

# Banks Lane Infant and Nursery School

*Working Together, Nurturing Excellence*



## *Prospectus*



Headteacher - Mrs E Newson

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## A MESSAGE TO THE PARENTS FROM THE HEADTEACHER

On behalf of all staff and governors, I would like to welcome you to Banks Lane Infant and Nursery School.

The first years of school life are of vital importance. It is at this time that attitudes, values, habits and relationships are formed. At Banks Lane Infant and Nursery School we aim to provide a foundation for learning and life in a safe and caring environment. We want our children to develop a strong set of values as well as aiming for personal excellence in all that they do.

School needs your interest and support in developing a love of learning and encouraging children to take an active part in the life of the school. Your positive response to school is vital when ensuring that a child's time is happy, profitable and successful. We look forward to working with you to ensure that our children achieve their potential and learn to adapt and thrive in an ever changing world.

We have a number of parents and grandparents who come into school to help with sewing, gardening, reading and art. Parents and grandparents are always welcome and we would love more helpers.

There will be many opportunities in the future for you to visit the school. Parents are welcome to see our guidelines and policies on all school or curriculum related issues. Your ideas and views are greatly valued.

I look forward to a happy and successful relationship with you.

Yours sincerely  
Mrs E Newson  
Headteacher





## STAFF LIST

|  |                        |                        |
|--|------------------------|------------------------|
| <b>Head Teacher</b>                    | Mrs E Newson BEd       |                        |
| <b>Chair of Governors</b>              | Mrs L Chadbourne       |                        |
| <b>Deputy Head Teacher</b>             | Mrs Lisa Wilkinson BEd |                        |
| <b>Assistant Headteacher</b>           | Mrs C Walker BA        |                        |
| <b>Teachers</b>                        | Miss N Bailey BA       | Miss S Pollard BA      |
|  | Miss B Barber BA       | Mrs K Rogers BEd       |
|  | Miss L Cheshire BA     | Mrs K Severs BA        |
|  | Mrs D Ella BA          | Mrs Spencer BA         |
|  | Mrs A Gauld BA         | Miss L Stocks BA       |
|  | Mrs A Lawrinson BA     | Mrs C Walker BA        |
|  | Miss L Mobbs BA        | Mrs Lisa Wilkinson BEd |
| <b>Nursery Teacher</b>                 | Mrs A Townsend BEd     |                        |
| <b>Nursery Assistants</b>              | Ms L Daniels           | Mrs C Aldridge         |
| <b>Teaching Assistants</b>             | Mrs K Burrows          | Miss S Royle           |
| <b>And Learning Support Assistants</b> | Miss R Bradshaw        | Mrs K Ryder            |
|  | Mrs L Byrne            | Mrs K Smith            |
|  | Mrs H Cahill           | Mrs K Smirthwaite      |
|  | Mrs L Fletcher         | Mrs H Turner           |
|  | Mrs S Gillatt          | Mrs J Walker           |
|  | Mrs S Noon             | Mrs J Whatling         |
|  | Miss E Pass            | Mrs H Wright           |
| <b>Higher Level Teaching Assistant</b> | Mrs W Cherrington      |                        |
| <b>Pastoral Manager</b>                | Mrs Laura Wilkinson    |                        |
| <b>Business Manager</b>                | Ms J Hamilton          |                        |
| <b>Admin Manager</b>                   | Mrs B Walters          |                        |
| <b>Admin Assistant</b>                 | Mrs L Morton           |                        |
| <b>Site Supervisor</b>                 | Mr C Moran             |                        |

## ABOUT OUR SCHOOL

Banks Lane Infant and Nursery School is a community infant and nursery, co-educational day school. It is nondenominational. Banks Lane Infant and Nursery School is situated in Offerton and is accessible from Hempshaw Lane and George Street West.

There were 264 infant pupils on roll in September 2022 and 90 places for the reception age group will be made available in the new school year. We have 3 classes in each year group. Children are taught in classrooms in single classes, supported by a class teacher and teaching assistant.

The school also has a 40 place nursery unit, accommodating 10 part-time and 30 full time/30 hour places. The nursery building was purpose built in 2015 and incorporates a large, bright open plan space with bi-folding doors onto an outdoor learning area, kitchen, snack area, staff room, utility area and parent meeting room. Our nursery building is a separate building situated at the back of school with its own entrance from George Street West.

The current school building was constructed in 1952 and has recently undergone significant refurbishment, including roof replacement, full rewiring and lighting as well as radiator and pipe work replacement. There are 9 classrooms as well as a number of resource rooms, main hall, dining room, library and computer suites. We have 2 large playgrounds, an allotment/planting area, woodland area, an enclosed 'calm garden', reception outdoor learning area and a large field, which is shared with Banks Lane Junior School.



## VISION AND VALUES

‘Working together, nurturing excellence’

We are committed to preparing children to be healthy, resilient learners and citizens who are able to communicate sensitively and effectively in a range of contexts, respect others and to work hard to achieve their highest standards both individually and collectively. We want our children to be able to embrace challenges and opportunities and to develop a lifelong love of learning. ***“The focus upon development of effective learning behaviours and positive, solution-focused response to challenge is explicitly celebrated in school assemblies and directly integrated into all lessons as children are encouraged to recognise that their mistakes, personal struggles and capacity to take risks are fundamental to success.”*** (Inclusion Quality Mark Award feedback)

Our vision is underpinned by the values of **collaboration, effort, excellence and respect**. These values lie at the heart of our work and are embedded in our curriculum and approaches. The values are promoted through our *Value Stories* and characters (Cornelius Collaboration, Ethel Effort, Eberhardt Excellence and Radmilla Respect) and examples are celebrated in children’s work and in our celebration assemblies. Iris the butterfly supports our value characters and represents all things ‘wellbeing’. Iris can be seen on the school website, teaching our children ‘rainbow breathing’.



### We aim to achieve our vision through:

- Highly supportive and inclusive approaches, in a nurturing environment and a commitment to personalised learning
- Creating collaborative opportunities and encouraging children to recognise each other’s strengths and needs, as well as contributing to our supportive ethos
- A strong sense of collective identity and pride in being a Banks Lane Infant
- Holding high expectations for all children, which through strong teacher pupil relationships result in children holding high expectations for themselves and pursuit of personal excellence
- Growth mindset approaches, whereby children embrace the ‘struggle’ of learning, are confident to take risks and recognise the value of hard work
- Teaching metacognition and self-regulated learning, encouraging children to develop strategies to support their own learning and increase working memory
- Firmly embedded wellbeing approaches, including mindfulness, yoga, mindful or ‘rainbow’ breathing and use of our ‘calm garden’
- Encouraging our children to recognise that reward is intrinsic and comes as a result of knowing that we have made our very best effort and strived for personal excellence.
- Exciting curriculum opportunities based on broad themes, philosophical questions, high quality texts and enriching experiences.
- Active learning approaches to enhance engagement and optimise learning and memory, such as drama to support work in writing, maths concepts taught through PE, Forest Schools and practical hands on opportunities
- Supporting children in the development of healthy relationships, including conflict resolution through Restorative Approaches
- Wider curriculum opportunities which broaden children’s experiences, promote our aims and develop tolerance and understanding of others such as visiting artists, multicultural opportunities and a range of clubs

## CURRICULUM

The context of our school and its community is at the heart of our work as we build on existing strengths and relationships while bridging gaps to create the best start in life for our pupils.

All curriculum planning reflects our vision and values, identifying where appropriate how core values are woven through subject knowledge and content. Curriculum overviews identify key end points based on the National curriculum for the EYFS and Key Stage 1, as well as identifying the progression of knowledge and skills taught across the year groups. There is a strong focus on revisiting, building on prior knowledge and identifying common themes within subjects. Progression maps are used by teachers to identify key gaps for individuals and ongoing progress, and by subject leads to monitor progress in their subjects across school.

Our teaching is based on broad themes related to our goals and values and engaging topics, each with an overarching 'big question' aimed at arousing curiosity and interest and focused around one or more high quality texts. Half termly curriculum maps, displayed in classrooms identify the key knowledge and skills across the subjects. This is shared with children and revisited across the half term.

Topics are enriched by meaningful opportunities including visits, speakers, community links and inspirational role models wherever possible. A range of approaches such as drama, engagement and active learning, collaborative opportunities, self and peer assessment, 'Can you still?' displays and retention strategies help children to recall, retain and secure learning. Our 'language rich' approach includes use of high quality texts, extensive reading across the curriculum and whole school approaches to the acquisition and use of subject and wider vocabulary.

While it is sometimes appropriate for pupils to take part in interventions, it is also vital that all children are able to access the full curriculum and whole class teaching opportunities. Our quality first teaching approaches ensure high levels of inclusion, collaboration and pupil engagement, efficient use of pupil time, strong focus on learning, high expectations for all pupils, high standards and high quality feedback opportunities. Within this metacognition and self-regulated learning approaches build skills in planning, monitoring and reviewing learning and optimise working memory. Our Growth Mindset and Mindfulness approaches ensure that pupils are able to build resilience as learners and regulate their emotions.

Assessment of learning and progress is continuous and includes peer marking, feedback and self-review as well as discussion, review of books, working walls, quizzes and pupil voice exercises. Our children take part in the following **statutory national assessments, reported to the DfE:**

- Reception Baseline Assessment
- The Year 1 Phonics Screen
- Key Stage 1 SATS in Year 2 as well as Phonic Screen retakes

## OUR WIDER CURRICULUM

In keeping with our intentions, school provides a wide range of opportunities to:

- Promote healthy lifestyles, such as fitness workshops and health focus months
- Provide experience of arts, such as theatre groups and visiting musicians
- Broaden religious and cultural awareness, such as weekly Spanish lessons and our annual multicultural market
- Promote a love of language and literature, including visits and workshops by librarians and authors and annual reading weeks
- Provide visits from a range of inspirational role models who reflect and embody our school values

Sports Premium supports our Stockport School Sports Partnership as well as a range of fitness workshops and partnerships with PE and dance experts. Community links are made wherever possible such as Warburton 'Healthy Sandwich' making workshops, local authors, RSPB and Aldi environmental workshops and singing club concerts for our neighbours at Elm Court, sheltered accommodation.

School clubs are reviewed regularly in terms of addressing our goals and the needs of the pupils and community. These include Singing Club, Science Club, Football Club, Netball Club, Karate, Lego Club, Dance Club and the opportunity to take ukulele lessons. A charge is made for clubs run by outside agencies. Pupils registered for income related Free School Meals are offered support with charges for access to clubs.

The *Banks Lane Infant Experience*, identifies the opportunities and experiences which we believe all children should have during their time in our care. Experiences have been planned to strengthen our curriculum offer, in keeping with our vision and values and include, making a healthy meal, helping a plant to grow and observing a live musical performance. Children are provided with their own record of experiences which they are able to complete over time. Themed weeks/months such as anti-bullying week, 'values month', British Values week, Science Week and our 'health month' incorporate competitions, wider community involvement and additional opportunities and enable us to promote our intentions and values.

## EARLY YEARS FOUNDATION STAGE

At Banks Lane Infant and Nursery School, we want our EYFS children to learn through an exciting and stimulating curriculum which enables each child to develop from their own starting points but reach their full potential. We use a balance of whole class teaching, learning together through structured play and opportunities for the children to be creative and independent. Outdoor learning provides opportunities for collaborative learning, exploration and problem solving.

There are seven areas of learning:

Personal, Social and Emotional Development  
Physical Development  
Communication and Language  
Literacy

Mathematics  
Understanding the World  
Expressive Arts and Design

By the end of Reception most children are expected to reach the Early Learning Goals for each area and to display positive characteristics of learning as a foundation for learning within the National Curriculum at Key Stage 1.



## THE NATIONAL CURRICULUM AT KEY STAGE 1

When children enter Year 1 they follow the published requirements of the National Curriculum. Overarching intentions for all subjects, in keeping with our vision and values are clearly defined and shared with our children. There is a strong focus in all subjects on acquisition of subject specific vocabulary and progression of knowledge and skills.

### ENGLISH CURRICULUM

*English helps us to connect with our world and to find out more about it. It increases our power of thought and communication as well as the ability to express ourselves through words.*

We are a 'Quality Texts' school. Our English teaching is based on the starting point of a quality text and through experiences provided in school, to develop skills of communication and understanding. The use of DEAL (Drama Engagement Active Learning) gives children the opportunity to explore a text to its fullest and 'put the learning into their bodies' so that it is meaningful and purposeful. It is also important to be able to listen carefully and use spoken and written language in an effective and confident way.

Speaking and Listening, Reading, Writing, Spelling, Grammar, punctuation and Handwriting make up the English Curriculum. Where appropriate, English teaching is linked to work in other curriculum areas.

Children are taught to listen and respond appropriately to adults and their peers and to speak with increasing confidence and a wider vocabulary, including collaborating, asking questions, presenting, negotiating, explaining and persuading. We take a whole-school approach to the development of children's vocabulary, from high quality conversations with the adults in school, built up from EYFS, to subject specific vocabulary to be taught and explored throughout school.

Phonics lessons use Phonics International as the main scheme with supporting materials from Read, Write Inc. Phonics lessons have both a reading and a writing element. Children learn to blend increasingly complex graphemes and this is closely matched by phonetically decodable reading materials (Collins Big Cat Phonics). As children become confident in word reading, they are expected to comprehend increasingly challenging texts. We aim for children to become successful and enthusiastic readers. Reading is widely promoted throughout school through our school library, regularly updated reading resources from Cheshire Library Service, Reading Fortnight, a school 'Virtual Library' (where children have read their own choice of text for other children to enjoy), staff recommendations and story assemblies. Reading for pleasure is a key part of our approach. We have reading events throughout the school year, including Scholastic Book Fairs, World Book Day celebrations, author visits and librarian visits. During our Reading Fortnight we have activities such as Reading Rocks (a treasure hunt style reading activity for the whole family), video a book review and Book in a Box challenges. Our Library in school allows the children to use and take books home to share. Loss and damage of books is not a problem but parents are requested to make a **contribution or replacement** when this occurs. **Book bags**, available from school are vital for carrying the books to and from school.

Physical activities both indoors and outdoors in EYFS allow children to develop their gross and fine motor skills, for example Dough Disco and Pencil Parties. Children are then able to mark-make, leading into practising letter formation (linked to phonics teaching). By Year 2 children are then able to learn how to successfully join letters into a fluent and legible script. Children are given opportunities to write for a variety of purposes with focus on vocabulary, spelling, punctuation and grammar. Children are also taught to plan, draft, revise and edit their own writing.

## MATHS CURRICULUM

***Maths helps us to measure, organise and make sense of our world. It helps us with planning, designing, problem solving, analysing and managing our day to day world.***

In our teaching of Mathematics, we aim to promote the understanding of mathematical concepts as well as improving skills. Children should be able to apply mathematical knowledge and understanding in real life situations as well as develop fluency, problem solving and mathematical reasoning skills.

In key stage 1 children spend a minimum of one hour per day working on maths in keeping with the National Curriculum year group expectations and developing their understanding of concepts in Number, Measurement, Geometry and Statistics. They are taught to apply increasingly complex skills, vocabulary and strategies to solve problems. We follow the White Rose Maths scheme to teach a Mastery approach in maths, where children develop a deep understanding of maths by using concrete objects, pictorial representations and abstract thinking.

In Nursery and Reception, mathematics is taught as part of the Early Years Foundation Stage Curriculum. The children are taught maths daily and maths is embedded and enhanced through continuous provision both inside and outside the classroom and through outdoor learning. Children are taught to count, understand and use numbers, calculate simple addition and subtraction problems and describe shapes and measures. The children work towards the Early Learning Goals in maths, which are split into Number and Numerical Patterns and are assessed in the final term of Reception.

We also use the Mastering Number Programme from the NCTEM across school. This is additional to our main maths teaching. Through the programme the children from Reception to Year 2 develop a solid number sense, including fluency and flexibility with number facts. This is a taught teacher-led session of 10 to 15 minutes four times a week.

## SCIENCE CURRICULUM

***Science teaches us about the wonder of the world and helps us to explain what happens, how things behave and to analyse reasons. By learning about the work of scientists, we can recognise our values in their work and understand that we can make a difference to our world.***

Science is essentially a practical investigation of the environment and world around us. It makes use of some of the child's most outstanding characteristics, natural curiosity and love of asking questions. Science teaching includes study of Plants, Animals, Materials, Seasonal Changes and Working Scientifically. Wherever possible science is incorporated into our themes and topics and focused around a broad question to arouse curiosity. The children learn about famous scientists and their contributions to the world. We have been accredited with the **Primary Science Quality Mark**.

## SPANISH

All children take part in a weekly Spanish lesson where Spanish words and phrases are taught through a variety of songs and games. School holds an annual Spanish Day, where all children dress in Spanish costume/colours and take part in Spanish singing and dancing.

## OUTDOOR LEARNING

All children take part in weekly outdoor learning, focused on complimenting and extending the curriculum, increasing physical activity, building resilience and promoting collaboration.

## COMPUTING CURRICULUM

***Computing capability is an essential skill for life and enables learners to participate more readily in a rapidly changing world. Using the internet gives us quick access to information on any subject as well as ideas and experiences from a wide range of people, communities and cultures.***

Within Computing children learn: Basic skills, handling data, programming and creating media, such as; digital painting, digital writing, music, photography and film. A different aspect of e-safety is covered each term, including; health, wellbeing and lifestyle, self-image and identity, online relationships, online reputation, online bullying, managing information online, privacy and security, and copyright and ownership. Computing facilities include the media room with a suite of computers (Key Stage 1) with a touch screen whiteboard for the teaching of computing, a research area within the library with a mini-suite of computers, a smart table and 'story phones'. Classrooms are equipped with interactive whiteboards, a set of iPads, cameras and other computing resources.

## PSHE (PERSONAL, SOCIAL and HEALTH EDUCATION)

***PSHE helps us to develop the knowledge, skills and personal qualities we need to keep ourselves healthy and safe and to thrive in our world. It teaches us that we can make a difference to ourselves and others.***

PSHE is taught under the headings of Health and Wellbeing, Relationships and Living in the Wider World and includes teaching of British Values, anti-bullying, Relationships Education, e-safety, healthy lifestyles and direct teaching of school values. Through this we are able to lay down essential foundations for life. A range of additional events including NSPCC assemblies, Step Outside Road Safety, Dental Nurse talks, visits from the Fire Service, Forest School, Growing Club, Mindful Lunchtimes and our annual Multicultural Market strengthen our PSHE offer.

Within Banks Lane Infant and Nursery School, SRE (Sex and Relationships Education) is delivered in terms of Relationships and Health Education and the statutory elements of the science curriculum.

## PE

***PE teaches us the importance of exercise as part of a healthy lifestyle. It develops physical strength, coordination and control as well as helping us to value collaboration and recognise the importance of effort and personal excellence.***

School holds strong links with the Stockport Schools Sports Partnership, through which we are able to take part in inter school multi-skills festivals, deliver Playleader training and Maths of the Day, take part in competitions and access high quality professional development for staff. In addition to weekly timetabled PE lessons we provide a range of workshops and additional opportunities through external providers, including Laura Kendal dance lessons, Scoot-Fit days and Freddie-Fit fitness workshops.

School holds Healthy School Status for our 'Happy and Healthy Lunchtimes' and 'High Quality PE'.



## RE

***RE helps us to develop knowledge and understanding about different religions. It helps us develop respect for different beliefs, practices and traditions and to become responsible people with good morals and values.***

The school celebrates the major festivals in several faiths and there is an emphasis on the teaching of moral values within a caring environment. Parents who do not wish their children to participate in collective worship or RE should inform the Head teacher in writing.

**Spiritual, Moral, Social and Cultural Development** are strongly promoted through school assemblies and supported by our RE, PSHE and wider curriculum. Children are encouraged to be thoughtful, caring citizens, proactive about making a difference within school and beyond.

## HUMANITIES

***History helps us to understand how people have changed our community and the wider world. By finding out about the changes people have made we can learn from the successes and mistakes of others.***

***Finding out about important people who have changed our world helps us to recognise, in their work the importance of our values***

***Geography helps us to understand our world and our environment. By recognising natural changes and changes made by people, we can better understand how we can look after our environment and the wider world and that we can make a difference through our shared values***

History and Geography have a strong focus in our topics and themes and involve visits in the local community such as our Staircase House Visit, speakers and the study of significant people who have impacted on our world such as David Attenborough.

## THE ARTS (CREATIVE ART, DRAMA, DANCE AND MUSIC)

***Art, craft and design help us to explore our own feelings and imagination through different media and to develop our creativity. The arts help us to develop cultural awareness, value originality and respect the expressions of others as well as recognising excellence in others' work.***

Where appropriate the arts are taught within our broad themes and exciting topics. We are committed to providing children with a wide experience of the arts and fund a range of visiting artists and events, including Key Strings musicians, Manacto theatre group performances and a Multicultural Market run by Stockport Ethnic Diversity Service. Children take part in school performances and have many opportunities to showcase their creativity, including the school website gallery. School has been accredited with the **National Artsmark Silver Award**.

## DESIGN TECHNOLOGY

***Through design technology we are able to design and make products that solve real and relevant problems. We learn how to be creative, innovative, resourceful, enterprising and capable citizens who can contribute to our world.***

Children are taught about Moving Mechanisms, Structures, Textiles and Food and Nutrition through our cross-curricular work and themed Design and Technology days. Children will focus on sliders and levers, wheels and axles, freestanding structures, templates and joining techniques as well as preparing fruit and vegetables. For each project, each child has the opportunity to design, make and evaluate an individual product, for a specified user and with a purpose in mind.

## SEND (SPECIAL EDUCATIONAL NEEDS and DISABILITY) AND INCLUSION

Our children are unique individuals with their own particular strengths and needs. We follow the aspirations of the **Stockport Entitlement Framework** in that the needs of all learners are identified early and any required adjustments, adaptations, intervention or support are provided at the earliest opportunity. We are an 'enabling' school and work with parents and carers to ensure that children who may have special educational needs get the support they need to achieve their potential. Our whole school provision maps detail our graduated approach, including our comprehensive universal offer and targeted support.

*'Parents speak very positively about the quality of support which they receive, and greatly appreciate the trusting relationships which they have developed with staff who, they say, frequently "go the extra mile" to learn more about and respond appropriately to the specific needs of their children.'* **Stockport Inclusion Quality Mark**

We draw on the advice of specialists to enhance our personalised approach. If appropriate, the speech therapist, educational psychologist, Sensory Support Service and Inclusion Service are available and may work alongside us in school.

For detailed information, please see our **SEN Information Report** on our website.

We encourage parents/carers to get in touch with any information or concerns around SEND. Please email: [senco@bankslane-inf.stockport.sch.uk](mailto:senco@bankslane-inf.stockport.sch.uk) or ring school and ask to speak to the SENCo.

The **Stockport Entitlement Framework** links closely to the **Equality Act (2010)** and the **SEND Code of Practice**. School access, resources and provision are kept under constant review. Our **Accessibility Policy and Plan** is available on the school website. Children with special physical needs have access to school via the main entrance and rear ramps. School should be notified of any physical conditions and symptoms in confidence as soon as possible so that specific needs can be addressed.

## EQUAL OPPORTUNITIES

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations between people who share a protected characteristic and people who do not share it

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Banks Lane Infant and Nursery School is an inclusive school where focus on the well-being and progress of every child is of highest importance and where all members of our community are of equal worth. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Our **Equality Information and Objectives** can be found on the school website.

## MEDICAL NEEDS

We work closely with the Nursing Service and staff are trained to deal with a range of needs in partnership with parents. It is vital that all medical conditions are shared with the school before children start so that individual health plans and other medical arrangements can be put into place. Our school nurse works closely with our Pastoral Manager, Mrs Wilkinson and is pleased to help parents with health related matters. She is available at Hazel Grove Health Centre. Our **Managing Medical Needs policy** is available on the school website.

## BEHAVIOUR

We operate an inclusive approach to behaviour. Our children are individuals and come to school with differing backgrounds, dispositions and experiences. All have needs and entitlements and are members of our school community. Strong teacher pupil relationships, a safe and supportive environment, high expectations and personalised approaches are vital.

Special emphasis is placed on self-regulation and self-discipline. Children are encouraged to take responsibility for their own actions and to have high expectations of themselves and respect for others. It is of vital importance that children see parents and school staff working together in their best interest.

The Behaviour Policy and Behaviour Written Statement are available on the school website.

## BULLYING

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated over time and involve a real or perceived power balance.

Our child friendly bullying definition is:

*'Actions or words by a person or group used to deliberately hurt someone else, usually (but not always) repeatedly.'*

It is important that children falling out and one off acts of aggression are not viewed as bullying. Incidents become bullying when there is an imbalance of power. Our young children are at an early stage of learning about healthy relationships, conflict resolution, managing their own feelings and behaviours and working as part of a group. We use the principles of Restorative Approaches to help support children to work together to rebuild and repair relationships when they have broken down. Our **Anti-bullying policy** can be found on the school website.



## ADMISSIONS

School has places for 90 pupils in reception and 40 pupils in the Nursery each year. All admissions are controlled by the Local Authority. Applications for places in the Nursery and the school have to be made online within a specified admission period. All information and dates are on the Local Authority website at <https://www.stockport.gov.uk/topic/nursery-and-school-admissions>

Parents of children with SEN or disabilities can find further information in the SEN Information Report. Please note that nursery parents need to apply for a place in reception as the transfer to school is not automatic. The admission criteria for Nursery are not the same as those for the school. This is explained on the Authority website.

Our children automatically transfer to **Banks Lane Junior School** at the end of Year 2. Strong transition programmes exist between the schools and our children transfer to Banks Lane Junior School well prepared and confident.

## ATTENDANCE AND PUNCTUALITY

The school has responsibility for monitoring attendance and lateness and sharing this information with the Local Authority.

**Punctuality is extremely important.** It is of vital importance to children's confidence, esteem and sense of belonging that they start their day by entering school at the allocated time with members of their class. School doors are closed by staff, once the children have come in for safety purposes. If you are unavoidably late for school you are required to sign your child in at the main entrance, providing a reason for lateness. Late arrivals of 30 minutes after the start of the school day must be marked as unauthorised absences.

If a child is absent from school then a telephone call on the morning of the absence is required. **Holidays in term time cannot be authorised by the school.** Where permission for an absence during term time is requested, due to exceptional circumstances, a request form can be completed online via the parents' area of the school website. It is vital for processing purposes that all relevant details are included in the request.

Term time unauthorised holidays will be referred to the Local Authority and may result in a Local Authority fixed penalty fine of £60 per parent per child if paid within 21 days. The fine increases to £120 if unpaid within 21 days.

Mrs Wilkinson, our Pastoral Manager works closely with our Education Welfare link worker to monitor attendance.

The **attendance policy** is available on the school website.

**Our whole school target for attendance is 97%**

## LEGAL RESPONSIBILITY

The staff cannot be held responsible for children on the premises outside of school hours. An adult should accompany children to and from school. Children will not be released from school without an identified adult present. The security of our children is the highest priority. Digital locks are provided on all doors and a visitors' book is in the entrance foyer. A security fence surrounds the perimeter of school.

## DENTAL OR HOSPITAL TREATMENT

If it is known a child will be absent due to a visit to the doctor or dentist, please inform the school office and class teacher in advance. Please ensure that the child is collected and returned to school by a responsible adult and signed out and in to the building. **Please attempt to make appointments outside of school hours wherever possible.**

## WELFARE AND SAFEGUARDING

The welfare and safety of our children is of paramount importance. We have rigorous safeguarding procedures to follow if a child is considered to be at risk or posing concerns. Parents are asked to sign a safeguarding agreement when the child starts school.

Under the Stockport Families initiative, we work closely with our named link social worker, Erika Hayton and School Age Plus worker, Mohammed Yasin. Mrs Wilkinson, our school based Pastoral Manager also works with a range of services and agencies and is available most mornings in the main entrance hall for parental support and advice.

Our Designated Safeguarding Lead is Mrs Newson and the Deputy Safeguarding Lead is Mrs Wilkinson. Our Safeguarding Governor is Mrs L Chadbourne.

## SCHOOL UNIFORM

We ask that the children to wear a simple school uniform. It gives the primary child a sense of belonging to the school as well as being practical and economical. The uniform is basically grey and navy blue.

Children should wear :

**grey trousers/skirt/pinafore dress, a white polo shirt and a navy jumper/sweatshirt/cardigan.**

**Uniform is available to order at - [www.stitchdesign.co.uk/banks1](http://www.stitchdesign.co.uk/banks1)**

**Our School Uniform Policy is available on the school website**

Clothing Grants are not available to primary aged children.

Young children are involved in many activities and need to be able to roll up their sleeves, deal with buttons, dress and undress for PE. **Jewellery is not allowed.**

We ask parents to provide a **simple PE kit (navy or black shorts, white T-shirt and black pumps with elastic fronts)** for which a **drawstring bag** is required (**these are available from school and can be purchased via our Scopay App, for which parents and carers will be provided with log in details**). **A set of spare underwear and socks should also be kept in the bag in case of accidents.**

### **ALL CLOTHING MUST BE CLEARLY MARKED WITH CHILD'S OWN NAME**

A **book bag**, available from school is required for home tasks and reading. It also acts as a communication channel between home and school. Information to and from home may be sent in this bag.



## PUPIL PREMIUM, UNIVERSAL FREE SCHOOL MEALS AND FREE SCHOOL MEALS

All children up to the age of 7 (infants) are entitled to a free school meal. This is known as '**Universal Free School Meals**'.

In addition to this, where families are in receipt of various types of Income Support (a full list can be found on the council website), some children are entitled to **Income Related Free School Meals**. This funding which comes under the **Pupil Premium** heading comes directly to schools and is used to support pupils in their learning and access to resources, clubs and events. In order to access this funding, parents must register with the Local Authority.

Also eligible for **Pupil Premium** include Children Looked After by a Local Authority, children adopted from care, those who left care under a Special Guardianship Order (SGO) and those who left care under a Residence Order (RO). Evidence must be provided to school to access this funding on behalf of the child and to record the child's status on the School Census.

From 2022 those with 'no recourse to public funds' (NRPF) are also eligible for Free School Meals.

**Our Pupil Premium Strategy Report** can be found on the school website.

### SCHOOL MEALS

The children are able to go home for lunch, bring a packed lunch or take a free school meal. Meals are cooked in the school kitchen by **Mrs E Nolan and provided by The Totally Local Company**. There is a choice of main meal and dessert, freshly cooked on the premises and a drink.

Menus for the term are available on the website.

Both cooked meals and packed lunches are taken together in the dining hall. Good table manners are expected and it will help if your child can use a knife and fork before coming to school.

### PACKED LUNCH

Packed lunches are allowed, subject to the following conditions:

- Glass containers for drinks are **NOT** allowed.
- The school cannot be responsible for any breakages.
- A safe container for food must have the child's name clearly printed on it.
- Hot drinks are not allowed.
- We request that nuts are not sent in as many children have nut allergies.
- Sweets, fizzy drinks and chocolate are not allowed.

**Please support the Department for Education guidance in ensuring that packed lunches are not a less healthy alternative to school meals.**

If you wish your child to change from dinners to sandwiches or vice versa, school requires one week's notice. An online Change of Meal Request Form can be found in the parent area of the school website.

### LUNCHTIME SUPERVISION

Within the dining room and the school playground, children are supervised by a team of 1 midday supervisor and a minimum of 10 midday assistants.

There are first aid stations for each year group on both playgrounds and we have a supervised first aid bay situated centrally in school.

## SNACKS

A daily snack of fresh fruit or vegetables is provided. Children will need a named water bottle, which should go home daily for cleaning. Water is freely available in the classrooms. School branded water bottles can be purchased via our Scopay App. Sweets, chocolate, crisps and fizzy drinks should not be sent into school

## SAFETY

Please inform school instantly of any contact changes such as mobile telephone numbers or change of address. It is vital that we have up to date information and can contact parents easily. We ask for contact details also for additional family members or close family friends and it is **essential that we hold at least 3 emergency contacts for each child** on our system.

Valuables and jewellery should not be brought into school and teachers cannot be held responsible for them or any accidents connected with them. Jewellery, including earrings, is not allowed.

Infant children must be escorted to and from school by an **adult** each day. Entry to and exit from school is supervised by school staff. We ask, for safety reasons that parents do not enter the building with their children. Any access should be by arrangement and via the front office.

School has a robust Health and Safety policy, which all staff, volunteers and visitors are expected to adhere to. Regular site checks for all Health & Safety matters, including a full annual Occupational Health & Safety audit are carried out by arrangement with Local Authority providers. Our named staff Health & Safety representatives are Mrs Newson, Mrs Townsend and Mrs Hamilton and our Health & Safety governor is Mrs McDonald.

Pupil safety, such as e-safety, stranger awareness, road safety, fire safety, sun safety and NSPPC 'Speak out and Stay Safe' assemblies are all addressed through our extensive PSHE curriculum.

**We have a particular problem with access for cars.** Governors, Police and School have agreed the following code of conduct.

Please park as far away from the school as possible – parking space around school is limited.  
There is a large car park on Banks Lane.

Do not block the school gateway at any time of the day. This is for staff and authorised access only.  
Please show respect for our neighbours and do not obstruct drives, park in resident parking bays or park on grass verges.

Parents and children should not enter the staff car park.  
Scooters and cycles should be locked up in the cycle storage area and not used in the playground.  
School cannot be responsible for any scooters or cycles left on the premises.

**If at all possible leave your car at home or park a distance away**

**We ask parents to sign a Travel to School Agreement**

## CLUBS IN SCHOOL

There are a variety of clubs and activities available to our children ranging from Dance, Singing, Science, Karate, Lego, 'Talent in Tech', World Wide Wonder Club, Netball and Football as well as Ukulele lessons. Our club offer is reviewed regularly and published on the school website. We ask for a contribution from parents for those run by external agencies. Please note that due to the young age of our Reception children, club access usually commences in the final school term. Support for children eligible for income related Free School Meals in accessing clubs should be discussed with the class teacher. Weekly Spanish lessons are provided to all children free of charge.

We also have a before school Breakfast Club run from 8.00am on the school premises. After school care is available through Offerton Childcare Ltd.

## HOME-SCHOOL COMMUNICATION

Teaching and support staff are available daily on the playground at drop off and collection times. Staff are more than happy to answer any questions and address concerns and this should be the first step for any parental enquiries. On occasions matters may be referred to the Headteacher, Deputy Head, Senior Leaders, Pastoral Manager or others depending on the nature of the enquiry. Mrs Wilkinson, our Pastoral Manager is also available most mornings in the main entrance to support parents and families and is able to offer practical advice.

It is always our intention that we work with parents and attempt to address any concerns and resolve any issues as quickly and positively as possible. We ask that parents share concerns directly with us and not on the playground or on social media. Our **Complaints Procedure is available on the school website.**

We expect courteous and respectful behaviour at all times on the school premises and in all communications. Strong and positive relationships between school and parents are vital. Our **Respect Policy** can be found on the school website.

There are two **Open Evenings** for confidential interviews during the autumn and spring terms, when all parents are invited to discuss their child's progress. We anticipate that following on from the success of holding these virtually during the pandemic via School Cloud that we will be able to implement a 'hybrid model', offering parents/carers the choice of virtual or face to face meetings. A **Parent Information talk** is also held in the first half term of the year. At the end of the academic year a **written school report** is available to all parents. An **Open Day** is usually held at the end of the year for the children to show their achievements to Parents.

To support our work we ask all parents to sign a **Home School Agreement**. Much of our home learning is now carried out via our Seesaw App. New parents will receive a code to access this in the summer term prior to their child starting school. Parents are requested to support and encourage their child at home with reading, maths games, phonics activities and other home-learning. A regular routine for homework based on '**little and often**' makes a significant difference to children's confidence and progress.

A **Newsletter** is sent home each half term via email informing parents of forthcoming events and activities. Please let us know if you would prefer to receive a paper copy of the newsletter. School events are regularly 'tweeted' and we also provide updates via our text and emailing messaging service.

### **Fundraising**

There are many different ways that you can help to raise funds and make a difference for children at Banks Lane Infants. The simplest way is to sign up and take part in our weekly lottery draw every Saturday. <https://www.yourschoollottery.co.uk/>

You can find out more on our website <https://www.bankslaneinfants.org.uk/fundraising.html> or join our Facebook group - Banks Lane Infant and Nursery Fundraising.

### **Further Information**

The Head teacher will be pleased to supply detailed information about the school. If a formal appointment is required, a telephone call is needed. Every effort will be made to meet requests by parents to visit at a particular time, subject to the organisational and educational needs of the school.

All stakeholders, staff, parents & children are valued in our school.

A **holiday list** is sent out each year for your convenience. This information is also posted on our website.

### **The Governing Board**

The governing board is responsible for the school and meets each term. You are welcome to attend as a non-voting member.

If you have any issues for discussion or views you would like to make known, please contact Mrs Newson or the Parent Governors. Similarly, if you have a complaint, the class teacher or Mrs Newson will be happy to discuss any item, big or small. If the concern remains unresolved there is a formal complaints procedure.

**Chair of Governors** Mrs Lynda Chadbourne  
c/o Banks Lane Infants

**Parent Governors** Mrs Jenna Hodgson  
c/o Banks Lane Infants  
Vacancy

### **Charging Policy**

A charging Policy for school activities and breakages has been determined by the School's Governing Board, in accordance with the Education Reform Act. This is available upon request and can be found on the school website.

### **Complaints Procedure**

If a problem arises concerning discipline, curriculum or indeed any aspects of school life, please contact Mrs Newson who will be happy to advise you. The complaints procedure is available on the school website.

# Am I Ready for School?

When your child starts school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track your child's progress.

## Self-care

- ✓ I know when to wash my hands
- ✓ I can wipe my nose
- ✓ I can ask for help if I don't feel well

## Speaking and Literacy

- ✓ I am interested in reading stories and looking at picture books
- ✓ I am able to talk about myself, my needs and my feelings
- ✓ I am practising recognising my name when it is written down

## Getting dressed and undressed

- ✓ I can button and unbutton my clothes
- ✓ I can put my shoes and socks on
- ✓ I can put my coat on and use a zip

## Interest in the world

- ✓ I enjoy learning about the world around me
- ✓ I am interested in exploring new activities or environments
- ✓ I like asking questions

## Writing skills

- ✓ I like tracing patterns and colouring in
- ✓ I enjoy experimenting with different shaped scribbles
- ✓ I am practising holding a pencil

## Going to the toilet

- ✓ I can go to the toilet on my own, wipe myself properly and flush
- ✓ I can wash and dry my hands without any help

## Independence

- ✓ I am happy to be away from my mummy, daddy or main carer
- ✓ I am happy to tidy my belongings and look after my things
- ✓ I am feeling confident about starting school

## Listening and understanding

- ✓ I am able to sit still and listen for a short while
- ✓ I can follow instructions
- ✓ I understand the need to follow rules

## Sharing and turn taking

- ✓ I can share toys and take turns
- ✓ I can play games with others
- ✓ I can interact with other children

## Counting skills

- ✓ I enjoy practising counting objects
- ✓ I like saying number rhymes and playing counting games
- ✓ I can recognise some numbers when they are written down

## Routines

- ✓ I have practised putting on my uniform and getting ready to leave on time
- ✓ I have a good bedtime routine so I'm not feeling tired for school
- ✓ I am learning to eat at the times I will eat on school days

**What a child does at home has a significant impact on success at school.**

**It is important that parents:**

- ◆ Speak positively about school
- ◆ Limit time spent on technology
- ◆ Play games with their child
- ◆ Share books and stories regularly
- ◆ Engage their child in face to face conversations
- ◆ Encourage their child and praise effort





**For further information contact:-**

Mrs E Newson (Headteacher)

E-mail - [headteacher@bankslane-inf.stockport.sch.uk](mailto:headteacher@bankslane-inf.stockport.sch.uk)

## Banks Lane Infant and Nursery School

Hempshaw Lane  
Stockport  
SK1 4PR

**School opening times** - 8:00 am - 12:00 pm / 1:00 pm - 3:10 pm

Phone/ Fax 0161 480 9252

[www.bankslaneinfants.org.uk](http://www.bankslaneinfants.org.uk)

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Join our Facebook Fundraising group - Banks Lane Infant School Fundraising