

Crofton Hammond Infant School

SCHOOL PROSPECTUS

2018-19



Crofton Hammond Infant School
Mancroft Avenue
Stubbington
Fareham
PO14 2DE
01329 663733

Website : www.croftonhammond-inf.hants.sch.uk



1. Welcome to Crofton Hammond Infant School

We would like to welcome you and your child to our school and hope that you will find that the information in this booklet and your visit to our school will give you a real flavour of Crofton Hammond Infant School.

At Crofton Hammond Infant School we aim to provide a happy, exciting and nurturing environment, with a curriculum tailor-made to your child so that they begin their journey towards a life-long love of learning.

We achieve this through a partnership with you and your child where, together, we understand the academic, social and emotional needs that lead to good learning. The school is continually developing as a learning environment, not just for the children, but also for the staff.

We are committed to developing the children's thinking and problem solving abilities alongside a strong focus on the basic skills which are the building blocks for life. We provide a varied and exciting curriculum which uses the outdoors to enhance the curriculum with a wide range of visits and visitors to the school.

We are proud to have achieved Enhanced Healthy Schools, Arts Mark Gold and Forest School statuses.

Children and staff are valued as individuals. Children are encouraged to take responsibility for their own actions and to develop a positive attitude towards their role as members of the school, the community, their country and the wider world.

The school has an ICT suite, portable laptop computers, I-Pads, Learnpads and interactive whiteboards in each classroom. Our library is well stocked with a variety of books. The extensive school grounds include a pond, a 'climbaround,' a jungle trail, a play train, a role play area, a pirate ship and an outdoor classroom with a designated 'Forest' for outdoor learning.

We are committed, in partnership with you, to ensure that your child's experience of school is a happy and successful one. Our vision statement is:

***Crofton Hammond Infant School aims
to provide a successful and
challenging learning environment in a
happy, caring and fulfilling atmosphere
supported by staff, family and the
community.***

We have provided some information about our school and would encourage you to come along and see the school in action. If after reading our prospectus, you still have unanswered questions, please do not hesitate to contact us.

Jacky Halton
Headteacher

2. CROFTON HAMMOND INFANT SCHOOL'S VALUES

We are Crofton Hammond Learners. We are.....

CURIOUS

- **We ask questions**
- **We are creative**
- **We investigate our own ideas**

ADVENTUROUS

- **We are not afraid to 'have a go'**
- **We don't give up when things go wrong**
- **We are confident**

CARING

- **We are kind and respect each other**
- **We are honest and truthful**
- **We are responsible for ourselves, each other and our world**

AMBITIOUS

- **We are happy and enthusiastic learners**
- **We learn from our mistakes**
- **We work hard to be the best that we can be**

UNIQUE

- **We are proud of what makes us individual**
- **We are all important - whoever we are**
- **We know that our voice matters**

..... and we know how to have fun!

3. OUR SCHOOL

We are an infant school catering for children from 4-7 years old. Currently the school has six classes, two for each year group:

Total number of pupils on roll as at October 2017 is 182.

Reception	4-5 years old (60 pupils)
Year 1	5-6 years old (60 pupils)
Year 2	6-7 years old (62 pupils)

Children will spend an academic year in each year group and this enables us to create the learning environment best suited to each age group.

The children will transfer to Junior School in the autumn term at the end of Year 2, the academic year in which they are seven. Parents will be informed of the admission policy for Crofton Hammond Junior School and the transfer arrangements prior to their implementation.

The school sessions are: **Morning: 9.00 am – 12.00 noon**
 Afternoon: 1.05 pm – 3.20 p.m.

Registration, assemblies and breaks take place within the above times.

School Status Achievements:

- **‘Outstanding’ Categorisation from Ofsted**
- **Enhanced Healthy School status**
- **Arts Mark Gold**
- **Forest Schools status**

4. Admission Policy 2018-19

Crofton Hammond Infant School

This policy will apply to all admissions from 1 September 2018, including in-year admissions. It will be used during 2017-18 for allocating places for September 2018 as part of the main admission rounds for Year R. It does not apply to those being admitted to nursery provision.

Hampshire County Council is the admission authority for Crofton Hammond Infant School. The admission arrangements are determined by the County Council, after statutory consultation.

The published admission number (PAN) for Crofton Hammond Infant School for 2018-2019 is **60**.

The County Council will consider first all those applications received by the published deadline of **midnight on Monday 15 January 2018**. **Notifications to parents offering a primary or infant school place will be sent by the County Council on 16 April 2018.**

Applications made after midnight on 15 January 2018 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

Admission Criteria

If the school is oversubscribed, places will be offered up to the PAN in the following priority order:

1. Looked after children or children who were previously looked after (*see (i) in Definitions*).
2. (*For applicants in the normal admission round only*) Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends Crofton Hammond Infant School rather than any other. (Appropriate medical or psychological evidence must be provided in support.)
3. Children of staff (*see (ii) in Definitions*) who have, (1) been employed at Crofton Hammond Infant School for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Children living **in** the catchment area of Crofton Hammond Infant School (*see (iii) in Definitions*) who at the time of application have a sibling (*see (iv) in Definitions*) on the roll of Crofton Hammond Infant School or the linked junior school: Crofton Hammond Junior School, who will still be on roll at the time of admission. [See 7 for additional children who may be considered under this criterion.]
5. Other children living **in** the catchment area of Crofton Hammond Infant School.

6. Children living **out** of the catchment area of Crofton Hammond Infant School who at the time of application have a sibling (*see (iii) in Definitions*) on the roll of Crofton Hammond Infant School or the linked junior school: Crofton Hammond Junior School, who will still be on roll at the time of admission. [Where a sibling was allocated a place at the school or linked junior school in the normal admission round in a previous year because the child was displaced (*see (v) in Definitions*) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at the school or linked junior school under this criterion as a consequence of their elder sibling's displacement and they remain living in the catchment area].

7. Other children.

Definitions

(i) Looked after children are defined as those who are (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). Previously looked after children are those who were looked after but ceased to be so because they became subject to an adoption order, child arrangements order or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

(ii) 'Staff' includes all those on the payroll of the school. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iii) The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

(iv) 'Sibling' refers to brother or sister, half brother or half sister, adoptive brother or adoptive sister, foster brother or sister, step brother or step sister living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Categories 3 and 6 include children who at the time of application have a sibling for whom the offer of a place at the preferred school has been accepted, even if the sibling is not yet attending. It also includes, in the normal admissions round, children who have a sibling on roll in Year 2 at the preferred infant school at the time of application, whose parent has made a successful on-time application for a Year 3 place at the linked junior for that sibling, to be notified on the national offer date.

(v) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school.

Tie-breaker

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Distances will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website.

Additional Information

1. Pupils with an education, health and care plan or statement of SEN

The governors will admit any pupil whose final education, health and care plan or statement of special educational needs names the school. Where possible such children will be admitted within the PAN.

2. Multiple births

Where a twin or child from a multiple birth is admitted to a school under this policy then any further twin or child of the same multiple birth will be admitted, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

3. Fair Access placements by the local authority

The local authority must ensure that, outside the normal admission round, all children, especially the most vulnerable, are placed in school as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of the local authority's Fair Access Protocol. The Protocol is based on legislation and government guidance.

4. School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

5. Waiting lists

When all available places have been allocated, waiting lists will be operated by schools on behalf of the local authority. Any places that become available will be offered to the child at the top of the list at that time. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances affect their priority;

At the time of receiving an application decision from the County Council or a school, parents will be advised of the process for adding their child's name to a school's waiting list. Parents may keep their child's name on the waiting list of as many schools as they wish.

The waiting list will be maintained until 31 August 2019, at which point all names will be removed. Should parents wish their child to be considered for a place at the school in the following school year, they should complete and submit a fresh in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

6. Starting school

Pupils born between 1 September 2013 and 31 August 2014 (inclusive) are entitled to full-time schooling from September 2018. Parents can request that their child's admission is deferred until later in the school year (usually at the start of a school term and before the end of the academic year), but not beyond the point they reach compulsory school age, at the beginning of the term following their fifth birthday. Parents can request that their child attends part-time until the child reaches compulsory school age.

Children with birthdays between:

- 1 September and 31 December 2013 (inclusive) reach compulsory school age on 31 December 2018, at the start of the Spring term.
- 1 January and 31 March 2014 (inclusive) reach compulsory school age on 31 March 2019, at the start of the Summer term;
- 1 April and 31 August 2014 (inclusive) reach compulsory school age on 31 August 2019, at the start of the new school year.

Parents of children with birthdays between 1 April and 31 August 2014 (inclusive), whose child has not started in a Year R class during the 2018-19 school year, may wish to request admission to Year R in September 2019 rather than admission to Year 1. In these circumstances, all relevant factors will be considered in assessing the request; parents would be expected to state clearly why they felt admission to Year R was in their child's best interests. It is recommended that parents considering such a request contact the local authority in the autumn term 2017 to ensure that an informed decision is made. [Parents should refer to the Hampshire County Council webpage: www.hants.gov.uk/ad-summerborn.]

7. Admission of children outside their normal age group

Parents can seek places outside their normal age group. Decisions will be made on the basis of the circumstances of each case; parents may be offered a place in another year group at the school.

8. Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2014).

5. ADMISSION ARRANGEMENTS

Does my child have to start school in September?

No. By law, children have to be in full-time education at the beginning of the term following their fifth birthday. However, Crofton Hammond Infant School can offer places to children from the beginning of the autumn term (1 September) following their fourth birthday.

However we can be flexible for children whose parents do not feel they are ready to begin at this point. A child is not required to start school until they have reached compulsory school age following their fifth birthday. For further information, please speak to the School Office.



6. STARTING SCHOOL

Children start school in the academic year in which they are five years old.

When your child has been given a place at the school, you will be notified of the induction arrangements. These comprise of:

- Staff visiting your child at their pre school
- Your child visiting with their pre school
- You and your child coming to a series of sessions in June and July to allow your child to meet the other children they will be with in September, and to provide an opportunity for you to learn more about the school, the education the school offers and services that are available. They will also be able to try out a 'school lunch'.
- A home visit prior to starting school.
- Dates for part time education into full time attendance.

Children transferring into Years 1 or 2 from other schools, will have an appropriate induction package designed to enable them to settle into school, make friends and build on previous experiences.



7. THE CURRICULUM

The school curriculum is designed to be broad and balanced. The main aims of the curriculum are that children will:

- Learn strong social skills and be able to interact well with other children.
- Learn numeracy and literacy skills.
- Develop the ability to question, investigate and evaluate.
- Express themselves creatively in a variety of forms.
- Develop physical skills and be aware of healthy living.
- Foster an enjoyment of learning.
- Encourage children's social, moral, cultural and spiritual development.

We aim to make extensive use of our beautiful school grounds which include an outdoor classroom, our very own 'forest', a wildlife pond shared with the Junior School and large playing fields. Children also make local visits to extend and develop their interest and are taught and learn through practical experiences where possible. Staff ensure that children's learning is as active and engaging as possible.

The Foundation Stage curriculum taught follows on from work in pre schools.

Early Learning Goals encompass:

- Personal, social and emotional development
- Physical development
- Communication and Language
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts & Design

In Years 1 and 2 the National Curriculum is taught. The subjects covered are:

- Mathematics
- English
- Science
- Computing
- Religious education
- Art
- Design technology
- History
- Geography
- Music
- Physical Education
- PSHE

Teaching takes place in whole class situations, groups (ability & friendship) and individually, as appropriate to the subject. Children may also work in groups across the year group. Subjects may be taught separately or integrated with other subjects through topics.

Information to Parents

The school works hard to communicate with parents. We do this by:

- Termly Parent-Teacher Interviews
- Regular meetings to outline work to be covered. For those unable to attend, information will be sent home.
- Workshops to explore particular curriculum areas with parents.
- Annual written reports
- A parent text and E-mail service
- In Year R, the use of 'Tapestry', an electronic learning journey.
- A weekly 'blog' on the website for children in Years 1 and 2.

Assessment

Assessment is undertaken by staff through talking to your child and watching them at work and at play. This helps the staff to:

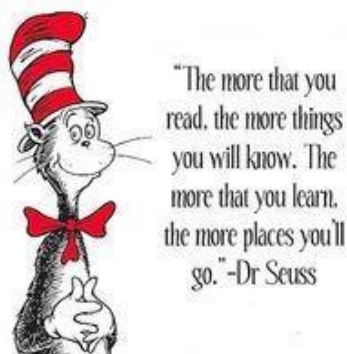
- Celebrate success and identify the next steps for your child by setting targets for their development and improvement.
- Ensure your child's happiness in school through carefully structuring learning and social opportunities.
- Develop your child's independence in study and personal and social skills.
- Inform you of your child's progress in school and discuss targets for their development at home.

End of Key Stage 1 assessments take place in Year 2 during the Summer term and the statutory Phonics Assessment takes place in Year 1.

Assessment takes place at regular intervals throughout the year to ensure we can meet the needs of all children.



The Teaching of Reading at Crofton Hammond Infant School



Ensuring that all children who leave our school as confident and engaged readers is fundamental to our approach to reading at Crofton Hammond Infant School. We not only want our children to be **able** to read but we also want children who **choose** to read once they have mastered the skills of reading.

Early Years

In Early Years we teach many of the pre-reading skills needed to become good readers, including work on rhyme and rhythm. The children will also learn how to tell a story from a picture book and recall and recount what has happened in the story. This stage of reading is very important in ensuring that children develop an understanding of story and also helps them become good writers later on.

Children in Early Years have a daily phonics lesson, using a programme called 'Letters and Sounds', which is a synthetic approach to the teaching of phonics. In these lessons children will learn how to recognise both the name and the sound of individual letters (graphemes), sounds made by two letters (digraphs i.e. 'sh') and sounds made by three letters (trigraphs i.e. 'str').

Once a child is confident at using their phonics they will begin to bring home phonetically decodable books, along with individual words to learn that cannot be sounded out, for example 'the', 'who' which are known as 'common exception' words. Once they are confident with these books they will move onto books which will require them to use their phonic knowledge alongside their knowledge of key words. On our website there is a link to a phonic training session for parents which will ensure you are using the correct 'pure' sounds.

We do not use one specific reading scheme in our school, preferring to choose books from a range of different schemes in order to appeal to as many different reading tastes as possible.

Year 1

In Year 1 the children will begin guided reading sessions in small groups of similar reading ability. During these sessions children share the same text, and, as well as reading the text, will also learn about inference and different aspects of spelling and grammar. The book chosen for this session is often at a slightly more challenging level than they would have for their independent reading.

Children in year 1 continue to have a daily phonics lesson, which becomes gradually more complex and challenging. The National Phonics Assessment takes place during year 1 and this helps us to find out which children need extra support with their phonic skills.

Year 2

Guided reading continues in year 2 and during this year children are encouraged to become more independent and take more responsibility for choosing their books and writing in their reading journals. It is during this year that children will be taught more formal library skills and begin to know their way around a library.

Although there is still an emphasis on phonics in Year 2 the children begin to learn complex spelling patterns and families and have weekly spellings to learn, which help with their reading and their writing.

Assessment of Reading

As children move through their reading journey, they are constantly assessed to ensure that they progress to the next book band level at the right time. We use a scheme called 'PM Benchmarking' to do this, which assesses a child's ability to read and understand both a fiction and non-fiction book. It might be that some children require extra support with reading and this is sometimes given to individual children before school, or as part of the school day. We always encourage parents to support with hearing reading at home as we know that it is often the children who read the most at home who make the best progress in reading.

Each child has their own 'Reading Record' which is used to record books that they have read and how well they have managed. We also encourage parents to keep a record in this book of when they have read with their child and note any strengths or concerns.

In addition to our own continuous assessment of a child's ability in reading, we are also required to do more formal, statutory assessments of children's reading ability. The first of these happen in Early Years when a child's progress in reading is measured against the EYFS expectations.

In Year 1 the children's phonic understanding is assessed with the Phonics Assessment. The results of this is shared with parents and also used to ensure any gaps in learning are addressed.

Year 2 children will take part in the end of Key Stage 1 Statutory Assessments (SATs), one of which is in reading. This helps to identify if they are in line with, beyond or below Age Related Expectations for children of a similar age.

The School Library

Each child is entitled to borrow two books from the library at any given time. These are changed regularly in school but the library is also open on a Thursday after school for children to come and browse and change their books if they wish.

We also teach children library skills as part of the reading curriculum and host yearly events, such as the Winter Warmer, where children come into school in the evening in their pyjamas and share books with their parents over a mug of hot chocolate!

Every year we hold a different kind of 'Reading Challenge' which helps to encourage the children to read and offers small rewards and incentives.



8. STATEMENTS AND POLICIES

Statement on Safeguarding Children

Crofton Hammond Infant School is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. We follow the procedures set out by the Local Authority and take account of guidance issued by the Department for Education and Skills. We will ensure that our recruitment and selection practices reflect our commitment. All staff and volunteers in school are subject to employment and Disclosure Barring Service checks.

Statement on Race Equality

The school is opposed to any direct or indirect discrimination based on race, colour, ethnic or national origin, and will deal immediately with incidents in line with DfES and HCC guidance for primary school children.

Statement on Equal Opportunities

Our policy states that equal opportunities is central to the philosophy, ethos, climate and working conditions of all members of the school community. Therefore, at Crofton Hammond Infant School, we do not discriminate against anyone, be they staff or pupil, on the grounds of their gender, ethnicity, religion, disability or age.

Sex Education

This policy is a statement of the aims and strategies for the teaching and learning of Sex Education at Crofton Hammond Infant School.

Principles

The Governors of Crofton Hammond Infant School have based this policy on a desire to increase the children's understanding of themselves as human beings, to overcome ignorance and avoid exploitation.

Aims

- To reduce children's anxieties and increase their self-esteem.
- To help children to keep themselves safe and well.
- To promote the ability to make informed decisions about undesirable approaches.
- To facilitate communication on sexual matters in response to children's questions where appropriate.

Religious Education

We follow the agreed Hampshire syllabus which reflects the fact that religious traditions in Great Britain are mainly Christian, whilst taking account of the other principal religions represented in our country. We study Hinduism as a comparative religion.

Collective Worship

In accordance with the Education Act 1988, there is an Assembly each day. The assemblies are non-denominational in character, appropriate for the age of our pupils. They aim to develop a sense of shared values.

Parents may, however, withdraw their children from religious education or collective worship and arrangements will be discussed on an individual basis.

SMSC Vision Statement

At Crofton Hammond Infant School we recognise the importance of developing every child's spiritual, moral, social and cultural values and the significant part that these play in their ability to learn and achieve. We also believe that these values should underpin our whole school ethos and are important for creating an environment where children thrive. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. All areas of the curriculum contribute to a child's spiritual, moral, social and cultural development and opportunities to develop this are planned into each area of the curriculum. Each year there are several whole school events that contribute to children's SMSC development as well as regular assemblies.

Our Special Educational Needs Policy

It is our aim to meet the needs of all children, as an inclusive school. Children do not all progress or develop at the same rate. Some children need a period of time to internalise new ideas whilst others absorb new ideas quickly. We are able to identify your child's needs through close monitoring and assessment of their progress and through discussions with you.

Usually any special needs are met within the class through Personal Plans which identify the next steps for your child to achieve and the teaching or opportunities that need to be offered to ensure success. You will be made aware of any concerns, and PPs will be discussed with you. All children are set personal targets, and are supported to achieve their goals. Teaching Assistants, Classroom Learning Support Assistants or the Class Teacher can be involved in the delivery of these programmes.

At times it may be necessary for staff to seek advice from other professionals in the field. The Educational Psychology Service regularly gives help and advice for support in the classroom.

Parents are always fully involved in discussions about the progress of their child. These may generate suggestions for ways in which their child can be supported at home. Parents concerned about their child's progress are encouraged to discuss it with the class teacher or the Headteacher.

The school's policy on Special Needs complies with the Special Needs Code of Practice. A copy is kept in the office, available for your information.

Access for Pupils with Physical Disabilities

The school liaises with the education authority and health service to provide such facilities as necessary to enable pupils with physical disabilities to attend the school. The school takes every measure to ensure such pupils are treated as favourably as everyone else and have equal access to all areas of the curriculum. Provision of a wheelchair ramp is available in school. Details of the School's Disability Access Plan may be obtained from the School Office.

Children are expected to respect and value themselves and others. We believe that achievement and good behaviour reinforced positively, is the best way to encourage children to value themselves and the school community to which they belong.

Parents are informed of any incidences that are considered to be unacceptable. Ways forward will be discussed with the child and parent, in line with the school Behaviour policy. A copy of this is available for inspection at the office.

School rules

The rules of the school are designed to ensure that your child can live in the school community happily and safely.

The basic rule is that children behave in a way which shows consideration and concern for the safety and well-being of themselves and others. At the beginning of each year the children are able to discuss the rules that will help to ensure caring and thoughtful attitudes are fostered in the school. We also share the School Values as outlined in our 'Crofton Learner' document.

We encourage children to:

- Build up good relationships.
- Settle differences of opinion by discussion.
- Walk when moving around the school.
- Develop self – discipline.

We ask that children do not wear jewellery. Any jewellery worn must be removed for PE, including earrings. The days when your child will have a PE lesson will be posted on the classroom door. Please ensure that on those days earrings are not worn, or that your child is able to remove them for themselves.

Exclusion

In the unlikely event of exclusion being necessary, this will be in accordance with the arrangements laid down by the Authority. Parents have the right to make representations to the School Governors. A copy of the Regulations can be seen at the school office.



Freedom Of Information

Crofton Hammond Infant School have always welcomed the opportunity to be open and accountable and to encourage the public's participation in local issues. The Freedom of Information Act 2000 takes this one step further, by giving you the right to gain access to information held by Crofton Hammond Infant School in two ways.

We are already required by the Act to maintain a 'publication scheme', which details all the information we publish or intend to publish. You have the right to request recorded information and we will have to comply with the Act when responding.

If you request information found in our publication scheme, the scheme will give details of whether it is available free of charge or for a fee: our publication scheme is available in the school office.

If you request information not contained in the publication scheme, we may charge you a fee, as laid down in the Department for Constitutional Affairs regulations. If you refuse to pay the fee, we can refuse to supply the information.

To request information under the Act you must apply in writing. When we receive your request, we must respond as soon as possible and normally within 20 working days.

To help us process your request quickly, please clearly mark any correspondence

“PUBLICATION SCHEME REQUEST” in capitals and send your request to:

Crofton Hammond Infant School
Mancroft Avenue
Stubbington
Fareham
PO14 2DE

Community Cohesion

We have links with Holy Rood Church and they visit us throughout the year as part of our curriculum and at Harvest Festival and Easter.

We help and are helped by the Fareham Rotary Club and the Fareham Lions.

Students from local secondary schools and colleges attend work experience placements and training courses here.

Crofton Cluster of Schools

We have strong links with our Local Authority Cluster Group of Schools which includes:

- Crofton Hammond Infant School
- Crofton Hammond Junior School
- The Federation of Crofton Anne Dale Infant and Junior Schools
- Crofton Secondary School
- Baycroft Special School

The Headteachers of these schools meet regularly to plan cluster group activities and we share the cost of funding our Cluster Parent Support Adviser, Lisa Dalglish.

We work particularly closely with our Junior School and have a comprehensive transition programme to prepare children for their next school.

9. MEDICAL MATTERS

Medical/Health matters

Child Health Services are available to staff and parents for advice. Their telephone number is available in the office.

Children have hearing and vision tested when they start school or at the request of parent, teacher, GP or School Doctor. Please let us know if any health problems should arise.

When cases of head lice are reported to us, we inform all parents by letter, to enable parents to check hair. Please check your child's hair regularly for head lice.

If your child suffers from any allergies, please inform your child's class teacher and school office staff, as this may have implications for school meals.

Medicines

For safety reasons we cannot routinely administer medicines in school. However, where medication is necessary to regulate long term conditions e.g. asthma or diabetes, then we will assist the children with self medication. Items such as inhalers should be clearly marked with the child's name and dosage and given to the School Office. You will be asked to sign a consent form giving full information regarding your child's health problem.

Children are not permitted to bring patented medicines, cough sweets, etc, into school.

Accidents

We have a qualified First Aider on site and all staff are trained in basic First Aid.

First Aid is given in cases of minor accidents. Parents or guardians will be informed if further treatment is considered necessary. However, should we be unable to contact you, we would ensure that your child receives any treatment necessary.

Please ensure contact telephone numbers are current and any changes are notified to the School Office as soon as possible.

10. SCHOOL GROUNDS

Transport and Parking

There is currently a voluntary one – way system for traffic in Mancroft Avenue. This system operates between 8.30 am and 9.15 am and 3.00 pm–3.45 pm. This entails all traffic entering Mancroft Avenue from Bells Lane and exiting on to Moody Road. The advantage of this system is to make it safer for your child to come into school.

We would be grateful for your co-operation in this matter.

Please remember that entering the school grounds in a car or parking within the school grounds is not permitted at any time of the day, without prior permission.

The landlord at the Crofton Pub has kindly agreed that parents may park on his site at the beginning and end of the school day.

Climbaround

Children are only permitted to use the Climbaround and other Play Equipment during the School Day when supervised by a member of staff.

Dogs

In the interests of hygiene, dogs are not allowed on the school premises or grounds, with the exception of guide dogs. However, you may tie them up at the school gate whilst you are on the premises, as long as they are well-behaved and do not pose a danger to children.

No Smoking Policy

Crofton Hammond Infant School operates a 'No Smoking Policy' on its school site.





11. GENERAL INFORMATION

Educational School Visits

Educational visits are generally undertaken to support the curriculum.

These activities are not compulsory and parents will be asked to make a voluntary contribution to cover the cost of the trip. However without such contributions, visits of this kind would not be possible. There is no profit made on educational trips. You will be notified in advance, by letter, of the details and cost of the visit and you will be asked to sign a consent form. There will be no charge for children of families who are entitled to Benefit Based Free School Meals (not Universal Free School Meals).

Hampshire Education Authority has automatic insurance cover for off site activities. Details of the cover are available in the School Office.

School Uniform and Accessories

The wearing of school uniform is voluntary, but should you wish your child to wear appropriate items the uniform is as follows:

Winter: Scarlet sweatshirts, scarlet cardigans and grey trousers or skirts with white polo shirts. Dark coloured jogging pants may also be worn.

Summer: Red and white checked dresses
Short grey trousers and white polo shirts

Polo shirts, cardigans and sweatshirts bearing the school logo together with P.E. shorts and book bags are available on-line from Marks and Spencers and also from Skoolkit in Fareham – please see our website for links.

www.croftonhammond-inf.hants.sch.uk

Water Bottles can be purchased from the school office at £1 each.

Please label all clothes clearly, including shoes and wellington boots.

Parent helpers

We are keen to welcome parents into school to help. Please contact the School Office for an Information Pack if you are interested. All parent helpers will be subject to a check by the Disclosure and Barring Service and will be required to complete an Application Form which includes signing a Declaration in Relation to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975'.

Crofton Hammond Infant, Parents & Staff (CHIPS)

As a parent of a pupil at Crofton Hammond Infants you will automatically become a member of CHIPS. This is an association to support the school both financially through fund raising, and organising social events for the children and parents, which we believe, gives socialising opportunities for the school community.

This organisation can only continue with the good will and support of the hard working committee members and all of those who help to support CHIPS' activities. They will be happy to answer any of your questions about CHIPS and will welcome any ideas for fund raising or social occasions.

Meals at School

Once children attend full time, they may have a free hot school dinner which is prepared in our own school kitchen, or bring a packed lunch. A healthy schools meal provides an interesting menu, cooked on site by Hampshire Caterers (HC3S) and providing a meat and a vegetarian option each day.

Packed lunches must be in a small lunch box clearly marked with your child's name.

The school nurse advises that in warmer weather a small freezer pack is also included.

Children may bring drinks to school whether they have school dinner or packed lunch. However do not send hot drinks, drinks in glass containers or fizzy drinks. Children are encouraged to drink water whenever they need it.

A fruit or vegetable snack is provided free of charge for every child during the midmorning break as part of the Fruit in Schools scheme. Children are entitled to a free 1/3 bottle of milk each day up until their fifth birthday. If they would like to continue with the milk, this can be purchased through the Cool Milk Scheme



Healthy School Status

Children at our school spend a large part of their day outdoors. They can choose from a variety of activities and skills building games, including lunchtimes, in order to gain positive attitudes about exercise. This encourages the children to play more successfully at playtime.

A range of different activities are offered to all children through our school clubs, many of which take place after school. Children respond enthusiastically to these varied opportunities to develop their interests and to be more active.

The school has a well-established Travel Plan which includes the target of encouraging more children, parents and staff to walk or cycle to school and cycle shelters are placed on site. Parent Shelters are provided in the event of bad weather.



We actively encourage enjoyment of outdoor education, both in and out of our grounds. The school gives priority to the use of the local area and environment because of the impact on children's learning and enjoyment of topics. An outdoor classroom has been built in our school grounds, along with a 'Jungle Trail', a Play Train and Role Play area.

Children are encouraged to be active during the day. Active learning is a key focus in lessons with 'Wake and Shake' opportunities offered as and when appropriate. The large climbing frame and small play apparatus are used during breaks. A climbing frame and outdoor activities are offered at all times to children in the Reception classes. An outdoor classroom provides shelter for class use during the day.

The school has paid for the services of a qualified PE trainer one day a week to provide extra opportunities for the children and to develop staff expertise.

Local Education Authority

Any information which is required from the Education Department can be obtained from:

The Director for Education
Children's Services
The Castle
Winchester
Hants
SO23 8UG

Telephone Number: 01962 841841

Absences

A copy of the school's Attendance Policy is on our school website:
www.croftonhammond-inf.hants.sch.uk.

If your child is absent from school for any reason, please contact the school as soon as possible, by phone. If your child's absence is not reported, we may phone you at home to ascertain the reasons for that absence.

12. PROBLEMS/COMPLAINTS

If you have any worries or queries concerning your child in school please do not hesitate to come in and discuss them with the class teacher or the Headteacher.

The School has a Policy which fully details the Complaints Procedure. A copy can be obtained from the School Office. The School also fully supports the Complaints Procedure for the Local Education Authority about the National Curriculum, Religious Education and related matters.

If you have a problem or unfortunately wish to make a complaint, Hampshire County Council procedures must be followed. This states that:

1. Informal - as stated above.
2. Formal complaint to the Chair of the Governing Body, Mr Paul Harris, see list of governors for address.
3. Formal complaint to the County Council.

Children's Services
The Director for Education
The Castle
Winchester
Hants
SO23 8UG

Telephone Number: 01962 841841

13. HAMPSHIRE SCHOOL TERMS AND HOLIDAYS 2018-19

Determined programme of school term and holiday dates for county and controlled schools for the academic year 2018-19

Term Holiday Dates 2018-19

Autumn Term 2018 starts on Monday 3 September 2018 and ends on Friday 21 December 2018
(Half term from Monday 22 October to Friday 26 October 2018)

Spring Term 2019 starts on Monday 7 January 2019 and ends on Friday 5 April 2019
(Half term from Monday 18 February to Friday 22 February 2019)

Summer Term 2019 starts on Tuesday 23 April 2019 and ends on Tuesday 23 July 2019
(Half term from Monday 27 May to Friday 31 May)