THE BLUE SCHOOL

CHURCH OF ENGLAND

Whatever you do in word or deed,
do everything in the name of the Lord Jesus,
giving thanks to God the Father through him.

Colossians 3:17

Parent Handbook 2026-27

The Blue School Parent Handbook

Dear Parents and Carers,

Welcome to The Blue School Parent Handbook. We aim to provide you with clear guidance on our daily routines, policies and procedures. More information is available in policies and documents easily available on our website.The Parent Handbook is reviewed and updated periodically to ensure that all information is current.

Please check for updates, read and use the handbook. It is always ‘work in progress’, so if you spot any gaps or opportunities for improvement, please let us know!

Matt White

Headteacher

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Vision and Values

The Blue School's Mission Statement

“ Whatever you do in word or deed,
do everything in the name of the Lord Jesus,
giving thanks to God the Father through him.”
Colossians 3:17

We aim to be an inspirational community, where everyone has the courage and confidence to succeed. Our strong Christian vision drives our commitment to provide every child in our community with an exceptional education. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community:

- Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our school is exciting; it dates back to 1630 and we value tradition, while being highly futures-focused and promoting innovation. Ours is a high-performing and happy school, with a strong, inclusive and supportive ethos.

How we relate to children at The Blue School

Staff are expected to speak politely and kindly to children at school. Children are used to staff using a quiet voice, and in the Early Years and KS1, also singing instructions. Our children are keen to please and respond enthusiastically to encouragement. The approach of promoting positive behaviour by noticing it and providing consistent positive feedback is embedded in our practice. Staff working with each class may use various techniques for drawing children's attention e.g. clapping rhythms, counting down, or tingling a bell or tambourine. We work here because we really like our children and want them to feel happy and successful in a loving community.

How we relate to parents at The Blue School

We have a very strong relationship with the vast majority of parents and carers. The first point of contact will always be the class teacher. All key messages whether concerns or praise should be communicated between the class teacher and the parent directly.

While parents are encouraged to have end of the day 'quick chats' with the class teacher, sometimes it becomes clear that a parent wishes to have a conversation that will take more than a couple of minutes, or might be inappropriate for others to overhear. If this is the case, the teacher may ask to meet you in the meeting room at the front of school the next day, so that s/he can offer you full attention. If that is not possible for you, you will be asked to wait at the front of school until the staff member has dealt with other families.

We do not wish to receive lengthy emails from parents regarding any issues or concerns around children. We are very happy to meet in person or arrange a call to discuss these concerns. Emails should be brief and used to request a meeting with the relevant staff member, allowing staff to focus fully on teaching and learning during the school day. Emails should be sent to the school office. Parents are not permitted to email staff members directly.

For parents who excessively contact The Blue School, causing a significant level of disruption, we may specify methods of communication and limit the number of contacts, using a communication plan.

We make every effort to resolve any concerns or disagreements parents may have. Parents must follow the procedures as listed above, should further action be required, matters will be escalated to the Phase Leader (as detailed in 'Contacting Senior Staff' section on Page 9).

As employers, the school has a duty of care to all staff. Aggressive or violent behaviour towards staff will not be tolerated. In extreme circumstances should such incidents occur, parents will not be permitted on the school site.

Parents should note that staff who work at the school with children attending the school follow the same procedures as set out in the parent handbook. (Reporting concerns to the class teacher, and escalating to the PL followed by the AHT/ DHT and HT if unresolved).

Staff members who are parents use the same booking systems and book appointments through Arbor.

Parents should not discuss their child's progress with a staff member unless at a prearranged meeting at school.

Parents should note that staff who have children at school will have access to academic/behavioural information about their class / phase (if in a leadership role) / school (if in an office admin role). Parents should never enquire or question a staff member about this information, unless relating to their child and do so through the correct process (emailing the school office).

Parents who know staff members outside of school must contact staff members regarding queries about school through the correct means (emailing the school office). Staff members should not be contacted on their personal email/phones regarding issues relating to school.

Communications

Class/Year WhatsApp Groups

Class/Year WhatsApp groups are a very useful and efficient way of communicating to the whole class. The aim of using WhatsApp is to send messages to an entire group, which are relevant to school.

The messages in the class/year WhatsApp groups come from parents/carers in their personal capacity. The school does not post directly on any WhatsApp parent/carer groups. Please read the code of conduct, here, for our school expectations for how these groups should be used.

Website

The website is the main point of information for parents. There is a wealth of information to be found here including class information, access to forms for leave of absence, key dates and important policies.

Calendar
Here is the school's calendar on the website. It includes most of the main events / visits for the whole of the year to assist you with your own planning. We have booked everything that it is actually possible to at this stage, and are committed to ensuring any additional activities are booked and on the calendar as early as we can.
We aim to avoid making calendar changes, and if we absolutely must, will give as

much notice as possible. Anything new or any minor changes will be notified via the weekly newsletter.

Friday Newsletter

This provides up to date information about our various activities and includes links for parent permission letters and other details about trips. The Parents' Association always has a featured box to help you to keep up with their sterling efforts. Newsletters are also on the website.

Arbor and Email

Arbor is our secure management information system. Information about children is held on it and it complies with data protection legislation. Parents are asked to check and update information that we hold about you and your children on Arbor.

If we need to contact a family directly you will normally receive an email via Arbor from the Blue School.

Paper vs Digital

All of the above assume that you would prefer to access information digitally as it comes direct to your device and is better for the environment. However we recognise that there may be some families who may require printed material. If so please contact our Office Manager and we will ensure we record this on your child's record and set it up for you.

Contacting Senior Staff

Each class is within a 'Phase' - Early Years Foundation Stage (EYFS) and Year 1, Lower KS2(LKS2) or Upper KS2 (UKS2). EYFS, LKS2 and UKS2 have a Phase Leader who manages the day to day work of the staff team, and has responsibility for children's progress and good behaviour. The Phase Leader can deal with most issues that go beyond the remit of the Class Teacher.

Each Phase also has an assigned member of the senior team (Deputy or Assistant Headteacher) who maintains an oversight of the phase and is a reference point for any unresolved or whole school issues. At the start and end of the school day senior staff are in the playground in case you wish to raise anything urgent or just say hello.

Phase	**Contact**
EYFS	Mrs Bhatarah, Phase Leader, or Mr Hammer, Deputy Head
LKS2	Mrs Lonsdale, Phase Leader, or Mr Kelly, Assistant Head
UKS2	Mrs Old, Phase Leader or Miss Wilkinson, Deputy Head

Contacting School
The switchboard is 020 8560 6721 and is staffed from 8.30 to 15.30. If you don't get an answer at peak times it is because all the lines are busy, not that staff aren't answering.

Please email office@theblueschool.com **for any queries that need to go to teachers or senior staff**. This email address reaches the Office Team. They will direct your email to the relevant staff member and also copy in anyone else who may need to be aware (e.g. an AHT or the Headteacher).

Lost Property

Please label your child's clothes!
Lost property is kept in the large brown chest by the main building (opposite the South Street gate). You are welcome to hunt for missing items there at drop off / pick up times.
At the end of each term, any remaining lost property is given to the Parents' Association for resale.

Mobile Phones

Y6 children are allowed to travel to school on their own (with parental permission), hence we permit them to bring a phone (from the list outlined in the Mobile Phone Policy). Children are not permitted to use phones on the school site and they are stored in the office during the day.

Parents, please be aware that in the locality there have been instances of children / teenagers being targeted by muggers in the 3.30-5pm 'after school' time and their phones stolen, which is traumatic. We are making children aware of this, and are sure you will also advise children to be vigilant and keep their phones hidden.

Parent Prayer Group

The Parent Prayer Group meets in the main hall at the front of school every Friday morning at 09.00. Parents pray for the school and members of our community as well as other matters of concern in our society. Please do feel free to join in.

Clergy and Churches

The Blue School is in the parish of All Saints, but is attached to three churches - All Saints, All Souls, and St John's, and representatives of each of these are Foundation Governors on our Governing Body. We also have strong links with St Mary's, Spring Grove and St Francis of Assis. The clergy from the churches support us enormously. Reverend Joe, Rev William, Rev Peter, and Rev Elis lead the children's worship on Wednesdays, and also lead a staff prayer group which meets on Wednesday mornings.

We have four Church Services per year: Harvest, Christmas, Easter and Leavers.

These are held at school at 09.30 / 11.00. Dates are on the school calendar and details of which classes attend which services classes attend are circulated via the newsletter.

Leadership and Management

The Senior Leadership Team (SLT) is made up of the Headteacher, two Deputy Headteachers and two Assistant Heads (AHT). It is responsible for the strategic improvement and operational running of the school. It meets weekly. The Leadership Group (LG) is made up of the SLT and the three Phase Leaders. It meets every month, is a consultative and developmental forum and is key to the effective operational running of the school.

Senior Leadership Team

Mr White - Headteacher
Mr Hammer - Deputy Headteacher (Standards and Teaching)
Miss Wilkinson - Deputy Headteacher (Mission)
Mr Kelly - Assistant Headteacher (Curriculum and Inclusion)
Mrs Stallwood - Assistant Headteacher (SEN and Wellbeing)

Phase Leaders

Mrs Bhatara - Lower phase (EYFS and year 1)
Mrs Lonsdale - Middle phase (Years 2 to 4)
Mrs Old - Upper phase (Years 5-6)

Staff Development and CPD

The Blue School has a ‘Whole Staff’ approach. We have 62 staff at The Blue School. Our core purpose is to provide an exceptional education to our children and it requires our whole team to achieve this. All of our staff make an important contribution to school life and the children’s education. Each of us is part of a jigsaw of provision and every piece in the jigsaw is needed for the picture to be whole. Valuing and appreciating each colleague as an individual exemplifies our Christian ethos.

Induction of new staff

New members of staff are invited into school before they are due to start their role for an induction. They are familiarised with school procedures, our expectations and safeguarding. This will be led by the Senior Leadership Team. If you have a new teacher assigned to your child’s class, please feel able to contact the Phase Leader on any issues that the teacher may not immediately be familiar with.

Trainee Teachers

As a high performing school The Blue School is expected to do ‘outreach’ work and to develop strategic relationships to build professional expertise. We have relationships with a number of teacher training organisations, including Saint Mary’s University, Kingston University, the London West Teaching School Alliance, and also Cambridge University.

Trainees may visit the school and some will join us for placements which may last several weeks. They observe experienced teachers and take classes for parts of the day. The teacher remains present and is fully accountable for the quality of provision in your child’s class. These programmes are overseen by Mr Kelly (AHT)

Parental Helping

Thank you so much to our Parent Helpers. You fabulous people make a huge difference to what we can achieve as a school. Some of you help regularly and some come out when we need ‘all hands on deck’ e.g. Sports Day. Whatever your contribution, it is appreciated! We aim to make volunteers welcome and provide advice and support as appears necessary or is requested.

Parent helpers are asked to complete DBS checks and records are kept on our Single Central Record of safeguarding checks. Parent helpers are expected to abide by the same rules of confidentiality and observe safeguarding procedures in the same way as staff members while they are assisting us. There is a policy to support this, which volunteers need to adhere to.

Pupil Absence

We have excellent attendance and anything below 96% attendance starts to raise a concern. Attendance below 94% is a serious matter and the school will involve the Education Welfare service if a child is persistently absent.

Illness

If your child is ill, please contact the school office at the earliest opportunity on the same day, giving the reason. absence@theblueschool.com . If you are not sure whether your child is too unwell for school please check DfE guidance.

Infectious Illnesses

If a child vomits or has diarrhoea, they must not attend school for 48 hours in line with LB Hounslow guidance on infections.

Occasionally we have outbreaks of childhood illnesses in school. We notify parents of these additional risks and advise on symptoms to be aware of.

Absence Requests

All requests for absence should be made via an Absence Request form from the school office or online from the website. Routine doctor and dentist appointments should not be made during school hours. We understand that hospital / orthodontic appointments are almost always during the school day and authorise these. Leave is normally only permitted for urgent medical appointments.

It is the school's policy, in line with local and national guidelines, **not** to authorise absence for family holidays. We appreciate that some families have close relatives far overseas (as do many of our staff), but will not authorise extended leave in term time for holidays visiting family.
If you have a special circumstance please provide full details with the absence request form.

Punctuality

Punctuality is an important life habit and we are very keen that all the children should arrive at the same time and be settled happily into the daily routine. Late arrival is stressful for the child who is late, and also disrupts the start of the day for other children and the teacher.

Children should be in their class by 08.50. We open the gate just before 08.40 so please arrive at the latest by 08.45.

As children up to Y5 are brought to school by their parents, we never comment to them directly about being late, as it is not their fault.

Please plan to leave home in plenty of time if you have to drive as West London traffic is unpredictable. Barring exceptional situations, we do not regard "traffic" as an acceptable reason for late arrival at school.

If children are brought to school persistently late, the Phase Leader will contact you.

Musical Instruments

If your child is learning an instrument, s/he must take it home the same day, not least to practise! We encourage the children to take good care and ownership of their instruments at all times and reiterate that the school cannot accept responsibility for damage or loss of these instruments.

Instruments must be taken to your child's class on the day of their lesson and then home on the same day. They must not be left at the New Hall as this is used for external lettings in the evenings and we cannot monitor the safe care of the instrument. If they are lost or damaged because they were left in the New Hall the school will not accept any responsibility for this.

The only exception to the requirement to take instruments home will be Y4 on swimming days. In these cases, they may be kept in children's classrooms overnight.

Parent Pay

ParentPay is used by many schools nationwide. In an attempt to remove all cash and cheques from school we ask all parents to only use our e-payment method to pay for dinner money, and the occasional P.A and school initiative. This can be done online using a very secure website called ParentPay

ParentPay offers you the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week - safe in the knowledge that the technology used is of the highest internet security available.

School Meals

This is a direct contract between parents and the school meals provider Stir Foods. Please ensure that you book your child's meals in advance using ParentPay. If you are at all uncertain how to do this, please contact the school office.

Please ensure that your child is happy with the choices you make on her / his behalf. If they don't, we are unable to offer an alternative due to (a) allergy management and (b) the kitchen does not make spare meals.

As a school we monitor the quality of the meals and service on a daily basis. If you have any concerns please email via the office.

Arbor Parent Portal

The Arbor Parent Portal is a one stop source of information regarding your child. By logging on to the portal and viewing the dashboard, you can check your child's attendance, update contact and medical details and access your child's end of year report.
We also use Arbor for bookings for extra-curricular clubs, school trips and for parent meetings throughout the year.

Log in details to the portal are sent to parents via their email addresses.

Medical Information

Please ensure that details of any medical conditions your child has are kept up to date on Arbor. If you have any trouble doing this, please contact the office for help. Also please ensure that any medicines that we keep for your child are ‘in date’.

The School Day

Drop-Off

There is a soft start for all year groups where children can enter the school building, from 08.40, put their things in the cloakroom and then make their way into class. Pupils must arrive in class by 8.50am on each school day.

Mornings

We settle the children quickly and start the day with a class prayer. These are composed by the children and each class has a file of class prayers.
During the morning children learn English and mathematics.

Worship

Takes place from 9.00am - 9.20am. Morning break takes place at 10.15 am for Reception, and 10.30 for years 1 to 6.

Afternoons

During the afternoons children study RE and the ‘foundation subjects’. These include science, music, art, computing, design technology, geography and history. KS2 also has French and Y4 has swimming in certain half term blocks. Some subjects are taught as quite conventional lessons, others are projects. Your child’s teacher will provide you with an overview.

PE, Daily Mile and Competitions

All classes have 2 PE lessons each week. Years 3, 4, 5 and 6 are taught PE by specialist sports coaches once a week and by class teachers for the other session. We are part of the local ‘Sport Impact’ scheme. The school achieved Games Mark Gold Award in the summer term in 2024/25 in recognition of the quality of provision.

Throughout the school year we will attend competitions organised by the local Borough. When selecting teams we follow the process below -

Places available are evenly split between both year groups and their classes. For example, if there is a team of 8 for a Year 5/6 competition then each class in years 5 and 6 would have two places each.

If a larger number of children wish to be selected than there are places available the following criteria will be used:

- Priority will be given to those children who have not represented the school before
- Priority will be given to children who display model behaviour in the classroom

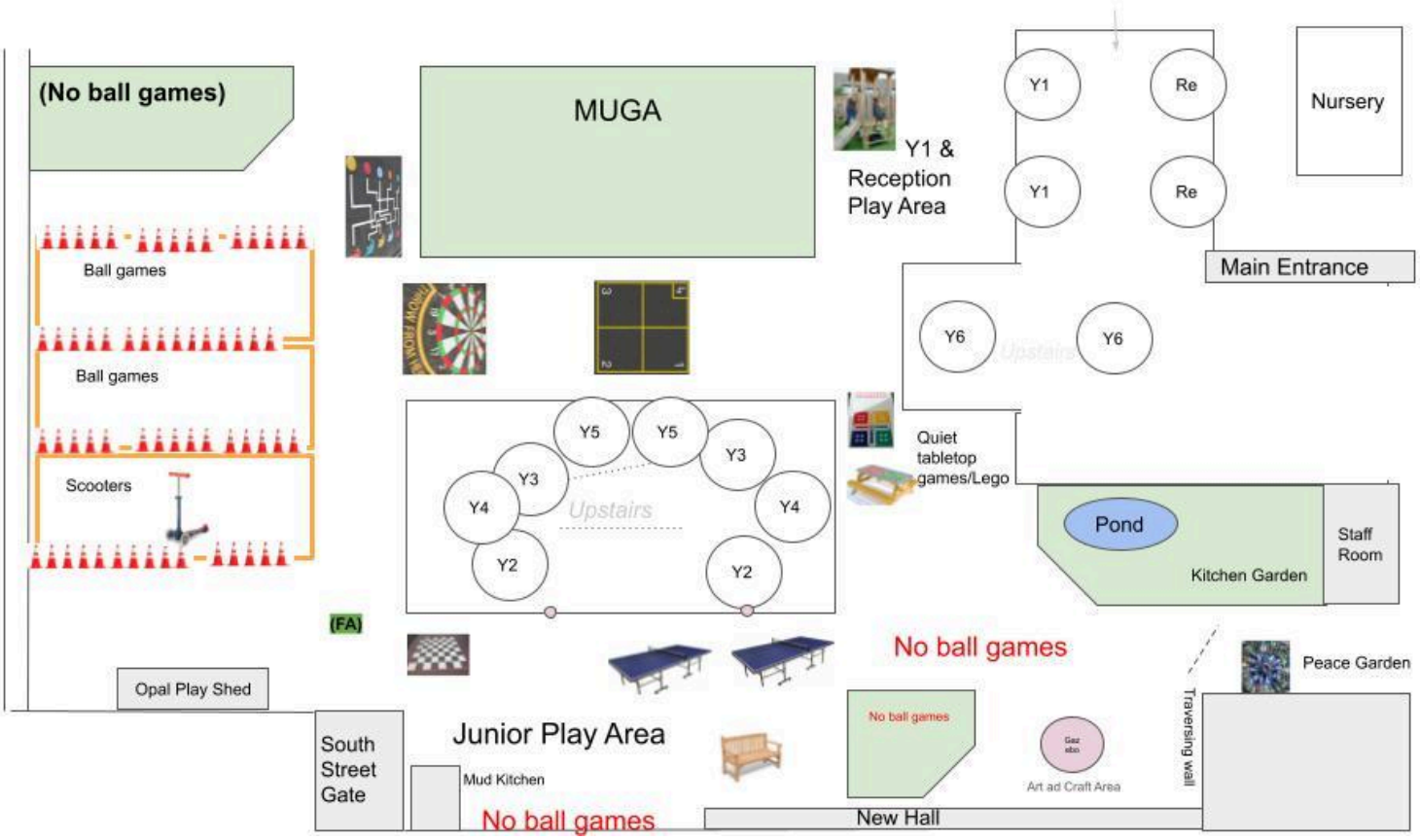
Lunchtimes

Nursery Lunch is from 11:30 to 12:30 and children eat a packed lunch in the nursery classroom or may have an outdoors picnic weather permitting.
Reception Lunch starts at 11.30. Reception staff supervise children until 12.00 and guide them in using cutlery appropriately. Reception lunch ends at 13:00.
Year 1 lunch begins at 11.50 and ends at 13.00, and KS2 lunch is from 12.00 to 13.00.

Packed lunches

Lunch boxes are kept in class trolleys. Please do not include any nut products in packed lunches as we have a few children with serious allergies.

The school playground is divided into zones (see image below) to allow for a variety of activities to take place, and for year groups to have access to space to enjoy their time out of the classroom. Opal Play is up and running, and the zones have been designed to support greater opportunities for play at lunch times, creating a more inclusive environment for all children.



Lunchtime Supervision

Play Leaders are employed at lunchtimes. Mrs Perkins manages the team. The SLT also monitors the site on a ‘roving’ basis at lunchtime.

Break time snacks

KS1 has an additional afternoon break 2.15 - 2.30. Reception has a flexible afternoon break.
All children up to the age of 5 are eligible for free milk (please register your child at Cool Milk), children over the age of 5 are able to have milk, but at a cost to parents.
EYFS, Year 1 and 2 a portion of government funded fruit per day. This is distributed to the phases.
Children can bring in a healthy snack such as dried or fresh fruit. If children need an alternative to fruit, breadsticks and crackers can be brought in. We ask parents not to send in crisps , sweets, chocolate and biscuits.
Children should not be taking food from their lunch as a breaktime snack.
Children should not be bringing chewing gum into school.

Drinks Bottles

All children are asked to bring a bottle of water into school each day, clearly labelled with their name, which they must have access to at any time. Classes have drinking cups available for those children that do not have a bottle in school.
Children should not be bringing energy drinks to school.

End of the school day 15.20 Nursery 15.30

Children must be collected by their parent / designated adult or club. If you need to make any change to pick up arrangements, please contact the school office or send in a written note to the class teacher.

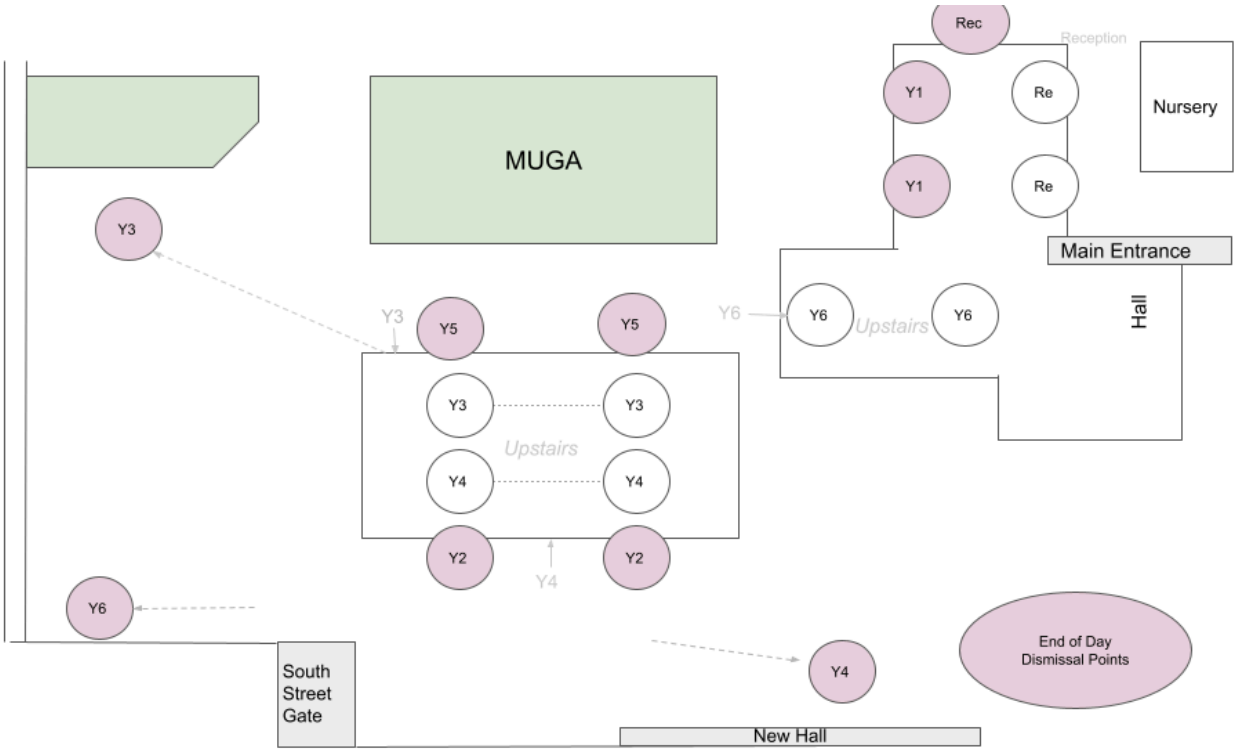
Picking Up Arrangements

Year 6 children may have arrangements for going home on their own and this must be communicated in writing before a child can be released. Please complete permission on Arbor.

Staff will only hand over children to known adults. If there is any change to a normal pick up arrangement (a different person or the child to go with a friend) this must be communicated in writing.

Pick up points are as indicated on the plan below. The grey arrows indicate where children enter the buildings. The pink spots indicate collection points.

Drop Off and Pick Up Points



Left children

If the adult who is collecting the child from school has not arrived by 3.30, your child will be accompanied to the school office by the class teacher and you will be contacted.

After School Clubs / Extended Curriculum

Children attending clubs meet by 3.30 in the corridor outside of the Y2 classrooms (unless another location has been previously agreed with SLT). The children are collected by their club leader and taken to the space in which their club takes place. The children are dismissed from the Junior Playground at 16.30. Please be prompt in collecting your child. The gate will be locked at 16.45.

Mrs Hunt has oversight of the extended curriculum provided via the clubs. We appreciate that there is a lot of competition for places and have extended the range of clubs on offer considerably. Our only constraint is space!

Late Pick Up from Clubs

Any children who have not been collected by 16.45 will wait in the foyer supervised by staff until parents arrive. We appreciate that exceptional situations can happen, please ensure that you notify the school in these circumstances.

Birthdays

Birthdays will be announced in worship (see below). Children must not bring in sweets or gifts to give to other children on their birthdays / to celebrate their birthdays. Should parents wish to do this outside of school, that is at their own discretion.

We are aware families may be facing financial challenges and want to ensure that no family feels pressured to provide sweets / gifts for the class when it is their child's birthday therefore this will be a rule enforced across the whole school.

Collective Worship

Collective Worship takes place every day at 9.00am for Y1-6 in the main hall. Reception children begin to join in the second half of the autumn term. Collective Worship is the heartbeat of our life as a Christian school. Our worship themes are based on the school's Collective Worship schedule which includes topics from the Church Calendar and the London Dioscan Board Collective worship cycle.
The usual pattern is:

Monday Worship- led by Mr White / Mr Hammer, launches the whole school worship focus for the week.

Tuesday Singing Worship- led by Mrs Lonsdale

Wednesday Clergy Worship- the whole school led by clergy, supported by Miss Wilkinson.

Thursday - Led by a member of SLT/ teaching staff. Classes in KS1 and KS2 will take turns in leading the whole school worship, which will be based on the theme taken from the school's Collective Worship Cycle. Parents will be invited to attend their child's class worship.

Friday Worship - In Class Worship led by the class teacher. During this worship children may have the opportunity to complete written reflections / spiritual drawings

Parents Attending Worship
Parents will have the opportunity to see their child's worship during the year. These dates will be on the school calendar and class teachers will notify classes on Google Classroom. Worship is a time to come together to learn about teachings from the Bible. Class led worship may include short role plays / readings from the Bible etc. Worships differ to a performance and therefore have no staging/ curtains/ props etc. Parents who wish to attend are encouraged to join with prayers and hymns led by the children. Photography is permitted during class worship, **but is for personal viewing and is not to be shared on social media**. Following the worship, the children will receive recognition of their efforts from a member of SLT.

Reception and Nursery teachers hold class-based worship daily. In the second part of the Autumn term Reception classes begin to join Whole School Worship on Tuesday and Fridays.

The school year will begin with a Church Service at All Souls Church for Y1-6. Parents are also invited to attend.

Each term ends with a Church service at school, led by Year 5 (Easter Service) and Year 6 (Christmas and Leavers service). We also hold a Harvest Service before October half term, also led by Year 6.

Celebration Assembly takes place on Friday mornings in the main hall. This assembly is led by Mr Kelly / Miss Wilkinson. During this assembly, awards are presented (stars of the week and work of the week). Birthdays are celebrated, as are team points.

School Policies

Statutory policies are listed on the school website.

Uniform and Jewellery

All children must wear the school uniform. Full uniform details are available here on the website. Children wear "winter uniform" for the first two terms of the school year and summer uniform in the summer term only.

Children in Key stage 2 (Years 3-6) may wear an analogue watch. Children should not wear digital or smart watches (including fitness trackers), jewellery (except for stud earrings), make-up or nail varnish in school. Only small stud earrings are allowed and children need to have tape on them during PE. If children do wear stud

earrings, it is at the parents' own risk and the school will not take responsibility for injury or loss.

Hair ornamentation should be minimal e.g. small blue bows / clips in keeping with our uniform. Extravagant hair accessories are not allowed.

Shoes should be plain black and not include lights or wheels! They should be shoes and not black trainers.

Parents will receive a note from the class teacher if the child is not in the correct uniform.

Uniform label checks take place at the start of the year. This helps to reduce items being lost and children being distressed.

Uniform slips may be sent out when labels are missing/ items are not appropriate.

Affordable Uniform

Most items can be bought online or in supermarkets. The jumpers are available from SANCO and the blazer is optional. Parents are encouraged to make use of the Parents' Association sale of second hand uniforms as children grow quickly and this reduces cost to parents. Parents who may be on a low income can get a uniform grant from LB Hounslow - please ask the office for details.

The governing body determines the uniform and reviews this every 4 or 5 years.

Online Safety / Social Media

Teaching children how to keep themselves safe online is embedded in the school's Computing curriculum to improve children's awareness of this important issue. It also features in our PSHE lessons and in day to day discussions with children. Please be aware that as fast as we try to teach children, new products, trends and risks arise, and most children access much more at home than in school. Online safety is very much a joint effort for parents and school staff.

Please do not allow your children to have accounts on platforms which they are too young for - Age Restrictions. See also some NSPCC guidance about social media.

Online Safety - Free Training for Parents

To improve parents' awareness of this topic The Blue School has bought into the National Online Safety scheme, including purchasing parental access so that you can get regular updates and also do little online webinars and training.
If you have not already registered please do so here: online training.

The courses can be taken at your own convenience and cover:
● Information about online dangers and the newest platforms
● What online risks to look out for and how to protect your child
We also have online safety guidance on the school website.

As general guidance, please remember that primary school children are under-age for social media accounts e.g. WhatsApp, Snapchat or Facebook. It is not just a concern about the risk of strangers gaining access to your child (which is crucial), but at this stage of their development, children's screen time should be quite limited. If they are overly concerned about who might have messaged them, it can become stressful and distracting. Similarly multi-user online games can become quite addictive and many popular games e.g. Fortnite, have a PEGI rating of 12, so are unsuitable for primary-age children.

Safeguarding and Child Protection

Designated Safeguarding Leaders (DSLs)

The Blue School's DSLs are the headteacher, Mr White, Mr Hammer (DHT) and Mr Kelly (AHT) . They deal with all matters to do with child protection and keeping children safe. Mr Kelly is currently the Lead DSL, coordinating our safeguarding work and liaison with statutory agencies.

Mrs McLoughlin (Welfare) is also trained as a DSL, and deals principally with medical aspects of safeguarding. Mrs Perkins is also in our safeguarding team and offers well-being support. The safeguarding team works closely with each phase.

All concerns that come to staff attention are recorded on CPOMS which provides a long-term overview of each child. DSLs are alerted to concerns raised and review this log regularly.

Safeguarding and Child Protection Policy

This is on the website here. It is reviewed annually to ensure that the school's guidance to staff and procedures are up to date. The policy is in line with national guidance 'Keeping Children Safe in Education'.

Staff Training on Safeguarding

All staff receive a safeguarding briefing during induction and annual training.

Safeguarding and Confidentiality

Information about safeguarding concerns is shared on a 'need to know' basis. Details are held confidentially on a specialist online platform (CPOMS), and only the DSLs have full access to this. Class teachers and TAs are informed by DSLs about specific concerns as appropriate.

Safer Recruitment and DBS Checks

All appointments are made using safer employment procedures, including Disclosure and Barring Service (DBS) checks, checks of identity and employment history. We always take up references.

All staff, volunteers, work experience (over 18 years) and any companies working onsite need to be DBS checked. Parent volunteers will be asked by the Office to complete the DBS application process. The process is initiated by e-mail and the relevant documentation is required to be presented in person for validation. Only original documents can be accepted. You will receive your DBS disclosure by post and this should be presented in its original form to the Office.

Emergency Procedures

Secure Doors and Lockdown

We have an electronic door entry system requiring use of a badge to release the doors. Much as we want parents to feel welcome, with a parent community of almost 1000, we cannot be 100% confident who is who and allow adults onsite and into buildings without checks. This is standard practice in schools and enables us to 'lockdown' should the need arise.

Emergency Evacuation / Fire Drill

Directions are signed around the site. Drills are practised regularly in school.

Bomb Alert & Evacuation

Sadly we also have to plan for this. LB Hounslow has a procedure (which involves the police) and we alert the emergencies team first to seek advice.

Evacuation procedures are:
● Nursery, Reception and Y1 evacuate to The Green opposite school on North Street for a headcount and then to Gumley House Convent School.
● Y3 to Y6 evacuate to the Junior Playground for a headcount and then to Gumley House Convent School. Should this occur, the school will contact parents via SMS and email and ask you to collect children from Gumley.

Rewards and Behaviour

At The Blue School we believe the consistent and regular use of praise and rewards to be a very important feature of our school and of good behaviour management.

Rewards (Whole School)

These are high profile and children's success are regularly praised in Worship. We are careful to celebrate a range of types of success. These include:
● Stars of the Week (awarded each Friday) which is displayed outside classroom doors. Nominations are for being kind / helpful, good effort, achievements.
● House Points - yearly accumulation, with rewards for the leading team at the end of each term. Points are awarded by any member of staff for anything good that children do.
● Opportunities to share extra-curricular activity successes which are celebrated in Worship. Please remind your child to let us know if they do something out of school!
● ‘WOW!’ (work of the week) Children who have done particularly excellent work from across the whole school and subjects have it displayed at the front of school between the main office and the headteacher’s office. Names are read out and they are applauded at our Celebration Assembly.

Rewards (Class-based)

Under guidance by the Phase Leaders teachers implement their own classroom praise and rewards systems, which consist of many varied approaches such as:
● Class Dojos
● Table points
● Raffle Tickets
● Certificates
● Extra responsibilities

● Team points
● Notes home to parents and carers

Behaviour Sanctions

Our school behaviour policy is based on the principles from the book ‘When the Adults Changes, Everything Changes’ by Paul Dix. Our goal is to create a school where every child:
● Feels they belong and are valued
● Learns from mistakes without fear or shame
● Knows that adults will always respond fairly and consistently

‘Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.’ Paul Dix

We have three simple rules used across the whole school, known as the ‘3 Rs’:
1. Be Ready
2. Be Respectful
3. Be Responsible

These expectations are simple, positively framed, and apply everywhere in school. They are taught explicitly and modelled by staff. Alongside these three simple rules, we have three visible consistencies:
1. Marvellous manners - we are polite and thankful for and to each other
2. Wonderful walking - we conduct ourselves sensibly and responsibly around the school
3. Legendary lines - we manage transitions in a calm and respectful manner

Staff will:
● Meet and greet children positively each morning and after breaks
● Use calm, kind and firm voices
● Model respectful language at all times
● Praise in public, correct in private
● Focus on behaviour, not the child
● Restore relationships after conflict
● Offer every pupil a fresh start each day

For behaviours which do not meet expectations, we use the same, consistent approach. We always praise in public and correct in private
1. Reminder - Gentle reminder of expectations.
2. Caution - A discrete clear warning, giving the child time to reflect.
3. Last Chance - A final opportunity to make the right choice, often with a brief restorative chat.
4. Time Away - Calm time in a partner class or reflection area.
5. Repair - Restorative conversation to understand, rebuild, and move forward.

At every stage, the adult’s tone is calm and respectful. The aim is not to shame or punish, but to support change. On the occasions where the approach described

above does not resolve the situation, we will use Annex A which can be found in the school's behaviour policy, to identify the unacceptable behaviours (not exhaustive), the next steps the school will take and possible responses.

Behaviour and Special Needs

Please be aware that The Blue School includes a number of children who have significant special needs, which can manifest as bad behaviour and aggression. While they too have to work within the rewards and behaviour policy, it may be adapted to make it understandable for the child concerned. Alongside this, we conduct specialist assessments and interventions to provide the best chance for the child to continue to be included in our mainstream school long-term. Sometimes a child may not be able to respond and may move on to a specialist setting, which can meet his / her needs.

Curriculum

Overview

At The Blue School we follow the National Curriculum and add a local flavour to help make this relevant and interesting for the children. Details of our curriculum are on our website, which includes the curriculum statement and a link with details for each subject in the dropdown menu. We have systematically revised our approach to the curriculum across each subject over the last three years, and further reviews will continue. Our approach is 'knowledge-led' and staff receive regular training in curriculum and teaching approaches.

Where possible we promote cross curricular sequenced planning to ensure that knowledge gained for example in maths is then built upon in science. It is key that all subjects are delivered to a high standard so that we can encourage, celebrate and extend all of our learners to meet their potential.

Many subjects (history, geography, art, DT, science and computing) are taught in blocks over a period of 2-3 weeks. This ensures complete coverage of each topic and allows children to immerse themselves and improve their knowledge and skills.

English

Our vision for teaching English

The overarching principle for the English curriculum at The Blue School is to install a love of reading, writing and discussion in all children, allowing them to excel and prepare for life as successful and socially responsible citizens.

Our English curriculum is a celebration of the diversity of our school community through our choice of books and authors that are readily available for children to read as well as our topics and creative and enrichment opportunities. Our texts are chosen carefully to ensure that they are challenging, engaging and inspirational. We nurture a culture where children take pride in their writing and can write clearly, imaginatively and accurately, adapting their language and style for a range of audiences and purposes.

We inspire our children to be confident in the art of speaking and listening through pupil voice and discussion enabling them to communicate and further their ideas and learning across the curriculum.

Our English curriculum is progressive and promotes the academic, social and spiritual development of every child to help them prepare for life as successful and socially responsible citizens in secondary and school beyond.

Curriculum allocation:

- EYFS and Year 1: Reading, writing, communication and language taught throughout the school day.
- Year 2: 2½ hours of phonics, 5 hours of English (reading, writing & oracy) taught throughout the week.
- KS2: 5 hours of English (reading, writing & oracy) taught throughout the week.

Each classroom has an inviting and attractive reading corner where the children can choose their own books to read for pleasure. Children are also invited to visit the school library which is open every lunchtime to all year groups.

Reading Homework:

Children are expected to read aloud to an adult at home on a daily basis for 15 minutes.

Reading records are used in KS1 & LKS2 to track reading engagement at home. In KS1, it is expected that reading records are filled out by parents and in LKS2, reading records should be filled out by the children twice a week. In UKS2, reading

engagement is tracked through classroom discussions and reading recommendations.

Spellings:

Our spelling homework policy and spelling curriculum is currently under review. In KS1 and Years 3-5 children receive spellings weekly to learn at home. These spellings are based on phonics sounds and/or spellings related to the current unit of work the children are studying in English. Some of these spellings will also be linked to the statutory word lists. Children will then be tested on these words the following week. In year 6, spelling patterns are drawn upon in daily teaching. Children will then complete a spelling assessment every half term consisting of 20 unknown words that use these patterns.

Additional English homework:

Teachers may set additional English weekly homework (reading comprehension, punctuation and grammar or a research/writing task).

To find out more about our English curriculum at The Blue School such as how we teach the three different strands (reading, writing and oracy), please visit the English curriculum page on our website: English curriculum at The Blue School

English lead: Miss Ruane

Mathematics

Our Mastery Curriculum

At The Blue School, we consider mathematics to be an international language. Through the development of a mastery curriculum, we aim to enable all children to achieve mastery in maths through reasoning, generalising and solving problems. We aim for our children to become fluent mathematicians, allowing them to function ably in a range of situations.

Our approach to teaching maths is underpinned by the dimensions of depth – which together enable pupils to develop deep understanding of the subject. We use the content of the national curriculum as the starting point for our curriculum but this is

expanded upon by making explicit the foundational knowledge that learners need to understand in order to access this. We encourage pupils to be systematic, to generalise and to seek out patterns through a sequenced curriculum.

Depth in Mathematics

The three principles of the dimensions of depth are:

- Conceptual Understanding
- Vocabulary and Communication
- Mathematical Thinking

Mathematics tasks are about constructing meaning and making sense of relationships. The children at The Blue School deepen their understanding by representing concepts using objects, pictures, symbols and words. Tasks and topics are sequenced to help all learners build a narrative through different strands of the curriculum. These topics are then sequenced in a logical progression that allows learners to establish connections and draw comparisons. Multiple representations are carefully selected so that they are extendable within and between different areas of mathematics.

The use of mathematical language is of paramount importance at The Blue School to enable all children to reason and explain. Talk is an essential element of every lesson and time is dedicated to developing confidence with specific vocabulary as well as verbal reasoning through talk tasks.

This means our children acquire and achieve a deep, long-term, secure and adaptable understanding of the subject. Our emphasis in lessons is on understanding the mathematical concepts. Here follows some detailed examples of the key skills and learning each child will experience through each key phase within the primary curriculum.

EYFS

At the end of the early years foundation stage, the children will be able to verbally count beyond 20, recognising the pattern of the counting system. They will be able to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or equal to the other quantity. They will also explore and represent patterns within numbers up to 10, including evens and odds, doubles, and how quantities can be distributed equally.

KS1

During key stage one, children will develop their learning in a variety of different units within the curriculum. They will be able to use place value and number facts to solve problems, as well as read and write numbers to at least 100 in numerals and words.

They will also be able to solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplicative facts, including problems in contexts. They will develop skills to calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. They will explore calculation strategies such as how to add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one-digit numbers.

LKS2

During lower key stage two, the children will further deepen their understanding of mathematical concepts, operations and fluency. They will be able to add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate; estimate and use inverse operations to check answers to a calculation; solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why. They will explore fractions and be able to add and subtract fractions with the same denominator; recognise mixed numbers and improper fractions; and convert from one form to the other and write mathematical statements. In measurement they will learn to use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. In geometry, the children will recognise that shapes with the same areas can have different perimeters and vice versa; recognise when it is possible to use formulae for area and volume of shapes. For position and direction, they will be able to describe positions on a 2-D grid as coordinates in the first quadrant.

UKS2

In key stage two, the children secure and develop their understanding of mathematical concepts across all units. In the unit of integers and decimals, they will be able to round numbers, make estimates and use this to solve problems in context, as well as solve multi-step problems involving addition and subtraction. They will develop the operational skills to divide integers by 1-digit and 2-digit numbers representing remainders appropriately, whilst being able to illustrate and explain formal multiplication and division strategies. They will be introduced to the use of brackets and use knowledge of the order of operations to carry out calculations. In geometry they will be able to draw a range of shapes using given dimensions and angles, and describe, translate and reflect shapes on a coordinate plane. Furthering their understanding of fractions, they will be able to multiply two proper fractions and divide a fraction by an integer. Statistically, they will learn to connect percentages with fractions; explore the equivalence of fractions, decimals and percentages; calculate the mean; and construct and interpret line graphs and pie charts.

Mrs Davies is our Mathematics Subject Leader.

Science

This year we are starting a very similar approach with the science curriculum. We will be starting our journey to the Primary Science Quality Mark. We are investing in new teaching resources and working with the Association for Science Education, using their materials and also those produced by the Wellcome Foundation. Mrs Hunt is our Science Subject Leader.

Religious Education

We regard RE as a core subject and children enjoy it greatly. We follow the London Diocesan Board scheme and have a wide range of resources in the school. Mrs Merry is the Subject Leader for RE.

History and Geography

These two subjects are mainly taught in alternate half terms so that children can get properly into a topic. We have revised some of the topics this year and are placing a great emphasis on building children's specialist vocabulary. We are increasing the focus on specialist knowledge including timelines of facts and also how historical periods or geographical areas of study relate to one another. Mrs Cheung leads history and Mrs Couch leads geography.

Music

Music is taught by class teachers. There is an emphasis on singing and on learning about rhythm. Children receive specialist music teaching in KS2 and have access to instrumental tuition. There is a school choir which is led by Mrs Lonsdale and is for children from year 2 to 6.

Physical Education

PE is a strength of the school. We buy into the Sport Impact Scheme, which provides specialist training for our teachers so that they can teach PE well. Children have regular formal PE sessions of 2 hours each week. They also do the 'daily mile' and in Y4 children go swimming for blocks.

We are continuing with early morning wake up activities, and some of our clubs are before school e.g. football. There are many sports clubs after school.

Our Sports Day takes place in Redlees Park in early July. EYFS Sports Day takes place in the MUGA.

We enter many inter-school competitions and Mrs Hunt is in charge of competitions and events, as well as leading on the taught curriculum.

Art

We follow a planned curriculum based on PlanBee resources, then much enhanced by our teaching team. We really enjoy art and look at ways to connect it with many other aspects of the curriculum. Children develop their artistic skills further through cards and designs for posters and special events. Mrs Bhatarah is our subject leader for art.

Design Technology

This subject greatly benefits from being taught in blocks, so that children can design and realise their creations. A major emphasis currently is on food as a subject and children have specialist workshops with the development chef from Stir Food, our catering provider. The subject leader for DT is Miss Muir.

French

Bonjour! Children in KS2 really enjoy French, which is taught using the Language Angels resources. Our curriculum has been enhanced so that children can connect French with other subjects they are learning such as art or history. Their lessons are very lively with a big emphasis on developing confidence in speaking and understanding. Mr Hammer is overseeing French.

Enhanced Curriculum

We enrich the curriculum through special weeks, workshops and visits and are very proud of the considerable range of experiences children are provided with. Some of these are chargeable. If any parents are experiencing financial hardship, please contact the headteacher via the school office. We will not allow children to be disadvantaged for such reasons.

EYFS

The Nursery and Reception classes work within a discrete phase of education, from birth to 5 years called the Early Years Foundation Stage. It uses a holistic approach to learning, based on the belief that young children learn more effectively when they are actively involved in play and other first hand experiences and places a strong emphasis on each individual child. The EYFS finishes at the end of the Reception year and prepares children for learning in Key stage 1.

The EYFS cover seven areas of learning:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Maths

Understanding the World

Expressive Arts and Design

The curriculum is delivered through a combination of whole class, small group and paired teaching and child initiated activities.

Homework Guidelines by Phase

Homework helps pupils to develop their learning skills. It demonstrates our school's commitment to academic progress and our determination that pupils achieve their best. It should be a positive reinforcement of school learning, as well as preparation for the pupil's future school career, and increasingly the need to work independently in adulthood.

At The Blue School we believe that homework has a significant part to play in the academic development of the child and that it is helpful to parents to provide some understanding of the work in each age group. As can be seen, expectations develop during your child's time at The Blue School so that by the end of Y6 s/he should be able to work independently and with commitment.

Guidelines for the 2026-27 academic year are below.

Homework in EYFS

In Nursery, children choose story books to take home to share with their parents in the Spring and Summer terms.

In Reception, children take linked phonics books home to read with parents to practise and improve the skills they have been learning in class. Children have individualised reading records that parents complete.

Children in the EYFS are encouraged to complete challenges in the half term holidays. For example hunting for shapes or letters or craft activities. Parents should upload the activities on Tapestry.

Parents in the Early Years are also encouraged to share their children's learning and experiences from home on Tapestry, thus promoting a strong partnership with parents. They have immediate access to their child's learning. They can leave comments and also upload their own observations from home.

"Children of all ages often take work home, including reading and mathematical work. For the under fives, careful and judicious use of homework is important in providing a successful bridge from home to school and it can be influential in supporting and extending the curriculum throughout the primary years". (OFSTED)

Homework in KS1

Homework in KS1 is given to consolidate work learnt in the classroom, and strengthen mathematics and English skills. Homework tasks are usually quite short and help develop extended learning habits at home.

Learning spellings is very important at this stage, and there is a weekly spelling test. It is also important for the children to read for 5-10 minutes each night. Parents should encourage sounding out, fluency and expression. It is important to ask questions relating to the text. Parents should record what page their child has read up to and write a comment to inform us of your child's progress in the Reading Record.

Across KS1 we expect parents to supervise their child's homework and correct and give assistance where necessary. If parents are unclear on what to do for the homework, please speak to the class teacher before the Wednesday deadline. The homework sheet should be fully completed at home each week in pencil.

Please encourage your child to keep their homework neat and tidy, set out their work carefully and neatly, use a ruler to draw lines and always use a sharp pencil.

High quality homework is often used for displays and celebrated within the classroom and sometimes on the WOW board at the front of the school.

Homework in Lower KS2

Homework in LKS2 is given to consolidate work learnt in class, encourage learning of spellings for Year 3 or 4 and to develop a good understanding of the times tables.

Year 3 are given spelling, times tables and **one piece** of homework each week. Year 4 are given spelling, times tables and **two pieces** of homework each week. These two pieces of homework for Year 4 will consist of one maths task and a project based task.

Homework for both year groups will be set on Google Classroom on a Friday afternoon by 4pm and is due back the following Wednesday. Each week the children will need to practise their spellings. Children are to learn five words every week that have been taken from the National Curriculum. They will explore strategies and put their words in sentences as an extended task to show their understanding. Spelling homework will be written neatly in pencil in their spelling homework books or on blank paper. For updated guidance about spelling homework please refer to the Parent Zone on the school's website. Pupils will be tested on their spelling words each week.

Times tables will also be learned and practised each week for Year 3 and Year 4. Children have access to Times Tables Rock Stars website which they can use at any time in addition to, or on instruction from their teacher. Weekly times table tests will be given to check their knowledge of the times tables.

Children should read each night for approximately 10-20 minutes. Parents are asked to listen to their fluency regularly and question their understanding of the text. A Reading Record will be provided to record the reading at home and the exploration of texts by the children. Books will be changed once they return to school and will be checked by their class teacher.

It is important homework is completed neatly in pencil unless it is a poster for topic work. The homework should be of a high standard and be completed independently (but with some parental guidance).

If homework is regularly late or of a poor standard the class teacher will arrange a meeting with the child and their parents to discuss ways of supporting the child to complete their homework satisfactorily. If on a rare occasion, a child will be unable to complete homework, parents are asked to contact or email the office, or talk to the class teacher before the deadline and a new time can be set.

As with other years, high-quality homework is often used for displays around the school and celebrated in class.

Homework in Upper KS2

Homework in UKS2 gives the children an opportunity to take ownership of their learning, scheduling in time to complete homework each evening. The homework will consolidate learning, but additionally will provide ample opportunity for research and scholarship, as is fitting for children approaching secondary school.

All homework tasks are allocated via Google Classroom or Atom.

It is crucial that homework is completed to a high standard; however, this should be independent work and should not require excessive time, due to the volume of homework set in UKS2. No piece of homework should take longer than an hour. If a child has worked hard for that amount of time and still not finished, we would ask parents to stop them and inform the teacher. This way we can offer the child specific support in school.

If there is a legitimate reason for non-completion of homework, parents should advise the class teacher in person or make contact via the school official email.

If homework is frequently incomplete or to a poor standard, the teacher will arrange a meeting with the pupil and parent to discuss particular barriers and ways to support the child in completing their homework.

Special Educational Needs and Disabilities (SEND)

Overview

The Blue School aims to ensure the best possible provision for all pupils who have Special Educational Needs. The school encourages parent partnership and co-operation for the benefit of its pupils, striving to give every pupil the opportunity to maximise their life chances by experiencing a positive learning environment.

Mrs Stallwood (AHT SEN and Wellbeing) is the Special Educational Needs Coordinator (SENCO) at The Blue School. She leads the Inclusion Team of specialist assistant teachers, who have training in supporting children with specific needs.

Class teachers and the Leadership Team make termly assessments of progress for all children. We identify those children who are making less than expected progress given their age and individual circumstance. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress

● fails to close the attainment gap between the child and their peers
● widens the attainment gap

Furthermore, a child has a learning difficulty or disability if he or she:
● Has a significantly greater difficulty in learning than the majority of others of the same age
● Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

There are four broad areas of need:

Communication and interaction
Children with speech, language and communication needs (SCLN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SCLN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning
Support for learning difficulties may be required when children learn at a slower pace that their peers, even with appropriate differentiation and support. Learning difficulties cover a wide range of needs, including children with complex diagnoses. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties
Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical needs
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities

generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Supporting Children with SEND

Each term all class teachers meet with the SENCO for a Provision Mapping Meeting. The first of these, early in the Autumn Term, allows class teachers to raise any concerns about pupils with the SENCO. In line with the guidance provided in 'The SEND Code Of Practice 2014' these concerns will be documented under one of the following four headings:

- Communication and Interaction Difficulties
- Cognition and Learning Needs
- Social Emotional and Mental Health Difficulties
- Sensory and Physical Needs

The 'Class Provision Map' template includes information on the presenting difficulty for the child and a column for 'Next Steps / Actions' which will be undertaken by the class teacher and / or SENCO. These 'Class Provision Maps' are then shared with each class teacher.

From the Provision Mapping Meeting the SENCO and class teachers will agree interventions to be put in place. Details of these interventions will be drawn up on the Individual Provision Map, which will highlight the intervention, the frequency of the intervention and the expected outcome of the intervention. The impact of these Individual Provision Maps will be reviewed by class teachers every half term and by class teachers and SENCO every term at the Provision Mapping Meeting. These Individual Provision Maps will be shared with parents by class teachers and they will be informed of any changes implemented at the class teacher and SENCO review by the class teacher.

At the end of each school year there is a handover meeting between the previous and the next class teacher at which provision maps are reviewed. This ensures a smooth transition for children with additional needs.

High Needs

Pupils experiencing a higher degree of difficulty are given extensive support and provision and are often referred to specialist external services by the SENCO. These could be the educational psychologist, the speech and language service, occupational therapists, consultant paediatricians, and services which deal with emotional, behavioural issues. Consultation with parents will take place before referrals are made.

Occasionally, if a child's needs are severe, complex and lifelong, a referral for an Education and Healthcare Plan might be necessary. This involves considerable liaison working in partnership with parents. Children with an EHCP are allocated a sum of funding by the local authority. This is used for specific support and is reviewed annually. Children with high needs are supported by the Inclusion Team either individually or in a very small group.

Occasionally it becomes clear that, despite extensive interventions, a mainstream school environment may not provide a child with high needs with the level of support s/he needs. In such cases the SENCO and / or headteacher will discuss this with parents and will start liaison regarding transfer to a specialist setting.

Additional Provision and Support for Pupil Premium

Children whose parents are on low incomes may be eligible for the 'Pupil Premium' grant. This grant is made to the school in order to provide additional support for these children. Our core approach to this is through high quality teaching and tracking children's progress to ensure they do not perform at a lower standard, which in many schools is the case for children in such circumstances.

We create an overall package of support aimed to tackle potential barriers to achievement such as attendance, resources, parental engagement. We ensure children have access to clubs and school visits and we subsidise these. Children designated as PP will also be eligible for free school meals in KS2.

We provide our staff with professional development focusing on improving outcomes for eligible pupils. This ensures that class teachers, SLT, phase leaders and TAs know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.

The Blue School uses data to track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils. The Pupil Premium Leader, the SLT and governors have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly. An annual report is published on our website. Mrs Davies is the Inclusion Leader and has overall responsibility for children in receipt of Pupil Premium.

Progress and Standards

Overview

Mr Kelly AHT (Standards & Teaching) leads this area of the school's activity. Children's progress in KS1 and KS2 is monitored using the school's Management Information System; Arbor. Teachers input both formative and summative data. The formative data is ongoing throughout the year and teachers select from the following; 'working towards', 'working towards+', 'expected', 'expected+', 'greater depth' against each curriculum statement for Maths, Reading and Writing. This data then provides staff with a suggested grade for summative assessments. Summative assessment grades are inputted termly in December, March and June, which results in a secure data set to inform the child's annual report.

Children's progress in the EYFS is carefully monitored using Tapestry and a school based tracking system. Teachers input formative data in the form of observations on Tapestry throughout the year. Summative assessments are collected three times a year, a baseline, mid year and end of year where children's progress and attainment are graded as 'emerging' or 'expected'. Reception teachers complete a baseline and end of year EYFSPP, both statutory requirements for children completing their final year of the EYFS.

Progress Meetings

Termly progress meetings take place with Mr Kelly, class teacher and Phase Leaders. Children's progress and any additional support / interventions they may need is discussed and agreed for children and recorded. Interventions are reviewed termly and their impact is assessed.

School Workshops, Trips and Visits

The Blue School prides itself on the quality and quantity of the trips, workshops and events planned for the benefit of the children. They enable children to relate their in-class learning to real world experiences and bring the curriculum to life. Such visits are also very important for developing children's sense of identity as residents of Isleworth and West London with all that there is on offer locally and in the capital.

Parents who are regular parent volunteers at school will be invited to support and attend class trips. Should extra parent volunteers be required, the class teacher will notify parents on the trip letter and should parents wish to assist, they should contact the class teacher via the school office.

UKS2 has two residential visits. The first is a ‘WW2 Experience” in Y5, which provides support for the curriculum as well as team building. In Y6 there is a residential trip with outdoor and adventurous activities aimed at developing children’s resilience, confidence, social skills and independence as they approach the move to secondary school. Residential trips are covered by staff and not parent volunteers.

Parent Workshops

The school offers parent workshops to support parents with areas of children's learning. These workshops range from Phonics/ Maths / Computing Skills / Online safety / reading and information on how to support your child’s emotional development. These dates will be published in the school’s newsletter.

Payment for Workshops, Visits and Trips

We aim to keep the costs as low as possible for all parents. We are conscious that the cost of living is a big issue for families, so are reviewing all paid activities regarding affordability. Schools are not allowed to require parents to pay for extra activities so we have to work on the basis that all who can afford to, will make a voluntary contribution of the stated amount.

We provide support for children eligible for Pupil Premium and this is planned. We are usually aware of families who are having a difficult time financially and can have discreet conversations and agree on a level of support in such cases by applying for grants. No child should ever be excluded because of hardship so please contact the headteacher if this is a concern.

The school budget is desperately tight and, as indicated above, we cannot subsidise workshops, trips and visits unexpectedly. Please alert us to any need you may have for financial support. If we do not hear from you we will expect you to make the necessary contribution to the activity and will send reminders. If parents do not contribute, we will not be able to run these additional events.

Site Access, Safety and Maintenance

The school’s groundsman is Mr Needham. To report a health and safety hazard or any concern, please contact the school office or speak to Mr Needham.

There is a rolling programme of maintenance and we are always trying to improve our site. We welcome volunteers who might be interested in assisting with site improvements, many of which can be quite fun to do as a group of parents on a

Saturday or in the holidays. Please get in touch with Mr White, the school office or Mr Needham to get involved.