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Welcome to Hazeldene School.

Dear Parents,

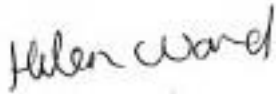
At our school we aim to provide a secure, happy environment in which each child will be encouraged to develop a positive attitude to learning and be able to reach his/her full potential.

Hazeldene is a thriving school in which each child is valued and respected. The school enjoys a good reputation within the local community and parents actively choose to send their child to us.

We hope that your association with our school is a pleasant and fruitful one. Your child will benefit greatly if you are able to involve yourself in school activities. We hope that we can work together with you to ensure that your child's time with us is happy and that he/she enjoys school.

We look forward to working with you.

Yours sincerely



Mrs H Ward
Headteacher



Mrs M Lambert
Chair of Governors

At Hazeldene School we:

Enjoy learning

Praise and encourage

Value individuals and celebrate difference

Provide a safe, caring and welcoming environment that we can all be proud of

Encourage confidence and independence

Promote and welcome involvement from the wider community

Nurture the confidence to embrace new challenges

Provide an exciting and stimulating curriculum

Aspire to be happy and healthy

Our Mission Statement

Enjoying Learning and Achieving Together

Our commitment to the children

We want our children to be self-motivated, confident and caring individuals who are able to make a positive contribution to the world around them whilst reaching their full potential.

Our part in this is to provide a supportive and enjoyable learning environment that is inclusive, positive and challenging within a happy, caring atmosphere.

Our School

Hazeldene School is a large school and, as such, has many advantages. The classes are organised in single age groups. Each curriculum area has a specialist teacher to take responsibility for its effective development throughout the school.

The school has a fine academic reputation of which we are proud and which we strive to maintain and improve.

We pride ourselves on the quality of relationships between staff, children and parents. Part of our school philosophy states that ‘... we will endeavour to help our children to develop knowledge, skills and attitudes as a preparation for a full, useful and happy life. This will be achieved within a caring, stable environment where the children feel they belong and where they are happy.’

Our OFSTED report (January 2016) states:



‘School is a happy place and standards of behaviour are very good. Pupils feel very safe and build strong relationships with staff. Early years provision is a strength of the school, children get off to a flying start in the Nursery and Reception classes. High quality provision insures that children make excellent progress from their varied starting points. The Golden Rules are well understood by all. Respect, understanding and tolerance are reinforced throughout the day and through a wide range of extra curricular activities and special events.

Leaders, Governors and all staff are passionate in their commitment to securing the best possible outcomes for each pupil. The Headteacher ensures that staff are well supported to reach the high standards she expects. Everyone is committed to making Hazeldene even better.

The arrangements for safeguarding are very effective because all staff are extremely vigilant. Pupils say they feel very safe at school. Senior Leaders are approachable and highly visible around the school. Parents and pupils know that any concerns they may have will be addressed.

Outcomes of all pupils are good, especially in English and Maths. Senior Leaders and Governors ensure that all pupils make good progress from their starting points. A significantly higher proportion of pupils meet or exceed the expected standards in Reading, Writing and Maths than is seen nationally by the end of Year 2. In Years 3 and 4 pupils continue to make good progress.’

Hazeldene is now part of a Federation with Castle-Newnham School.



Castle Newnham

In 2017 Hazeldene became a Primary School, which means the children will stay with us until the end of Year 6. The children will then have the option to transfer to Castle-Newnham into Year 7 as part of the Federation.

Throughout the children’s time at Hazeldene there will be lots of opportunities to work with pupils and staff from Castle-Newnham. This will enable them to develop long lasting friendships and provide continuity throughout all of their school life.

Organisation of Classes

All Year Groups are organised into two parallel classes.

The Local Authority made a commitment to funding substantial improvements to the school environment including a lift, a first aid room, hygiene room and a new entrance for the children, when the school went from a three form entry to a two form entry. We have also had four new classrooms built which will be used for years 5 and 6.



School Staff

Teaching Staff

Mrs H Ward	Headteacher, Strategic Leadership of the school, Health and Safety and Child Protection.
Mrs J Duchemin	Assistant Headteacher, Leader Key Stage 2 (Years 5&6), Joint Leader for Literacy
Mrs V Kilroy	Assistant Headteacher, Leader Key Stage 1, Joint Leader for Maths, Assessment, and Child Protection
Mrs J Sumner	Assistant Headteacher, Foundation & Nursery Leader, Joint Leader for Literacy, Personalised Learning, Subject Leadership and Child Protection
Mrs J Chapman	Class Teacher, Leader for E-Safety & PHSE
Mrs C Doherty	Class Teacher, Leader for Art
Mr S Johnson	Class Teacher, Joint Leader for Maths & Physical Education.
Mrs S Lewis	Class Teacher, Joint Leader for Physical Education and EVC.
Mrs K Lowe	Class Teacher, Leader for History
Miss E Moulder	Class Teacher, Leader for ICT
Miss Z Naseri	Class Teacher
Mrs V Norman	SENDco, Leader Key Stage 2 (Years 3&4), Leader for Geography
Mrs J Pocock	Class Teacher, Leader for Science and Environmental Studies, and Sustainable Schools
Mr A Redford	Class Teacher, Leader for Religious Education.
Mr A Rowland	Class Teacher
Mrs V Tilbury	Class Teacher, Leader for MFL
Mrs C Taylor	Class Teacher, Leader for Music

Learning Support Assistants/Other

Mrs E Brome, Mrs W Carpenter, Mrs N Donaldson, Mrs T Eagles, Ms B Edgeworth, Miss R Gribble, Mrs M Hale, Mrs C Hall, Mrs H Haynes, Mrs N Harris (HLTA and Health and Safety), Miss J Hearl, Mrs T Jeffers (Learning Mentor), Mrs H LaFrance, Mrs S Logue, Ms S Lousada (HLTA), Mrs A Magre (HLTA), Miss E Mayles, Mrs S Newell, Miss K O'Brien, Mrs J Riley, Mrs N Sangster, Mrs G Skeel, Mrs J Simmons, Mrs S Smith, Miss M Silvestre Mrs J Taylor, Miss S Thorman, Mrs V White (Nursery Nurse)

Nursery

Miss S Marlton (Nursery Manager) Mrs A Button (LSA) Mrs N Ford (LSA) Mrs E Storr (LSA)

School Business Manager

Mrs P Everitt

School Office Manager

Mrs E Norman

School Data Manager

Mrs S McConville

ICT Technician

Mrs B Mearns

Site Agent

Mr A Ford

Play Leader

Mr S Denton

Senior Lunchtime Supervisor

Mrs L Jones

Kitchen Manager

Mrs A McGrellis

Care Club Manager

Mrs S Logue

The School Day

The school day starts at 8.50am (Reception – Year 4) and 8.40am (Year 5 & 6). The children filter into school from 8.40am (Reception – Year 4) and 8.30am (Year 5 & 6) onwards where they can complete a morning challenge set by their teacher. They are then in and ready for a prompt start. We encourage children to become independent and parents are requested to allow the children to come in by themselves and hang their own coats and bags up.

It is important that children are punctual. However, we do ask that they are not on the premises before 8.30am as we are not able to guarantee supervision.

Nursery Session Times 8.45am – 11.45am Lunchtime 12.15pm – 3.15pm
Reception Session Times 8.50am – 11.45am Lunchtime 1.00 pm – 3.15pm
Key Stage 1 Times 8.50am – 12.00pm Lunchtime 1.00pm – 3.20pm
Key Stage 2 8.50am – 12.30pm (Year 3&4) 8.40am – 12.30pm (Year 5&6) Lunchtime 1.30pm – 3.30pm (Year 3&4) 1.30pm – 3.30pm (Year 5&6)

Home/School Links

Communication with Parents

The school have regular newsletters, as this is the main way of keeping parents informed as to what is happening at our school. All letters are always available on the school website.

The schools website contains useful information which is updated daily.



We also have a text to parents information service, we use this in many ways including informing parents when letters are available to read, notification of events etc.

Friends of Hazeldene



We have a very active and supportive team of 'Friends' and new members are always welcome. Being part of this team is fun and can be a way of making new friends.

The Friends of Hazeldene send out regular letters outlining their activities and giving information about how parents can support these. These are printed on lilac paper so that they are easy to distinguish from other school newsletters, etc.

Helping in School

We value the support of parental help enormously. All volunteers in school are now required to have a disclosure check carried out on them and as such we will request that the necessary forms are completed. For the DBS check to work effectively we do ask that parents make a commitment of helping in the school on a regular basis, such as once a week.

Home Visits

These are offered to all children starting in the Foundation Year. We feel these visits offer a valuable opportunity for parents and their child to ask questions and clarify arrangements in their own homes.

Consultation Opportunities for Parents

You will want to know how your child is progressing at school. Formal consultations are held in the hall during the Autumn and Spring Terms. These are private ten minute sessions, which give parents and teachers a chance to share information. All children are given a full written report in the Summer Term, giving details of the progress they have made and their achievements throughout the year. There is an opportunity for parents to discuss the report with the class teacher if parents request. If you have any concerns or queries at any time please contact the class teacher who will be happy to make an appointment with you. It is usually best to discuss problems as they arise rather than wait until a Consultation Session.

School Events

Assemblies

All children of statutory school age attend assemblies daily. It is expected that children attend. If you wish your child to be withdrawn, please advise us in writing.

Assemblies can take different formats, for instance class assembly, singing assembly, and visitor assemblies. On a Friday we have a whole school 'Celebration' assembly for good work, birthdays and prize winners.

We also have class assemblies. Over the course of the academic year each class presents an assembly for parents and the rest of the school. These assemblies are usually about the work that the children

have been doing in class. They are a very good way of encouraging children to speak in front of a larger audience.

Our School Council

Each class has two elected members of the School Council from Year 2 onwards, who have been selected to represent them. They meet regularly to discuss issues in school and report back to their peers. This ensures that the children are all involved in the life of the school. They also do a lot of fundraising for the school and the wider community e.g. Macmillan Coffee Morning, playground enhancement.

Special Events

During each year the curriculum is enhanced by special events such as World Book Day, Diwali, Chinese New Year, Science Week and Arts Week, etc.

Every term we have a 'SHINE' day where the children participate in extra curricular activities such as drama, music, cookery, sports and different arts.

We often invite visitors into school to work with the children. These include writers, storytellers, theatre companies and musicians, amongst many others.

Every year the Foundation Year and Key Stage 1 perform a Christmas play. Key Stage 2 performs a carol concert to parents. There are many opportunities for classes and year groups to perform during the year, to which our parents are also invited.

Sports Days are held in the Summer Term each year for Foundation, Key Stage 1 and Key Stage 2, and parents are invited to attend.

When the children come to the end of their time at Hazeldene (Year 6) they give a 'Leavers' Performance to parents at the end of the Summer Term. All the children take part, and the parents are invited to attend.

Trips

Usually, all classes go on at least two trips per year. It should go without saying that these trips are well organised with appropriate Risk Assessments carried out and only reputable coach companies used.

In Year 4 and 6 your child will possibly be offered the opportunity to attend a residential trip, depending on costs and availability.

The School Curriculum

Hazeldene offers a broad, balanced and differentiated curriculum for all pupils. Our work is based upon the National Curriculum. This is very carefully planned and evaluated to ensure that there is continuity and progression provided for the children as they move through the school. It is delivered through topic based work with a different theme for each term.

The children undertake activities appropriate to their age group and to their ability and as part of the school community. Each child is valued as an individual and is encouraged to reach his/her full potential within a dynamic, multi-ethnic and increasingly technological society.

The National Curriculum

The National Curriculum specifies four Key Stages in relation to the period of compulsory schooling. Two of these Key Stages relate to our school, and follow the Foundation Stage:

The Foundation Stage	4 – 5 years (Foundation)
Key Stage One	5 – 7 years (Year 1 and Year 2)
Key Stage Two	7 – 11 years (Year 3 - 6)

The National Curriculum comprises ten subjects. These are English, Mathematics, Science, Information and Communication Technology, Design and Technology, History, Geography, Music, Art and Design and Physical Education. Religious Education is also a compulsory and important element of our curriculum, along with Personal, Social, Citizenship and Health Education. We teach the majority of the National Curriculum through our creative topic approach.

For each subject and for each Key Stage, Programmes of Study set out what pupils should be taught and level descriptors set out the expected standards of pupils' performance.

There is a daily literacy and numeracy lesson in each class. Planning for these lessons is based on guidance from the Primary National Strategy.

Assessment

There are formal arrangements for assessing each child's performance according to the National Curriculum level descriptors at the end of each Key Stage. Teachers will observe and assess their children throughout the school year. This continuous (formative) assessment enables our staff to determine whether or not certain programmes of work are suitable for particular children.

Assessment may sometimes highlight the need to develop alternative strategies and certainly indicates the degree of progression experienced by the children in a wide range of learning experiences.

English

This subject covers skills in speaking and listening, reading, writing, spelling and handwriting. We follow the National Literacy Strategy in addition to the National Curriculum Orders for English. We use a variety of teaching and learning styles and try to make as many cross-curricular links as possible.

Speaking and Listening

Speaking and listening skills are encouraged from the outset. It is essential that our children are good communicators and listen well to other children and adults alike. We give many opportunities for children to work with partners and small groups so that ideas can be shared and reflected upon.

Reading

Reading is a strength at our school. We recognise the good experience of books and other literature that our children have before entering school and build on this. Reading is taught through the sharing of books, building of phonological skills and the learning of sight vocabulary. Our children are encouraged to discuss, predict and reflect upon what has been read. Children read individually as well as in guided group reading sessions. Reading books are brought home and parents are encouraged to share the books with their children. Our children are encouraged to read for pleasure and to find information.

Writing

Our children are given many opportunities across the whole curriculum to write for a variety of purposes. This includes fiction, non-fiction, poetry, instructions, play writing, and letter writing, etc.

Children are involved in the marking of their work and given supportive feedback after their writing so that they can improve their skills further. This is known as 'conferencing' and is commonplace from Year 2 onwards.

Spelling is taught with a focus on phonics taught in class and words are then sent home for reinforcement.

Our children are taught the Cripps Handwriting Style, which is a cursive style. Children are taught letter formation with 'flicks' in Foundation so that the transition to joining fluently in Year Two onwards is a smooth one.

Mathematics

Mathematics is about the world around us. Children use all the skills and understanding that they learn in Mathematics lessons to make sense of today's world and prepare for the future. By providing children with challenging meaningful activities, we allow them to explore this fascinating subject and gain understanding as well as the facts and skills. They discover the nature of numbers, and look at shape, space and measure and ways to handle data so that they are equipped with the ability to tackle everyday problems as they arise. Children are prepared for the challenges of the future by our giving them confidence to use and apply their knowledge which they have gained through games, talk, practical investigations, application and experiences. It is a powerful tool that engages children and encourages them to think in a logical way, allowing them to become competent mathematicians.

Religious Education (RE)

We follow the new Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton (2012 – 2017) which is entitled: *-Identities, Meanings and Values*

The aim is to help pupils to reflect on their own beliefs, values and experiences in the light of their study of Christianity and the other principal religions represented in Great Britain. We aim to foster in pupils a positive attitude towards others, respecting their right to hold different beliefs from their own.

We teach the children 'about' religions and help them to learn 'from' religions by using an active learning approach. To facilitate this we use artefacts, film, art, music and drama, welcome visitors from different faith communities into school and arrange visits to places of worship.

Collective worship is mainly of a 'broadly Christian character' as required by law with opportunities given for reflection and personal response. Daily assemblies seek to reinforce positive values, caring attitudes and the celebration of pupils' personal achievements.

Parents may choose to exercise their right to withdraw their children from RE lessons or collective worship.

Science

Children naturally explore the world around them from a very early age. They do this in practical ways by interacting with their physical environment. In science, we encourage children to explore their ideas, observe their effects, develop new ideas and then test them.

When our pupils first enter the Reception Unit, they are given opportunities to explore a situation and discover for themselves what is happening. These early explorations are guided into controlled investigations and fair testing

As our children move on to Year 1 and beyond, they enjoy carefully planned practical work, often in small groups, which develops their scientific knowledge. There is a strong emphasis on experimental and investigative science throughout the school. Children work on a wide range of activities that are designed to develop their knowledge and understanding of Life Processes and Living Things, Materials and their Properties and Physical Processes. Their understanding is challenged through well-timed guidance, practical activities and teaching which extends their knowledge and scientific skills progressively. Through these activities, our children develop their understanding of investigating scientifically. We encourage them to question, think about what to do, predict what might happen, observe results and to suggest reasons why things happen. By the time the children leave Hazeldene, they are well on the way to designing their own investigations.

Information and Communication Technology (ICT)

We believe that the pupils of Hazeldene School must be able to recognise and adapt to a society which is served by an ever-increasing use of ICT-related processes.

To enable pupils to prepare for this, we believe that all pupils must have equal and appropriate access to ICT resources. We provide opportunities for pupils:

- to develop a set of coherent ICT skills such that they may, in time, be able to use ICT effectively, creatively and autonomously across the whole range of the curriculum;
- to be able to take advantage of ICT opportunities to promote learning outside the classroom; and
- to develop an awareness of their personal responsibility and safety when using ICT to access wider resources and when communicating with others.

We have a dedicated ICT suite with an interactive whiteboard. Additionally, there is an interactive whiteboard in each classroom as well as a PC.

Our children also have access to a Learning Platform. This is an online area dedicated to each class. Regular activities and homework is provided, as well as updates and information about each class.

Art and Design

Children are provided with the opportunity to learn and develop a range of skills in art through topic work which progress and are built upon throughout the school. They are encouraged to experiment with tools and techniques, explore a range of materials and record what has been experienced, observed and imagined. Children are given the opportunity to:

- develop and use art vocabulary to talk about their own work and that of others;
- compare and discuss art, craft and design from different artists and cultures;
- experiment with and recognise colour, texture, shape, form and space in images and artefacts; and develop a sense of achievement and pride in their work.

Physical Education (PE)

In PE, we believe that by delivering a broad and balanced programme of physical education, and purposeful and enjoyable physical activity that challenges every individual, each child at our school will experience and develop physical skills, knowledge and understanding that will build the foundations for future participation and achievement in physical education. We hope that our pupils will develop an understanding of the importance of exercise to their health and future well-being. Each area of activity allows all pupils, including those with special educational needs, equal opportunities and access to the curriculum.

The schemes of work follow National Curriculum and LA guidelines, which will ensure continuity and progression throughout the school. Our programme covers the following areas of activity: Athletics Activity, Gymnastics Activity, Dance, Games and Swimming. Each Key Stage has an allocated time of

one hour for indoor work, one hour for outdoor work and an additional allowance for swimming in the Summer Term. Each child also takes part in a daily 5-10 minutes aerobics session in their classroom.

During Key Stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching and experimenting with movement and ideas, they develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations.

During Key Stage 2, children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own successes.

History

Through the teaching of history, we aim to give children an understanding of where they come from, and how life was different in the past. We aim to develop our pupils' ability to empathise, and to analyse sources. We also aim to equip our children with the skills to communicate information in a variety of ways.

In Key Stage 1, children learn about the past through stories, discussion and visits from people who remember how life used to be. They find out more for themselves by looking at sources and artefacts. They learn about the lives of famous people and historical events.

In Key Stage 2, the children build on their knowledge, skills and understanding. They learn about specific periods in the past, and about how Bedford has changed and grown. They also learn to consider the reliability of different sources and to recognise the effects of historical events.

Geography

Geography is concerned with the study of places, the human and physical processes which shape them, the people who live there and the interaction between them. At Hazeldene, children study their local area, and contrasting localities in the United Kingdom and other parts of the world. The study of the local area forms an important part of the geography taught at our school. Geographical activities are planned to build upon the children's knowledge and understanding of their local area, and encourage them to ask key questions that will help them describe, understand and explain what Bedford is like, how it is changing and how it is linked to other places. Fieldwork gives children the opportunity to become observant, to develop skills of recording, analysis and deduction and develop enquiring minds. It is a central part of geography at Hazeldene.

The skills developed through studying the local area are used to explore and understand very different locations and cultures both in the UK and the wider world. The children use these skills to compare and contrast different localities and understand how places have become the way they are.

Personal, Social, Citizenship and Health Education (PSCHE)

This area of the curriculum addresses all aspects of personal, social, citizenship and health education. It aims to give pupils:

- knowledge and understanding about becoming informed citizens, e.g. participating in discussions about moral and social dilemmas that may include fighting in the playground, showing respect for others, etc.
- skills of enquiry and communication, e.g. listening to and respecting others whose views are different from theirs; and

- skills of participation, e.g. in the School Council.

Pupils are also taught how to make simple choices that will help develop a healthy and safer lifestyle.

Design and Technology

Design and Technology is learning through making. Children learn to look at things around them to recognise how things are designed for a particular purpose and what works well. They have opportunities to create their own ideas, develop ways to solve problems as they arise and evaluate their own work as informed users of products.

Children sometimes work individually and sometimes in collaboration with others, learning practical skills which enable them to become innovators. Discovering that creating things is fun helps prepare children for a future where the level and rate of technological change will be even greater than they are today.

Music

Music is an important element of our curriculum from Foundation to the fourth year. There are opportunities for a small number of children to begin learning the violin, cello, piano or a brass or woodwind instrument in Years Three/Four (these lessons are provided at a cost).

Extra – Curricular Activities

At Hazeldene, the children are given opportunities to attend clubs. These may be held at lunchtimes or after school. From year to year, these activities may vary. However, the following are usually available to our children:

- Football
- Gardening (spring and summer)
- Gym
- Guitar Lessons
- Choir
- Homework Club (Year 4-6)
- Dance
- Netball
- Cricket
- French
- Multi skills



Special Educational Needs and Disability



All children have individual needs, but at some stage in their school careers a few children may experience difficulties which act as a barrier to their learning capability. These may be considered as having Special Educational Needs

(SEN). We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and have the right to be fully included in all aspects of school life.

The Special Educational Needs and Disability Code of Practice (2014), states that, 'A child has SEN if they have a learning difficulty or disability which calls for Special Educational provision to be made for him or her.' The child 'has a learning difficulty or disability if the child has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.' The Equality Act (2010) and SEN and Disability Code of Practice (2014).

The Graduated Response to SEND

These children will be identified as a result of observations made by the individual class teachers as well as by the regular screening and ongoing assessment procedures established in the school.

Hazeldene meets the personalised needs of children through a graduated response as follows:

1. High Quality Teaching
2. SEN support
3. Statement/ Education Health and Care Plans

High Quality Teaching

Through High Quality Teaching (HQT) in class, the class teacher aims to ensure that each child is able to achieve their full potential. Each class teacher completes a **Class Provision Map** each Term. This shows the learning provision for all members of the class in relation to the main contextual and assessment information for each pupil.

Class provision maps are updated termly to reflect the monitoring of pupil progress and well-being in respect of reading and spelling assessments, the teacher's planning, intervention monitoring, pupil progress meetings between the Senior Leadership Team (SLT) and class teacher, pupil and parent voice, teacher marking of books and feedback, dialogue between pupils, SLT book scrutinies and lesson observations and learning walks.

SEN Support

Some pupils may require SEN support in addition to High Quality teaching (HQT). Some of these pupils may require an individualised **Pupil Passport for Passport for Learning**.

Pupil Passport for Learning

A **Pupil Passport for Learning (PPFL)** makes use of person centred approaches to create a formal record of what is important to the child, what they enjoy, who the members of their family are, medical or dietary needs and the views of the child and their parents/ carers.

The document also indicates what the child finds difficult, how to help the child and who will help at home and school. A review will take place each term involving the child and the parents/carers so that with the school, next steps can be identified.

Hazeldene has determined that a child may need a PPFL for one or more of the following reasons:

- The child has significantly greater difficulty in learning than the majority of others of the same age
- The child has a Standardised reading and/or spelling score below 85
- The child has a significant sensory, mental, physical or emotional barrier to their learning
- The child has a Statement or Education Health and Care Plan
- The child is being supported by external professionals such as Educational Psychologist, Speech and Language Teacher, Autism Advisory Teacher, Hearing Impairment Team
- The child has EAL and is a new entrant to the school (this is likely to be short term to assess/safety net entry to school and is not necessarily SEN)
- The child is receiving a specific in school intervention such as Rapid Read, Numbers Count, Speech and Language sessions, Forest School or support from the Learning Mentor

Statement/ Education, Health and Care Plan

If the child is making insufficient progress and his/her learning difficulties cannot be fully met by the school's existing provision, a decision will then be made, subject to parental consent and an assessment application to the Local Authority (see below) for a Statement or Education, Health and Care Plan (EHCP) to be provided for that child. This results in a high level of support for that child in school.

Request for Educational Health Care Plan

If the child is making insufficient progress and his/her learning difficulties cannot be fully met by the school's existing provision, a decision will then be made, subject to parental consent, to put the child forward for a statutory assessment. The LA will then consider the appropriateness of a statutory assessment, and, if necessary, carry out a multi-professional assessment.

The LA will consider the need for and, if appropriate, issue, an Educational Health Care Plan (EHCP) and arrange, monitor and review provision. A Statement is a written summary indicating the child's specific educational needs as well as the recommended support he or she will need. A Statement will be reviewed annually for children in years 1 – 4 and twice annually for children in Foundation.

To enable us to fulfil our aims we have:

- a nominated Governor responsible for Special Educational Needs provision in the school. The Governor will work closely with the Headteacher who has the overall responsibility for Special Educational Needs;
- the SEND Coordinator, who is responsible for overseeing the day-to-day provision for Special Educational Needs and for keeping the Headteacher informed; and
- curriculum subject co-ordinators as a back-up team to support and advise class teachers who have children with Special Educational Needs.

Children with special needs are treated with sensitivity and it is the school's aim to develop their self-esteem and to enable them to have full access to all areas of the curriculum (at their individual level of ability and maturity) in order to reach their full potential.

All children with Special Educational Needs are taught and supported in the classroom for the vast majority of curriculum time. There will be times when children are withdrawn from class for a more individual teaching input to help their progress further.

We have a team of experienced teaching assistants who help the teachers to meet the needs of individual children.

Disability

Where a child has a disability such as a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities, an **Individual Care Plan(ICP)** will be written. 'Long term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'. This definition 'includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.' The ICP is written by the school nurse in consultation with parents, the class teacher, SENDCo and advising medical professionals. It is implemented by all those involved in the child's care at school. Procedures are followed in accordance with school policy.

An ICP may be requested by school, the parents or supporting medical professionals. It will be updated should there be a change to the professional advice and in consultation with parents. The child will continue to have an ICP unless the school is advised that this is no longer necessary by medical professionals and/ or parents.

Other circumstances may be substantial but not long term such as an injury to a limb. The disability may in this case be short term but substantial enough that the provision in school needs adapting. A Risk Assessment will be conducted by the Health and Safety Officer, in consultation with the Head Teacher, class teacher, parents and medical professionals. The risk assessment would remain in place for the duration of the disability. Other medical needs are covered by procedures outlined in the First Aid Policy.



School Uniform

Children are encouraged to take pride in their appearance and in belonging to our school. Specific items of this uniform, incorporating our school logo, can be purchased from Josens, Harpur Street, Bedford and Tesco online. Please refer to the lists below. Please note that we do prefer the children to have the standard school book bags and PE bags (Reception-Year4). This is because of the limited space that children have on their clothes' pegs for bags etc. These are obtained from the school office.

GIRLS (Foundation – Year 4)	BOYS (Foundation – Year 4)
WINTER	WINTER
GREY pinafore dress, skirt or trousers (appropriate length) NAVY BLUE (Round neck) pullover/cardigan or school sweatshirt/cardigan WHITE blouse or short sleeved polo shirt	GREY trousers or shorts NAVY BLUE (Round neck) jumper or school sweatshirt WHITE shirt or short sleeved polo shirt
SUMMER	SUMMER
Blue and white checked dress or short sleeved white polo shirt and skirt baseball caps/sun hats	Short sleeved white polo shirt & shorts or trousers baseball caps/sun hats

GIRLS (Year 5 & 6)	BOYS (Year 5 & 6)
Sensible Footwear (no heels/open toes/boots)	Sensible Footwear
WINTER	WINTER
GREY skirt or trousers (appropriate length) WHITE blouse TIE - COMPULSORY NAVY BLUE (V-Neck)jumper/cardigan with green edging(NO LOGO) COMPULSORY NAVY BLUE Blazer COMPULSORY	GREY trousers or shorts WHITE shirt TIE - COMPULSORY NAVY BLUE (V-Neck)jumper with green edging (NO LOGO) COMPULSORY NAVY BLUE Blazer COMPULSORY
SUMMER	SUMMER
Blue and white checked dress or short sleeved white polo shirt and skirt baseball caps/sun hats	Short sleeved white polo shirt & shorts or trousers baseball caps/sun hats

We urge parents to provide a sun hat for the Summer Term, and possibly also the Autumn and Spring Terms. Scarves, hats and gloves are essential during the winter.

In order to ensure that uniform is kept clean the children need to keep an art apron at school from Year 1 onwards (an old shirt or adult-sized T-shirt will suffice).

Footwear

Shoes for normal school wear should be flat and black in colour. In summer, flat sandals are acceptable. (In the interests of safety, we should like to point out that 'fashion shoes' with narrow

heels, plastic beach shoes and open-toed sandals are **NOT** suitable). Children should **NOT** wear trainers or sports shoes as part of their uniform.

Personal Appearance

We expect our children to look smart and take pride in their appearance wearing the correct school uniform at all times. Therefore, we request that long hair is tied back in a plain band in the school uniform colours. Neither decorative hair accessories or nail polish should be worn. We prefer the children not to wear earrings at all, but if they are to be worn, they should be plain studs (no hoops or diamante type earrings) which can easily be removed for PE/swimming. These need to be removed by the children themselves. Girls should wear white socks or navy blue, black or grey tights. Boys should wear plain grey or black socks.

Physical Education and Swimming

In PE, our children have two sessions per week, one indoors and one outdoors. Please ensure that your child is appropriately dressed.

Children require black slip-on plimsolls or plain trainers, black shorts and a white T-shirt (or school T-shirt incorporating the school badge) from Reception – Year 2 and a navy blue polo shirt in years 3 - 6. **ALL** children require a black/navy blue tracksuit for outdoor lessons. In years 3-6 the children come to school wearing their PE kit on their timetabled PE day.

- In the Summer Term we make full use of our outdoor heated swimming pool. We are very fortunate to have such a wonderful facility. Children are required to wear the following:
- **Boys:** swimming trunks, cap, towel.
- **Girls:** one-piece costume, cap, towel.
- All children (and adults) using the pool **MUST** wear a cap to cover their hair. This is to help us keep our pool filters clear and clean. If your child is unfortunate enough to have verrucae then a specialist sock **MUST** be worn.

Goggles must not be worn for swimming as these can pose a safety hazard. This is Local Authority policy.

Please put your child's name on all clothing as it is inevitable that items are lost or mislaid occasionally. The School Office Manager runs the 'lost property' and will be pleased to help you find missing clothes. Clearly named items are returned to your child's classroom.

General Information

Health and safety

Statement of Intent

The Governing Body believes that ensuring the health and safety of staff, pupils and visitors is essential to the success of the school.

The Governing Body of the school recognise their corporate responsibility under the Health and Safety at Work etc. Act 1974 to provide a safe and healthy environment for the teaching and non-teaching staff, the pupils and other people who come onto the premises.

We are committed to:

- Preventing accidents and work related ill health.
- Compliance with statutory requirements as a minimum.
- Assessing and controlling risks from curriculum and non-curriculum work activities.

- Providing a safe and healthy working and learning environment.
- Ensuring safe working methods and providing safe working equipment.
- Providing effective information, instruction and training.
- Consulting with employees and their representatives on health and safety matters.
- Monitoring and reviewing our systems and prevention measures to ensure they are effective.
- Setting targets and objectives to develop a culture of continuous improvement.
- Ensuring adequate welfare facilities exist throughout the school.
- Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable.
- Trade Union Safety Representatives play a valuable role and the Governing Body recognises the mutual benefits that will arise from supporting their work.

A Health and Safety Management System will be created to ensure the above commitments can be met. All Governors, staff and pupils will play their part in its implementation.

Discipline

Ofsted January 2016 graded us as outstanding for behaviour. Pupils say 'our school is awesome' As in all schools, we have certain rules, largely designed to ensure the safety and happiness of your child, and all teachers have high expectations of how your child should behave in the classroom and around the school. We all encourage high standards of care and courtesy towards each other and this caring ethos of the school, being rather like a large family, is heavily promoted.

We are most fortunate in having such pleasant, polite and thoughtful children at Hazeldene and our approach to discipline through the active involvement of all staff, including the Learning Mentor, Midday Supervisors, class teachers, senior staff, Assistant Headteachers and Headteacher, ensures that serious concerns about discipline rarely arise.

GOLDEN RULES

- Do be kind and helpful
- Do be gentle
- Do work hard
- Do listen to people
- Do look after property
- Do be honest
- Do keep safe
- Do be polite

When issues first arise, they will normally be dealt with by the class teacher. Problems of a more serious nature will be passed on to, or immediately dealt with by, senior staff.

If a child's behaviour does cause serious concern then the Headteacher would request a formal meeting with parents to discuss the issue and jointly work towards an improvement.

Before and After School Care

Care facilities are available. During term time, we care for children from 8.00 am until 6.00 pm. Please contact the care club directly on 07456901018 if you want to use the care service, which is managed by the school. Please note that there are



only a limited number of places and booking well in advance is essential.

Registration

Attendance and dinner registers are called by the class teacher at the start of the day. It is very important for your child to be at school in time for registration.

Absences

If your child is absent due to illness then we should be grateful if you would telephone the school **on the first day of any absence only** unless the absence extends beyond five days, when you should contact the school again. Please call 01234 300100 and select the option to report an absence. A letter code is entered in the register for explained absences. Unexplained absences may be investigated by our Education Welfare Officer. Please ensure that you leave us the correct contact numbers so that you can be reached in an emergency and, indeed, if your child is taken ill.

For all other messages, e.g. notifying us of dental appointments which mean that a child will arrive at school late please still call 01234 300100 but talk to a member of the office staff.

If your child has been sick you must keep your child at home for a minimum of 48 hours so he or she is fully recovered and other children or adults are not put at risk. This policy is common to all Bedford Borough schools.

Lunches

Children may bring a packed lunch from home to eat at lunchtimes or they may have a school dinner. Dinner money **MUST** be paid in advance using ParentPay, as there is no credit facility. All children from Foundation to Year 2 are entitled to a free lunch every day.

Milk *Cool Milk*

Foundation children are entitled to free milk (one third of a pint per day) until their fifth birthday. After then milk can be purchased online from 'Cool Milk'.

In Foundation and Key Stage One, our children are offered fruit every day as part of the Government's initiative towards healthy eating.

Children in Key Stage Two are encouraged to bring in a piece of fruit to eat at their break-time. (No sweets or crisps)

Medicine and Tablets

We are able to administer **prescribed** medicine/tablets to your child, but it is necessary for you to sign a form which is available from the school office. Clear instructions for dosage should be given. We can only administer medicines if your child requires 4 or more doses within a 24 hour period. For obvious reasons, no medicines/tablets should be brought to school or taken home by the child. Non-prescription medicines, cough sweets, etc. should not be brought into school.

If your child has an inhaler, this is kept on hand where it is readily available. You will need to complete a form at the office. You must also advise us of any allergies that your child has.

School Medical Examinations

Hearing and eye tests and weight recording are undertaken by the School Nurse once children reach statutory school age. The school nursing team work closely with the teaching staff at Hazeldene.

They are always pleased to give advice and help to our parents and can be contacted at the 0 – 19 team on 01234 897401 to leave a message.

Personal Property

Pencils, pens, crayons, rulers, etc. are all provided by the school, but we do allow Year 3 - 6 children to bring in their own pencil cases (but no tins, please). 'Smell' pens are not allowed.

All items of personal property, including all clothing, should be clearly named.

The school cannot accept responsibility for any personal items brought to school. All lost property is kept in a locked cupboard opposite the disabled cloakroom in the main reception area. The key is available from the School Office Manager.

Valuables and Toys

Toys, games, etc., should not be brought to school, unless for a special occasion suggested by the teacher.

Children should not bring money to school except for dinner money and money connected with educational visits, photographs etc. All money should be placed securely in a sealed, named envelope stating its purpose.

Jewellery

Children should not wear jewellery to school. For safety reasons, the wearing of sleepers and other 'loop' earrings is not allowed. Stud-type earrings are acceptable but definitely not encouraged, although these must be removed for PE lessons by the child. If children cannot manage to remove their own earrings, we would ask that these be left off on PE and swimming days. We cannot take responsibility for the safekeeping of these earrings.

Children should not wear watches to school until they are in Year 4, and if watches have an alarm, it must be disabled whilst the child is in school. Please note that the school cannot accept responsibility for any personal items lost on the premises.

School Photographs

Individual and/or family group photographs are usually taken in the Autumn Term each year. Class photographs are taken during the Summer Term.

School Security

In the interests of the security of our children and staff, all parent helpers are requested to 'sign in' at the office and collect a visitor's badge. Visitors without a badge can expect to be challenged by a member of staff. A key coded entry system restricts admission to the main teaching block.

Bicycles at School

As part of our promotion of 'Healthy Living,' our children are allowed to ride their bicycles to school, although only if accompanied by a responsible adult. We have cycle racks where children can leave their locked bicycle all day (at the owner's risk). The safety of our children is paramount, so the children need to be suitably dressed and **must wear a helmet**. Cycles must not be ridden inside the school grounds for the safety of others.

The riding of scooters (or similar) is not permitted inside the school grounds.

Car Parking

Parking space at Hazeldene is very limited and is only to be used for staff cars and occasional official visitors, but we do occasionally issue parking permits to disabled parents. Our main concern is for the safety of the children and also to ensure that access is always available for emergency vehicles. Any permit holder prejudicing the safety of our children and parents will have the permit withdrawn.

We should be grateful, therefore, if parents would observe the following guidelines:

1. Please do not use Cambrian Way and Hartshill (the section leading to the gates) for dropping off or collecting children or as a turning or parking space.
2. Cars **ARE NOT** permitted into the school grounds unless prior arrangements have been made with the Headteacher. A car permit may be available for disabled drivers and other special exceptions to the 'No parking' rule.

The Community Police Officer makes regular patrols at the beginning and end of school hours to ensure that parents have parked legally and safely. We also urge parents and others delivering or collecting children by car to show consideration to local residents when parking.

Procedure for Complaints

As required under the Education Reform Act (1988), the Local Authority has a procedure whereby complaints about the curriculum and collective worship may be dealt with. Should parents find it necessary to consider making a formal complaint they must follow the Schools complaint procedure. A copy of this can be found on the website or can be obtained from the school office on request.

Child in Need Referral

There may be circumstances when we feel that you and your family may benefit from support from other agencies, e.g. Social Services. We shall then complete an 'Early Help Assessment' form (EHA). Before we can do this we will need to seek your permission. Please remember that we have your child's best interests at heart at all times.

Child Protection

As a school, we have a statutory duty to assist Social Services departments acting on behalf of children in need or enquiring into allegations of child abuse. In addition, we have a pastoral responsibility towards our children and we believe that our children have a fundamental right to be protected from harm. Our policy reflects both our statutory and pastoral responsibilities to behave as a caring parent would.

Before/End of School day Procedure

The play equipment should not be used before or after school and no football is allowed outside of school hours. As soon as the school day ends we ask that parent's leave the school grounds immediately.

It is expected that your child is collected promptly at the end of the school day. If for any reason the person collecting your child is unable to collect on time, he or she must inform the office well before the end of the school day. All children know that they must stay with the class teacher until they can see the adult who is collecting them. This ensures that no child is left looking for someone and feeling insecure at hometime. If there has not been any message, the school will endeavour to reach you by telephone. This is another reason to ensure that all emergency contact numbers, including mobile telephonenumber, are up-to-date. Children not collected by 3.30/3.40pm will be placed into the After School Care Club and you will be charged accordingly. If your child is not collected after a further hour we would then be requested to inform the Police and Social Services.

Family Holidays

Children are expected to attend school every day. Under Section 444 of the Education Act 1996, parents of children of compulsory school age are under a legal duty to ensure the regular attendance of their children at the school where they are registered. However, it is at the Headteacher's discretion to grant leave due to **exceptional** circumstances during term time. Leave of absence forms are available from the office and **must** be complete 4 weeks before the leave is required.

If leave is not approved, the absence will be classed as unauthorised and, if necessary, the Educational Welfare Officer may become involved.

Head Lice

Head lice are a common occurrence at every school. If you suspect that your child has them, please notify us and treat your child accordingly.

Healthy Schools

As mentioned several times within this handbook, our school is actively involved in the Healthy Schools Campaign in many different ways. Our Reception and Key Stage One children receive a piece of fruit each day as a snack. This is a Government funded initiative. All other children are actively encouraged to bring a healthy snack for morning break times. Our children have their own school water bottle and free access to cold water during the day. Children are encouraged to take his/her water bottle home to wash and refill.

Homework

Homework set in school includes reading, spelling and times tables. For additional information, please refer to our homework policy. Children are set weekly homework which includes reading, spelling and maths. Year 5 and 6 there may be some subject specific homework.

Smoking

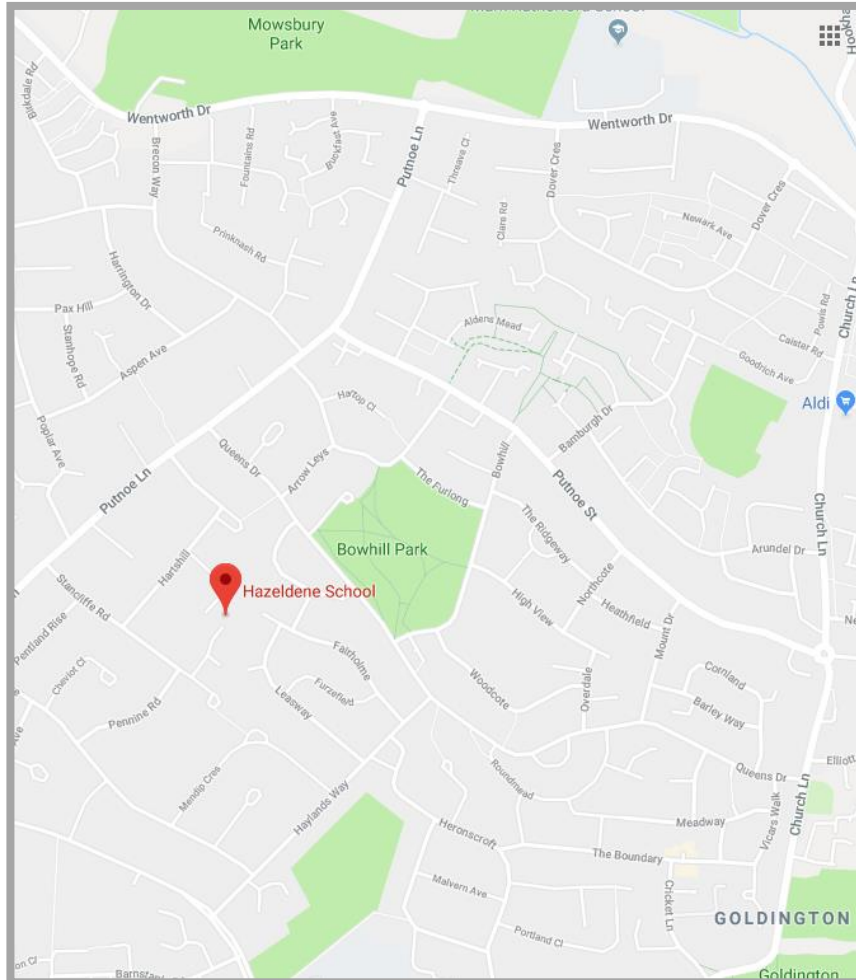
Please note that our school operates a strict non-smoking policy.

Sweets and Snacks

In accordance with our Healthy Schools Campaign, children should not bring sweets to school in their lunchboxes. Sometimes a child celebrating his or her birthday may bring sweets for the other children in their class (no lollipops, please). These are then sent home in case of any unknown allergies, etc.



Contact Details:



Hazeldene School

Stancliffe Road

Bedford

MK41 9AT

Telephone: 01234 300100

E-mail: office@hazeldeneschool.co.uk

Website: www.hazeldeneschool.co.uk