

Dear Parents,

Welcome to Danby School. We hope your child will be happy whilst they are with us. This information has been prepared in order to ensure that your child's entry into school is made as easy as possible. We welcome your interest in the school and its activities.

Liz Orland (Headteacher)



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“A positive learning community where everyone enjoys the opportunity to achieve their potential within a caring Christian environment”

EDUCATIONAL AIMS OF THE SCHOOL

Our aims are to:

- * create a safe, happy, caring and nurturing environment
- * stimulate learning and encourage children to reach their full potential
- * provide a broad and balanced curriculum that incorporates academic, physical, social, moral and spiritual growth
- * develop a growing sense of independence and self-confidence
- * form a solid basis and enthusiasm for learning

In order to achieve the school's aims, the school will clearly state its values and goals and strive to achieve these by:

- * Sustaining a high quality environment for both the learning and well being of the children
- * Providing routes of success for children of all abilities
- * Making education an enjoyable and exciting experience which recognises and rewards achievement and contribution
- * Helping children to develop positive moral values, self-discipline and respect for themselves, other people, the school and the community
- * Creating an active partnership between the children, parents, staff, governors and the community

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Section 1 – The School

DANBY C of E (VC) SCHOOL

Ainthorpe Lane,
Danby, Whitby,
North Yorkshire.
YO21 2NG

Tel. 01287 - 660345

e-mail admin@danby.n-yorks.sch.uk
Website www.danbyceprimary.co.uk

SCHOOL STAFF

Headteacher

Mrs E Orland

Teachers

KS1 – Rec/Yr 1/Yr 2

Mrs F Motteu

KS2 – Yr 3/4/5/6

Mrs A Rose

Teaching Assistants

Mrs E Smith

Mrs K Cornforth

Mrs D Jackson

Admin Officer

Mrs S Buckworth

Cook

Vacancy

Caretaker

Mr Q Motteu

Midday Supervisors

Mrs S Hicks

Mrs K Cornforth

Mrs K Graham

GOVERNING BODY

Chair of Governors & Local
Education Governor

Mr John Pinkney

THE GOVERNING BODY COMPOSITION

Headteacher

Mrs E Orland

Vice Chair & Foundation Governor

Mrs P Wright

PCC

Mrs S Wilson

Foundation Governor

Mrs L Dowson

Co-opted

Vacancy

Co-opted

Mrs R Craven

Parent Governors

Mrs S Tyreman

Teacher Governor

Mrs F Motteu

Clerk to Governors

Mr Peter Geer

1:2 THE SCHOOL

Danby Church of England School is a voluntary controlled primary school. Danby is a small village school, welcoming children of all denominations. The school is situated in Ainthorpe, within the village of Danby and has panoramic views of the Esk Valley and Danby Dale.

The main school itself is a listed Victorian building. Over the years the school has been refurbished but has kept a lot of its historical character. Our school is a bright, vibrant and happy place with a caring Christian ethos. There is a junior and infant classroom, a mezzanine floor housing an ICT suite and library area and two outside learning spaces. The school has a playing field, garden and playground that provide sports facilities and recreation. The school has its own kitchen and hot, healthy lunchtime meals are cooked daily on the premises by the on site cook.



1:3 CLASS STRUCTURE AND STAFFING

The children are grouped in two unstreamed mixed age classes:

KS1 Infants	Mrs Motteu	Years R, 1 & 2
KS2 Juniors	Mrs A Rose	Years 3, 4, 5, 6

1:4 THE SCHOOL DAY

Morning Session	9.00am	to	12.00noon
Morning Playtime	10.25am	to	10.45am
Lunch	12.00noon	to	1.00pm
Afternoon Session	1.00pm	to	3.30pm
Afternoon Playtime	2.15pm	to	2.30pm

Children should normally arrive about five to ten minutes before the start of the school day. A member of staff will be on duty in the playground from 8.50am. Parents bringing and collecting children by car are encouraged to park safely so as not to endanger other children or traffic.

Breakfast Club

All children at Danby School are welcome to attend our breakfast club. The club runs every morning Monday – Friday from 8.00am and the children are offered a choice of cereal and/or toast and a drink. The cost is £2.50 per session to be paid weekly. Booking is preferred but not essential.

1:5 COLLECTIVE WORSHIP

An act of worship takes place each day in school. Through this worship we encourage pupils to consider and affirm those beliefs and values which underpin our school and community life. In conformity to the school's Trust Deed and the requirements of the 1988 Education Reform Act, the collective worship at Danby School is mainly of a broadly Christian character (though not distinctive of a particular Christian denomination). From time to time we take part in services at Danby Church and we try to foster close links with the church.

Parents may withdraw their children from collective worship if their own beliefs conflict.

Section 2 – School Organisation

2:1 ADMISSION POLICY

Our admissions policy is as follows:

School Year 2019-20

Children who were born between the 1st September 2014 and the 31st August 2015 are eligible to be admitted to school in September 2019.

However, parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age (compulsory school age is the term of their child's fifth birthday) in that school year. Parents can also request that their child attends part time until the child reaches compulsory school age. Please note that parents are not able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted.



2:2 MAKING A GOOD START

Prior to your child starting school, a programme of visits is arranged for all reception age children. This includes a visit by the class teacher to the local nursery providers and following this, the children are invited into school for two mornings, one including lunch for both child and parent. There is also a parents meeting held in school before these sessions.

Starting School

Young children tire very quickly when they first start school and we have generally found that a full day at the start is too much for many of them. Therefore we have adopted a policy of part-time schooling for our new starters regardless of the term they start. They attend school, mornings only for a minimum of 4 weeks.

9.00 - 12.00 noon First two weeks.

9.00 - 1.00 p.m. Week 3 and 4 (staying for dinner)

At the end of this time we will discuss with you whether we feel it is in the best interest of your child to continue part-time a little longer or to start a full school day. Each child copes with school in a different way, so we treat them as individuals.

2:3 HOMEWORK

All children in the school are given age appropriate homework which increases as they progress through the years. We do value extra curricular activities that the children get involved in and see this as a very important part of a child's development. We encourage regular reading practice at home as reading is a major key to all learning.

As children move into Year 5 & 6, you will notice that there is an obvious increase in the amount of work the children are expected to complete at home and once again this is a clear policy in getting them ready for Secondary School where they will have a regular homework timetable.

2:4 SCHOOL UNIFORM

Jade green school jumpers will be embroidered with the school logo automatically when the order is placed from Esk Valley Embroidery. Contact details are as follows:

Tel: 01947 897165 Email: helen@eskvalleyembroidery.com

Online shop: www.eskvalleyembroidery.com

Facebook: <https://www.facebook.com/01EskValleyEmbroidery01/>

Plain jade green jumpers may also be worn. Children may wear either white polo shirts embroidered with the school logo or plain white polo shirts are permitted (available from a number of other retailers usually in multi packs). If anyone needs any help with using the website, please speak to the school secretary. This should be teamed with plain black or grey trousers/shorts or skirt, green checked dresses for summer if parents wish. Sensible black shoes (plain black trainers are acceptable). No brightly coloured trainers are permitted to be worn.

For Physical Education the children will need the following in a named drawstring bag:

Plain shorts, plain T-shirt and trainers (no football kits please). Track/jogging suit or old jumper in winter.

During school time the wearing of jewellery is not allowed. If children have their ears pierced only studs are acceptable. For art and craft lessons children are provided with aprons.

It would be appreciated if all clothing was clearly marked with your child's name. It saves a lot of time when something is lost!

2:5 ATTENDANCE AND ABSENCES

Please notify the school the same day if your child will be absent and send a letter indicating the nature of the absence on return to school.

Rates of Absence Academic Year 2017/18 Authorised Absence = 4.2%
Unauthorised Absence = 1.5%

2:6 HOLIDAYS

The school term dates can be found on the school website at www.danbyceprimary.co.uk or by visiting North Yorkshire County Council's website www.northyorks.gov.uk – education and learning – school term dates.

Headteachers are no longer able to grant term time holiday unless in exceptional circumstances. However, they are not expected to class any term time holiday as exceptional and will only be able to grant leave of absence in exceptional circumstances. For more information please speak to the school secretary or Headteacher.

2:7 VOLUNTARY CONTRIBUTIONS

In accordance with Dfes Circular 2/89 the school may:

“invite voluntary contributions for the benefit of the school or in support of any activity organised by the school whether during or outside school hours”.

These contributions must be genuinely voluntary and a parent's inability or unwillingness to pay will not prevent a child taking part in an activity. However it is noted that if insufficient contributions are received, the proposed activity may not go ahead. Special arrangements can be made in exceptional circumstances.

Section 3 – Keeping in Touch

'We believe that a close partnership between home and school will help your children benefit fully from their time with us. Parents and teachers share the same hopes for children, that they will be happy and will achieve well at school.'

Children achieve best when they know their parents / guardians and teachers are working together. If you have any concerns don't hesitate to contact your child's teacher so that any problems can be resolved quickly. If you are still not happy, please talk to the headteacher and then, if you have further concerns, contact the Chair of Governors.

3:1 OPEN EVENING & REPORTS

In the Autumn and Spring terms there are consultation evenings where parents can discuss their child's progress with the teacher. Written reports are sent home for parent's information in the Summer term.

Parents are always welcome to telephone school at any other time to arrange a visit to discuss their child's progress or any other problems that may have arisen.

3:2 NEWSLETTERS

As part of our partnership with parents we try to keep you informed of things happening in school with letters and a weekly newsletter. A copy of the latest newsletter will be sent via email each week, usually on a Friday. It is also displayed on the notice board by the gate, on the school website and outside the school office. Please check your child's bag regularly to see if there are any other letters regarding school trips or any other information.

3:3 VOLUNTARY HELP

As part of our commitment to working together with parents and grandparents, we are keen to encourage you to come and help in our classes. This may involve activities such as listening to children read, labelling books or perhaps helping a group with science or art.

3:4 PTFA (Parents, Friends & Teachers Association)

There is an active association of parents, teachers and friends of the school who run social activities and raise funds by organising events such as non-uniform days, raffles and an annual summer fayre. Regular meetings are held and these are advertised at the school. The PTFA benefits your children and their school by providing money for additional resources, subsidising educational visits etc., and parents' help is greatly appreciated to ensure the success of the PTFA.

Section 4 - Food in School

4:1 LUNCH TIME ARRANGEMENTS

All pupils in reception, year 1 and year 2 in state-funded schools in England are eligible for Universal Infant Free School Meals (UIFSMs). Schools are legally required to provide meals that comply with School Food Standards. Milk is also offered to all infant children after dinner. These standards are intended to ensure that children get the nutrition they need across the whole school day.

It is hoped that children will wish to stay for school lunch. At present we have a 100% uptake of children staying for a cooked lunch. A good, substantial, nutritious meal, which is cooked daily on site, is available at a cost of £2.40 per day / £12.00 per week per child. All meals should be paid for in advance on Monday mornings or half termly by arrangement with the office (**Cheques for dinners should be made payable to Danby C E School**). It is helpful if monies are placed in an envelope marked with the child's name, class and amount contained.

Free school meals are available to children from families who meet the existing eligibility criteria. If you think you are entitled to free meals, application should be made to County Hall - the relevant form is available from the school office.



We very much hope that your child will stay for a school dinner as this is part of our school family time. Do not worry if your child is not a great eater, we find that this improves over time and we ensure that the children never go hungry! Having a school dinner can help improve healthy eating habits and can increase the variety of food that your child will eat. Milk is available for Junior children for a small daily charge.

Midday supervision is provided by supervisory assistants working in consultation with the Headteacher.

4:2 HEALTHY BREAKS

Children in the infant class are entitled to one piece of fruit or vegetable at morning break as part of a Government Scheme. Junior children may also bring a piece of fruit or packet of dried fruit from home for their break if they wish. Children are also encouraged to bring water in a plastic sports type bottle for drinking during lessons.

Section 5 – The Curriculum

The National Curriculum consists of Religious Education, English, Maths, Computing, Science, Design and Technology, History, Geography, Music, Art, Physical Education and a Modern Language. These subjects are only a part of the broader WHOLE curriculum. Economic Awareness, Health Education, Personal Social and Moral Education, Environmental Studies, Citizenship and British Values are the themes that run through the curriculum.

We aim to give each pupil the best possible education and provide a full and varied school-life which is rich in experiences. The best is expected from each child according to their abilities and there is a certain amount of diagnostic testing to keep a check on standards, and to assess individual needs. The basic skills in language and number have priority but there is also time for children to discover and learn about their surroundings. There are also opportunities for them to enjoy literature, music, art and drama and to develop their physical skills.

5:1 TEACHING METHODS

Children are taught using a variety of methods including class lessons, group work and individual tuition. Teaching strategies include investigational work, problem solving, visits, discussion and more formal writing and recording.

Children are taught mostly in a 'cross-curricular' way, through themes and topics although where appropriate a subject may be taught in its own right.

5:2 THE CORE SUBJECTS

English

In school, English teaching covers speaking, listening, reading and writing and our simple aims are quite clear:

- 1) Correct and clear spoken English.
- 2) Careful and intelligent listening.
- 3) The enjoyment of reading with fluency and understanding.
- 4) Legible and coherent writing.
- 5) An imaginative and thoughtful use of words.

All of these comply with the Programmes of Study in the National Curriculum.

Reading

Great emphasis is rightly put on reading, the key to all learning. It is a fundamental skill and each pupil is given a great deal of instruction and help until it is mastered. Our core reading schemes are supplemented by reading books at each level of ability. Our aims for the children are to read with understanding, appreciation and pleasure and to gather information. There is a well stocked school library that is always accessible to the children in the hope they will develop a love of literature. We also run annual bookfairs, which offer a good selection of books at reasonable prices.

The co-operation of parents in fostering a love of reading is vital. Children are taught to read not just fiction, but for information and reference purposes.

A home to school reading bag is provided to enable each child to take a reading book home each night. Teachers can suggest individual methods of reading at home and as part of ongoing homework parents' support is essential in hearing your child/children read regularly.

Spelling/Phonics

The school uses an approach to spelling which is based on a visual and auditory approach to spelling using letter blends and word patterns. Children keep spelling books to write in new words. Your child can do valuable work at home to improve their spelling by learning spelling lists.

Handwriting

Children are encouraged from the start to develop a neat, joined legible style of handwriting and to use pens and pencils correctly. The infants use pencil only, and are gradually taught to form letters in the correct way.

A Handwriting Scheme is used, which gives practice in handwriting at an increasing level of difficulty throughout the school. Children will be taught joined script, the aim being that every child will be able to leave the school capable of writing legibly, clearly and neatly in the accepted style of script, using a pen, and being able to present their work to a high standard.

Drama

Children are given the opportunity to express themselves in drama lessons, which are basic to the development of children's oral skills, in accordance with the National Curriculum. Children will be encouraged to present items for other pupils, classes and on occasion, parents and friends. The scope that drama offers for language development and communication skills cannot be stressed too highly. Children will be given the opportunity to see live theatre and visiting theatre groups.

Mathematics

'Mathematics is perceived to be a lively, dynamic and enjoyable subject. Children are encouraged to apply their knowledge and skills to real life problems so they can see the relevance of what they are being taught in mathematics.'

Mathematics has a central place in the curriculum. We aim to develop pupils understanding and ability to use mathematical skills. We also seek to help our pupils develop a positive attitude to mathematics and give them a broad view of the subject and its applications.

A wide variety of materials are used to help children add, subtract, multiply and divide. The basic maths curriculum also includes money, numbers, weight, measure, shape, time, probability and handling data.

A great deal of interesting and worthwhile mathematics is derived from carefully chosen cross-curricular themes and topics. Games and problem solving exercises form part of the curriculum, whilst the learnt skills are often reinforced by written exercises.

The National Curriculum programmes of study are taken into account when planning the term's work. They provide a key focus on developing children's mental mathematics skills.

Mathematical development is difficult to predict. At times children will pursue demanding work, and at others benefit from consolidating a particular skill. We try to ensure all children achieve success in mathematics according to their ability.

Science

All children in the school are taught science which is based on the National Curriculum programmes of study for Science. Pupils are encouraged from an early age to carry out scientific investigations where they develop a range of skills. The work in science is planned not only with children's natural interest and curiosity in mind but also in order that they may gain a progressively deeper understanding of some of the central science concepts of astronomy, forces, light, sound, electricity, materials, plants, animals and environment. The content wherever possible is related to the experiences of the children and includes examples of application of science to real-life problems including those of technology.

Each child is assessed according to the criteria of the National Attainment targets which are recorded on a personal attainment sheet.

5:3 THE FOUNDATION SUBJECTS

French

All children from reception to Year 6 are taught French as part of the wider curriculum.

Religious Education

R.E. is taught to all pupils following the Local Authority's agreed syllabus. Our aim is to develop a sensitive and informed understanding of Christianity and other major world faiths, and give the opportunity to investigate and experience the varied ways in which religion is expressed. KS1 children study Christianity and Judaism and KS2 children study Christianity, Judaism & Islam. Parents may withdraw their children from religious education if their own beliefs conflict.

History

The history curriculum begins by giving the children a sense of time, asking the questions 'Who am I?' and 'When and where am I?' At this stage the past is concerned with the family, home, school and neighbours. Children are then introduced to historical personalities and events. As knowledge and understanding grows particular periods (e.g. Saxons) and themes (e.g. Local History) are investigated in a range of ways. These include:

- * Drawing on the child's own first hand experience;
- * Direct investigation of objects;
- * Study of the local surroundings;
- * Visits to museums, historical sites etc;
- * Using primary and secondary historical texts;
- * Role play to develop historical imagination;
- * Visiting speakers recounting their own experiences.

Geography

The geography curriculum is concerned with the study of landscape features, the location of places and people, climate and the environment in which people live. Outside studies of the local environment provide rich sources of information to be collected and processed. It is through practical investigations of this type that children acquire appropriate geographical knowledge, including map reading skills. The understanding and knowledge gained can then be increasingly applied to people and places further afield in the world.

Art

'We try to teach children to observe and record what they see as well as use their imagination.'



Art plays an important role in the whole school curriculum. All children are given the opportunity to be creative using a variety of materials ranging from 'scrap modelling' to more sophisticated materials, i.e. clay, pastels and paint. We believe this area to be of vital importance in the child's whole development.

We attempt to encourage children to be visually aware by providing a colourful and stimulating environment within school. Art covers other areas of the curriculum as children paint, draw, print and make models to support, enrich and extend their work in other subjects.

Children are encouraged to look at the work of great artists, appreciate a variety of artistic traditions from different periods and cultures and identify how art has changed from past to present. Techniques of great artists are explored in order to extend and improve the children's knowledge, understanding and basic skills in artwork.

Music

The school places great emphasis on its musical activities. Through music we try to enrich the life of the school and the individual children within it. Music is divided into four main areas; performing, composing, listening and appreciation. In music teachers aim to extend and broaden the experiences of children by giving them the opportunity to hear and discuss different types of music.

There are opportunities for children to learn a musical instrument, with the County Music Service providing tuition, in school time, for children to learn a brass, woodwind, string or keyboard instrument.

Physical Education and Outdoor Activity

‘Children are given the opportunity to develop their physical skills. The PE curriculum includes dance, gymnastics, athletics, games. Emphasis is placed on health and fitness. Team games include netball, football, rounders and cricket.’



All activities are open to both sexes although area events sometimes apply restrictions on mixed teams. In addition all children from Reception to Year 6 are taught to swim, going once every two weeks to Whitby pool. After school there are netball, football, cricket and tag rugby clubs according to the season. For infants there is a sports club after school. When the children reach the juniors there is an opportunity to go on a residential outdoor activity trips. We use outdoor centres at Peat Rigg, near Pickering and Bewerley Park at Pateley Bridge.

Design and Technology

Children are encouraged to design and plan simple items, using a given range of hand tools and will learn to evaluate their work. They are also given the opportunity to handle materials, and therefore develop an understanding of their properties and characteristics. Pupils will draw on knowledge from all subjects, but will use science and mathematics extensively in DT. Pupils will prepare for the world of work by being encouraged to work in teams as well as individually.

Pupils will learn the practical craft skills that are needed to carry out their designs in wood, metal, plastic and other materials and will take part in problem-solving activities which develop logic and manipulative skills.



Computing

Children are given opportunities to use computers throughout their time at school across a wide range of subjects to enhance their learning.

The progressive development of children's confidence and skills in using information technology to research, process and present information will be encouraged and taught throughout the school. All classrooms have interactive whiteboards which allow pupils to access a whole range learning resources through a carefully filtered environment. We have mobile Chrome Books, Ipads and laptops which can be used throughout school as well as a computer suite upstairs.

5:4 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The majority of children will learn and progress within the general teaching arrangements in the school. Each child's progress is monitored in school, but concerns may be raised about a child's progress by the teacher, parents or other outside agencies. An assessment would then be carried out and additional learning support provided if this was appropriate for the pupil. The school, in addition, has access to further specialist help through the Local Education Authority Access and Inclusion Service. We would be pleased to speak with you personally about the needs of your child.

Section 6 – Pastoral Care

The care and welfare of pupils is the responsibility of the class teacher and the Headteacher. The size of the school enables the staff to form close relationships with the children and their families. However, from time to time there may be circumstances at home or at school that are upsetting to your child. A confidential discussion with the class teacher or Headteacher will enable us to give your child the support and understanding that is needed.

6:1 PERSONAL, SOCIAL HEALTH AND CITIZENSHIP

The school uses the Local Authority (LA) Personal Social Health and Citizenship curriculum. It introduces important aspects of safety, healthy eating and sex education along with many other important topics and is seen as an essential part of promoting healthy lifestyles. Work is appropriate to the age of the child and aims to promote self-awareness and self esteem. Parents can exercise their right to examine materials used to teach sex and relationships or request that their child is withdrawn from sex education at school. If they wish to do so they should contact the Head Teacher.

6:2 DISCIPLINE

The school has a merit award scheme as a positive way of promoting good behaviour, helpfulness, politeness and good work. During assembly children are awarded a badge to wear and a certificate which they can keep.

A Home to School Agreement is also in place which we encourage parents and older children to sign.

Discipline is essential for three reasons:

1. For the physical safety of children;
2. To establish an atmosphere where learning can take place;
3. To ensure happiness and emotional security of the children and encourage good relationships and common courtesy.

A form of discipline involving rewards or withdrawal of privileges has been found to work. Self discipline is encouraged by making children aware of the consequences of unacceptable behaviour e.g. loss of playtime. Parents will be informed, at an early stage, of persistent or serious misbehaviour and we would hope to work together to resolve any problems.

6.3 CHILD PROTECTION

Danby School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Danby School, follow the North Yorkshire Safeguarding Children Board procedures and the LA Education procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures).

The school will, of course, always aim to maintain a positive relationship with all parents.

Section 7 – Health and Care

Growth and Height Monitoring

All new entrants have the opportunity to take part in a growth and height monitoring programme during their first year at school. Further monitoring takes place shortly before transfer to secondary school. Parents will be informed of this prior to the visit and are able to opt out of the monitoring scheme if they so wish.

Hearing and Vision

All new entrants are given a hearing and vision examination during their first year at school that is carried out by a health professional. Further tests take place at the beginning of the junior stage and shortly before transfer to secondary school.

Infectious Diseases

The school should be informed as soon as possible if your child contracts an infectious disease. IN PARTICULAR, PLEASE NOTIFY THE SCHOOL IMMEDIATELY IF YOUR CHILD CONTRACTS GERMAN MEASLES.

Medicine

If it is essential that if a child requires medicine or any medical cream during the school day it must be labelled and accompanied by written instructions (A special consent form is available in the office). Teachers will not be able to administer medicine unless they have written parental consent and details of dosage, frequency and the name of the prescribing doctor.

Emergencies

In the event of children being taken ill or injured at school it is essential that we are able to contact parents quickly. Our records contain details of home and workplace telephone numbers and addresses but it is important that you inform us of any changes. It is also helpful if you tell your child if you are likely to be out or away for the day. If we cannot establish contact with you in an emergency we will take appropriate action in the interests of your child's welfare.

Insurance

The Local Authority only insures against injury caused to children as a result of negligence. Personal accident insurance for children is the responsibility of parents. However, the school takes out insurance with the Central Council For Physical Recreation to cover children during outings and sporting activities.