

Dear Parents/Carers,

As your children embark upon their formal education may I take this opportunity on behalf of the Governors and Staff to welcome you to St Cecilia's Catholic Infant and Nursery School.

This is a heart-rending time for parents/carers as you hand your children, possibly for the first time, into the care of someone else. We, at St Cecilia's, hope to work in partnership with you in nurturing and educating your children.

Your children will be happy in school when they are confident in the knowledge of a working partnership, based on mutual trust and understanding, between home and school.

The Early Years Staff and I are in a very privileged position where we can share the opening up of the world to these young minds.

Please do not hesitate to ask about anything you do not understand. My door is always open.

We look forward to welcoming you and your children into our community.

Mrs E. van de Waal
Headteacher

Official Address for the school:

St Cecilia's Catholic Infant & Nursery School Telephone 0151 220 2153
Snaefell Ave
Liverpool L13 7HB

Headteacher:- Mrs. E. van de Waal Chair of Governors:- Mrs. M. Lawrence

ceciliasi-ao@st-cecilias-inf.liverpool.sch.uk www.stceciliainfants.org.uk

If you have any comments or need information please do not hesitate to speak to staff members.

We would like to welcome you to join our team. We recognise that as parents/carers you are your children's first and most important educators and as such can provide us with a valuable source of information.

We believe that your continued involvement in your child's education will create many opportunities to celebrate and share achievements.

The Governing Body

Mrs. Maria Lawrence	Chair/Safeguarding Governor
Mr. James Kilburn	Vice Chair/Link Governor/Responsible Officer
Fr. Conor Stainton-Poynton	Foundation Governor
Mr. Damien Murphy	Foundation Governor
Mrs. Carmel Robinson	Foundation Governor
Deacon. Ron Burke	Foundation Governor
Mrs. Emma Mangan	Foundation Governor
Mrs. Shelagh MacGregor	Associate Governor
Mrs. Angela Billing	Staff Governor
Mrs. Elizabeth van de Waal	Head teacher
Mrs. Julie Bedson	Parent Governor
Mrs. Ellen Martin	Parent Governor

The statutory duties of the Governors are laid out in the Education Act 1986. Governors are accountable to parents, and in order to meet this responsibility produce an Annual Governors Report, detailing their work throughout the year.

Teaching Staff

Mrs. E. van de Waal	Headteacher
Mrs. S. MacGregor	Deputy Headteacher Safe-guarding lead
Mrs. M. Campbell	Assistant Headteacher Deputy Safe-guarding lead
Mrs. S. Tysoe	Teacher Literacy
Miss. L. Grant	Teacher Maths
Mrs. J. Walsh	Teacher RE/Early Years Lead
Mrs. C. Thistleton	Teacher Phonics, PSHE
Mrs. J. Getty	Teacher History, Geography
Mrs. E. Rhodes	Teacher ICT, Art
Mrs. K. Hunter	Teacher Science
Mrs. A. Heavisides	Administration Officer
Mrs. C. Gallagher	Admin Support
Mr. S. Fitzsimmons	Learning Mentor
Mrs. A. Billing, Mrs. A. McParland	Nursery Nurses
Mrs. L. McKay, Mrs. J. Moffatt	Teaching Assistants
Mrs. C. Crilly, Miss. H. Golding, Miss. B. Parkes	
Mrs. McKay, Mrs. A. Billing	Supervisory & Lunch time Assistants
Mrs. C. Crilly, Miss. B. Parkes, Ms. M. McNaughton, Mrs. J. Rooney	
Mrs. S. Woods	Resident Cook
Mrs C Porter	Assistant Cook
Mrs J Christie	Catering Assistant
Mr. L. Hayes	Caretaker
Mrs. P. Friend	Cleaner
Mrs. N. Artus-Keating	Cleaner
Mrs C. Maguire	Breakfast/After school Manager
Mrs J. Rooney	Breakfast/After school
Mrs A. Pender	Breakfast/After school
Miss K. Maguire	Breakfast/After school

ST CECILIA'S CATHOLIC INFANT SCHOOL
ADMISSION POLICY AND ARRANGEMENTS 2021/2022

St Cecilia's Infants is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by Liverpool City Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2021, the Governing Body has set its admissions number at 60.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as Catholic in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

ADMISSIONS TO THE SCHOOL will be determined by the Governing Body. Parents must complete a Local Authority Preference Form or apply online via the website www.liverpool.gov.uk/admissions. If you wish to have your application to be considered against that school's faith/denomination criteria then you should **ALSO** complete the Supplementary Form which is available from the school. All preferences listed will be considered on an equal basis and, where there are more applications than the number of places available, the following set of OVERSUBSCRIPTION CRITERIA will be applied:

1. Looked after children and previously looked after children. This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Baptised Catholic children who have a sibling in the school at the time of admission.
3. Baptised Catholic children resident in the parish of St Cecilia.
4. Other baptised Catholic children.
5. Other children who have a sibling in the school at the time of admission.
6. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from an appropriate Minister of Religion is required.
7. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
8. Other children.

Admissions Procedures

Admission to the Nursery is in the term after your child's third birthday.

The admission of children individually or in small groups, allows staff more time to establish relationships and meaningful communication between parent's children and staff.

On the first day a later starting time for new children enables staff to settle current children and deal with any organisational issues before a new child arrives. Admission to school is in September following their fourth birthday.

Safeguarding

Parents/carers should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has any safeguarding concerns related to a child, the first instance and as appropriate, staff will discuss concerns with the child's parent/carers.

If necessary and following Local Authority guidelines, the school has a duty to inform 'Careline' (Children's Services) of their concerns.

Safeguarding Co-ordinator - Mrs S MacGregor
Safeguarding Governor - Mrs. M. Lawrence

Deputy Safeguarding Co-ordinator - Mrs M Campbell
After-school Link Safe-guarding - Carol Maguire

NURSERY HOURS		SCHOOL HOURS
Morning	8:45 a.m. — 11:45 a.m.	(Doors open 8:45 a.m.) 8:55 a.m. — 12:00 noon
Afternoon	12:45 p.m. — 3:45 p.m.	1:00p.m. — 3:00 p.m.

N.B. We will not allow your child to go home with someone we do not know, or if we have not been told that someone different is coming. Your child must be collected by a responsible person, who is over 16 years old.

Attendance

In order to ensure that your child has the opportunity to access their full entitlement to educational provision, it is of the utmost importance that regular attendance at school is maintained. **The Local Authority expect all children to have at least 97% attendance** and this is reinforced in our school policy.

We are aware that childhood illnesses and unforeseen family circumstances may mean an occasional absence. It is however, your legal duty to ensure your child's regular attendance at school.

Please remember that all the time your child spends in nursery and school is educationally valuable.

The school operates a 'First Day Response' policy which means that if your child is absent and no contact has been made, then the school will follow this up with a phone call on the first day of absence.

Regular absence and inconsistent attendance may bring about the following procedures :-

Step 1 - The Class teacher will request additional information and will inform parents/carers that the monitoring of attendance has begun. If no improvement is evident this will lead to:-

Step 2 - The Learning Mentor will arrange a meeting to address/support issues which may be impacting upon attendance. If there is still no improvement made:-

Step 3 - A meeting with the Learning Mentor/and or the Head Teacher and/or Education Welfare Officer will be arranged which will trigger formal Local Authority procedures.

Punctuality

It is vitally important that in order for your child to access the curriculum fully they are on time at the start of the school day. Classroom doors open from 8:45 a.m. to support working parents/carers and also settle children.

Please note the school day starts promptly at 8.55 a.m.after registration.

We are aware that families with young children may be late occasionally. **However, persistent lateness has a considerable and negative impact on academic attainment.**

The following steps are also in place to ensure consistent punctuality.

If for any reason your child arrives after 8.55 a.m. you must still take your child to the classroom door up until 9.15 a.m. where you will be required to sign a late register recording the reason for lateness. (Persistent late arrival up to 9.15 a.m. will be monitored and reported to the Head Teacher). This may also mean a Penalty Notice is applied.

There will be regular monitoring of punctuality by the Learning Mentor who will operate a regular 'Late Gate' procedure.

Arrivals after 9.15 a.m.

If your child has had a medical appointment or arrives at school after 9.15 a.m. you must report to the school office with your child where a register recording the reason must be signed.

(Persistent lateness will be monitored by the Administration Officer, the Class Teacher, the Head Teacher and the Education Welfare Officer).

ATTENDANCE 2018 - 2019

	School Attendance	LA Average	School Persistent Absence	LA Average Persistent Absence
2016-2017	95.4%	96.0%	8.2%	8.3%
2017-2018	96.3%	95.8%	7.5%	8.7%
2018-2019	96.0%	96.0%	8.9%	8.2%
Improved	No		No	

At St. Cecilia's Infant School we expect all children to be brought to school regularly and on time. We also expect all family holidays to take place during the allocated holiday periods.

On very rare occasions exceptional circumstances may arise which may mean your child has to be absent during term time. This is only allowed at the discretion of the Head Teacher and permission must be sought and the appropriate Leave of Absence form completed. Please be aware you will be asked to provide evidence for leave permitted in term time. There should be no expectation that permission will automatically be granted. Frequent past absences will have an impact upon the Head Teacher's decision to grant leave.

Penalty Notices for Holidays

In accordance with guidance from Liverpool LA and in line with the amendments made to the Education (Penalty Notices England) Regulations the following now applies:

The Headteacher can request that the LA issue a Penalty Notice to parents, when pupils are taken out of school for **5 or more days holiday or leave of absence without school authorisation. The amount payable on issue of a Penalty Notice is £60 if paid within 21 days of receipt of the notice, rising to £120 when paid within 28 days.** If the Penalty Notice is not paid within 28 days the LA is then obliged to prosecute for failing to ensure regular school attendance. Penalty Notices are issued to each parent for **each** child.

Parents/carers wishing their children to leave school during the school day must make a request to the Class Teacher/Head teacher. The child should be collected from the office and signed out on the office register. Punctuality is encouraged. Children are considered late for school if they arrive after registration. Teachers and Classroom assistants will meet, greet and supervise the children in their classrooms between 8:45 - 8:55 a.m. Children arriving later than 9:15am should enter the school through the main doors and be signed in at the school office.

The children are dismissed (always to a waiting adult) at 3.00p.m. It is expected that all children from Reception to Year 2 will be picked up at 3:00pm as staff are required to attend staff meetings and undertake additional duties.

Please be aware that Reception children will be released individually and you may have to wait a short time. Your child's safety is our prime concern so we do ask that in the first few weeks you are patient until the routine is established.

School Aims

The School Mission Statement underpins the spiritual, moral, social, intellectual and cultural development of our children. We aim to encourage them to develop a positive awareness of religion, race, gender, culture and individual need.

All children have special needs and abilities. We aim to ensure all children achieve their full potential. We believe that all children should have equal access to the curriculum we provide, where that provision is appropriate for the needs of the individual.

We recognise the need to work together in order to promote these learning aims.

Curriculum

St Cecilia's Infant and Nursery covers two stages in the child's education these being :-
Foundation Stage and Key Stage 1.

At Foundation Stage - Nursery and Reception (3-5 year olds), the children access the curriculum through 7 areas of learning.

At Key Stage 1 - Years 1 and 2 (5-7 year olds), the curriculum is delivered through 10 subjects, 5 of which are core subjects.

The approach in each stage is firmly centred on each child's needs. Children are encouraged to actively engage in all aspects of school life.

Curriculum Aims

In St Cecilia's our aims for our pupils are:

- To foster a loving relationship with God and to develop an understanding of, and a commitment to, the Catholic Faith
- To develop an appetite for learning
- To develop the skills of communication and numeracy
- To build a knowledge and understanding of some basic scientific concepts
- To develop the skills of Information Technology
- To develop an understanding of the geographical, historical and social aspects of the local environment, and an awareness of other times and places beyond their immediate experience
- To develop skills which will enable pupils to participate in the creative arts and to promote an appreciation of them
- To experience enjoyment in various physical activities and to develop agility, co-ordination and confidence
- To fulfil their potential as self -confident, happy, self disciplined and independent members of society
- To foster social and moral behaviour and to develop a partnership between home and school in order to educate the whole child

School Achievements

The school, over a number of years, has been recognised for its excellent practice in many areas. We continue to engage with the re-validation process.

- ❖ Rights Respecting School (Silver)
- ❖ Liverpool Counts Quality Mark (Gold)
- ❖ Writing Quality Mark (Gold)
- ❖ Artsmark Award (Silver)
- ❖ Dyslexia Friendly Status
- ❖ NAACE (ICT mark)
- ❖ Inclusion Charter Mark

- ❖ School of Sanctuary Quality Mark
- ❖ Attendance Quality Mark (Silver)
- ❖ Basic Skills Quality Mark
- ❖ Healthy Schools Award
- ❖ PE Games mark

We constantly review and evaluate our practice and provision as part of our endeavour to ensure high quality education for our children.

The Foundation Stage Curriculum

The Statutory Framework for the 'Early Years Foundation Stage' (E.Y.F.S) published in 2017 by the 'Department for Education' sets the standards for the development, learning and care of children from birth to five. The Foundation Stage includes the Nursery and Reception years of a child's education. It is a distinct stage and important both in its own right and also in preparing children for their future learning experiences.

The Four Principles of the EYFS

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents
- Children embrace **learning and development** in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The areas of learning and development

There are seven areas of learning that make up the curriculum...

The 'Prime' areas of learning:

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

The 'Specific' areas of learning:

- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

In planning and guiding children's activities, teachers must reflect on the different ways that children learn and reflect these in their practice. Three **characteristics of effective teaching and learning are**

- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creating and Thinking Critically (thinking)

The Early Years Foundation Stage promotes children's interests and supports their individual needs. Children learn through play which takes place within the Early Years setting both inside and out. The outdoors offers a wonderfully rich, multi-sensory environment. By providing our children access to an outdoor curriculum we are enabling them to participate in high quality learning through play and exploration.

The Early Years staff take pride in their positive relationships with the children, supporting them as they acquire the skills to be competent and independent learners.

Assessment

On-going assessment is at the heart of effective Early Years practice. Children are observed as they interact in their play, everyday activities and planned activities.

Observations are used to inform planning and provide next steps to extend a child's learning and development. Parental contributions are also key in identifying the next steps. A Foundation Stage profile is completed by the end of the Early Years to summarise children's progress and attainment.

Parent/Carer Information

We believe it is important to communicate with parents and carers about the learning experiences provided in the Foundation Stage. Opportunities to share this information will include;

- Daily 'meet and greet' time.
- Planning displayed in classroom windows/notice boards
- Observations of children's learning experiences
- Home/School diaries
- Monthly Newsletters
- Drop in sessions
- Learning Journeys (Nursery)
- Maths/Literacy Workbooks
- Floor Books

What Should We Wear?

We have a Foundation Stage playsuit comprising a sweatshirt and jogging bottoms, both bearing the name and emblem of St. Cecilia's.

We believe that the play suit enables the children to be independent in order to participate in a wide range of activities. During the summer months both boys and girls wear school maroon shorts and polo shirts.

All of our school uniform is available to purchase from Lisa's Uniform shop, Priory Road, Liverpool, L4 2RZ (0151 264 0700) or East Prescott Road, Liverpool, L14 2DB (0151 259 8277).

Please note - sensible black school shoes/plain black trainers with Velcro fastenings are most appropriate.

PLEASE MAKE SURE ALL ITEMS OF CLOTHING ARE CLEARLY MARKED WITH YOUR CHILD'S FULL NAME. (WE CANNOT BE HELD RESPONSIBLE IF CLOTHING WHICH IS NOT CLEARLY MARKED GOES MISSING!)

Curriculum at Key Stage 1.

The children address Key Stage 1 of the National Curriculum in Years 1 and 2. This provides a balanced and broadly based programme of study which helps to promote the spiritual, moral, cultural and physical development of pupils.

Core Subjects

R.E.
ENGLISH
MATHS
SCIENCE
COMPUTING

Foundation Subjects

GEOGRAPHY/HISTORY (HUMANITIES)
ART
DESIGN & TECHNOLOGY
MUSIC
PHYSICAL EDUCATION
PSHE

Each subject has its own objectives and goals which set out targets for children at Key Stage 1.

Religious Education is of such importance that in addition to being taught as a subject where the children are encouraged to recognise and appreciate the religious and spiritual dimensions of life, it is also interwoven through all teaching and learning.

As far as possible children are taught in topics which are planned in the seven areas of learning (see Early Years Curriculum). Otherwise subjects are taught separately in their own right.

Communication/Language and Literacy.

A daily Literacy lesson takes place in each KS1 class. Lessons may include a combination of the following: shared text, reading and writing, teaching of phonics, drama and role play and ICT based text or pictures. A great emphasis is put on speaking and listening and texts include fiction, non-fiction and poetry. Literacy is also covered in every other area of the curriculum.

Mathematical Development

A daily maths lesson takes place in each KS1 class. Lessons may have a challenging starter, a main teaching activity followed by a plenary session. Activities are planned on a practical and recorded basis to cover all learning styles and include outdoor activities, use of the hall and smart technology. Maths is very much a cross-curricular subject and will also be evidenced in science, history and geography etc.

Knowledge and Understanding of the World.

Science - All children are encouraged to explore, discuss and investigate the world around them and build on their experiences to develop scientific ideas and skills. In accordance with the National Curriculum children study weather patterns, animal variation, plant life & materials. They are also taught methods, processes & skills - working scientifically.

Computing - Instruction in the use of computers is given to the children and they are then encouraged to apply what they have learnt to other areas of the curriculum. Each class has the use of an interactive whiteboard, touch screen PC's, Apple Macs and iPads to support learning across the year.

History - Children learn about people's lives, lifestyles and events. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Geography - The children investigate the environment and lifestyles in both their local area and a contrasting area. They begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom.

Design and technology/Food Technology - In D&T children are encouraged to solve practical problems, using knowledge and skills learned through topics. They use a variety of materials and learn techniques to support learning. Children are taught about food and engage in simple cooking activities.

Creative Development

Art - Skills are developed through painting, modelling, model making, printing and weaving.

Music - Children listen and respond to a wide range of music. They play musical instruments and sing a variety of songs adding accompaniments.

Role-play - Children have an active part in role-play areas. They have input into the focus and materials required. Role-play is often used to enhance learning in all subjects and provides a focus for writing and investigating.

Physical Development

A broad range of physical activity takes place including dance, gymnastics, games and multi-skills. We encourage active playtimes and lunchtimes and a variety of play equipment is available for children's use.

What should we wear?

Girls:

Winter - Grey pinafore or skirt, white polo shirt, school sweatshirt, grey socks/ tights, black or maroon shoes.

Summer - Pink and white gingham dress, short white socks, white/ maroon cardigan, sandals or sensible shoes.

Boys:

Winter - Grey long/short trousers, white polo shirt, school sweatshirt, grey socks, black shoes.

Summer - Short grey trousers, white polo shirt, grey socks, sandals or shoes.

PLEASE MAKE SURE ALL ITEMS OF CLOTHING ARE CLEARLY MARKED WITH YOUR CHILD'S FULL NAME. (WE CANNOT BE HELD RESPONSIBLE IF CLOTHING WHICH IS NOT CLEARLY MARKED GOES MISSING!)

Please note - In the interests of Health & Safety no crocs or jellies please.

P.E. Kit

Children are required to wear maroon/black shorts and a white P.E. t-shirt.

Behaviour

In order to promote effective early learning we endeavour to create an atmosphere of mutual respect.

We believe that it is important to:

- set clear guidelines for appropriate behaviour
- encourage all children to take responsibility for their own actions (e.g. looking after each other and equipment)
- encourage positive behaviour at all times

Our behaviour strategies include:

- monitoring behaviour; encouraging positive behaviour and discouraging inappropriate behaviour
- reasoning and explaining
- encouraging children to express feelings to each other e.g. if they have been hurt
- removing child from activity if he/she continues to demonstrate inappropriate behaviour

We rely on your support in the event of behaviour problems. We believe that a partnership approach, with open lines of communication, ensures a quick resolution to conflict situations and serves the best interests of the children.

Please see our **Good Behaviour Booklet** enclosed in this pack.

Personal & Social Education & Development

PSHE education is taught from Nursery and Reception to Year 2. Pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. A good quality PSHE education helps pupils to achieve their academic potential and leave school equipped with skills they will need throughout later life.

Across the curriculum children are encouraged to develop 'thinking skills' which include reasoning, evaluating and enquiry. These skills are often covered in philosophy lessons when a story, picture or object can be used as a focus for questions and discussion. Children may also be involved in peer massage/visualisation activities to promote health and well-being.

Enhanced Curriculum

In addition to statutory curriculum requirements the school offers enhanced provision which may include philosophy, sign language and creative art activities.

In St. Cecilia's Infant and Nursery School we recognise that we are part of a global village and we endeavour at all times to incorporate opportunities to develop international dimensions into the curriculum.

Opportunities to further enrich these aspects of the curriculum are frequently met through the creative arts activities ie. Music, dance, drama and art.

Whilst we recognise that creativity is developed through the creative arts there must also be a place for creative thinking and problem solving. All staff have been trained in Philosophy for Children and we have embraced a range of thinking skills which are embedded throughout the curriculum. Through these learning opportunities we are developing a community of enquiry where we recognise that independent learning is a key skill for life.

In St. Cecilia's the children's emotional health and wellbeing is also a major priority. We currently have a programme of activities which can include relaxation techniques, visualisation, aromatherapy, music and peer massage activities.

Allotment/Growing Schemes

All children across the school are involved in growing schemes. We have developed an allotment which is sited on our top yard, and all classes are given the opportunity to plant, grow and harvest a range of vegetables. We have the support of a horticulturalist and parents/carers are also encouraged to participate by providing plants for the environment etc.

After School Clubs

In KS1 children are offered Clubs each term.

Each club provides children with the opportunity to extend their learning beyond school.

In Autumn and Spring KS1 children have access to a multi-skills club.

In the summer term Reception children also have the opportunity to attend multi-skills club where they develop co-ordination, ball skills and teamwork.

Equal Opportunities

It is the policy of the school to treat all pupils with the same respect and to present all children with equal learning opportunities.

Multi-cultural Education

While the atmosphere and ethos of the school is essentially Christian, acceptance of the beliefs of others is encouraged.

Homework

Homework is seen as an extension of the school curriculum and will be given as and when necessary by the staff. It will usually take the form of reading practice and practical or recorded tasks, based on current learning. Parents/carers are expected to give their full support and ensure that tasks are completed by their child and returned to school. Parents/carers can further support their child by using on-line resources sign-posted on our school website.

There is a Home Reading Scheme which will involve you in a written dialogue with your child's teacher. Homework/ Reading bags are available from Lisa's Uniform Shop.

Assessment/Reporting

Each child's work and development is assessed by their class teachers. All **statutory assessments** are shared with parents/carers.

The **Foundation Stage Profile** is completed by the end of Foundation Stage.

A **Phonic Screening Check** is carried out in Year 1.

Year 2 take part in **SAT's** for literacy and maths and these are used to help inform the final teacher assessment judgement. Science assessments are also carried out during the year.

A report on the children's progress will be given orally at Open Evening each term and in writing at the end of each year.

The results of National Tests will be reported on the child's end of year report.

Inclusion

At St. Cecilia's Catholic Infant and Nursery school we have the highest aspirations and expectations for all children, including those with Special Educational Needs and/or Disability (SEND).

A dedicated 'Inclusion Team', including Mrs MacGregor, Deputy Head/Special Educational Needs Co-ordinator (SENCO), Mrs Campbell, Assistant Head/Assessment Co-ordinator and Mr Fitzsimmons, Learning Mentor work closely with staff to ensure appropriate provision and support for all children.

Pupils with Special Educational Needs/Disability

The SENCO is responsible for developing and implementing the school's policy on Special Needs. The school has clear procedures for identifying children who have special educational needs. These needs are identified and addressed as early as possible and a broad range of interventions and strategies are delivered flexibly. Progress is carefully monitored and regularly reviewed. Parents/carers are kept informed at all stages. If necessary and with parental consent, external agencies will be approached on the child's behalf. The school's 'Local Offer', SEN/D Policy and 'SEN/D Information Report' are all available on the school website.

Gifted and Talented

We believe at St. Cecilia's Catholic Infant and Nursery School that each child is unique and is valued for their individual talents and gifts.

The school has procedures in place for identification of those children who display particular gifts and talents. This identification process is on-going and begins when a child joins our school.

All children are challenged in all aspects of the curriculum to ensure that they are making progress towards their own personal targets. Gifted and Talented children are involved in learning and enrichment activities in order to develop a skill or talent. After School Clubs cater for the individual interests of the children.

Relationship and Sex Education

Parents/carers have the prime responsibility in teaching their children how to build healthy, loving relationships. Catholic schools play a vital part in supporting parents/carers in doing this. Following guidance from the Archbishop and the Conference of Bishops for England and Wales all relationships and sex education in our school will be firmly embedded within the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils. The content of what is taught expresses the teaching of the Church and is delivered to suit the age of the children. Journey is Love is the RSE scheme that we follow in school. This supports our Come and See Religious Education program and is further complemented by learning in Science and PSHE.

Parental Involvement

We recognise the important role that parents/carers have to play in their child's education. Throughout the year there are many opportunities for parents/carers to become involved in the life of the school, we have a Parents Association (PASCINS) and a wide range of events are held throughout the year.

Parents Association - PASCINS

All parents/carers of children in the school have automatic membership and full voting rights. The association's main aims are to develop an extended relationship between parents/carers, parish and others associated with the school, to engage in activities which support the school, to provide and assist in the provision of facilities for education at the school.

Continuing Education for Parents

Courses held in school or at other locations are signposted in advance on school noticeboards and in classroom windows.

Pastoral Care

Close liaison between parents/carers is regarded as essential. Parents/carers are encouraged to visit the school to discuss any matter, which may be of concern.

The Class Teacher is the first point of contact on matters concerning the wellbeing and educational progress of the pupils. Teachers are available to see parents/carers when they are not teaching. The most convenient times are before and after school sessions. If parents/carers are concerned about any aspect of school life please contact school by phone to arrange an appointment.

The Head Teacher is also available to discuss any concerns or issues you may have if they cannot be resolved **after** speaking with your child's class teacher. Please make an appointment via the school office.



Illness

Please bring your child to school unless they are ill. If you are unsure bring them in and staff will monitor them and will always contact parents/carers if necessary. You **must** contact school if your child is absent.

If we are concerned about your child's health during the course of the session be assured we will contact you. Please make sure we have at least **TWO** current telephone numbers. It is then your responsibility to collect your child.

Medicine in school

If your child is prescribed medicine by a G.P which is to be given during the school day, arrangements will be made for a parent/carer to come into school and administer the medicine. If it is not possible for a parent/carer to attend then a school 'Medication Form' must be completed. It is only on receipt of the signed 'Medication Form' that staff will be able to administer medication. The medication must be clearly marked with your child's name and date of birth.

Please note medication **MUST NOT BE SENT INTO SCHOOL WITH A CHILD**. All medication should be handed in to the school office by an appropriate adult. This includes sun cream, throat lozenges etc..

Medication not prescribed by a G.P **MUST NOT** be brought into school, this includes cough/cold lozenges. If in any doubt, please speak to your child's class teacher.

Asthma

Please discuss with your child's class teacher if he/she has asthma and requires their inhaler in school.

Allergies

Please let us know if you know or suspect that your child is allergic to anything. This will enable us to make appropriate provision for your child

Jewellery

In the interests of safety and in accordance with the Education Authority's directive NO JEWELLERY MAY BE WORN IN SCHOOL - THIS INCLUDES STUD EARRINGS FOR PIERCED EARS.

Hairstyles

Long hair (for both boys and girls) **must be tied back** following health and safety guidelines. Items worn in the hair should be limited to simple headbands, slides, ribbons or 'bobbles'. Extreme haircuts such as Mohicans or patterns shaved into the hair are not acceptable.

Charging Policy for School Activities

The Governing Body of St. Cecilia's Infant School has adopted the following Local Authority Policy in connection with the matter of charging for school activities.

School trips and visits form an important part of the curriculum offered by the school. Although parents/carers are not required to pay for such visits, they may be asked to make voluntary contributions towards the cost. No pupil will be excluded from a school trip because his/her parents' unwillingness or inability to contribute.

However, it is hoped that parents/carers will feel able to support the school in its efforts to provide a full and interesting curriculum for all the pupils. If the contributions received are not sufficient to enable a planned trip or visit to take place, the Head teacher may feel it necessary to cancel the trip.

Parents/carers may be asked for payment towards the cost of repairing or replacing any part of the fabric of the school, or any items of the school property which has been damaged or lost, as a result of their child's behaviour.

No child may go on an out of school trip without written consent from his/her parent or guardian.

During the year we have occasional visits from theatre groups, musicians etc. and these are usually funded by school.

Snacks

All children are offered fruit and milk or water daily. Children are encouraged to drink plain water frequently therefore water bottles brought from home should contain **PLAIN WATER** only. Our curriculum is based around healthy eating and lifestyles and as we work in partnership with parents/carers, please ensure that packed lunches support this, by providing healthy options.

Universal Free School Meals

From September 2014 additional Government funding meant that all pupils in school from Reception to Year 2 were entitled to a free school meal. The introduction of the universal free school meal policy was to ensure that all children would receive a high quality school lunch which is well balanced, healthy and nutritious at no cost to parents/carers. We would encourage all parents/carers to take advantage of this offer.

We strongly recommend that any packed lunches which are brought into school as an alternative to school meals are equally healthy and nutritious. **These should be contained in a small clearly labelled lunch box.**

Drinks and yoghurt may not be brought into school. We are unable to offer refrigerated storage for lunches. Water is always provided freely. Milk and fruit is provided for children in school.

It is extremely important that parents/carers who are in receipt of a range of benefits including Income Support/Income-based job seekers allowance/Child Tax Credit/Working Tax Credit and a number of other benefits **still need to register their entitlement.** This should be done via the Liverpool City Council Benefits Service (One Stop Shop) or online at benefits.service@liverpooldirectlimited.co.uk **this will ensure that any child who is entitled to Pupil Premium funding will not miss out.** Pupil Premium is direct government funding for schools assigned to ensure that all pupils make the best possible progress whilst in school. A sum of money is allocated to the school for each pupil on role who is currently or has ever been in receipt of means tested Free School Meals (as opposed to the Universal Infant Free School Meals).

School Levy

For the privilege of giving our children a Catholic Education, the Archdiocese has to find **10%** of the costs of repairs and maintenance and new building.

In accordance with the wishes of the Liverpool Archdiocese we collect this Catholic School Levy twice a year. The first half is due in the autumn term, the second in the spring term.

Breakfast & After School Club

Morning and evening out of school care during the academic year is available. Further information on our Breakfast & After School club is available from the school office.

Places can be reserved via Mrs Carol Maguire, Breakfast & Afterschool manager on 07423267627.

Please ensure payments are prompt as any overdue monies will affect your child's place.

Charities

During Lent we collect money for our local charity the 'Good Shepherd Fund' now known as Nugent Care Society. Other charities are identified on a cyclical basis.

Book Fair

Book Fairs are held throughout the year as part of our focus on reading/speaking and listening. They provide an opportunity for parents/carers to share an enthusiasm for books whilst also raise money for the school to purchase quality books to support children's learning.

Members of staff are available to give advice or assist you with your purchases.

General Data Protection Regulation (GDPR)

Pupil data is essential for the schools' operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it is requested on a voluntary basis. In order to comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain information to us or if you have a choice in this.

We hold pupil data securely for the set amount of time shown in our data retention schedule. For more information on our data retention schedule and how we keep your data safe, please see our Privacy Policy at

www.stceciliainfants.org.uk

School policies are available from the office and may be read by parents/carers. Alternative formats are available on request.

Concerns/Complaints

If you have any concerns please speak to a member of staff immediately and we will do our best to help. You will find our policy and procedures on the school website.