

# **The Heights Primary School**



## **Prospectus 2017 - 2018**



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## Foreword

Welcome to The Heights Primary School. As staff, pupils and governors we are very proud of our free school which has been made possible through a strong commitment and partnership between members of The Heights Trust, Governors, staff, parents and members of the local community.

School is a place in which children will experience the meaning of care, concern and love of community and the wider world. At The Heights emphasis is placed on the development of attitudes, relationships and values fundamental to the ethos of the school. Each child is encouraged to respect himself/herself and others, regardless of gender, creed, ethnicity or ability.

The Heights aims to provide a community where everyone is valued for their own talents. We encourage the children to recognise these strengths in themselves and others and 'be the best version of themselves'.

With a strong commitment to educating the whole child spiritually, morally, physically and socially we believe that we are helping prepare them to become compassionate, caring and confident citizens in today's challenging society.

As a new school we are fortunate to have seven spacious and very well furnished and equipped classrooms on our temporary site. These have been carefully designed to ensure there is free flow from internal to external areas to facilitate our youngest children's learning through play.

Each classroom is equipped with interactive whiteboards, stand-alone PCs and iPads to develop the children's IT skill and enhance every aspect of the school curriculum. We also have a large Learning Resource Centre (LRC) which includes a library and IT suite.

The site is deceptively spacious and is being developed all the time, and has a number of mature trees and outdoor play areas, including an exciting adventure playground made out of natural resources.

It is a privilege for me to be the Head of such a warm and vibrant school and we love welcoming visitors and prospective parents. We have so much to share with you.

Karen Edwards  
Headteacher



## Mission Statement

**ASPIRE: Achieving Success Promoting Individual Responsibility and Excellence**

The Heights Primary School enables children to fulfil their own unique potential, helping them to grow and become confident, capable individuals ready to thrive and achieve success in secondary school and beyond. We care for each child in a safe, inspirational and inclusive learning environment. We instil within our pupils a love of learning and support their academic, social, moral, intellectual, emotional and physical development by delivering on our core values:

- Thoughtfulness
- Respect
- Responsibility
- Trust
- Compassion
- Commitment
- Co-operation
- Courage
- Positivity

At The Heights Primary we care for your children in an engaging, caring and secure environment. We provide a full and varied curriculum delivered by fully qualified and excellent teachers to prepare your children for the future, as well as equipping them with the skills and enthusiasm they need to pursue learning for the rest of their lives. We encourage the children to become an integral part of the local community and have a sense of individual responsibility and worth through our commitment to build and foster close relationships with all of our families and a strong community network.

The school is a community where all find acceptance and where diversity is celebrated and one which recognises that rights can only be enjoyed through the fulfilment of duties.



## School Information

Address:	82 Gosbrook Road Caversham Reading Berkshire RG4 8BH
Telephone:	0118 357 0123
Email:	<a href="mailto:info@theheightsprimary.co.uk">info@theheightsprimary.co.uk</a>
Website:	<a href="http://www.theheightsprimary.co.uk">www.theheightsprimary.co.uk</a>
Pupils on roll:	170 pupils September 2016
Type and age range:	Primary School, 4-11 years
Head Teacher:	Mrs Karen Edwards
Chairman of Governors:	Mr Nick Walden
School Secretary:	Mrs Cath Keetch
School Business Manager:	Mrs Caroline Hoyle
School Hours:	08.45am – 3.30pm



### **1. Introduction**

The Heights Primary School is a mainstream primary school and provides school places for children aged 4-11. It was set up by interested local parents and members of the community in response to Reading Borough Council's school place consultation and is part of the Department for Education's free schools programme.

The school is on a temporary site on Gosbrook Road and hopes to move to its permanent location in Caversham Heights in two years. The Heights strives to be a local school to which pupils can walk to, within the heart of the Caversham Heights community.

The Heights has a vision to ensure all children ASPIRE: Achieve Success while Providing Individual Responsibility and Excellence. The Heights is striving to be an innovative and dynamic place to stimulate young minds and ensure the best quality teaching staff and resources are used to achieve our ambitious targets.

This policy has been developed by the Governors. The Heights is committed to straightforward, open, fair and transparent admissions arrangements and every effort has been made to ensure that these arrangements fully comply with the School Admissions Code 2012, the School Admissions Appeals Code and admission law as they apply to academies.

### **2. Published Admissions Number (PAN)**

For the 2017/18 academic year The Heights Primary School has an agreed PAN of 50 for admission into Reception and will admit up to this number in each subsequent year.

Please note that all applicants for the school will be admitted if the school is undersubscribed.

### **3. Application Process**

In accordance with the co-ordinated admission arrangements agreed with Reading Borough Council, the Local Authority (LA), applications to The Heights Primary School must be submitted to the child's home LA, which may or may not be Reading Borough Council. The common application form provided by the LA will need to be completed in order to apply for The Heights Primary School.

### **4. Current Year Applications**

For 2017/18 admissions, the application must be submitted by 15 January 2017. Applications received after 15 January 2017 will be considered as a late application and considered in accordance with the co-ordinated admission arrangements of the home LA. The normal admission round ends on 31 August 2017.

Reading Borough Council's composite prospectus (guide for parents and carers) gives information about the school and assists parents in expressing their preference for a school. This can be obtained from the Local Authority's office at the Civic Centre, Reading, RG1 7TD.

Applications will be considered for children whose fifth birthday falls between 1st September 2017 and 31st August 2018. Parents/carers of children outside the above age range, who wish their child to be considered for admission, must submit an application providing information to support their request. Their request will be considered by the Governing Body and Head Teacher. The request will only be granted in exceptional circumstances which are in the best interests of the child. This would normally be children who have developmental delays due to premature birth, illness or other difficulties. The application must be supported by at least one



educational professional (e.g. Educational Psychologist/pre-school specialist support teacher) and professional reports for medical or psychological needs.

Parents will be informed by their home LA in April 2017 if a place can be offered at The Heights Primary School.

Places offered are on a full-time basis from September 2017. Children do not need to be in statutory education until the September, January or April after their fifth birthday. Parents may defer the place until January 2018 or April 2018 or until their child reaches statutory school age whichever is earlier, but may not defer after April 2016 as admissions beyond that are in the next school year. Parents will then need to re-apply for a place in Year 1, which may not have any places because the places will have been allocated to children in the previous year.

Parents are also entitled to request part time education until the term after the child reaches the age of 5. In such instances they should discuss details with the Head Teacher.

There will be a programme of visits and induction, details of which will be released shortly after Offer Letters have been sent out by the LA.

## **5. Over- Subscription**

If there are more applications than places available priority for places will be given according to the following over-subscription criteria.

The oversubscription criteria take no account of the parents'/carers' order of preference and applications for each school named by the parents/carers will be ranked according to the criteria set out below:

Please note that children with a statement of special educational needs (Education Health Care Plan) that name The Heights Primary as a preference will be allocated a place above all other applicants.

### **Category**

- 1) Looked after Children in the care of a Local Authority or Children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order) immediately after they had been looked after. Provided appropriate evidence is submitted – Please see Note 1.
- 2) Children who have strong medical or social grounds for admission. Please see Note 2.
- 3) Children whose permanent home address is in the catchment area of the school and have a sibling who is expected to be attending the school when the child starts school.
- 4) Children who have a sibling who was attending the school on 3<sup>rd</sup> October 2014 (the first national school census day for 2014/2015) and have a sibling (not necessarily the same sibling) who is expected to be attending the school when the child starts school. Please see Note 3.
- 5) Children whose permanent home address is in the catchment area of the school.
- 6) Children whose permanent home address is not in the catchment area of the school but have a sibling who is expected to be attending the school when the child starts school.
- 7) Other children.

## **6. Notes Relating to the Over Subscription Criteria**

### **Note 1 – Category 1 – Looked After and Previously Looked After Children**

Confirmation by the local authority that last looked after the child that the child was looked after immediately prior to the issuing of one of the following orders:

- Adoption order issued after December 2005 in England and Wales only
- Residence order issued after December 2005 in England and Wales only
- Special guardianship order issued after December 2005 in England and Wales only
- Children who have left care under Scottish or Northern Ireland legislation will not be included.

### **Note 2 – Category 2 – Medical / Social Reasons**

Children with a chronic medical condition or strong social grounds in the family will be considered in this category provided a written request from a professional (i.e. Educational Psychologist, Social worker, Doctor) supporting the child or family is submitted. The request must state that The Heights is the only school for the child because of the medical or social reasons of the child or family and that no other school can meet their needs. It is not enough for the professional to report what the parent/carer told them. No individual officer will take responsibility for determining whether a case is ranked in this category. A panel of officers will make the final decision.

### **Note 3 – Category 4 – Siblings of founder pupils**

Please mention this category on your application form if you feel that it applies to your child.

## **7. Definitions**

### **Catchment Area and Data Point**

The catchment area is shown on the attached map. For allocation purposes a data point within the catchment area is used when determining distance from a child's home address. The data point is based on the geographical centre of the catchment area weighted according to the positive responses given in the demand survey used to support the bid for the school (as recorded on 16th June 2013). This has been defined as the junction of Woodford Close and Wincroft Road. The data point for the centre of this junction is the Ordnance Survey point of Eastings 470241, Northings 176026.

### **Tiebreaker**

If it is not possible to offer a place to all children in a particular category, places will be allocated to those living nearest to the data point of the area, as defined in the above Catchment Area section. The distance is measured as a straight line between the Ordnance Survey data point for the child's home address and the identified data point above. In the rare event that it is not possible to decide between the applications of those pupils who have the same distance measurement then the place will be offered using random allocation.

### **Parent/Carers**

A parent/carer is any person who has parental responsibility or care of the child. Parental responsibility for a child is set out in the Children Act 1989.

### **Home address**

This is the permanent address of the parent/carer and their child. That is taken to be the address of the parent/carer who receives child benefit for the child and must be the address where the child spends the majority of their school week, in cases where the child lives at a different address for some days of the week. In the case where a child lives at more than one



address and spends equal time at each, the home address will be counted as that which the child is registered with their GP. Temporary addresses cannot be used to obtain a school place whilst retaining a previous permanent home within Reading unless evidence is produced to show that this address is no longer available to the family i.e. the property has been rented out. Where an application has been submitted which shows a new temporary address evidence of a rental agreement of at least a year that goes beyond 1 September 2016 will have to be submitted. Where a family claims or it is evident that a child is resident at more than one address, justification and evidence of the family's circumstances (e.g. legal separation) will be required. The governors reserve the right to seek additional evidence of proof of address. The home address is taken to be the address on the 16 April 2016 and any change of address after submitting the application must be notified to the Admissions Team at Reading Borough Council and the application will be reviewed using the new address. Any place offered based on misleading information with the intention of deception or fraud concerning a permanent home address will have the place withdrawn.

### **Siblings**

Siblings are older siblings for purposes of admission criteria during the routine admission rounds. Siblings are children who have either the same mother or father, or they are children who live together in a family unit and with their parent/carer(s). Siblings include adopted or foster brothers or sisters. Siblings must live at the same permanent home address as each other. If they do not live at the same address, then they are not treated as siblings.

Multiple births (twins, triplets etc) and siblings with a different date of birth in the same year group.

Places are offered according to the oversubscription criteria. In the event that this would result in splitting up children each case will be considered and in most cases the other child/children will be offered a place provided the admission will not prejudice the provision of efficient education and efficient use of resources e.g. if the application of this resulted in a class of more than 30 children with one teacher.

### **8. Waiting Lists**

After 16 April 2016 a child's position on the waiting list is determined according to the oversubscription criteria and will be re-ranked when new children are added to the list as a result of late applications or change of preference. When a place becomes available this will be offered to the next child on the waiting list. After the 1 September 2016 children identified for placement as part of Reading Borough Council's Fair Access Protocol can be placed above those on the waiting list. Positions on the waiting lists may go up or down due to pupil withdrawals, new or revised applications. The waiting list will be kept open until end of July 2017.

### **9. Admissions Appeal**

Parents who are unsuccessful in obtaining a place have the right to appeal against the decision to an Independent Appeal Panel and the appeal will be considered according to the School Admissions Appeals Code. How to appeal will be explained by the home LA. The Appeal Panel has the power to make a decision to admit the child. That decision is legally binding upon the school. Appeals should be made within 20 days from the date of notification that their application was unsuccessful.

### Parental Responsibilities – what you need to know

This section gives key information about our school, parental and child responsibilities providing day-to-day information which we hope will help to ensure the smooth running of our school and minimise misunderstandings.

The school day:

Registration from	8.45 am to 9am (Years 1 -3) and 9.15am (Reception)
Morning break	10.30 – 10.50 am
Lunch	12.15 – 1.15 pm
School day ends	3.30 pm

We have a flexible drop off between 8.45 and 9.15am for Reception children and between 8.45am and 9.00am for children in Years 1 to 3. All children should be collected by 3.30pm unless they attend an after school club. Pupils will remain in the school building until they are collected.

On the rare occasions when you may be late to collect your child/children, please telephone the school office to enable us to advise them that they haven't been forgotten!

We do ask that you give consideration to our local residents when delivering or collecting your children from school. *There is no parking on site or on the road by our neighbouring flats.* There is parking available in the lay-bys on Gosbrook Road and in St Anne's Church car park.



### Food at School

Under the new Government scheme all children in KS1 are eligible for free hot meals at lunchtime. Our hot meal provider is a local company called Crumbs and an example of their rolling three week menu can be seen overleaf.

We aspire to be a Healthy School. This is reflected in our Healthy Eating and Packed Lunch Policies, which we ask parents/carers to support.

A fruit or vegetable snack is provided for morning break.



## MONDAY

Gammon with  
Roasted New  
Potatoes, Green  
Beans and Gravy

Fresh Fruit or  
Organic Yoghurt

Meatballs in Tomato  
Sauce with Couscous,  
Pitta Bread and  
Cucumber

Fresh Fruit

Chilli Con Carne  
with Rice,  
Sweetcorn and  
Tortilla Chips

Carrot Cake  
with Cream  
Cheese

## FRIDAY

Fish Cakes with New  
Potatoes and Peas

Apple Sponge  
and Natural  
Yoghurt

Jacket Potato Half  
with Cheese and Baked  
Beans

Apple Crumble and  
Custard

Fish Fingers with  
Sauteed Potatoes  
and Peas

Fresh Fruit

### Pupil Premium

Children are eligible for Pupil Premium if a parent is receiving certain welfare benefits. Registering for Pupil Premium could entitle your child's school to an additional £1300 of funding per child this academic year which could be used in a variety of ways, such as funding additional tuition in music or other subject areas, school trips or after-school activities. More information and application forms can be obtained from the school office.

## School Uniform

Please ensure your child/children are dressed smartly in the correct uniform.

### SUMMER

#### Boys

Red polo shirt with crest  
Grey shorts  
Grey socks  
Navy school sweater or cardigan with crest

#### Girls

Red checked dress  
White socks  
Navy school sweatshirt or cardigan with crest



### WINTER

#### Boys

White shirt  
Red school tie  
Grey shorts  
Grey socks  
Navy school sweatshirt with crest

#### Girls

White shirt  
Red school tie  
Grey skirt, pinafore or trousers  
Navy tights, white or navy knee high socks  
Navy school sweatshirt or cardigan with crest



### PE

#### Boys and girls

Navy polo shirt with crest\*  
Navy shorts  
Navy tracksuit trousers for outdoor games in winter  
Trainers

Please note that plimsolls are not part of the PE uniform. When children participate in Gym, Movement or Dance indoors, they should do this in bare feet unless there are medical reasons not to. All outdoor activities require the children to wear trainers.

### SHOES

Sensible black shoes that you can run and play in.

\* All starred items plus schoolbook bags are available from Marks & Spencer.

Please ensure all items are clearly labelled with your child's name to minimise loss, confusion and distress to your child.





## Pastoral Care

The purposes of pastoral care at The Heights are:

- To help children develop positive relationships with individuals, groups and the school community.
- To help children learn to respect themselves and their belongings, and to respect others and their property.
- To help children recognise the importance of freedom with responsibility.



The children and all members of the school community are expected to respect others in their speech and behaviour. The behaviour of the children at the school is outstanding (DfE adviser May 2016).

- Praise, commendation and rewards are given for good work, effort. The school's PSCHÉ programme and assemblies are used as forums for creating awareness of these good values and for celebrating achievement.
- Behaviour which is discourteous, inconsiderate or dangerous will be addressed in line with the school's Behaviour for Learning Policy.
- More serious offences may result in deprivation of privileges/free time.

The Behaviour for Learning Policy clearly sets out the school's expectations and support for children making positive behaviour choices and support and sanctions when they may not.

## Parental Support

There is a flourishing and passionate PTFA which supports the whole school. It provides a variety of social and educational events for parents and children throughout the year. These events raise considerable funds for the benefit of the school as well as being enjoyable for all participants.

We believe that education is a partnership between school and home, and the school is very keen for parents to be involved in their child's education. The school website is also an online tool which helps keep pupils and parents informed of important school and educational information as is the Ladders at Home site which informs parents of their child/rens progress each half term. A parent planner is sent home to parents every Monday via Parentmail explaining what the children will be learning and focussing on that week. The weekly newsletter (Heights Highlights) is also sent to parents via Parentmail, posted on the website and available from the school office every Friday.

In September there is an early opportunity to 'meet the teacher' for an information session about what will be taught through the year and how best you can support your child at home which will help form the basis for the discussion parents have at the Parents' Consultation.

There will be Parents' Consultations in November and March with your child's classteacher and you will receive a final written report in July.

If anything is causing you anxiety, please do not hesitate to contact the school and discuss the matter with a member of staff.



The Headteacher, Karen Edwards and Assistant Headteacher, Emma Fallon have an 'open door' policy and are always happy to meet with parents to discuss any matters of concern. The school greatly appreciates the involvement of parents in the classroom. Please speak to your child's Class Teacher if you would like to help. Every Class has two Parent Representatives who meet with the Headteacher on a monthly basis.

### **Parent Forum**

All parents are automatically members of the Parent Forum and are welcome to attend the meetings which are organised and held by parents at the start of each term.

## **Complaints**

Many complaints or potential complaints can best be resolved in an informal discussion with the Class Teacher or Headteacher. However, if this fails, the complainant will be encouraged to contact the Governing Body (see Complaints Policy).

## **Health and Welfare**

### **Safety in School**

The school Governors recognise their responsibility as an employer to ensure (where practical) the health and safety of all persons on site.

The school follows advice on systems and procedures that is reasonable to establish and maintain high standards of health, safety and welfare within the school. Please note the Safeguarding Statement below.

### **Jewellery**

We do not encourage the children to wear any jewellery at school. Parents wishing their child to wear small sleeper or stud-earrings do so at their own risk.

### **Footwear**

Children should wear black, flat sensible shoes to school.

### **Medicine in School**

If a child requires medication at school, the appropriate form must be completed (please refer to our First Aid and Administration and Management of Medicines Policy for full details). Forms are available from the school office.



## Child Protection and Safeguarding Statement

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils at The Heights.

The procedures laid down in our Child Protection and Safeguarding Policies clearly demonstrate our commitment to helping every child achieve their full potential and make a positive contribution. Copies of these policies are available on request from the School Office or directly from the school website ([www.theheightsprimary.co.uk](http://www.theheightsprimary.co.uk)).



## Curriculum

We provide an inclusive, broad, balanced, creative curriculum, which is enjoyable and carefully planned to meet the needs of each individual and meets the requirements of the National Curriculum. We aim for the children to develop a lifelong love of learning, Parents are encouraged to take an active role in their child's education.

## The Early Years Foundation Stage

The Early Years Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs.

Our Foundation Stage classes will follow the Early Years Foundation Stage (EYFS) framework. This curriculum is based on the following four themes and principles:

- **Unique Child:** Every child is a unique child who is constantly learning and should be supported to be and feel capable, confident, resilient and self-assured.
- **Positive Relationships:** Children learn to be strong and independent throughout positive relationships.
- **Enabling Environments:** Children learn and develop well in enabling environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners, parents and carers.
- **Learning and Development:** Children learn and develop in different ways. The Framework covers the education and care of all children in early years, including those with particular needs, difficulties or strengths.

The Foundation Stage Curriculum is organised into seven areas of learning:

Three Prime Areas:

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

and Four Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

What children learn is important but how children learn is even more important. Through play and exploration in a safe and secure environment both inside and outside, the children will have the opportunity to engage with the world around them, keep trying to solve problems and enjoy their achievements. They will become creative and active thinkers and learners.

The teacher and teaching assistants keep records of children's experiences and attainments. Assessments of development and learning needs are ongoing throughout the school year. During the first six weeks of the autumn term the teacher carries out a baseline assessment for every child. This establishes where they are in aspects of their learning and development and helps future planning. The results of this early assessment are shared with parents at the parents evening in the autumn term. By the end of the year the teacher has built up an accurate profile of each child's development to pass on to the child's next class teacher.

## Phonics

Phonics and early reading skills are taught through Letters and Sounds. The Jolly Phonics programme is also used to support pupils who benefit from a more multi-sensory approach.

Reading is taught through the Oxford Reading Tree structured scheme with a wide range of books, from textless through to a range of fiction and non-fiction. These books are organised in a graded way to allow children many opportunities for consolidation of key vocabulary. We encourage parents to work with their child at home by hearing them read on a daily basis. We are always pleased to discuss ways in which they can help their child at each stage of their reading development with parents. Pupils are encouraged and supported to read widely across the curriculum.

National Curriculum subjects taught at The Heights are:-

## Key Stage 1 (ages 5-7 years) and 2 (ages 8-11 years)

The core curriculum at Key Stages 1 and 2 comprises:

- English
- Mathematics
- Science



Children also study the subjects below as part of the National Curriculum. These are called foundation subjects.

- Art and Design
- Computing
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education
- Languages (at KS2)
- Religious Education

Children are also taught Personal, Social, Health and Citizenship Education. Many of the above subjects will be linked and taught through a creative topic and skills based curriculum. We encourage and help the children to develop a 'can-do' attitude.

### **Pupil Roles and Responsibilities as members of the school and wider communities**

Pupils from Year 2 and above will have the opportunity to assume 'whole school' responsibilities. They can be chosen by their peers to be their Class School Council or Eco Council Representatives or interviewed and selected by staff to become a Buddy, Class Representative or Lunchtime Helper.

We aim for our caring and socially concerned pupils to aspire to take on these roles and responsibilities and for the younger pupils to 'look up to' these positive role models.

### **Our Community**

Parents and relatives attend our whole school celebration assemblies every Friday afternoon. Grandparents are invited and join us for a Harvest Cream Tea and other different school events throughout the year and local residents are warmly welcomed to our school fêtes. We also support and fundraise for different charities, local, national and international including Jeans for Genes and Children in Need.

### **Homework**

At the beginning of every term a newsletter is sent out by each teacher giving details of the work that will be covered in the coming term and the nature of the homework involved. Parental support is very important to maximise the benefit of homework.

Please note that homework cannot be provided by teachers if a child is absent on any holiday taken during term time.

The different key stages follow the same structured weekly homework timetable, where children are encouraged to complete appropriate activities according to their age and ability in their Reading and Homework Journals.

### **Parental Assistance**

Our school is happy and thriving due to the partnership between teachers and parents. Parents are encouraged to come in to school and help. Some examples where parents can assist are:

- School visits
- Classroom help
- Reading
- Music
- Art
- Computing and IT
- Sports activities



We welcome your help, so please contact the school office or your child's teacher if you can offer your time.

## Challenge and Achievement for All



At The Heights Primary we recognise that all children have strengths and skills in different subject areas and our aim is to provide opportunities for developing these to their full potential. We believe that this can be achieved both within the school environment and in the wide community. It is the aim of the school and responsibility of all staff to challenge all pupils physically, intellectually, socially and spiritually to become confident and contributing members of the community in which they live.

As staff, we recognise that every child has the right to receive support to achieve his/her potential by making learning challenging, stimulating and enjoyable. The school acknowledges that strengths and skills can manifest themselves in various ways and all talents are valued.

Our objective is to actively identify strengths and interests including exceptional abilities in children as early as possible. We build up a comprehensive picture of each child's abilities by gathering as much information as we can.

We will draw this information from:-

- Pupils themselves
- Parent questionnaires and discussions
- Foundation stage profile
- SATs results
- Staff observations and ongoing assessments
- Good communication between staff
- Targeted testing using outside agencies
- Participation in school clubs and outside clubs

## Provision

The aim of The Heights is to provide quality learning experiences for all pupils by adopting the following approaches:

- Providing a climate within the school which makes the children feel positive about achieving high standards and where success is celebrated. It is essential that the environment encourages them to question, exercise independence and use their creativity in order to achieve their potential.
- Adapting the content of the curriculum, in response to the individual needs of the children. This can be done through acceleration, variety or the use of more advanced or complex concepts.
- Raising the level required by ensuring that activities for children with specific strengths should be more intellectually, physically or socially demanding. They need to be challenged by questions that require a high level of response or by open-ended questions that stimulate inquiry, active exploration and discovery through investigative and problem solving activities.
- Providing extension activities and teaching and learning opportunities both inside and outside of the school which allow children to experience the curriculum in its broadest sense.
- Differentiating appropriately for these children with our class planning.
- Providing information about and opportunities for children to participate in clubs, activities and events outside of school hours.

Where possible the needs of all children are considered when formulating our subject based activities and schemes of work. In order to maximise the opportunities we provide, we incorporate themed weeks, such as music or science in to our long term planning.

## Special Educational Needs and Disability (SEND)

The Heights welcomes the rich and diverse range of strengths and needs of all its pupils. We work to ensure that each pupil is valued and that all are included in the curriculum and the life of the school. We recognise a child's right to an inclusive, personalised, broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. By the appropriate identification, assessment and monitoring of pupils with special educational needs, we aim to ensure that all pupils are included in a secure environment where all can maintain their self-esteem and confidence and achieve their full potential.



The majority of children and young people with SEND will have their needs met through mainstream educational provision and should make good progress through high quality teaching and support. Every teacher is a teacher of every pupil and is responsible for making their lessons accessible to all pupils by providing work at an appropriate level through differentiation and varied teaching styles.



They are also responsible for the early identification of pupils with SEND through the school's approach to monitoring the progress and development of pupils.

Staff will be offered high quality professional training (CPD) to ensure they have the knowledge, skills and expertise to support a wide range of pupils' needs.

When a need is identified, a Provision Map of support is developed by the class teacher and discussed with the pupil and parents.

These Provision Maps and Individual Challenge and Achievement Plans of support are reviewed every short term. Parents of pupils are warmly invited to attend reviews and pupils are involved in the process of setting targets.

Where pupils make inadequate progress despite high quality, targeted teaching, the school will consider involving specialists and outside agencies.

The Special Educational Needs Coordinator (SENCo) is Mrs Annalisa Mullaney. Class teachers and appropriate specialists will consider a range of effective teaching approaches, strategies and interventions to support pupils' progress towards agreed outcomes (see the Local Offer).



### Equal Opportunities and a Single Equality Policy

The school has a specific policy that sets out the commitment of The Heights in the pursuit of equal opportunity principles and practice. The policy focuses on issues of ethnicity, gender, racial awareness, disability, human rights and is available on request from the school office.

### Access for Pupils With Disabilities

The school has a ramped pathway to the main entrance. All the main exits are wide, push pad doors and there is a disabled toilet. The school's community space (Hall for lunches, Indoor PE and Assemblies) is on the ground floor and accessible by all.

The school's access plan is available from the school office.

### After-school Activities

A timetable is put together at the beginning of each term and we endeavour to offer a widely varied and inclusive programme such as Gymnastics, Multi-Skills, ICT, Games, Gardening, Art & Craft, Relax Kids or Drama. Activities vary from term to term.

## School Visits and Residential

The children will be invited on visits and trips to support the National Curriculum. These may include visits to local historical places of interest, the annual pantomime at Hexagon Theatre, the local library, the River and Rowing Museum or a trip to a zoo. The school will also invite visitors and 'experiences' into the school such as mobile farms.

Parents will be asked to make voluntary contributions for any visits organised by the school and approved by Governors. Although the matter of a voluntary contribution will not be a factor in deciding whether a pupil is allowed to participate in such an activity, the level of voluntary contributions may be a factor in deciding whether the activity can take place.

Residential visits are planned for the children as they move up the school to Key Stage 2.





## **Staff and Governors**

### **HEADTEACHER**

Mrs Karen Edwards  
Tel: 0118 357 0123

### **ASSISTANT HEADTEACHER**

Mrs Emma Fallon

### **TEACHING STAFF**

Mrs S Rizvi (EYFS)  
Miss A Odell (EYFS)  
Ms V Hiles (Y1)  
Ms C Parker-Fraser (Y1)  
Mrs A Mullaney (Y2)  
Miss H Kennedy (Y2)  
Mrs E Sanigar (Y3)  
Mrs K Wells (Y3)

### **LEARNING SUPPORT ASSISTANTS**

Mrs S Bareham  
Mrs R Brown  
Mrs P King  
Mrs E Dawes  
Mrs T Marshall  
Miss B Mol  
Miss S Perfors  
Miss A Popat  
Mrs A Longworth  
Mr J Bethel

### **OFFICE STAFF**

Mrs C Keetch – Secretary  
Mrs C Hoyle – Business Manager  
Mrs A Moore – Admin Assistant  
Mrs R Nicholson – Finance Assistant

### **GOVERNORS**

Mr N Walden	<i>(Chair)</i>
Mr M Gale	
Mrs L Glithro	
Mrs W Wang	
Mrs J Borgeaud	
Mr B Smith	<i>(Parent)</i>
Mrs E Tiplady	<i>(Parent)</i>
Mrs K Edwards	<i>(Headteacher)</i>

**READING BOROUGH COUNCIL**

Head of Education and Commissioning: Richard Blackmore  
Lead Councillor, Education and Children's Services: Jan Gavin

Address: Civic Centre, Reading, RG1 7AE

Tel: 0118 937 3737

Text: 81722

School Admissions: 0118 937 3777

## ACADEMIC YEAR 2017-18

<b>Term 1</b>	<b>Thursday 7<sup>th</sup> September</b> <i><u>Home visits 6<sup>th</sup> – 8<sup>th</sup> September</u></i> <i><u>Reception children start 11<sup>th</sup> September</u></i>	<b>To</b>	<b>Friday 20<sup>th</sup> October</b>
INSET days	Tuesday 5 <sup>th</sup> September Wednesday 6 <sup>th</sup> September		
October Holiday	Monday 23 <sup>rd</sup> October	To	Friday 27 <sup>th</sup> October
<b>Term 2</b>	<b>Monday 30<sup>th</sup> October</b>	<b>To</b>	<b>Tuesday 19<sup>th</sup> December</b> <b>School closes 1.30pm</b>
INSET day	Friday 23 <sup>rd</sup> November		
Christmas Holiday	Wednesday 20 <sup>th</sup> December	To	Tuesday 2 <sup>nd</sup> January
<b>Term 3</b>	<b>Wednesday 3<sup>rd</sup> January</b>	<b>To</b>	<b>Friday 9<sup>th</sup> February</b>
February Holiday	Monday 12 <sup>th</sup> February	To	Friday 16 <sup>th</sup> February
<b>Term 4</b>	<b>Monday 19<sup>th</sup> February</b>	<b>To</b>	<b>Friday 23<sup>rd</sup> March</b> <b>School closes 1.30pm</b>
Easter Holiday	Monday 26 <sup>th</sup> March	To	Friday 6 <sup>th</sup> April
<b>Term 5</b>	<b>Monday 9<sup>th</sup> April</b>	<b>To</b>	<b>Friday 25<sup>th</sup> May</b>
May Day	Monday 7 <sup>th</sup> May		
Late Spring Holiday	Monday 28 <sup>th</sup> May	To	Friday 1 <sup>st</sup> June
<b>Term 6</b>	<b>Monday 4<sup>th</sup> June</b>	<b>To</b>	<b>Friday 20<sup>th</sup> July</b> <b>School closes 1.30pm</b>
INSET days	Monday 23 <sup>rd</sup> July Tuesday 24 <sup>th</sup> July		