



VISION STATEMENT

Our school vision is a statement of the type of school we wish to see. In some aspects it is a reflection of what we have already achieved; in others it is a statement of how we would like to develop the school. It is the common aim for everything we do from teaching and learning, to working with the children, parents, governors and community, to recruiting new staff and to improving the facilities.

We aim to provide a happy, caring and stimulating environment where children achieve their fullest potential, so that they can make their best contribution to society. Our vision is that children leave school with:

- A passion for learning across the curriculum
- A set of moral values where children learn respect for themselves and others
- A secure understanding of essential skills
- An enquiring mind
- Strong self-esteem, resilience and high personal expectations

We value the partnership which exists between school, parents, governors and community and the parts they all play in realising this vision.

SCHOOL VALUES



Created by Children, Staff, Parents and Governors

WELCOME TO ACORNS CLASS

In this prospectus, we hope to provide you with all the information that you as a parent or carer need to understand how Acorns Nursery Class works. Acorns Class is a busy and happy class that introduces children and parents to school life in a gradual way, supported by experienced Early Years practitioners.

OUR AIMS

to provide a safe, secure and stimulating environment for your children

to work within a framework which ensures equality of opportunity for all children and families

to extend educational experiences in order that children may develop their full potential at their own pace.

WHAT CAN ACORNS CLASS OFFER YOUR CHILD

Acorns Class prides itself on offering:

fun and friendship with children and staff within a reassuring routine and a calm, friendly atmosphere

a school-based setting to help foster a sense of security and to increase confidence in preparation for school life

generous individual care and attention made possible by a high ratio of adults to children

the support of experienced, qualified staff for children throughout their learning journey

a range of activities and topics planned to aid each child's progress towards achieving the early learning goals for the Early Years Foundation Stage

KEY FACTS ABOUT ACORNS CLASS

We run a choice of sessions

5 morning sessions a week from 9.00am until 12.00pm Monday to Friday over three academic terms: Autumn term, Spring term and Summer term

5 all day sessions from 9.00am until 3.00pm Monday to Friday over three academic terms: Autumn term, Spring term and Summer term

GENERAL INFORMATION

a. A typical daily programme

The format of each session follows a reassuring routine:

The session begins at 9.00am. Children are free to choose from a variety of activities already set out, which will often relate to our current chosen topic. Topics are chosen to ensure all areas of learning, with their detailed early learning goals, are covered during the year. The needs of individuals are taken into account when choosing supporting activities. Children are also free to select their own choice of activities.

10.00am the children come together for a group activity or story time. This time is also used for singing games, songs or rhymes, drama, playing musical instruments, dance or imaginative movement.

Mid-morning the children wash their hands ready for snack time. Milk and water, a choice of fruits, vegetables are provided. Water is available and accessible to the children throughout the session.

Outdoor play session follows and consists of a range of suitable activities set out on the front playground or activities on the school field or in the wildlife area.

In Acorns Nursery Class, we feel it is vitally important to provide children with opportunities to play outside whatever the weather, providing they have suitable clothing (parents are encouraged to provide suitable clothing for the weather).

At 12.00pm those children staying for lunch or attending all day will be accompanied by nursery staff into the school hall for lunch. Children bring their own packed lunches.

Staff always sit with the children during lunch in the school hall before returning to the classroom to play.

After lunch, further table-top and carpet activities are set out and the back garden and playground area is used for play, games, songs and activities.

At the end of both the morning and afternoon sessions the children line up with a member of staff to wait until their parent or carer collects them. Staff are available to talk to parents at drop off or pick up if they have any questions or concerns. A member of staff waits by the door to ensure that no child leaves without their parent or carer.

VISITS AND CHARGING POLICY

Children learn readily through experiencing things at first hand and, while some of these experiences can be brought into the classroom, others cannot. We arrange visits in order to provide some of these wider experiences. We rely on voluntary parental contributions to fund such visits, and, whilst sufficient voluntary contributions are necessary to maintain the viability of such activities, children will not be precluded from taking part if a voluntary contribution has not been paid. If insufficient voluntary contributions are made, the school reserves the right to cancel a trip.

If parents are in receipt of Income Support, Working Families Tax Credit, Income Based Job Seekers Allowance or Disabled Persons Tax Credit then the school is able to help with the costs of residential trips.

In addition to visits, the school asks parents to pay for extra-curricular music lessons. These are not covered by voluntary contributions and payment is required to ensure the continuation of such lessons.

COMPLAINTS

Bottisham Primary School seeks to provide the best education it can for each individual child, and endeavours through consultation and discussion with parents to overcome any problems that may occur. If, however, there is a complaint there is a procedure in place.

What to do first:

- Complain informally to your child's Teacher.
- If your complaint is more serious or sensitive speak to the Deputy Head or Head teacher.

What to do if you need to take things further:

- Put your complaint in writing to the Head teacher.
- If you are still not happy you should write to the Chair of Governors at the school.
- If you are still not happy you have 10 working days to appeal.

For more information contact the LA for advice or collect a complaints leaflet from the school office.

THE GOVERNING BODY

The school has a hardworking committed governing body, which meets regularly. Approved minutes of the governors' meetings are available to parents on the governor section on the school web site.

The governing body has three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the head teacher to account for the educational performance of the school and its pupils;
- Overseeing the financial performance of the school and making sure its money is well spent.
- The governing body is organised into different committees to cover its various functions:
 - Curriculum and Standards
 - Resources
 - In addition to the various committees there are designated governors responsible for specific areas of school life:
 - Early Years Foundation Stage
 - Key Stage One
 - Key Stage Two
 - Maths
 - English
 - Science
 - Spiritual, Moral, Social and Cultural / British Values / RE
 - Special Educational needs and Disabilities / Pupil Premium / Gifted & Talented
 - PE
 - Safeguarding
 - Health & Safety

Governors also have links with classes throughout the school and are invited to support the children in class whenever they can for special events.

INSPECTION OF THE SCHOOL

The school was last inspected in February 2017. A copy of the report is available from the school office. It can also be read on our school web site, or on the OFSTED web site.

SAFEGUARDING

Under the Education Act 2002 (section 175/157), schools must “make arrangements to safeguard and promote the welfare of children”.

We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child’s welfare, including risk from neglect, physical, emotional or sexual abuse. The school should make parents/carers aware that records of welfare concerns may be kept about their child. They should be informed that school staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for child protection (known as the Designated Person for Child Protection) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child “may...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”. This means that on rare occasions, a school may need to “hold” a child in school whilst Social Care and the police investigate any concerns further.

BEHAVIOUR

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The Positive Behaviour policy applies to everyone in the school community and is available on the school web site.

To ensure equal opportunities for all, we think it is important to:

- Ensure that rewards and sanctions are consistent and fair
- Model, teach and promote positive behaviour
- Act as ambassadors for Bottisham Primary School wherever we are
- Help and support others who are finding it difficult to follow the behaviour policy for specified reasons

We have a set of ‘Golden Rules’, which were devised by staff and children. They are displayed throughout the school and should be followed at all times. We celebrate the achievement of our Golden Rules through Golden Time at the end of each week.

OUR GOLDEN RULES

1. Be polite and kind
2. Listen to other people
3. Be helpful
4. Look after the environment
5. Try your best
... and smile



b. Contact Details

Bottisham Primary School office telephone number is 01223 811235

We would ask you to use this number to inform office staff if your child is ill as soon as possible and will not be attending the session

c. Health, Hygiene and Safety

We ask that you do not bring in a child who has been vomiting or had diarrhoea until at least 24 hours have passed since the last episode.

We would also ask you to notify staff if your child has head lice.

An accident record is kept in the event of any nursery accident. If your child is involved in an accident, you will receive a copy of this record.

Medication should only be brought into school if it needs to be taken 4 times a day and is a prescription medicine. It should be brought to the office in the original container. Each time medication is required, parents need to write to the school with full details, giving their permission for medication to be administered by school staff.

Children who require an asthma inhaler should keep a named inhaler in school at all times.

If your child is ill while they are at Nursery, staff will contact you in accordance with the details kept on file. For this reason, please ensure that we are notified as soon as possible of any changes to your contact numbers or address.

d. Dropping off and Collecting your Child

ask parents and carers to please wait outside the Acorns Class door at the beginning of each session until a member of staff opens the door and invites children in.

When collecting your child at the end of a session, parents and carers are asked to please wait outside the Nursery Entrance.

Staff will prepare your children at the end of the session and will send your child outside to you.

e. Uniform

We believe school uniform gives a sense of identity

and is practical and smart. We therefore have a school dress code and we would like parents to choose items from the following list when purchasing their child’s clothing for school. School sweatshirts and sweat-cardigans with the school logo are available in a range of sizes from our stockist, School Trends. A link for this can be found on our school website.

- Skirt/Pinafores – grey.
- Trousers - grey or black (jogging bottoms are a good choice for Nursery).
- Polo Shirts – red or white.
- Jumpers/Sweatshirts/Sweat cardigans - red.
- Summer shorts or short trousers – plain grey or black.
- Summer dresses – these should be red and white checked.
- Outdoor Footwear – outdoor shoes– should be sensible flat shoes or trainers (no high heels, boots or sling backs). We suggest that the children have a pair of wellies that can be kept in school.
- Indoor Footwear – should be sensible and comfortable e.g. plimsolls.

Children will need a warm, waterproof outdoor coat for the cooler months as we like to be outside as much as possible. It is important that all items of clothing are named, including shoes and coats.

OUR STAFF

a. High Ratio of Staff

Acorns Class is run by experienced staff qualified in Early Years and led by our Nursery Class teachers.

We are proud of the high ratio of adults to children in the nursery. This ensures individual attention to the needs and development of each child. Staff are actively encouraged to continue their training, covering areas of both personal development, first aid and nursery education.

b. Acorns Class Staff

Nursery Class Teacher (Mon – Thurs)
Mrs Jackie Claydon

(Fridays)
Mrs Joanna Hall, Nursery Class Teacher

Mrs Isobel English, Teaching Assistant
Mrs Claire Daniel, Teaching Assistant
Mrs Clare Jarvis, Teaching Assistant

ADMISSIONS

Children are eligible for a place in the nursery at the beginning of the term after their 3rd birthday. This means that children will be eligible for between 3 and 5 terms of nursery education depending on their date of birth. Formal applications for a place must be made using the nursery admission form available from the school office. The over admission criteria below will also apply to the nursery.

All children are entitled to attend school in the academic year in which they become five years of age. However, legally, children do not have to start school full time until the term after they are five years of age. Children in Reception classes in Cambridgeshire are entitled to full time education from the autumn term.

At Bottisham Primary School we encourage children to attend full time as soon as possible. However, if this is not appropriate for your child, please discuss this with the class teacher and Head teacher so that we can find an alternative arrangement.

The Local Authority co-ordinates the admissions process for all children entering Reception Year in primary schools. Parents can apply online at: www.cambridgeshire.gov.uk/education/parents/admissions

Alternatively, an Admission pack may be obtained from school. Admissions should be returned to the Local Authority by the date set for January each year. (Further details can be provided by the school office.) Children who have an Education, Health and Care Plan that names the school, will be admitted.

The over admission criteria is as follows:
Children in Care, also known as Looked After Children (LAC).

Children living in the catchment area with a sibling at the school at the time of admission.

Children living in the catchment area.

Children living outside the catchment area who have a sibling at the school at the time of admission.

Children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription.

Children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured by a straight line. The Local Authority Admission Team is divided into two parts. The Transition Team deal with applicants for Reception and Year 7. The in Year Team deal with admissions throughout the year.

For further information the contact details are as follows;

Contact No. 0345 451 370

Fax 01223 727 941

Email admissions@cambridgeshire.gov.uk

Appeal admissionappeals@cambridgeshire.gov.uk
Jill Watts is our Appeal Officer



HEALTH AND WELFARE SUPPORT SERVICES

BOTTISHAM, BURWELL AND SOHAM LOCALITY TEAM

The team provides a variety of services to children, young people and families living in Bottisham, Burwell and Soham areas. The staff have a wide range of skills, knowledge and experience. If they can't help you and your family directly, they will be able to connect you with the people who can.

WHAT THEY DO THE SERVICES THEY DELIVER

- They work with Day Nurseries, Pre-schools, Child minders and Children's centres to help make sure early years services are of high quality.
- They make sure that children attend school regularly and punctually.
- They offer support to parents with children of all ages and work on an individual basis with some children who need a bit of extra support.
- They support young people (11-19) with information, advice about social and personal development opportunities. We also provide some of these opportunities.
- They work with all schools within the Locality and other agencies to develop a range of services and activities to meet the needs of young people, their families and the wider community. These include after school clubs and activities, child care for primary aged children and information for parents.
- They support young people (13-19) with information and confidential advice about education, employment and training opportunities (the 'Connexions' service)
- They also work with secondary school students who have social, emotional or behavioural problems.
- Where young people need help in making the transition to adulthood, they help them to find suitable education, training and support.

WHO THEY LINK WITH

They have very strong links with the schools in our area and with staff in Health and voluntary organisations.

Also they work very closely with other staff providing services for children, young people and families especially:

- School Nurses.
- Health Visitors.
- Primary Mental Health workers.
- East Cambs Family project.
- Social care (social services).
- Specialise services for children/young people with a disability.
- Education Psychologists.
- Access and inclusion teaching service.
- Education services for children/young people out of school.



HELPING IN SCHOOL

We value the involvement and support of parents and carers in school, and encourage you to play a positive part in your child's education at all times. We greatly appreciate help during school time when you can be involved in a variety of activities. If you would like to help in any way, please contact your child's class teacher or the Head teacher. Helpers always work under the direction of class teachers and are given a variety of tasks, for example hearing children read. Parents helping in school may be required to complete a Disclosure and Barring Service (DBS) check.

THE COMMUNITY

We welcome and encourage community involvement in the school in many different ways. Visitors are invited into the school on a regular basis and children make visits within the local community.

The school is also used as the base for extra-curricular activities and is available for hire in the evenings and at weekends. For further details please contact the school office.

PARENT AND TEACHER ASSOCIATION (PTA)

As a charity, the PTA raises money to buy additional equipment for the school and to enhance the children's environment.

The Parent Teacher Association is a friendly, hard-working team who rely on the support of parents and the community to raise vital funds.

The events held include a school disco, film nights, a very popular quiz night, a Christmas shopping event, Bags 2 School collections, Lolly sales and our yearly Summer Fair Extravaganza.

In recent years, the PTA has donated money to school for the provision of an outside learning area and new play equipment for the key stage one playground. The current target is to raise £6000, towards a set of I-Pads.

New members are always welcome and can opt to become a committee member; help organise and run events or to join our list of 'willing occasional volunteers'. Minutes of all meetings are included on the school web site where we also advertise all our events.



INCLUSION

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (available on request) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available on request. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that they are not treated differently without lawful justification. We will make

reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life. In order for effective partnership working between home and school to take place.

We anticipate that parents will want to:

- Inform the school at the earliest opportunity if their child has a disability and the exact nature of it.
- Provide the information school needs to plan effectively for the child to be a full member of the school community.
- Acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Head teacher must consider is the effect of the proposed change on all members of the school community.
- Recognise the importance of school and home working in partnership.



EQUALITY ACT STATEMENT

Our curriculum content aims to afford equality of opportunity for our children. All children are treated equally and respected whatever their gender, culture, race, colour, ethnic or national origins or religion. No incident that is or appears to be racially motivated will go unchallenged. All racist incidents will be recorded and parents/carers of victims and perpetrators informed.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

What does this mean for your child?

Class teachers plan work that is differentiated to meet the needs of the children. However, some children may require extra help because they need a little more support. In September 2014 a new SEND Code of Practice was introduced with some significant changes. There is now a 'graduated response' to pupils identified as having SEND. For further information regarding SEND please see the school web site.

SENCO (Inclusion Co-ordinator)

If you need to discuss any aspect of your child's progress you should make an appointment to see the class teacher. It is also possible to meet with the school SENCO for further information or additional clarification if necessary.

GIFTED AND TALENTED

We also have a policy for able and gifted children. Such children are offered enriched learning opportunities to make the best of their talents in a wide variety of areas.



OUR CURRICULUM

All Acorns Class children are supported in developing their potential at their own pace. By the means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum which helps children make good progress towards the early learning goals of the foundation stage (age 3 to end of Reception class).

Personal, Social and Emotional Development.

Within a safe, secure and stimulating environment, children are individually supported in developing confidence, autonomy and a positive sense of themselves. They are encouraged to work and concentrate independently, but also to work as part of a group, sharing and co-operating with other children and adults. Through activities, topics, conversations and positive role models, they learn acceptable ways to express their own feelings and to have respect for the feelings of others.

Physical Development

A range of equipment and opportunities, both indoor and out, allows children to develop confidence and enjoyment in their skills and co-ordination, control, manipulation and movement. Close adult supervision enables children to safely create and meet physical challenges, developing increasing skill and control in moving. At the same time children are supported in the development of fine control skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

Communication, Language and Literacy

Individually and in varying size groups, children are encouraged to use communication, language and literacy in every part of our curriculum, including talking, listening and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning and, when they are ready, children are encouraged and supported to use drawn and written symbols for themselves. They are encouraged to be able to handle and be familiar with how books work, and to be aware of their uses, both for reference and as a source of stories and pictures.

Mathematics

By means of adult supported practical experience, children become familiar with sorting, matching, counting, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

Understanding the World

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances recognising differences, similarities, patterns and change. A wide range of equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate, to achieve their intentions and to solve problems.

Children are assisted to explore and understanding their environment, both within the setting and in the wider community. We explore different religious beliefs and cultures with the help of a variety of activities and resources.

Expressive Arts and Design

Children are encouraged to express their own ideas and feelings and to make connections between one area of learning and another and so extend their understanding. Paint, glue, crayons and pencils, as well as natural and discarded resources, provide for an open-ended exploration of colour, texture, shape, form and space in two or three dimensions and the development of skills in painting, drawing, collage and modelling. Children join in with, and respond to, music, dance and stories. There are many opportunities for role-play and imaginative play both individually and as part of a group.

