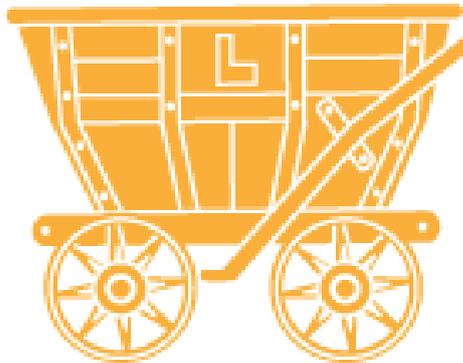


# Beamish Primary School

## SCHOOL PROSPECTUS

2019 - 2020



Co-operative Villas, Beamish, Stanley, DH9 0QN  
email: - [beamish@durhamlearning.net](mailto:beamish@durhamlearning.net)  
website:- [www.beamish.durham.sch.uk](http://www.beamish.durham.sch.uk)  
Tel: - (0191) 370 0181

## Welcome to Beamish Primary School

April 2019

Dear Parents,

The Staff and Governors would like to welcome you to our school prospectus. We hope it will help you know a little more about us and help you choose a school for your child.

The 2019/20 prospectus refers to the school year. It is possible that changes could affect the things described but it is as up to date as possible.

If you need clarification or further information about any part of the prospectus please do not hesitate to telephone. More detail can also be found on the school's website, the address of which is on the front cover. A link to the most recent Ofsted report is also available on the website.

Regulations for admissions procedures are included at the end of the prospectus.

If you would like a visit to the school, please arrange this through the school office. I look forward to showing you our school at work.

Yours sincerely,

*Wendy Edwards*

Headteacher of the Beamish and Pelton Federation of Schools

Headteacher:	Mrs Wendy Edwards MA, B.Ed
Chair of Governors:	Mrs Wendy Guile
Deputy Headteacher:	Mrs Judith Russell BA, PGCE
Office Manager:	Mrs Pam Clark

# Beamish Primary School

## WHO WE ARE

We are a small primary school with nursery provision for 26 nursery aged children and approximately 80 children on roll. We are one part of the Beamish and Pelton Schools Federation.

Through the Federation we are able to offer the children in our school chances to take part in a very wide range of activities. As well as these opportunities, resources and staff expertise can be drawn upon, benefiting everyone in Beamish Primary School.



## SCHOOL VISION

Beamish Primary School provides a caring atmosphere in which the children feel safe and secure. We meet the individual needs of each and every child whilst being a family orientated school. We encourage self-discipline in each child in both academic and social development. Our goal is to develop self-respect and in turn respect for others and our surroundings; creating responsible and accepting citizens for the future. We aim to establish a friendly, professional relationship between home and school creating an atmosphere in which parents and teachers can talk freely about their children's progress, attitude, development and special needs.

## WHERE WE ARE

The school is situated in the hamlet of Co-operative Villas, just off the A963, between Chester-le-Street and Stanley. It lies close to the famous Beamish Open Air Museum to which we have excellent links, being able to become involved in museum activities, as well as using the museum as a resource or history topics. The school has a large yard and playing field. The Foundation Stage shares some facilities with the main school but has its own garden and play area.



## ASPECTS OF SCHOOL LIFE

### SCHOOL SESSIONS

Morning sessions: 8.30 – 11.30 (Nursery)  
9.00 – 12.00 (KS1)  
9.00 – 12.10 (KS2)

Afternoon sessions: 12.15 – 3.15 (Nursery)  
12.45/1.00 – 3.15 (KS1)  
1.00 – 3.15 (KS2)

We also offer 15 and 30 hour free nursery provision and additional sessions where numbers allow. The school gates are opened at 8.45am and children come straight into school where they are offered breakfast. The main gate is closed at 9am to enable children to start lessons promptly. Late arrivals must enter through the main entrance and report to the school office. A record will be kept of all children entering school after 9am.

## CHILDCARE AND MAGIC BREAKFAST

Childcare is available onsite for Reception – Y6 for a small charge. This should be booked with Mrs Clark in the office. Magic Breakfast provides all the children in school with a healthy breakfast from 8.45-9am.



## SCHOOL MEALS

Children may have either a cooked meal or bring a packed lunch. School meals are of a high quality, meet the government's nutrition standards and are cooked on site. From September 2018, the cost of a school meal in County Durham schools will be £2.05. Parents are asked to help their child choose their meals from a menu which is sent home every term. The meals are provided on a three-week cycle of choice. If your child is bringing a packed lunch, it must be brought in a named lunch box. As part of the Home School agreement we ask you to ensure that packed lunches are healthy and nutritious. Drinks should not be in cans or glass bottles. **Fizzy drinks and sweets are not allowed in school at any time.**

## MILK AND FRUIT

All children under five years old will automatically get a daily carton of milk. Children in both the Foundation Stage and Key Stage 1 will be given a piece of fruit every day. All children are given a milk drink option at lunchtime.

## HEALTHY SNACK

Children are only allowed to bring a piece of fruit to school as a snack.

## SCHOOL UNIFORM

The children in our school are expected to wear a uniform. This enables everyone to have the same standard of dress and shows equality throughout the school. The uniform includes:

- Blue sweatshirt or cardigan
- Blue or white polo shirt
- Grey/black trousers/dress shorts/skirt/pinafore
- Blue gingham dress can be worn in the summer months

Cardigans, sweatshirts and polo shirts are available with the school logo, along with fleeces and coats, and can be purchased from the school. Cheaper versions without the logo are available from supermarkets and high street stores. It is important that all items of clothing are clearly named.

## PE KIT

For hygiene reasons, the children are expected to change for Physical Education activities. For indoor PE, such as gymnastics and dance, children wear:-

- A plain white T shirt
- black shorts
- black plimsolls (KS1) or bare feet (KS2)

For outdoor activities the children should wear:-

- A plain white PE T shirt
- black shorts or black track suit bottoms
- black plimsolls (KS1) or trainers (KS2)

For the last few years, school has used additional funding to purchase PE kits for each child. Please ask in the School Office for more details.

## SHOES

Shoes should be sensible, sturdy and safe for school. Many types of footwear (especially girls' fashion shoes with high heels) are a source of potential accidents in school, especially in a playground situation. Trainers can easily result in wet feet after playing on a wet playground surface and can prove to be rather hot and uncomfortable

## **PE BAGS**

PE kit should be kept in a draw string PE bag and may be left in school for each half term. Where funding allows, school purchases PE kit for all pupils.

## **HAIR AND JEWELLERY**

Long hair should be tied back. Dyed hair or 'crop circle' patterns shaved into the hair are not considered appropriate for a primary school setting. Children are not allowed to wear and jewellery including earrings in school. Nails should be short and polish free.

## **UNAVOIDABLE CLOSURE**

Whilst we hope it will never be necessary, there may be occasions when, due to circumstances beyond our control, it may necessary to close the school. In times of severe weather, heating breakdown, etc. we may have very little notice of such closure. Should it be necessary to close the school, we will text parents as soon as the decision is made. Please make sure all numbers are up-to-date. Information may be broadcast on local radio.

## **HOMEWORK**

At Beamish Primary School homework is seen as a valuable and essential part of school/home life. The school has a Homework Policy and we ask parents to support their children by hearing them read, practising work already learnt or researching for work still to be undertaken. Key Stage Two children have a Planner to assist children, parents and staff in organising homework, etc.

## **EXTRA CURRICULAR ACTIVITIES**

The school offers a range of extra-curricular clubs across the year. In the last year these have included Science Club, Maths Club, Film Club, Sports Clubs and Christmas Crafts. These are held at various times throughout the year for different age groups as the season permits, as well as other sports and activities as and when they can be fitted in the schedule. It is sometimes also possible for children to join those at Pelton Community Primary for some extra-curricular clubs.

## **PARENTS AND SCHOOL**

Sometime early in the autumn term, we open the school to parents and carers for a 'Meet the Staff' afternoon. This gives the children the opportunity to share with their families some of the work they are doing in class and for the class teacher to make parents aware of some of the class routines.

We try to involve parents in the life of the school and regularly invite them in to assemblies, performances and fund-raising events.



## **INFORMATION FOR PARENTS**

Every month the headteacher writes a newsletter describing the work of the school and any forthcoming events. This is printed on blue paper. Other letters will also be sent home from time to time. In most cases letters are sent by hand and given to the eldest child in the family, unless they refer to a specific class or age group. We also put up notices where parents can see them. The school website is also very informative and teachers use Class Dojo to keep parents involved in their children's learning. Please don't hesitate to ask us for information if you need it.

## MEETING THE TEACHERS AND HEADTEACHER

If you wish to discuss any aspect of your child's education please feel free to discuss this with your child's teacher or Mrs Edwards. We are always willing to help but please appreciate that teachers cannot keep their classes waiting while they speak to parents. If your query deserves longer than a few minutes, please make an appointment through the school office.

## ASSESSMENT AND REPORTING TO PARENTS

Pupils are formally assessed at the end of Key Stage 1 and Key Stage 2 (Y2 & Y6). Individual results will be available to parents and the results for the class provided for all parents. No pupil will be named in the class results. Teacher assessment is ongoing and assists in planning work appropriate to each individual, group, or class. Year 1 do a Phonics Screening Test in the summer term.

The school undertakes the Foundation Stage Profile baseline assessment. Evidence for this is collected during the child's first few weeks of the Reception year, during the child's everyday activities at school. This data is then compared with teacher assessments to make sure that children are making good progress. Parents' Evenings are held in the autumn and spring terms at which time reports are sent to parents outlining current suggested targets in Reading, Writing and Mathematics. These targets form the basis for discussion with the parents. A full written report is provided in the summer term with an opportunity for parents to meet with the teacher if they wish.

## SCHOOLS FAMILY WORKER

The Federation employs a School and Family Worker, Mrs Lynn Stavers, to help parents with problems such as challenging behaviour, school attendance, supporting your child's learning and any other issues that are important to you and your family. You can contact her by popping into school or ringing 07771371384.

## HOLIDAYS DURING TERM TIME

The government has recently changed its legislation to schools. The amendments make clear that headteachers may not grant any leave of absence during term-time unless there are exceptional circumstances. Headteachers are not allowed to authorise family holidays. Headteachers should determine the number of school days a child can be away from school if the leave is granted. We have the right to remove your child's name from the school roll after ten days unless there are exceptional circumstances

## CURRICULUM MATTERS

All pupils at Beamish Primary School have access to a broad, balanced and relevant curriculum, differentiated to meet individual needs. We pride ourselves on enriching the curriculum with first hand experiences, visits and visitors. In this way children will gain knowledge of the world around them, grow in confidence and develop a desire to learn more about the world.

Children are admitted to nursery on their 3<sup>rd</sup> birthday if they are ready. School staff will determine how quickly your child is ready for full sessions and/or full days. From Reception, there is one pupil intake in September. Nursery and Reception classes make up the Foundation Stage.

The National Curriculum applies to all pupils of compulsory school age and is organised on the basis of four key stages:

	KS1	KS2	KS3	KS4
Age	5-7	7-11	11-14	14-16
Year Groups	1-2	3-6	7-9	10-11

## THE FOUNDATION STAGE (NURSERY / RECEPTION)

We believe every child deserves the best possible start and we aim to provide the support that enables them to achieve to the best of their potential. In Foundation Stage, we help children acquire a range of skills and knowledge that provide a good foundation for future progress.

Children develop and learn when there is a strong partnership between teachers and parents and/or carers and we work closely with families to develop this important link



In our Foundation Stage:

- Children feel safe, secure and welcome. They are valued and they know they will be listened to;
- We help every child to make good progress and ensure that all children are included and supported. We understand that each child is unique and will develop at their own rate. Staff make sensitive observations to help understand where each child is in their learning;
- Stimulating and challenging activities are planned around the needs and interests of children;
- Children are encouraged to make choices and develop their independence;
- They have special adults (called 'Key Workers') who guide and care for them through warm, positive interactions;
- They have time to practise and try out things without fear of failure;
- Children have their successes celebrated;
- The environment and resources are clean and interesting. All children in Foundation Stage have daily access to our garden, where they can mix with their friends, explore, use their senses and be physically active;
- Children have space to move around and explore;
- There are routines and we provide a clear structure to the day/session.

The Foundation Stage curriculum has seven areas of learning that are important for children's progress and healthy development:

### 1. **Communication and Language**

Children develop their skills in speaking and listening in a range of situations. They experience an environment rich in language opportunities, both spoken and written.

### 2. **Personal, Social and Emotional Development**

Children develop their confidence, self-esteem and independence. They learn to share, take turns and develop their relationships with others. Children develop their ability to manage their feelings and behaviour.

### 3. **Physical Development**

Skills in co-ordination, control and movement are developed. Children understand the importance of physical activity and of making healthy food choices.



#### 4. Literacy

Children develop the skills they need to read and write. They have access to, and develop their interest in, a wide range of reading materials, including stories, information books and poetry.

#### 5. Mathematics

Opportunities for children to develop their counting skills and understanding of numbers are provided. They carry out simple calculations (addition and subtraction, using real objects) and children describe shapes and measures, such as length and weight.

#### 6. Understanding the World

This area helps children to find out about and make sense of their physical world

#### 7. Expressive arts and design

Children explore a wide range of media and materials. They have the opportunity to share their thoughts, ideas and feelings through activities in art, music, movement, role play and design and technology.



**Play** is essential for children's development, building their confidence, encouraging them to think about and solve problems, and developing their ability to relate to others. In our Foundation Stage children are taught through a mix of activities led by adults and through opportunities to take part in purposeful play.

### KEY STAGES 1 AND 2

At Beamish we believe that the curriculum should be rich and relevant to our children. Lessons are devised around Contexts for Learning or Themes, to encourage children to ask questions and acquire a real love of learning. Significant events such as educational visits are an important part of the school curriculum. They are all carefully prepared and followed up so that maximum benefit may be obtained from them. Parents are always informed in advance and are required to sign and return a consent form. As coach travel and entrance fees can be expensive we need to ask for voluntary contributions to cover the costs. Without parental contributions these costs would be prohibitive. If insufficient contributions are made the visits cannot take place.



## English

The teaching of English in school falls into three inter-related categories:

- ✓ **Speaking & Listening**
- ✓ **Reading**
- ✓ **Writing**

English is taught through a dedicated Literacy Lesson as well as through other specific activities that take place during the school day. Pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds. As pupils progress through Key Stage Two they learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and how language works.



## Mathematics



A daily numeracy lesson is a feature in all classes. Lessons promote the development of the use of mental strategies and correct mathematical language. Children work on differentiated tasks in groups and also independently.

Mathematics is divided into:

- ✓ **Number**
- ✓ **Ration and Proportion**
- ✓ **Algebra**
- ✓ **Measurement**
- ✓ **Geometry**
- ✓ **Statistics**

There is an emphasis on practical activity and interactive oral work. Children are given opportunities to practise their mental skills and encouraged to discuss their mental strategies.

## Science

In science our aim is to offer children opportunities to:

- develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences;
- learn about ways of thinking and of finding out about and communicating ideas;
- explore values and attitudes through science.

The science curriculum is based on the National Curriculum. It includes these key areas:

- ✓ **Working scientifically**
- ✓ **All living things**
- ✓ **Properties and changes of materials**
- ✓ **Physical Processes**

Throughout the school much emphasis is placed on practical, experimental work and on developing observational skills, inquiring minds, problem solving and reasoning powers. We are very proud to say we have been awarded the Silver Primary Science Quality Mark.



## Computing

Each classroom has its own PC, data projector and interactive whiteboard to enhance teaching and learning experiences in the classroom. Children have regular access to a range of software as well as web-based materials which they use on PCs, laptops and I pads.

## History

Teaching history provides opportunities to foster interest in learning about the past, helping children to gain knowledge of cultural heritage and introducing skills of historical enquiry. Where possible, visits are arranged to historic sites to enable children to work with artefacts and archives to broaden their experience and understanding.

## Geography

Children start by studying the local area and begin to use geographical skills such as following directions, observing and asking questions, describing and recording what they have seen, and using and making maps. They move on to comparing their local area with a different one in Britain and the rest of the world

## Art

Art is a subject in which children are encouraged to think creatively and through individual expression produce paintings, drawings and sculptures as well as taking part in larger class projects. Children are given access to a variety of art media to create different effects.

Art appreciation is developed through access to a wide range of experiences and stimulus both in schools and through educational visits. Art can be taught through other areas of the curriculum, as well as being a means of developing personal and social skills and self-expression.



## Music and Drama

Music and Drama have high priority in the school with children being involved as performers, listeners and appraisers. In KS2, children have the opportunity of learning an instrument – currently the trumpet. All pupils take part in school productions.



## Design & Technology (DT)

All pupils are involved in activities that help them become more aware of the use of technology. They work with a range of materials on topics that involve them in designing, making and evaluating their product. Pupils are taught how to use tools safely and how to select appropriate materials for the task they are completing.

## Physical Education (PE)

It is our intention to promote:

- enjoyment through physical education
- physical development as a complement to academic development
- a healthy lifestyle and a continuing involvement in physical activity

Each week your child will have at least two PE lessons where they will learn gymnastics, dance, games, and athletic skills. Swimming is taught in Key Stage Two. Children in KS2 have the opportunity to join Pelton Community Primary on residential trips to learn and develop their outdoor and adventurous skills.

Beamish staff are fully up to date with new training, local and government initiatives. There are many opportunities for the children to compete with other Chester-le-Street and Durham team and individual events such as swimming, tag rugby, basketball and athletics.

In the last few years our work in P.E. has given us awards such as Active Mark Gold, Healthy Eating and the Healthy School Awards. This year we also achieved the Bronze School Sports Award.

All children are expected to take part in P.E. activities and swimming which are part of the National Curriculum. If there are specific medical reasons for a child not to participate a note should be sent to the class teacher.



## Personal, Social, Health, Education (PSHE)

Children are given experiences that enable them to develop as individuals, appreciate social issues and take responsibility for themselves and others. They learn how to live a healthy life and develop the ability to make sensible choices. Children are also provided with appropriate information in ***Sex and Relationships Education*** as and when a suitable occasion arises in their studies. Children in Year 5 and 6 have planned activities based on the physical and emotional changes they will experience at puberty. Reproduction is also discussed at this time. These lessons are led by the class teacher and supported by the school nurse. Parents have the right to withdraw their children from these lessons apart from those elements taught as National Curriculum Science. Withdrawn children will work in another classroom for the duration of the lesson. A full copy of the Sex and Relationships Policy is available on the school web-site.

## Religious Education (RE), Collective Worship and Assemblies

The school has no affiliation to any particular religious denomination. The teaching of RE is based on the Durham Authority Agreed Syllabus.

Collective Worship is planned round a weekly theme and takes place every day sometimes in class but more often as part of a Key Stage or whole school assembly.

Each Friday the children attend a Celebration Assembly where good work and behaviour are celebrated and children receive a 'Special Mention'.

Parents have the right to request that their child be excluded from Collective Worship. If you wish to do this, please write to the Headteacher.

## Modern Foreign Languages (MFL)

Learning a foreign language provides all pupils with a valuable educational, social and cultural experience. Modern foreign languages are taught from Reception to Year 6 in various different ways, such as French lessons, International Week, European days of Language, foreign language assistants and after-school clubs. Within these sessions a variety of techniques are used to encourage children to actively engage in MFL, including games, role play, songs, stories and DVD clips.

## **PASTORAL CARE**

The staff of Beamish Primary School have high expectations of pupil behaviour, striving to provide a relaxed but purposeful working environment, and creating an atmosphere in which children can talk openly to staff about their concerns, so that together we can ensure that the school is a happy place for everyone. Any matters of concern may be discussed with the headteacher or with your child's class teacher, who has specific responsibility for the care and well-being of your child in school.

## **BULLYING**

We treat all cases of bullying very seriously indeed and all reported cases are dealt with immediately. Children are taught how to respond and always to tell an adult if they know of any bullying.

## **BEHAVIOUR**

We expect all our children to 'Be the best they can be' at all times in work and play. The few school rules are aimed at promoting the health, safety and happiness of everyone. Staff are trained in a restorative approach to behaviour management where children are encouraged to resolve their own conflict. Most incidents are successfully managed in this way, but, on occasion it may be necessary to ask parents to meet with staff in order to solve the problem. In more serious cases, senior members of staff may be involved and ultimately very badly behaved children may be excluded. Staff also have the right to restrain a child if he/she is at risk of harming themselves, other people or school property, or if their behaviour is prejudicial to the learning of others.

## **SPECIAL EDUCATIONAL NEEDS**

At some time in their school life many children may need some form of special help with their learning. Most of these children can be helped as part of the integral provision of the school. In a small number of cases it may be necessary to make an assessment of a child's needs so that specialised help may be provided. In making this assessment advice will be sought from teachers, doctors and other specialists where necessary. Parental permission will be gained before such an assessment is made, and if it were found that there was a specific learning difficulty or problem, the school would work together with you and other professional bodies to ensure your child's educational needs were met. Mrs Judith Russell has responsibility for Special Educational Needs.

## **GIFTED AND TALENTED CHILDREN**

Beamish Primary recognises that some children have special gifts or talents that need to be nurtured. A gifted pupil is one who demonstrates a significantly higher ability than most pupils in one or more curriculum area. Similarly, a talented pupil is one who excels in Art, Music, PE or the Performing Arts. At Beamish we adopt a range of strategies to support Gifted and Talented pupils including adaptation of the curriculum structure, developmental teaching and learning programmes and a broad range of enrichment activities.

## **CHILD PROTECTION**

The school has developed a Child Protection Policy. This follows the Durham Local Authority Guidelines and Procedures for any action which has to be taken to safeguard or promote the welfare of our children. The school has excellent relationships with other agencies.

All members of staff have received training to improve awareness and understanding of Child Protection Procedures. Mrs Edwards, Mrs Russell, Mrs Telfer and Mrs Stavers are the named Child Protection Officers who ensure that the Child Protection Procedures are followed. Social services will always be contacted if we believe that a child is at risk.

## **ACCESSIBILITY**

At Beamish Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural

needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The Local Authority has made a commitment that wherever possible, children with physical disabilities will be educated in their local primary school. If shown to be necessary, and is practicable and reasonable to do, then minor adaptations to the building will be considered by the school and the Local Authority to enable a child to attend their local school. In order that children with disabilities are not disadvantaged, the school liaises with the Local Authority when necessary in order to ensure that adequate provision is made.

### **EQUAL OPPORTUNITIES**

The school operates an equal opportunities policy. All children regardless of sex, race or religion have access to the broad, balanced and differentiated academic and pastoral curriculum provided.

### **RACIAL EQUALITY**

The school's Racial Equality Policy states that 'All children, employees and those who visit the school are entitled to be treated equably and with respect, irrespective of their culture, ethnic or religious background.' Any racist incidents are recorded and reported through the appropriate channels. A copy of the full policy is available on request.

### **EMERGENCY CONTACTS**

In the event of sickness or injuries parents will be contacted as soon as possible and arrangements made to have your child taken home if necessary. It is important that we have an up-to-date record of addresses and telephone numbers (four are required) so that we can make contact quickly. It is required that the school is advised immediately of any change in such contacts. If the school is unable to contact you, then the appropriate action will be taken to ensure the welfare of your child.

### **MEDICINE**

Please notify the school of any medical problems which may affect your child whilst at school or on a visit. During the day, minor cuts and scrapes are treated at school but in the event of a more serious accident (for example a suspected fracture) parents are contacted immediately. If no contact can be made the child will be taken to hospital for treatment to begin and a message left for the parents.

If your child is well enough to attend school but requires prescribed medicine during school hours, then please ensure that these are taken directly to the named person on the medical form. The medicine should be clearly marked with the child's name and accompanied by a completed form stating the dose and the time at which it is to be given. No child is permitted to have any medication in his/her possession. Oral messages received via the pupil cannot be accepted. The administration of non-prescribed medicine is not authorised by the Local Authority and cannot be undertaken.

If an infectious disease is contracted, such as whooping cough, measles, mumps or chicken pox, please check with your doctor to establish when it is safe for your child to return to school.

### **ABSENCE FROM SCHOOL**

If it is necessary for your child to be absent from school due to an illness, then please inform the school by telephone or note. It is helpful if we know in advance about any medical appointments requiring absence for part of the day. Schools must report unauthorised absence; therefore any unexplained absence is recorded as truancy. If your child arrives in school after 9.05am this will be marked as a late arrival and will be recorded as an authorised absence.

### **SAFETY IN SCHOOL**

Beamish Primary School provides a high level of security for the pupils and staff, restricting access to the school building whilst maintaining full use of all exits in case of emergency. All visitors are requested to report to the Reception on arrival where they can sign in and collect an identity badge which they must wear throughout their visit.

## **SCHOOL MEDICALS**

At various times during their school career pupils will undergo health screening checks carried out by a doctor and/or a nurse. You will always be informed in advance and may choose to attend such checks. Other professionals visiting the school include the dentist and audiometrician. All such examinations are carried out in accordance with County policies. Where further action is seen as necessary parents will be informed in order that they might make suitable arrangements with their own optician, clinic or doctor as preferred.

## **SCHOOL NURSE**

The school nurse, Donna Scott, can be contacted at the Chester-le-Street One Point Hub on 03000 267416. She is always happy to discuss any concerns you may have about your child's health or development.

## **POLICIES AND PROCEDURES**

### **AVAILABILITY OF DOCUMENTS**

Many of the school's policies are on the school's website and can be downloaded easily. The Freedom Of Information Publication Act 2000 gives parents the rights of access to educational documents which are held in school. This includes all curriculum and procedural policies. Any parent who wishes to view such documentation should approach the Head Teacher, who will ensure that the relevant documents are made available. The school's most recent Ofsted report can be obtained from the school office or downloaded from [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

### **CHARGING AND REMISSIONS POLICY**

The Education Act 1988 prohibits charging for activities during the school time. We aim to provide a wide range of activities to enhance children's learning, therefore, from time to time, parents may be asked to make a voluntary contribution towards the cost. No child will be excluded from the activity through an inability to contribute. In the event of insufficient contributions being made, the activity may be cancelled. Charges are sometimes made for After School Clubs and Activities but are always costed as low as possible; the school makes no profit on these activities.

## **SUMMARY OF COMPLAINTS PROCEDURE**

### **General Complaints**

If you have a complaint about the school, please contact the headteacher who will aim to solve any problems quickly.

Indeed it is expected that most 'concerns' of parents can be dealt with in the normal, informal way by discussion with the teacher or head teacher.

The three stages are: -

#### *Stage 1 (Informal)*

Concerns expressed by parents and others should be discussed with those directly involved with the issue, ie teacher

#### *Stage 2 (informal)*

Concerns expressed by parents and others should be discussed with the Headteacher.

#### *Stage 3 (Formal)*

If the matter is not fully resolved it may be referred to the governing body (or a sub-group of the governing body) for their consideration.