

Lunt's Heath Primary School

'Appreciate, Aspire, Achieve'



School Prospectus



School Contact Details

Address	Lunt's Heath Primary School Wedgewood Drive Widnes Cheshire WA8 9RJ
Telephone	0151 423 3322
Email	sec@luntsheath.halton.sch.uk
Headteacher	Mr Dave Paton
Office enquiries	Mrs Angela Woodward
Chair of Governors	Mrs Jennifer McCormick
School Admission Number	60
Number on roll	425
OFSTED grading	Outstanding July 2014 View report here
Complaints	Mr. D Paton (Headteacher) / Mrs Jennifer McCormick (Chair of Governors) <i>We will endeavour to respond to queries as quickly as possible.</i>
Website	Our school website provides further information about the school and the activities taking place in each year group and class. Information about the school's Governing Body, staff members and school policies are all available for you to browse. Parents and carers are encouraged to visit the site regularly to keep up to date with what your child is doing in school. www.luntsheathprimary.co.uk
Twitter	@LuntsHeathSch
Facebook	Lunt's Heath Primary School
Instagram	lunts_heathps

Our Mission

Appreciate, Aspire and Achieve

Children are at the heart of everything we do; it is the mission of Lunt's Heath Primary School that loving relationships are the driver for enabling all children to grow into caring, knowledgeable, and responsible citizens ready to make a positive contribution to the environment, community and society.

Welcome

Lunt's Heath Primary School is a very popular, happy and friendly school where children enjoy learning and are given every opportunity to develop their strengths. Our immediate priority is to provide a safe, secure and stimulating environment where children consistently feel valued and respected. We believe that creating this strong sense of family belonging encourages them to become independent and confident learners and thinkers who step out into the wider world with a passion to make a difference in the lives of others.

Our over-riding emphasis is always on being a good person and making good choices that impact well on others.

We encourage you to find out how to get involved in your children's experiences at Lunt's Heath via our school website and social media platforms. We strive for lasting and happy partnerships, believing that working closely with parents is a significant contributor to a child's success.

Mr. Dave Paton, Headteacher



Admission Arrangements

The school's Pupil Admission Number (PAN) is 60. **Children are entitled to start school in the September following their fourth birthday and must start school by the beginning of the term after their fifth birthday.** In line with Halton Borough Council procedures the school has one intake for Reception children at the start of each academic year.

Admissions to the school are managed by Halton Borough Council. Applications must be submitted by January for a place in September. Forms and information about admission criteria can be found at www.halton.gov.uk/schooladmissions.

Parents thinking about deferring a child's start to school should initially contact the local authority admissions' team for advice. Nevertheless you will still be required to fill out the school admissions' form above in line with your child's 5th birthday.

After confirmation of your school place in April you will be informed of your next steps – usually with an invite to meet the early years' staff during a series of transition events and to receive further information about the school and its procedures. To ease the children into school, they are invited to join us for a series of short visits in July.

Secondary Transfer

Lunt's Heath has strong partnerships with all Widnes secondary schools and engages with them throughout the year in a series of planned events. [Applications for secondary education](#) must be submitted at the start of Year 6 for a place the following September. There is no automatic transfer system in Halton and the schools have their own admission criteria.

The majority of pupils from Lunt's Heath transfer to one of the three secondary schools in Widnes – Wade Deacon High School, Sts Peter & Paul RC High School or Ormiston Chadwick Academy. Each of these schools has robust transition procedures.

Class Organisation

Lunt's Heath is a local authority maintained community school. The 422 pupils are organised into 14 classes; six in the infant department and eight in the junior department. Our classes are single sized, single aged to a maximum of 30 pupils.

Classes are constructed forming two balanced classes taking into consideration – numbers of pupils, gender balance, balance of the numbers of vulnerable pupils, balance of academic abilities, and friendships.

Each class has a full-time class teacher; in addition the classes are supported by three cover teachers and four full-time and three part-time classroom assistants.

Punctuality

Poor punctuality plays a significant role in disadvantaging any child, emotionally, socially and academically. We place great emphasis on punctuality encouraging and expecting all children to arrive at school on time. Missing valuable learning opportunities not only places the child at a disadvantage but also disrupts the class teaching.

Late marks will be recorded for those children who arrive after the start of the school day – 8.50am Juniors and 8.55am Infants.

Children arriving after 9.30am or 1.30pm will not receive a mark for the session.

Attendance

Similarly, we place high value on children's attendance, firmly believing that if potential is to be achieved then children must have good attendance at school. Attendance and punctuality are monitored by the Education Welfare Officer and where there are concerns families are offered support. Where a child's attendance is falling below the expected standard of 95% parents will be contacted.

If your child is unable to attend school due to illness, then please inform the school office before the start of the school day. For reasons of safeguarding, it is our school policy to contact **all** parents of children absent from school without reason.

To get a mark for the session, children must be in school for at least an hour after the close of registration.

The School Day

Infants

8.35am Gates Open
8.55am Registration and start of school
9.00am Session One
10.30am Break
10.45am Session Two
11.45pm Lunch
12.30pm Afternoon Registration
Session Three & Four
3.10pm End of School Day

Juniors

8.35am Gates Open
8.50am Registration and start of school
8.55am Session One
10.15am Break
10.30am Session Two
12.15pm Lunch
1.15pm Afternoon Registration
Session Three & Four
3.15pm End of School Day

Sickness in School / Infectious Illness

Occasionally children become unwell during the school day. If this happens the school will contact parents, or another nominated adult, and ask that the child be taken home.

All illnesses have a recommended number of days that children should be absent from school to prevent it spreading (public Health England). For example, children with vomiting and diarrhea should remain absent from school for 48 hours after the last bout of the illness to avoid transferring germs to others.

If parents contact the school office we will be able to give the [relevant advice](#).

Medical appointments

To avoid an absence mark, we urge parents to make medical appointments for either the end of the school morning or the end of the afternoon. If your child needs to leave the school for a medical appointment the school must be informed in advance and the appointment card or letter passed into school.

All children leaving the school during the school day must be collected by an adult. Your child may return to school before or after lunch, but for safeguarding reasons not during the lunch break.

Leave of Absence (Holiday during term time)

Parents may request an authorised absence for their child, but in line with local and national policy this will only be granted in exceptional circumstances. Please refer to the school policy on such matters.

No request will be considered without being completed using the official form.

Safety and Security

Infant children enter the school site via the gate on Ryder Road. The gate opens at 8.45am and is locked again at 9.00am. All Infant children must be brought onto the playground by an adult and supervised until they enter the building.

To maintain the safety of the children the school entrances are supervised by staff until the gates are locked. Whilst staff will greet children and parents the priority is to ensure that children enter the building safely. Thus parents are asked to give written rather than verbal messages at this time of the day.

At the end of the school day the Infant gates are opened again at 3.05pm. Parents wait on the school playground opposite their child's classroom. Children will be dismissed once a known adult arrives. Parents must inform the school if a different adult will be collecting their child otherwise, we will be unable to release them before checking.

Junior children enter the building via the gate on Wedgewood Drive. The gate opens at 8.40am and is locked again five minutes after the start of the day at 8.55am. For their safety, please do not allow your children to arrive at school before the gates are opened. 8:40am for y4 and y6; 8:45am for y3 and y5.

At the end of the school day the gate opens at 3.10pm to allow those collecting Years 3 and 4 children to wait on the playground. These children are dismissed from the Junior playground to an adult or sibling aged 16 years or older. To avoid accidents please do not allow younger children to climb on the playground equipment or ramps.

Years 5 and 6 are dismissed via doors at the front of the school. They exit the gates only if the person collecting them has arrived or they are making their own way home. To avoid the congestion at that time of day the older children often arrange to meet their parents away from the school gates. Year 6 can also be given permission to walk home on their own.

When the school gates have been locked at the start and end of the school day access can only be gained through the main entrance on Wedgewood Drive. All parents are asked not to cut through the school car park.

Dropping Off & Collecting Children

The roads in the immediate vicinity of the school are quite congested at the start and end of the school day.

We seek your help in keeping this area safe. Please do not:

- stop or park on the zig-zag lines;
- park on the pavement or on bends;
- park in or walk through the car park.

We ask that you act considerately and respectfully to our neighbours. Please do:

- walk to school;
- park away from the school and walk;
- consider residents and not block their driveways.

You can help alleviate traffic problems by adopting one of these solutions:

- Car share ~ take it in turns with a friend / neighbour to car share;
- 50:50 ~ get dropped off by a partner or family member on their way to work with the second adult walking home;
- Invite a friend ~ volunteer to collect your child's friend along the way;
- Phone a friend ~ if you live in the locality of the school, offer your driveway to a friend for momentary off road parking during peak times;
- Gift a ride ~ start a What's App group or use SMS to inform your friends you have spare seats for your next journey.

Cycling to School

Parents may choose to cycle to school with their children – we have a 'bike-shed' for your use where bicycles and scooters can be stored during the school day.

For their safety, all children cycling to school must wear a helmet and bicycles / scooters must be dismounted and pushed on to the school site.

In Year 6 the children are given the opportunity to take part in the Government Funded Bikeability training. This provides them with the necessary awareness and skills that enables them to cycle to school, particularly when they transfer to secondary school.

Dogs

With the exception of Guide Dogs, dogs are strictly not allowed on to the school site. Parents are requested not to walk dogs through the congested pavements or tie them to the school railings. Dogs and children creates an unpredictable mix so we find it is safer to keep them apart in a congested area whilst in addition a number of children and staff are highly allergic to animals.

The Foundation Stage

At Lunt's Heath Primary School, we believe that a high quality early years' experience in school is of vital importance and can have a lasting effect on a child's attitudes to education, attainments, and personal and social skill development.

The transition to full time education is quite a big step for children and sometimes parents too. First days at school for young children are a mixture of emotions. The school day and its demands can be quite daunting and, at first, very tiring. It is important that we ensure that children settle into the school routine as smoothly and as quickly as possible. As part of this settling in process the children are invited to school for short visits, which helps them to gradually become familiar with the surroundings and new teachers.

The Reception teachers also visit most of the local nurseries to find out as much as possible about all the children to best support their transition to school.

Induction evenings are held for the parents of the new intake which outline the induction process and give adults a chance to meet the staff whilst finding out more about early education in general and Lunt's Heath School in particular.

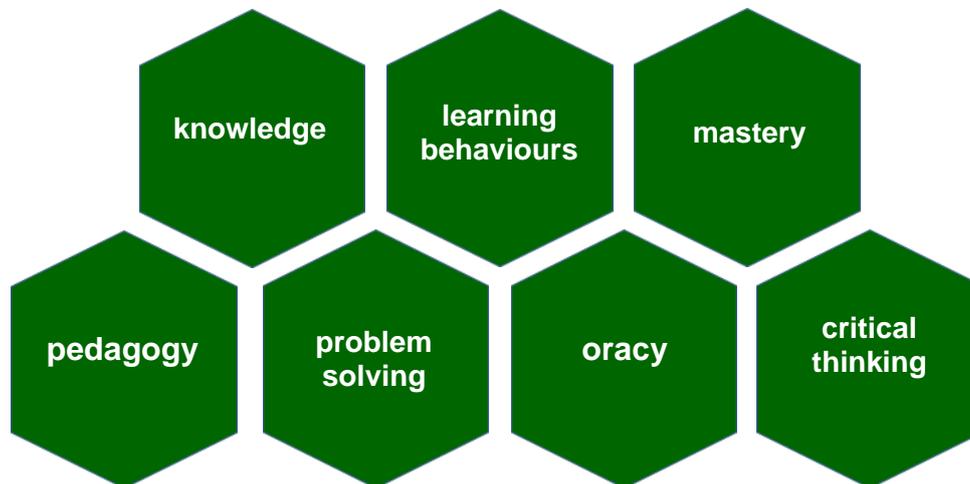
All areas of the Foundation Stage curriculum are covered both indoors and outdoors, and contain all curriculum areas for the children to work towards. The children build up a portfolio showing examples of their work with photographs of some of their other activities, which contribute to the teacher's assessments of each child. At all times through the year parents are invited to contribute to, share and ask about their child's learning.

The Curriculum

The National Curriculum is taught at Lunt's Heath Primary School. We provide a curriculum that is stimulating and relevant to the needs of our children, so that they enjoy learning by seeing the connections to the world around them and are inspired to become lifelong learners. We have built in many partnerships within Halton and the surrounding area that brings learning to life through real life context to learning.

We adopt an enquiry-based learning approach with much of our curriculum being delivered in a cross curricular manner. Within each topic of work maximum opportunity will be taken to integrate cross curricular links, with English and mathematics at the core.

The school's outdoor environment provides valuable learning opportunities and is used regularly for work across all subjects. In addition, the school gives emphasis to the development of creativity through art and music and of physical skills through participation in a variety of sporting opportunities. Where funding allows, specialist teachers are employed to enhance the children's learning in these areas.



Equal Opportunities and Inclusion

The school offers full access to the curriculum to all children, regardless of gender, ethnicity, disability, or ability. We recognise our role in the prevention of disability, gender and racial stereotyping prejudice incorporating such learning into the curriculum.

Homework

Children are expected to take reading books home and to read with an adult every day. They will also have age-appropriate homework which is set online or in book format.

CORE SUBJECTS English, Mathematics and Science

English

There are four main elements to the English curriculum - spoken language, reading, writing and grammar, punctuation and spelling. It is taught initially as a subject with the skills applied and developed further across the whole curriculum. English is taught through the study of a carefully selected set of age-appropriate real books that cover a range of genres.



Reading

At Lunt's Heath, we strive to ensure that children are able to access information and the curriculum whilst finding pleasure in reading thus the school adopts a variety of approaches to teaching reading skills. All classes, from Reception to Year 6 are read to on a regular basis and we find that sharing a book together is a precious experience. We operate a reading buddy system where children from the upper school read with younger children.



Early Reading in Reception and Year 1.

At Lunt's Heath Primary School, we use a synthetic phonics programme called Read, Write, Inc. produced by Ruth Miskin. Read, Write, Inc. is a method of learning, centred around letter sounds and phonics, blending sounds together to read and spell words, and applying these skills across the curriculum.

Using Read Write, Inc. the children learn to read fluently so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can focus on composing what they write. Read, Write, Inc. lessons include reading and writing activities, allowing the children to apply their phonic skills to both.

The children are assessed and taught according to their ability, and they work with a teacher or teaching assistant on the Read Write Inc. programme. The children are continuously assessed by the class teacher, to ensure that they move through the programme at a good pace. Every 6-8 weeks, all children are assessed and are regrouped according to their phonic knowledge and fluency when reading.

Reading from Year 2 to Year 6

From Year 2 onwards, children progress through the graded or 'book banded' book. Once children are more fluent and, most importantly, have sufficient understanding of text to move on to chapter books. The skills of reading including deduction, inference, comprehension, prediction, questioning, understanding vocabulary and summarizing are taught through whole class and group lessons with texts becoming more challenging as children's reading develops.

Reading at Home

Parents and carers are encouraged to become involved in the development of their child's reading. Children who practice their reading at home on a daily basis make more progress than those who only read in school. Your child will bring home a variety of books to read and share with other family members.

Writing

The writing curriculum is based on the use of high-quality texts, including poetry, which provide the driver for every unit of work. Across each year group, texts from classic to current authors have been selected to ensure that pupils experience a wide and rich reading curriculum to promote high standards of writing. Writing has a real purpose and covers a variety of genres to develop and master the skills of writing for an audience.

Grammar, punctuation, and spelling is taught thoroughly throughout every unit and, where necessary, taught discretely.

The development of correctly formed and legible, cursive handwriting is given priority in the early years. Practice continues throughout the school with children using a fully joined script in Key Stage 2 using the 'Letterjoin' approach.

Mathematics

At Lunt's Heath Primary School, we inspire all children to become confident and enthusiastic mathematicians, who are willing to take risks and are not scared of making mistakes but who learn from those mistakes. We aim to develop mathematical skills and to provide opportunities for their application in meaningful, real-life situations. This is done through modern teaching methods whereby children have greater opportunities to talk and reason their maths rather than just undertaking written calculations.

The emphasis in Early Years and Key Stage 1 is the development of maths fluency – understanding the basic concepts of number and counting. As children advance through the school there is greater emphasis on mathematical thinking and variation delivered through a problem-solving approach. We use 'Maths No Problem' to deliver our Maths Mastery approach within school.

Science

We place great emphasis on STEM subjects; each year group has science units of study that will be covered in depth each term. The development of children's experimental and investigative skills is of vital importance. Children are encouraged to be independent and collaborative scientific investigators by their involvement in stimulating practical investigations.

The curriculum also recognises the importance of developing scientific knowledge. Our lessons incorporate both knowledge and investigative skills through a lively and creative curriculum that makes extensive use of our outdoor environment. The school is also a lead for the Ogden Trust Partnership, an organization that drives the teaching of Physics within primary schools.



FOUNDATION SUBJECTS Computing, History, Geography, Modern Foreign Language, Design Technology, Art, Music, Physical Education, Religious Education, Personal, Social, Health and Education (PSHE)

Computing

For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world.

Within the curriculum children will learn how computers and computer systems work: they will design and build programs; develop their ideas using technology; and create a range of content. Some computer curriculum modules are taught within other subject areas while others are taught discretely.

At Lunt's Heath our chosen Computing Scheme develops seven areas within each year group:

- Online safety
- Programming
- Computational thinking
- Creativity
- Computer networks
- Communication and collaboration
- Productivity

In Key Stage 1 children learn the basic skills of creating, organising, storing, manipulating, and retrieving digital content. As they progress into Key Stage 2, children learn to work more independently, selecting, using and combining a variety of software (including internet services) on a range of digital devices.

All children learn to use technology safely, respectfully, and responsibly and identify where to go for support when they have concerns about the internet / other online technologies and their personal safety.

In Key Stage 2, the children learn about computer networks; how they provide multiple services and the opportunities they offer for communication and collaboration.

History & Geography

At Lunt's Heath we aim to develop a secure understanding and awareness of chronology and the passing of time. We want the children to understand local, national and world events from the past which have had an impact on their lives. We do this by teaching topics carefully chosen from the national curriculum to suit the children's interests and the school's locality.

We want to develop the children's geographical vocabulary and their vocabulary related to the passing of time to ensure the appropriate use of historical terms.

The children will study the lives of significant men and women in the past who have contributed to national and international achievements and study features of the past including the nature of ancient civilizations such as Ancient Egypt, in particular their expansion and dissolution. The children will also explore why people did things, research causes and make links between events and begin to explore bias and historical interpretation.

The children will have opportunities to explore and question a range of primary and secondary historical and geographical sources and develop their skills of organisation, communication, and representation.

The children also gain historical perspective by placing their growing knowledge into different contexts undertaking studies about democracy, individual liberty, mutual respect and tolerance of other faiths and beliefs.

We ignite the children's interests and deepen their understanding of the past by arranging historical and geographical trips and visits throughout their time in the school. This allows them access to high quality firsthand experiences, which use a range of source information to help them with their enquiry-based learning.

Modern Foreign Language

At Lunt's Heath the children learn to speak French throughout Key Stage 2 by a native French speaker. In Years 1 to 6 French is taught by a specialist teacher, on a regular basis, through a variety of activities including songs, games and role-play. The Reception children learn French songs weekly and also have the opportunity to work with our French specialist.

All children learn about the French culture by taking part in themed events. In Years 1 and 2 the emphasis in the sessions is on developing the children's spoken language. This continues in Key Stage 2 with more complex topics when children also begin to read and write simple phrases in the language. The topics covered meet the requirements of the national curriculum.

The Arts

Lunt's Heath has a strong tradition of Arts education, both within the curriculum and from extra-curricular activities. Staff and Governors feel it important to give the Arts a high profile in the curriculum, to maintain balance and to develop the children's creativity as well as enhancing an area for which the school is justly proud.

We provide an extensive arts programme for the children that is educational and exciting. This has included working with artists in a wide range of media from environmental art and sculpture to photography. The children visit a range of art galleries and take part in workshops that focus on a particular artist or style. Much of this work is cross-curricular in nature and enhances learning in other subjects.

Theatre companies regularly visit the school and enrich the curriculum often addressing topical issues. The children watch the performances and also engage in workshops with the actors. In addition the children perform in productions for their parents throughout their time in school.

Music is a key feature of our curriculum. Children are taught and encouraged to sing from their earliest days in the school and develop an appreciation and understanding of music through a well-planned programme that includes learning to play instruments. The school also works closely with the Accent Music Hub to offer in-school access to instrumental tuition in strings, woodwind, brass, guitar and percussion.

All children in KS2 are invited to join the school choir, which is invited to sing at a number of local events throughout the year. Similarly, there are several after school clubs organised by the teachers to support the development of the creative arts and work of high quality.

Physical Education

We believe that all pupils should be given the opportunity to take part in regular, high quality PE lessons. To ensure this, throughout the year, all classes receive 2 hours of weekly PE either indoors or outdoors.

During indoor PE sessions, the focus is on dance and gymnastic activities. Whilst outdoor sessions focus on a range of invasion games, striking and fielding games, net & wall games and outdoor adventurous activities. Teachers structure PE lessons as they would any other lesson with appropriate questioning, challenge and support given to the pupils. The school use the PE passport scheme to help focus teaching further.

The school also employs the support of specialist teachers and coaches to ensure that the pupils have the opportunity to experience high quality PE lessons with good outcomes for all children participating.

In Years 3 & 4 the children complete a block of swimming and water safety instruction held at a local leisure centre. These sessions are led by experienced swimming instructors. All children usually meet the expected standard for the end of KS2 by the end of Year 4.

There is sporting and agility equipment available at lunchtime for children to use. Games are organised by older children and support staff for the younger children to keep them active during this time. There are also

various after school sports clubs, which the children in Years 1 to 6 are able to attend.

The school is a member of the Widnes Primary Schools' Sports Association and takes part in many of the tournaments and events organised for schools.

At Lunt's Heath we participate in The Daily Mile – a 10-15 break during the day when children run / jog / walk a mile.

Religious Education

As a local authority maintained school we follow the Halton Agreed Syllabus for Religious Education. It actively promotes the values of truth, justice, respect for all, and care of the environment. Its main aims are for children to:

- learn about the major world religions with due emphasis on Christianity;
- learn from religion through reflection and questioning about spirituality at the child's own level.

It places specific emphasis on helping children to:

- value themselves and others;
- understand the role of family and the community in religious belief and activity;
- celebrate the diversity in society through understanding similarities and differences;
- appreciate the natural world around them.

The exploration of questions is largely covered through discussions and sharing of ideas. Learning about religions is covered through video, exploring artefacts and pictures, visiting speakers, and visits outside school. Lunt's Heath has close links with the local church due to its proximity and history. The vicar will visit often, regularly leading collective worship; the church is made available for school services.

Spiritual Moral Social Cultural and British Values

The promotion of British Values takes place across the curriculum with great significance placed upon it.

Spiritual development encourages the children to reflect on their religious beliefs or otherwise, and reflect on their experiences, and to try and answer some of life's fundamental questions. The use of imagination, creativity, and a sense of fascination in learning about themselves and the world around them is developed.

Moral development encourages the children to recognise the difference between right and wrong; to have a concern for others and develop an understanding of the consequences of their actions. They are helped to think about moral and ethical issues and to think about the views of others in these matters.

Social development encourages the children to work and socialise with others and to relate to those from different backgrounds; religious, ethnic and socioeconomic, and they are helped to understand and accept fully the British Values in order to participate fully and contribute positively to life in modern Britain.

Cultural development encourages the children to understand and appreciate the wider range of cultures in their local community and further afield. They are taught to respect different faiths and diversity in local, national and global communities. Our curriculum supports the teaching of multiple identities and challenges stereotyping. The children are also encouraged to take part in artistic, sporting and cultural opportunities.

British Values are promoted so that the children can be prepared for life in modern Britain. They are helped to accept and engage with the fundamental values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs. All of these are experienced in a variety of activities, including discussions, circle times, assemblies, visitors, workshops and specific lessons

Sex & Relationships Education

The Governing Body has approved our policy, which details the sensitive and caring context for the delivery of this curriculum element, complementing and supporting your role as parents / carers. As children move through the school their education for personal relationships matches their stage of development with questions being answered appropriately. For example, in the lower school work includes looking at growth, animals, lifecycles and the differences between males and females. In Year 5 children learn about puberty and in Year 6 the children watch video of conception and birth. The discussions in these sessions help children to clarify issues and answer questions.

Children are taught about family relationships and family make-up. We actively teach to remove stereotyping and societal prejudices within our relationships education.

You will be informed as to the timing of these sessions, so that you can support your child at home. You have the right to withdraw your child from those aspects of sex & relationships education that are not part of the National Curriculum, although we strongly urge parents to discuss their concerns with the Headteacher before doing so. If you wish to view the video material, please do not hesitate to contact the school.

Enrichment Activities

A comprehensive programme of enrichment is offered, including a range of sporting and non-sporting after school activities. These activities are not extensively offered to our youngest children, as they are more tired at the end of a long school day.

Parents are given details about the activities taking place at the start of each term and children have the opportunity to make selections; all booking is made online. For safety reasons some of the clubs have limited numbers and may be over-subscribed, although we are able to offer alternatives do hold reserve lists and repeat the most popular clubs. Once children have been allocated places at after school activities we do expect them to make a commitment to attend every week and to be collected on time at the end of the session.

School Trips

Throughout their time in the school the children have the opportunity to take part in a wide variety of visits to stimulate and extend their intellectual and social development. This is a carefully planned programme to ensure that the children have a range of experiences as they progress through the school and that they provide value for money. In Years 3 and 4, children have a sleepover in school during Space Camp, as well as at the Catalyst Museum. In Years 5 and 6 this includes residential trips to Robinwood (Outdoor Adventure Centre) and York.

We usually invite parents and guardians to make a voluntary contribution towards the cost of these activities. However, if there are insufficient funds generated for a trip we reserve the right to cancel any activity. Support is available for any children entitled to Pupil Premium.

Special Educational Needs and Disability

The Governors and staff work carefully to ensure that children with SEND have access to a fully inclusive curriculum and can take part in everyday activities. We will always consult parents if we feel that a child needs special support with learning and parents are encouraged to voice any concerns with the class teacher, the school's SENCO or the Headteacher. Children will also be encouraged and helped to express their views and all staff work towards supporting these children effectively and boosting their self-esteem.

All children entering school will be assessed and this highlights any possible developmental areas which may benefit from very early identification and intervention. The support which children with SEND receive may be given in class or as an individual or small group member out of the classroom. Where necessary, the school and parents will consult with and receive advice from various outside agencies, such as the Speech and Language Service. At all times, the progress of children with SEND is assessed and reviewed and individual or group education plans are produced accordingly. Further information about our provision can be found on the school [website](#) in our Local Offer.

For all SEND queries please contact: Special Needs Coordinator, Mr Andrew Moore

SEND / Inclusion Governor: Mr. Mark Knapper



Young Carers

A child who undertakes young carer duties for a parent, sibling of other family member experiences significant barriers to childhood that other children will not. These may include barriers to learning, social engagement, or emotional attachment.

If this applies to you we can help signpost you to external agencies; this opens up opportunities for respite and access to peers experiencing similar circumstances. Please visit our [website](#) or ask in school for further information.

Pastoral Care and Discipline

Effective pastoral care depends on mutual respect, confidence and understanding between the home and the school. We aim to motivate children through praise and reward for good behaviour, but have a scale of sanctions, which we can use for children who misbehave, if necessary. If your child's behaviour is causing concern at school, you will be informed and invited to discuss the way forward with the class teacher, SENCO, or Headteacher.

The staff have, with involvement of the both parents and pupils, established specific positive rules that clearly define the high standard of behaviour and the positive ethos that we expect in school to ensure children are safe, develop self-discipline and are able to learn. These rules are displayed around the school:

- Be kind
- Be helpful
- Be understanding.

Our school Behaviour Policy has an approach that emphasises rewards and consequences. The children are constantly reminded that their responsibility is to make the right choices – keep to the rules and be praised or rewarded, alternatively to ignore the rules and accept the consequences. The success of the school's policy is evident throughout the school which is often complimented on by visitors. Copies of the policy can be found on the school's [website](#).

School Meals

Halton School Meals' Service provides the school with high quality meals cooked on the premises. A termly menu with a number of choices each day to enable children to decide on which days they will have a school meal is available for parents. The service will cater for vegetarians and those with special diets for medical or religious reasons.

Currently, all infant children are entitled to a free meal each day. The cost of a daily meal once children reach junior age is £2.50. This is paid online in advance via the school [website](#). Families in receipt of certain benefits are entitled to free school meals.

Packed Lunches

Children may bring a healthy packed lunch to school in place of a school meal. We ask that this is in a sealed container marked with your child's name.

Please do not send sweets, glass bottles or cans, fizzy drinks or too much food!

The children will bring home their waste so parents are aware of what has not been eaten.

In the summer months enclosing an ice-pack in the container will help to keep the food cool and fresh; please be conscious of single use plastic waste.

Child Care

The school currently does not have the facilities to offer onsite child care, due to the limited space within the building. However, a list of local providers and child-minders who will drop-off and collect children is available from the school office.

School Uniform

At Lunt's Heath all children are smartly dressed in school uniform that is appropriate for purpose and comfortable to wear. Our aim is to create a fashion-conscious free environment in which children can work, play and grow.

Uniform *NB – school uniform for September 2022

White shirt with navy and green school tie

Navy school V-neck jumper / cardigan (with school logo)

Grey trousers / skirt

Grey socks / plain grey tights

Flat black shoes (no trainers, open toe / heel sandals or ballet pumps)

During the summer term the following may be worn as an alternative option:

Grey tailored shorts

White polo T-shirt (no branding or logos)

Green & white summer dress with long or short white socks

Green school cap

PE Kit

Indoor

Green sports' shirt (with logo), black & green shorts and black pumps

Outdoor

Green sports' shirt (with logo), grey sweatshirt, grey jog pants, black pumps, trainers for Juniors.

Small drawstring PE bag for kit.

Blue sweatshirt and blue jog pants

Suitable Bags

Green school book bag

Drawstring PE bag

Small bag for homework folders at the agreement of class teacher (Y6 only)

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

Uniform Suppliers

BOYDELLS

17-19, Victoria Road, Widnes.

Tel: 0151 424 3257

KITS FOR ALL

115 Albert Road, Widnes.

Tel: 0151 420 7504

Jewelry

On safety grounds the only jewelry permitted is a wrist watch and ear rings. Ear rings must be plain silver or gold stud ear rings only – children will be required to remove any all other jewelry.

Emergency Information

At the start of each year parents are asked to check the information we hold in relation to their child. It is of vital importance that the school is informed of any changes throughout the year, to ensure that we can contact parents if their child is unwell or has had an accident.

Safeguarding & Child Protection

The day-to-day contact with children places school staff in a position to observe outward signs of abuse, changes in behavior or a failure to develop and for children to make a disclosure or talk about their worries. Parents should be aware that if a member of staff has a concern about a child the school is required, as part of Halton Borough Council Safeguarding procedures, to discuss its concerns with the Children's Social Care.

Senior Designated Officer: Mr. D Paton / Deputy Designated Officer: Miss R Fazackerley & Mrs H Pitt



Home / School Liaison

Parents are invited to Autumn and Spring Term Parents' Evenings to discuss their child's progress with the class teacher. Occasionally it may be necessary to ask to see parents in between those meetings, as we have a particular concern. If you have any concerns or worries you are encouraged to talk them through with the class teacher or the Headteacher to avoid a problem escalating which unsettles your child. In the Summer Term you will receive a written end of year report which informs you of your child's progress and strengths in more detail.

A list of events for the term is sent out to parents at the start of the term – you are asked to make a note of any relevant dates. In addition parents receive letters and newsletters on a regular basis.

These are all available on the school [website](#).