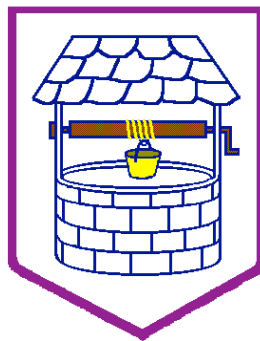


Tonwell St Mary's  
Church of England  
Primary School



School Prospectus 2006/2007

## **Children Live What They Learn**

If children live with criticism, they learn to condemn.  
If children live with hostility, they learn to fight.  
If children live with fear, they learn to be apprehensive.  
If children live with pity, they learn to feel sorry for themselves.  
If children live with ridicule, they learn to feel shy.  
If children live with jealousy, they learn to feel envy.  
If children live with shame, they learn to feel guilty.  
If children live with encouragement, they learn to feel confident.  
If children live with tolerance, they learn to have patience.  
If children live with praise, they learn appreciation.  
If children live with acceptance, they learn to love.  
If children live with approval, they learn to like themselves.  
If children live with recognition, they learn that it is good to have a goal.  
If children live with sharing, they learn generosity.  
If children live with honesty, they learn truthfulness.  
If children live with fairness, they learn justice.  
If children live with kindness and consideration, they learn respect.  
If children live with security, they learn to have faith in themselves and in those around them.  
If children live with love, they learn that the world is a nice place in which to live.

Dorothy Law Nolte.

Dear Parent / Carer,

Welcome to Tonwell St. Mary's C of E Primary School.

In our prospectus, we aim to tell you a little bit about our school. Our school community has been described as 'one big happy family'. If you visit us before deciding where to send your child, you will experience this for yourself. This caring, family atmosphere underpins the main ethos of our school.

One of our great advantages is that we are a small school with a very committed staff. We offer a high ratio of trained teachers and support staff to our pupils. This means that staff really know their pupils as individuals and are very aware of their successes and needs.

Tonwell St. Mary's is a Voluntary Controlled Church of England School, which means that we maintain a Christian ethos through Collective Worship and encourage Christian values and principles in our attitude and behaviour towards each other.

The school is at the centre of village life. We are fully supported by the members of this community.

We have much to offer you and your child and look forward to welcoming you to our school.

**Tonwell St. Mary's C of E Primary School**  
**Ware Road**  
**Tonwell**  
**Herts.**  
**SG12 OHN**  
**Telephone No. 01920 462894**  
**Fax No. 01920 469606**  
[admin@tonwell.herts.sch.uk](mailto:admin@tonwell.herts.sch.uk)

Tonwell St Mary's is a Voluntary Controlled school in the Diocese of St Albans for children between the ages of 3 and 11.

Children are admitted to our Foundation Stage Class (Nursery and Reception) in the academic year in which they become 4 years old. County procedures must be followed to move from Nursery to School in the year in which they become 5.

Our main catchment areas are Tonwell, Hertford and Ware, although we do have children who come from much further afield to enjoy the many advantages our school has to offer.

We have very close links with the village Toddler Group who meet in our Village Hall one afternoon per week. We also enjoy close links with other pre-school groups and Nurseries.

The school is also a member of a cluster of four village schools known as the 4JM Cluster Group. The staff from each of these schools work together to plan the curriculum and to share resources. The four schools combine for sports, educational outings, visits and school journeys. We find that this allows us to match the provision made by larger schools. The Cluster Group was the first of its kind within the county. This innovative approach can now be found in other smaller schools within Hertfordshire.

### **History and Local Environment**

Tonwell St. Mary's was built in 1858 and now incorporates the building of St. Mary's Chapel. The recent refurbishment of the redundant chapel has provided two classrooms.

The original school, with its beautiful leaded windows and vaulted roof, is still used as one of the junior classrooms. Later additions to the school have been designed to complement the existing edifice, giving the school a unique character and charm.

The school is within the parish of Bengoe and enjoys close links with Holy Trinity Church. We attend the church for services while the vicar regularly visits school to lead our worship and to work with our children.

The school is set in attractive grounds, which provide for both historical investigation and geographical study. We are very close to the County town of Hertford and the facilities it affords us.

## **Staff**

Headteacher	Mrs J Newman
Teachers	Mrs V Beare Miss K Dean Mr M Parry Miss T Baladi
Teaching Assistant	Mrs K Martin
Learning Support Assistants	Mrs S Townsend Mrs J Kalsi Miss K Huckle
Midday Supervisors	Miss K Huckle Mrs J Kalsi Mr D Cooper
Secretary	Mrs L Pope

## **Governing Body**

Parent Governors	Mr R Boulton (Chairman) Mrs G Fulcher Mrs T Langley Mrs C Napier
Foundation Governors	Mrs M Greely (Vice chairman) The Rev Robert Thompson
LEA Governor	Mrs J Thorne (Link Governor)
Minor Authority Co-optee	Mrs N Garton
Co-opted Governor	Mrs P Lavis
Headteacher	Mrs J Newman

## **School Philosophy**

Our overall aim is to create a school which provides quality – both in its working environment and in the education we offer. Our children work in a caring, Christian environment in which everyone is valued and respected.

We strive to prepare our children fully for their secondary education and to provide the first steps toward socially aware adulthood.

## **Our School Aims**

We aim to enable our children to:-

- develop lively, enquiring minds, to question and debate
- read independently
- develop communication skills, both written and spoken.
- acquire the skills in mathematics so that they are numerate and able to apply their knowledge to everyday situations.
- experiment, investigate and analyse evidence scientifically
- experience religious feelings and attitudes and to develop their spiritual growth
- develop an understanding of geographical, historical and social aspects of our local, national and global heritage.
- to investigate, discover and create through experimenting with a variety of media.
- to appreciate a wide range of art forms
- to develop physically
- to use technological resources confidently and to communicate through such resources.

At Tonwell St. Mary's, we believe that children thrive and develop best within an atmosphere in which there is mutual respect. We encourage children to be sensitive to the needs of others and to respect cultural and religious diversity. We provide opportunities for reflection and imaginative thought.

Teachers have high expectations for all our children and it is of the utmost importance that children have the opportunity to reach their full potential.

Good teaching is, of course, at the heart of effective learning. All lessons observed during our Ofsted Inspection were graded 'good'.

We teach a broad, balanced curriculum and provide learning experiences that are stimulating, purposeful and challenging.

We encourage our children to take some ownership of their own learning and talk with them about their strengths and set targets for their development.

The children at our school are well behaved and respectful. This was identified as one of our strengths in the last Ofsted Inspection. The inspection also recognised that pupils clearly enjoy school, forming good relationships with adults and each

Children are awarded for considerate behaviour, effort and work which shows particular, personal progress at a weekly 'Celebration of Achievement' Assembly.

### **School Facilities**

The school has recently undergone extensive refurbishment and now provides excellent facilities.

The Foundation Stage classroom is large and sunny with computer facilities. There is a library area and an art area. The room has been completely re-furnished in the last year. The classroom opens on to an enclosed, partly-covered garden. We have developed this to provide a safe, stimulating play environment. A separate block of toilets and a shower have been installed within this area.

The Year 5 and 6 classroom is housed in the original school building. This is a particularly large room, with original features, which again has undergone major refurbishment. The children enjoy designated computer and technology areas. Children also have access to a well-stocked library area.

Years 3 and 4 work in one of our new classrooms. A folding wall and door separate them from Year 5/6. This system gives us great flexibility to create a larger learning environment if needed. An interactive whiteboard has been installed in the classroom to enhance their learning.

Years 1 and 2 are taught in the other new classroom within the original Chapel building. The beautiful stained glass window has been retained while the refurbishment has ensured that the children enjoy all the features of a modern classroom. This class also benefits from an interactive whiteboard.

Our Library is housed in the corridor which links the chapel to the school. This provides enough space for groups of children to develop their library skills.

We have extended our hard play area to provide a much-improved facility. We have a large school field, which affords plenty of space for games and athletics. Our wildlife area provides a resource for observation of wildlife.

Our Foundation Stage garden has very recently been extended to provide further space for outdoor play.

Much of our refurbishment has been possible due to the support of our thriving 'Friends of Tonwell' group. The group work extremely hard to organise social and fund-raising events. This year our fundraising efforts are directed towards renewing some of our Reading scheme and providing a Nature Trail in our wildlife area.

## **Organisation**

The school is organised into four classes.

Foundation stage, Years 1 and 2 (Monet), Years 3 and 4 (Gauguin) and Years 5 and 6 (Turner).

Each class has a dedicated Teaching Assistant.

We see our mixed age classes as a great strength of our school. In each class, there is a friendly warm atmosphere of co-operation and our children benefit from working alongside children at similar levels of development.

The partnership we develop with parents is of the utmost importance to us and parents have many opportunities to work in the classroom.

The school has policies, schemes of work and assessment procedures in place to ensure that the curriculum suits the range of abilities in each class.

Children with Special Educational Needs are taught within the mainstream classroom. We work particularly closely with the parents of children with Special Educational Needs to keep them informed of targets set.

We acknowledge the needs of especially able children in our Special Needs provision.

Work within each class is differentiated to provide for the needs of all our children. Indeed this is one of the great strengths of mixed-age classes.

The Headteacher is our SENCo. She works closely with all staff to ensure the best possible provision for our children.

The school day is from 8.50a.m. – 3.15p.m. The children in KS1 and KS2 have a 15-minute break in the morning. Lunch-time is from 12noon – 1p.m. KS1 children have a short break in the afternoon.

We also run a Breakfast Club which starts at 8am. At present the cost is £2.50 per child or £4.50 per family.

## **The School Curriculum**

At Tonwell St Mary's we teach a broad and balanced curriculum, following the National Curriculum.

There are five core subjects – English, Mathematics, Science, R.E. and Information and Communication Technology.

The other subjects in the curriculum are known as foundation subjects. These are History, Geography, Music, Art, Design Technology, Physical Education, Personal Social Health Education and Citizenship and French.



## **English**

English is taught formally for one hour each day in accordance with the National Literacy Strategy. Children cover work from all three strands of the National Curriculum for English.

Further time is committed to Guided Reading. We organise this to happen straight after registration to take advantage of parental help.

## **Speaking and Listening**

All children are given lots of opportunity to develop skills in this area. We provide role play areas which link with the topic children are covering and also give access to 'small world' toys.

Children also have the opportunity to further develop skills in more formal presentations at whole-school assemblies and drama productions.

Through whole class and small group discussions, our children are encouraged to listen to other children, to ask questions and to give their opinions.

In a school of our size, conversations with adults are very easy to accommodate and our children become very confident and comfortable with this.

To further development in this area, our children enjoy visits from theatre groups and occasional visits to the theatre.

## **Reading**

At Tonwell St Mary's, we feel that enjoyment of books is the most important factor in learning to read. We very much encourage the support of parents and encourage parents to share books with their children and to complete any tasks the teacher has set. The home/school reading record allows us to set up a very important dialogue with our parents and carers.

We are particularly well resourced in school with both reading scheme and library books, so children have access to a wide variety of texts. They are engaged in reading activities in group, paired and individual situations.

We follow the 'Jolly Phonics' system from which children progress to other reading skills. We dovetail this with the use of the 'Pips' programme (Progression in Phonics).

The use of 'Big Books' encourages children to participate as readers right from the earliest stages and to develop an understanding of a variety of texts and writing genres.

This structured method of teaching allows our children to develop a number of strategies to help them make the best possible progress with their reading and to use their skills to help with study techniques in other areas of the curriculum.

## **Writing**

Our children have the opportunity to write for a great variety of purposes – e.g. factual accounts, letters, stories, poetry, instructions, lists, character descriptions and the results of investigations.

Their opportunities to write pervade the whole curriculum

draft their work.

Children are taught the following skills:-

**Grammar and Punctuation** is taught through a structured approach from the early stages.

**Spelling** is taught initially through a phonic approach. As children progress, they learn key words from a weekly spelling list.

The teaching of spelling is based on letter strings and word families.

**Handwriting** is taught both formally and informally. Children are taught to form their letters in a way that will lead quite naturally to 'joining up'. We encourage children to present their work as beautifully as they can.

## **Mathematics**

Following the National Numeracy Strategy, mathematics is taught on a formal, structured basis each day. Children learn number facts and develop the mental strategies which they need to apply their knowledge to the investigations and problem solving activities which, as far as possible, link to the children's own experiences or to the on-going topic.

The use of concrete experience is of the utmost importance in our maths teaching. When refurbishing our classrooms, we have facilitated children's access to equipment, thus enabling them to choose the equipment they use - a very important element of mathematical learning.

Teachers target specific mathematical vocabulary and model the use of correct mathematical language. This happens on a daily basis.

We use the Abacus Maths Scheme throughout the school. To supplement this, children use mathematical games, equipment and computer software. From time to time, children will also use other maths scheme books.

## **Science**

In our science teaching, we follow a 2-year rolling programme and teachers plan very carefully to ensure that all elements of the National Curriculum for science are covered. Some teaching is purely science based while some is through topic work.

The children are involved in a wide variety of first-hand experience to develop the skills of observation, hypothesising, testing and evaluation.

Children have the opportunity to visit Science 'road shows' and to work with members of the outside community to further develop their skills.

We have been involved development of a Nectar Border linked with a competition run by Glaxo and are fortunate to have a Wildlife Area within our school grounds, which offers a wonderful facility for our children's learning.

## **Religious Education**

Our school is a Church of England school and so our religious education is based on Christian principles.

This includes teaching about the Bible Christian celebrations and traditions

children's spiritual and moral development through religious experiences, feelings and attitudes.

Our recent, very successful SIAS Inspection acknowledged our strengths as:

- the example and commitment of staff
- the support for each individual member of the school
- the implementation of distinctive Christian ethos and values

We are mindful that our children live in a multi-faith society and aim to equip them with a tolerance and understanding of other faiths. We include Sikhism, Islam and Judaism in our teaching.

Parents have a legal right to withdraw their children from R.E. if they wish. Children will be supervised should this arise.

### **I.C.T. (Information and Communication Technology)**

Each class has its own extremely well resourced computer area. The computers are networked and have 'on-line' facilities. Computers are seen as a vital everyday tool, which enhances learning throughout the curriculum. Children learn to access and communicate information, to handle data, to control, model and word process. All children in KS2 have an e-mail address.

### **Geography**

Geography teaching begins with the local environment with which the children are familiar and progresses to the study and comparison of other places within our country and our world.

Again, the study of primary and secondary evidence is at the heart of our teaching.

A residential visit is organised annually for the older children, providing a rich source of learning opportunity.

### **History**

Children begin their study of history by looking at the changes in their own lives and those of their families. They move on to looking at changes in the lives of people beyond living memory and finding out about famous historical characters.

In KS2, children learn about Ancient Civilisations (The Aztecs and the Egyptians), Victorians, Britain since the 1930s and the Tudors.

Our teaching approach lays great emphasis on developing children's questioning and their skills of enquiry. We organise visits from history based theatre groups and also visit places of interest which are related to the topics.

### **Art**

We are extremely fortunate to have teachers who have strong artistic talent

variety of media. They develop skills in printing, painting, observational drawing, textiles, collage and modelling.

They learn about the works of artists by studying their work and painting in their style.

Tonwell St. Mary's has a strong tradition for art and we have displayed children's work at local museums and during local church festivals.

Every child in school was involved in producing a beautiful quilt depicting The Creation using a silk painting technique. We displayed this at the Diocesan Centre and the Holy Trinity Church.

### **Design and Technology**

The work in this area is generally linked to topic work. Children plan, produce and evaluate their work verbally or in writing. This leads to careful consideration of their work and consequent improvement. We recently worked with a local wood sculptor to make the sculpture which has pride of place at the front of our School.

One of the great advantages of a small school is the community pride which children feel when each one of them has contributed to a whole school project.

### **Music**

Children study all elements of the music curriculum- singing, composing and performing.

We offer free recorder tuition to children from Year 2 onwards.

Specialist staff enhance our musical provision.

Every child in school has the opportunity to perform in our regular concerts for parents. From time to time, we also perform for the wider community.

### **Physical Education**

P.E. includes games, athletics, dance and movement, gymnastics and swimming.

We use the Village Hall, which is situated across a small courtyard for indoor activities. Both key stages use the playground and field for some lessons. They practice the skills for a wide variety of sports, which include: Rounders, Cricket, Rugby, Netball, Tennis, Football and Cross-country.

The children regularly enjoy working with professional coaches.

We also offer swimming to our children at Hartham Pool in Hertford with qualified instructors.

### **Personal Social and Health Education and Citizenship**

PSHE is now a requirement of the National Curriculum.

Ofsted Inspectors praised us for the excellent relationships which exist between children and also between adults and children. We consider this to be of the utmost importance in our school.

The size of our school is conducive to the atmosphere of warmth and co-operation, which is so often remarked upon by our visitors.

## **Multi Cultural Education**

At Tonwell St Mary's we are totally committed to a policy of Equal Opportunity. This is part of the day-to-day life in school in which mutual respect and tolerance are expected.

We develop children's knowledge and understanding of other cultures and encourage our children to be proud of their own culture and background. We invite visitors to talk with our children and provide resources, which celebrate our cultural differences.

## **Sex Education**

Sex Education is initially taught through the Science Curriculum, where children learn about reproduction in plants and animals.

In Key Stage 2, the children learn more about the human body.

The School Nurse works alongside the class teacher to deliver lessons on the onset of puberty to our children in Years 5 and 6. The videos used in these lessons are available for parents to preview and discuss with their children. In school, we answer questions that arise with frankness and sensitivity. We refer to the basic Christian framework that the sex act is part of a loving, caring, committed partnership.

We hope that parents will feel free to discuss any issues that may arise over this particularly sensitive curriculum area with staff.

Parents may exercise their right to withdraw their child from the sex education curriculum.

## **MFL (Modern Foreign Language)**

In years 5 and 6, the children have a weekly French lesson. This is taken by the headteacher.

Following observation by one of the County's Advanced Skills Teachers for French, the school is deemed 'an example of good practice' in the teaching of French.

## **Assessment**

Individual assessment and monitoring of each child's progress is an on-going process. From these assessments, we plan the next steps. This means that good progress is made by each child.

Baseline Assessment takes place when the children begin full time education. Statutory assessments take place towards the end of both Key Stages.

We do not publish our SATs results as our small numbers mean that there is a possibility of breaching confidentiality.

## **Collective Worship**

Collective Worship is a daily opportunity for our school community to come together to learn about and to praise God. We worship together in an atmosphere of mutual respect, reflecting on and celebrating all aspects of life in and out of school.

We use stories, poetry, dance, drama, visual stimuli, music, discussion and time for quiet reflection to ensure that our worship is accessible to and appropriate for children throughout the school.

The school has developed strong links with the Holy Trinity Church in Bengoeo. Our children attend services at the end of each term and also have the opportunity to attend monthly Family Services.

We are a Church of England school and aim to teach our children those values and principles.

Our Collective Worship Themes reflect the Christian nature of our school by following the Liturgical Calendar.

The school's policy on Collective Worship is available for parents to read.

Parents have a legal right to withdraw their child from Collective Worship. In that case, the school will provide supervision.

## **Rules**

The atmosphere in our small school is particularly conducive to creating and maintaining a positive attitude towards good behaviour and self-discipline. Good manners and consideration to others are considered very important and are modelled by adults within school.

The children have been actively involved in setting out a few positive school rules.

We find that this ownership allows children to see the need and benefits of the rules.

Children are asked to do their best to keep our school rules. Your support in this matter will help your child develop a positive approach to school life.

## **Our School Rules**

**In our school, we will do our best to:-**

- treat each other with respect**
- do our best work**
- walk in school**
- use quiet voices in school**
- take care of our school and everything in and around it**

## **School Uniform**

To create a corporate identity, the wearing of school uniform is encouraged.

Winter Uniform:

Grey skirt / trousers / pinafore  
(tailored trousers are an option for girls)  
White shirt / polo shirt  
Burgundy sweatshirt / jumper / cardigan / fleece  
White/grey socks  
White/black/grey or burgundy tights.

Summer Uniform:

As the winter uniform or grey  
shorts/ cornflower blue and white dress  
White/grey socks.

Children should wear black shoes.

We prefer that children do not wear white trainers to school.

All children should have a painting apron in school.

Please name all your child's clothing.

Hats with the school logo are also available.

All children need a change of clothing for P.E. (burgundy shorts and white t-shirt) and plimsolls, children also wear black joggers and sweatshirts for winter games.

For reasons of hygiene, we ask that children change their shoes when they come into school. Plimsolls are our preferred option.

Polo shirts, sweatshirts and cardigans (all bearing the school logo) and P.E. shorts are all available through the school office.

All clothing should be clearly marked with the child's name.

## **School Council**

Our School Council, which is made up of a member from each Year Group, meet regularly to discuss school issues. The members feed back opinion from their respective year groups and make decisions based on this. In this way, each child has a say in the running of the school.

Recently, the School Council have discussed such issues as playground equipment, how we can improve the school grounds and the refurbishment of the toilets

## **Child Protection**

The school works in partnership with parents to support children in every way possible.

However, the Children's Act 1989 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children.

As a result, if concerns are raised within school or a child reports a situation involving possible abuse, we would not be able to guarantee confidentiality. It would have to be referred to Social Services. This is in line with Government and Hertfordshire Policy.

Each member of our staff has had initial training in Child Protection. The School has one fully-trained Designated Child Protection Teacher.

## **Charging Policy**

The Governors of the school have set a Charging Policy in line with Government legislation.

In general, the school makes no charge for activities within school hours or for the after school club activities.

However, limited funding means that the school must seek contribution in respect of :-

- swimming
- theatre group visits
- day outings
- residential trips
- transport involved in the above.

The school may, from time to time, subsidise the costs. However, it is important to stress that such activities would not be able to take place without financial support from families.

If there are problems with contributions, families are welcome to discuss this in confidence with the Headteacher. Arrangements can always be made to pay in weekly sums if this proves more convenient.

## **Extra Curricular Activities**

Staff organise a variety of after-school activities including Netball, Rounders, Football, Short-tennis and an Art Club.

Lunch time Clubs include Recorder (years 2 – 6) and Netball.



## **Attendance Figures**

Our children enjoy coming to school and this is reflected in our attendance figures. Our absence figures, which are low, are available from the School Office.

### **Reporting a child's absence**

We ask that parents notify the school by telephone or letter by 9.30 a.m. if their child is absent from school that day because of ill health. Notes should be addressed to the child's teacher.

In the interest of safety, our school secretary, will telephone home if school has received no notification by 9.30. If the school receives no reason for an absence, then, by law, we must record the absence as unauthorised.

We do not encourage parents to plan holidays during term time but accept that, sometimes, families have no alternative. If parents wish to take their children out of school during term time, they must complete a form requesting leave of absence.

### **Collecting your child from school**

If for any reason, you are delayed from picking your child up on time, please do not worry. We will look after your children until you get here. It is helpful if you can telephone us to let us know. This way, we can reassure your child.

Please let the school know if there are changes from the usual routine for collecting your child.

Foundation Stage and Key Stage 1 children are not allowed to leave school unless there is an adult to pick them up.

Key Stage 2 children are not allowed to leave school unless we have a letter giving parental permission.

## **Lunches and Snacks**

The school participates in the Fruit and Vegetable Scheme, a Government initiative which provides, without charge, a daily piece of fruit to all children in Foundation Stage and KeyStage 1. This is offered to the children at morning break. All children may bring a snack to school for morning break. We take the health of our children seriously and encourage them to bring a healthy snack.

We ask that children do not bring bars of chocolate as this can become somewhat messy!

Children may bring packed lunch to school. While we consider the contents of packed lunches to be parental choice, we do not allow fizzy drinks in school.

Hot lunches are transported from another school to us. We act as agents for Hertfordshire Catering and all meals must be paid for in advance. We require half a term's notice to stop lunches. There is no facility for children to have lunch on 'odd' days, although children may opt to have Fun Lunch on Fridays.

## **Parental Involvement**

At Tonwell St Mary's, we acknowledge the very important part that parents, their first educator, play in the development of their children. We work closely with parents to promote the best possible home/school links.

We very much value the support that parents offer to us and welcome them into school. We have a team of parents who support our Guided Reading groups and who offer support in other areas of the curriculum. Parents also transport children to Cluster Games and on local outings.

Parents have also supported us in very practical terms when we decorated the school hallway and moved the Infants' outdoor playhouse. This creates a great sense of belonging and a real community spirit.

Staff are always willing to talk with parents about their children's progress and well-being.

Unless the matter is urgent, we ask you to see staff at the end of the school day. Our staff are involved in after-school activities, so we ask that you make an appointment.

We hold Parent Consultation Evenings in the Autumn and Spring Terms. Written reports are sent out towards the end of the Summer Term. Parents have the opportunity to make an appointment to discuss these reports.

If a parent has any concern or complaint they should discuss this is the first instance with the class teacher or the Headteacher. We appreciate the feedback given to us by parents. Should the need arise, there is an official complaints procedure which is available from the school office.

## **Admission to School**

Our standard admission number for each year group is 8.

Parents apply for a Primary School place by completing a Primary Admission Form. County rules apply to all applications.

Parents wishing to transfer their children from another school may do so by applying directly to the Headteacher.

You are very welcome to visit our school. It is very important for you to gain as much information as you can about the school before taking your decision about where to send your child. We are very happy for you to visit us during the school day, while the children are in school. You will have an opportunity to meet the staff and to talk with the Headteacher. We can also arrange for you to talk with a Parent Governor if you wish. Please ring the office to make an appointment.

We aim to make children's admission to school as comfortable and enjoyable as possible. We invite them to visit school a few afternoons during the term before

teacher.

We look forward to welcoming you into school.

## Arrangements for Admission of Children with Disabilities

At Tonwell St Mary's School, our ethos very strongly supports the acceptance and warm welcome to all our pupils.

We expect that the whole of our school community will respect each other.

The school recognises the very important role that parents play in the education of their child and very much seek to work with them.

The following measures are in place to assist equal access for all pupils:-

- ❑ Wheelchair access is available at all outside doors and the majority of our internal doors.
- ❑ We have a high ratio of computers to pupils
- ❑ The headteacher has trained in using Makaton
- ❑ All children have equal access to extended services – e.g. Breakfast Club and After School Clubs
- ❑ The school is pro-active in accommodating children's full participation in School Outings and Journeys.
- ❑ The school is committed to the provision of appropriate resources to ensure equal access to the curriculum and sets a budget for SEN.
- ❑ In our small classes, we resource Teaching Assistant support in the morning.

Future plans to further improve our provision include:

- ❑ The building of a toilet with disabled facilities
- ❑ Widening of the internal doors which do not afford wheelchair access.

## SEN Policy

Our SEN Policy is reviewed on an annual basis. The Headteacher is the SENCo while we have a Governor who is particularly responsible for SEN and Child Protection. They work very closely, meeting regularly.

This year, we plan to :

- ❑ Re-train all our staff in the use of Epipens
- ❑ Update our training on the Management of Asthma
- ❑ Further develop our very close links with our local Specific Learning Difficulty Base by attending INSET on 'Dyslexia Friendly Schools'

## Opinions of Our School

'Maurice Pledger showed us how he illustrates the books he writes'

'We are lucky because we've got a new playground'

'At our school, all the teachers listen to our opinions. We help to make some of the decisions. We discuss the new things that are going to happen'

'We have lots of books for research'

'I really enjoyed doing the silk painting. It was great to work with the teachers from Chauncy. We did Ethnic Art'

I enjoy the Cluster Netball Practices. It's nice to make friends with children from other schools. Then we know them when we go on school journey'

'Since I came to this school, my reading has got a lot better. My mum says she's really glad I came to this school because there are not many children for one teacher'

'Sometimes we do our work on the computer. I like when I can do my story on there'

'I love Thursdays because we go swimming. I have learned to swim without armbands'

When I work in my Topic Book, I make it really neat because when it's finished it is my very own book. There isn't another one exactly like it in the whole world.'

'In assembly, we have time to think about things. We have a quiet time and it's lovely and peaceful'

'I love my school and my teachers. We loved it when we had the man who told us the story of Red Riding Hood. He was funny and he made us laugh'

'I like it when we have Pupil Voice Assembly. We can talk about the things that matter to us'

'Everyone is really friendly to me. When I came from my other school, I was really shy of meeting everyone. They were really kind to me and looked after me. I'm really happy in this school. Soon my brother will come. I tell him he will like it'

'My favourite day is Friday because we have Fun Lunch'

'The Trim Trail is great fun, I love playing on the ropes and the wobbly bridge'

'When we did our SATs, we came in for breakfast and we chatted and listened to music. It made me feel really relaxed and good before we took the test.'

lovely to learn how to do it'

'We have organised a christening – for a pretend baby. I helped to write the Service and choose the hymns and my brother was in the group who did the catering. We had sandwiches and sausage rolls. Nearly every religion has food and a party to welcome a new baby.'