Prospectus 2026-2027

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WELCOME TO HAYESDOWN FIRST SCHOOL

On behalf of everyone at Hayesdown First School I would like to welcome you and your child to our school.

Hayesdown is a first school for children aged 4–9 years, which serves a mixed residential area on the outskirts of the town of Frome. We have spacious grounds that include: a large playground; a garden with seating; an adventure play area; a large sports field and forest school area. Classes are housed in a modern, refurbished, single storey building with ten classrooms. The school also has a library, hall, serving kitchen and a number of small group teaching spaces.

Staff and governors aim to provide a caring and happy atmosphere in which children can access an exciting and engaging curriculum that will prepare them for life in the 21st century. We not only aim to develop motivated learners, but also children who are confident and feel good about themselves. We work with parents and carers to achieve these aims. Teaching staff work incredibly hard, know the pupils in their classes well, and have very good relationships with them. We also have a dedicated team of support staff who enhance the school's provision.

Hayesdown was celebrated as a 'good' school by Ofsted in July 2024. There is a strong team spirit amongst staff and governors, who welcome and embrace professional development, and are keen to move the school ever closer to an 'outstanding' education organisation. Since September 2013, the school has been part of The Partnership Trust, a multi-academy trust that serves schools in Frome, Bath, Midsomer Norton, Keynsham and the surrounding area.

Choosing the right school for your child is an important process. This prospectus is designed to give you a range of information about our school which I hope you find useful. I hope that your child will thrive in the Hayesdown environment and that their time here will be happy and rewarding. When it is time for them to leave, I believe that they will have many special memories to take with them.

Mrs Julia Battersby

Headteacher

Our School

What our school community has to say about our school

Pupils:

- Learning is really exciting. We do different projects and we help the teachers decide what we need to learn.
- I like the after-school clubs. I am doing golf and drama at the moment. I also love Forest School sessions where I learnt to tie different knots and built dens.
- The grown-ups help you learn. They tell you what you are doing well and ask questions that make us think in different ways.
- We go on lots of visits; that makes learning fun.
- We are kind to each other and have lots of friends.

Parents:

- The school is very welcoming.
- Standards are high; I am impressed at the progress my children are making.
- My children are very happy at the school. Occasionally little things go wrong but staff are very helpful and problems are quickly sorted out.
- The school helps me to support my child's learning. I have found the parent workshops interesting and very helpful.

Staff:

- It's lovely that the school is seen in a positive light by the wider community. I am proud to say that I work at Hayesdown First School.
- My professional development has been well supported. This has helped me to become a stronger and more confident teacher who can help every child make good progress.
- We all work very hard but we have fun too! We are a good team, helping each other when there are challenges and sharing our successes.
- We have excellent links with many community organisations, local schools and schools in our Trust. Lots of local people and organisations contribute to the education we provide for pupils.

Governors:

- Working in partnership with our Trust has helped us to provide a very good education for the pupils we serve.
- We are proud that pupils attain above the national average at the end of EYFS, in Phonics, and above what is typical for their age at the end of Year 4. Children with additional needs are supported very well.
- We have excellent facilities including a fantastic library, Forest school, Nurture Group and wrap around provision.
- The school is recognised for the quality of its curriculum and high standards and has contributed to Trust development.
- The school is well placed to continue providing a high quality education in the next phase of its journey.

Vision and Values

The headteacher, staff and governors have adopted the following vision for the school

"STRIVING FOR EXCELLENCE TOGETHER"

Our school values were developed by staff, children, parents and governors to underpin this vision. Children have a clear understanding of what they mean and they are reflected in everything we do at Hayesdown First School. Not only are they highly visible through displays, but they are also shared and celebrated during lessons, assemblies and in our school newsletter.

RESPONSIBLE – Take care of myself, others and the world.

ENTHUSIASTIC – Join in, give things a go!

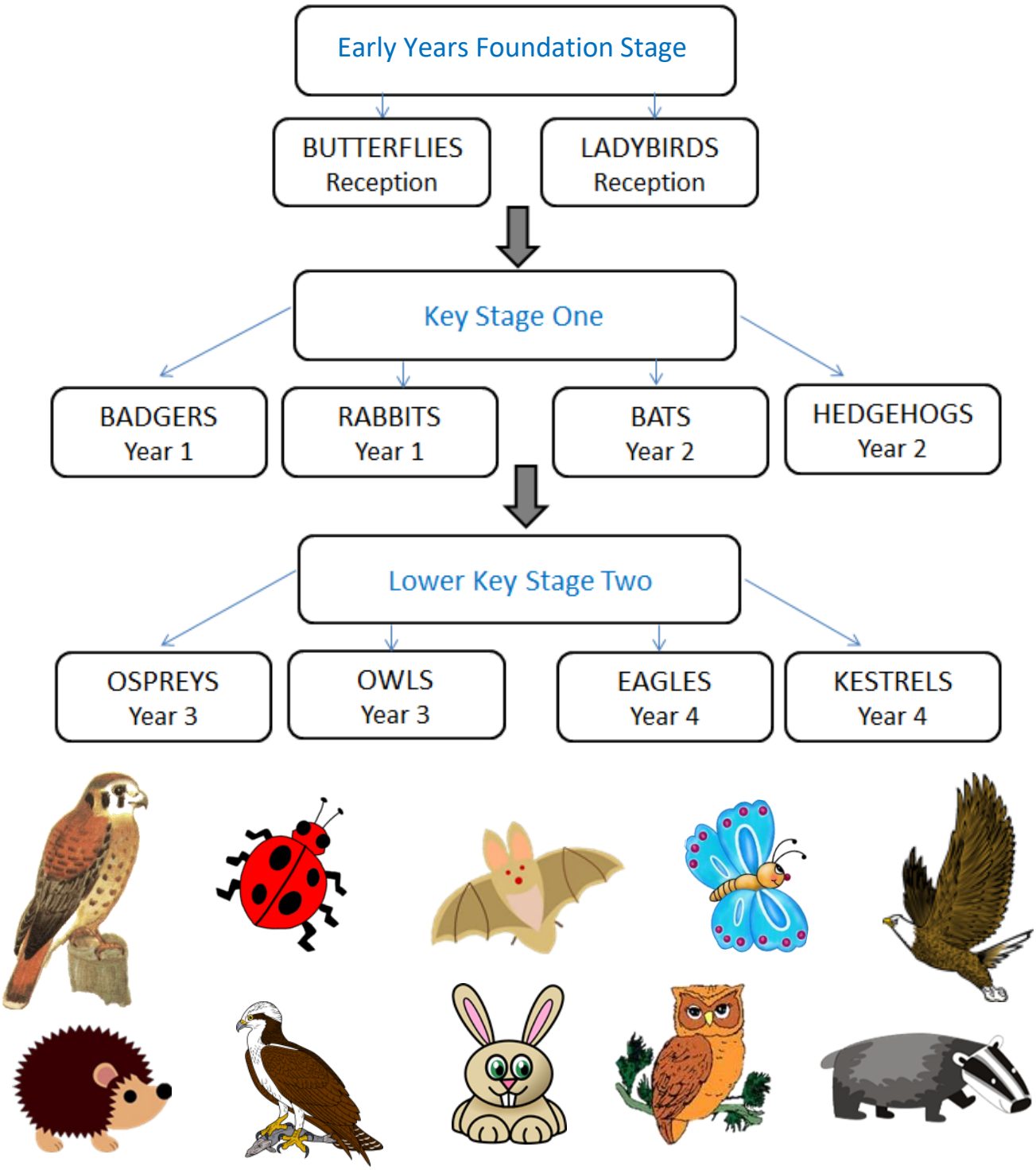
AMBITIOUS – Aim high, work hard.

CONFIDENT – Be bold, believe in myself.

HAPPY & HEALTHY - Make friends, enjoy school, be active.

School Structure

For September 2026 the school will be organised as follows:



Having 10 classes means that there are many staff with a wide range of expertise, giving us the opportunity to organise the curriculum in a wide, diverse and exciting way.

Staffing

Headteacher	Mrs Julia Battersby
Deputy Headteacher	Mrs Nicki McCormack
Teaching Staff	Mrs Lucy Ball Mrs Morgan Silva Mrs Laura O'Donoghue Mrs Georgina Sadowski Mrs Emily Paddock Mrs Katie O'Hanlon Miss Emma Beyers Mrs Catherine Lane Mrs Anita Crawley (Inclusion Leader) Miss Alexandra Worrallo Mr. Matt James Ms Lucy Dowdle Mr. Nathan Hawkins
Administration	Mrs Lyn Eagle (Office Manager) Mrs Lisa Morris (Administration Assistant) Miss Charlotte Button (Administration Assistant)
Teaching Assistants	Mrs Liz Paget (**HLTA**) Miss Angela Cooper (**HLTA**) Mrs Jo Eyers Mrs Lisa Jackson (**HLTA**) Mrs Sara Kelly Mrs Clare Kennedy (**HLTA**) Miss Charlotte Button (**Forest School**) Mrs Claire Pounds (**ELSA**) Mrs Tracey Powis (**HLTA**) Mrs Angie Rose Miss Genna Scott Mrs Jane Taylor Mrs Ali Bryant Mrs Tina Williamson (**ELSA**) Mrs Jo Woolford (**HLTA**)
Wraparound Childcare	Mrs Lorraine Millen Mrs Claire Pounds Mrs Jo Eyers Mrs Angie Cooper (**HLTA**) Mrs Tracey Powis (**HLTA**) Mrs Liz Paget
Caretaker	Mr Jan Besselink
Cleaners	Weston Support Services Trudi Smith, Lesley Witcombe and Angie Rose
Lunchtime Supervisory Assistants	Mrs Trudi Smith Mrs Margaret Parsons Mrs Claire Pounds Mrs Genna Scott Mrs Karen Haines Mrs Sara Kelly Mrs Ana Negru Mrs Tina Williamson Mrs Angie Rose Mrs Sarah Jackson-Jones (Aspens Kitchen Assistant) Mrs Katie Shelton (Aspens Kitchen Assistant)
Governors	Mrs Charlotte Fletcher (Chair of Governors/ Community Governor) Mr Jonathan James (Vice Chair/ Parent Governor) Mrs Luci Hooper (Parent Governor) Mr Steven Charles (community Governor) 2 vacancies for Community Governors tbc

Reception Admissions

As an academy, Hayesdown First School commissions Somerset Council to administer reception admissions to the school. The school can admit 60 children into the reception year. If more than 60 requests for places are received, Somerset Council decides which children should be offered a place according to agreed and published admissions criteria. There is an appeals procedure for parents/carers who wish to challenge the decision.

Children are offered three full terms of education in their reception year and most are admitted in the September following their fourth birthday. Parents are entitled to request to defer the start of school for their child, in agreement with the school. Once enrolled in school, we expect children to attend every day; however to ensure a happy and confident start to their formal schooling, children attend half-days only, for the first two or three weeks.

Children and parents/carers are invited into school for a series of induction events in the summer term preceding their entry. Individual meetings are held with all parents/carers prior to children starting school. In the first term, parents/carers are invited to curriculum events where information is shared to help them support their child's learning. There is a follow-up meeting in October to talk about the progress children are making and targets they are working to achieve.

In Year Admissions

In year admissions are requests for places at Hayesdown First School aside from the initial admission of reception children each September.

As our own admission authority, The Partnership Trust is responsible for setting in year admissions processes for Hayesdown First School. The Partnership Trust has agreed that:

- Applications for a school place during the academic year must be made by completing the 'Trust in year application form'. This can be downloaded from the school website or obtained from the school office.
- In year application forms should be handed /sent directly to the school office.

- Where there are more applications than places available within a particular year group, applications will be considered against the published oversubscription criteria and allocated up to the admission number/ limit.

- Applicants will receive a written response within 10 school days following receipt of the application.

- Where a school place is offered the applicant will need to confirm acceptance as soon as possible. Failure to respond in a reasonable time may result in the withdrawal of an offered place.

- Where a school place is refused, the applicant will be made aware of the Appeals Process.

- Applications will be considered no more than 6 school weeks or half a term in advance of a required start date.

- The Admissions Committee will not offer places above the admission number in Reception and Key Stage 1 classes.

- In cases where the Admissions Committee considers it will prejudice the education of children already on roll at the school, it will not offer Year 3 and Year 4 places where class sizes exceed 30 pupils.

- Applications for Reception in year places (1st September – 31st December of each academic year) must be supported by proof of address in the form of a copy of a signed tenancy agreement, exchange of contracts for a house purchase or child benefit receipt. This is to enable in year applications to be ranked alongside applications that might exist on a 'waiting list' formed during the initial admission of Reception children each September

Reading is at the heart of Hayesdown and we take every opportunity to read in and out of school. We have a wonderful library which everyone enjoys using each week. Over the summer children get involved in the local library Summer Reading Challenge: Hayesdown had the most pupils participating when ranked alongside the 17 schools in and around Frome. We are fantastic and wide-ranging readers. Well done everyone!

The School Day

Time	Activity
08.35 am	School gates open – teachers welcome children into class
08.45 am	Start of the school day – registration
10.45am 11.00am	Morning break (15 minutes) – separate breaks for KS1 and KS2
12.00 noon	Lunch break starts
1.00 pm	Afternoon sessions begin
2.30 pm	Afternoon break - Reception and Key Stage 1 (10 minutes)
3.15 pm	School day ends

Morning Arrival

- We welcome children into classrooms from 8.35 am when the gates open. There is a member of staff, usually a school leader, on the gate to welcome children into school.
- Registration is taken at 8:45 am when the school day (learning) begins.
- It is important for children to be on time for school. If they are late, please report to the school office with them before they go into their class.

Afternoon Dismissal

- It would be helpful if you could arrive after 3.05 pm to collect your child, as the school playground gates will not be opened before this time.
- The school day (learning) ends at 3.15pm. Children will then be dismissed from their classroom doors to a known adult. Please bear with teachers as they ensure children are handed over to the correct person.
- Please notify the class teacher or school office if there are any changes to the collection arrangements of your child as we only allow children to leave the school site with a nominated person.

Wrap around Provision in the Haven

The school has a very popular before and after school provision, which is run on the school site, Monday-Friday, by members of the school teaching assistant team.

Breakfast Club

Breakfast Club opens at 7.45am and runs until the start of the school day each weekday in term time. Sessions include a breakfast of toast, cereal and a drink and an activity session run by a sports coach (3 days per week). The cost is £4.50 per session. Payments and bookings for Breakfast Club must be made in advance through MCAS.

The HUB (after school)

The HUB runs from 3.15pm – 5.45pm each weekday in term time. Children enjoy social time, games, outdoor activities, reading and a light snack e.g. small sandwich, vegetable sticks and a drink.
The cost of sessions are:

- 3.15pm – 4.30pm = £5.50
- 3.15pm – 5.45pm = £10.50

Payments and bookings for After school hub must be made in advance via MCAS

A registration form is available from the school office for both Breakfast Club and The HUB.

Uniform

At Hayesdown First School we take a pride in our pupils looking smart and wearing the correct school uniform. We believe that children develop positive attitudes to school and a strong sense of belonging when they wear their uniform - they represent our school and are proud to be part of the Hayesdown school community. Looking smart leads to thinking smart and learning smart!

Hayesdown First School Uniform **It is an expectation that all pupils wear school uniform.**
Blue Hayesdown sweatshirt / cardigan – with the school logo White polo shirt Grey skirts / trousers Summer: blue/white checked/striped dress; grey shorts Black shoes that they can fasten themselves; plain white/grey/black socks/tights Hayesdown First School Book Bag

All uniform items can be purchased through Cosmic Monkey online ordering at:
https://www.cosmicmonkey.co.uk/schoolwear

All items of clothing and bags should be clearly marked with your child's name

Shoes

Please ensure that all footwear has a flat sole (no heels or trainers) and can be securely fastened by your child. Velcro fastening are a good alternative to laces in the early days when your child cannot tie laces independently. Plain black boots, appropriate for school, may be worn in the winter months. **Trainers are not acceptable as school uniform.**

Winter Uniform

Summer Uniform

Watches, jewellery and hair accessories

Children must not wear jewellery to school for safety and security reasons. However, children with pierced ears may wear small studs on school days. Studs will need to be covered with micropore tape during PE lessons. Watches, particularly smart watches, are not allowed. Long hair should be tied back and accessories should be small and in line with school colours.

Your child only needs to bring a book bag, PE bag, water bottle and lunchbox to school. We do not allow backpacks as there is insufficient room in the cloakrooms to store these.

PE Kit

Children will require a PE kit comprising:

- Blue PE t-shirt with school logo
- Black shorts
- Daps (gym shoes) for outdoor games
- Drawstring PE bag

Toys

Children are not allowed to bring toys to school. They can get lost or broken which is upsetting for children and they can also be a distraction from learning.

Morning Break

We provide a selection of fresh fruit and raw vegetables free of charge to Reception and Key Stage 1 children. Children may also bring in fresh or dried fruit or prepared vegetables for their snack.

Until their 5th birthday, children are provided with a free carton of milk to drink at morning break. Parents/carers need to register for this. Parents/carers can purchase milk for their child to drink at break time after their 5th birthday. Registration forms are available from the school office.

Lunches

The school provides hot cooked school dinners every day. Through the national Universal Infant Free School Meal (UIFSM) initiative, a hot meal can be provided for pupils in Reception, Year 1 and Year 2 at no cost to parents/carers.
Parents/carers need to register to take up this offer - forms are available from the school office.

Pupils in Years 3 and 4 who are entitled to receive the **Pupil Premium Grant** are also able to have a free hot meal at lunchtimes as part of the entitlement to Pupil Premium Grant. Application forms to see if your child is entitled to Pupil Premium and a free hot meal at lunchtime are available in the school office.

Pupils in Years 3 and 4 who are not entitled to Pupil Premium Grant can pay for meals at a cost of £2.60 per meal. Meals need to be ordered and paid for in advance.

Our meals are provided by Aspens Catering and are of high quality, meeting the School food plan standards for nutrition and can be personalised to accommodate children's food allergies/intolerances.

Children have a choice of a main meal and menus are available to view and be ordered through the Swift Kitchen platform.

Alternately children may prefer to bring a healthy packed lunch to school to eat. Please be aware that fizzy drinks, energy drinks and chocolate bars are not allowed in school lunches.

Water

All children are encouraged to bring a named water bottle to be kept in their classrooms. We ask that children only bring water to school; no juice please. Outside water fountains are also available.

Behaviour

Behaviour in our school is excellent with high expectations that are shared by children, staff and the whole school community. As a school we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected.

Assemblies and Circle Time sessions in the classroom provide the opportunity to clarify, discuss and celebrate the Golden Rules.

A reward system is in place to encourage and celebrate positive behaviour, using Dojo points, Sparkle and extra-special SHINE awards. Children's names go into the Hayesdown Golden Book of Excellence when they work hard and show excellent behaviour. Dojo points are collated with the winning team each term receiving a special treat. If a child breaks any of the Golden Rules, there will be sanctions at differing levels (Amber dojo, Red Dojo, Hazard), with parents being informed as appropriate.

Hayesdown First School has a Behaviour Policy which can be found on the school website and is also available from the school office on request.

The school community expects <u>everyone</u> to:

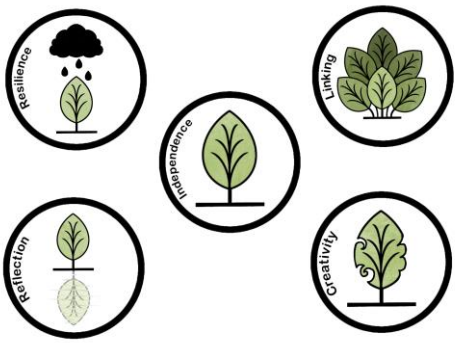
- take care of each other, themselves and the school environment
- be polite at all times
- work hard and to the best of their ability
- be sensible and careful at all times.

Therefore, it follows that we do not expect anyone to be bullied or harassed by pupils or adults. On the rare occasions that such behaviour occurs, it is taken seriously and the school's Anti-Bullying Policy (including child -on- child abuse) is followed to ensure that the matter is addressed and resolved as a priority. The Anti-Bullying Policy is available on the school website, alongside a child friendly version.

Curriculum Statement

The curriculum at Hayesdown School is based on a clear set of aims, which reflect our educational philosophy and address the requirements of the National Curriculum. To ensure effective learning, our curriculum:

- is broad, balanced, enjoyable, stimulating, varied and purposeful
- provides equal access and opportunity for all pupils
- is challenging and has high expectations, which support pupils to achieve their potential
- provides the knowledge, skills and vocabulary that will enable children to be successful into the future
- is progressive and sequenced; building on what has been learnt before and with an understanding of what will be learnt in the future
- supports children to become proactive learners by promoting learning behaviours of: Resilience. Independence, Linking, Reflection, Creativity



- provides time to think, reflect, evaluate and consolidate learning
- has cores skills at it's heart, particularly oracy and reading
- fosters pupils' spiritual, moral, social and cultural development and in particular, develops principles for distinguishing between right and wrong
- fosters social skills, emotional maturity and respect for others by providing opportunities for cooperation, communication and sharing.
- provides cross-curricular links that relate to and have connections with real-life situations and experiences
- values children's existing knowledge and their experiences beyond school
- promotes a partnership between home and school and gives pupils a sense of involvement in the wider community
- celebrates success and effort, recognising individuality in order to build confidence and self-esteem in children.

A Celebration Assembly is held each week when certificates are presented to pupils in every class, which reflect the school's REACH Values. Once a term (6 times per year) a Champions' Assembly is held where named pupils are recognised for achievement in particular areas of the curriculum and for their growth as learners. Parents are notified if their child has been nominated and are invited to attend.

When children start school they join a Reception class, which is the final year of what is called the Early Years Foundation Stage. They continue to work on the Early Years Foundation Stage Curriculum, which they accessed at nursery school. This is based on Areas of Learning and children's Characteristics of Effective Learning.

From Year 1, children work from the National Curriculum, which is organised into subject areas, and continue to follow the National Curriculum for the rest of their time in school. Our curriculum has essential English, mathematics and computing skills at its core and provides children with knowledge, skills and vocabulary, which they use and apply to complete tasks and solve problems that have real meaning for them.

We use a project-based approach to learning, teaching knowledge and vocabulary as well as skills, attitudes and values, through cross curricular projects that interest and excite the children. Projects have a "wow" hook to introduce them, often include a visit or visitor and have an end "celebration" to give them a purpose. Parents are often invited in to share in the learning at the end of a project.

Our curriculum for each year group is available on the school website where you can find:

- Curriculum Project Plans for each year group including Reception
- Our English curriculum showing the key knowledge, skills and understanding to be taught in each year group – including how we teach phonics
- Our Mathematics curriculum showing the key knowledge, skills and understanding to be taught in each year group
- Subject pages for each curriculum area including curriculum overviews from Reception – Year 4
- Our online safety curriculum

Parents/carers who have children at Hayesdown First School can view year group pages on the school website. These pages contain: teachers' curriculum maps for each project a year group is studying; Home Challenges; curriculum coverage for each year group and other information provided by the class teacher.

We also run a number of cross school projects and focus theme days/weeks, which have included:

- Remarkable Lives celebration days
- Maths week
- World Book Day
- Science / STEM week
- Happy, Healthy, Safe week
- Fitness and First Aid
- Active Travel Challenge week

Visitors to the school and educational visits play an important part in our exciting curriculum. Parental contributions enable these important activities to take place.

A residential visit (2 nights / 3 days) is offered to pupils in Year 4 in the Summer Term. In recent years this has been at Magdalen farm in Chard allowing children to participate in a range of outdoor, adventure and environmental activities.

Our School Library

Reading is at the heart of Hayesdown and we aim for every child to be a confident, fluent reader. In addition, we want children to develop a love for reading and read for pleasure on a regular basis. To this end, we have developed a well stocked library that sits right at the heart of our school. It is used weekly by every child.

Forest School

We have our own Forest School area, giving the children frequent opportunities to learn outside, getting first-hand experience of nature and the environment. Reception children will have weekly sessions and other year groups will have opportunities throughout the year. Children will need wellies, waterproofs and weather appropriate clothing as they will be outside throughout the seasons.

Assessment by Teachers

All children are regularly assessed by their teacher as part of their everyday work in school. This enables teachers to match the work to the individual needs of the children in the class and prepare lessons which allow children to progress in small, sequenced steps. Teachers give verbal feedback at the point of teaching so that the children are very clear about what they need to work on to improve. Children's individual achievements are celebrated and there is a positive ethos that "mistakes are marvelous" because they help us learn.

At the end of the Autumn, Spring and Summer terms, children have summative assessments or "quizzes" to help teachers track children's progress and provide a benchmark with other schools in the Trust and nationally. We use the NFER materials to support summative assessments.

At the end of each academic year, details about each child's achievements are passed on to the next teacher.

An annual written report is produced for each child in Term 6 (July), to inform parents/carers about their child's progress in all areas of the curriculum.

Statutory Assessments

EYFS

Within the first six weeks of school, teachers carry out the DfE statutory baseline assessment for all reception pupils. At the end of their time in the Early Years Foundation Stage (end of Reception), teachers assess each child's level of development against national expectations for each of the 17 Early Learning Goals (ELG). Drawing on a broad range of evidence, teachers assess children as being **at / not yet at an expected** level of development compared to the nationally expected standards for the end of Reception in each ELG.

Year 1 Phonics Screening

In June of Year 1, all pupils complete a short phonics screening test where they sit one-to-one with a known teacher, and use their phonic skills to sound out and read nonsense (also known as 'pseudo') and real words. Parents will be told whether their child **has met** or **has not yet met** the expected phonics standard for children at the end of Year 1. Where children have not yet met the standard, the school provides additional individual and small group phonics support as pupils enter Year 2.

Year 4 Multiplication Tables Check (MTC)

There is a statutory check on times tables for all Year 4 pupils. This checks children's ability to be fluent at recalling times tables facts up to 12 x 12. Children answer 25 quick fire multiplication questions e.g. 7 x 8, having 6 seconds to answer each question. Each child is given a score and this is used to give an average cohort score for the school. Parents will be informed of their child's score on the test.

Gifted & Talented Pupils

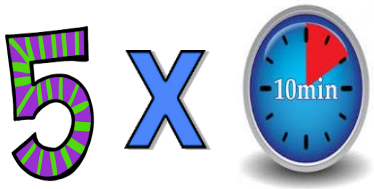
At Hayesdown First School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children.

We recognise that we have children from a full spectrum of ability and plan and deliver learning tasks to enable those with greater aptitude, to work at greater depth within the curriculum for their year group. We also collaborate with schools within our Trust to provide additional workshops and events for our most able pupils.

Homework

Homework is one of the many ways in which parents/carers can become actively involved in children's learning.

Reading



Reading is the bedrock for all other learning and as such we ask parents to read regularly with their children. This provides essential practice and research shows that the more practice children get the better readers they become. We have an expectation that children read for 10 mins, 5 nights a week. Parents are asked to sign the reading record book when they hear their child read. Home reading is celebrated through our "reading rainbows" and children receive bookmarks and certificates as they progress.

Home Challenges

Practical and exciting Home Challenges are used instead of worksheets and repetitive exercises. A Home Challenge is an open-ended task that children are encouraged to complete in a way that captures their imagination. They may decide to draw, write, use a computer, take photographs, make a model . . . . . the options are completely open.

Teachers provide a Home Challenge 'brief', which gives prompts that will get parents/carers and children thinking. Children who have completed the Home Challenge by the deadline given on the Home Challenge 'brief' will be able to share their work with the class and others in school. Children always enjoy and take pride in sharing their creations and everyone's contributions will be celebrated and displayed.

In addition to Reading and Home Challenges children are also asked to complete homework activities related to spellings and multiplication/key number facts. These

will be given regularly by the teacher at an age appropriate level.

Home / School Partnership

We welcome and actively encourage the interest and support of parents/carers in all aspects of school life, recognising the positive effect this can have on children's well-being and progress. We will keep parents/carers well informed about their children's education, which we see as a partnership between home and school.

The school has a Home-School Agreement, which sets out how the partnership can be achieved. Parents/carers, their child and the Headteacher are asked to sign this agreement to work together.

Parents/carers are encouraged to maintain regular contact with school. This could be through the use of Class Dojo software, a secure online communication between parents/carers and their child's teacher or by talking to school staff. We arrange formal consultations at regular times over the year to review children's progress. Parents/carers receive an 'annual written report' in July each year which outlines their child's attainment, progress and attitudes to learning.

Extra-Curricular Activities

A wider range of after school clubs are available for children across the school,
clubs generally run for six week blocks across the school year.
A signup sheet listing the clubs is sent home via dojo and children can select from the menu.
As many of our after school activities are run by external providers, there may be a cost involved.

There are limited places available on each club, if your child is selected to attend a club you will be informed via your MCAS Account which will confirm the dates and costs chargeable.

Please note, Clubs will not be available to reception children until the spring term to allow pupils time to settle into school.

Using funding provided through the Department for Education's Sports Premium Grant, the school also runs a number of before, after school and lunchtime sports based activities for children in all year groups. We also attend local festivals and competitions involving schools across Frome.

The school has been awarded the "School Games" Gold sports mark in recognition of the wide selection and high quality sports activities on offer for our pupils.

Parental / Carer Involvement

At Hayesdown First School we like to involve our parents/carers as much as possible.

At the end of each term we hold 'Champions' Assemblies' where special awards are given out. Parents/carers are invited to these assemblies and are asked not to share this with their child, keeping it a surprise until the day of the celebration! This makes the assemblies very special for everyone.

Throughout the year parents/carers are invited to join us for various celebrations such as: end of project celebrations; seasonal performances; forest school sessions; drop and read sessions; maths café and sports days.

Any time that can be given to help and support the children at Hayesdown is always very much appreciated. If you are able to provide assistance in a classroom with a specific activity or come in and listen to children read please let us know. All adults that volunteer in school will need enhanced Disclosure and Barring Scheme (DBS) clearance. There is a volunteer pack available at the school office to complete, as well as an online application form and identity documents will need to be checked and verified but once the process is complete, we will keep you occupied!

Hayesdown PTA

Hayesdown PTA is active throughout the year, organising events to raise money for the school. All parents/carers of children at the school are automatically members of Hayesdown PTA, as are all staff and governors. Everyone is welcome to attend the meetings.

The group raises funds that go towards supporting activities and buying equipment for the school. The PTA is always looking for support with the activities it runs. If you

are able to help in any way, please leave your contact details at the school office or look out for one of the PTA's regular newsletters.

Please consider joining our PTA – they are very friendly and have good fun whilst organising important fundraising events.

The PTA subsidize school trips for every child, rasied money for our Forest School, helped fund the sensory room, and supported raising money for books for our Library.

The PTA has also made a significant contribution to purchasing iPads and laptops for pupil use.

Parking

There is limited roadside parking outside the school so we ask that you walk to school whenever possible or to park a short distance away and walk the last part of your journey. We regularly take part in the School Travel Challenge where we encourage children to walk, ride or scoot to school. We have dedicated space for the storage of scooters and bikes. If you do drive to school, we ask that you park in a courteous and respectful way to ensure good relationships with our neighbours and safety for our pupils.

School Communication

The school's main method of communication is via **Class Dojo**. This is an online app that can be downloaded onto any phone at no cost. It is free to use and allows the school (via School Story Dojo) and class teachers (via Class Dojo) to contact you with important messages and information. Teachers can upload photos of what is happening in class and send you personal messages. There is also the facility for you to send private messages to the teacher if you have a question.

Parents are provided with an individual invitation to join Class Dojo with a personalised code when they start school.

It is essential that all parents download the Class Dojo app when their child starts at Hayesdown First School, as all of our information is shared in this way.

The school also produces a monthly newsletter "School News" which provides dates for the diary, information on what is happening in school and notifications about future events. Please take time to read and enjoy the school newsletter – you child may be mentioned if they have been awarded a certificate or been involved in exciting learning activities.

Online Payments

MyChildAtSchool (MCAS) Electronic System

MyChildAtSchool (MCAS) is an online portal that enables parents to view their child's performance at school via a web browser or through the MCAS App. All parents are required to log in and use the MCAS system and will be provided with information.

MCAS enables parents to access their child's information through a portal, promoting communication between both schools and parents, and parents and their children. It also provides the ability to manage payments online securely for all kinds of school activities – Clubs, Trips and Wraparound Care. Parents can also update their personal contact details online through MCAS so that the school always has their most up to date information

Special Educational Needs and Disabilities (SEND)

The Special Educational Needs and Disabilities Policy at Hayesdown School complies with the requirements of the 2014 Code of Practice.

Children experiencing persistent difficulties or making insufficient progress may need to access additional or different support. This support could take the form of advice from an external professional such as an Educational Psychologist, a Speech & Language Therapist or a School Nurse. It may also include provision of a modified curriculum.

A vital part of our Special Educational Needs provision is support from parents/carers:

- to help children practice key skills on a regular basis at home

- to work in partnership with school staff to provide the best learning opportunities for the child
- to share information about their child, particularly in respect of relative strengths and areas of concern.

The SEN and Disabilities Policy is available on the school website along with the school's SEN Report, which details the support the school is able to provide and how parents/carers can find out more about services that might be available to support their child and other close family members.

Religious Education (RE)

The 2019 Somerset Agreed Syllabus for Religious Education provides the basis for our Religious Education teaching.

Daily assemblies (20 minutes) take place where the whole school comes together to share stories with moral messages and reflect on important social, spiritual and cultural matters. Collective Worship at Hayesdown First School is Christian in nature although we also explore other faiths and religions. The school has connections with a number of churches in Frome. Ministers sometimes visit to lead Collective Worship and the school occasionally visits churches in Frome for special services such as Harvest, Easter and Christmas.

Parents/carers have the right to withdraw children from Religious Education and/or Collective Worship. The Headteacher needs to be informed in writing if you wish to exercise this right.

Sunflowers Nurture Group

Sunflowers Nurture Group was set up to offer a more suitable timetable to children who were experiencing difficulties in accessing the curriculum in their classes. By providing a modified curriculum, Sunflowers can help children in the following ways:

- To develop the building blocks for the key learning skills
- To develop a positive disposition to participate
- To form positive relationships
- To use agreed codes of behaviour
- To initiate activities with other children
- To learn to respect and work within boundaries set up to ensure their own and other children's wellbeing and safety.

Sunflowers offers places to children through referral by their class teacher followed by an assessment using the Boxall Profile. Sunflowers operates five afternoons each week. The timetable and curriculum are carefully planned to provide frequent opportunities to develop the key skills of looking, listening, speaking, thinking and concentrating, for enhancing short-term memory skills and for improving self-belief and self-esteem.

Most children who attend the Nurture Group show significantly improved ability to focus and work collaboratively in the classroom, over time.

THE MARJORIE BOXALL QUALITY MARK AWARD

We are very proud of our Nurture Group and the excellent work that goes on there. The Nurture Group holds the Marjorie Boxall National Quality Mark for Nurture.

Safeguarding Children

We work to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupils' welfare is of paramount importance. We recognise that high self-esteem, supportive friends and clear lines of communication with trusted adults help all pupils and especially those at risk of or suffering from abuse.

Hayesdown First School will therefore:

- Establish and maintain an ethos where pupils feel secure, are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum, activities and opportunities for PSHRE/Citizenship, which equip pupils with the skills they need to help protect themselves from abuse.
- Ensure that wherever possible, every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.

The school's Safeguarding and Child Protection Policy is available on the school website or from the school office.

School Attendance

It is the legal responsibility of parents/carers to ensure that children attend school regularly. The school gives high priority to attendance and is proactive in working with parents/carers to achieve high school attendance rates. If children are not in school they cannot be expected to make the same progress as their peers. If your child

misses school frequently he or she may not be able to keep up with the schoolwork and may also miss out on friendships.

To support good attendance, the school employs an Education Welfare Officer (Education Welfare Services South West) to work with the Headteacher to monitor attendance and meet with parents/carers as soon as a child's attendance registers as a cause for concern. Where improved attendance is not achieved through an informal meeting/discussion and a period of close monitoring, more formal Attendance Contracts may be used or advice may be requested from other agencies such as medical practitioners, the Family Intervention Support Team, Parent Family Support Advisers or Somerset Council Education Engagement officers.

If your child is absent from school for any reason please telephone the school office first thing in the morning. The office is open from 8.00 am. You can also leave a message on the answer machine.

Where children need to attend medical appointments in school time, proof of the appointment is requested. This is copied and held on your child's file.

The school has an Attendance Policy and parents/carers receive a copy when their child first joins the school. The policy is also available on the school website.

You may find the following documents helpful https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/ and https://www.gov.uk/school-attendance-absence/legal-action-to-enforce-school-attendance
Parents/carers are encouraged to read these important documents.

Term Time Absence

The law does not allow parents to take their children out of school during term time

You must apply for permission in advance, using a 'request for term time leave' form. Headteachers can only authorise requests due to exceptional circumstances which are outlined by the DfE.

The request must come from the parent with whom the child normally lives and evidence of your request details must be received (such as flight booking details, wedding invitations or order of service). Any illness attached to term time requests will also require evidence.

The school operates for 190 days in the year, leaving 175 days for family activities and holidays.

Where children are taken out of school for holiday purposes and/or the Headteacher has not been able to authorise the request, a Penalty Notice may be issued through Somerset Council. The Penalty Notice will be issued by post and delivered to your home address. There is no statutory right of appeal against Penalty Notices and penalty notices may include prosecution of a fine up to £2,500 and a criminal record for repeat offences.

Illness

If your child is taken ill at school we will telephone you. If we get no reply we will leave a message and try another number from the contacts you have provided.

PLEASE ENSURE YOUR CONTACT DETAILS ARE KEPT UP TO DATE

Administering Medicines

If your child needs to take medicines during the school day please ensure these are clearly labelled before bringing them into the school office where you will be asked to complete a consent form. Parents/carers can also call into the school office during the day if they would like to administer the medication.

Raising a concern and complaints procedures

The Partnership Trust has a Complaints Procedure for managing parental complaints about school. A copy of this is available from the school website and school office should you require it. Parents are encouraged to raise concerns with the class teacher

in the first instance. If the matter is not resolved satisfactorily it should then be referred to a Senior Leader who will investigate and respond. If a parent feels that the matter needs further exploration then they can make an appointment to see the Headteacher. Most concerns raised can be resolved successfully through initial discussions at this informal stage. If the complainant is still dissatisfied, the matter should be referred to the Clerk to the Governors who will convene a panel of Governors to investigate and report back.

Severe Weather Conditions

If the weather becomes particularly bad during the day (heavy snow for example) every attempt will be made to contact you to come and collect your child.

If a decision to close the school is made overnight, details will be shared in the following ways:

1. A message will be sent via Dojo – in times of high demand it can take some time for messages to come through, so this is not fool proof.
2. A message will be placed on the school website – this will be located on the home page as a 'News' item.

Equalities Duty

Governors at Hayesdown First School are committed to promoting outstanding practice in respect of equality, ensuring that there is no unlawful discrimination against pupils, job applicants or staff. The Governing Body complies with its duties under the following acts: Equality Act 2010 and its 2014 amendments; Public Sector Equality Duty (PSED) 2011; Disability Discrimination Act 1995 (as amended); The Race Relations (Amendment) Act 2000

In particular we:

- Celebrate the diverse nature of our society
- Are committed to ensuring equality in all areas of our work
- Are determined to tackle discrimination in all its forms.

We are opposed to all forms of discrimination in respect of: race, gender, disability, religion/belief, age, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment, including those forms directed against individuals and groups on the grounds of their colour, racial group, ethnic, cultural or national origins, traveller and refugee status and asylum seekers.

Our aim is for children to leave Hayesdown First School happy and excited about living in a community full of difference and diversity, whether that difference is through ethnicity, gender, ability, sexual orientation, gender identity, age or religion.

It is important we create a school culture in which children, staff and the whole school community work together to foster an environment of inclusivity through high-quality experiences.

We strive to ensure that our pupils are surrounded by a consistently positive message about diversity and inclusivity – **"all different- all welcome".** We want our children to champion inclusion and embrace diversity.

The Partnership Trust

In 2013 Hayesdown First School became an academy as part of The Partnership Trust. This is a collaboration of 17 schools within the Bath and Mendip area who are committed to providing the best educational outcomes for pupils.

The Trust provides strong and flexible shared services; puts in place high quality school improvement and has a robust, effective and transparent governance system. Each school retains oversight of their own day to day management but operates within the shared values and commonly agreed practices of the Trust.

More information can be found at www.thepartnershiptrust.co.uk

The Local Governing Body

The Local Governing Body (LGB) is a subcommittee of The Partnership Trust's Board of Trustees and works on behalf of the Trust, performing delegated tasks to ensure that pupils at Hayesdown First School receive the very best education possible.

The Local Governing Body consists of a range of people including parents, staff, members of the community, the Headteacher and Executive Principal of The Partnership Trust. The LGB meets at least five times each year and Governors carry put a range of monitoring activities to support school development. The LGB also manages disciplinary / grievance / appeals panels.

The LGB is an active group of volunteers, gathering evidence and advising Trustees on:

- The safety and wellbeing of children at Hayesdown First School
- Pupil attainment and progress
- The breadth, depth and effectiveness of the school's curriculum

- Long term policy decisions
- Pupil numbers and school admissions
- The fabric of the building and its fitness for purpose.

Governors are expected to take up opportunities for training and to be able to visit the school during the working day.

Fundraising

Parents can support the school in many ways and one of those is fundraising. We have two easy options for parents:

1. **Easyfundraising** – this is free when you shop online – retailers donate a percentage of your online spending to our school – there is no cost to you! Go to https://www.easyfundraising.org.uk/causes/hayesdownfirstschool/?utm_campaign=raise-more and join for free.

2. **GoodHub** fundraising platform. This allows parents to sponsor events or donate to the school. Money raised goes towards school projects or will be used to "pay it forward" to support families who are in need to pay for things such as school trips. https://www.goodhub.com/go/hayesdown-first-school-15033

GoodHub

It's fun to learn
at Hayesdown