



Wood End First School

Wood End First School is a Community School for children aged 4-7 years. It was opened in September 1975 to serve the Stantonbury area. We are continually making improvements to modernise the building and ensure a high quality environment for both pupils and staff.

There are two main teaching areas, Early Years and Key Stage 1, each with classrooms and shared work spaces. In addition there is a Library, an ICT suite which has networked computers that are linked to the internet, a resources room, a meeting room, a medical room and offices, a staff room, a reception area, a main entrance and a hall used for gymnastics, dance, games, assembly and lunch. Next to the school is a large playing field which is used at lunchtime, for Forest School activities and for games. Alongside this is the Woodland Trail, containing a mixture of both mature and young trees, and which is shared with a variety of wildlife including squirrels. Adjacent to the car park there is a large playground with an all-weather shelter, a storytelling chair, a climbing wall and many other features. The grassed area next to the playground has an extensive range of play equipment and includes a castle and nest swing for use during playtimes and lunchtimes in dry weather.

The youngest children have a fully equipped purpose-built partly covered play area shared with Stantonfields Pre-School which is also in our building. Also using the premises but with a separate entrance is the Squirrels Children's Centre. The school has strong links with both Squirrels Children's Centre and the Pre-School ensuring transition from one phase to the next is well-managed.

The school hours are 8.45am – 12.00 noon and 1.00pm – 3.00pm.
The school has a Breakfast Club which runs from 8.00am – 8.45am.

The children are engaged in educational activities for 25 hours per week. Various after school clubs are organised each term.

Children can arrive at school from 8.45am and come in to school and get ready for the register at 8.55am. For security reasons, all parents and pupils who arrive after 8.55am are requested to enter by the main entrance.

If children are going home for lunch, this should be put in writing to the Headteacher. Children should not return before 12.45pm.

At home time, those children who are normally met by an adult remain in the school building until they are collected by their named adult. The safety of the children is very important to us. Please try and meet your child on time as the teachers may often be going to meetings and there may not be an adult available to supervise your child after school. If, for some unavoidable reason, you are held up, please phone the school and we will make sure your child is safe.

ADMISSIONS PROCEDURE

In Milton Keynes the admissions policy for primary schools operates on a first preference basis. This means that parents must complete a preference form. If you live within the school's defined area, the application will be given priority. There is however no guarantee of a place at the school serving the area where you live. There is also no guarantee of a place at Wood End for children who attend Stantonfields Pre-School. All parents have to make an online application for a school place.

Children start school in the September after their fourth birthday. At Wood End School we have a staggered start. If you would like to read Milton Keynes's admissions policy, please see their website.

Early Years Provision

Prior to children starting school for the first time they can receive Early Years education from a range of providers. Early Years provision is available in Local Authority nursery schools or classes attached to mainstream infant and primary schools or through the Council's day nurseries. Provision is also available through the voluntary and independent sector. Stantonfields Pre-School is based in Wood End School and can be contacted on 01908 322 304. Squirrels Children's Centre is also based on the school site and can be contacted on 01908 317 863.

Deferred Entry

Parents may wish to defer their child's admission to later during the school year for one of the following reasons:

- Parents may consider that their child is very young, for example only reaching the age of four just before starting school in September.
- The child may be attending a private Early Years provider from whom the family may have to give a term's notice for the placement or fees, although this ought to be achievable if the school place has been allocated by the end of March.
- The child may have special educational needs. The consensus view may be that a longer place in the Early Years provision would be beneficial.
- The child may be attending a full-time Early Years provision and parents want continuity when the child starts school. This may be linked with childcare.

Parents must make a normal application by the closing date and include a request for a later starting date e.g. January or April rather than the previous September. In line with DfE guidance, it is expected that all places will be taken up during the school year. It is not possible to defer entry to the next school year. Parents must secure a place before the deferred entry request can be considered.

Any concerns about when your child should start school should be discussed with the Headteacher. You can also contact the Education Access Team on 01908 253338. If the place is not required during the school year, it will be offered to the next child on the waiting list. Parents will need to make a fresh application for their child's entry in the following school year.

Infant class size requirement

There is a legal requirement that infant class sizes may not contain more than 30 pupils. This affects children seeking admission to Foundation, Year 1 and Year 2. This means that where the class size limit has been met it may not be possible to provide a place for your child.

Applying for a school place

Children entering school for the first time will be admitted to school in the September of the academic year in which they become five. Applications are considered by the Local Authority during the Spring Term. Prior to this, an application form must be completed online. The Pupil Support Section can inform parents of the last date for the forms to be submitted.

Criteria for allocating places

The oversubscription criteria, which apply to this school, are shown below:

Places are allocated at this school in line with Milton Keynes Council's admissions criteria shown below subject to parents completing and returning an application form and taking into account the class size limits for pupils ages 5, 6 and 7 at Key Stage 1.

Children who have a Statement of Special Education Needs will be given priority for admission, with the normal admission round at 7+ or for children starting school for the first time.

The catchment area for Wood End is Oakridge Park which is shared with New Bradwell School, Bertram Close and Stantonbury, the following are shared with Great Linford Primary School and St. Andrews C of E School:

Jacobs Close, Redbridge (even numbers 68 upwards), Walshs Manor (odd numbers 71 upwards), Ormonde, Rossendale, Rowle Close, Crosslands (even numbers 86 upwards and odd numbers 101 upwards).

Key Facts	
Type of school	Community
DfE number	8262306
Admission Authority	Milton Keynes Council
Age range	4 – 7
Telephone	01908 316424
Email	office@woodendsch.org.uk
Website	www.woodend.org.uk
Places available	30
Supplementary form required	No
Nursery class attached to school	No
Special provision	None

Summary of oversubscription criteria

In the event that there are more applications than places available, applications will be ranked as follows:

1. A looked after child or previously looked after child.
2. A sibling at the school who is expected to be on roll at the school at the time of admission of the younger sibling and the place of residence is within the catchment area of the school.
3. The child's place of residence is within the catchment area of the school and there is no sibling.
4. There is already a sibling at the school who is expected to be on roll at the school at the time of admission of the younger sibling and the place of residence is outside of the catchment area.
5. Distance from the school to the place of residence.

In the event of there being more applicants meeting any of the criteria above, places will be allocated in distance order using the distance between the child's normal home address and the school's main entrance, measured in a straight line, using the Council's computerised measuring system with those living closest to the school receiving the higher priority.

Please refer to the Council's website for a detailed copy of the admission arrangements for children starting school for the first time.

Please note that there is no automatic right of a place at a particular primary school even if there is already a sibling at the highest ranked 'out-area' school or your child attends an infant school linked to a ranked junior or primary school. If you are moving home within or into Milton Keynes this may affect any application you are making to a school for your child. Please contact the School Admissions Team at Saxon Court on 01908 253338 if you need advice.

Allocation of place

The Council will write to you to confirm which school your child has been allocated. This usually takes place during March or April.

If it has not been possible to allocate a place at your chosen school you will be advised on how you can appeal against that decision.

<p>Your child cannot be offered a school until you make an application. You will not just automatically be given a school place. Attendance at a nursery class attached to a school does not guarantee a place. You MUST submit an application.</p>	<p>There is no guarantee of a place at your catchment school.</p>	<p>You should list the schools in the order you would like them, not the order you think you might be offered them.</p>
<p>It is best to include your catchment school, even if you put it lower on your application than other schools. This is because you may not get your school of preference and yet the catchment school may fill up with those who have applied.</p>	<p>Remember: if you are not sure about any part of the process, just contact us and we can give you more information and advice.</p>	<p>You are advised to list four schools. Putting just one school doesn't give you a better chance of getting it.</p>
	<p>Having a sibling at the school does not guarantee admission but make sure you include your other child's details on your application, as it may mean you are given higher priority for a place.</p>	

Changes in your circumstances

Please make sure that the information you provide on your application form is correct. If you move address, this will probably affect your application. You must let the Pupil Support Section know as soon as possible so they can reconsider your application.

If your move means you are no longer in the defined area, then you may want to change your preference. You will need to write to the Pupil Support Section giving your new address and attaching a copy of your council tax bill as proof and confirming which school/s you would like your child considered for.

School Admissions, Children, Young People and Families, Milton Keynes Council
 Saxon Court
 502 Avebury Boulevard
 Central Milton Keynes
 MK9 3HS

Telephone: 01908 253338
 Email: primaryadmissions@milton-keynes.gov.uk
 Website: www.milton-keynes.gov.uk

COMPLAINTS PROCEDURE

A copy of the school complaints procedure can be found on the school website.

It is normally expected that parents who have cause to complain about the school will bring the matter to the attention of their child's class teacher. Many matters can be resolved very simply by ensuring that there is a clear understanding between parents and teachers. Teachers are available most days at 3.00pm.

If the matter is not resolved to the parents' satisfaction by approaching the class teacher, the matter should be brought to the attention of the Headteacher. If it is still not resolved by this means, parents are asked to write to the Chair of the Governors at the school outlining their complaint which will then be investigated.

CURRICULUM AND THE LIFE OF THE SCHOOL

MISSION STATEMENT

'Nurturing little acorns into sturdy oaks.'

VISION

- We create an ethos of respect, care and responsibility in a family atmosphere.
- We are a school where children participate, excel and take pride in their achievements.
- We are at the heart of our community, providing a range of services for everyone.

AIMS OF WOOD END FIRST SCHOOL

Wood End School aims to provide a happy, secure and fun learning environment which, in partnership with parents and the wider community:

- Provides a stimulating, challenging and relevant curriculum;
- Develops pupils' intellectual, social and life skills;
- Harnesses innate enthusiasm for life-long learning and develops lively enquiring minds;
- Develops children's confidence and belief in themselves and their abilities;
- Gives children the skills to express their own opinions, and to listen to and respect the views of others;
- Celebrates differences and avoids stereotyping;
- Develops a love and respect for the beauty in our immediate environment and the world beyond;
- Allows spontaneity to shine through by providing creative opportunities;
- Develops independence in thought, action and deed.

THE CURRICULUM

The school provides experiences that encourage each child's intellectual, social, physical, moral, emotional and religious development. The environment is stimulating and interesting, children are encouraged to be as independent as possible, and a variety of teaching and learning strategies are used.

The school sees practical first-hand experience as being very important to young children's learning and also believes that play is an excellent way of achieving a greater understanding of many ideas. We pay attention to the more able children and plan work to stretch and interest those children. We also identify where children need more support and adapt our teaching to meet every child's needs.

We are a Forest School and each week the children spend time in the outside learning environment. They take part in exciting activities that help them learn about the world around them and help develop their speaking and listening and social skills.

LANGUAGE AND LITERACY

At Wood End we teach *Read Write Inc.*, a scheme that helps children develop their phonics skills, reading and writing. In Years 1 and 2, the children take part in *Read Write Inc.* for an hour a day.

The elements in learning about language – speaking, listening, reading and writing – are vital parts of first school education. Children's future learning depends on their ability to communicate verbally and in writing, and to read fluently and with understanding.

Through discussion, circle time and role-play, children learn to express themselves clearly and to listen to others.

- **READING**

Great importance is placed on learning to read and developing a love of books and an appreciation of good literature. We like to involve parents right from the start and as soon as your child brings home a reading book, we invite you to share it with your child. A Home School Link booklet is also given to your child so that you or the teacher can make comments. We hope that you will enthusiastically join in the partnership with Wood End and help your child to love books. We have a parent guide called 'Reading' which can be found on the school website. If at any time you need advice about reading, please ask your child's teacher.

- **WRITING**

Formal skills of spelling, punctuation, grammar and handwriting are taught to each child at the appropriate level. Please encourage your children when writing at home to start their letter shapes in the correct place and form them in the correct way. The earlier bad habits are changed, the easier it is. The handwriting script used at Wood End is included in the prospectus and is in the Parent guide on the school website. As soon as your child is ready, they will be taught joined-up handwriting in class. A variety of writing experiences are given to children including writing factual reports, descriptions, letters, lists, their own thoughts and feelings, poems and stories.

- **PHONICS**

In order for children to unlock the basics of reading and writing, we teach phonics during the *Read Write Inc.* sessions. Each child is taught the letter sounds and how they are blended to make words. The 'Key' words are also learnt during these sessions. Parents can help by encouraging their child to read and then spell the key words that are given to them.

- **SPEAKING AND LISTENING**

The children are encouraged to listen carefully in a variety of situations and given practice to articulate clearly and sensibly including sharing ideas and opinions.

MATHEMATICS

At Wood End, practical experience is seen as being very important before any recording of work. One particular scheme is not used in isolation, but ideas from many schemes are used to make work varied and enjoyable. In Mathematics, the children will study number and place value, calculations, fractions, measurements, shape, graphs and data.

Activities include listening, reading, writing, talking, discussing, thinking, reflecting, carrying out practical work, practising, using mathematics in context, relating new knowledge, investigating, creating, trying different methods, testing, observing and using a variety of resources.

Experience of these will enable pupils when tackling real-life problems to estimate and approximate, use trial and error, recognise patterns and relationships, apply reasoning skills and make use of appropriate technology. Parents can help their children at home by encouraging them to count small amounts of money, finding numbers when out and about, counting objects, making models and using weighing and measuring.

We have a Parent guide which can be found on the school web site.

SCIENCE

Science is a form of investigation and exploration in response to everyday experiences. Children experiment, observe and record. In their learning the children incorporate enquiry, measuring, recording, assessing, observing, criticising, hypothesising and reporting.

HISTORY and GEOGRAPHY

When studying Historical topics we borrow as many resources as possible to give the children first-hand experience of the past. The school is always glad to hear of any resources that parents or grandparents may have that can be borrowed or donated.

Knowing about themselves, their families, their environment and their past helps children to understand why they are as they are. History and Geography help children to make sense of their surroundings and the wider world.

INFORMATION TECHNOLOGY

Each class has an interactive whiteboard, and the school has an ICT suite with 17 computers and printing facilities and a class set of iPads. All the computers in the school are networked and have e-mail and Internet facilities. All computers are timetabled for use to enable each child as much access as possible. Activities used on the computer will sometimes be to improve their Information Technology skills and, at other times, will support other areas of the curriculum including mathematical games (Mathematics); dictionary and spelling games (English); planning and labelling towns (Geography); or learning about parts of the body (Science). All the activities are constantly improving the children's skills of using the keyboard and mouse. The children are encouraged to see the computer as a valuable tool that enhances and develops their learning. There is a Computing Policy and an Internet Access/Use and E-Safety Policy.

DESIGN AND TECHNOLOGY

Each term has an aspect of Design and Technology planned. The work may concentrate on using construction kits and planning and making models with these. At other times, a variety of different materials are made available for a task. The children are encouraged to plan and design while thinking about materials that are appropriate for each task. In some projects, tools such as saws will be used under careful teacher supervision. Design and Technology helps to develop children's confidence, ingenuity, practical skills, reasoning ability, organisation, co-operation, leadership, planning ability, manual dexterity, motivation, language skills, maths skills and hand/eye co-ordination.

ART AND DESIGN

The children are given experience of working with a variety of media, e.g. paint, clay, pastels, charcoal, inks and threads. Children are encouraged to use their own imagination and be inspired by the styles, techniques and ideas of well-known artists. The staff place a lot of importance on displaying children's work in the classroom and around the school. Please take the time to admire the children's creative skills.

MUSIC

All the children experience music each week. Work includes keeping rhythms, composing music, playing instruments, listening and appraising the work of others, and learning songs. A variety of composers' work is played during class and assembly time to give the children experience of different styles of music from different times in history, places and cultures. Our aim is to develop a love and enjoyment of music, an appreciation of music composed and played by others and the skills needed in order to create music and express themselves through music.

FOREST SCHOOLS

At Wood End each class has an afternoon each week in the woodland trail taking part in planned forest school activities. This enables the children to use their senses, be creative and develop their imagination and love of the outdoors. To find out more please read our Parent guide – Forest School available on the school web site.

PHYSICAL EDUCATION and SPORTS PROVISION

At Wood End School, we place a great deal of importance on the children keeping fit and healthy. We hope that if physical activity is seen to be enjoyable, the children may well pursue sport, dance or gymnastics in their later life.

The children in KS1 have two or three sessions of Physical Education each week. We teach gymnastics skills which include the children practising movements on the floor and then developing these ideas on the apparatus. In games, children learn skills that will help them in sports such as football, tennis, hockey, rounders and cricket. The children use small apparatus – balls, ropes, bats, bean bags, etc. – to practise the skills required for these team games. The children are also encouraged to work in pairs or small groups and learn the value of team work. Where available, qualified coaches are invited to school to work with the children and after school clubs are organised. We also teach dance, the children develop the ability to express ideas and feeling through movement. The children also learn dances from other countries and cultures or different styles such as country dancing, line dancing or maypole dancing. In Year 2, the children attend a swimming lesson at Stantonbury Campus each week throughout the year.

The children are encouraged to participate in all the Physical Education lessons and therefore written or spoken messages from parents are needed before a child will be excused.

Children change together in the classroom and it is important that children are dressed appropriately. They are encouraged to bring their Physical Education clothes in a bag at the beginning of a half term. The children are reminded to take them home at the end of each half term to be washed.

The dress code is:

GYMNASTICS	Leotard or shorts & T-shirt No plimsolls
DANCE	As above
GAMES	As above and plimsolls. It is also useful, during the cooler months for children to have a tracksuit. If the weather is reasonable, games will be outside.
SWIMMING	Trunks (not shorts) and one-piece costume (not bikini)

Plimsolls are only worn during games lessons. In gymnastics it is safer to have bare feet and in dance children need to use their feet in a creative way. Please check your child’s plimsolls regularly to ensure they still fit.

No jewellery is allowed to be worn during P.E. and the teacher will ask all children to remove any items. The only exception is earring sleepers providing that the child’s parent has signed a form to take responsibility for any injury that may occur.

We encourage parents and children to walk or cycle to school. The school has bike racks for the use of adults and children.

RELIGIOUS EDUCATION

All children in KS1 take part in Religious Education weekly in the classroom. This may take the form of discussion, stories, written work or artwork. Visitors including those from local churches are invited to take assemblies. Christianity is the predominant religion that, by law, we must study but we also consider that it is important to teach the children about the beliefs of other religions. Where there are children in school who practise a religion, they are used as a resource and help us understand more about their religion. Other topics that arise in our Religious Education syllabus are the importance of belonging to groups and families, how to treat others with kindness and respect and the wonder and beauty of the natural world. All parents have the right to withdraw their children from all or part of the religious education and collective worship provided. Those children who are withdrawn are expected to bring work to do and are supervised by an adult. Parents who are concerned about their children studying this area of the curriculum should discuss it with the Headteacher.

SEX EDUCATION

A summary of Sex Education can be found in the Personal, Social, Health & Citizenship Education Policy. Physical differences and reproduction are discussed honestly and appropriately to the

children's developmental level. Children's questions are answered honestly when they arise. Parents have the right to withdraw their children from sex education. If you have concerns about this please discuss with the Headteacher.

RACE EQUALITY

The school has a Race Equality Policy and an Action Plan to ensure the implementation of the policy. All reported racist incidents are recorded. Racial abuse is viewed as unacceptable behaviour at Wood End and is a rare occurrence.

BEHAVIOUR AND RESTORATIVE PRACTICE

All the staff at Wood End have a strong commitment to encouraging appropriate behaviour. We believe this is best achieved in partnership with parents. There is a behaviour guide that is given to all new parents and the school has a Behaviour Policy that are both available on the school website. Children are encouraged to follow rules and develop a sense of community and mutual respect. We use restorative practice principles in which children are encouraged to understand how other people feel when incidents happen and everyone gets an opportunity to talk and be listened to. All staff are trained and all incidents are dealt with using the restorative practice principles. Please see our Parent Guide on the website for further information.

HOMEWORK

Every child in school brings a reading book home. Additional homework is set on a regular basis. This may include literacy, numeracy, handwriting, spellings or topic research. Please help your child to complete their homework.

EXTRA-CURRICULAR ACTIVITIES

The school provides a variety of clubs each term for different age groups. Letters are sent out at the beginning of each term for children to sign up. Those provided by school staff are free. Clubs that involve attendance of an outside coach may have a small charge.

SPECIAL EDUCATIONAL NEEDS

A child has a special educational need if s/he has significantly greater difficulty in their ability to learn than the majority of children of the same age or a disability or emotional/behavioural difficulty which makes it difficult to take advantage of normal school facilities. It has been estimated that approximately 20% of all children will have a special educational need at some stage in their school life. The vast majority of children with such needs will be catered for within their existing school, with additional help from external agencies if required.

The SEN Policy for Wood End School can be viewed on the school website. In order to help children who have a special educational need, our school adopts a graduated response that recognises there is a continuum of special educational needs. The school will record the steps it has taken and maintain records to help monitor the progress and support given for each child with special educational needs.

Children with SEN will have targets agreed between the school and parents.

Assessment and provision of a pupil's special educational needs is a partnership between the pupil, the parents and the school, with other agencies becoming involved as required. The teaching assistants in the school work under the direction of the teachers and the SEN Co-ordinator to support the children with special needs in the classroom and on an individual or group basis outside the classroom.

Admission of disabled pupils is made in accordance with the general admission criteria of the school. Pupils with disabilities are not treated less favourably than their peers. Needs are assessed and appropriate provision made, such as the provision of supporting technology to allow them to participate fully.

All staff at Wood End make every effort to ensure that pupils with special educational needs join in everyday activities, where possible, with other pupils. The staff liaises regularly with various SEN support personnel from outside the school.

Please see the school website for our SEN report and school offer.

GIFTED AND TALENTED

Wood End School also identifies children who are significantly more able or particularly talented in a specific area. Whenever we can, we provide further opportunities for those children to develop their skills further and fulfil their potential.

WELFARE

- **UNIFORM**

Winter Uniform

Plain red jumper/cardigan
Red school sweatshirt
White collared shirt – long or short sleeves
Grey trousers
Grey skirt/pinafore dress
Socks/tights – white, grey or black
Black shoes (no trainers, boots, flip-flops or sandals)
Warm coat

All Year Equipment

Pair of wellingtons
Book bag (available from school)
PE kit (in a bag)

- White T-shirt
- Red shorts
- Plimsolls
- Optional – long-sleeved top/tracksuit top

School Uniform Suppliers

The following with the school logo can be purchased from Maisies in Wolverton

at their shop: **60-64 Church Street, Wolverton, MK12 5JW**

or online: **www.maisies-superstore.co.uk/wood-end-first-school**

– *Red school cardigan, fleece jacket, PE T-shirt, polo shirt, reversible jacket, PE bag, sweatshirt*

- **JEWELLERY**

Jewellery should not be worn apart from ear-ring sleepers. A watch is allowed as we encourage children to learn to tell the time, but they should be inexpensive as we cannot be responsible for any loss or damage.

- **FOOD**

The school has a delivery of fresh fruit or vegetables every day, which is handed out to the children at break time. If your child has special dietary needs, please inform the school. Parents may purchase milk for their child to have daily from a company called 'Cool Milk'. Children who have not yet had their fifth birthday are entitled to have this milk free. Please see the office staff for a form. Water bottles are provided for the children and filled up daily with fresh water.

Children may bring either a packed lunch, or order a hot main or vegetarian meal from the school caterers. A menu and order form is sent out before the end of each half term. Order forms can also be obtained from the school office or downloaded from our website. To place an order, you need to complete and return the order form to the school office by 9.00am on

Summer Uniform

Grey shorts
Red gingham check dress/culottes
Sun hat (outdoors only)

General

No jewellery to be worn
Stud ear-rings only (permission PE form needs to be signed)
Long hair tied back
Any request to change uniform on religious grounds can be applied for

All clothes (including coats and plimsolls) should have the child's name in so that misplaced items can be returned as quickly as possible.

Tuesday morning of the week before the lunch is required. You can order meals occasionally or for the whole week, it does not have to be all the time.

Provision is made for the children to eat their lunch under the supervision of midday supervisors. Any uneaten food from packed lunches is left in their lunch box for them to bring home so you can see what they have eaten. No glass bottles are allowed in school.

There is also time for the children to play outside with lunchtime play equipment.

Having received our 'Healthy Schools' award, the school wants to continue improving children's lifestyle and choice of food. We therefore have the following rules.

Lunch Box Rules

<ul style="list-style-type: none">• No fizzy drinks• No sweets• No confectionery, chocolate bars e.g. Mars, bars of pure chocolate. Children are allowed to have biscuit-based chocolate e.g. Twix, Penguin, etc. but we suggest fun size rather than larger bars	<ul style="list-style-type: none">• No nuts, peanut butter or products with nuts in• Children must have a savoury item such as a sandwich, rice/pasta dish / roll or pastry item• Children must have a piece of fruit, dried fruit or vegetable• salad items	<ul style="list-style-type: none">• Children must have a drink• Crisps are allowed but preferably not every day <p>Order lunch should be eaten in:</p> <ul style="list-style-type: none">• Savoury item• Fruit / veg• Crisps / yoghurt / other items• Biscuits
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PUPIL PREMIUM

Even if you do not want to order school lunches, if you receive certain benefits, it is really helpful to the school if you still apply to MK Council for free school meals. For every child who is eligible, the school gets more money in the school budget thanks to a payment called Pupil Premium. We can spend this money on equipment and resources for all the children. Pupil Premium children will also get your child a discount on clubs and trips.

To be eligible, you must be in receipt of one of the benefits below:

- Income Support
- Employment and Support Allowance – Income-Related
- Income-Based Jobseekers Allowance (not Contribution-Based JSA)
- Child Tax Credit ONLY (NOT Working Tax Credit / childcare element, and your combined annual income as assessed by HMIR is not above £16,190 (as set April 2012)
- Universal Credit
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit
- National Asylum Seeker's Support (NASS)
- Guaranteed Element of Pension Tax Credit

Please ask at the school office if you think you may be eligible.

HEALTH MATTERS

It is very important that the school knows about any medical problems or allergies that your child has.

If a child is well enough to attend school after an illness but still requires medicine during the day, it can be administered at school. The medicine must be brought to school and collected from school by an adult and a form completed giving the school permission to administer the medicine. We will send a letter home advising you of how much and what time the medicine/inhaler was administered. More frequent medications, e.g. asthma inhalers, can be kept in school for children to use when needed. Please discuss any medical concerns with a member of staff so that we are fully aware of your child's needs.

Most children receive occasional bumps or grazes during play. Rarely, this may result in a more serious condition, often after the event. It is our policy to send a letter home for any injuries so that

parents can watch for any other symptoms once they get home. If a child receives a serious injury in school, parents will be contacted as soon as possible. It is therefore very important that you keep the school informed of changes to home or mobile telephone numbers, work telephone number, and an up-to-date emergency contact person. Where a mobile number is given this phone should be kept switched on.

Most children will suffer from head lice at some point. It is important that you check your child regularly. This procedure should be carried out at least once a week even if head lice have not been found: *Comb with a fine-toothed comb on really wet conditioned hair. Do this for at least five minutes every time the hair is washed. Ensure that the whole head is combed each time from scalp to ends of hair. This removes any lice before they are mature enough to lay eggs or transfer to another head.*

The school has regular advice and visits from a school nurse. If you would like to talk to her please contact the school.

ABSENCE

Please read the school's Attendance Policy and leaflets in this prospectus and on the school website.

POLICY FOR CHARGING FOR SCHOOL ACTIVITIES

The Education Act 1996 states that education during school hours should be free of charge but schools are able to seek voluntary contributions for certain school activities. There is no obligation for parents to contribute and pupils will not be treated differently according to whether or not their parents have made a contribution. Trips or events however may be cancelled if insufficient contributions are received. Where educational activities are provided by a third party its charges will be passed on to the parents of participating pupils.

There may be occasional charges for arts, craft or cooking where the finished article is taken home.

SAFEGUARDING

The school follows all guidance in the Milton Keynes 'Interagency procedures to safeguard and promote the welfare of children' document. Where there is an issue in respect of the welfare or safety of the child, the school has a duty to refer the child and family to the statutory agencies. Where possible, this will not happen before discussion with the child's parents or carers.

PHOTOGRAPHS

All parents are asked to complete a consent form for using images when their child is admitted to school. This letter explains our policies and procedures for taking photographs and offers parents the opportunity to agree or not to their child's images appearing in different publications.

SCHOOL POLICIES

The school has many policies that can be borrowed by parents to read. A few examples are:

- School Improvement Plan
- Race Equality Policy
- Equal Opportunities Policy
- Health & Safety Policy

Please contact the school or see the school website at www.woodend.org.uk



