

HEMLINGTON HALL ACADEMY



School Prospectus

September 2017

## HEMLINGTON HALL ACADEMY

Briscoe Way

Hemlington

Middlesbrough

TS8 9SJ

Telephone No: 01642 591171

HEAD TEACHER  
Mrs K. L. Edmenson

CHAIR OF GOVERNORS  
Mr D.Elliott

### MISSION STATEMENT

Hemlington Hall: Encouraging \* Educating \* Embracing

*We aim to embed a love of lifelong learning  
through a creative environment that offers  
security, support and success for all.*

Let us take you on a Learning Journey...

**H**appy, hard working  
**E**nquiring minds and excellent communicators  
**M**otivated to do well  
**L**iaise with all neighbours  
**I**ndependent in thought and action  
**N**ew experiences and achievements  
**G**o that extra mile to achieve the best  
**T**houghtful, honest, caring and considerate  
**O**pen to new ideas  
**N**eeds of the whole child are met

**H**ealthy in mind and body  
**A**spirations and high expectations  
**L**ife long love of learning  
**L**eave fulfilled academically, socially and emotionally

## **Ethos & Aims**

### **Our School Motto: Educate. Encourage. Embrace.**

Hemlington Hall joined The Lingfield Education Trust on the 1<sup>st</sup> September 2017. We are a family of six schools in the Tees Valley: Hemlington Hall Academy, Heathfield Primary, Hurworth Primary, Northwood Primary, Corporation Road Primary and Mount Pleasant Primary. The Lingfield Education Trust drives improvement and effectiveness through challenging and rigorous support at all levels of leadership in our school.

Hemlington Hall is a happy, caring school with high standards for every individual. Our children are given the opportunity to reach their full potential academically socially and emotionally. We want our children to become confident independent thinkers. Children make progress through high quality lessons developed through the New National Curriculum and enriched through engaging learning contexts. This, alongside support from Parents at home, is proven to be the key to success for learners.

Inclusion is high on our agenda at Hemlington Hall. We have a High Needs Base with specialist provision for 18 children aged 4 – 7 with medical or additional needs which impacts on their learning. The children come from all over Middlesbrough and some move on to specialist Junior Provision, integrate back into their home school and some integrate into mainstream with us. Children in mainstream classes may also have special educational needs that can be met by the expertise of our teachers and support staff on a daily basis. We work closely with parents to ensure every child gets the best provision possible to help them reach their potential, whatever their needs.

We have high expectations of all of our children and place an emphasis on good standards of behaviour, encouraging children to make informed decisions, accept responsibility for their actions and develop high self-esteem.

All staff recognise the importance of creating a stimulating and attractive learning environment that reflects different styles of learning. This fosters pride within our school community that is valued by all.

Technology is a valuable learning tool and is embedded in Teacher's planning learning tool in helping to deliver the curriculum in the modern multi-media world in which the children live. Each child Y4 – Y6 uses an iPad to record, research and extend their learning independently and interactively.

To achieve our aims, we value partnership with parents / carers, the Lingfield Education Trust and Middlesbrough School Teaching Alliance and the community. We actively work with parents so that our children can achieve their best in these important years of school life.

We are proud to have gained many awards including the EYFS Quality Mark, Basic Skills Award, Green Flag, Sing Up Gold Award, Active Mark, Northumbria in Bloom, Healthy Schools and the NE Excellence in ICT Award.

## School Organisation

Hemlington Hall Academy is a co-education school for pupils aged 3 to 11years. The organisation of the school is as follows:-

Nursery & Reception	(Early Years)
Year 1, Year 2	(Key Stage 1)
Year 3, Year 4, Year 5, Year 6	(Key Stage 2)

### Leadership Team

Head Teacher	Mrs K Edmenson
Deputy Head / Lower KS2	Mr P Kirby-Bowstead
EY Lead	Mrs J Purvis
Key Stage 1 Lead	Mrs N Padgett
Upper Key Stage 2 Lead	Mrs J Knox
SENco	Miss S Lovatt

### Teaching Staff

#### **High needs Base Early Years**

Miss Lovatt	
Mrs Purvis	Mrs Geaves
Miss Norlund	Mrs Simon (HLTA)

#### **Key Stage 1**

Mrs Padgett	Miss Barker
Miss Solomon	Miss Oliver

#### **Lower Key Stage 2**

Mr Kirby-Bowstead	Miss Frankland
Mrs Millar	Miss Connors

#### **Upper Key Stage 2**

Mrs Knox	Mr Walker
Miss Warner	Miss Igoe
Mrs Ward	Miss Cunningham

### Higher Level Teaching Assistants

#### **Early Years / KS1**

Mrs Simon	Miss Gregory
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#### **Key Stage 2**

Mrs Elliott
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### Teaching Assistants

#### **High Needs Base**

Mrs O'Brien	Mrs Stephenson
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#### **Early Years**

Mrs Macdonald	
Mrs Osborne	Miss Friar

#### **Key Stage 1**

Mrs Scott	Miss Crosby
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#### **Lower Key Stage 2**

Mrs Jamison	
Mrs Young	Mrs Woodier
Mrs N Harrington	
Miss Hart	Mrs Lennon

#### **Upper Key Stage 2 Nurture Room**

Mrs Jones	Mrs Templeman
Mrs C Shephard	

#### **Family Liaison Officer**

Mrs Harrison	Tel: 07957 961095 8am – 3.45pm
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**Non-Teaching Staff**

<b>Academy Business Manager</b>	Miss McGill	
<b>Office Staff</b>	Mrs Burton	Miss Keen
	Mrs Brazukas	
<b>Site Supervisor</b>	Mr Hills	

**The Governing Body**

Every school has a Governing Body made up of various members of the community. There can be between 9 and 20 members depending on the size of the school. The Governing Body works strategically, but liaises closely with the Lingfield Education Trust and the Head teacher, who is responsible for the day to day management of the school. They form part of the school leadership team, responsible for strategic planning and policy development and strive to make sure the school provides a good quality education for all its children. Hemlington Hall has a very active Governing Body who work with staff and children throughout the year.

The Governing Body:

- is a 'critical friend' to the school
- explains its policies to parents and the community
- helps to settle its disputes, fairly and conscientiously
- oversees its policies and its use of resources

<b>Governing Body</b>	Chair of Governors	Mr D Elliott
	Vice Chair	Mrs K Braithwaite
<b>Headteacher Governor</b>	Mrs K Edmenson	
<b>Community Governors</b>	Mrs E Cook-Smith	Mrs V Walker
	Mrs J Tickle	Mrs A Roberts
<b>Staff Governor</b>	Mrs C Simon	
<b>Co-opted Governor</b>	Mrs D Linacre	
<b>Trustees</b>	Mr A Mackle	Mr P Robertson

As part of our self-evaluation procedures, the Governors attend our termly Standards meeting, at which all teachers present a summary of assessments, areas of celebration and matters to consider in the forthcoming term for their class.

Governors also offer regular opportunities each for Parents / Carers to drop in and have a chat about matters of the school. This could be through monthly Afternoon Tea, half-termly Committee Meetings and / or special events throughout the year, such as Parent / Carer Open Evenings. It provides a chance to get to know the Governing Body, discuss issues surrounding a theme, talk about things that work well, questions you may have, suggestions or minor concerns that we may be able to address to ensure the school continues to move forward.

**SCHOOL TERM DATES 2017 / 18**  
**(All Dates Inclusive)**

**AUTUMN TERM 2017**

PD Days: Friday 1<sup>st</sup> September and Monday 4<sup>th</sup> September: School Closed

**Back to School: Tuesday 5<sup>th</sup> September – Friday 20<sup>th</sup> October 2017**

***Half Term Holiday Monday 23<sup>th</sup> October – Friday 27<sup>th</sup> October 2017***

PD Day Monday 30<sup>th</sup> October: School Closed

**Back to School: Tuesday 31<sup>st</sup> October – Friday 22<sup>nd</sup> December 2017**

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**SPRING TERM 2018**

**Back to School: Monday 8<sup>th</sup> January – Friday 9<sup>th</sup> February 2018**

***Half Term Holiday Monday 12<sup>th</sup> February – Friday 16<sup>th</sup> February 2018***

**Back to School: Monday 19<sup>th</sup> February – Thursday 29<sup>th</sup> March 2018**

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**SUMMER TERM 2018**

Back to School: Monday 16<sup>th</sup> April – Friday 25<sup>th</sup> May 2018

(Monday 7<sup>th</sup> May 2018 – Bank Holiday)

***Half Term Holiday Monday 28<sup>th</sup> May – Friday 1<sup>st</sup> June 2018***

**Back to School: Monday 4<sup>th</sup> June – Friday 20<sup>th</sup> July 2018**

PD Day Friday 29<sup>th</sup> June 2018: School Closed

**BREAK UP Friday 20<sup>th</sup> July 2018**

***SUMMER HOLIDAYS 2018 23<sup>rd</sup> July – Friday 31<sup>st</sup> August***

PD Day Monday 3<sup>rd</sup> September 2018: School Closed

**CHILDREN WILL RETURN TO SCHOOL Tuesday 4<sup>TH</sup> SEPTEMBER 2018**

## School Hours

<b>Nursery</b> (Pedestrian Gate Open 10 mins either side)	8.30am – 11.30am 12.30pm – 3.30pm
<b>Rec – Y6</b> Lunch	(Doors open 8.45am) 8.55am – 3.05pm 12pm – 1pm

**For reasons of pupil safety and site security, gates are locked at 9.10am and 3.35pm.** School can only therefore be accessed via the intercom at the pedestrian gate at the front of school. **Any children attending after school clubs should be collected for the Main Entrance.**

## Attendance

**Attendance and punctuality are vital if your child is to make the best progress in his / her academic, social and emotional development.**

Parents of compulsory school age (Reception – Year 6) children have a legal duty to ensure their children receive suitable education, either by regular attendance at school or otherwise than at a school (this includes home education). If a child is registered at school, parents have the legal responsibility for ensuring that their child attends regularly.

Local Authorities (LAs) have a duty to satisfy themselves that children are in the school system or receiving education otherwise. We are statutorily required to record absences and submit data to the DfE (Department for Education) and Local Authority. The DfE instruct that the LA become involved earlier with families if Attendance reaches 85%, which is classed as 'Persistent Absenteeism'.

If it comes to the attention of a Local Authority that a child is not receiving a suitable education either by regular attendance at school or otherwise than at a school, the LA has a duty under section 437 of the Education Act 1996 to serve a notice or a school attendance order to the parent. The notice requires the parent to satisfy the LA that the child is receiving a suitable education while the order requires the parent to register the child at a named school.

LAs also have powers under sections 444, 444A and 444ZA of the Education Act 1996 to bring legal action against parents in order to enforce attendance at school.

Ofsted suggest that their research demonstrates that there is a direct correlation between a child's progress and the time he / she attends school:

<b>Above 95.7% Attendance</b>	<b>Outstanding progress</b> (8 days absence in school year)
<b>94.9% - 95.6% Attendance</b>	<b>Better than expected progress.</b> (9.5 days absence)
<b>94.1% - 94.8% Attendance</b>	<b>Expected progress.</b> (10.5 days absence)
<b>Below 94% Attendance</b>	<b>Unsatisfactory / Slow progress</b> (11.5 days absence)

If your child cannot attend school, please inform the school as soon as possible. You will receive a phone call from school usually before 10am if your child is absent and we have not heard from you. Written notification (e.g. an appointment letter) is required if a child is to be taken out of school during school hours and the child must be collected from the Main Office. Children are not allowed out of school during school hours without an adult.

Any child who arrives after the doors have closed at 8.55am must report to the office and parents will receive a late slip.

### **Holidays / Leave of Absence**

Updated DFE / Government guidelines to Schools (Aug 2013) state that:

**“Head teachers should only authorise leave of absence in exceptional circumstances. If a leave request is granted, it will be for the head teacher (and Governing Body) to determine the length of time that the child can be away from school. (5 days) Leave is unlikely, however, to be granted for the purposes of a family holiday as a norm.”**

The Lingfield Education Trust and all of the Secondary Schools / Academies in Middlesbrough operate the same strict policies. The message is clear: Children should be in school during term time and absence will be taken seriously and dealt with consistently.

There is never a good time to remove children from school during term time, as the planned curriculum and national tests run throughout the whole year. Every day is important for learning. Children move to their new classes after statutory Summer tests, so this is an important time to meet their new teacher and classmates and prepare for the year ahead.

If your child is off school because of an illness or injury but may be able to carry out work, tasks are available on the school website or online using Education City. In addition, your child’s class teacher can provide activities based on the present learning of the class, to avoid a child falling behind in their learning. In this case, please call into school to discuss the matter. Work will not be provided for children taking term-time holidays.

### **Table of Absences 2016 / 2017**

Total Attendance 2016/2017	94.9%
Percentage of half day (sessions) missed through authorised absence	3.1%
Percentage of half day (sessions) missed through unauthorised absence	2.2% (av)

### **At Hemlington Hall, celebrate and reward good attendance!**

Children with excellent and /or improved attendance are invited to take part in a range of ‘treats’ at the end of each term, including cinema, restaurant and bowling visits, books, tailor-made prizes and certificates.

## **Admissions**

Hemlington Hall Academy continues to acknowledge the Local Authority Policy for Admission to the school. The children are usually admitted to the Nursery the term after their 3<sup>rd</sup> Birthday. Before admission to the Nursery the children are visited at home by the Nursery staff or invited to a welcome session held at the Nursery. We mirror the L.A. Admissions Guidelines which outlines when children will be admitted according to their chronological age, home address (whether in or out of the school’s catchment zone), and sibling links in school.



All Children will be admitted into the Reception class in the September before their 5<sup>th</sup> Birthday. Our Nursery children spend time in July with their new class teacher in main school to prepare them for a smooth transition in September. Parents will be invited to a meeting prior to this to share information about the Reception Class and answer any queries. Parents / Carers are always welcome to look around the school and this can be arranged by appointment. Forms of admission must be completed by parents / carers and the school must be informed of any changes to original details immediately, particularly mobile contact details.

For the last 3 weeks of term each year, **all children** move to the class teacher they will have for the next academic year (September), continuing their curriculum whilst also enabling a smooth transition period and reducing time that can sometimes be 'lost' in July and September as children settle back in after the long Summer Holidays.

Children transfer to Secondary education the September after they are 11 years old. Our pupils usually transfer to Outwood Academy, Acklam Grange, The King's Academy, Nunthorpe or Macmillan College. Open Events are organised for Parents and Children at the start of the Autumn Term in Year 6, and it is essential that Parents attend as many as possible in order to make the best possible informed decisions about their child's next steps in education. Induction programmes for the Y6 children take place during the Summer term and are organised by the Secondary School.

The Local Authority Admissions Team will write directly to families regarding arrangements for Admission into Reception or Secondary School.

Parents will be asked to make **3 choices, and it is essential that Parents make 3 choices**. Places are allocated to children using strict Admissions criteria of the individual Schools or Academies concerned. Families are informed of the allocated place for Reception and Secondary Schools in the March / April prior to admission.

**This process cannot be influenced in any way by the Primary Schools, and a place in the school Nursery cannot guarantee a place in Main School.** Should any family have concerns, staff can discuss this with you in a supporting capacity and advise of next steps.

### **Car Park, Disabled Access & Safety**

The safety of the children and visitors to the site is of paramount importance to us. The school has automated gates for both vehicles and pedestrians in order to maximise the safety of the children and staff during the school day. Parents / visitors with physical difficulties may use the specific disabled parking bays in the car park. Please telephone the office on 01642 591171 to alert staff to open the gate for you on your arrival.

For all visitors needing to access the site during school hours, please use the intercoms at the Main Gate and Pedestrian Gate opposite the Main Office.

**Please do not use the car park for dropping off or picking up children.** Parents / visitors should observe the road markings and park in the bays outside the school gates on Briscoe Way. **Please park respectfully with due care and consideration to the homes and families neighbouring the school site.**

For the comfort, health and safety of all visitors, the school site, exits and entrances are completely **NO SMOKING.**

**Dogs must be kept off site** (this includes puppies / dogs being carried), and should be secured outside the railing so as not to obstruct Pedestrian entrances.

We actively encourage children to walk and cycle to school and provide Pedestrian Training for Y3 / 4 and Cycling Training for Children in Y5 / 6. We provide a cycle shelter and bike racks and would ask that they are used rather than leaving bikes fastened to railings. **All items are left entirely at the owner's risk and must be collected nightly.**

For reasons of Health and Safety, **we ask that all adults and children DISMOUNT their bikes / scooters whilst on the school grounds**, pushing them to / from the Cycle Bay to the gates / cloakrooms.

### **Emergency Procedures**

If your child becomes ill or has an accident at school we will contact you at once. However, should this not be possible, a decision will be taken by the Headteacher or senior staff. **It is essential, therefore that all contact details including telephone numbers and addresses are kept up to date.**

### **School Meals**

From September 2014, all children in Reception, Year 1 and Year 2 are entitled to a free school meal every day under the Government's UFSM policy. If you are in receipt of benefits, please ensure the school is aware of this, as the school can also access Pupil Premium funding for your child, which will support him / her with learning.

For KS2, meals cost £1.90 per day - £9.50 per week. This money should be paid by cash or cheque (payable to Hemlington Hall Academy) on a **Monday morning** in an envelope provided by the school. Where possible, your child should bring the correct amount of money with the envelope accurately filled in. Children cannot be provided with a school meal unless it is paid for in advance. If a debt is created, you will receive a text message and letter advising how to resolve the matter. In the first instance, please ensure you speak to a member of the office team or the Head Teacher.

Should you wish for your child to change meal arrangements, we require **one half term's notice**. Without this notice we cannot guarantee that changes can be made. The school operates a cafeteria system based on rota with children having a choice of school meals, including sandwiches and a salad bar.

We are a Healthy School and promote healthy eating and would ask Parents to provide a **balanced meal** for their child each day. We do not allow children to bring glass / cans or fizzy drinks, sweets or more than one biscuit / cake / choc bar to school or in their Packed Lunch Box (see website for further details)

### **School Uniform and Dress Code**

Our school uniform is a Royal Blue sweatshirt, cardigan or jumper worn with black or grey trousers / skirt. Summer gingham dresses for girls should be blue / white and shirts, blouses or polo shirts should be pale blue or white. Skirts and trousers must be smart – no sportswear, leggings or joggers. An optional choice is a Royal Blue fleece and a cagoule for outdoor wear. In the event that a child cannot wear their uniform for one day, plain, sensible and smart clothing without 'slogans' should be worn (see website for further details).

You can order sweatshirts, cardigans, polo shirts and fleeces from the school with the school badge / logo. Sew-on logos are also available to buy, to add to plain royal blue sweatshirts / polo shirts available from other stores.

Children should wear clean, black, sensible school shoes. No thin straps, heels, flip flops or trainers. If children wear wellingtons, we ask that they bring a pair of indoor shoes or slippers to change into.

For Nursery children there is no PE kit. From Reception, your child will need a P.E. Kit and light-soled plimsoles / gym shoes.

Our P.E. Kit is **black or navy shorts and a plain white T-shirt**; no football strips, logos / slogans or expensive trainers please. For KS2 swimming, girls need a one-piece bathing suit, boys need swimming trunks. A comb and a towel should be provided from home. Should you wish for your child to wear goggles, the pool ask that you complete a separate consent form, as they prefer children not to wear goggles.

Although a member of staff will always be on hand during P.E., please encourage your child to become independent at dressing / undressing to help them in school.

**Please put your child's name in every item of clothing including coats and shoes, so that items are not misplaced and can be easily found if they are.**

**To prevent damage or injury to any child, jewellery, particularly earrings, should not be worn for school at all.** Academy policies stipulate that earrings cannot be worn for P.E. or swimming so should be removed at home. Staff are not insured to remove children's earrings and items will be left in school entirely at your own risk. **Parents are advised that piercing should be done at the beginning of the Summer holidays so that earrings can be removed for school from September.**

It is important to remember that children come to school to learn, and that 'party' clothes and 'statement hairstyles' are not appropriate during a school day. Striking hairstyles, which includes shaved patterns, mohicans, 'tails' and dyes / bleach, are not allowed.

Nail varnish should not be worn for school.

## **Behaviour and Discipline**

We have a Behaviour Policy (available on the website) which sets out our 'zero tolerance' approach to discipline. We place an emphasis on positive reinforcement. We have simple rules that are mainly concerned with politeness, safety and respect for each other and school property.

The school works a Restorative Approach, which positively promotes children taking responsibility for their actions and considering how their behaviour impacts on learning and on the way others feel. This work is supported by an adult trained to 'mediate' and ask questions to encourage the children concerned to find their own solutions to the issues and enable them to move on. Children can nominate themselves as a Peer Mentors or Playground Buddies. They would be trained at the start of a school year to support each other to resolve minor difficulties. If a child has behaved inappropriately in class or at break times, they may be asked to spend their Lunchtime in the Respect Room, to work restoratively with a member of staff to discuss the issues and try to

resolve them. Parents will be kept informed at all stages and encouraged to work with school to improve the behaviour of their child. If lunchtime behaviour is a regular concern, parents will be asked to take the child home for lunch. A packed lunch is provided for children on free school meals.

If pupils behave unacceptably then sanctions may include 5 minutes time out, a brief time in another class or separation from friendships that are not working positively. If behaviour is considered to put the child or others at risk, he / she may unfortunately miss opportunities such as representing school sports teams or attending school visits. Parents would be kept informed at the earliest stage and if behaviour continued to be poor then strategies would be implemented between home and school to work together to resolve the problem.

**Hemlington Hall Academy does not accept any form of bullying. If a child is worried about ongoing words / actions of others towards them, they should immediately speak to their teacher or other school staff so that this matter can be resolved. If we are aware of an issue, we will deal with it straight away.**

### **Rewarding our Children**

We have class awards which are given out on a weekly basis. These awards range from Attendance / Punctuality to Curriculum Awards and Citizenship. We also have a star of the week award for each class. Additional house points, certificates / rewards and stickers are given within the classroom for good achievement. (See also Attendance for termly awards).

We operate a House System, so each child will be allocated a colour team representing Rowan, Oak, Birch or Sycamore. All adults in and around school will give out tokens / house points for positive behaviour. Children collect tokens to earn recognition in Assembly, and will build up to a Bronze, Silver, Gold or Platinum Award.

### **The New National Curriculum**

We provide a broad and balanced curriculum relevant to the individual child. We plan our curriculum according to the Government guidelines and an in-depth knowledge of our children, following the relevant National Curriculum programmes of study.

Curriculum subjects taught are English, Mathematics, Science, Computing, Design Technology, History, Geography, Art, Music, Physical Education and Religious Education. We also teach Health Education, Citizenship and Personal and Social Education. French is taught in KS2 and implemented as much in context as possible. In Early Years and KS1, the Dinocrocs Programme supports young learners to learn a new language in a fun, repetitive and interactive way.

We are an inclusive school, ensuring equality of opportunity for all and placing an emphasis on what each individual child has to offer. We acknowledge that there are many different abilities including those who are 'more able'. We recognise parents as the main educators of your child /children and would encourage an 'open-door' policy to

share information as well as more formal consultation evenings, Parent Forum and open-days.

Whilst an emphasis is placed on developing the basic skills of reading, writing and maths, we work hard to promote these skills in an interactive, creative, relevant and interesting way through all aspects of the curriculum. Some lessons are taught discretely whilst others are organised in a cross-curricular way - a Context for Learning, through which the children can apply learning and make connections. Context studies are complimented by first hand experiences such as visits / visitors in order to make learning exciting and relevant. Thinking Skills and Philosophy for Children (P4C) also forms part of the curriculum we offer our children. This provides them with the opportunity to talk, listen and deepen their understanding of a range of issues. Children may be taught as a whole class, in a small group or individually. This will depend upon the curriculum subject being taught, the appropriate task and the ability of the child.

Our classes are organised into single year groups with a class teacher (or full-time equivalent) and an experienced, qualified support assistant. From time to time, children may be grouped for certain lessons and taught by another teacher, drawing on staff strengths and children's interests and abilities.

In their time at Hemlington Hall, children will be invited to participate in a wide range of educational and field study trips. In addition, we pride ourselves on our enriched curriculum, providing as many additional opportunities as possible, including theatre performances, author visits, Zoolab and Living Eggs as well as speakers / visitors who promote additional stimulation, learning and expert knowledge.

We work with local secondary schools who offer some specialist teaching for older pupils. Specialists from the Tees Valley Music Service work with staff and children providing extra music activities. If a child shows a particular talent or interest in this area, Parents / Carers can have the option of individual music lessons at a subsidised cost within the school timetable.

Sex & Relationships Education (SRE) and Drug Awareness Education are taught as an integral part of our Personal, Social and Health Curriculum (we use the Jigsaw Program) and may include input from the School Nurse. Some aspects will be dealt with informally as questions arise and others as a programme of study appropriate to individual year groups. Individual questions that arise outside of the Curriculum will be referred back to the parent / carer to discuss with your child at an appropriate time. As a matter of courtesy, we will inform Parents prior to the programme of work, to enable you to speak to staff or ask any questions in advance, should you have any concerns. We place an emphasis on pupils having knowledge on which to base decision making, with a recognition that responsibility and self-esteem are very important. Parents do have a right to withdraw their children from SRE except that which is required as part of the National Curriculum.

We recognise the importance of healthy children and in addition our Physical Education lessons from specialist coaches from Daisy Chain or our teachers. Across the year, we offer a range of after school clubs, which include art, cooking, gardening, crafts, board games, sports, computer animation and Coding.

We are proud of our Outdoor Learning Environment and have an established Wildlife Garden which provides many exciting learning opportunities. Children engage in pond dipping, planting / vegetable growing and learn to care for animals with our School rabbits. Hemlington Hall is the first primary school to boast a bee hive or Apiary, funded through local and National Awards Schemes. As a school we recognise the importance of maintaining a natural environment for a healthy planet. Through consultation with the children and Governors, we have created a challenging outdoor play area and shelters from the elements. We have an enclosed all-weather, multi-purpose Sports Court on the school grounds which is accessed by children during breaks, as part of the curriculum and after school clubs.

## **Religious Education**

Religious Education is provided within the framework of the Local Education Authorities agreed syllabus. Children study all world religions at different times in their school years. The school also places an emphasis upon moral and spiritual development. A collective act of worship takes place daily. Parents have a right to withdraw their child from religious education and collective worship. Any parent wishing to do so should discuss the matter with the Head Teacher when alternative provision will be considered.

## **Inclusion**

All children are individual and at some point in their school life will need adaptations to the curriculum to meet their needs. A child may struggle with aspects of the curriculum or indeed, excel and need extension work. We commit to working closely with Parents and children to support all needs.

### **Special Educational Needs & Disabilities**

The school follows Government and Local Authority requirements for Special Educational Needs & Disabilities (SEND). We recognise that it is important to identify at an early stage any particular needs that a child may have in order to help them to achieve their potential.

Hemlington Hall Academy has an appointed SEND Co-ordinator (Miss Lovatt) and named SEND Governor (Mrs J.Tickle). Our SEND Policy and Local Offer is published on the school website, and reflects the requirements of the 2014 Government Legislation. The Policy is reviewed annually to ensure that we continue to meet the needs of the pupils. The SENCo works within with the Leadership Team and with Class Teachers to ensure protocol and policy are in place, liaise with outside support agencies and ensure that the specific needs of all children are met to the best of our abilities.

The school has an Inclusion Policy which embodies a range of subsidiary policies under this 'umbrella', all of which have been reviewed by the Governing Body recently and there are no changes or adaptations to report. The school uses a positive approach in identifying pupils with SEND. All Government changes have been implemented and children can be registered as SEND within school and if needs are more significant, an Education, Health and Care Plan (EHCP) will be drawn up involving parents and professionals supporting the child / family. This was formerly known as a 'Statement of SEN' and ensures a child receives the correct provision during his / her school years.

The majority of the support is provided by the class teacher and support staff. We also work closely with appropriate agencies such as the Psychological Services, Speech Therapist, School Nurse and specific agencies like The Bungalow Partnership. Children who have been identified as having Special Educational Needs will have an Individual Education Plan (IEP), which identifies curriculum and other targets. Children with SEND have full access to the National Curriculum in keeping with our Equal Opportunities Policy. We regularly review the progress of the SEND children to ensure that targets for them are updated and update resources to ensure that children can have appropriate materials to assist their learning.

Our small classes, which have excellent adult pupil ratios, enable all children to have more targeted support. Some children may require an EHCP. At all stages, we with parents to develop a partnership and together agree on the best decisions and provision for the child.

From 2015, we have 'The Learning Zone' – a classroom space designed to support a small number of students who are finding accessing their curriculum difficult in a full-class setting. Children will work undisturbed with well-trained staff to enable them to access their learning and begin to address some of the issues they find challenging. In the event that your child may benefit from accessing this small group intervention for a period of time, Teachers will liaise closely with Parents and ensure communication remains a priority.

Hemlington Hall Academy is proud to be home to a recently extended High Needs Base (HNB), with provision for 18 pupils. Places are allocated by the Local Authority according to specific needs of the children across Middlesbrough. The HNB provides a nurturing, needs-led environment, enabling more detailed assessment to take place on a day to day basis in a small group situation. We place an emphasis on the integration of these children within their own year group at appropriate times and with appropriate support.

We have arrangements in place for the admission of pupils with disabilities and ensure that they are treated no less favourably than any other pupil. The school has an Accessibility Plan, which has been adopted by the Governing Body, submitted to the L.A., and is available from the school. This details all existing facilities in place to assist access to the school by pupils with disabilities.

### **Other Policies**

The school follows the **Local Authority guidance for Charging and Remissions**. We observe an established **Procedure for Complaints** which is summarised at the back of this document. We would ask parents to raise any concern they might have about such matters with the Head teacher in the first instance and hope that any issues may be resolved amicably and in the best interest of those concerned.

### **School Council & Eco Council**

The school is proactive in its approach to giving pupils a voice and developing a rich, well-rounded curriculum to enable children to become good, responsible and considerate citizens. We consult with our pupils in a variety of ways so that their opinions are

recognised and valued and we encourage our children to take responsibility for themselves and play an active part in making decisions. To help achieve this we have School and Eco Councils (Y2 – Y6) that meet on a regular basis with school staff and termly with Governors. All children, through the Council, are able to put forward matters that concern them for discussion. This enables children to have ownership of the school and learn how to make a difference as a responsible citizen within the wider community.

## **Parents and the Community**

The school values partnership with parents and the community. We are actively involved in community events as we try to encourage our children to be good citizens. We value any parental help in school and should you wish to be involved please contact the office or your child's teacher.

We would ask you to support our teaching in school by helping your child with weekly homework tasks which may include a challenge activity, curriculum project, reading, spelling and learning tables. We have a home-school book in which we ask you to record any comments about your child's reading and / or messages that you feel your child's teacher may need to know. **To maximise your child's learning and progress, we suggest that you encourage your child to read with you every day – 5 minutes can make all the difference!** Home-School books should be in school each day and kept in your child's book bag. Should you have any concerns about homework or indeed any other issue, please do not hesitate to speak to your child's class teacher. The problem can usually be swiftly resolved or will be followed up accordingly.

Across the year, parents will receive a progress report which we call 'Reach for the Stars'. It will outline your child's achievements from the last summary and identify targets for improvement in learning and comment on general aspects, such as attendance, punctuality, behaviour, effort and attitude. We encourage parents to comment on their child's progress and return the signed copy of the form to school.

Parents / Carer consultations are held each term when you will be given the opportunity to speak with your child's teacher (s). Of course, we would actively encourage parents to speak to members of staff at any time, and staff will, in turn, keep parents informed of their child's progress. An Annual written report giving details of your child's in-year progress is sent in June. Parents of Year 2 and Year 6 will also be given their child's National Curriculum SATs results and Year 1 parents will receive their child's Phonics Screening Test result. In line with guidance, Early Years children will take part in Baseline Assessment during their first 2 - 6 weeks in of Nursery and Reception, the results of which will usually be reported to parents in the Autumn term. There is also an Early Years Profile which is an assessment of pupil progress gathered throughout the Reception year and reported formally at the end of Reception.

We have a Family Liaison Officer, Mrs Harrison, who works with families and children on a range of issues. She is able to work with Parents / Carers 1-1 if necessary and can help with supporting transport in the event of short-term problems. Mrs Harrison runs a number of different Parenting Workshops and Support Groups designed to help families and children with Curriculum aspects, Social concerns, Family issues and general advice. Mrs Harrison is available daily from 8am – 3.45pm; Tel: 07957 961095.



Should parents be concerned about any aspect of school life they should contact the school to make an appointment to see the Class Teacher in the first instance. A referral to the Head teacher may be made if matters are unresolved.

## **What Makes Us Special**

At Hemlington Hall Academy we provide excellent education from the age of three to eleven. Our Early Years Unit is well staffed and has excellent facilities which provide a very good start to school and the foundations for life-long learning. Our classrooms are well-resourced, modern and spacious enabling children to enjoy high-quality learning experiences. We are very proud of our engaging, creative curriculum enabling children to apply their learning and skills and follow their own interests.

Our staff place an emphasis on enabling pupils to maximise their academic, social and emotional potential. To fulfill this aim, class numbers are kept low with an average of 21 pupils per class with single year groups maintained. Every class has a full-time teacher and the additional support of an experienced full or part-time classroom assistant.

We offer state of the art computing facilities. Each child from year 4 upwards has an iPad which is used to support and enhance learning. Each classroom has access to fully networked computers, which support pupils with technology and wireless internet access. We use a variety of digital and technological equipment as part of everyday learning, which enable pupils to engage in multi media projects. Each class is fitted with an interactive whiteboard used by staff to enhance lessons and stimulate learning beyond the walls.

Early Years and KS1 children have access to weekly Yoga Bugs. Such activities provide a calming and more spiritual start to the school day.

We offer 'Wrap Around' care to support Parents / Carers with additional commitments. We have 2 Breakfast Clubs for Reception, KS1 and KS2 from 8.10am daily. It is essential to apply for a place as the Clubs are usually full most days. If your request cannot be met, you will be placed on a waiting list and contacted as soon as a place becomes available.

## **Guidelines for Parents Making a Complaint**

If a concern arises in relation to your child, please follow the procedures outlined below in order to achieve a satisfactory conclusion.

- Initially discuss the concern with your child's teacher.
- If you feel that the issue has not been resolved to your satisfaction, please make an appointment at the office to speak to the Head teacher.
- Should you feel that the concern requires further resolution, please contact, in writing, the Chair of the Governing Body via the school.

- Matters will then proceed in line with Government Guidance (a copy of which is available from the school).

## End of Key Stage Results 2017

### Foundation Stage Summary: End of Reception 2017

7s Points Writing	7s Points Reading	Average 7s Points Number / SSM	% Achieving Good Level of Development
<b>72%</b>	<b>77%</b>	<b>77%</b>	<b>70%</b>

**Y1 Phonics Screening Check: 57% incl HNB / 72% excl HNB**

**Y2 Phonics Screening Check: 45% incl HNB / 71% excl HNB**

### KS1 Teacher Assessment Results 2017

**49 children not including 6 High Needs Base**

MATHS			WRITING			READING		
WT	WA+	GD	WT	WA+	GD	WT	WA+	GD
32%	<b>67%</b>	<b>4%</b>	37%	<b>63%</b>	<b>8%</b>	24.5%	<b>73.5%</b>	<b>10%</b>

**55 children including High Needs Base**

MATHS			WRITING			READING		
WT	WA+	GD	WT	WA+	GD	WT	WA+	GD
40%	<b>60%</b>	<b>4%</b>	43%	<b>57%</b>	<b>7%</b>	32%	<b>68%</b>	<b>9%</b>

### KS2 Unvalidated SATS Results 2014

**34 children total**

MATHS			WRITING			READING			G.P.S.		
WT	WA+	GD	WT	WA+	GD	WT	WA+	GD	WT	WA+	WGD
29%	<b>71%</b>	<b>18%</b>	6%	<b>94%</b>	<b>44%</b>	32%	<b>68%</b>	<b>15%</b>	13%	<b>87%</b>	<b>26%</b>

**COMBINED R, W,M = 65%**

**Progress Measures: Reading -0.46 (above floor target)**

**Writing +4.5 (above floor target)**

**Maths -.044 (above floor target)**

**HHA Above Floor Target 2017**

**Hemlington Hall Academy will strive to provide an excellent education.**

**We look forward to working with you and your child.**