

Parent Handbook 2018-9



*Our Vision:
“Inspiring all to reach full
potential by nurturing a love of
learning and accepting no limits
to what’s achievable”*

“If you are not willing to learn, no one can help you. If you are determined to learn no one can stop you” Anon



Hanwell Fields Community School
The best in everyone™
Part of United Learning

Dear Parents,

This booklet is designed to give you reference throughout the next academic year of life at Hanwell Fields Community School. I hope you will find it useful and informative and that it will answer any questions you may have about the day to day organisation of our school and our expectations of our children.

At Hanwell Fields, every day is a learning day for all stakeholders and our aim is to provide excellence throughout your child's school career. Outstanding attendance, punctuality and behaviour create the climate in which the best learning can take place. We will always strive to make these areas perfect and know that working in partnership with you, the parent is the key. Every thing we do together should be focused on providing excellent learning opportunities for your child.

Our forms of communication come in a variety of ways but we will endeavour to keep the school's website up to date with the school's procedures and policies, including safeguarding and child protection policy. All policies are available from the school office on request.

Good communication between home and the school is vital, so if after reading this there are any questions which remain unanswered please do not hesitate to get in touch.

Mrs Harry Paget-Wall Collins
Headteacher



Enrich, Educate and Equip



*Our **core purpose** is to provide an education that not only allows your child to academically succeed but to enrich and equip your child to be ready for tomorrow's world.*



All that we do is driven through our values

The Hanwell Pledge

“Educate, Enrich and Equip”

As a member of Hanwell Fields Community School, we pledge that by the end of your school career, you will experience the following:

- *Every pupil will go on a cultural visit to complement their learning and curriculum experiences e.g. Theatre, Museum, Gallery, Historical visit.*
- *Present to an audience (internal or external).*
- *Read at least one book a term (including ebooks).*
- *Represent the school to visitors, in a competition or as part of a team .*
- *Meet someone inspirational and recognise their inspiration .*
- *Go on a residential trip to grow their character.*
- *Visit somewhere outside of Banbury to develop their sense of a larger community.*
- *Take part in an extended project or charity work, to show service to others.*

The School Leadership Team

Below is the Leadership Team for Hanwell Fields Community School:

Mrs Harry Paget-Wall Collins - Head teacher
Caroline Bond - Deputy Head – Data and Assessment & Teaching and Learning
Emily Thompson - Assistant Head Teacher/SENCO -Inclusion & Pupil Premium Lead
Sara Ridgway - Assistant Head Teacher Lower School (Years 1-3) – English Lead
Caroline Tomlinson - Assistant Head Teacher Upper School (Years 4-6) – Maths Lead
Sophie Trivet - Assistant Head Teacher – EYFS

As a team, we believe in an 'open door' so please do not hesitate to discuss with us any issues or concerns

School Structure- differentiating and developing

As children move up through the school, they have the opportunity to take on greater responsibility, such as training opportunities for children wishing to develop their leadership skills.

Roles include: Learning Ambassadors, Pupil Ambassadors, Sports Leaders, Forest School Leaders and Digital leaders.

In their *learning*, as children move through the school they are supported to develop *greater independence*, encouraging them to challenge and extend themselves. Children in EYFS and Year 1 have the chance to participate in *Forest Schools*. In both Years 4 and 6, children at have the opportunity to go on a *residential trip*; It is our wish that all children attend and we offer support to families who need it. *PE and Sport* is delivered as weekly and is progressive through the school , allowing a greater depth of skill and knowledge to help develop talent in our pupils.

“It is our aim to ensure that children leave Hanwell Fields, ready for the rigour of secondary education”

Wake Up and Shake Up Clubs

There will be a number of **Wake Up Shake Up*** clubs that are arranged in their year groups or the hall for breakfast eating. In the classroom pupils will be expected to work on their learning this could be from homework support, reading, computer work.

You must escort your child to the member of staff at the club before we take responsibility for your child:

Yr6 GRO room- Ms Neath	Yr5 EWO room- Miss Wilson	Yr4 JSM room – Mrs Booth	Yr3 SBa Room – Ms Bryan
Yr2 SRI room- Mrs Naluwuge	Yr1 JDU – Miss Woodley	Butterflies- Mr Winborn – Ms Ball	Hall for breakfast eating – Mrs Pass

Mrs Jones is will have the library open for book changes and reading

Drop Off Zone 8:30am-8:50am (Reception-Yr6)

To ease parking issues for dropping off children, you are able to drive into the layby and drop your child with a staff member that will be waiting to collect them (**identified by fluorescent jacket & lanyard**). You will not need to leave your vehicle and can drive straight off. The Staff will then escort your child in small walking groups into the school building.(We ask that your express the importance of holding hands in the walking line to your child)

If you want to park and escort your child please avoid the layby zone at these time using the community parking.

No Children should be on school site before 8.30am unless in Bridges or Ladybirds Care

Collecting your children at the end of school or after clubs*

Please collect your child from your child's class teacher at their classroom. This allows any communication that maybe needed to happen. If you are unable to collect your child and you are sending in another adult, please make sure they are on your collection list or call the school office to inform them of the name and give a password over to the office and the person collecting.

If you are late then drop us a call, if you can and we will look after your child, please then collect from reception. Please be aware that you child maybe placed in Bridges which could incur a care charge.

Collection from After School Clubs

Please make sure you collect your child from their clubs at the canopy from 4.15pm (unless stated otherwise).

*Please also refer to Uncollected Children Policy on website
Safeguarding your children is everyone's responsibility

Your child's curriculum will be shared with you through the curriculum brochures each term. As a school, we have worked hard to offer an exciting, stimulating curriculum, not just in the classroom, but through provision at break, lunch and before/after school.

We believe every moment is a learning opportunity for all! You will find on our website the curriculum in more detail but some key points to how we do things at Hanwell:

Phonics is taught through the *Read Write Inc.* programme in set ability groups.

We teach maths through a mastery approach using concrete items, bars and part-part whole models for children to show their understanding. We use Guided Reading (*Project X*) and Spelling (*RWInc*) programmes to support your child's learning.

Teaching is in *mixed ability groups* as we believe that ability isn't fixed !

Afternoon Learning Session – 1-6

We endeavour to make our curriculum innovative and exciting, matching the needs of our pupils. We have embraced the new National Curriculum and ensure that our children have the opportunity to develop skills as well as knowledge in each subject. Each term, children will embark on a learning journey, intertwining their afternoon subjects, which leads to a high quality outcome – by doing this, all learning has a purpose and context, allowing them to apply and deepen their newly gained skills. Maths is weaved into all of our learning, allowing children to apply and reason, deepening their understanding of a range of maths concepts. Each term parents will be informed of their children's learning journey through a *curriculum brochure*, outlining key topics and skills that are being taught throughout the term.

The subjects taught in the afternoons at Hanwell Fields are: Science, Religious Education, Physical Education, Art, Design and Technology, PSHE, Geography, History, Music, Computing and French (Years 3-6). An overview of coverage in every year group for each subject is available on our website.

Religious Education: We follow the Hertfordshire Syllabus for Religion Education teaching as the content is progressive and clear across the school. *If you wish to withdraw your child from RE please contact your class teacher. RE is supported by our Multi-faith Chaplin, Becky Smith.*

Forest School: Pupils in EYFS and Yr1 will experience Forest School. Forest School aims to encourage motivation, risk taking, team work and the love of learning outside. The children either visit our own forest school onsite or go to Cropredy Woodlands. All children are expected to attend forest school.

Leaders: Carol Nicholson and Vicky Tomalin (Level 3).



Physical Education & Games:

The school offers an average of 2 hour session per week for PE .
Each child in KS1 and KS2 will also experience *swimming* for a term.

Children also have the opportunity to take part in additional sports sessions through our Enrichment programme, Sports Academy & After School Clubs .

In PE lessons, we follow a curriculum that is underpinned with progressive skills, ensuring that year-on-year, pupils are able to extend their skill and understanding within and across sports. A copy of this skills progression can be found on the website. We believe this will allow us to provide greater depth to knowledge and skills in key areas of the curriculum.

All pupils will have equal access to the sports through a combination of after school clubs , enrichment and Hanwell Academy. Children that represent the school in school teams, can receive the school colours for their commitment.

Hanwell is proud to hold the *Silver Sports Award* for our commitment to sport. The Sports Premium Policy statement can be found on our website. We are currently auditing our sport to target gold provision.
For details of the school sports premium spending please see website statement.

Director of Sport is Mr Rupert Townsend

After School Clubs

Lead: Mr Rupert Townsend

Each full term we will be offering additional activities that can enrich your child's school experiences. At the beginning of each term we will advertise these clubs for you to sign your child up.

Some of the clubs will have additional costs this is to support resourcing and staffing.

As a school, we will work to keep the costs to a minimum. If you feel that your child is unable to participate in a club due to financial restraints, please contact the school to see whether you would be entitled for financial support (*e.g. through pupil premium*).

(Please see our Charging and Hiring Policy on Website)

Home Learning

We have an expectation that all home learning is to be completed by our pupils.

Home learning is used to consolidate learning from the school day, support further learning opportunities and allow parents to discover areas their children find difficult.

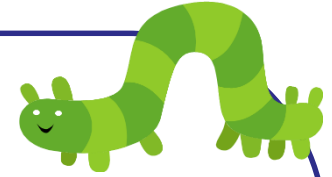
Each pupil will receive at least **2** pieces of home learning a week (*Reading and Maths or Literacy*). This will come out on a Thursday and needs to be handed in on a Wednesday. Any child that doesn't complete their homework will be supported during lunchtimes by the senior team to complete and stay up to date.

Reading is crucial for children and we have an expectation that your child will read at least **4** times a week, recording all reading in their reading records, which we would like signing by an adult. If your child is in Bridges they will be available to support their reading.

Your child will also have *takeaway homework* related to the topic of the term. This homework menu gives you and your child the opportunity to explore a topic through a variety of subjects, giving the opportunity for children to develop skills and passions across the curriculum. In addition to this, by allowing children choice using a points system, we are helping children to self-regulate and manage workload, preparing them for their future educational careers.

If you require support with homework please do talk to your class teacher.

Home Learning for EYFS Children (Caterpillars and Butterflies)



Home Learning is equally as important for our youngest children but can often look very different to tasks set throughout the rest of the school...

Each Friday your child will bring home a short **outline of the learning** that has taken place throughout the week. Please use this to encourage discussion about school to avoid the "Nothing!" answer when asking your child "What have you learnt at school this week?" as well as providing ideas for home-learning each week!

Listening to and Reading stories is crucial for your child's language development and learning and we therefore expect that your child is read to/reads everyday. Your child will bring home a reading record that we would like you to sign and write about the stories you have read together.

'Homework for Grown-ups' has been introduced to encourage parents and carers to watch and observe their children learn through play at home. To form your child's 'EYFS Profile,' we welcome evidence from all that know the child and therefore encourage parents to watch, photograph and write down what their child enjoys doing to inform learning in school.



Parents' Consultation Meetings

There will be Parent Consultation Meetings at the end of each whole term e.g. Christmas, Easter and towards the end of the summer term. We hope that you will be able to come to all three meetings, but ask **that you at least make one a year**. You will have the opportunity to make appointments to see your child's teacher to discuss progress, attainment, how you can support at home and discuss any concerns.

Bookings are made via an online booking system and instructions for this are released nearer the time.

In your parent consultation meetings you will have the opportunity to review your child's **passport to learning**. The passport will have your child's progress, attendance, behaviour (positive & negative scores), termly targets and a written dialogue between home and school about how together we can support your child's learning and school experience.

If you are unable to make the meetings your child's teacher will endeavour to communicate progress with you through other means.

PSHE & SMSC Development : Years 1 and 2

The aim of personal, social and health education (PSHE) is to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. Through a mixture of learning opportunities, including the involvement of outside professionals, our pupils will develop their understanding of personal and social issues; tackling many of the moral, social and cultural issues of today. PSHE will be delivered through cross referencing with other subjects and discrete opportunities.

We will use the Family Links programme (the same programme that is used in Foundation Stage) to aid transition and enable class teachers to set behaviour and class expectations in a familiar context. Children will also have the opportunity to take part in class circle time using Philosophy for the Child structure which encourages children to develop and discuss questions about the world around them based on stimuli provided by the teachers. Our pupils will learn about **themselves as developing individuals** and as **members of their communities**, building on their own experiences and on the early learning goals for personal, social and emotional development. They will learn the basic rules and skills for **keeping themselves healthy and safe** and for behaving well.

They have opportunities to show they can **take some responsibility for themselves** and their environment. They begin to **learn about their own and other people's feelings** and become aware of the views, needs and rights of other children and older people. They begin to take an active part in the life of their school and its neighbourhood.

Elements of PSHE & SMSC also appears in other areas of learning: assemblies, special projects and other subject areas throughout the year. The development of skills in PSHE can be found for each year group on our website.

PSHE & SMSC Development: Years 3 to 6.

During Year 3 to 6, children will follow the Philosophy for the Child (P4C) and Burnet News programme where teachers provide children with a stimuli (in a variety of forms, stories, statements, picture, artefacts, **current affairs** and from this, children are asked to generate their own line of enquiry to discuss, thus ensuring the curriculum is child-centred and relevant. Pupils learn about themselves as growing and changing individuals, with their own experiences and ideas and, as members of their communities. A key focus of the P4C programme is equipping children with the skills to question and challenge appropriately, an important life skill for every child to learn.

They will learn about the **wider world** and the **interdependence of communities** within it. They will consider their roles within school and beyond, developing an individual moral compass, guided by the values as set out in our curriculum. They develop their sense of **social justice and moral responsibility** and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities.

They will develop their understanding around **changes of puberty**. They learn how to make more confident and informed choices about their **health and environment**; to take more responsibility, individually and as a group, for their own learning; and to resist bullying. We also run a protective behaviours curriculum – **safer together** to educate your child on keeping safe on line and in society.

Sex Education is delivered in different areas of the school curriculum, in particular the science curriculum. The approach will be structured accordingly to age and the development of the children. We will use outside agencies and external professionals to support this key area of development. You will be notified through the curriculum newsletter when this takes place. If you wish to withdraw your child then please notify your class teacher, however you **cannot withdraw** your child from the science elements (policy on website).

Computing at Hanwell Fields

Over the past years, Hanwell Fields has made significant investment both in resources and the development in Computing in the curriculum and to aid learning. Our vision for Computing is for it to become integrated within every day teaching to enhance the quality of both input and the children's outcomes. As technology is such a fast moving industry, the school has a culture of collaborative learning between teachers and pupils and we take great pride in learning from each other's skills.

In school we are well resourced to support the children in their Computing curriculum; each class has a set of iPads, desktop computers and access to shared laptops – this provision aims to ensure that children are both Microsoft and Apple Mac savvy by the time they leave Hanwell Fields. We also have a variety of specialist equipment to enable learning to come alive and ensure that children are able to develop and apply skills on a variety of devices such as data-loggers and Bee-bots.

Every year, children are taught new skills in the Computing curriculum that build on their knowledge from previous years. These skills are sorted into three strands; Computer Science and Programming, Using and Applying Technology, and Technological Understanding and e-Safety. As a part of United Learning, we are lucky enough to work alongside Technology Partners to receive expert and up-to-date training in all areas of the Computing curriculum and this helps us to ensure that our provision is innovative and exciting.

e-Safety:

Throughout your child's educational journey at Hanwell Fields, they take part in regular sessions to teach them about staying safe on the internet. This is taught by teachers in school and outside agencies support us in our delivery of this. In addition to this, the school also offers parent workshops to help ensure that Parents feel well supported in helping their children stay safe online. The school has a number of filtering and reporting systems for users profiles and we also have live classroom monitoring for children's working and accessing of internet use.

Further details of our Computing curriculum and skills progression can be found on our website.

Hanwell Uniform*

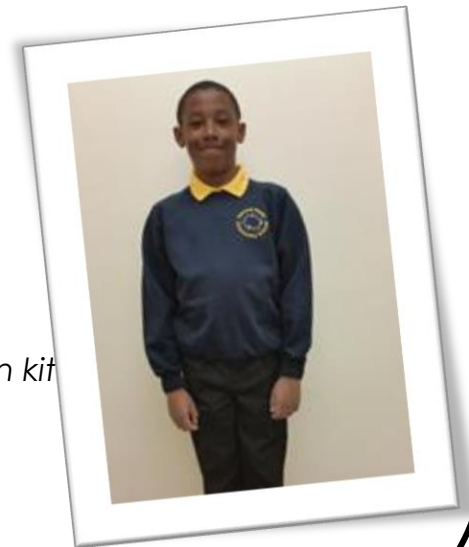
Uniform is really important for our pupils to have a sense of identity and belonging to a community. It enhances the appearance of pupils and therefore the reputation of the school. It also helps to instil in students a sense of purpose when they put on their uniform in the morning.

All uniform can now be purchased through **Cross Embroidery** in Banbury or through the Tesco FF range at **your convenience**. The only expectation for logo uniform is that your child wears a **Hanwell Fields sweatshirt**, cardigan or fleece top. There are no objections for the rest of the uniform to be purchased without a logo. *Year 6 wear a different shirt colour-Light blue*

Footwear: All children should wear **black shoes or boots** during the school day; these can be trainer form but must be **plain black**. No coloured trainers/shoes to be worn during school day including coloured logos.

PE uniform: Plain white t-shirt and **plain blue or black shorts** no logo t-shirts. A sweatshirt and tracksuit bottoms may be worn in colder weather in the games lessons as these will be outside, unless unreasonable weather. No jewellery and long hair to be tied back.

If your child forgets their PE Kit, we will endeavour to supply them with spare clean kit
Please make sure **all uniform is labelled** with your child's name and class. Any items found will be placed in lost property. The school cannot take responsibility for lost items.



*please see policy on website for more details

Pupil Voice

The views of our pupils is important for us on our journey to excellence. The vehicle for this is through circle time and class representation at meetings with Senior Leadership Teams. The representatives are from each class and come together to meet and discuss a variety of issues including school improvement. We believe this method allows every voice to be heard. The representatives then spend time with their classes disseminating the messages and next steps.



House Points

When your child joins Hanwell Fields, they will be placed in a house. These houses are identified by colour and each week pupils work hard to gain house points, by demonstrating our values, that are then added up for weekly results!

Creating a Positive Learning Climate

It is vital that school behaviour is respectful to learning. At Hanwell Fields we have a set of **expectations (rules)**, that can be found in every classroom, corridor and from every adult.

At Hanwell Fields, we endeavour to **celebrate learning** and achievement through our **rewards system**. The next two pages explain both the rules and the rewards.

Please can you read through the rewards so your child has every opportunity to celebrate success each day in the school. Policy can be found on the school website. Behaviours for learning can be developed and we encourage responsibility in our pupils.

Over page is a continuum to support your child develop outstanding learning behaviours. Your child's teacher will use this to help your child's raise their awareness of the behaviours they display.



Please discuss with your child and ask them where do they sit on the continuum?

Behaviours for Learning Continuum – where do you sit?

Reluctant learner	Passive Learner	Focused Learner	Outstanding
<p>Avoids work, needs reminders to be brought back to task. Makes poor choices. Does not always follow instructions. Can have negative impact on others. Displays a lack of effort and motivation to learning. Poor pride in work and presentation. Lacks home learning and has work missing in books. Reluctant to engage with others in class and feedback. Limited responses to support offered. Avoids challenges.</p>	<p>Does what is asked to minimal standard. Follows instructions and does what is told. Does not have a negative impact on others. Does what is expected but no more. Shows insufficient effort to achieve full potential. Home learning completed to minimal standard. Doesn't always act on feedback or advice. Doesn't always persevere with challenges. Takes a passive role in group work.</p>	<p>Hard working and fully engaged. Has positive impact on others and makes a positive contribution to the lesson. Notable effort put into work. High quality presentation enhances all work. Home learning tasks completed fully. Responds positively to advice to improve work. Responds positively to challenges and shows resilience. Contributes positively to group work.</p>	<p>Frequently engages in independent learning. Has a sustained positive impact on the learning of others. Shows leadership in lessons. Consistently displays curiosity and a love of learning. High quality presentations enhances all work. Proactively responds to feedback and regularly engages in independent learning. Relishes challenge and is resilient. Takes a proactive leading of learning in other in group work.</p>

Fixed Mindset

Growth Mindset

Hanwell Fields Community School

Rules for behaviours

I will demonstrate good learning skills by:

Following instructions first time

Listening carefully when an adult is talking

Listening carefully when other pupils are talking about their work

Allowing others to get on with their work

Showing respect by using kind words and actions

Trying hard to do the best in everything I do



REWARD	TO REINFORCE
'ASK ME ABOUT' Stickers	Positive work, effort or a good behaviour Good to be Green ! Super to be silver
LEARNING POWERS CERTIFICATES	If a pupil has demonstrated one of the learning values during the week consistently their teacher can award them the LP certificate
House Colours	For children that represent the school in the arts or sport
GOLD POSTCARD HOME	Consistently positive work, effort or a good learning behaviour & have got to gold at the end of the day
HOUSE POINTS	For continued positive work, effort or good behaviours throughout the day - amazing gone above Gold or rewarded for a good citizen act
PHASE LUCKY DIP	Children have got to gold 5 times meet their Assistant Head for a prize !
HEADTEACHERS AWARD	For the greatest achievement or improvement within the class during that term, children receive a book and certificate with their parent
GOVERNORS AWARD	For the greatest achievement or improvement within the class over the whole year
100% ATTENDANCE	100% attendance for the whole academic year – house colours and lunch with guest speaker. Termly awards Bronze, Silver and Gold. Children can roll over their award for a greater prize !
AMBASSADORS OF LEARNING	On-going, constant role modelling of the learning powers behaviours within the classroom over time-termly
CLASS ATTENDANCE AWARD	The class who has the highest % of attendance weekly wins the cup for the week
Weekly Attendance Lucky Dip	Pupils who have been in school all week go in the hat for a voucher !
Pupil Ambassador	Pupils have applied to be ambassadors and role models of friendship and respect, they are trained as mediators too !
Restaurant Awards	This is for the year group of the week presented by the Catering Team for beautiful manners in the lunch hall. Individuals too can get house points !

Hanwell Fields Enrichment Programme – ‘The Totality of the Child’

The purpose of our enrichment programme is to ensure that all pupils in our school receive a curriculum that goes beyond the National Curriculum and gives them the opportunity to: learn new skills and experience different activities; help develop their interests and aspirations; and meet different pupils whilst developing new ways to learn.

The enrichment programme is delivered through drop down days and organised through the school consultation days and other nominated learning days.

The Programme:

- Your child will over the academic year experience **different enrichments from 3 categories: Life Skills, Physical and Creative Curriculum (including enterprise and citizenship).**
- Pupils will keep a passport to carry with them through the school, to reflect on learning that has taken place.

Hanwell Fields is committed to safeguarding our children so all volunteers are subject to enhanced checks.

School Lunches

(menu found on website and newsletter)



We provide our own kitchen facilities and school lunches. We take pride in our menus which are all compliant with the expectations from the new School Food Standards. These are available in the newsletter and on our website. The price of a lunch is £2.20 each day and needs to be paid for in advance through Parent Pay or at the admin office. Please see our policy on dinner money and payment.

Healthy Eating is key to your child's development and concentration at school. Studies have shown that children not only have improved attitudes to learning but develop key social skills whilst eating together. Children in Reception and Key stage 1 receive Universal Free School Meals*, so they will not need to pay for their lunches.

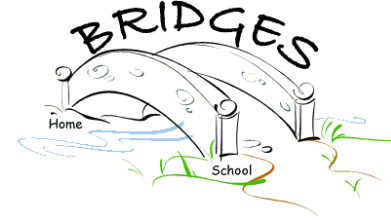
If you provide **pack lunches** for your child, we expect parents to also meet the food standards and provide healthy choices. We request that crisps and chocolate are not present in pack-lunches and that children have sugar free drinks.

School lunches are paid through the school office. **If your child has allergies, it is your responsibility to inform the kitchen at the school.** We will provide milk as a choice for all pupils at lunch time.

**(It is still important that if you do receive free school meals we apply for the funding, as additional money comes into the school to support our pupils)*

Catering Manager: Mr Izzy Liverpool

Bridges Child Care Manager Vicky Tomlin



At Hanwell Fields, we can provide wrap-around care for your child. Bridges aims to be a “*home from home*” environment providing excellent care and a nurturing environment to meet the needs of our working parents!

Bridges Breakfast Club is available from 7:30am – 8:30am and is based in the hall.

After School Care is from 3:15pm – 6:00pm

Bridges also extends as a holiday scheme during some of the school closures.

Information will be available by way of Holiday Care Forms which are usually issued between 3 to 4 weeks prior to the school holiday time. More information can be found from the front office or from the school website

Please be aware this provision has high demand and a waiting list.

Ladybirds Pre-Nursery



We are part of a large Early Years Foundation Stage Unit within Hanwell Fields Community School.

Ladybirds offers wrap around care for children up to the end of reception.

Children in the setting access a vast variety of attractive, stimulating and educational experiences. More importantly, they receive the care, support and teaching from a wide host of Early Years Professionals. As a team, we aim to bring a variety of knowledge, experience and expertise to the setting- supporting and nurturing children in their early education.

For more information and pricing please call the school, speak with Annie Richards or

e-mail ladybirds@hanwellfields.org

Please be aware this has very high demand and a waiting a list

Attendance

The attendance and punctuality policy is on the website for parents to view. In the policy it divides attendance into a range of categories. There is a direct link between attendance and how well a pupil does in school. We want all our pupils to aim for 100% attendance and **achieve at least 98%**. We want to celebrate attendance and you will have seen in the rewards table the class attendance award, a trophy, and pupil attendance awards.

Every double term you will receive information about the stage your child is at. Holidays are not permitted in term time- please see next page and policy. We work in line with all other Banbury Schools as partners.

Hanwell Fields Pupils' attendance will be monitored under the following headings:

Stage	% Required
GOLD	<i>100% Perfect !</i>
SILVER	<i>Above 98%</i>
GREEN	<i>Above 95%</i>
AMBER	<i>Warning cause for concern 95%- 90% Parent Meetings</i>
RED	<i>action required 90% below Parent Contracts</i>

Attendance Rewards are offered each term for 100% and can be accumulated to the top Award each third term.

Attendance Lead – Mrs Emily Thompson

Time Away during School Time:-

A brief summary of Policy

(full explanation can be found in the policy on website or paper request from the office)

- **Parents are requested not to book holidays during term time-** please don't expect a Yes.
- You should only request time off in term time when there are **extremely exceptional circumstances**. We expect parents to take holidays during normal school holidays.
- You need to collect a **Holiday Request Form** from the school office, this needs to be returned for the attention of the Head teacher. **This must be request within reasonable time scale**.
- Requests for absence for holidays during term time will only be considered if there are exceptional circumstances. Parents will be expected to **explain these circumstances** on the absence request form and support any application with documentation such as: letters from employers or doctors notes, invitations and flight booking details if applicable. Issues such as parents' employment conditions related to non-negotiable holiday dates, the time of year and level of previous attendance **will be** taken into consideration.
- If the school refuses a request, but the child is still taken on holiday, the absence will be recorded as **unauthorised** and parents will receive a letter confirming this and warning that the parents may be liable for a Penalty Notice. If a second unauthorised absence is taken within 12 months, the matter can be referred to the Attendance and Engagement Service and may result in a **Penalty Notice** being issued without further warning.

Attendance Matters-

please see table to explain days missed to attendance

190 school days – no absence	100 % attendance
185 School Days – 1 week missed	97% attendance
180 school days – 2 weeks missed	95% attendance
171 school days – 4 weeks missed	90% attendance

The Inclusion Team

At Hanwell Fields, we take a highly structured and responsive approach to each pupil's learning in order to enable all pupils to progress, achieve and participate. The team work together to ensure that every pupil at our school is able to make the most of the education we offer so they can achieve their full potential.

Our Inclusion team will assess the needs of identified pupils and offer tailored support programmes which may include, amongst others: being taught in a small group; the support of a TA in lessons; access to reading or number programmes or a place on a specialised intervention programme.

You will find our SEND offer & statement on the website.

Key Names:

SENCo/ Inclusion Lead
Assistant SENCo
Parent & Safeguarding Co-ordinator

Emily Thompson
Corrine Sherrington
Rachel Tumilty

“To achieve equally, we treat differently”

And finally....

I hope you find the information in this handbook helpful. If you have any further queries please contact the school office and see the website for all policies.

Please don't forget that every Friday the newsletter will be the main source of communication on events happening in the school. This will be sent to your email address.

Web: www.hanwellfields.org

Email: schooloffice@hanwellfields.org

Telephone : 01295 709583

