

Elmlea Infants' School
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Elmlea Infants' School is a County Community Infants' School, which was opened in 1970 adjacent to Elmlea Junior School.

Children spend three years in the Infants' School; usually starting in the autumn term following their 4th birthday, providing this is on or before 31st August.

'Everybody Matters Everyday'

Elmlea Infants' is an educationally inclusive school, welcoming all children and adults. We recognize individual gifts, talents and differences, celebrate all cultures and religions and value everyone's opinions.

Inclusion Mission Statement
Written February 2008

If you require this document, or any other key documents in a different format eg Braille, large font, another language, please contact the school office staff. Thank you

"Take Time to be a Child..."

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ELMLEA INFANTS' SCHOOL

Elmlea Avenue, Westbury-on-Trym, Bristol BS9 3UU

Head Teacher: Mrs Inge Fey

Telephone (0117) 377 2352 Fax (0117) 377 2353



Letter from the Chair of Governors...

Dear Parents/Carers

Choosing a school for your child is a huge decision. What do you look for? Results, Head Teacher, staff, ethos, culture, class size, special needs provision.....the list goes on. Your main concern may be, can you imagine your child at the school? To decide this you need to get a feel for the school.

This prospectus gives you some idea, but the best way to make your decision is to visit the school.

The Governors are proud of the school and all it achieves. Rather than provide a long list of the school's strengths and reasons why you should choose Elmlea Infants' School for your child, come and see for yourselves, meet Mrs Fey, her team and the children. I believe Elmlea Infants' School is a unique place; a wonderful environment in which to begin one's education. I am sure you will agree.

Above all, Elmlea Infants' School gives your child the chance to

“Take Time to be a Child...”

This is the ethos of Elmlea Infants' School and is in evidence from the moment that you step through the school gates.

Yvonne Craggs
Chair of Governors.



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Head Teacher: Mrs Inge Fey

Telephone (0117) 377 2352 Fax (0117) 377 2353



Letter from the Headteacher...

Dear Parents/Carers,

Thank you for taking an interest in Elmlea Infants' School. I am always very pleased to talk to prospective parents and show them around our school.

Elmlea Infants' School is a very happy, vibrant school with an enthusiastic, caring staff who are totally committed to the Aims and Values of the school. We provide a learning environment, which is stimulating, challenging and where children can have fun while they learn.

Our children are enthusiastic, responsive and show that they care for and about one another in their kindness, thoughtfulness and considerate behaviour.

At Elmlea, we value the relationship we have with our parents and ensure that they have the opportunity to take a full, enjoyable and active role in their child's time with us.

We are all fiercely proud of Elmlea Infants' School and believe it to be a very special school, which offers the highest possible quality infant education.

Elmlea Infants' is an Inclusive School. We welcome children with Special Educational Needs and disabilities.

If you would like to look around our school, please telephone the school office and book a place on one of our regular tours.

I look forward to meeting you.

Inge Fey
Head Teacher

AIMS, BELIEFS AND VALUES

At Elmlea Infants' School, we believe that it is important to ...

"Take time to be a child..."

We believe that:

"Education is about the Whole Child..."

By educating the **"Whole Child"**, we believe that all our children will flourish and mature into well-rounded confident, happy, responsible members of a wider community.

Our aim is that all children should develop...

Intellectually...

- ◆ a lifelong love of learning
- ◆ their skills in speaking and listening, reading, writing and numeracy and they will become confident and competent in these areas
- ◆ an ability to use learning resources appropriately and effectively
- ◆ their own creativity
- ◆ an enthusiastic, motivated and enquiring mind.

Spiritually/Culturally...

- ◆ an awareness and a respect for their own culture and beliefs and the culture and beliefs of others
- ◆ develop an awareness of their own spirituality and unique characteristics as an individual
- ◆ compassion and generosity to others.

Morally/Socially...

- ◆ a respect for self and others, enabling individuals to learn without interruption
- ◆ ability to work as part of a **TEAM** and a community and to develop a pride in self, class and School
- ◆ ability in making positive and strong relationships
- ◆ awareness of the importance of the environment in which we live and to begin to understand how we can look after it
- ◆ awareness of the world around them and to consider the needs of others that live in different circumstances
- ◆ good manners, consideration to all.

Physically...

- ◆ skills for healthy living for both mind and body
- ◆ understand and be aware of personal rights whilst respecting the rights of others
- ◆ enjoyment of physical activity.

We dedicate ourselves to guiding and encouraging every child to achieve their full potential in all of these areas.

"Elmlea Infants' is an outstanding school. Pupils throughout the school benefit from a rich range of experiences in lessons and additional activities such as visits and special events. As a result, they thrive both academically and personally.

The curriculum is of exceptional quality so that pupils' interest is engaged and extended. Teaching is characterized by high expectations and a good level of challenge so that pupils' interest is channelled into purposeful learning.

Children make very good progress in Reception and are well prepared for the move to Year 1. The standards are exceptionally high all round at the end of Year 2. They are extremely well prepared for the move to junior school and for later life.

Ofsted April 2009

The complete Ofsted Report may be found at www.ofsted.gov.uk

RECEPTION - THE FOUNDATION STAGE

Before your child starts their learning journey with us he/she will have a home visit from their Teacher and Learning Support Assistant. This gives the opportunity for your child to meet his or her teacher in their own home environment, and for you to discuss any concerns or worries that you may have.

When term begins each child will attend for either morning or afternoon sessions over a period of 2 - 4 weeks (depending on their age). This staggering process enables a stress free start to school and allows the children to settle into their new environment and get to know their teacher and new friends.

Classes 1, 2 and 3...

There are three Reception classes and three teachers. Each class has a full time Nursery Nurse or a Learning Support Assistant. Two classes are housed in the main building and one in the adjacent Elliot building.

September 2000 saw the introduction of the Foundation Stage for children aged three to the end of the Reception year. For the first time, this important stage of education and development has been given a distinct identity. The Early Learning Goals set high expectations for the end of the Foundation Stage and are achieved by most children by the end of the Reception year.

We provide the learning and teaching experiences to achieve these goals and so help to give children secure foundations on which to build future learning.

The six areas of learning the children will experience are:

- ◆ **Personal, social and emotional development**
- ◆ **Communication, language and literacy**
- ◆ **Mathematical development**
- ◆ **Knowledge and understanding of the World**
- ◆ **Physical development**
- ◆ **Creative development**

Well-planned play, inside and outside is a key way in which children learn with enjoyment and challenge during the Foundation Stage.

YEAR ONE AND YEAR TWO

Year One Classes 4,5 and 6

Year Two Classes 7,8 and 9

In Year One and Year Two there are three classes and three teachers. Each class operates independently - as in Reception - and the class teacher organises the teaching for their own class.

Teachers plan in year groups and forecast the skills to be learned through recorded and practical activities. Through on-going assessment, each teacher can plan the next step of learning.

The work covered in all classes in the year group is the same, but may be presented to the children in different ways by the class teacher.

Children work alongside other children of similar ability for Maths and Literacy. In other subjects, children may work with children of differing ability depending on the activity planned to achieve the learning objectives.

In each year group we are committed to **"Take Time to be a Child."**

Each topic is fun, challenging and relevant to the children's interests and experiences. Through topic-based work, children are stimulated and their knowledge beyond the classroom is extended.

WHAT DO THE CHILDREN SAY?

CURRICULUM STATEMENT

At Elmlea Infants' School we take great care to cover a broad curriculum and ensure continuity and progression for all children. It is widely accepted that the curriculum should cover aesthetic, creative, ethical, linguistic, mathematical, scientific, physical, social, health and spiritual development. As far as possible our children are provided with concrete first hand experiences in order to form firm foundations in their development towards logical reasoning and abstract thinking.

We are committed to providing an environment, which allows all children to develop to their fullest potential throughout all areas of the curriculum. We do not place a limit on our expectations of what children should be able to achieve. It is our aim that through positive encouragement and praise, all children should have sufficient confidence to tackle anything.

Our approach to learning reflects the value we place on each individual. Each child is able to learn at his/her pace according to ability. This means that although there are overall curriculum guidelines and objectives (i.e. The Foundation Stage and National Curriculum) each individual child's curriculum is differentiated according to his/her needs.

We consider that throughout the first, very important stage of a child's formal education, learning should not appear to be fragmented and irrelevant to his/her world and previous experiences. This learning takes place through a topic-based approach so that the concepts, skills and attitudes which all children develop enable them to understand that knowledge has cross-curricular links.

The guidance and professional expertise of the teachers encourage all children to become independent learners, as we place great emphasis on learning as a life-long activity. They are encouraged to reflect on and carry out a self-evaluation of the work that they have done. We hope that the learning environment we create stimulates and excites in all children a thirst for knowledge and discovery. We do not view learning as a process that is confined to educational establishments or restricted by age and so we warmly welcome the active involvement of parents as partners in education both in and out of school. We continue to make links outside the school so that we become an integral part of the local community.

All teachers keep detailed, accurate records of children's progress, which are always available for parents to see and which are used as a diagnostic tool for planning appropriate learning experiences.

In this way we can provide a curriculum suitable for individual needs and ensure that it is broad, balanced and relevant.

If at any time a child should give us cause for concern, then we do not hesitate to contact his/her parents. We believe that an exchange of information between parents and school is very important if we are to provide effective solutions to problems.

We are aware that in order for every child to achieve his/her potential we must ensure equality of opportunity for all.

We ensure equality of access to the curriculum and all associated activities by providing effectively and appropriately for the particular needs of each child. Our records ensure that this is so. Not only do we check that all activities are available and are carried out by all children, but that the resources we provide offer positive examples of all groups in society and are not discriminatory in any way.

The school environment does not encourage stereotyping in terms of ability, gender, race, creed or disability. Society today is made up of many cultures whose differences we feel can contribute to the enhancement of children's learning. The ethos of the school reflects the importance we place on respect for other people. We make a point of demonstrating this through the topics studied as well as in our displays and the displays of children's work throughout the school. Visits out and visitors to the school are carefully planned to teach the children about their community, its diverse members and beliefs.

At Elmlea Infants' School, we believe that each child has a contribution to make. We celebrate the children's achievements by exhibiting work representative of all areas of the curriculum. Staff take care that the way in which they display children's work reflects the value they place on it. We hope that this demonstration of our pride in children's achievements will foster high self-esteem.

All children are encouraged to care for their environment in the classroom, throughout the school and grounds and to consider broader issues of environmental awareness. The Governors are equally committed to maintaining and indeed improving conditions throughout the school but of course, this has to be carried out within the constraints of a limited budget.

Information about the curriculum is shared in many ways. An outline of the curriculum is given at the first meeting with new parents in the summer term before their children start school. At this and following meetings, there is always an opportunity for parents to ask questions.

Every year we arrange two evening meetings per year when specific areas of the curriculum are considered. Parents are encouraged to attend these events, as these are opportunities to see, and perhaps try out, the sort of activities their children are currently experiencing.

Governors of Elmlea Infants' School are committed to providing all children with learning experiences of the highest quality, so that their time spent with us becomes the start of a lifelong learning process.

At Elmlea Infants' School, we will endeavour to instill in every learner a high self-esteem so that they have the courage and confidence to tackle whatever life has to offer.

We aim to foster a respect for others and a love of the world about them that will last all their days...

"Elmlea has provided my children with a wonderful environment in which to start their education - they are both keen and willing and eager to learn. The school and its staff have made learning interesting and fun, and we could not have asked for more."

Year One Parent-2009

NATIONAL CURRICULUM CORE SUBJECTS

Literacy

Literacy is taught through a structured daily session with clear learning objectives taken from the National Literacy Strategy. This area of the curriculum covers both written and spoken communication. Children are encouraged to listen and to express themselves clearly and accurately. Children are supported as they learn to write independently. Spelling and handwriting is an important part of this process.

Reading is taught by a combination of the visual and phonic methods using a variety of books at each level. Parents'/carers' co-operation, through a shared approach, is greatly valued and children are encouraged to enjoy and respect books and learn to use the school library. School bookshops are arranged when parents and children may look at, choose and buy books together.

Mathematics

Mathematics is taught through the daily numeracy session with clear learning objectives. Oral and mental work gives children a sense of number and the number system. Children are taught number facts such as counting skills, number bonds, doubles/halves and place value. A range of calculation strategies are also taught. Opportunities are given so that these skills can be used and applied to solve real life problems and investigations.

Children also learn about measures (length, mass, capacity and time), shape, space and money.

Practical activities allow the children to practice and experience mathematical ideas and concepts and to become familiar and competent with equipment such as weighing scales, measuring jugs and rulers. They are encouraged to explore, experiment and record their findings and ideas using charts and graphs.

Children record calculations in a variety of ways including pictorially, with open number lines and horizontal sums. They are always encouraged to explain their thinking using the correct mathematical vocabulary.

Children have the opportunity of joining the Maths Loan Scheme. They are able to take home a folder weekly. This contains a game, activity or book. The folders reinforce the maths work carried out in school in a fun way at home.

Science

Science in the Infant School is primarily concerned with observation and practical experience. Children have a natural curiosity and interest in their environment and we encourage them to develop enquiring minds, a scientific approach to problem solving and the ability to communicate their ideas. Termly blocks of science topics are taught throughout the three years children spend with us. Children take part in practical activities designed to allow them to hypothesize and investigate. Science topics cover Life and Living Processes, Materials and their Properties and Physical Processes (Electricity, light, sound and forces.)

Information Communication Technology-ICT

Each classroom has a computer and further access to 23 laptops that are stored centrally and available to each class on a timetabled basis.

All children are given the opportunity to use a range of software including data handling, graphics, multimedia packages and simple word processing programs to develop their ICT skills and learning in all curriculum areas. Children use the Internet under adult supervision and after parental approval has been obtained.

All classrooms have interactive whiteboards which are used by teachers and children to enhance teaching and learning in all curriculum subjects.

“Second time round the teaching seemed just as fresh for my son as it did for my daughter!”

Parent of children in Reception & Year 2 -2009

FOUNDATION SUBJECTS

Design Technology

Children are given the opportunity to use a range of tools and techniques in order to develop skills necessary for design and make activities. The work is cross-curricular and often linked to the year topics. Children are encouraged to plan and evaluate their work... and have fun too!

History

The children investigate and learn about the past and consider the future in order to understand the present. Advantage is taken of the children's natural curiosity. Artefacts, stories, famous people and significant events are used as resources to provide clues from the past, allowing children to find answers to questions. Visitors are invited to share their experiences and memories of the past with the children. Children focus on their own personal history and events in their own lives in the Foundation Stage.

During Year 1 they learn about the history of Toys, Homes and The Seaside. In Year 2 the children learn about famous people and events. They visit a castle and explore life in medieval times.

Geography

The children develop their geographical skills and knowledge by experiencing at first-hand the features of the school environment and the local area. The children have access, under adult supervision, to a geography trail, which we have set up in the school grounds. An awareness of the wider world is encouraged by learning about places within and beyond the British Isles through visits, research, audio visual resources, ICT and e-mail links.

The visits of "classroom mascots" to far away places are welcomed especially when they send back postcards and bring back photographs of their visits! Alongside this, the children's attention is drawn to factors, which affect different environments. Through this, they are able to have an insight into how environments can be sustained and improved.

Our own school outside environment and the local area is well used to enhance the curriculum (and a well planned geography trail is enjoyed by Years One and Two).

Drama

Children are given the opportunity to develop essential social and learning skills through drama and role-play. This work is cross-curricular and is an integral part of the whole curriculum. The children are encouraged to express their ideas, explore concepts and issues and to develop their creativity and imagination. Children also experience professional theatre and are encouraged to enjoy drama as a form of artistic expression.

Art

The children are encouraged to express themselves creatively. They are taught a range of skills and techniques to develop their artistic talents in a variety of media: paint, pencils, pastels, clay, collage, fabric etc. Each year work is based around a series of topics such as colour, printing, 3D work, texture, and artists and designers. Children study the work and lives of artists including Monet, Van Gogh, Matisse and Picasso. Children work from observation and imagination and on different scales.

All artwork by the children is valued, respected and enjoyed. Great care is taken to display all children's artwork to acknowledge their achievements.

Music

Children are given the opportunity to explore a range of musical instruments, develop their skills in performing and composing and experience a variety of musical styles. Their understanding is enhanced through experiencing activities that relate to the musical elements. Singing is an integral part of the life of the school and children are encouraged to develop an appreciation of music as a form of expression. Children experience both live and recorded music from different times, cultures and styles.

Physical Education and Dance

The National Curriculum is delivered through lessons of apparatus, games, movement and dance. We promote a positive attitude to good health and enjoyment of exercise, in order to impart a lifelong love of physical activity. In the Summer Term, we enjoy a community occasion called "Fun on the Field." This involves all children working on nine physical activities set out on the field. The children work round the activities in their classes and it is enjoyed by all who take part.

Religious Education

Every child at Elmlea is encouraged to value and respect the religious beliefs of others, and to learn about the celebrations and festivals of faiths represented in the school community. The children are also helped to develop reflective skills so that they can respond to the "Spiritual dimension of experience" (The Agreed Syllabus for RE in Bristol).

Underpinning all of this, we offer the children the opportunity to appreciate the world around us and upon their personal qualities, their role in the family and the outside world. The RE Scheme of Work focuses on Christianity and Judaism in Year 1 and Christianity and Islam in Year Two.

If parent/carers do not wish their child to take part in RE lessons, we request that they inform us in writing.

Collective Worship

An Act of Collective Worship is held daily. This takes the form of a story or a celebration of important events in the children's lives- for example birthdays, achievements or festivals. We set aside a time for discussion following this, when children are given the opportunity to respond to what they have heard. The children are then invited to spend a few moments in quiet reflection while a prayer or thought for the day is said, in order to encourage a spiritual awareness and a sense of participation.

The Act of Collective Worship is mainly Christian in ethos but is non-denominational and sensitive to faiths and beliefs. Visitors are invited in to contribute to Collective Worship when appropriate. If parents/carers do not wish their child to take part in Collective Worship, we request that they inform us in writing.

We invite parents, carers and friends to share our celebrations of Autumn, Easter and Christmas together with our end-of-year service at Reedley Road Baptist Church as space is limited at School. The children share poems, prayers, role-play, beautiful singing and their thoughts with the audience. It is a real pleasure to take part in these celebrations and everyone really enjoys these occasions.

Friends of Elmlea hold a half termly prayer meeting where parents/carers are welcome to share a quiet time of prayer for school and family intentions.

Personal, Social and Health Education and Citizenship

PSHE and Citizenship help children to develop the confidence to live healthy, independent lives and to become responsible, caring citizens. Topics covered in Foundation Stage are Dispositions and Attitudes, Social Development and Emotional Development. Key Stage 1 topics are Self esteem, Me and my body, Medicines, Family and friends and Me and my community.

We also use SEAL (Social and Emotional Aspects of Learning) which covers seven areas of personal development - New Beginnings, Getting on and falling out, anti-bullying, Going for goals, Good to be me, Relationships and Changes. Children are encouraged to contribute to the life of the school and the wider community, to recognise their own worth, and to begin to reflect upon their own experiences and a variety of spiritual, moral, social and cultural issues. They are taught by discussion and example to value and respect all members of our community. Our status as a "School for Health" promotes a whole school approach to the development of all aspects of PSHE and Citizenship.

"By educating the 'whole child' we believe that all our children will flourish and mature into well rounded, confident, happy, responsible members of a wide community." (Elmlea Infants' School ... Our Aims and Values)

Sex Education

Sex Education will be dealt with by the teachers as questions arise from the children. It is hoped that their knowledge of the growth and development of all living things will be extended. Shared experience within the class, for example a new baby brother or sister, a pet having young, will provide opportunities for general discussion. However, it is hoped that the children will also have opportunities at home for these discussions.

TEACHING STYLES

The children's work is planned from Schemes of Work and broken down around topics taking into account The Stepping-Stones of Learning from The Foundation Stage and all the subjects of the National Curriculum.

We use a variety of teaching styles to deliver the Foundation Stage and National Curriculum.

1. A **direct teaching** approach is likely to be used to achieve the learning of basic skills.
2. Situations will also be set up so that children may encounter **problems to be solved**.
3. **Groupings of Children** for learning may be in **whole class**, **small groups** or as **individuals**. For example:-
 - ◆ Reading receives **individual** attention in the course of a week and **small groups** of children focus on particular skills.
 - ◆ Mathematics may be taught in **any** of the three groupings and the children may at times be working with children of similar ability and attainment.
 - ◆ Geography and History may be taught to **class-sized** groups but the children are likely to follow up the lesson in **small groups**.
 - ◆ Music may be taught in **class sized** groups and followed up in small groups. **Several class groups** may sing or listen to music together.

We match the teaching style and grouping to the needs of the children and the subject being taught.

"I welcomed being able to settle my child into school life by going into her classroom in the mornings. She was happy to leave me and very proud showing me where everything went."

Reception Parent - 2009

SPECIAL EDUCATIONAL NEEDS

Elmlea Infants is an Inclusive School. We welcome children with Special Educational Needs and disabilities.

The responsibility for meeting the special needs of children lies with the Special Educational Needs Coordinator (SENCO) and the Head Teacher. The curriculum may be modified to meet the individual needs of each child and help sought from outside agencies. Parents are involved at all stages of the procedure and their views and support are greatly valued.

The SEN policy is reviewed annually by the SENCO, the staff and the Governors. Details of the provision for all SEN children are updated annually and included in the Policy as an appendix along with SEN LSA staff details and training.

Copies of the School's SEN Policy, Inclusion and Equal Opportunities Policy and Access Plan are available on request together with the Department for Education's Code of Practice for Special Educational Needs

If an area of need is seen to exist, meetings will take place between the child, his or her teacher and parents/carers, as appropriate. In certain circumstances, the SENCO or Head Teacher may also be included. An Individual Education Plan (IEP) may be drawn up, identifying the child's strengths and any difficulties. From this, targets will be set together with a review date.

Some children may be eligible for delegated funding. The LEA supports the school through an allocation of funds to provide appropriately for these children. If it is considered that school based arrangements do not adequately meet the child's needs; representatives from outside agencies may become involved, such as the Educational Psychologist, Occupational Therapist or Speech and Language Therapist. Throughout these discussions, the welfare and progress of the child will be considered to be of paramount importance.

Our SENCO keeps a wide range of literature relating to specific educational needs in her room. This is made available to parents/carers on request. There is a Governor with responsibility for Special Educational Needs.

While some children may experience difficulties in certain areas of school life, it is also recognised that all children benefit from a wide and stimulating curriculum. Programmes of work are planned to ensure that the needs of **all** children are met.

Parents Support Group

The Supportive Parents Group is for parents/carers of children with any special or additional needs. It meets informally three to four times a year and Mrs Fey, the SENCO and SEN Governor may attend. This group has formed good links with Elmlea Junior School and meetings are occasionally held together with the Junior School.

"A very experienced and friendly team manages the S.E.N support at Elmlea Infants'. There are brilliant resources as well as great people. You know your child is getting the best start they possibly could.

Year one parent - 2008

CARE OF THE CHILDREN

Every member of staff, whether teaching or non-teaching, is committed to the care of all children. Specific responsibility will belong to the teacher in whose registration group your child's name appears.

The School Nurse

During the Reception year, the School nurse will check children's height, weight and sight. Hearing can be checked upon request from parents/carers. A small number of children may be subsequently reviewed.

The School Dentist

The school dentist visits the school annually to check Year 1 children's teeth and will advise if treatment is necessary.

Speech and Language Therapy

If parents/carers or teachers are concerned a child may be referred to a speech and language therapist.

Educational Psychologist

From time to time, it is necessary to request a parent's permission for a child to be referred to the Educational Psychologist of the school. In such cases, parents are kept fully informed and will be asked to attend a consultation with the Educational Psychologist.

Medication

Medication cannot be administered by members of staff. Short courses of medication can only be administered in school by a parent/carer after consultation with the Head Teacher. Ideally, this kind of treatment should be administered at home.

Local Authority guidelines prevent us from administering any medicines to children, unless that medication is essential to the child's long term attendance at school-e.g. inhalers for asthma sufferers. Inhalers are kept in children's classes and are available for the children's use at all times.

As part of an emergency procedure, medication for identified children with specific allergies may be stored in school.

HOME/SCHOOL AGREEMENT

At Elmlea Infants' School, we place great importance on the relationship between home and school. We acknowledge that our children's education is a responsibility to be shared between home and school and that all parents should be encouraged to be partners in their children's learning. We encourage an "open door" policy and staff are available for parents at the end of each school day. We believe that the partnership with our parents and carers encourages a better understanding of school life and leads to a greater consistency in the development of the Aims and Values of our school.

If you join the school you will be asked to sign the Home/School Agreement.

"The fortnightly newsletters are an invaluable source of information and I have found the curriculum evenings especially helpful. I think that the school communicates well with the parents and it is great that Mrs Fey and the teachers are available at the end of the day if you have any concerns."

Year Two Parent - 2009

REPORTING TO PARENTS

There are regular opportunities to find out about your child's progress.

Autumn

- ◆ New parents are invited for "tea" in the hall and have a chance to look around the Reception classrooms.
- ◆ Parents' Evenings for all 3 year groups in November
- ◆ Parents sign up for 10-minute appointments, which are timetabled over two evenings.

Spring

- ◆ National School Tests Information Evening for Year Two parents
- ◆ Parents' Evenings for Reception and Year One are timetabled over two evenings.
- ◆ Year Two parents' Evenings are 15 minute slots spread over 3 evenings- you are encouraged to bring your Year Two child with you.

Summer

- ◆ "Happy Hour" for all parents to visit their child in their classroom and look at their work.
- ◆ Reports are sent home for all year groups towards the end of the summer term. Any parent/carer who is concerned about this report is able to make an appointment to speak to their class teacher. Year Two parents/carers also receive the results of the National School Tests.

THE SCHOOL DAY

School begins at 9.00am and finishes at 3.15pm.

There is a 15 minute break at 10.30am and lunch is from 12 noon until 1.05pm.

SCHOOL UNIFORM

We ask you to choose grey and royal blue for school wear. A full list of uniform items is printed in the "Welcome to Elmlea" booklet given to parents/carers upon being allocated a place in the school. Uniform is available from School and there are regular opportunities to order the items that you need.

COMPLAINTS

If any parent/carer has a complaint or concern, steps should be followed. It is hoped that nearly all difficulties can be dealt with satisfactorily by the class teacher or the Head Teacher.

1. A complaint or concern is raised with the class teacher. Please make an appointment unless it is an urgent matter.
2. The complaint may be passed to the Head Teacher. Please make an appointment.
3. A complaint can be made to the Chair of Governors. Please write care of the school.

If the complainant is not satisfied, then formal proceedings can begin.

4. The complaint can be taken to a panel of 3 Governors. Each party is invited to make representations to this panel and may bring one friend. A time is arranged so that all can attend. The Governors' decision is communicated to the complainant within two working days.
5. If the complainant is unhappy about the decision made then an appeal can be made to the Governors Appeal Panel. The decision of this panel is final as far as the school is concerned.
6. A complainant can then take the complaint to Bristol LEA.

A copy of the full details of the complaint procedure is available from the office if required.

“As Sam reaches the end of Year 2, it is clear to see that Elmlea Infants has provided him with a wonderful and positive foundation for his future educational life. Sam is a confident and happy little boy and we could not have hoped for a better start to his school days.”

Year Two Parent - 2009

CHARGING AND REMISSION

A Charging and Remission policy is in place, to ensure:

1. Free entitlement to the Foundation Stage and National Curriculum
2. That school property and personal property is treated with respect by the whole school community

And to acquaint:

3. That Pupils, parents/carers and staff are acquainted with the fact that compensation may be requested for damage.

All curricular activities are provided free of charge, however parents are asked to make a voluntary donation at the beginning of every term to cover the cost of consumables used during Food Technology, Information Technology and Art and Craft Activities.

Voluntary donations may be requested from time to time to cover the cost of professional performers visiting school.

The cost of educational visits is calculated exactly with itemised figures for travel and admission. The cost of accompanying adults and insurance cover will also be included. The total figure will be divided by the number of children participating and parents/carers invited to make voluntary contributions.

If coach travel is involved, it is pointed out to parents that no remission can be made in the case of absence, although individual admission fees may be reimbursed.

Any willful damage to school property by a child, parent or carer will be calculated as accurately as possible, taking into account previous wear and tear, if appropriate. Reclaimed sums will be credited to the general financial allocation of the school. In case of serious damage to school property, parents may be asked for replacement costs.

This policy will enable Governors and staff to fulfill legal requirements for Charging and Remission and will, by not barring any child from an activity for financial reasons, ensure equal opportunity.

ADMISSION ARRANGEMENTS FOR SEPTEMBER RECEPTION CHILDREN

Elmlea Infants' School is always over-subscribed and we do not administer our Admission Procedures. **Bristol City Council** deals with all matters regarding the September bulk entry intake into Reception classes at our school.

Should a place become vacant during the year, it is dealt with by the school. Your child's name should be registered when he/she is three years old, although this does not guarantee a place in the school. On, or before entering your child's name, please make an appointment to meet the Head Teacher on one of the regular school tours.

During the spring term preceding your child's probable entry to school you will hear either from the Local Education Authority's Director of Education or the Head Teacher whether your child can be admitted in the autumn. Admissions are dealt with according to the policy of the LEA. Criteria used by the LEA in the case of requests for pupil places exceeding our planned admission level of 90 are: -

1. Where there are medical, psychological or special educational reasons and particular placement is recommended by the Authority's professional advisers and is accepted as essential by the Authority as part of the assessment of Special Educational Needs under the 1993 Education Act.
2. Where there are siblings already in attendance at the preferred school and who will attend in the September term.
3. Geographical considerations (the location of your home address in relation to the school site)

These criteria will apply no matter when you put your child's name down for a school, but bear in mind that all preferences received by the published closing date **WILL** be considered first.

If your child is not offered a place at your preferred school, he or she will be offered an alternative place at the same time. This does not prevent you from appealing against the refusal of a place at the preferred school. It is important that you express more than one preference so that if your child has to be offered an alternative place, it is more likely to be at a school with which you are happy.

If all the schools you put down are oversubscribed, the criteria set out above will be strictly applied to all of the schools, even if you have already been disappointed in your first choice. If you are unsuccessful in all three, again you will be offered an alternative. The school may be away from your local community, but it will be within two miles of your home address.

School Admissions-Tel 0117 9037686

Once a place has been allocated at Elmlea you will be invited to visit the school on two occasions so that your child may have the opportunity of becoming familiar with the school surroundings. It is Elmlea policy for Reception children to enter our Reception year in a part-time/staggered entry basis for the first few weeks of term.

TRANSFER TO JUNIOR SCHOOL

Junior transfer takes place in the autumn term following the child's seventh birthday, providing this is on or before the 31st August. All Infant children will automatically transfer to our paired Junior School.

For Parents and carers who wish to apply for another Junior School, an application form and a copy of the booklet 'Your Child's Primary Education in Bristol', which give details of the admission arrangements are available at the school office. Liaison between the Head Teachers and staff of both Elmlea Schools is good and care is taken to ensure the children's smooth entry to the Junior School, which they visit in the term preceding transfer. A programme of liaison activities for Year Two is organised each year and includes visits by Year Three and Year Five to Year Two, Year Two visits to the junior school to watch Christmas plays, joining junior assemblies during the summer term, joint outdoor activities and visits to meet their new teachers and classrooms.

TRAVEL PLAN

To ease congestion, local residents and both schools have agreed a voluntary one-way system, which operates in Brainsfield, part of The Dell and Elmlea Avenue from **8.40am-9.10am and 3.00pm-3.25pm**. The section of The Dell between Brainsfield and Great Brockeridge is not affected.

Approach the school via Reedley Road and Brainsfield. Take a right turn into The Dell and follow the road round into Elmlea Avenue.

Elmlea Infants' School has a very successful "Walking Bus" which meets on Stoke Lane every morning at 8.30am. A team of trained volunteer parents and carers take it in turns to walk up to school with the children and deliver them to their classrooms when school begins. The children and parents have really enjoyed being involved with this initiative.

AFTER-SCHOOL ACTIVITIES

After-School Club

An After-School Club is held in the Northcote Scout Hut at the top of Great Brockeridge every day. Places are limited and parents are advised to make early contact with the ELASC club manager, Lizzie Fehily on 0117 962 3382 (at Northcote) or 07870 366 315.

Children attending the After-School Club are collected by the Club Supervisors from outside their classrooms and walked to the Scout Hut.

The After-School Club also runs a holiday play scheme from 8.30am-5.30pm everyday during the school holidays. The cost is £19 per day. Further information can be obtained from Lizzie Fehily on the telephone numbers above or Ann Touboulic at rhys59@btinternet.com

After-School Sports Activities

We have two weekly after-school sports activities which are held on the Junior School field. On Wednesdays, Rugby Futures run a coaching session from 3.30-4.30pm. For further information contact Jim Buck on 07792 787139 or Charlie Thompson on 07810 483934 or alternatively visit www.rugbyfutures.co.uk

On Thursdays, Total Coaching runs a football coaching session from 3.30-4.30pm. For further information contact Mark Williams on 0117 969 4685 or 07821 025821 or alternatively send an email to totalcoaching@hotmail.com

Both these sports activities are organised through Elmlea Junior School and are open to all ages.

French Club

On Thursdays there is a French Club from 3.30-4.30pm that is open to all ages. It is organised by Le Club Francais and is held in the school hall. Contact can be made with the organiser, Kate Bull on 07836 277 976 or via e-mail lcf@katebull.wanadoo.co.uk

Dance Club

On Mondays there is a Dance Club from 3.30-4.30pm that is open to Reception and Year One. On Wednesdays there is a Dance Club from 3.30-4.30pm that is open to Years Two and Three. Both classes are organised by Alison Traquino and are held in the school hall. Contact can be made on 07795 215 319 or via e-mail alitraquino@btinternet.com

Art Club

On Tuesdays there is an Art Club from 3.30-4.30pm that is open to Years One and Two. It is organised by Refab Arts and is held in Class 7. Contact can be made with the organiser, Emma Myers on 07812 395 344 or via e-mail info@refabarts.com

Charges apply to all after school activities. Please contact the relevant organiser for details.

LINKS WITH THE COMMUNITY

Elmlea Infants School has strong links with the local community. We have links with the Reedley Road Baptist Church, where we hold our Autumn, Christmas, Easter and end of year celebratory services. Year Two children visit St Monica's home for the elderly to sing to them. We also have visits to the school from members of the community, for example representatives of different faith groups who come to talk to the children at assembly.

The children do a wide variety of school trips to support their learning, including visits to the local shops and park, a farm trip, a visit to a synagogue, visits to local museums and art galleries, Seaquarium in Weston-super-Mare, a trip to the zoo and a visit to Caldicot Castle in Year Two.

The children have an understanding of their communities, and are enthusiastic supporters of charities to help the developing world, for example water Aid, Red Nose day and Christmas Box schemes.

PARENTING MATTERS

A group of parents run an 'open door' session for parents/carers to talk through any parenting issues/concerns that they may be experiencing. The group meets informally each term and is sometimes joined by Mrs Fey and includes parents of older children who are willing to share their experiences. To date, previous matters discussed have included, homework, after school club, National School Tests, behaviour, tiredness and bed-wetting. No minutes are taken and all matters are discussed confidentially.

"It has been good to see the ongoing investment in Reception made by the school and PTA. The playground looks great with plenty of bikes and other toys to play with."

Reception Parent - 2009

ELMLEA INFANTS' SCHOOL ASSOCIATION

The PTA

The Association and its work are greatly valued by the Governors and the staff, children and parents/carers of the school. This group of parents, carers and staff work tirelessly throughout the school year raising funds. These funds are used to purchase resources for specific areas of learning, add books to the library, create new learning environments and "top up" any area of need throughout the school.

Events include fantastic Summer and Christmas Fairs jointly planned and run by both Infant and Junior Associations, Quiz Nights, Promises Auctions and Discos. These activities are all greatly enjoyed by children, parents and carers who support and appreciate all the ongoing work that the PTA do for Elmlea and its children.

Note from the Chair of the PTA

Elmlea Infants School is extremely fortunate to have a PTA that contains so many people readily willing and eager to put themselves out for the good of all the children within the school. There are some events that are regulars on the calendar but we also try to think of new money raising events that might be successful. The enthusiasm within the PTA ensures events are smoothly run and that no one person feels unduly put upon. We always try to work as a team and whilst it is inevitable that some people have more time available than others, everyone helps in some capacity.

Mrs Fey and the staff welcome with open arms the money that we raise from events. It is always spent well! The wish list from the school is usually extensive and really does prove that we are able to provide each class and the school as a whole with equipment that enhances the life of every pupil. These are extras that cannot be bought through the normal school budget but really can add to all our children's enjoyment of their school life.

Being part of the PTA is extremely rewarding, as well as being highly enjoyable and an excellent way of meeting parents from across the whole school. Meetings are only once a term and you would be very welcome if you wanted to join us!

Diana Beavon
Chair, Elmlea Infants' School Association, April 2009

OTHER INFORMATION

A copy of the most recent Data and next year's holiday dates are inserted at the back of this Prospectus.

Elmlea Infants' School adheres to the following Policies, which are also available on request:-

Admissions	Religious Education
Complaints Procedures	Collective Worship
Behaviour	Health and Safety
Anti Bullying	SEN Policy
Inclusion & Equal Opportunities	Sex Education
Racial Equality	PSHE and Citizenship

A small charge to cover reproduction costs will be administered.

The information given in this book was correct at the time of going to press. Spring 2009.

Term and holiday dates - 2009/2010

The following dates have been agreed for Bristol community and voluntary controlled schools for the 2009/2010 school year:

- **Term 1** Thursday 3 September to Friday 23 October 2009

INSET DAYS: 3rd and 4th September, 23rd October 2009 (School closed to pupils)

- **Term 2** Monday 2 November to Friday 18 December 2009

- **Term 3** Monday 4 January to Friday 12 February 2010

INSET DAY: 4th January 2010 (School closed to pupils)

- **Term 4** Monday 22 February to Thursday 1 April 2010

- **Term 5** Monday 19 April to Friday 28 May 2010

- **Term 6** Monday 7 June to Friday 23 July 2010

INSET DAY: 7th June 2010 (School closed to pupils)

The school year is based on a calendar of 195 days. Five days are to be used for staff professional development which means that schools will be open to receive pupils for the legal minimum of 190 days (380 sessions). It will be necessary for parents and other interested parties to contact individual schools direct for confirmation of the 5 dates when they will be closed to pupils.