

Fulbourn Primary School

Dare to Discover



Welcome Pack 2024-2025

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Introduction from the Chairs of Governors



A very warm welcome to our school. This welcome pack has been created to introduce you to the school and to help you understand how it is organised. At Fulbourn Primary School we want to be at the heart of the village community, working together to make both the school and the village a great place to be. All schools have their own distinctive feel, which makes each one unique.

We believe that what makes our school unique is the way our children are encouraged to be independent; that they have something to offer which is valued and that their learning journey is something that they can shape. Visitors often reflect on the wonderful atmosphere which combines this curiosity for learning with compassion, enthusiasm for creativity, and permanent emphasis on building courage and self-belief.

The school was last inspected by Ofsted in October 2022 and the overall performance was judged to be good. We are proud of our very good academic results. Overall attainment is above both local and national averages and high achievers are leaving with results which show that they are being stretched. We've achieved this performance despite Cambridgeshire receiving the lowest level of government funding per pupil of all regions in the UK.

We are proud of our school environment that will in time, enable us to expand to two-form entry, accommodating building developments in our village.

We look forward to welcoming you to our wonderful school.

Joy Eldridge and Jennifer Caisley
Chairs of Governors

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Section 1

Why come to our school?

An introduction by the Head Teacher

When parents are considering which school to select for their child, they usually have two key questions:

- ⇒ Will my child be happy at school?
- ⇒ Will my child do as well as they possibly can academically?

At Fulbourn Primary School, we believe that children learn best when they feel happy, safe and secure. We create a nurturing environment and set challenging targets for pupils and staff. As a result, children at our school thrive and fulfil their potential. We want all children to feel that they have something to offer that is valued. We believe they should be excited about and enthralled by learning, brimming with further questions that they want to explore. When you visit our school, you will find children are motivated, inquisitive and keen to extend their learning.



Vision and Values

Our vision statement, 'Making aspirations achievable', reflects our commitment to ensuring all pupils leave the school equipped with the skills and knowledge necessary to pursue their dreams. Four core values underpin our decisions and actions and are symbolised in our school logo. These are known as the 4Cs:



We have chosen these as core values because we believe that:

Children who have **courage** and self-belief are most likely to achieve their aspirations.

Children who are **curious** about learning will question the world around them and always challenge themselves and others.

Children who have **compassion** will be, and teach others to be, better human beings.

Children who are **creative** will be able to solve the problems of the future.

To enable children to achieve these qualities there are four key aims for school staff. The first is to provide children with memorable learning experiences. Secondly, children must be nurtured as individuals and helped to recognise what they have to offer as members of society. Thirdly, we must motivate and inspire children to achieve the highest standards in basic skills. Finally, staff must ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent.



Memorable Learning Experiences

Children's learning is based on different themes each term, which have been carefully selected to motivate and inspire pupils. The different subjects are taught in the context of this 'umbrella' theme, linking learning in a way that makes it meaningful for children. The curriculum is organised in such a way as to provide a balance in the types of themes that the children will study and to ensure that no theme is ever repeated, no matter how the classes are organised.

Anyone visiting the school can expect to see learning that is exciting, focused, dynamic and active, both inside and outside the classroom. There will be an appropriate balance of learning through play (including role-play) and first-hand exploration, outdoor adventure and written activity. Children will experience a range of opportunities that promote independent learning, and will be given opportunities to direct their own projects and select levels of challenge in their learning that are right for them.

As part of our curriculum, we have also identified a range of 'essential learning experiences' that we believe all children should have as part of their education. These include activities as diverse as building a camp to visiting London. Learning is also enhanced by educational visits. Recently, day trips have included visiting The Imperial War Museum at Duxford, Kentwell Hall, Windsor Castle, the Verulamium at St. Albans and the National Space Centre.

Children in years 3 and 4 will experience at least one residential trip and annual residential visits are organised for children in years 5 and 6. Residential trips for the older pupils are usually at an Outdoor Adventure Centre, such as Grafham Water or Burwell House. Pupils have even travelled to Belgium for a historical battlefields visit which we hope to repeat in the future.

We also go on local walks in the village and to the Nature Reserve and aim to have regular visits from local artists, scientists and other professionals. We are currently developing a Careers Related Learning curriculum using the Skills Builder programme where children develop 8 essential skills: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, and teamwork

For further details of our themes and essential experiences, have a look at the Curriculum area of the website.



Nurturing children as individuals and as positive members of society

At Fulbourn Primary School, we place great importance on knowing all children as individuals; this is a strength that is recognised by external education advisers and inspectors. When children start in the reception year, staff visit families at home to begin a partnership between the child, their parents and the school that is at the heart of that child's success and happiness.

We encourage parents to share with teachers their child's achievement out of school and children are encouraged to bring in awards and certificates that they have received at other clubs and organisations to share with staff and their peers.



We believe it is vital for pupils to make a contribution to the school, Fulbourn village and the wider national and international community. At school, pupils are encouraged from an early age to develop both independence and interdependence, learning to share and work harmoniously together. From the reception year, children will work on projects in groups; this develops as the children move through the school. During termly Skills Builder Challenge days, the whole class works on a project, deciding how it will be organised and assigning roles to make sure the jobs get done. Past projects have included creating a Victorian museum or running a mini-Olympics event, and 'Operation Moonbase' - a day spent designing a new society on a new planet—'Utopia'.

As the children get older, they make an increasing contribution to the school, including running lunch time clubs or becoming play leaders. Children in year 6 are 'buddies' to the new reception children, helping them to settle in and learn their way around the school. Year 6 pupils can also apply to become 'Ambassadors'. The role is highly regarded in school and is awarded if children act as positive role models to others. Ambassadors have various roles, including helping in the office during lunch times, organising school resources and ensuring sensible behaviour in and around the building. Year 5 pupils are invited to become 'Peer Mediators' and receive training in helping to ensure harmonious playtimes.

We believe it is vital for the school to be an integral part of Fulbourn. The children contribute to the community in a variety of ways: the choir sings at church and village events; the gardening club shows its produce at the village horticultural show; we invite senior residents into the school for performances and shows; the children work with the parish council to design local play spaces; we support local fundraising projects, for example for the church roof repairs.

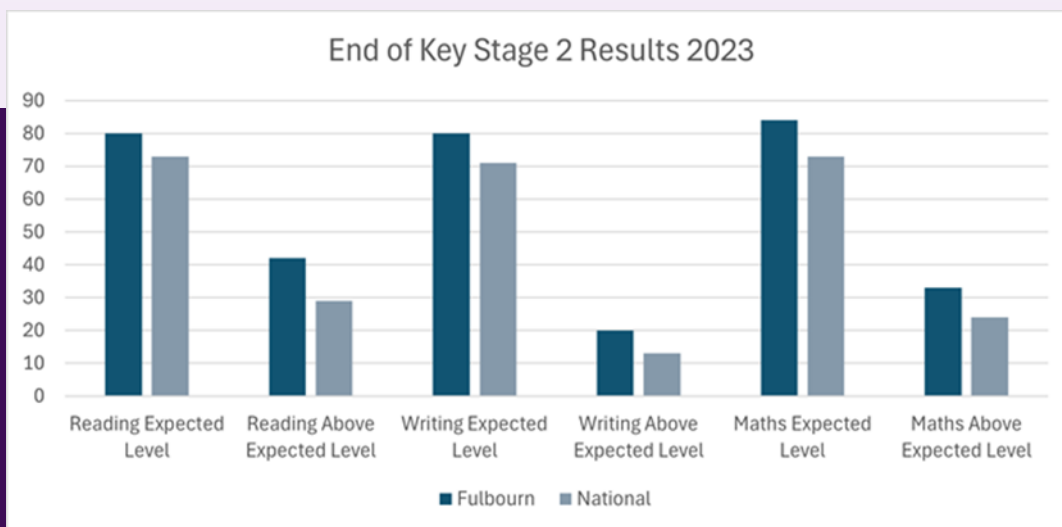
In addition, the children are proactive in raising funds for a range of national and international charities. In previous years we have held a sponsored race, raising thousands of pounds for a number of charities including Cancer Research UK and East Anglian Children's Hospice. Other charity fundraising instigated by the children has included organisations like Oxfam and WaterAid, as well as one-off responses to natural disasters.



The highest standards in basic skills

We place high value on the children's learning being exciting, memorable and dynamic. However, ensuring that they attain the highest possible standards in Reading, Writing and Maths is also crucial for their development and future success. Children's progress in these areas is reviewed during lessons and when their work is being marked, with follow-up action taken as soon as difficulties or misconceptions are identified. Their progress is summarised termly and entered onto the school's tracking system, so we can monitor whether children are on target.

Sometimes children have additional needs, as a result of special educational needs, disability or learning to speak English. At Fulbourn Primary School we are committed to ensuring that all pupils achieve their potential in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. We provide children with additional support or differentiated provision where necessary, to ensure that they make the best possible progress in school. For further information, please refer to section 4 of this welcome pack and the SEND Policy and Information Report and Parents' / Carers' Guide to Special Education Needs Reform, both of which are available on the school website. As well as keeping careful track of the children's progress in reading, writing and maths as outlined above, the government measures the school's success annually. Currently, the Department of Education administers national assessments at three key times: at the end of Year 1, Year 2 and Year 6. The focus of these assessments and the school's most recent set of results are below.



Achieving in all areas of learning and fostering talent

The curriculum has been designed so that teachers can assess children's current stage of development in each subject at school and plan what they need to move on to next. The curriculum progression documents (available to view on the website) break the subjects down into different strands (e.g. Art breaks down into Drawing and Painting, 3D work, mixed media etc.), then outline the steps for developing knowledge or skill in each strand. Teachers use this to identify the starting point for planning children's learning, as well as to assess whether the children have developed deep understanding and are ready to move on to that next step. In all subjects, the steps go beyond what would normally be expected of children by the end of primary school, so that when children have a talent in a particular subject, their learning can be extended.

In addition, a wide range of extra-curricular clubs and lessons are available for children to support and develop particular interests or passions. These include sports clubs (football, multi-sports, dance and dodgeball), choir, peripatetic instrument tuition for piano, drums, guitar, clarinet, flute and brass instruments), French language club and a exciting and dynamic enrichment offer of before and after school clubs. Clubs are held before, during and after school. Some clubs are chargeable (sports and individual peripatetic music), but all children are entitled to one free before/after school club each week.

For further details about our approaches to planning, teaching and assessment at the school, please refer to the 'Curriculum and Learning Policy', available on the website.



Section 2

What you need to know before your child starts school

Admissions information and Published Admissions Number

The school operates under the Local Authority's Admissions Policy. The purpose of the Admissions Policy is to ensure that the school does not become too crowded to permit quality education. Priority is usually given to children resident in Fulbourn and there will be no discrimination on grounds of gender, race, religion, special educational needs or disability. The policy of the school is to admit all pupils in September if they will reach the age of five by 31st August of the following year.

Cambridgeshire Local Authority has produced a helpful 'Guide for Parents' on its website, in which there is advice about choosing a school, primary application forms, how places are allocated and the appeals process should your child not be allocated a place at the school of your choice. This information can be accessed online at [Primary school admissions - September 2024 - Cambridgeshire County Council](#) or from The Admissions Team, Castle Court, Shire Hall, Castle Hill, Cambridge, CB3 0AP. Application is made directly to the local authority; parents may apply online or with a paper copy of the form, which is in the booklet.

Class Organisation

The way we organise classes is different each year, depending on the number of pupils we have in each year group. Our published admission number (PAN) is 45, meaning that we have to admit up to 45 children in each year group, although we may be asked by the Local Authority to admit more than that number of children if they all live within the catchment area. Schools in England are not permitted to have classes of more than 30 pupils for children in Reception, Year 1 and Year 2; we try to make sure all classes within the school contain this number of children or fewer. There is rarely an easy solution to creating classes of around 30 pupils when our admission number for each year group is 45 pupils; each year we consider the various options and consult with governors and parents to find the best solution for children's learning and progress.

Attendance

Parents must ensure they book holidays within school holiday periods. Pupils need to be at school during term-time to access the learning opportunities that will enable them to achieve their full potential. It is important that parents understand that the head teacher may not grant any leave of absence during term time unless circumstances strictly meet those described as 'exceptional'. These are stated as:

Forces Personnel on leave from a foreign posting;

Exceptional significant family events or circumstances (e.g. wedding or funeral).

This means that it is not possible to authorise a normal family holiday for any reason, including on the grounds of cost, available dates for flights or particular holidays and because it is difficult for parents to take leave from their work during school holidays.



The School Day

All our routines are designed to support your child's happy transition into school. We have a clear daily structure to ensure the children feel safe and can develop independence within a known framework. To get off to a good start, your child needs to be in school and ready to begin the school day by **8.45am**, when the classroom doors will close. Their brains will be engaged from the moment they enter the school building, so it is important that they have a good breakfast. The school gates will be open from 8.35am. Arriving a few minutes early allows children to chat with friends, feel part of the class and get the day off to a good start. All children have a mid-morning break for 15 minutes. This is an excellent opportunity for children to socialise with their friends and re-fuel on a healthy snack.

The children go to lunch in the school hall and sit with children from their phase. All children get an afternoon play, usually around 2pm but whenever there is a natural break between lessons. At the end of the school day (**3.15pm**), the children will be collected by parents from their classroom door. Staff will not let your child go home until they can see that you are there to collect them. If you feel your older KS2 child (Year 5 and 6) is mature and sensible enough to walk home alone, you can request permission from the headteacher for them to travel home alone.

It is important to let us know if you have asked a different person to collect your child; even if your child recognises the person you send, we do not let them go home unless we have specifically been informed by you. If occasionally you are unavoidably delayed and will not make it to school to collect your child on time, please ring the school office. We will look after your child until we hear from you and you arrive, within reason. However, if we do not hear from parents and cannot contact anyone on the contact list by 4.00pm, 45 minutes after the end of the school day, the policy is that we will ring the social care team for advice.

Sample Timetable

8:45-9:00	Finger gym
9:00-9:30	Phonics
9:30-10:00	Busy learning
10:00-10:15	Assembly
10:15-10:30	Breaktime
10:30-11:00	Maths
11:00-12:00	Busy learning
12:00-1:00	Lunchtime
1:00-1:30	Whole class teaching session
1:30-2:15	Busy learning
2:15 – 3:00	PE
3:00-3:15	Storytime
3:15	<u>Hometime</u>

8:45-9:00	Finger gym / Early Bird task
9:00-10:00	Phonics / English
10:00-10:15	Assembly
10:15-10:30	Breaktime
10:30-11:30	Maths
11:30-12:00	Group reading
12:00-1:00	Lunchtime
1:00-2:00	PE / Foundation subject
2:00-2:15	Breaktime
2:15-3:00	Foundation subject
3:00-3:15	Whole class story
3:15	<u>Hometime</u>

Break time snacks and Lunchtime

We encourage children to make healthy food choices through our PSHE curriculum. Only fresh fruit or vegetable snacks are permitted at break times; fresh fruit is provided daily, free of charge, for all Key Stage 1 children. Key Stage 2 children may bring in their own fruit. All children up to the age of 5 (and those in receipt of Free School Meals) are entitled to free school milk and parents and carers of other pupils may book and pay for milk via our provider, Cool Milk. Children are also encouraged to drink water during the school day, which is readily available in all classrooms. Children are asked to bring their own named water bottles for the classroom. These should be taken home each day to be cleaned.

Freshly prepared lunches, cooked in our own kitchen, are available every day. The children are encouraged to try all types of food and parents are welcome to sample a meal for themselves. Children in Year R, 1 and 2 qualify for a free school lunch, under a government scheme called 'Universal Infant Free School Meals'. However, if you or your partner are in receipt of one of the following benefits:

- ⇒ Income Support
- ⇒ Income-based Jobseekers Allowance
- ⇒ Income-related Employment and Support Allowance
- ⇒ Support under Part VI of the Immigration and Asylum Act 1999
- ⇒ The guaranteed element of State Pension Credit
- ⇒ Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income below the relevant limit)
- ⇒ Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- ⇒ Universal Credit

you may be able to register for free school meals for your child. You can do this by completing the online form via our school website, see the [School Meals page](#). We would strongly urge you to do so as each child registered triggers around £1300 of funding for the school, known as Pupil Premium, which must be spent on supporting them at school. You will also be eligible to claim free items of uniform, free milk and fruit, a free stationery set and financial assistance with clubs and trips. If your child has been eligible for Free School Meals at any time whilst at Fulbourn Primary they will attract Pupil Premium for their entire time here and be entitled to claim uniform, stationery and other benefits every year.

The forms are easy to complete online and enquiries will be treated in the strictest confidence. The online application forms can be accessed via our school website on the [School Meals Page](#). For details of how the school currently spends its Pupil Premium funding, please look at the plan on our website (see [Pupil Premium](#) under Key Information, Policies and Useful Documents on Home page).

Packed lunches, containing drinks in unbreakable containers, may be brought to school. It is hoped that parents will support the principle of healthy eating when providing children with a packed lunch by ensuring a balance of protein, carbohydrate and fruit or vegetables; sweets are not permitted in packed lunches. If you feel you need to provide any crisps or chocolate, please keep these to a minimum. We have a few children and staff members in school with nut allergies and a member of staff with a severe citrus allergy, so children may not come into school with nuts or nut-based products or raw citrus fruits as snacks / in their lunchbox. At lunchtime, mid-day supervisors care for the children and assist in the dining room. Other school staff and sports coaches support the supervisors, to ensure safe and enjoyable playtimes.

School Dress Code

Our school uniform is based on the colours purple and jade green i.e. purple sweatshirt or jumper, jade green or white polo shirt, grey or black skirt, dress or trousers. PE uniform is a school PE t-shirt, black shorts, and a black tracksuit top and bottoms. Uniform is ordered via the school [website](#) from Big Fish Schoolwear. You are very welcome to purchase the unbranded versions of our uniform from other shops and supermarkets. Please check the website for the most up to date price information. The children will require a pair of flat black shoes or plain black trainers. The PTFa (Parent, Teacher and Friends Association) holds regular uniform sales to re-cycle good quality items.

It is important that children come to school suitably dressed to take part in the variety of activities which make up the school day. Children with pierced ears should, for safety reasons, wear stud earrings only. Apart from watches, no other jewellery should be worn. Earrings must be removed for PE activities. All children should have suitable outdoor clothing for playtimes and a jumper, tracksuit bottoms and black trainers for outdoor PE in colder weather.



Big Fish Uniform Price List

Purple sweatshirts with school logo

Age 3/4 5/6 7/8 9/10 11/12

XSml, Sml, Adult £12.50

Purple sweatshirt cardigans with school logo

Age 3/4 5/6 7/8 9/10 11/12

XSml, Sml, Adult £12.50

Jade green polo shirt

Age 3/4 5/6 7/8 9/10 11/12

XSml, adult £7.00

White polo shirt

Age 3/4 5/6 7/8 9/10 11/12

XSml, adult £7.00

Jade green P.E. shirt with school logo

Age 3/4 5/6 7/8 9/10 11/12

XSml adult £6.50

Black P.E. shorts

18/20" 22/24" 26/28"

30/32" 34/36" £5.50

P.E. Bags £5.00

Book Bags £5.75

Making things easier for your child when they start school

Starting school is a big step for your child and you! We want you to feel comfortable talking to your child's class teacher and know that any concerns and questions will be dealt with. Please do not feel silly about any questions that you have; we will try our best to answer any queries, no matter how small. You can either approach your child's class teacher in the playground or, if you would prefer a more personal appointment, please approach the office staff to find a mutually convenient time for you to meet with the teacher. The office staff are also available throughout the school day to answer any practical questions you may have. If you would prefer to speak to someone other than a member of the school staff, one of the local Family Support Workers offers advice on a range of issues and can visit you at home. We can arrange an informal meeting with the local Early Intervention Family Workers if you have specific concerns that you wish to discuss over a cup of tea. There can be a great deal to think about in your child's first few days at school. You may find the suggestions below helpful in ensuring a smooth a start as possible.

- ⇒ Try to ensure they have comfortable clothing that they are able to put on and take off by themselves. Elasticated waists and Velcro on shoes can really help!
- ⇒ Make sure all their clothes are named so that items can be returned if children take them off when they are hot or mislay them.
- ⇒ They will need practical clothing for PE (a school PE shirt and shorts can be purchased from the school office). Tights and pinafore dresses on PE days can be tricky for children to manage.
- ⇒ Remind your child each day whether they are having packed lunch or school dinners; they do forget!
- ⇒ Please make sure we always have your up-to-date contact details in case we need to speak to you during the day; for example, if your child is unwell.
- ⇒ Remember to let us know as soon as possible (preferably by 9.00am on the first day of absence) if your child is unwell and unable to come to school.



Section 3 - Becoming part of the school community

Communication: Talking to your child's teacher

There will be many different opportunities to talk to your child's teacher over the course of the year. At the beginning of each term your child's teacher will write to you, giving details of the class timetable and of the curriculum content. Children get very excited about their learning in our school, and often use this initial information to start finding out about their topic.

Teachers will also be available for a 'Meet the Teacher' session at the beginning of each year. You will be invited to the classroom for a short talk by the teacher about how the class will be organised and you will be able to ask any initial questions that you have.

Formal parent consultation meetings are held in the autumn and spring terms, when you will be able to look at your child's work, find out how your child is getting on, whether they are happy and settled at school and what you can do to support them in their learning at home. However, you do not have to wait for these consultations if you are concerned about your child's learning or well-being; you just need to arrange another appointment directly with the class teacher or via the office.

Finally, each class presents their learning at a 'Family Assembly' at least twice in the year. Family and friends are invited to attend the assembly, then go to the classroom afterwards to have a closer look at children's work and to chat with the teacher.

Communication: Email and the school website

We produce a weekly school newsletter which gives you details of dates and events in school and other important information. It will be published on our [website](#) and the link will be sent to you electronically via email every Friday.

We also use a website/App called My Child At School (MCAS) to allow parents to pay for trips, uniform, school dinners etc.

Our school website is updated regularly and is where you will find a great deal of information, including policies, staff gallery, calendar, lunch menus etc.

If the school has to close unexpectedly, for example in the case of heavy snow, there will be a message on the website and announcements on local radio stations as well as email communication.

Communication: Concerns and complaints

We hope that when parents are unhappy about a situation at school, they will feel confident to approach the school to discuss their concerns. It is our aim to deal with all concerns or complaints as quickly and efficiently as possible and find that most situations can be resolved with informal discussion. The class teacher should usually be approached in the first instance. However, if a parent is not comfortable doing so, or does not feel satisfied that a situation has been resolved, the Headteacher should be approached. In the unlikely event that attempts to settle the complaint or concern informally have not been successful, a formal complaint in writing may be made to the Chairs of Governors, and, ultimately, to the Local Authority. Further details of the procedures are available in the school's Complaints Policy, available on the website or from the school office.

Governors

Leadership and management of the school is supported by a committed and experienced governing body, made up of parents, staff and other interested members of the community. The full Governing Body meets twice a term to discuss and make decisions about all aspects of school life. Much of the work of the Governing Body is carried out by its two committees, the Teaching and Learning Committee and the Premises and Resources Committee. If you need advice or would like to discuss any matter concerning the school, please do contact the Headteacher or Joy Eldridge and Jennifer Caisley, Chairs of Governors. Further information about the governors can be found on the school website.

The PtFA

All parents and carers of children at Fulbourn Primary School are members of the Parent Teacher & Friends Association (PtFA), which is a registered charity. PtFA events are organised by a small, but extremely hard working committee. Some of these events are run purely for the benefit of the children. Over the last few years, the PtFA have successfully raised substantial funds to improve playground and outdoor learning spaces, enhance the library and purchase a full school reading scheme.

The PtFA meets regularly at The Six Bells to plan activities such as discos, quizzes and social gatherings, and as well as take part in the running of events it is a great way to get involved in school life, meet other parents, have some fun and support our children through fundraising!

If you'd like to find out more, please get in touch via the PtFA email, fulbournprimaryptfa@gmail.com, or leave your name and contact details at the school office at any time and they can pass your details on.

Men in School

A few years ago, we began exploring ways to increase adult male presence in the school (the staff was all female at the time) and to involve dads more in the life of the school. As a result, the 'Men in School' group was formed. This active group of dads runs a variety of events, including the annual camp, an Easter Egg hunt, and curriculum days such as a maths investigations day. They also help out with odd jobs around the school and support the PtFA at their fund-raising events. Please contact the school office if you are interested in joining. They do seem to hold quite a few meetings in the Six Bells....

Volunteering in school

We actively encourage the involvement of parents and other members of the community in school life. We acknowledge the children receive great benefit from interaction with visitors and volunteers and the skills they bring to school. Volunteer helpers support the school in a number of ways, including:

- ⇒ Supporting individual pupils e.g. Times Tables challenges;
- ⇒ Helping pupils read;
- ⇒ Helping with classroom organisation, e.g. filing work;
- ⇒ Helping with supervision on school trips;
- ⇒ Helping with group work;
- ⇒ Helping with practical activities such as art and craft, gardening or cooking;
- ⇒ Helping with swimming (summer term only);
- ⇒ Helping with special events e.g. Science Day, Art Day or sports and fundraising events
- ⇒ Sharing their skills and/or culture in class and at assembly time.

Volunteers and visitors may help in their own child's class on the understanding that they are there to assist the teacher and any of the children in the class and that the child understands his/her parent's role while they are at school. You should be aware that your own children may respond differently when you are in the classroom and it can sometimes be more beneficial to help in a class other than the one your child is in.

Section 4

Working together to make your child's education successful

Medication, illness and emergencies

Medicines should not be brought to school except in exceptional circumstances, agreed between parents and the school. If prescribed medication needs to be taken during the day, a permission form will need to be completed at the school office.

Asthmatic children may, however, have inhalers in school provided that these are clearly labelled with their names. The school also keeps emergency inhalers which may be used with the prior permission of parents. If your child has a severe allergy, requiring them to have an Epi-pen or Jext-pen in school, please inform the school before they start, so that we can ensure all medicine is in school before their first day.

On the first day of a child's absence, it is important that you inform us of the reason, so that our attendance records are accurate and also because certain infectious diseases are notifiable. Should your child be absent from school, please make sure a message is left at the school office by 9.00am on the first day of absence. You can do this by completing the form on our website. If your child has suffered from sickness or diarrhea, please do not let the child return to school until 48 hours has elapsed after the last bout.

It is most important that we have an up-to-date telephone number where we can contact you if your child becomes ill or has an accident during school time.

Home School Agreement

We believe that children are most likely to succeed and be happy at school if we work in partnership with them and with you, their parents. To this end, each year we put together a home-school agreement, which outlines the part we will all play in making school a successful experience for your child. At the beginning of each school year we ask you to go through this with your child.

Special Educational Needs and Disabilities

The progress of all children that attend Fulbourn Primary School is tracked throughout the year. This enables us to identify when children may be falling behind and may require a different or additional type of support to enhance their learning. This may be for a short or extended period of time and could focus on learning, emotional, behavioural or social needs.

Children are supported by our experienced team of Teaching Assistants (TAs), who run a variety of intervention groups. The TAs liaise closely with the Special Educational Needs & Disabilities Co-ordinator and class teachers, to help to provide quality education for all pupils. The Local Authority provides extra funding to employ TAs for children with an Education, Health and Care Plan who have been identified as requiring a higher level of support. We believe strongly in the involvement of children themselves, as well as their parents, in the process of target setting and review of progress. Individual targets are regularly set and reviewed for children with additional learning needs who are identified as requiring SEN Support.

Class teachers monitor the progress of all children and liaise with the SENCo about children who have identified needs. The SENCo works closely with all class teachers, TAs, parents and external agencies to deliver the different levels of support needed by individual children. She also monitors the children's progress and tracks any changing needs.

If your child has additional needs, it is always useful to inform the school and discuss their needs with the SENCo before they start at the school. This enables us to make arrangements so that everything is in place to help your child to have a positive start.

Charging Policy

Music: The cost of peripatetic music teaching and the hire of instruments is chargeable to parents. However, the provision of instruments for teaching within the curriculum is free. Only in the event of the instrument being lost or damaged would a charge be made.

Day and Residential Trips: Parents' contributions will be requested to cover the costs of day and residential trips. Families who are in receipt of family credit or income support may apply, in confidence, for financial support. This request should be made in writing to the Head teacher. Unfortunately, should insufficient voluntary contributions be forthcoming for a visit, the visit may have to be cancelled.

Replacement/Repair of Damaged, Defaced or Lost School Property: Where this is a result of a pupil's behaviour, parents will be asked to cover the replacement costs of the item/damage incurred. If group reading books are lost or damaged, we will also ask parents to pay for a replacement so that a full set can still be available.

Reports for Private Schools: When application for a place is made to private schools, some ask for a separate report, other than the school format, which requires additional work from the class teacher. Should this happen there may be a charge to parents of £25.

Passport Application Forms: We would be grateful if you would give a donation of £20 towards school funds if the Headteacher or member of staff is asked to sign photographs and passport application forms.

Miscellaneous: If children wish to bring home items they have made with re-usable resources (e.g. motors, wheels, propellers etc.) the school may ask for a small donation to cover the cost of replacement of those parts.

Payment to the school may be made via our online payment system, My Child At School (MCAS). Further details on getting set up on MCAS will be given to you when your child starts school.

Wraparound Care Provider

Our Wraparound Care Provider, Kids R Us, operates at Fulbourn in the Old School Building.

They offer:

- ⇒ Breakfast club — a range of breakfast items will be on offer along with plenty of play opportunities both indoor and outdoors. Children will then be taken to school by our staff with a handover to their teachers.
- ⇒ After school club — a member of staff will collect children from an agreed meeting point within the school and bring them over to club. A nutritious snack will be on offer for the children when they arrive.
- ⇒ Holiday club — a plan of activities and themes is sent out before each holiday. We offer half days and full days.

As they have use of great facilities within the Old School Building, they can offer a wide range of activities including daily art and craft activities, quiet area, outdoor sports and games, cooking and lots more. Play is free-flow both indoors and outdoors. The staff are all qualified to high standards and DBS checked. They are trained in safeguarding, first aid, and many other areas of playwork and childcare. All of the policies and a parent handbook are available for you: email fulbourn@kidsrusoosc.com for a copy of these.

Email: fulbourn@kidsrusoosc.com

Phone: 01223 451050

Website: kids-r-us.org.uk

Book now or register for updates: kidsrus.magicbooking.co.uk

Safeguarding statement

Under the Education Act 2002 (section 175), schools must “make arrangements to safeguard and promote the welfare of children”. We will endeavour to provide a safe and welcoming environment where children are respected and valued. The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child’s welfare, including risk from neglect, physical, emotional or sexual abuse. The school may keep records of welfare concerns of children. School staff will seek, in general, to discuss any concerns with parents / carers including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents / carers.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for Child Protection (known as the Designated Person for Child Protection) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child “may...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”. This means that on rare occasions, a school may need to “hold” a child in school whilst Social Care and the police investigate any concerns further.

Recording and reporting racist incidents

Parents/ carers should also be aware that, under the Race Relations (Amendment) Act 2000 and Home Office Code of Practice on reporting and recording racist incidents (2000), schools are required to record and investigate all racist incidents and report them to the Local Authority (LA) on a regular basis. A racist incident is defined by the LA to be any incident which is perceived to be racist by the victim or any other person.

We hope that you have found our Welcome Pack a useful introduction to Fulbourn Primary School. Please remember that there is much more information available on the website and further questions can be answered by speaking to Leanne, Philippa or Jo at the office.

We look forward to meeting you!

**Fulbourn Primary School
School Lane
Fulbourn
Cambridge
CB21 5BH
Telephone 01223 712525**