, equipment, components and processes. An emphasis is placed on evaluation of work during and at the end of its production. Children are encouraged to consider the purpose and function of their designs.

### Music

Children are taught to practise and perform music they have composed; how to make notations; to consider their part and contribution in a performance; they develop knowledge of the musical elements; describe and compare different kinds of music from different traditions and from great composers, including that from a range of cultures. Children are encouraged to develop an understanding of the history of music.

### Art

Children are given opportunities to develop visual skills and their knowledge and understanding of art and artists. They have the opportunity to experience a wide variety of materials and techniques to develop their creative and technical skills and also their confidence and pleasure in art.

### History

From history, children develop an understanding of the past, of the contemporary world and the process of change. From an early age, children begin to study pictures, photographs, artefacts and stories to lay the foundation of historical understanding. Later, they develop a greater factual knowledge, often describing the characteristic features of past societies and periods and making links between them.

### Geography

Geography is concerned with the study of places, the human and physical processes that shape them and the people who work in them. We begin by studying the locality in which the children live, and extend their experiences to the world beyond. In this way we help the children to make sense of their surroundings. We use field studies whenever these are appropriate.

### Physical Education

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. As children progress through the school they have the opportunity to apply these skills to gymnastics, dance, team games and athletics. Competitive sport is encouraged and children will compete against others and try to beat their personal best.





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### Personal, Social, Health, and Economic Education

This is often called PSHE in school. It is important in promoting the safety and self-esteem of pupils and is taught throughout the school. Sometimes stories are used to raise the awareness of issues. All children will examine issues more directly, such as bullying, substance misuse, talents, the role of government, hygiene, road safety, online safety and many more.

### Sex and Relationships Education

This is an integral part of the PSHE programme. Elements of sex education are also contained in the science area of the school's curriculum. In 'animals including humans', pupils are taught that animals, and humans, move, feed, grow, use their senses and reproduce, that humans produce babies and these babies grow into children and then into adults. Pupils in years 5 and 6 are educated on how to stay safe in all types of relationships and how to recognise inappropriate behaviour.

### Well-being of Children

#### *Absence*

If your child is unable to attend school due to ill health, please telephone the school as early as possible. There is someone on site at the school from around 8.00 am each day.

Whenever possible, routine appointments (for example dentist or doctor appointments) should be made out of school hours.

#### *Pastoral Care*

Careful attention is given to any child who shows signs of illness or who has sustained an injury. We will contact you whenever we feel it is necessary. Please do not hesitate to contact us if you want to tell us anything about your child's current state of health or well-being.

Please ensure that we have up to date contact numbers for your child, otherwise an independent decision will have to be made in the event of an accident or emergency.

#### *Medicines*

We encourage parents to administer medicines themselves either by timing the doses to be out of school time, or returning to school at play or lunchtime to administer them themselves. Prescribed medicines can be administered by the office staff, however, parents will need to complete an indemnity form. The form indemnifies our staff and also allows the parent to state the time the medication should be administered. The exception to the above is children suffering from the following conditions:

- Asthma
- Anaphylaxis or anaphylactic reactions
- Diabetes
- Epilepsy

Parents of children suffering from these conditions should inform the Headteacher who will discuss with them how we can best meet their needs.



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### *Disability*

If your child has a disability, we need to know so that we can cater for their needs. This may apply for a child before admission or during their time with us.

The school is committed to equal opportunities for children and adults alike. Disabled pupils will be treated as equal to their peers, taking into account their specific needs as appropriate.

The school's accommodation consists of a one storey building with wide access routes to all areas, doors with disabled access and disabled toilet facilities.

The Headteacher audits the disability provision on at least an annual basis, including whether any child has a disability. Potential barriers for disabled people are removed. Subject co-ordinators establish whether resources and facilities are suitable for disabled children. The achievement of disabled pupils is tracked to identify areas for action. The whole school community is encouraged to consider the needs of disabled people in the community at large, usually through the PSHE curriculum, but also whenever an opportunity arises. This is an ongoing process.

The school has a duty to provide access for any disabled person entering the premises on school business. Please let us know if a member of your family has a disability which needs to be addressed when they enter the school premises.

### *Child Protection & Safeguarding*

All staff, governors and volunteers have a clear understanding regarding abuse and neglect in all their forms. They know how to identify, respond to and report allegations of abuse. This also includes knowledge of the process for allegations against staff. All staff members, governors, and volunteers working with children on an occasional basis, are screened using the Disclosure and Barring Service. If the school has reasons to be concerned that a child may be subject to ill-treatment, neglect or other abuse, the Headteacher is obliged to follow Child Protection procedures established by Derbyshire Local Authority and inform Social Services of the concern.

Visitors should feel confident that they can report all matters of safeguarding children in our school and that the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times. The Safeguarding Designated Lead is **Sarah Briggs**. In her absence, please address concerns to **Helen Fenlon**.

All school policies on safeguarding and child protection can be viewed and downloaded from the school website <http://www.saledavys-primary.co.uk/>.

### *Special Educational Needs*

A child has special educational needs if they have a learning difficulty which requires special educational provision to be made for them.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of their year group;
- has disabilities which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the local authority concerned, for children of their year group;
- experience significant delay in their emotional and/or behavioural development which affects learning.

This definition has been adapted from the Derbyshire guidelines relating to special educational needs.



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Our aim is to extend every aspect of a pupil's development, so that they make good progress educationally and socially. We can do this for children with special educational needs in the following ways:

- provide a differentiated curriculum, where appropriate;
- promote a positive self-image and a sense of worth whereby efforts are recognised and valued;
- set tasks which enable less able children to have access to the curriculum;
- meet the requirements of the current code of practice on the identification and assessment of special educational needs.

This school is proud of its record regarding to special educational needs. The governing body updates its policy annually.

### Children in Care

Through the Child Protection & Safeguarding Policy, the school recognises the need to support children in care. The Headteacher is responsible for children in care. Provision will be made to address individual needs and to work with external agencies.



### Pupil Premium

Pupil premium is funding provided by the government for any child who has been adopted, looked after, who is receiving free school meals or who is a child of service personnel. Money allocated to these children is used for one-to-one teacher and teaching assistant support. Children are closely tracked to ensure that good progress is being made. Further information is available on the web-site.

### Charges and Remissions Policy

The school has a Charges Policy which states that we do not charge for everyday materials or curricular activities.

In the case of school visits, parents are invited to make a voluntary contribution towards the cost of the visit. No child will be barred from any activity if voluntary contributions are not made, but parental permission is necessary for any visit made.

Some extracurricular activities that are held in school, sometimes require an instructor to be employed by the school, and parents are asked to pay a minimum charge for these sessions.



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the one who strengthens me"**

Philippians 4:13  
Lexham English Bible



**Growing, Believing, Succeeding**

### Clothing in School

#### *School Uniform*

The school colour is navy blue. Below is a list of items which we recommend as school uniform.

- Trousers for boys and girls (grey)
- Shorts for boys (grey)
- Skirt for girls (grey)
- Summer school dress (full checked light blue)
- Polo shirt ( white)
- Sweatshirt or cardigan (navy blue)

#### *PE Kit*

- Black or white outdoor trainers
- Navy T-shirt
- Shorts ( navy blue)
- Outdoor kit for winter months to include plain navy tracksuit or sweatshirt and jogging bottoms.
- Spare socks for children wearing tights to school
- A band for long hair to be tied back



School uniform with the school badge can be purchased online from the company, Brigade (please see the school website for a link).

All items of school uniform should be clearly marked with the name of the child.

#### *Jewellery*

Wearing of jewellery of any kind is discouraged. Rings, ear-rings and bracelets can be easily damaged or lost, causing distress; they are also a potential cause of accidents. Small stud ear-rings are the only acceptable type of jewellery. have a place at Sale & Davys C.E. Primary School and strongly request parents to support us in this policy.

In the interests of health and safety we do not allow children to wear ear rings during P.E. related activities and we will ask children to remove ear rings prior to the lesson. On days when children have PE we strongly encourage parents to ensure that children do not wear ear rings.

If you intend to allow your child to have their ears pierced, we recommend that this is done at the beginning of the summer holidays so they do not miss out on P.E. and swimming lessons because they need to keep their studs in.

#### *Make-up*

Make-up, including nail polish, should not be worn to school.



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## Food at School

### *School Meals*

From September 2014 all infant children will be entitled to a free school meal.

School meals are not cooked on the premises, but delivered from Willington Primary School by Derbyshire County Council Catering Services. The menus are planned carefully by a team of experienced people who consider the popularity, cost, quality, and season of the dishes. An important part of menu planning is to ensure that the nutritional content meets one third of the daily requirement for children, and all the menus are analysed by a community dietician before they are sent to school. A nutritious drink is provided at lunch time.

A school meal costs £2.20 per day. The money is collected by the school office on a Monday morning from 8.40 am in the office. Cheques for school meals should be made payable to Derbyshire County Council. We ask for two weeks' notice for any child changing from packed lunches to school meals, and similarly from school meals to packed lunches.

Children may bring a packed lunch alternative. We ask that this is nutritious to sustain the children throughout the remainder of their day at school. Parents can provide a drink, but a healthy option is preferred.

### *Food Policy*

The school has a Food Policy. We encourage healthy lifestyles throughout the curriculum, and this includes being active whenever possible. Food technology is taught where children will be encouraged to select foodstuffs wisely and apply rules of hygiene to food preparation. Confectionary is not allowed in school during the working day.

### *Water*

Children are encouraged to bring water bottles containing water only, into school and drink from them as the need arises. It is widely accepted that drinking water helps thinking and reduces de-hydration, particularly in the summer months. Fresh tap water is available for children to refill their bottles during the day.

### *National Fruit Scheme*

All infant children can receive a portion of fruit per day. The fruit is fresh and washed and we encourage pupils to try it even if it is not their favourite

## Data Protection

Basic information about pupils is held on computer to assist with the efficient organisation of the school and the individual's educational needs. Security measures are taken to ensure that the information is kept confidential and is only available to authorised staff. It may be used for statistical purposes but this will not enable any individual to be identified. The school and the County Council have registered with the Data Protection Register details of persons to whom they may wish to disclose information. By law, under the provision of the Data Protection Act 1984, information may only be disclosed to other persons in accordance with this registration. Your school is registered to disclose personal information to: Family, Relatives, Guardians, Trustees Legal Representatives, Doctors, Dentists, other Health Advisors, DfE, DHSS, Local Authority Education and Social Services.



It is the policy of the governors and Derbyshire County Council, that such information is confidential and that, even when a need to disclose information has been registered it will only be divulged in exceptional circumstances and will be kept to the minimum necessary to achieve the purpose. This policy is, of course, subject to any law which imposes a duty of disclosure on the governors or Derbyshire County Council.





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Pupils may also use computers in the classroom as part of their education, but they do not have access to the personal information records. If you are concerned about any aspect of personal information held on computers, please contact the Headteacher.

### Complaints

Members of staff are friendly and always willing to talk to you if you have concerns. It is best to deal with problems at an early stage when they are small, rather than allow them to become major difficulties.

In the first instance, parents are asked to talk to their child's class teacher. Parents or the class teacher may decide to involve the Headteacher. Hopefully, the majority of concerns will be resolved in this way.

Please refer to the school's current Complaints policy. This is available on the website or a hard copy is obtainable from the school office.

### Finally

Our school is a happy environment where achievement can be seen all around. Your children are at its heart. It is a wide community; wider than just the individuals who work for us, whether on site or not. It also includes parents, the church, the diocese, other local schools, the local education authority, local residents, business partnerships, charities, and organisations providing facilities and opportunities, and many more.

With you, we seek to develop and provide a good grounding in all areas of school life, which help the children to become happy and successful young people and adults.

We look forward to welcoming you to Sale & Davys C.E. Primary School.

