



*“Explore, Excite, Excel”*

## Information Pack For Parents Of Children

# **EXAMPLE PACK**



**Blagdon Primary School, Bath Road, Blagdon**

**Bristol BS40 7RW Tel: 01761 462416**

**Email: [office@blagdonprimaryschool.com](mailto:office@blagdonprimaryschool.com)**



**LIGHTHOUSE**  
SCHOOLS PARTNERSHIP

**Part of the Lighthouse Schools Partnership**

**Multi-Academy Trust**



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**Dear Parents/Carers,**

**We look forward to seeing you soon.**

**Yours sincerely**



## Our School Uniform

It is School policy that all children should attend school looking neat, tidy and wearing school uniform. This prevents competitive dressing by pupils.

Items of uniform can be purchased from South West Schoolwear, 23 Broad Street, Wells BA5 2DJ, Tel: 01749 670000 or online at [www.swschoolwear.co.uk](http://www.swschoolwear.co.uk) . A number of items can be purchased from any chain stores.

All items of clothing should be marked with your child's name.

### Uniform

- Grey or black trousers
- Grey or black skirt/dress or green and white summer dress
- White or bottle green logo school polo shirt or plain white shirt/polo shirt
- School fleece (optional) or green jumper/cardigan
- Black school shoes

### PE Kit

- Black shorts and white T-shirt for PE and games
- Black tracksuit or jogger bottoms for PE in winter months
- Optional logo PE hoodie, for PE and after school club use only

### Additional Items

- Daps and PE bag
- Book bag
- For Reception children only, a waterproof coat and wellies which can be left at school. This allows your child to use our outdoor areas all year round in all weathers.

### Jewellery and Valuables

- Children with pierced ears should wear studs only. If they cannot be removed, they may need to be covered up/secured with microporous tape for some activities.
- Only essential money should be brought into school i.e. spending money for school events.



## Term Dates and Inset Days

### Term Dates

### Inset Days

Our Inset Days are aligned with those of the other schools in our Trust.

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## General Information

**Name Tags** - Please could we ask that you name everything that your child brings in to school. Name tapes are ideal, but a simple name or initials in pen is adequate, although these will need to be checked frequently as they tend to wash out. All belongings should be named including every piece of uniform, coat, lunchbox, water bottle, and all items of PE kit, etc. When named items are discarded in the playground or buildings, it is then very easy to return the items to their owners. If you received outgrown items from other parents, please make sure your child's name is clearly marked.

**Water Bottles** - Please ensure that your child comes to school with a water bottle that they can use to have a drink throughout the day. It needs to be a bottle that your child can open and fill on their own, and it should be clearly named. We ask that they keep the water bottle in school through the week and take it home at the weekend to be washed.

**PE Kit** - This should be **kept in school at all times** and taken home as necessary for washing and return straight away.

**Long hair** - A reminder that if your child has long hair, it must be tied up in a pony tail or similar when at school. This is for health and safety reasons and to help prevent the spread of head lice. Information on head lice can be found on the NHS website <https://www.nhs.uk/conditions/head-lice-and-nits/>

**Jewellery and personal belongings, eg. toys** - Children can easily lose jewellery and other items and we ask that they don't bring them to school please. In particular, the danger of ears being torn means that hooped earrings must not be worn - **children with pierced ears should only wear one pair of studs.** Blagdon Primary School does not accept responsibility for, or insure, the personal property of our pupils.

**Lost Property** - We cannot emphasise strongly enough that everything your child brings to school should be named. We prefer not to have a central 'lost property box'. We encourage everyone to keep our school tidy and to look after their own property. We help each other by delivering named items back to their owners as soon as possible, once found.

**Attendance** - If your child is away from school through illness, please report this by phoning 01761 462416 before 9:00am **on each day of absence**. Please leave a message on the dedicated absence line. If the illness is because of a tummy upset, sickness or diarrhoea, your child should not come back to school until 48 hours have passed since the last occurrence of the symptoms, even if the child appears to be well. If you know in advance that your child will be late or absent from school during part of the day, or if they need to be collected from school early for any reason (such as dentist, doctor etc.) please let us know in advance by emailing [Office@blagdonprimaryschool.com](mailto:Office@blagdonprimaryschool.com). Every effort should be made to arrange these appointments after school or in holiday time.

95% or better constitutes a satisfactory attendance. You can find our attendance policy on the school website.

**Request for Pupil Absence** - Parents do not have the automatic right to withdraw pupils from school and, in law, have to apply for permission in advance. You are required to complete a Pupil Absence Form which can be found on our school website or from outside the School Office. Our Headteacher will not grant any leave of absence during term time, unless there are exceptional circumstances. **Accumulated unauthorised absences of 10 sessions may result in a Fixed Penalty Fine.**

**Parking & Staff Car Park** - We are very aware that parking can be difficult around the school. We would appreciate it if the Water Gardens road and the minibus bays in Church Street are not used for parking. Parking in both areas has created difficulties for us in the past .

The staff car park is also a pedestrian route to/from school, through the playground gate. It is not to be used as a drop off/collection point because it creates a hazard for parents bringing their children through this area. The carpark is for staff use only. Thank you for your co-operation.



**ParentMail** - The majority of our communications e.g. letters to parents, permission slips for visits, questionnaires, parents evening bookings, etc., are sent to you by an online system called ParentMail. We will provide you with login details.

**School Meal Booking System** - We use an online meal ordering system provided by our catering suppliers, Aspens. School lunches can be ordered via Select in advance, giving you an opportunity to discuss with your child the meals they would like to have in school. Login details will be provided to you. Please ensure you have created an account before the start of term in September. All children in EYFS, Year 1 and 2 benefit from the Government's Universal Free School Meals scheme so no payment is required. However, you will still need to create an account to select your child's meal options. Menu choices are available on Select.

**ParentPay** - We operate a 'cashless' system to pay for school trips, resources, music lessons, etc. You will receive a unique login and password for access to ParentPay. If you have any queries with any of our online systems, please contact the School Office for assistance.

**School Website** - [www.blagdonprimaryschool.com](http://www.blagdonprimaryschool.com)

This has full of information about Blagdon Primary School and other items of interest. Please do take a look.

**Parental Information** - We wish to avoid offence or embarrassment by misaddressing letters to parents. Please can we ask that you complete the **Admission Form** (found in this pack) with your full details. If you are a single parent, please could you let us know and also give us the name, address and telephone number of any other person who has parental rights under the terms of the Children Act (1989) and so has the right to access information regarding their child's progress. Where parents require an additional copy of a school report, please contact the school office ([office@blagdonprimaryschool.com](mailto:office@blagdonprimaryschool.com)) to arrange this. We have a legal responsibility to impart information to any adult with parental rights.

If you ever have a change in your contact details, please inform the office, ideally via email, to let us know of your new information. This is especially important for emergency contact details.

**Court Order/Child Protection** - Should there be any court order preventing access to a child by any person, please inform us of this formally by letter, address to Mrs Jenny Campbell, Headteacher, Designated Lead for Child Protection. Please note that all information will be treated in the strictest confidence.

**Medical & Dietary Information** - Please ensure medical or dietary information is shared with us when you complete the **Admission Form**. This information is shared with staff on a need-to-know basis and only when it is in the best interest of your child.

**School Timings** - We encourage children to arrive at school from 8.40am as the day begins at 8.45am. Registration is from 8.45am to 8.55am. The school day ends at 3.15pm. Our gates will open at 3.15pm, ready for you to collect your child from the Playground. KS1 children will be released to their parents/carers by their class teachers.

**Collection Arrangements** - If your child is collected by North Somerset Council transport or goes to Blagdon PreSchool After School Club, please ensure you have informed the School Office of the collection arrangements.

If normal child collection arrangements have changed due to an emergency, please let the School Office know as soon as possible so that they can inform the class teachers. We will not release your child to anyone who isn't a known parent/carer, unless we have been previously notified.

**Medication in School Time** - If your child requires medication to be administered during school time, please complete a Request to Administer Medication Form, available from the School Office or our website. Please note we are not able to administer medication without a completed form and we are also under no obligation to do so.



## Pupil Premium

Pupil Premium is a grant given by the Government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval. The Pupil Premium funds are provided to enable children to be supported to reach their potential. The Government uses pupils entitled for free school meals (FSM), looked after children and service children as indicators of deprivation, and provides a fixed amount of money for schools based on the number of pupils in these categories.

The money received is for schools to decide how to use, in order to improve educational attainment of children from less privileged backgrounds. At Blagdon School, we have decided that, on some occasions, we may use part of our Pupil Premium allocation to fund some school trips or activities.

There are two schemes for free school meals:

- universal infant free school meals for all children in reception year, year 1 and year 2 – **you don't need to apply for this.**
- free school meals for people on qualifying benefits – **you will need to apply for this.**

If you claim qualifying benefits and your child is entitled to universal infant school meals, **you should still apply for free school meals so that:**

- you're eligible for other financial assistance for items such as school trips
- Blagdon School can receive funding for the free school meals being given to your child

Free school meals entitlement is for the child, not the family, so you will need to apply for each child. If your child is starting primary school in September, the earliest you should apply is during the summer holidays. Applying too early could result in your application being removed.

Applications should be made online at: <https://www.n-somerset.gov.uk/my-services/schools-learning/local-schools/schoolmeals/freeschoolmeals/> Please scroll to the bottom of the web page to start the application process. If you require help with your application, please contact the School Office.

## Our SENCO

As Special Educational Needs Co-ordinator (SENCO), I oversee the support and progress of any child requiring additional support across the school. I co-ordinate the day to day provision of education for any pupils with special educational needs and work Governors', Senior Leadership Team (SLT), class teachers and support staff to ensure that provision is right for each child.



We believe that your child's education should be a partnership between parents and school, therefore you are welcome any time to contact me or make an appointment to meet and discuss any concerns you may have. This may include concerns over your child's social, emotional, speech and language, cognition, learning and physical development as well as any medical and physical needs. It is invaluable to receive information regarding any additional need at the earliest point so prior to your child starting at Blagdon Primary School please contact me if your child has any additional needs that we need to be aware of.

Please use our website if you would like any more information about Special Educational Needs (SEND) at our school where you will find our SEND policy and SEND information report. This can be found under About Us – Inclusion.

Miss Kerrie Buer —[inclusion@blagdonprimaryschool.com](mailto:inclusion@blagdonprimaryschool.com)



## School Milk and the Fruit and Vegetable Scheme

### School Milk Services Ltd.

The School Milk Services Ltd, funded by the Department of Health, run a scheme that enables the delivery of fresh semi-skimmed milk cartons to Blagdon School twice a week. Children in Early Years Foundation Stage (EYFS) are entitled to receive a free box of milk per day, up until their fifth birthday.



If your child would like to continue to have milk after their 5th birthday, parents are able to place an order directly with School Milk Service Ltd. Details of prices and registration can be found at [www.schoolmilkservices.co.uk](http://www.schoolmilkservices.co.uk) or on the enclosed letter.

### School Fruit and Vegetable Scheme



#### What's it all about?

The School Fruit and Vegetable Scheme (SFVS) is a government programme that entitles every child aged 4-6 in fully state-funded schools to a piece of fruit or a vegetable each school day. This equates to approximately 2.3m children in approximately 16,600 schools across England.

Seasonal fruit and veg (apples, pears, soft citrus, bananas, carrots, cocktail tomatoes, sugar snap peas, strawberries, raisins, etc) are delivered to the school and are taken to Ash Class for the children to sample. They do not have to eat it but they are always encouraged to have a try.

Please help us by encouraging your child to choose vegetables and fruit at school lunches. National standards for school lunches mean that vegetables and fruit are on offer every day. If your child takes a packed lunch to school, put in a piece of fruit or a vegetable, such as a carrot or some dried fruit. Ask your child about the fruit and vegetables they have eaten at school.



We also arrange smoothie making workshops and cooking sessions, in conjunction with Aspens Ltd our catering providers, to encourage healthy eating.



## Safeguarding at Blagdon Primary School



The rest of this booklet contains helpful information on reading and phonics used in EYFS.

If you have any questions, please do not hesitate to contact your child's Class teacher, ,  
via email on



# Reading in Early Years Foundation Stage (EYFS)

**R**ead all sorts of materials, comics, labels, signs

**E**very child learns to read at their own pace

**A**lways be positive and praise your child

**D**o spend time discussing illustrations

**I**t is not a test

**N**ice for your child to see you reading

**G**ames are an important tool for learning to read





## Reading in Class Ash

- ◆ We use a variety of reading schemes.
- ◆ Your child will have a reading folder with a reading diary, a vital means of communication between us, specifically about your child's reading.
- ◆ Initially your child will have 2 reading books, which will be changed once a week. It is important to re-read books to develop confidence. During the year, the two reading books will be changed twice a week, on a Monday and Thursday.
- ◆ The reading books are not divided by schemes, but are in 'step' coded boxes full of books with similar vocabulary content. The books match the phonic 'step' we are learning in class and consolidate the learning of new phonemes, digraphs and trigraphs.
- ◆ Your child will be able to choose two picture books to enjoy and for you to read to your child every Friday.

## What can I do to help now ?

- ◆ Discuss stories with your child, guessing what happens next or making up a new ending.
- ◆ Share books together.
- ◆ Look at print all around - signs, labels etc.
- ◆ Make books at home.
- ◆ Read rhymes and poems to your child.
- ◆ Make cards from lower case alphabet letters, and pictures beginning with each sound. Play lotto with them, give each player a pile of picture cards. Turn up the letter cards one by one, if you have a picture to match the letter, you keep the card.
- ◆ Collect different shaped letters from newspapers/magazines - sort and match.
- ◆ Play spot the difference, make a pattern e.g. ■◆●◆■◆●◆■◆●.



## What can I do when my child starts school?

- ◆ Play games with word cards sent home, stick them on the wall and ask him/her to collect a specific one.
- ◆ Make silly sentences with them.
- ◆ Go on a word hunt: stick them all around the house.
- ◆ Let them match their word cards up with those in their book.
- ◆ Use plastic/magnetic letters to make some of the words on their word cards.

## How do you teach reading?

- ◆ Phonics. We always use a phonics first approach for reading and early writing. The children are taught to sound out letters or groups of letters.
- ◆ Whole Word. Children learn to recognise words on flash cards and to say what the word is.
- ◆ Sharing individually, in groups or whole class. Looking at the text and reading it together.
- ◆ Looking at illustrations in a book.
- ◆ Making their own books.
- ◆ Asking questions about the text.
- ◆ Developing comprehension.

**There is no single way to teach reading**



# Family Fun with Phonics

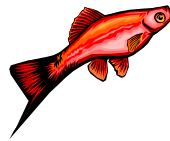
## Phonemes and Graphemes

Terminology:

phoneme = a sound in a word

grapheme = a letter or sequence of letters that represents a phoneme

c	a	t
f	i	sh



## Segmentation and Blending

Segmentation means hearing the individual phonemes within a word. For instance the word 'crash' consists of four phonemes: 'c - r - a - sh'. In order to spell this word the child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

Blending means merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (e.g. 'th - i - n' not 't - h - i - n') and then merge the phonemes together to make the word

## Letter Sounds

Letter sounds will be introduced one each day through the week and practised in a game on Fridays. It will take a while to learn them all so do keep practising them so that your child doesn't forget them and they will become second nature!

## High Frequency Words

These are words which your child will encounter frequently in their reading and will probably wish to use in their writing. Some of these words are phonetically regular and your child will be able to read it by blending the phonemes together or write it by segmenting it into its component phonemes: a, an, at, big, can, cat, dad, dog, get, go, in, it, mum, on, up, yes.

However, for some of these words, your child may not yet have the necessary phonic skills to read or write them or the words simply are not phonetically regular. You can help your child by finding ways of remembering these unusual spellings: all, and, are, away, come, day, for, going, he, like, look, me, my, no, of, play, said, see, she, the, they, this, is, was, we, went.

## Some Games To Try Together

### Puppet Game

Have a selection of objects in a bag. Explain that your puppet has difficulty in saying some words. Take an object out of the bag. Your puppet looks at it but pronounces it incorrectly. Your child helps the puppet to identify what is wrong, until your puppet can say it correctly:-

- e.g.       Puppet pronounces 'fish' ..... 'fit'  
              Puppet pronounces 'bus' ..... 'bug'  
              Puppet pronounces 'leaf' ..... 'loaf'



### Catch Me Out!

Use a puppet to deliberately say a word wrong in a rhyme and see if your child can spot the mistake.

- e.g. Jack and Jill went up the road  
      Little Miss Muffet sat on a chair  
      Hickory, Dickory, Dock, the mouse ran up the wall

### Cross The River

Make a 'river' across the room or lawn with ropes. Put some objects on the far side of the river. You and your puppet call out the name of an object in a robotic way, e.g. j-u-g. Your child then crosses the river, collects the object and as they jump back says the word. Alternatively they could say the first phoneme of the word, e.g. 'j' or repeat the whole word in the same way as the puppet.

### Which One?

Lay out a selection of objects (e.g. sheep, mat, soap, dog, leaf, bus etc.) . Tell your child that your puppet need some of the objects but he's having difficulty making himself understood. He is going to say all the sounds in one of the words and need some help to put the sounds together. You and your puppet then say, 'sh - ee - p' leaving a gap between each sound. Your child needs to listen carefully and decide which word is being said. Then they need to collect the object and give it to the puppet.

### Song Sack

Put a selection of objects in a bag that the child might associate with certain rhymes or songs. Get your child to feel inside the bag, for an object. Then sing the rhyme together adding actions or making it into a mini-drama!

The songs can be any that your child enjoys: traditional nursery rhymes, counting songs, action rhymes etc.



## Which Rhyme?

Clap the rhythm of a nursery rhyme or song that your child is familiar with. Can he recognise which one it is? It's helpful to give your child a clue by giving them a few titles to choose from.

## Rhyming Stories

Frequently read rhymes to your child, e.g. by Dr Seuss, Lynley Dodd, Quentin Blake, Kaye Umansky, etc.

## Rhyme Time

In the car, listen to and join in with nursery rhymes, counting rhymes or other children's rhyming songs.

## Rhyme Alternatives

Make up new words to rhymes and wait for your child to supply the last rhyming word:-

'Little Bo-Big has lost her Pig.....'

'Jack and Fred went up to bed.....'

'Mary had a little goat, it's face was long and hairy

Whenever she took it to her school it looked all sad and scary.....'

## Rhyming Pairs

Make up some simple rhymes like these:-

'I like rice - it's very nice'

"I like rice - it's very nice'

'I like peas - they make me sneeze'

## Copying Small Sounds

With your hands hidden, make a series of claps and/or clicks. Your child has to copy.

You ask your child to say 'hello' hello' using a range of different voices.

e.g. 'Let me hear your singing voice'

'Let me hear your whispering voice'

'Let me hear your growling voice'

'Let me hear your inside voice'

## Sound Effect City!

Whatever game your child is playing, encourage them to make the sound effects.....and don't forget to join in! For example, if they are playing with a train set, they might make the sound of the train chugging along the track 'chchch'. In the park they might go down the slide saying "wheee'. When reading together 'aaaah' might accompany a picture of someone relaxing into a chair.



## Chopsticks

Using a paper plate and some chopsticks play a simple sequence of sounds to a steady beat on the reverse of the plate.

e.g. use the sticks to hit the floor, plate, floor, plate, floor, plate

Or

floor, plate, tap the sticks together, floor, plate, tap the sticks together, floor, plate etc.

## Keep The Beat

Tap along to the beat of a song on the radio or CD

## Mood Sounds

When sharing a book with your child, identify a letter that represents a phoneme they know. Ask them to say the sound in a particular manner, e.g. in an angry, happy, gentle, questioning manner.

## Phoneme Treasure Hunt

Go round the house and find objects which have the same initial phoneme. Make a collection of objects on a tray (or pictures of the objects if they are big!).

## Kim's Game

Kim's game is about looking, listening and remembering. First, encourage your child to name each object. Then take one object away while they have their eyes closed. Finally, encourage your child to spot what is missing, chanting the rhyme to help them:-

It's not the cat

It's not the cap

It's not the curtains

It's not the cup

It must be the ..... cracker!

## Guess The Word

Write some simple words that can be mimed on cards: cat, dog., zip, bell, sun, jog, run, fish, dash, shell, chip, duck, sick, ring, sing, mix. Shuffle the cards. Your child turns over the first one, and does the mime. You have to guess the word and write it down. Then it is your turn to do a mime and your child has to write down the word.

## My Mother Went To Market

Play 'My mother went to market and bought.....'

She has to buy things that begin with the same phoneme and the list of things she buys grows and grows, e.g. a sandwich, a sausage, a sock, etc.



## I Spy

'I spy with my little eye something beginning with the sound.....'

## What Am I Thinking Of?

Give your child three clues and they have to guess the object you are thinking of. 'It lives in a field. You get milk from it. It begins with 'c'.

## Funny Questions

This is a great game to play on a magic sketcher. Write a question on the magic sketcher using three or four sound words. Your child has to decide if the answer is 'yes' or 'no'.

- e.g. Can a cat run?
- Can a hen dig?
- Is a dog red?
- Can a pen hop?

## Tongue Twisters

Make up sound sentences where most of the words begin with the same phoneme.

- e.g. Jodie's jelly is juicy or Cheeky Charlie chomped on chips.

## Fish for Phonemes

Float foam letters or table-tennis balls with phonemes written on them in the bath. Ask your child to catch the letter that makes the sound 'sss' 'mmm' 'k' etc.

## Bathtime Blending

Using foam letters, select the letters that spell, for example, 'cat'. Stick them on the tiles with gaps in between. Next group the first phoneme and the vowel together, 'c' and 'a'.

Encourage your child to say these two phonemes together as 'ca' as they slide them along the tiles towards the final phoneme. Finishing the word with 't'; when they meet.

