

School Prospectus
2023 / 2024



Hudson Road
Learning Together

Dear Parent/Carer

On behalf of the staff and governors of Hudson Road Primary School, thank you for taking the time to read through our prospectus.

At Hudson Road we are a hardworking and dedicated group of teaching and support staff all working together to help our children maximise their potential. However, that doesn't mean we don't have fun! Our children enjoy coming to school and we enjoy seeing them succeed and develop both academically and as confident, happy young people.

We believe it is essential to have close working relationships with parents, families and the wider community – in fact we like to think that the school is right at the heart of the community.

Once again, thanks for your interest and I look forward to meeting you should you wish to come and see the school for yourself.

Lindsay Briggs
Chair of Governors

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Headteacher: Mrs C Westgate

Chair of Governors: Mrs L Briggs

School Prospectus for 2023-24

Welcome to Hudson Road Primary School and thank you for your interest in our school. At Hudson Road we value each child as an individual who brings their own contribution to our school and we aim to provide a happy, caring environment where children can achieve their fullest potential – both academically and personally.

We work closely with each parent, carer and family and we believe that this close co-operation between home and school is a key part of our success.

Hudson Road serves a diverse inner city area which supports our work in offering a rich, challenging and exciting learning experience.

In the following pages we will give you a flavour of what your child might expect over their years of primary schooling here. I hope you will find the enclosed information informative and helpful to your decision making. If you would like to visit the school please contact the school office and arrange a personal visit. We look forward to meeting you.

Mrs C Westgate
Headteacher

Curriculum

Our Hudson Road curriculum approach reflects our belief that children need to develop **self-responsibility and independence** alongside **key basic skills** in order to become successful life-long learners.

Alongside **carefully planned literacy and mathematics lessons**, we plan a themed approach to learning using **children's own inquiry skills** as a starting point. Each class takes our whole school topic and makes it their own with teachers incorporating the necessary age appropriate knowledge and skills from across as many subject areas as appropriate, using our carefully planned Hudson Road Curriculum.

Awards

Our good practice has been recognised in a range of national awards.

National Teaching Awards – Primary School Making a Difference – Silver Winner 2021

Primary Science Teacher of the Year - Fellowship of the Primary Science Teaching Trust - Mrs Maria McGrory - May 2016

Primary Science Quality Mark – Outreach Award Winner – July 2020

I Can - Early Talk accreditation – November 2021

4th Basic Skills Quality Mark – awarded July 2021

Key Stage 1 and Key Stage 2 Curriculum

Whilst guided by the content of the National Curriculum programmes of study and alongside **carefully planned literacy and mathematics lessons**, we plan a themed approach to learning developing **children's own inquiry skills** and incorporating the necessary age appropriate knowledge and skills.

If something sparks children's interest, they are able to follow it in depth.

This integrated approach ensures that the children enjoy and take ownership of their learning and are able to transfer skills to a variety of contexts. Wherever possible, we use first hand experiences, visits and visitors as a stimulus for learning and to plug any experience gaps.

National Curriculum link: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Early Years Pedagogy

The Early Years framework spans birth to 5 years and is important to provide a foundation for all children to develop and grow their skills as they move between home and school. We base our learning and teaching experiences on Government guidelines and seek to make this transition from home to school as comfortable as possible for both children and parents.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Taken from the Statutory Framework for the early years foundation stage.

(March 2021)

In Early Years we plan activities for the children to take part in, but we also follow children's interests and use these to drive forward their learning. We create different environments within our inside and outside spaces to reflect these interests, but we also create provocations to spark children's imaginations. All our play activities are designed to create opportunities for children to socialise with one another, to be able to use fine and gross motor skills and to promote speech and language development and encourage conversation between children and between children and adults

We use 7 areas of learning to plan experiences for the children and place an emphasis on the use of language in all areas. The areas of learning can be described as follows:

Prime Areas

These are the core of learning for all children and are vital for children to develop key skills for lifelong learning. They are:

Communication and language

All our staff encourage children to have conversations with adults and with other children. We highlight new vocabulary and support them in building their language effectively. Children are encouraged to actively listen to stories and to join in with rhymes and songs to develop their understanding of rhythm and rhyme. Role playing is encouraged, and adults join in to develop the use of language through play.

Physical development

All children need to develop their gross and fine motor skills. Gross motor skills support developing healthy bodies and help children understand the importance of exercise for health and well-being. Fine motor skills develop good hand-eye coordination which will link to their literacy skills. Staff create learning opportunities inside and outside so that children can repeat similar activities in different settings.

Personal, Social and Emotional development

Children learn best when they feel safe and secure, so we create warm and supportive relationships between adults and children. Children work in 'key' groups so that they make a relationship with a specific adult in the first instance, but all adults are aware of the importance of modelling good practice with all children. Through a range of supported interactions children learn how to manage their emotions, how to be healthy and how to make and keep friendships.

Specific areas

These areas of learning strengthen and apply skills learned in the prime areas. They are:

Literacy

We want all our children to develop a love of reading. Reading skills develop in two ways, talking about books and stories and the world around us and the skill of word reading. From birth children enjoy talking to adults about the world around them and this can be enhanced using stories and rhymes. In both Nursery and Reception classes children have a dedicated time each day to learn these skills using stories, rhymes and activities to support them in learning the skills of word reading and then how to write these words themselves.

Mathematics

We want all our children to have a strong grounding in number skills and understanding. It is important that they are confident with numbers and are able to spot connections and look for patterns and relationships. As with Literacy all children in Nursery and Reception have a dedicated time each day to learn mathematical skills and to develop the vocabulary needed to explain their understanding. They continue this learning in their play through the use of carefully chosen materials and activities to support their understanding.

Understanding the world

This involves guiding the children to understand the world around them. We use stories and songs to support their understanding and to develop themes. We try to involve children in visiting the local community wherever possible and we encourage parents to share their children's experiences at home.

Expressive arts and design

This area allows children to explore their creative side. Staff create activities to involve different media and materials where children can draw, paint, build and explore the changes they can make. Children are encouraged to role play in groups and build up a storyline, they make music, they dance and sing and are encouraged to perform for others on their own or in a group. These activities are repeated many times to ensure that the children can become confident in their skills.

All of our learning takes place both indoors and outdoors and the children are encouraged to play as much as possible. Adults choose to interact to support the language of play and to help the children develop their skills in a fun and playful manner.

Reading

Early Reading and Phonics

At Hudson Road, the teaching of reading is at the heart of everything that we do. To be able to read confidently is the key to learning across the curriculum. Reading should be a lifelong pleasure, for this reason, we aim for children to both read fluently and develop a love of reading.

Our priority is to make sure that every pupil is a confident, literate young person by the time that they move to secondary school. We teach phonics using the “Little Wandle Phonics” scheme and use “Big Cat Phonics for Little Wandle Letters and Sounds Revised” as our core reading scheme books in Early Years and Key Stage 1. In Early Years and KS1, we deliver daily phonics sessions following a clear sequence which allows children to build their phonic knowledge and strategies for tackling unfamiliar words as they move through school. Four new phonemes and their corresponding graphemes are taught (GPCs) each week and they are then reviewed in the final lesson of the week. Children also learn tricky words during these sessions. Every member of staff involved with the teaching of reading uses the same language and mantras to ensure consistency across school and give children the best chance at success.

Staff use a wide range of strategies when teaching reading skills to ensure individual success.

- Children take part in regular reading practice sessions, developing their decoding, fluency, prosody and comprehension skills. The children read appropriately matched, fully decodable books in these sessions and then access these at home using the eBooks system. Teaching staff hear children read at least three times a week in these sessions.

- To ensure every child makes progress and becomes a fluent reader, we hold ‘keep up’ intervention sessions in small groups and, where appropriate, with 1:1 teaching.
- We encourage a strong home-school reading link from an early age with shared home-school reading records and parent workshops.
- Staff read aloud to pupils every day to introduce them to a wide range of new books and authors.
- We also have a well-stocked school library – each class has their own library slot and can choose a library book to take home, meaning that each week the children have multiple books to read at home.

Writing

At Hudson Road lessons for each year group are carefully structured to reinforce basic literacy skills. Our priority is to make sure that every pupil is a confident, literate young person by the time that they move to secondary school, able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Little Wandle Revised Letters and Sounds Letter formations are used in Early Years and KS1. Berol Handwriting Scheme is used in KS2.

Mathematics

Dedicated mathematics lessons from Nursery-Y6 focus on **number skills**. The aim is to improve children’s fluency (ability to make links and patterns). Other areas of Mathematics are developed through cross curricular topic work.

As a result of our good practice and achievement in mathematics, we are working with the National Centre for Excellence in Teaching Mathematics (NCETM) and use a mastery approach across the school. Our Mathematics Coordinator, Mrs Swanepoel, is a Mastery Specialist working within the Great North Maths Hub.

Science

We are a Primary Science Quality Mark Outreach Award winner-July 2020

Starting from a Primary Science Teaching Trust (PSTT) funded project, a whole-school focus on inquiry as 'a way of knowing' has resulted in a shift in emphasis from directed to independent inquiry enabling children to devise their own scientific methodologies and to generate evidence to support conclusions.

Teachers transfer responsibility for decision-making to children during open-ended investigations and use questions to prompt children's creative and productive thinking. This means that pupils and teachers can work together more authentically as scientists (and writers, mathematicians, artists and makers) improving participation and engagement both in science and the wider curriculum.

Every summer we showcase our children's investigations in a pupil led Science Fair.

<http://www.pstt.org.uk/project-information/projects/supporting-pupils-independent-enquiry-studies-in-science-year-56-pupils.aspx>



Information and Communication Technology (ICT)

Hudson Road Primary is well equipped with a variety of PCs and tablets across the school. A full range of skills are developed through the use of software to support particular aspects of subject learning also through wider applications such as word processing, data handling, control or monitoring. Staff integrate ICT into all aspects of learning preparing children for the role of ICT in everyday life, now and in the future.

Design Technology

In technology we encourage the children to understand the significance of design and technology to the economy and to the quality of life. This involves planning and making things and evaluating outcomes.

Geography

In geography we introduce children to the local area as well as extending their factual knowledge. This is done using maps, photographs, written accounts and other sources including ICT. Children also study areas beyond Sunderland and into the wider world.

History

In history we introduce children to historical personalities and events, through stories, poetry, pictures, TV and festivals at local, national and world levels. We use the children's own lives and their environment to make them aware of the passage of time. Children progress and develop research skills in order to investigate different periods of history.

Modern Foreign Languages MFL

Key Stage 2 children are currently being introduced to the French language. Basic words and phrases are taught through games, songs and a range of interactive programmes.

Other languages that our children speak are also celebrated.

PE

Children take part in games, dance and education gymnastics lessons throughout the school. In Key Stage 2 this widens to include athletics, swimming and some 'outdoor and adventurous' activities including residential visits to Robinwood in Year 5 and Derwent Hill Outdoor Centre in the Lake District in Year 6.

The emphasis is on physical activity to promote fitness and good health, as well as developing personal skills such as co-operation and fair play. Each child is encouraged to reach his/her fullest possible potential.

Sports Tournaments

Pupils in Key Stage 2 enjoy participation in local sporting competitions. The school football team compete against several local teams in both 5-a-side and 7-a-side tournaments. Hudson Road pupils participate in a variety of city sports events including kwik-cricket, tennis, multi-sport challenges, dance and gymnastics.

All Hudson Road pupils take part in our annual Sports Day and inter-house tournaments and activities throughout the year.

Art

In art we encourage the children to experience a variety of different techniques. They are also encouraged to plan and to manipulate different materials, so that they can develop skills and originality. Children also study the lives and works of artists.

Music

Children develop the knowledge, understanding and associated practical skills of music through performance, composition and listening. They listen to and perform music from a variety of times and places through singing and using a range of tuned and untuned instruments. We offer instrument tuition with qualified peripatetic music teachers. We start with whole class tuition in violin at Y2, and Y3, and optional individual tuition in violin and guitar from Y4 onwards.

Religious Education

The religious education curriculum is taken from Sunderland's Agreed Syllabus. Focussing on the major world religions, it ensures that our pupils gain respect, awareness and understanding of different beliefs and the ideas that they are based on.

If you would like more information about the specific content of the RE curriculum, please contact Mrs Westgate, the school Headteacher for a copy of the programme of study.

Provision for Early Years

Our on-site Ofsted outstanding day care nursery Bright Stars has childcare for 0-4 year olds and also has part time places for 2 year olds and rising 3 year olds.



SEND

The SEND coordinators are Mrs Paula Platten and Mrs Rachel Golding.

At Hudson Road we want to ensure that every child experiences success in their learning and achieves to the highest possible standard. We are an inclusive school and work in partnership with our parents/carers to identify any barriers to learning experienced by pupils with SEND and to find solutions. Children who have Special Educational Needs are supported by a range of strategies and individual targets. We value and encourage the contribution of all children to the life of our school.

On some occasions, outside agencies are called upon to support us by giving advice, setting targets and supporting children and their families.

The SEND information to support parents/carers and answer questions can be found on our website www.hudsonroad.org.uk

Personal, Social and Health Education (PSHE)

Hudson Road Primary School actively promotes healthy lifestyles and we have been awarded National Healthy School status. By providing opportunities at school for enhancing emotional and physical health and well-being, we will improve long term health and well-being, reduce health inequalities, increase social inclusion and raise achievement for all. We want all children and young people to be healthy and achieve at school and in life.

Our school has a No Smoking Policy which forbids smoking anywhere on the premises, this includes school yard and field and in or around the school gates. We participate in national events which addresses the issues of smoking.

Pupil Voice

Our pupils are encouraged to take an active part in the life of the school and participate in decision making wherever possible.

We have evolving teams of pupils able to contribute to projects and working parties, for example, Anti Bullying Team, Sports Leaders Pupil Well Being, Digital Leaders.

Extra Curricular Activities

All children develop particular interests which they enjoy pursuing in their leisure time and the school provides a range of clubs and activities. These both widen the children's horizons and allow them the opportunity of developing skills in depth. Most of the extra-curricular activities follow on naturally from activities pursued in normal lessons and we consult the children for their suggestions. Children who pursue hobbies and interests not catered for in school are encouraged to share their achievements in class and assembly. We have our own school based Cub Pack part of Sunderland City Community Scout Group

Homework

The school has a homework policy, which is available on request. As well as taking reading books home, they may be asked to complete additional tasks at home or may wish to research projects from outside sources, as well as material in the school library. School believes that the children work hard during the school day and at any extra curricular activity and only sends home activities that will be of benefit to your child's progress.

Educational Visits

We make regular class visits to places of interest that support the curriculum. All parents/carers are informed in advance and we try to keep any voluntary contributions towards the cost to a minimum. Prior to any visit staff always carry out a thorough risk assessment.

Residential Visits

Every year we take away older KS2 children on residential visits: to Robinwood Activity Centre in the High Pennines in Year 5 and Derwent Hill Outdoor Centre at Keswick (managed by City of Sunderland) in Year 6. This is an important part of the PE and PSHE curriculum as the children have the chance to try a range of outdoor and adventurous sports (including canoeing, rock climbing, orienteering) in a safe, controlled way, as well as working on team-building, problem-solving and communication skills. The children are accompanied by Hudson Road Primary School staff and activities are led by experienced, specialist staff.



Collective Worship

There is a daily act of collective worship as a whole school or as individual classes or phases. Assemblies are essentially non-denominational in content but draw on universal themes such as friendship, kindness, service to others, and responsibility as well as acting as an opportunity to celebrate successes together. Reference is made to major world religions. Parent/carers who do not wish their child to take part in collective worship have the right to have them withdrawn.

Equal Opportunities

Hudson Road Primary School is a welcoming and caring school. We respect and value each and every individual associated with the school. We have a commitment to social inclusion and equality of opportunity for all. We aim to provide an environment which is free from bullying, harassment and prejudice.

Please see the school website for our **Equality Information and Objectives**.

Access for Children with Physical Disabilities

The school building was re-modelled in 2005 and is fully accessible for those with physical needs. We have full wheelchair access to the school building, two accessible toilets and a designated parking bay.

Relationships, Sex and Health Education

Our relationships education programme is designed to help children to have positive and safe relationships with family, friends and online. Our health education will help children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others. At Hudson Road, we teach RSHE in a way that reflects the age and religious background of our pupils. We work closely with School Nurses and Northumbria Police, who come into school to deliver some of the curriculum content. When developing and renewing our policies on Relationships and Health Education, we have consulted with staff, parents, governors, and children.

Parents cannot withdraw their child from any part of the Relationships and Health Education aspects of the RSHE curriculum. It is important for all children to be taught the content on such essential matters like friendships and keeping safe. There are separate rules on withdrawing a child from Sex Education. Sex education is separate from the Relationships and Health curriculum and parents can withdraw children from some or all of the lessons on Sex Education.

We have reviewed and updated our RSHE curriculum (also known as PSHE) to make sure that what the children learn meet the new requirements that the government set out in September 2020, for the content of Relationships and Health Education. Parents can find our Relationships, Sex and Health Education policy on our school website and staff are happy to discuss its content along with any concerns you may have. We would ask you to make an appointment to do this.

Links with Parents/Carers

At Hudson Road Primary School we pride ourselves on our strong links with parents and carers. We have an 'open door' policy and encourage you to contact us at any time if you have any concerns or queries. You can phone, email via Hudson.road.primary@schools.sunderland.gov.uk or facebook message us.

We will always try to be available to talk to you but because we want to give you the time you deserve, however we do ask that if you want to talk to the Headteacher or class teacher you make an appointment.

In the Autumn and Spring Terms you will be offered an individual Parent Consultation meeting with your child's class teacher. You will have an opportunity to look at work so far and discuss progress and targets. In the Summer Term you receive a full written report. Parents/carers are welcome to book an additional consultation meeting throughout the year.

Our parent governors are an important part of the governing body and play an active role in committees.

Governor's survey parent/carer views regularly and the results are shared with governors and staff and used to inform the school's future plans.

There is a suggestions box in 'the main' entrance along with compliments/comments forms.

A weekly newsletter keeps parents/carers up to date on events in school.

School Security

The safety of pupils at school is our priority and procedures are regularly reviewed. We aim to be an open and welcoming place for parents. However, for security reasons, parents coming onto the premises during the day should use the visitors' entrance and report to Main School Office and use the signing in system. All other access routes into the school are kept locked during the school day.

Child Protection

Parents should be aware that the school would take any reasonable action to ensure the safety of its pupils.

In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCP

(Sunderland Safeguarding Children Partnership) Child Protection Procedures and inform Sunderland Children's Services Social Care of their concern.

Please see the website for the most up to date **Child Protection Policy**.

The Designated Safeguarding Lead is Mrs Cathy Westgate, the Deputy Designated Safeguarding Lead is Mr Andrew Trewick and the Designated Governor for Safeguarding is Mrs Lindsay Briggs and Mrs Julie Richardson.

Pastoral Care

Pastoral care is the responsibility of each class teacher for the group of children in the class over which he/she has control. This engenders a close relationship between pupil and teacher, although children are encouraged to approach any member of staff if they have a problem they wish to discuss. The overall pastoral care of the school is the responsibility of the Headteacher and Deputy Headteacher who are made aware of any problems or difficulties by the class teacher. The aim of the school is to create a caring atmosphere by a sympathetic approach to any problems which pupils or families may have. All of the staff have undergone training to enable them to act promptly in the protection and handling of potential bullying and child protection issues. We aim to act promptly to minimise any problems.

Staff and governors have developed a wide range of procedures for reporting and dealing with bullying in all its forms. Information about these procedures is available upon request.

We take firm measures to ensure that all of our staff, pupils and visitors to the school can be sure that the school is a safe and secure. We expect the support of all parents/carers in keeping our school a safe and secure place.

Behaviour and Discipline

In all instances we aim to encourage the children to develop self-discipline. School discipline is normally maintained by example and a reasonable code of behaviour involving courtesy, friendliness and consideration towards others. Good behaviour is acknowledged and rewarded. Minor misdemeanours are punished by withdrawal of privileges but we are keen to inform and involve parents at an early stage should misbehaviour persist. More serious misbehaviour in school will be dealt with by the Headteacher or Senior Staff. In all cases we endeavour to gain the

facts before passing judgement which ensures that children see their actions being dealt with fairly.

We ask all parents/carers to support the school in expecting a high standard of behaviour at all times.

In accordance with the Education Act (No. 2) 1986 the school will not under any circumstances administer corporal punishment.

School Uniform

It is important that children are suitably dressed for school, as it puts them in the right frame of mind for work and helps them feel a part of our school community.

Boys Grey or black trousers with a white polo shirt and bottle green sweatshirt.

Girls Grey or Black skirt, trousers or pinafore dress with white polo shirt and bottle green sweatshirt or cardigan.

Summer alternative – green checked dress.

PE Kit Plain white t shirt and black shorts or leggings, sandshoes or trainers (KS2)

Sweatshirts, cardigans and stormproof jackets (with school logo) are available to buy/order from Total Sport in Hendon, Sunderland. School also keep a small stock in the main office.

All clothing should be clearly marked with the child's name. (Every year we amass a collection of unnamed clothing, which we cannot return).

Footwear should be sensible, practical and smart (e.g. black school shoes).

The Headteacher has the right to prohibit the wearing of certain types of clothing or other items deemed on safety or other grounds to be unsuitable for wear in school. This applies to styles of haircut which are not in keeping with the school's ethos (e.g. a style which may expose children to embarrassment or ridicule from others).

Jewellery

Jewellery is unnecessary for school and can pose a safety risk, therefore should not be worn. A watch and flat stud-like earrings are acceptable.

Illness

In the case of illness or accident we make every attempt to notify parents who would then be asked to take their child home or for medical treatment. In an emergency every effort is made to ensure that children receive medical attention as soon as possible.

All children, especially the younger ones can become very distressed when they are ill. For this reason we ask parents to ensure that they provide school with an emergency telephone number and to nominate other appropriate contacts.

We have a number of qualified first aiders within school and all support staff are able to undertake minor first aid procedures. Appropriately trained staff are permitted to administer prescription medicines if the appropriate school forms have been completed by the parent. (This is currently the Headteacher and Mrs Brown). Medication is kept in a secure locked cupboard. Parents are also quite welcome to come into school to administer medication to their children. An asthma register is held in school and for those children who need inhalers parents can request that the child be allowed control over its use or it can be held centrally with easy access for the child.

School Attendance and Punctuality

Children's safety and well-being is paramount so for this reason we ask you to notify us as soon as possible if your child is going to be late or absent. If by 10.00am we have had no word from you we will begin to take steps to discover the reasons for the absence.

The school lays great stress on punctuality and we ask parents to make every effort to ensure their children arrive at school on time.

Attendance

Regular school attendance is crucial if your child is to make the best possible progress. There is a clear link between poor attendance at school and low level of achievement even from Nursery

age. Children should only be kept away from school in exceptional circumstances such as illness. School is only allowed very limited discretion as to which other absences can be authorised. Requests for leave of absence during 'term time' are available only after discussion with the Headteacher and leave may only be granted for exceptional circumstances.

If your child has a medical appointment during the school day

- Please let us know in advance if possible
- Collect your child from the school Main Reception as children are not allowed to leave the premises alone.
- Sign your child out using our Inentry system so that we have a record of who is in the building.

Lunchtime Arrangements

We have our own school kitchen and dinner staff prepare tasty, healthy menus daily. Parents can log in and choose from the menu what their child (Y1-Y6) would like for lunch. All pupils from Reception – Year 2 are entitled to a free school meal.

Dinner Payments

Dinner money is collected at 9.00am each Monday morning from the children who stay for paid meals. Dinner money is banked by security collection. It is therefore essential that all children pay their dinner money each Monday morning or on the first day back after a holiday or absence.

Alternatively, children may either bring a packed lunch or go home at lunch times.

Free school meal provided for all children in Reception, Year 1 and Year 2. Some KS2 families will be eligible to receive free school meals. You can apply for Free School Meals at <https://www.togetherforchildren.org.uk/parents-carers/free-school-meals> . If you aren't sure if you are eligible, please contact us on 0191 561 1417 or freeschoolmeals@togetherforchildren.org.uk.

Charging Policy

By law, no state school can make a charge for:

- education wholly or mainly within school hours;
- materials and ingredients for things made in school which pupils or parents do not want to keep;
- visits in or outside school hours, which are necessary for an examination.

Charges may be made for the following:

- individual music tuition which is not part of the syllabus for an examination;
- certain excursions where a third party is involved;
- board and lodging where a school activity involves a residential element;
- the exact cost of “optional extras” i.e. things not connected directly with the National Curriculum.

The school governors have decided that in general contributions will only ever be sought for a school activity if this is the only way to guarantee the event takes place. This is most likely to apply to some trips and excursions. We will always inform parents at the outset and try to assist parents who would have genuine difficulty in paying.

Secondary Transfer

We work closely with our cluster secondary school, Thornhill including regular transition activities and taster sessions which help pupils to make a smooth transfer into Y7.

Data Protection Act

The school holds information on our children in order to support their teaching and learning, to monitor and report on their progress and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. If you wish to have access to the personal data held about your child, please speak to the Headteacher.

Admissions

To choose a school:

If you are choosing a primary school we are happy to meet with possible new parents and children but to make sure there is someone free to see you it is best to telephone first.

The school deals with admissions to Nursery class. Names for this class are accepted from a child's second birthday on the production of their birth certificate. It is important that names are added to the list as soon as possible in order that a place can be offered at a later date. Once a child has been allocated a nursery place attendance will be either in the morning or afternoon. Due to our admission numbers there may be cases where the demand for places exceeds availability.

All parents of nursery age children are requested to complete a preference form to indicate the school of their choice for their child to begin Reception class. It is essential that this form is completed and returned as indicated by the issuing department without delay.

Children can join the Reception class at the beginning of the school year in which they become 5 years old. Once a child has a place either at Nursery or Reception class, they begin attendance on a phased basis in accordance with the recommendations of the City of Sunderland Education Committee.

If there are more applications than there are vacancies Sunderland City Council Children's Services, School Admissions Department allocate the places based on the following criteria:

1. Looked after children.
2. Sibling links.
3. Exceptional medical or psychological reasons.
4. Distance between home and school.

Full details about school and nursery admissions are in the booklet 'admission to Primary school' available from Sunderland.gov.uk/schools-admissions-infant-junior-primary or you can contact Sunderland City Council Customer Services on 0191 5205553 / enquiries@sunderland.gov.uk

Complaints

We hope to be able to resolve any concerns complaints that parents may have as quickly as possible. In the first instance complaints should normally be made to the Headteacher and in most cases we find that complaints can be dealt with successfully at this informal level.

Please see the school website for the **Complaints policy and procedures**

Curriculum Complaints

You have particular rights in making a complaint about:

- Curriculum provision, including RE and collective worship.
- The implementation of the National Curriculum.
- The availability of external qualifications.
- Exemption from the National Curriculum.
- The operation of charging policies.
- The provision of the Information listed in the section below.

The complaint must first go to the school through the Headteacher. If the complaint cannot be resolved it may be necessary for it to be considered by the governing body. If the complaint is not resolved by the governing body it may be referred to Sunderland City Council Children's Services, where councillors will consider it. If that fails the complaint can be referred to the Secretary of State.

Note: The above procedure does not apply to complaints on matters like pupil discipline or individual teachers.