



Lakenheath Community Primary School



School Prospectus 2020-21





The information and particulars contained in this prospectus relate to the school year indicated on the front cover and are correct at the time of publication.

It should not be assumed that there will be no change affecting the relevant arrangements or some matter particularized.

a. before the start of, or during, the school year in question,

or

b. in relation to subsequent school years.

Lakenheath CP School is committed to a policy of Equal Opportunities and of valuing, acknowledging and respecting difference and diversity.



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NUMBERS ON ROLL	October 2018 – 289 November 2019 - 289
LIMIT OF ADMISSION	45

Dear Parents, Carers and Children,

Welcome to Lakenheath Community Primary School

We look forward to meeting you all and getting to know you better so that we can work in partnership together for the best possible outcomes for your child.

Choosing the right school for your child is very important and we would strongly recommend that you come and have a tour of the school during the school day to really see what we are all about. As parents and carers, your role in their education is vital and they are more likely to do well at school if there is support and commitment from you at home.

Our school motto is 'Learn, Create, Progress, Succeed' and was chosen by our children and parents. It sums up our ethos very well. Our aim is that all children have the best start in education developing a willingness to learn through a broad, varied and stimulating curriculum. This enables them to make progress in both academic and life skills to be successful individuals. We hope that children will leave us with self-confidence and resilience. We believe that children's well-being is the key to effective learning – happy children make the best learners.

We are a village primary school catering for children age 4-11 in classes from Reception through to Y6. We have 2 Reception classes, 3 mixed age Year 1/2 classes, 3 mixed age Year 3/4 classes and 3 mixed age Year 5/6 classes. Children leave us to move on to a variety of secondary schools although we mainly feed to Mildenhall Academy College & IES Breckland.

We hope you will find this prospectus useful but if you have any further questions please do not hesitate to ask us.

Best wishes,

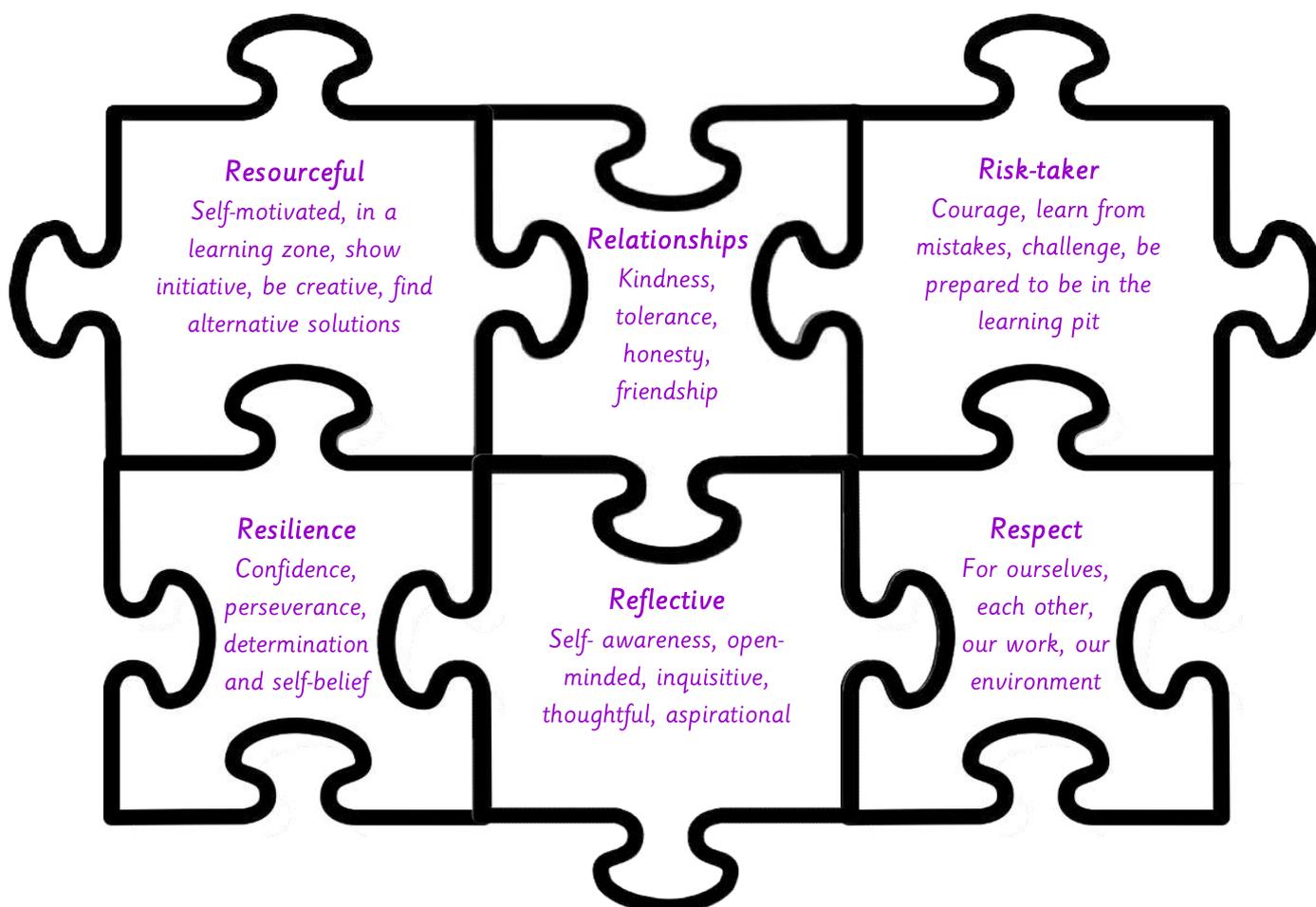
Sally Esom
Headteacher



OUR VISION STATEMENT@
LAKENHEATH COMMUNITY PRIMARY SCHOOL

- ✓ We care for everyone in our school
- ✓ We have an inclusive environment ,which fosters trust and respect
- ✓ We have high aspirations and we feel empowered to have passion to become life-long learners
- ✓ We take pride in everything we do
- ✓ We have a positive and purposeful learning community
- ✓ We have an engaging and exciting curriculum within which adults and children thrive
- ✓ We love limitless learning and always challenge ourselves and each other wherever we are
- ✓ Together, in partnership with our community, we feel safe, are valued and develop our self-esteem

Our core values are based on the 6 Rs





Lakenheath Community Primary School Staff

Headteacher	Miss S Esom	BSc (Hons) PGCE NPQH
Deputy Head	Mr M Tingey	
KS2 Leader		
KS1 Leader	Miss M Mullings	
EY Leader	Mrs C Page	
SEND Co.	Miss M Lowe	
Teachers	Mrs N Blackmore	
	Mr M Bishop	
	Mrs A Evans	
	Mrs M Fancy	
	Miss A Gaught	
	Miss E Harcombe	
	Mrs K Knight	
	Mrs L Locke	
	Mrs R Tingey	
	Miss L Wells	
Business Manager	Mrs C Nobbs	
Finance Assistant	Miss L Nobbs	
Receptionist/Website Administrator	Mrs L Rolph	
Administrative Assistant	Mrs B Bell	
Family Support Practitioner	Mrs J Fox	
HLTA	Mrs A Merrill	
	Mrs C Constable	
	Miss C Haslam-Wise	
Medical Needs Co-ordinator	Mrs R Osborne	
Speech and Language Therapist	Mrs P Horwood	
Teaching Assistants	Mrs B Bell	
	Ms J Champion	
	Ms M Goddard	
	Mrs S Heap	
	Mrs B Hyde	
	Mrs H Lewis	
	Mrs V Lock	
	Mrs N Rutterford	
	Mrs K Skeats	
	Mrs D Smith	
	Mrs D Thompson	
	Mrs S Winter	
Head Cook	Mrs J Hensby	
Kitchen Assistants	Mrs K Flack	
	Mrs L Palmer	
School Caretaker	Mr K Barnes	
Midday Supervisors	Mrs C Barnard	
	Mrs C Bartram	
	Mrs H David	
	Mrs S Pooley	
	Mrs H Read	
	Mrs N Rossall	
	Ms C Shaw	
	Miss H Shutlar	
GOVERNORS		
Chair of Governors	Mr P Winter	Parent
Vice Chair	Mr M Malina	Co-opted
	Mr E Akpan-Etuk	Community
	Mrs D Bluett	
	Mrs N Kitson	Parent
	Mrs C Nobbs	Co-opted
	Mrs S Parker	Co-opted
	Mr M Tingey	Teacher
	Mr A Wootton	Parent

The Role of the School Governors

Our governing body is made up of individuals with a wide range of backgrounds who pool their professional and personal experiences to support the school.

They act collectively as a "critical friend" by monitoring the school's performance, assessing its progress and working with the Head teacher and her team to ensure the best possible education for all pupils in its care.

Governors take a strategic overview, playing a key role in the school's development, and are not involved in the day-to-day management. That important task rests with the Head teacher and her staff.

Governors give their time freely to meet a range of statutory responsibilities, which include finance, the curriculum, personnel, premises and the health and safety of pupils and staff. Each governor assumes at least one particular area of responsibility during their four-year term of office and undertakes any relevant training.

The full governing body meets each term and the individual committees, which deal with specific areas, meet once or twice a term.

Governors monitor and assess the school in a variety of ways; through reports from the Head teacher, by liaising with staff, visiting the school, talking with pupils and reporting back to the governing body. They also feed back to parents through the annual school profile.

Parents are also welcome to raise issues and suggest items for discussion at governor meetings and can approach any representative on the governing body at any time throughout the year.

Parent governors are usually in school either at the start or end of each day and are always willing to listen to parents' views. Governors send out an annual questionnaire to gain feedback from parents.

Minutes of Governing Body meetings are posted on the school website.

As is reflected in our ethos, it's only by communicating and working in partnership that the school can achieve the best for its children.

FRIENDS OF LAKENHEATH SCHOOL

Once your child starts school you automatically become a member of The Friends (PTA). Membership is free. We hope that you will come along and join us and take an active interest in the various functions that are arranged. The Friends have their AGM in September each year and always welcome new members onto the Committee. This year the focus for fundraising is to develop our outdoor play & learning areas. Many fundraising events will be happening during the school year including events for children, adults and the whole family. We hope you will be able to support them.



PARENTS AND THE SCHOOL

Parents are always welcome in the school. An appointment is not always needed to see the Headteacher but it is advisable as a school is a busy place and you may have to wait for the Head to be free from teaching or some other commitment. An appointment is recommended/essential for anything that will take more than a few minutes. The same applies to the rest of the teaching staff, as it is important that the children are not disturbed during their learning time. If you need to speak to the teacher about any matter then please do this at the end of the school day.



Parents are involved in school in numerous ways, for example helping on school trips, listening to reading, working with groups, outdoor games activities, making games etc. and new skills and enthusiasms are very welcome.

To comply with county policy, parental helpers must undergo a DBS check if they would like to help regularly in school. Please see the office for more details.

June Fox, one of our higher level Teaching Assistants, is a trained Family Support Worker. She runs regular parenting courses and drop ins. She also runs monthly Coffee & Chat sessions for parents. This is a social time for parents, but also a forum for airing any concerns, or getting advice on raising children. June can meet with parents on an individual basis and is available for weekly drop in sessions. We welcome parents and visitors onto the school site and have a code of conduct which we expect all to abide by (see back of prospectus).



COMMUNITY LINKS

The school is an important asset to the village, and we are pleased to open our doors to the community whenever possible. We also feel that we can play a part in the life of the village and we like to take part in village functions whenever it is appropriate.

The School and its Organisation

ADMISSION AND TRANSFER

Lakenheath Community Primary School is one of nine Primary Schools within the Mildenhall Cluster.

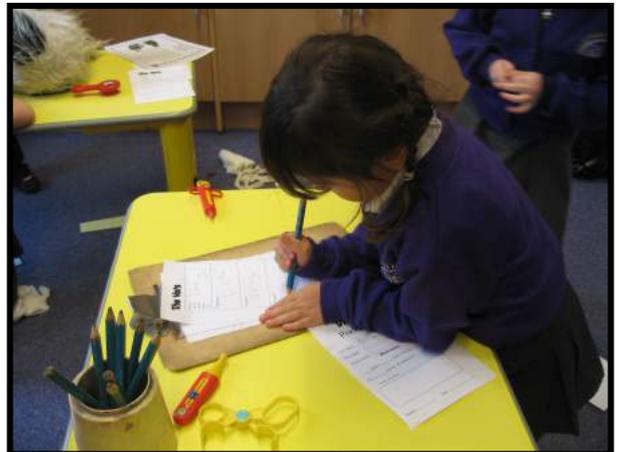
Our school caters for the needs of children from 4 to 11 years. Children are eligible for admission if they reside with their parents or guardians within the Lakenheath School catchment area. Parents outside the catchment may apply but can only be admitted if there are sufficient spaces up to the admission limit of 45 per year group. Applications to the school need to be made directly to the Local Authority. Please ask for a form from the School Office or visit the Suffolk website <http://www.suffolk.gov.uk/>

Children are admitted to school full-time in the September of the school year in which they have their fifth birthday.

Children are invited to visit the school prior to their normal age of entry and a parental meeting is held to inform parents of administrative arrangements.

Before your child starts school in the Early Years, please make sure that he/she can:-

- **Dress and undress, including shoes.**
- **Use a normal sized knife, fork and spoon.**
- **Blow his/her nose properly.**
- **Use the toilet cleanly and correctly.**
- **Show an interest in and enjoy books and stories.**
- **Express themselves as well as possible.**
- **Co-operate and share with other children.**



These are small points but they can help your child to settle down much more quickly and readily by being more confident, self reliant and adopting a socially acceptable attitude. Starting school is probably the biggest occasion in your child's life, to date. Help us to make it smooth and happy. Please don't let your child bring valuable toys to school, unless a prior arrangement has been made with the class teacher. Accidents can happen and things may get broken.

If your child is unable to do any of these things due to a medical or special educational need please do not hesitate to contact us at the school to create a personal care plan for your child.

As part of a smooth transition, parents are invited, at a specific time for stay and play sessions, to bring their children, irrespective of whether the children attend the local playgroup or not. They have an opportunity of meeting the Head Teacher, the Administrative Staff and the School Nurse, if available, when very often a number of parental anxieties can be addressed. An invitation is sent to all parents and their children to attend a session in the Early Years before the children start. Children will normally be in the Early Years for one year.

After a year in the Early Years the children enter Key Stage 1, which comprises of Year 1 and Year 2 children.

During Year 1 children sit a statutory phonics screening test comprising real and nonsense words to check their knowledge and understanding of phonics and reading.

During Year 2 children will undertake Statutory Assessment Tasks and Tests in maths and reading and the results of their assessments will be communicated to parents in July.

Key Stage Two comprises of Years 3-6. During Year 4 children will complete a statutory times table test, this is being introduced in the summer term 2020. At the end of Year 6 children sit KS2 SATS which are statutory and marked externally. Results are shared in the end of year report. Throughout your child's final year, teachers from Mildenhall Academy and other secondary schools will meet class teachers and children to get to know them. This makes the change of school smoother and continues to cater for any special needs. The children will also spend induction days at Mildenhall Academy or IES Breckland. There are other Secondary Schools available in this area and parents are free to decide which school their children transfer to.

THE CURRICULUM

It is the aim of the school to cater for every child's needs, whatever the child's ability, by providing a broad and balanced programme. We expect all children to feel challenged by their learning and to enjoy challenging themselves to do better. Your child will progress best if you work with the teachers who will inform you what your child will be studying each term.

Children have three stages within the Primary School: The Early Years Foundation Stage, which leads on from pre school provision (Reception class), Key Stage One (Years 1 and 2, ages 5-7) and Key Stage Two (Years 3-6 ages 7-11).

The school follows the Early Years Foundation Stage and National Curriculums.

Early Years children will be following the Early Years Foundation Stage Curriculum which is heavily play based. This provides a solid foundation for entry into year 1 of the National Curriculum.

Under-pinning our curriculum is the 6Rs which reflect the type of learning behaviours we help the children to develop through their school career. The 5Rs are: Resilience, Resourcefulness, Risk-Taking, Reflectiveness and Relationships. We also put a large emphasis on the hidden R – Respect.

NATIONAL CURRICULUM

The National Curriculum is set out by the Government and covers the aspects of learning that the children need to know and understand.

We aim to hold regular Curriculum workshops for parents to help you to understand how subjects and skills are taught and develop ways in which you can support at home. Our approach to learning focuses on making learning engaging and relevant for the children – To this end, we generally teach under a topic umbrella each term.

For more information about the school curriculum, please see the school website; www.lakenheath.suffolk.sch.uk and look for the school curriculum section under the Parents tab.

WE ADOPT THE 6 R'S IN OUR LEARNING

Respect: We show respect for ourselves, our achievements and our learning. This means we can then respect others, including any who have different views or beliefs. We also show respect for our environment and possessions.

Relationships: We know we learn effectively when we work with others. We enjoy teaming up with our peers to work on a goal and we like to share and bounce ideas off each other. Our relationships are key in the way we see ourselves, interact with others and learn how to get along with people from all walks of life.

Reflective:

Being reflective helps us to learn. When we tackle new pieces of work, we look back at our previous learning and try to improve it. We review our feedback and think about our targets. Use our mistakes as learning moments.

Resourceful:

We use the objects in our learning environment to help us and we are independent learners, always asking for help when needed. We use and adapt ideas off each other.

Risk Taking:

To take our learning to the next level, we need to take risks. We enjoy the challenge and try new things with confidence. We don't worry about making mistakes because we know that we can learn from these for next time. The best learning is done by taking a risk.

Resilience:

Resilience is important if we want to make progress. We may make mistakes in our learning but that is not a problem as we remain patient. If we find something difficult and we never give up.

ENGLISH

The school follows the National Curriculum for English.

Reading

The children's reading progress benefits enormously from help at home. The key to successfully helping your child at home is praise. Praise every word that is read accurately. Praise every attempt to work out new words by sounding the first sound, looking at pictures and trying to make sense of the story. If your child is having difficulty in reading new words, read them to her/him, rather than let him/her struggle and begin to feel failure. Discuss the story, the characters and what may happen next. Please read with your child every day.



All children will have a reading record book so that parents and teachers are able to communicate regularly about reading progress. It helps to build children's confidence in their reading if comments are kept positive. E.g. *Gemma did really well. She read a lot of the words and worked out the beginning sounds and looked at the pictures for clues to words she didn't*

know. Comments like these boost the child's self-esteem, while helping the teacher to identify the teaching required to move the child on.

All children participate in Guided Reading while in school. This takes place most days.

KS2 Children follow the "Accelerated Reader" scheme which tracks progress in both reading and comprehension. We have found this to be hugely beneficial to children's progress in reading.



Writing

From the simple beginnings of letter formation, children are taught to write for a variety of purposes and in all subject areas. We aim to teach accuracy in spelling, grammar and letter formation. We encourage creativity and the ability to write informatively in the areas of fiction, non-fiction and poetry.

Letter Formation

From Early Years children are taught to form their letters correctly and to begin to form cursive script. These letters are suitable for easing the child into joined writing as she/he makes progress. Writing practice at home is of great benefit. It is helpful if the child can be given writing that has a purpose e.g. notes, shopping lists, writing on greetings cards etc.

Children may easily get into the habit of forming letters incorrectly. This can slow down the development of neat, legible writing. It is helpful to show and remind children that all lower case letters "take-off" from the bottom and "land with a flick".

Children also tend to put capital letters here there and everywhere. A reminder that they belong at the beginning of sentences or names can be helpful.



MATHEMATICS

Please help your child to be familiar with numbers. Count anything and everything. Encourage your child to try to solve problems. Use as many number games as possible. Teach your pre-school child number rhymes. Point out door numbers and those on clocks and calendars. Give your child buttons, acorns, shells, pebbles and cotton reels to sort, according to size, weight and colour. You will be giving them the basic concept of number and they will be ready for maths that much earlier at school. The school follows the National Curriculum for Maths and uses a mastery approach following 'The White Rose' planning scheme.

SCIENCE

The children can safely gain access to the environmental study on their doorstep. Children use a variety of equipment to experiment with and test ideas about forces, materials, electricity, living things and life processes, the environment and earth in space. The child's natural curiosity will be encouraged to gain insight into scientific concepts. Outdoor learning is an important part of our curriculum, not just for science, but across all subjects.



COMPUTING

There are computers throughout the school. We have an ICT Suite and laptop computers and Learn pads are also available in the classroom. All classrooms have interactive whiteboards to help the children with their learning. This enables children to be introduced to the whole range of IT tools such as word processing, graphics and basic programming through LOGO and ROAMERS. ICT can be utilised across all areas of the curriculum, as and when appropriate. The school has access to the Internet and all children will be introduced to using it as a research tool and sending e-mail. We have a safe Internet access policy and parents are asked to sign an agreement form each year.

ART & DESIGN

Children are encouraged to express their thoughts and ideas through art, using a variety of tools and media. They have experience of drawing, painting, printmaking, collage, modelling and sewing, both individually and through group projects.

Children are introduced to the work and techniques of artists from different times and cultures, using posters, books, artefacts and IT resources. They are encouraged to express their opinions of the artworks and to try out techniques for themselves.

Class and school wall displays are used to celebrate the children's work.



PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth.

Through the teaching of British Values we teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

DESIGN AND TECHNOLOGY

Design and technology is concerned with the design, making and evaluating of products. It encourages thinking, creativity and problem solving. Pupils develop, plan and communicate ideas, work with various tools, materials to components and evaluate processes and products.



Through focused practical tasks pupils develop a range of techniques, skills, processes and knowledge. During design and make assignments they use a range of materials including food, textiles and items that can be put together to make products. They are taught to design and make safely and be aware of food hygiene.

In Key Stage 1 pupils learn to think imaginatively about what they like and dislike when designing and making. They explore how familiar things work and talk about, draw and model their ideas.

In Key Stage 2 pupils think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improvised in their own and other people's designs. They use computers as a tool in their work.

Through Design and Technology all pupils can become discriminating and informed users of products and become innovators.



MUSIC

Music is a powerful, unique form of communication that can change the way pupils feel, think and act.

During Key Stage One pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

During Key Stage Two pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding to a variety of music from different times and cultures.

We are fortunate in having a music specialist planning and leading our music lessons.

P.E. – (GYMNASTICS/DANCE/SWIMMING/GAMES)

From the earliest age children dance and move to sounds. Gymnastic movements are practised both on the floor and on apparatus.

Using small apparatus, children develop the skills of throwing and catching, working in pairs, groups and teams. Games such as football, hockey, touch rugby, netball, basketball and rounders are introduced from Year 3. Children will need a change of clothes for PE. A pair of shorts and a T-Shirt will be required indoors. Children should have a change of footwear for outdoor games. Please mark all clothes and towels for swimming, with your child's name.



(Please see uniform section for details).

No jewellery is allowed; this can be a real hazard and cause accidents. Earrings must be removed for PE.

SWIMMING

At Lakenheath Primary School, we are fortunate enough to go swimming in lower KS2. Every week for half a term, these children have an hour at Mildenhall Swimming Pool. The pool, which is indoor and heated, is closed to the public.



“Swimming is fun”

At the pool, they are taught by qualified coaches, who are trained in water side first aid. The coaches are really encouraging and fun and help us develop our swimming. They also teach us safety and lifesaving skills. This made it a brilliant experience. There is also a lifeguard at the pool.



MODERN FOREIGN LANGUAGES

In consultation with other schools in the pyramid we have decided that children in KS2 will learn French. They begin to learn French through activities such as counting, greetings and songs. Other languages may be taught alongside French and also in KS1.

GEOGRAPHY/HISTORY

Children ask lots of questions in their early years such as:-

- Where do we live?
- What was it like in the olden days?
- How long has Lakenheath been here?
- Who was here before us?
- What is it like to live in another country?
- What do farmers grow around Lakenheath?
- How does the weather affect us?
- How can we look after the planet?

We attempt to answer these questions in our geography and history lessons.

Due to Government changes from Sept 2014, history will be taught largely following a chronological plan.



RELIGIOUS EDUCATION

Religious Education in this school is in accordance with the Suffolk Agreed Syllabus. Each county has a standing advisory council on Religious Education (S.A.C.R.E.), with cross denominational and multi-faith representation to ensure its' adequate coverage. Whilst the school is not of any particular denomination, Religious Education plays an important role in the spiritual, cultural and moral education (SMSC) of the children. Our assemblies are mainly Christian based with simple stories with a moral significance. Stories, events and characters from other religions are used when appropriate. Parents have the right to withdraw their children from Christian worship. Please contact the Headteacher if you wish to do this.

SEX EDUCATION

Our school policy on Sex Education follows the County Guidelines. Children's natural questions are answered individually and honestly to the limit of their understanding and in the manner of a responsible parent. The school Sex and Relationship education policy is available on request.

MULTI-CULTURAL EDUCATION

We feel it is important to prepare our children for the world in which they live and part of that is having a good understanding of different cultures. We believe that all people have intrinsic value regardless of race, religion, and ethnic background and encourage our children in this view. To this end we encourage links across the curriculum to foster acceptance and provide a range of resources to promote racial equality. This is also part of British Values.

BEYOND THE CLASSROOM LEARNING

We value learning in and out of the classroom. We expect our children to be able to access the school grounds at any time, even in the rain! Therefore we do ask that all children have a waterproof coat in school at all times. We also like to give the children as many out of school experiences as possible. Many curriculum areas are supported by trips and visits, for which we may ask a voluntary contribution. Please see the section on 'Charging' for a further explanation of what this means.

FOREST SCHOOL

We have a small woodland and pond area which is used for Forest school sessions, led by our Level 3 Qualified staff. All children will experience time in the Forest at some point during their time here.



TRIPS

"We love school trips"

In Key Stage 2, we go on special trips for each group. In Lower Key Stage 2, we stay at Burwell House overnight. We play team building games, see animals and eat lovely food. Children are responsible for tidying their rooms including putting our sheets on our beds. "It was awesome and we gained some good life experience; It helped us build trust in our friends. We even got to spend our money in the gift shop."

In Upper Key Stage 2, the children get to go to London for the day. We get the coach to the London Eye, where they experience the brilliant views over London, seeing the sights like Buckingham Palace, Houses of Parliament and The Shard. We also get to see a 4D film. After this, we get to go on the London Underground to a museum. Sometimes this is the Science Museum and other times it's the Natural History Museum. "London was brilliant because we saw so many famous buildings."

The children also go on a residential trip in Upper Key Stage 2 to Eaton Vale for 2 nights and 3 days. Here they get to do all kinds of activities like kayaking, archery, grass sledging, go karting, abseiling, climbing, raft building and rifle shooting. This is a brilliant trip and end to their school experience.



"My favourite thing at Eaton Vale was grass sledging and going to bed in our bunks because we could talk to our friends at night".

"I would give Eaton Vale 100/10"



Throughout the year, each class will go on at least school trip. Trips relate to topic for example: Banham Zoo, Church Farm, Lackford Lakes and various castles. We also organise visitors into school which can involve using our grounds or enhance the children's knowledge through talks and hands on experiences.

INCLUSION

The school has an inclusive ethos. We hope to make all our children feel welcome and happy so that they look forward to their school day. Every child is different and we view these differences as an opportunity for adults and children to learn more about each other.

Children who have Special Needs are given support by the class teacher and teaching assistants. The Inclusion Leader, Miss Melanie Lowe, will liaise with class teachers and if necessary will help to formulate individual provisions. This is shared and reviewed with parents and new targets are set termly.

The school has a policy for supporting children with special education needs which is revised annually. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable. Our policy is in line with procedures laid out within the Special Educational Needs and Disability Act (2001). More information on the graduated response can be obtained from the school via the Head Teacher/Special Needs Co-ordinator and a copy of the policy for SEND is available on request.

Our school aims to meet the needs of children with special educational needs or those with a disability.

If your child has a disability or severe medical needs he or she will be treated no less favourably than other children applying to the school. We make reasonable adjustments to the physical environment and learning materials to ensure that pupils with disabilities are not placed at a disadvantage. We know we have succeeded in making reasonable adjustments when all pupils are participating fully in school life. We will take all reasonable steps to ensure that people with a disability or medical condition are not treated differently without lawful justification.

In order for effective partnership between home and school to take place, we anticipate that parents will:

- Inform the school if their child has a disability, medical, or special educational, needs and the exact nature of it
- Provide information the school needs to plan effectively for the child to be a full member of the school community
- Acknowledge that when deciding if an adjustment is reasonable, one of the factors the head teacher must consider is the effect of the proposed change on all members of the school community
- Recognise the importance of the school and home working in partnership.

Through allocation of suitable resources, the school ensures that children receive targeted teaching, including being supported by assistants in the classroom as appropriate.

In addition to direct school support, outside agencies such as the local Learning Support Teacher, Speech Therapist, Child and Family Nurse, or Education Psychologist visit the school and are involved in assessing children's needs and supporting their learning.

ABLE CHILDREN

Some children's learning progresses at a faster rate and these children need further opportunities to extend their learning. Their needs will be met through a differentiated curriculum as well as providing them with challenges, such as investigations, to provide more open-ended learning opportunities.

EQUAL OPPORTUNITIES STATEMENT

This school opposes all forms of racism, prejudice and discrimination. We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff and visitors are expected to foster a positive atmosphere of mutual respect and trust among people from all ethnic groups and range of abilities. Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Suffolk LA policies and guidance, such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

HOMEWORK

Rationale

Learning is a shared responsibility. If children are to achieve the best that they can, we as a school must work together with parents and guardians in partnership, expanding and extending the curriculum into the home and building on experiences shared outside of school. Clear and directed homework will also prepare children for the demands and responsibilities of secondary school.

Early years: Foundation Stage

Homework will usually involve children being asked to find out about things, sharing reading books, making collections or finding things to take into school.

Key Stage 1

Homework will involve similar practical skills, such as reading, collecting items, or simple independent research. The children are provided with a diary or reading record in which children, parents and teachers are invited to write positive comments about the books or tasks completed. Spellings and some numeracy tasks will also be introduced to the children at this stage.

Key Stage 2

Homework is based on reinforcing and practising skills recently taught in class.

It is strongly recommended that every child does some reading every night, sometimes as a 'shared experience' with an adult. Reading material may include fiction, non-fiction, annuals,

comics etc. It should be a personal choice from books at home or from the local library or from the school library.

Research work or special project assignments may be sent home to reinforce topics being studied in school. These may well be on-going over a longer period of time; emphasis will be on research skills, presentation, illustration, time management and punctuality.

The children may also be required to carry out research to support class work that is shortly to start, on-going, or as revision of past work.

If homework is not completed or handed in by the expected date then children will be expected to stay in during their break times to complete it.

BEHAVIOUR AND DISCIPLINE

Courtesy, respect, good manners and consideration for others, together with self-discipline, are aspects of a child's education. We have a positive attitude towards behaviour and encourage and reward good behaviour. Should a child's behaviour give concern, then parents are contacted and the matter is discussed between the class teacher or Headteacher and the parents.

We ask that parents go through the Behaviour Agreement with their child so that they are aware of what is expected of them and then sign a Behaviour Agreement when their child starts school. All parents are expected to conduct themselves in a manner that provides a good example to all children when on the school premises. More detailed information is available to parent in the form of a Behaviour and Discipline policy, which undergoes review in conjunction with the Governing Body, on an annual basis.

RECORDS OF PROGRESS AND REPORTS

Teachers in school regularly assess the progress children are making. The statutory Teacher's Assessment and Standard Attainment Tasks results at Key Stages 1 (Y2) and 2 (Y6) add to the information kept on a child's progress. Information on the attainment of the school can be found on the school website.

Parents are informed of their children's progress at regular consultation evenings held in the Autumn and Spring term. Parents are able to assist teachers a great deal at the beginning of the academic year. Please tell the class teacher as much as you can about your child; no matter how small the amount of information, it may help in our being able to understand your child better. If you have any problems or worries about your child, please do not hesitate to come and see us, as soon as the problem arises. Do not feel you have to wait for parental interview evenings. We are here to provide the best possible foundation for your child's educational career, we need your help!

In the Summer term, parents are sent a full, written report of their child's progress. This then becomes the property of the parents and a copy is kept in the child's file at school. The Foundation Stage Profile booklet is used to report progress to the parents of children in Reception and will be sent home in the Summer term.

SCHOOL DEVELOPMENT

It is important that every school is forward thinking, planning for improvement in the standard of educational provision and attainment. Each year the school has areas for improvement which are monitored by the Governing Body; these may be in response to Government initiatives, or areas within the school which have been self identified through monitoring and analysis: the process of self-evaluation.

GENERAL INFORMATION

School Uniform Expectations

- All children should wear a school uniform to school including the following items:
 - a school sweatshirt or cardigan
 - a white or royal blue polo shirt
 - grey or black trousers, shorts, skirt or pinafore (no jeans or leggings). A purple and white checked dress may be worn in the summer.
 - Flat, black shoes/boots (no trainers).
- For PE children should wear a change of clothes to include:
 - a white t-shirt
 - white or black shorts
 - Track-suits may be worn in the winter for outside PE
 - A pair of trainers or gym shoes
- No jewellery may be worn apart from one pair of stud earrings, NOT hoops which must be removed for PE.



- No make-up should be worn in school, including nail polish.
- Hair that can be tied back, should be (including boys). Hairstyles with a gelled 'mohican style' centre are discouraged. Hair should not be too short or dyed during term time.



Our uniform is supplied by Corporate Tiger and can be ordered online at

[https://corporatetiger.co.uk/product-category/school-uniform/lakenheath-primary-](https://corporatetiger.co.uk/product-category/school-uniform/lakenheath-primary-school/)

[school/](https://corporatetiger.co.uk/product-category/school-uniform/lakenheath-primary-school/) or by phone 01638 717172. Parents are also welcome to visit their shop on James Carter Road in Mildenhall to see items in person and try on for size. Our secondary supplier is Brigade, uniform can be ordered online at <http://www.brigade.uk.com/>. We do not hold stock of uniform in school. The same coloured items without the school logo on may be purchased from other shops. Please ensure all items of school clothing are named.

School Timings

The school gates open at 8.30am, but there is no supervision on the playground until 8.40am.

Children in Early years may come into their classrooms from 8.40am and parents may help them to settle to their work at the beginning of the year. Children in Key Stage One & Two will be collected from the playground by their class teacher at 8.45am. We ask that parents do not come into KS1 & KS2 classrooms.

There is a morning break of 15 minutes for everyone and an afternoon break of 15 minutes for KS1. The lunchtime break is for 1 hour. Teaching time during a normal school week, excluding statutory acts of collective worship, registration and breaks is 21 hours and 15 minutes for KS1 and 23 hours and 20 minutes for KS2. School ends at 3.00pm and parents are invited to wait quietly for their children in the playground until that time to avoid disturbance to end of school activities.

FOOD IN SCHOOL

Dinner money is payable online via Schoolcomms. For those children who do not have a cooked lunch, but prefer to bring sandwiches, places are provided and the children are supervised by midday supervisory assistants. Sweets and chocolate bars should not be a part of your child's packed lunch. **We have several children in school with a nut allergy, so nuts in any form are not allowed in school.** Early Years and Key Stage One children are provided with fruit. Key Stage Two children may bring a healthy snack at break time.

We encourage all children to bring a bottle of **water** to school each day. Squash or juice may only be drunk at break or lunch time.

Breaktime snacks just be fruit or vegetables. These are provided for all KS1 children.

Free meals are available to those pupils whose parents are receiving Income Support. To apply please obtain a form from the school office. Although all children under 7 receive a universal free school meal paid for by the government is it important to apply for free school meal funding if you are in receipt of any income support.

ATTENDANCE & MEDICAL INFORMATION

It is important that children arrive in school on time every day for a number of reasons.

- It is the legal responsibility of parent/carers to ensure that children attend their registered school on time each day.
- If a child is late they miss important information about the day activities.
- A child that is late will miss schoolwork.
- Children that arrive in good time for registration are able to talk to their friends before school and settle into the school day with them.
- A child that is late disrupts staff and other children.
- Being punctual is a life skill essential for future work.

If your child arrives in class after registers close at 9am, they will receive an unauthorised session mark.

Holidays should not be taken in term time and they will be unauthorised. Parents do not have the right to take children out of school for holidays. If a child has more than 8 unauthorised sessions, they will incur a £60, per child, per parent, fine from the Local Authority.

Please try and make medical appointments after school or in holidays. However, if you are taking your child out of school for an appointment with, either the Doctor or Dentist, medical evidence such as a letter or appointment card will need to be supplied to the office otherwise the session will be marked as unauthorised. Your child is expected to attend school before and/or after the appointment depending on timings. If your child has to be away from school, please telephone and let the school know.

Please inform the class teacher of any physical disabilities or other medical information you feel we may need; **this is very important! If your child needs to take medicine in school time, please sign a consent form in the office.**

If you change any contact details or move house, please inform school in a timely fashion.

In all cases of emergency, the Headteacher will endeavour to get in touch with the parents concerned but if this is not possible she will act on the advice of the Medical Officer consulted.

BEFORE AND AFTER SCHOOL PROVISION

We offer a wide range of clubs in school, they change termly and parents are notified by letter each term as to what these will be. Previous clubs have included; Gardening, Multi-Sports, Gymnastics, Cricket and Hockey. We are always ready to welcome expertise from parents or local people so if anyone would like to run a club in school, please do get in touch. We currently have a breakfast club from 8am each morning. It costs £2.50 per day and serves cereal and toast.

We also have several child minders who take children from our school. If you are interested in accessing any of these services, please contact the office.

CHILD PROTECTION

Under the Education Act 2002 (section 175) and in line with the statutory requirements as laid out in Keeping Children Safe in Education 2016, all schools must make arrangements to safeguard and promote the welfare of children.

Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. **This will only be done where such discussion will not place the child at increased risk of significant harm.** Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Leaflets on child protection are available on the parents' bookshelf, as is a copy of the school's policy on child protection; a copy is available on request. The Lead Designated Teacher for Child Protection is the Head Teacher, there are three alternate designated teachers: June Fox, Michael Tingey and Melanie Lowe.

PHYSICAL RESTRAINT

The use of restraint will always be a last resort. It will not be used for minor misdemeanours. It will be used only to prevent a child harming his/herself or others. Staff will be trained in the use of physical restraint. Whenever restraint is used it will be recorded and appropriate follow up action will be taken.

CHARGING

The school aims to promote and provide a wide range of activities as part of a broad and balanced curriculum.

- Charging in kind: The school may charge for ingredients and materials, or require them to be provided if the parents have indicated that they wish to own the finished product.
- Visiting theatre groups/specialist activities etc.: The school may ask for voluntary contributions to cover the cost of these activities.

The school will also invite parents to make a voluntary contribution towards the cost of educational visits (to cover transport and admission fees). It is understood that it will be necessary to have substantial voluntary parental contributions in order that the proposed activity may take place. However, it has always been the policy that no child should be deprived of any activity due to the inability of any parent to contribute.

COMPLAINTS

If any parent has a complaint about the school we will ensure that we deal with it quickly and fairly. Please contact the school if you need to discuss issues and clarify any misunderstandings at the earliest opportunity. We will always try to ensure that any complaints are resolved satisfactorily.

What to do if you want to make a complaint (please ask the school for a copy of the complaints procedure)

1. Arrange to see the class teacher at a time when he/she can concentrate on the issue. First thing in the morning with lots of children around may mean the teacher will not have enough time to discuss the matter fully. Please remember the teacher may need time to find out what has happened.
2. If you do not feel that the matter has been resolved effectively make an appointment to see the Headteacher. It may take some time to make the necessary enquiries and a further appointment may be required.
3. Should you still feel that your concern has not been dealt with, complaints can be made to the Chair of the Governors, at the school address.
4. If you are still not satisfied, you should put the complaint in writing formally to the Governing Body for consideration by a complaints panel.

Parent and Visitor Code of Conduct

Beck Row Primary Academy
Elveden C of E Primary Academy
Forest Academy
Glade Academy
Great Heath Academy
Lakenheath Primary School
St Christopher's Academy
St Mary's Primary Academy
West Row Primary Academy

Rationale

At our schools, we are very fortunate to have supportive and friendly parents. Our parents recognise that educating children is a process that involves partnership between the home and school and understand the importance of good working relationships to equip children with the necessary skills for adulthood. For these reasons we welcome and encourage parents/carers to participate fully in school life. The purpose of this policy is to provide a reminder to all parents and visitors about the expected conduct so that we can work together to ensure a safe and positive school environment for our children.

Respect and concern for others and their rights

We expect parents and carers to show respect and concern for others by:-

- Supporting the respectful ethos of our schools by setting a good example in their own speech and behaviour towards all members of the school community;
- Working together with teachers for the benefit of children. This includes approaching school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution;
- Respecting the school environment, including keeping the school tidy by not littering and returning equipment that has been borrowed.

In order to support a peaceful and safe school environment, school cannot tolerate:-

- Disruptive behaviour which interferes with the operation of a classroom, the office area, the outside learning environment or any other part of school grounds;
- Using loud and/or offensive language to intimidate or in temper;
- Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them.
- Physical punishment against your own child on school premises.
- Abusive or threatening emails, phone or social network messages;
- Defamatory, offensive or derogatory comments regarding school or any of the pupils/staff, at the school on Facebook or other social sites. (See Appendix 1). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- Smoking and consumption of alcohol or other drugs or accessing the school site

whilst intoxicated.

- Dogs being brought onto school premises, apart from assistance dogs.

Should any of the above behaviour occur on school premises, the school may feel it necessary to contact the appropriate authorities and if necessary, even ban the offending adult(s) from entering the school grounds. We trust that parents and carers will assist our school with the implementation of this policy and thank you for your continuing support. We would expect that parents would make all persons responsible for collecting children aware of this policy.

Appendix 1 – Inappropriate use of Social Networking Sites

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils. The Governors of our schools consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated at any of our schools is found to be posting libellous or defamatory comments on Facebook or other social network sites, they may be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. Our schools also expect that any parent/carer or pupil removes such comments immediately.

In serious cases schools will also consider legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate use of social media. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

Beck Row Primary Academy, Elveden C of E Primary Academy, Forest Academy, Glade Academy, Great Heath Academy, Lakenheath Primary School, St Christopher's Academy, St Mary's Primary Academy and West Row Primary Academy aim to work collaboratively to improve the quality of education in all their schools for the benefit of all children in the Forest Heath area.

October 2018

PUPIL PRIVACY NOTICE

Privacy Notice - General Data Protection Regulation (GDPR) 2018

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

We (Lakenheath Community primary School) collect and process personal data relating to its pupils in order to successfully carry out our functions. We are committed to being transparent about how we collect and use that data and to meet our data protection obligations.

Who We Are

Under Data Protection legislation, we are a data controller.

The contact details for the school are as follows:

Lakenheath Community Primary School
Mill Road
Lakenheath
Suffolk
IP27 9DU
Tel: 01842 860256

Our Data Protection Officer

The school's data protection officer is:

Schools Choice
Endeavour House
8 Russell Road
Ipswich
IP1 2BX
Tel: 01473 260700

Categories of Information

The school collects and processes a range of information about its pupils. This includes, but is not restricted to:

- Personal information (such as name, gender, date of birth unique pupil number, NHS number and address)
- Characteristics (such as ethnicity, religion, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Medical and Dietary Information
- Educational Information (such as assessment information, special education needs information, exclusions/behavioural information)
- Safeguarding Information
- Photographs
- CCTV images captured on school grounds

We may also hold data about pupils that we have received from other organisations, including other schools, local authorities and the Department for Education.

Why We Collect and Use This Information

We use the pupil data:

- to support teaching and pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to safeguard and promote the welfare of pupils
- to fulfil our contractual and other legal obligations
- to provide additional activities for pupils, for example, activity clubs and educational visits
- to protect and promote our interests and objectives - this includes fundraising

The Lawful Basis On Which We Use This Information

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation
- We need it to perform an official task in the public interest

Less commonly, we may also process pupils' personal data in situations where:

- We have obtained consent to use it in a certain way
- We need to protect the individual's vital interests (or someone else's interests)

Where we have obtained consent to use pupils' personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

Collecting Pupil Information

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

Storing Pupil Data

We keep personal information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. We hold pupil data until the child turns 24 years old.

Who We Share Pupil Information With

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about pupils with: schools that the pupils attend after leaving us

- our local authority
- the Department for Education (DfE)
- school nursing team
- school photographer
- online based software companies (Schoolcomms, test base, target tracker, mathletics, SATs companion etc)
- Residential trip venues (Eaton Vale, Burwell House)

Data Collection Requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census.

Some of this information is then stored in the [National Pupil Database](#) (NPD), which is owned and managed by the Department and provides evidence on school performance to inform research.

The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards.

The Department for Education may share information from the NPD with other organisations which promote children's education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data.

For more information, see the Department's webpage on [how it collects and shares research data](#).

You can also [contact the Department for Education](#) with any further questions about the NPD.

Transferring data internationally

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

Parents and pupils' rights regarding personal data

Individuals have a right to make a **'subject access request'** to gain access to personal information that the school holds about them.

Parents/carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12), or where the child has provided consent.

Parents also have the right to make a subject access request with respect to any personal data the school holds about them.

If you make a subject access request, and if we do hold information about you or your child, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a request please contact our data protection officer.

Schools Choice Tel: 01473 260700 Email: data.protection@schoolschoice.org

Parents/carers also have a legal right to access to their child's **educational record**. To request access, please contact Sally Esom, Head Teacher.

Complaints

We take any complaints about our collection and use of personal information very seriously. If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance. Please refer to our Complaints Procedure which can be found on our school's website or our school office.

Further information

If you would like to discuss anything in this privacy notice, please contact:
Schools Choice Tel: 01473 260700 Email: data.protection@schoolschoice.org

-ATTENDANCE

The number on roll – 287 October 2019

Overall attendance for the year 2018/19 – 95.7%

Authorised absences for the year 2018/19, which include illness and holidays – 3.5%

Unauthorised absences for the year 2018/19, rounded to one decimal place – 0.8%

(These are absences for which no explanation has been received, or unauthorised holidays)

SCHOOL TERM DATES – 2020/2021

Autumn Term (1)	2 nd September 2020 – 23 rd October 2020 Half Term week commencing Monday 26 th October 2020 (PD Day 1 st September)
Autumn Term (2)	2 nd November 2020 – 18 th December 2020 Christmas Hols commencing Monday 21 st December 2020
Spring Term (1)	5 th January 2021 – 12 th February 2021 Half term commencing Monday 15 th February 2021 (PD Day 4 th January)
Spring Term (2)	22 nd February 2021 – 26 th March 2021 Easter hols commencing Monday 29 th March 2021
Summer Term (1)	12 th April 2021 – 28 th May 2021 Half term commencing Monday 31 st May 2021
Summer Term (2)	8 th June 2021 – 16 th July 2021 (PD Days 7 th June, 19 th & 20 th July)