



Severne Junior, Infant and (NC) School

Prospectus

“Aim high”

Head Teacher: Mr P.J. Hopkins



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INTRODUCTION TO THE WHOLE SCHOOL

Welcome to Severne,

We extend a warm welcome to all Parents/Carers at Severne School. We hope your child will be very happy at Severne and will achieve to the very best of his/her ability.

We are committed to providing the very best education for all children. We are also committed to working with Parents/Carers. Evidence shows that children achieve in school if they are given support at home.

As a staff and governing body, we spend much of our time planning and reviewing our teaching and learning policies to ensure that we do the very best we can for your children.

We expect that children of average ability or above will achieve national standards or above by the time they leave Year 6. We also have high expectations of children with learning difficulties. Some will achieve national standards with support from home and school.

We are very proud of the school - proud of the hard work and commitment of staff, pupils, governors and parents/carers; proud of our many achievements and proud of the rise in standards we have witnessed.

Our school mission statement is:

“We want our children to have roots - the academic foundation, self-confidence and positive attitude on which success in school depends.

We want our children to have wings – the thinking skills, creativity, flexibility, enthusiasm and broad view to soar beyond the commonplace”.

Inclusion and equality at Severne

At Severne we believe in the importance of educational inclusion and equality. Everyone can be an achiever at Severne, whatever their capability, ethnicity, religion or gender.

We are committed to inclusion and equal opportunities for all. We do not discriminate against anyone on the grounds of their disability, gender, race, colour, religion, ethnic or national origins.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and challenge stereotyping and prejudice whenever it occurs.

Outside Agencies and Severne School

Your child's education and welfare are central to yourself and Severne.

Overleaf is a list of agencies that we may use to access support for you and your child while they are with us at Severne School.



OUTSIDE AGENCIES

- Behaviour Support Service (BSS)
- Beyond the Horizons
- Birmingham Safeguarding Children's Board
- Brays Outreach (Gross / Fine Motor Skills)
- Communication Difficulties / Autism Team
- Educational Psychologist
- Edwards Trust
- Forward Thinking Birmingham
- Health Visitor/Health Professionals
- Hearing Impairment Team
- Looked After Children's Education Services (LACES)
- Malachi Trust
- Pupil and School Support
- Social Care and Health (Birmingham Children's Trust)
- Stonham Young Carers
- Visual Impairment Team

OUR SCHOOL

This document demonstrates the wide range of opportunities for your child and gives you background information about the school.

Severne Primary is a community school for children from 3 to 11 years old. There are approximately 470 pupils on the school roll. Severne is divided into seven-year groups. Within each year group the children are organised into mixed ability classes, each with its own teacher responsible for all subjects. Provision is made in all subjects for the child with learning difficulties and for the more able child. It is the policy of the school to set homework. All children are expected to read at home and homework is set on a weekly basis throughout the school. There are three parents' evenings each year, in Autumn, Spring and Summer terms. All parents receive a detailed report on their child's progress at the end of each academic year.

School Hours	
Morning	Afternoon
08:50 - 12:00 (Infants)	13:00 - 15:05 (Infants)
08:50 - 12:05 (Lower Juniors)	12:45 - 15:05 (Lower Juniors)
08:50 - 12:15 (Upper Juniors)	12:55 - 15:05 (Upper Juniors)

For Your Child's Welfare

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you as per our statutory duty. The procedures we follow have been laid down by the Birmingham Safeguarding Children's Partnership. If you want to know more about these procedures, please speak to the Head Teacher.

The safety of children and staff is of paramount importance. Access to the inside of the school is strictly controlled. All visitors to school (including parents) must report to the school office where the entrance is controlled by entry phone. For greater safety the school is equipped with CCTV. There is also a telephone in every classroom that enables staff to contact the school office or ring 999 for emergency services if required.



SCHOOL CONTACT DETAILS

Severne Junior, Infant and Nursery School
 Severne Road
 Acocks Green
 Birmingham
 B27 7HR



Tel: 0121 706 2743
Fax: 0121 706 2756

Email: enquiry@severne.bham.sch.uk
Website: www.severne.bham.sch.uk
Twitter: @SevernePrimary

Head Teacher: Mr. Peter J. Hopkins

SCHOOL GOVERNING BODY

Co-opted Governor:	Chair of Governors:	Mrs. S. Jackson
Parent Governor	Vice Chair of Governors:	Ms S. Mason
	Headteacher:	Mr. P.J. Hopkins.
	Co-opted Governor:	Mrs. P. Reeves
	LEA Governor:	Mr S Jackson
	Staff (non-teaching) Governor:	Ms. D. Johnson
	Parent Governor:	Mr. S. Hussain
	Parent Governor:	Mrs. N. Chaudry
	School Business Manager (non - vote):	Mrs. L. Dillon
	Clerk:	Ms. I. Mahoney

SEVERNE SCHOOL CORE VALUES

In our school we are committed to developing:

- A thriving, happy ethos where every child is valued equally and cared for.
- A safe, welcoming and stimulating environment that promotes support and respect.
- A broad, balanced, relevant and enriched curriculum, that meets the needs of each child, delivered through high quality teaching.
- Children with a positive sense of self-worth who are confident, ambitious, respectful and able to show an appreciation for themselves and others around them.
- A positive partnership with the wider community, where children are valued and will grow to become active citizens.
- An awareness of life skills in order that children may make informed and healthy choices.



Our Ofsted Inspection on 15th September 2016 found that:

Severne Junior, Infant and Nursery is a good school. Nursery provision is outstanding.

“You, your Deputy Headteacher and your leaders have maintained the good quality of education in the school since the last inspection. The warm welcome for children starting school lives up to the school’s values of providing a thriving and happy ethos where every child is valued equally and cared for. As a result, children get off to a rapid start during their first years in school.”

Read our full report here: <https://reports.ofsted.gov.uk/>

STARTING SCHOOL

Admissions policy - Our school admissions policy follows Birmingham City Council guidance.

Nursery priority cases are:

- children in public care and those with EHC plans.
- Non-priority cases include siblings of children already at Severne, twins, first children in the family and those living nearest to the school.

Length of time on the waiting list does not guarantee a place.

Reception places are allocated by BCC (Admissions and Appeals) and priority cases are:

- Children in public care.
- Children with statements of special educational need.

Length of time on the waiting list does not guarantee a place.

Special note about admissions:

If you do not obtain a place for your child at Severne, you can appeal to the Local Education Authority's admissions and appeals section (tel.0121 303 1888).

ATTENDANCE AND ABSENCE:

Attendance and punctuality are promoted by all staff throughout the school with over half of our children achieving 96% -100% attendance. Persistent absence and punctuality are pursued by outside agencies working in partnership with Severne School.

We expect:

Expected attendance rate for our pupils is between **97-100%**

Regular attendance and good punctuality are good habits that are essential for continuity of learning and like all schools Severne encourages them. By law the school has to record all instances of lateness and absences and send the statistics to the DfES.

Procedures to follow:

A courtesy phone call from home explaining and informing the school of a child's absence is always appreciated. We currently subscribe to '**Groupcall Text Messaging Service**' this means that you may receive a text or voice message from school asking you to explain the absence of your child. However, a written note should explain the length and reason for the absence.

Please Note:

If attendance is problematic it may be necessary to provide proof e.g.: a GP visit appointment card or prescription to enable absence to be authorised.

If you fail to contact school, please do not be surprised to receive a text / voice message or a home visit followed by a letter from us. This is a legal requirement.

Authorised and Unauthorised absence

Only the Head teacher can authorise absence. Absence can be authorised for illness and genuine unavoidable circumstances e.g. hospital appointments. Holidays in term time are positively discouraged. Absence due to shopping etc cannot be authorised. Any absence that is not followed with a note will be considered an unauthorised absence.

Emergency contacts

We must have an up to date list of names and telephone numbers of people we can contact if there is an emergency. Please inform us immediately if there is a change of address (this is a legal requirement) or telephone number including mobile phones. Inform us if there is a change in family circumstances. We will respect your family's confidentiality.

Health and fitness

You should make it known to the school if your child suffers from any significant medical condition or allergy. We also advise parents to take their child to an optician for a free eyesight test before starting school.

Asthma – many children who are asthma sufferers now require easy access to their inhalers. If your child has an inhaler, do train them to be independent and to be able to use it by themselves. Label the inhaler with your child's name, dosage and give it to the teacher so that it can be left in school (you should have another inhaler for home).

Illness – A child who has sickness or diarrhoea should be kept off school for 24 hours after the symptoms have disappeared

Medicines – Occasionally your child has to finish a course of medicine, which requires them to take a dosage during the day. Many schools will not administer medicines to pupils, however at Severne if we can help you we will try to assist. Each request will be considered individually.

We believe that there is a strong link between health and education.

If your child has an infectious disease such as chickenpox, German measles, measles, mumps, scabies, ringworm or impetigo, they should not come to school. Please inform us as soon as possible so that we can warn other families if necessary.

Minor Accidents - In the event of a minor accident we will issue a Pink card for minor cuts and grazes and a Red card for a head bump.

Headlice are unfortunately a feature in most schools. If your child has headlice you must treat the condition by using the recommended method (washing, lots of conditioner and using a nit comb). Long hair should be tied back from the face for school.

Children learn right through the school about keeping safe and healthy - through programmes on road safety, health and hygiene, healthy eating, looking after teeth, etc.

Emergency Closure of Schools – Extreme Weather Conditions

In the event of extreme weather conditions (e.g. heavy snowfall), the Local Authority may take a central decision to close all schools.

If local conditions are extremely bad the Headteacher and Chair of Governors may make a local decision to close.

Any such decisions will be made by 6:45am at the latest. The decision will then be announced through:

- **Our Group Call Text Messaging Service**
- **Our school website**
- **Our school Twitter feed**
- **Birmingham City Council's Website**

Keeping in touch with the school

- Read our newsletters (these are also available on our website and will be sent by email).
- Read information from the class teacher about the curriculum (termly topic letters) and educational visits, etc.
- Inform the school if your child is absent.
- Support your child with homework - especially reading, writing, mathematics and science.
- Let us know if you have any concerns about your child.
- Meet your child's teacher at termly parents' evenings.
- We are always open to suggestions from parents on ways we could improve - complete annual parents' questionnaire.
- Make sure we have your most up-to-date emergency contact numbers.
- Visit our school website: www.severne.bham.sch.uk

Meetings with parents

Induction meetings and open afternoons are held in June and July, for children starting Nursery or Reception each September.

Three Parents' meetings per academic year.

- **Term 1:** Discussion of targets to the end of the school year.
- **Term 2:** Discussing progress made and giving parents opportunities to learn about the wider curriculum.
- **Term 3:** Celebration Day (a time to celebrate your child's achievements).

Advisory Support Meeting for parents helping to choose preferences of secondary school, and a range of workshops and activities to increase parental understanding of the curriculum will be held throughout the year.

Preparing your child for school

Help your child to settle in easily to Nursery and/or Reception by:

- Talking with them about people they will meet and what they will do.
- Helping them to be independent - dressing and undressing, using the toilet, washing hands, etc.
- Walking them to school and teaching them about road safety.
- Reading to and reading with your child - every day.
- Sharing stories and poems.
- Giving opportunities for them to play at home - making things, sewing, skipping, swimming, drawing, painting, doing jigsaws, etc.

Concerns and complaints

We take parents' concerns and complaints very seriously. Parents should first raise concerns about their child with the Class Teacher and then, if appropriate, the designated Phase Team Leader.

If you feel the concern is more serious or you are not satisfied with the response from the school, please see the Headteacher or the Deputy, or Assistant Headteacher. If you are not satisfied with the response from the school, please contact the Chair of Governors via the School/Clerk to Governors.

School Attendance

A very important message for all Parents/Carers

Dear Parent/Carer,

Severne Primary School is working in partnership with parents and the Local Authority to improve school attendance. We would like to congratulate the many parents who make sure their children attend school regularly.

Absence disrupts the education of the individual pupil and the whole class. Are you aware that children who do not attend regularly:

- do not achieve well in exams
- find it difficult to maintain friendships
- are more likely to become involved in crime
- miss out on opportunities in further education and the world of work?

How does your child compare?

Attendance during one school year	Equals this number of days absent	Which is approximately this many weeks absent	Which means this number of lessons are missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons

Absence can only be authorised by the Head Teacher, within the boundaries set by the Education (Pupil Registrations) (England) Regulations 2006. **Head Teachers may not authorise leave during term time except where the circumstances are exceptional.**

Please remember that parental illness, going shopping, visiting family, truancy, not wanting to go to school, alleged bullying (speak to school immediately to resolve the issue), family holidays (unless authorised by the Head teacher by pre-arrangement) are not acceptable reasons to be absent. All of these will be recorded as unauthorised absence, including if your child arrives at school after the close of registration.

Family emergencies need careful consideration. It is not always appropriate or in the best interests of the child to miss school for emergencies which are being dealt with by adult family members. Being at school with support from staff and peers can provide children with a safe and familiar background during times of uncertainty.

It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send your child to school regularly without good reason is a criminal offence.

Legal action that may be taken includes:

- Issuing penalty notices: Each parent receives a penalty notice for each child who has unauthorised absence. The penalty is £60 or £120 depending on how soon payment is made. So, if there are two parents and two children the total penalties could be up to £480. Failure to pay may result in prosecution.
- Taking parents to court for unauthorised absence: **Education Act 1996 Section 444(1)** - court can fine each parent up to £1000 per child, order payment of prosecution costs and/or impose a Parenting Order.
- Taking parents to court for persistent unauthorised absence: **Education Act 1996 Section 444(1A)** - court can fine each parent up to £2,500 per child, order payment of the prosecution costs, impose a Parenting Order and/or sentence you to a period of imprisonment of up to 3 months.

Being taken to court could result in you having a criminal record.

Frequent absence can add up to a considerable amount of lost learning and can seriously disadvantage your child in adult life.

If your child's level of absence is of serious concern, the school will offer advice and support to improve attendance. After this, any unauthorised absence may result in the School and the Local Authority taking legal action.

If you have concerns about your child's school attendance please contact the school urgently. They may be able to assist you or even offer you an Early Help Assessment.

Again, we would like to thank those parents who make sure their child is attending school regularly and are therefore benefiting fully from their educational opportunity.

Yours sincerely,

E. Langley

Lead Attendance Officer
Education Legal Intervention Team
Alternative Provision, Attendance, and Independent Education Service

YOUR CHILD, YOUR SCHOOL

School Uniform - Uniform is compulsory. It's smart, comfortable and practical. It can be bought fairly cheaply. It is:

Boys - Navy blue sweatshirt, white or blue shirts (school tie is optional) and dark trousers.

Girls – Navy blue sweatshirt, cardigan, white or blue blouse (school tie is optional) and navy-blue skirt. Girls may also choose to wear dark blue or black trousers. Blue check gingham dresses may be worn during the summer months.

Shoes - Black shoes or trainers

All items should be plain without logos or decorations.

School ties and cloth badges are available from the School Office. We urge parents to name all articles of clothing including P.E. kit.

(If headscarves are worn, they should be plain black, blue or white which are in keeping with uniform colours)

As with our school uniform being smart and sensible, please ensure haircuts are smart/sensible too please.

P.E. and SWIMMING

P.E.

Plain T-shirt (white or pale blue)

Plain shorts (navy blue or black)

For the colder days it is recommended that you send a jogging suit (again dark colour).

All children must have appropriate footwear and socks, it is recommended that younger children should have Velcro fastening pumps for easy access.

Swimming

Swimming is part of our National Curriculum and all children are expected to participate fully in lessons when the opportunity arises for their class to attend.

Boys: trunks must be swimming trunks and not summer shorts.

Girls: swimsuits must be one-piece suits and not 2-piece bikinis.

Please note: full body swimsuits (burqini) are permitted swimwear alternatively; lycra leggings and leotard can be used. Swimming caps are advisable but not essential.

All swimwear to be navy blue or black if possible.



School Meals

At Severne we promote healthy eating. Pupils are taught about healthy diet through PSHE and science sessions. We have a full production kitchen with menus planned according to National Standards including Halal meals. Special dietary requirements can be catered for within this package if medical or religious reasons are stated.

From September 2014, all of our Reception age children along with Years 1 and 2 have been entitled to receive a free school meal regardless of personal finances.

For all other children (including Nursery), if you are receiving Income Support your children are automatically entitled to free meals. If you would like to apply to see if you are eligible please call in at the school office where the school secretary will be pleased to advise you.

Over 80% of our children enjoy the benefits of school meals which are prepared daily on our school site. This is especially beneficial to active young children and most welcoming on chilly days.

Our meal prices are in line with Birmingham City Council guidelines and are value for money.

NOTE: Dinner money should be paid each Monday in a sealed envelope stating your child's:



- Name
- Class
- Amount paid



Snacks

Currently all Infant and Foundation Stage children benefit from free **fruit** for breaktime.

Our Junior children have the option of purchasing snacks of:

- **Toast**
- **Milk**
- **Juice**



We encourage all children to drink water throughout the day.

Please note that we expect the children to behave reasonably at lunchtime and to treat the dinner supervisors with respect and accept their discipline. The school reserves the right not to have children on the premises at lunchtime who do not follow the above rules.

Collecting your child

Infant children are dismissed from the doors that open from their classroom into the infant playground. Nursery children are dismissed from our Nursery department.

It is vital that you collect your child punctually to prevent any upset your child may experience as a result of your lateness.

Junior children leave the building by one of two doors and go home via the outside junior playground.

Please arrive promptly to pick up your child at the end of the school day.

Please conduct yourself politely on our school site.

Parking on our school site is not allowed and we respectfully request that you give consideration to our neighbours living close to our school when parking your vehicle.

Conduct and Behaviour

Our consequence scheme operates throughout our school and our pupils are expected to adhere to this.

A serious breach of discipline/behaviour may result in temporary or permanent exclusion.

BRITISH VALUES STATEMENT

Promoting British Values at Severne Primary School

The DfE have recently reinforced the need “**to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year and in the DfE document ‘Promoting Fundamental British Values as part of SMSC in Schools (November 2014)’. At Severne Primary School these values are reinforced regularly and in the following ways:

Democracy: Democracy is encouraged within the school. Pupils have the opportunity to have their voices heard through our School Council. The elections of School Councillors and the Chair and Vice-Chair of the School Council are based solely on pupil votes. Pupils are encouraged to express their views and through our supportive pastoral team are taught how perceived injustice can be peacefully challenged.

The Rule of Law: The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty: Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. We have a strong anti-bullying culture where pupils are encouraged to take responsibility for their behaviour. Pupil self-esteem and self-confidence are paramount.

Mutual Respect: Part of our school ethos and behaviour policy has revolved around Core Values such as ‘Be Respectful’, and pupils have been part of discussions and assemblies related to what this means and how it is shown, this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in Religious Education and Personal, Social and Health Education. Visits to diverse places of worship enhance learning within classes. Religious festivals are observed, both as part of RE and as part of British cultural tradition. Where staff and pupils are required to pray as part of religious devotion, a prayer room is made available. Any prejudices or discriminatory behaviours are promptly challenged.

OUR CURRICULUM

Early Years Foundation Stage: (3 to 5 year olds)

The Nursery and Reception classes are known as the Foundation Stage. Together they follow a curriculum called the Early Years Foundation Stage. Children are assessed on entry and throughout their time in Foundation Stage to enable staff to plan activities and experiences which develop and support learning. At the end of Reception, a more formal assessment is carried out of how many age-related Early Learning Goals the children have achieved, and this is reported to the local authority.

Here at Severne we aim to give our children a lively and fun introduction to school, and hope to provide a lifelong love for learning.

We learn through play and experiences, and our focus is very much on process rather than product. Our informal philosophy is that we never expect children to do anything that we are not prepared to do ourselves and we hope that this enthuses them and encourages and develops positive attitudes to learning.

Our Reception classes work as a unit, with focus family groups attached to key workers, and the children are able to access all areas of the curriculum at different times of the day.

Our Nursery class offers 39 full-time equivalent (FTE) places, with full-time provision for those children who fit the agreed Birmingham criteria.

The curriculum, as of September 2014, is divided into 7 areas of learning; 3 prime and 4 specific. We also explore the different ways in which children learn: by playing and exploring, being active learners and creating and thinking.

Prime Areas:

Personal, Social and Emotional Development

- Making relationships
- Becoming self-confident and self-aware
- Understanding and managing feelings and behaviour

Physical Development

- Moving our bodies in different ways
- Learning about being healthy and taking care of ourselves

Communication and Language

- Learning to listen to others and pay attention to what they are saying
- Understanding spoken language
- Speaking to, and with, others

Specific Areas:

English

- Early reading skills, including phonics
- Early writing skills, including phonics

Mathematics

- Learning about numbers and counting, including early addition and subtraction skills
- Learning about shapes, space and measures

Understanding the World

- Learning about different types of people and communities
- Learning about the world around us
- Learning about everyday technology

Expressive Arts and Design

- Exploring and using lots of different media and materials to create pictures, dances, music, models etc
- Using our imaginations when playing in role or with small world toys

The National Curriculum at Key Stage 1 (Infants, 5 to 7 year olds) and Key Stage 2 (Juniors, 7 to 11 year olds)

English:

The aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We aim to ensure all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Mathematics:

Within Maths we aim to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, so that they are able to recall and apply knowledge rapidly and accurately
- Reason mathematically, use generalisations, develop an argument and use mathematical language to justify their ideas
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science:

Within Science we aim to ensure that all pupils:

- Develop scientific knowledge and understanding through the specific disciplines of biology, chemistry and physics
- Develop and understanding of the nature, processes and methods of science through different types of science investigations that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Computing:

Within computing we aim to ensure that all pupils:

- Can understand and apply the basic principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology

History:

Within history we aim to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Geography:

Within geography we aim to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Physical Education (PE):

Within PE we aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Art and Design:

Within Art and Design we aim to ensure all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Design Technology (DT):

Within Design and Technology, we aim to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Music:

Within Music we aim to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

French:

Within French we aim to ensure that pupils in KS2:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Religious Education (RE):

We are a non-denominational school, which serves a multi-ethnic population.

Pupils learn about religions and learn from religion and this is done in RE lessons and collective worship. We follow the LEA guidelines in that our R.E. lessons and collective worship are broadly Christian with children acquiring a knowledge and understanding of the origin, content and developments of Christianity, but they will also have an insight into the other principal religions found in the UK.

We share in each other's celebrations and festivals, and make personal responsibility a major issue in the way we treat each other.

It is the policy of the Local Authority that parents have the right to withdraw their children from any act of Religious Education.

Personal, Social and Health Education (PSHE) and Citizenship – Paths (Promoting alternative thinking strategies).

The majority of PSHE lessons are delivered through the SEAL (Social, Emotional Aspects of Learning) Project. The children learn about:

- Developing confidence and responsibility and making the most of their abilities
- Developing good relationships and respecting the differences between people.
- Developing a healthier, safer lifestyle.

Citizenship:

- Learning about being a good citizen, taking responsibility and ability to make good judgements.

Community education:

- Learning about local issues such as health, safety, the environment, decision-making, etc.

Environmental education:

- Raising interest in the environment especially in terms of school and local area.

Health education:

- Promoting good physical and mental health, teaching about drugs abuse and, for older pupils with parental permission, the opportunity to learn about hygiene and aspects of puberty.

Other aspects of the curriculum:

We are committed to a broad and balanced curriculum, which is interesting, enjoyable and is linked to our local area and the needs of our community.

It is our aim to develop within the children, “life skills” which will enable them to be responsible citizens ensuring that they have the ability to make good judgements in the future. We make links with the local community including the King Edward Grammar Schools where we take advantage of their facilities. There are many opportunities for children to extend their learning through our out of hours learning programme including access to additional sports tuition provided by specialist teachers.

Homework:

Homework will be set based on the professional judgement of the teachers. It will be set weekly during term time.

Home work will be set during holiday periods only if necessary for example:

- If the pupil has not sufficiently grasped a concept required before they move on to the next phase in their learning and it needs consolidation.
- As pre-tutoring for the next phase of their learning.
- Revision for statutory testing.

Parents and Carers should endeavour to read with pupils routinely over the vacation periods, visiting libraries with your child will help to develop a love of reading. (See link below).

www.birmingham.gov.uk/libraries

SPECIAL EDUCATIONAL NEEDS

How is the Special Educational Needs organised at Severne?

Severne School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their school career. Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The Special Educational Needs Code of Practice identifies a graduated response to supporting those with additional needs and we follow these procedures in the following way.

Identification of a child's Special Educational needs may happen in a variety of ways:

- parents may raise concerns
- the class teacher or other adults may raise concerns
- the annual Audit process may indicate 'inadequate progress' against the standard criteria.

Following this, a decision will be made as to where the child's needs place him/her on the graduated response grid, about appropriate provision and whether a referral is needed to facilitate the involvement of professional external agencies that can offer advice and support e.g. Speech and Language therapists, Pupil and School Support and Educational Psychologist. We inform parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special needs.

Parents are informed at the earliest opportunity to alert them to concerns and enlist their active help and participation. They have a vital role to play in supporting their child's education through working in partnership with the school and any other agencies, supporting the work that is planned for their child and helping their child at home whenever possible.

Provision and progress is monitored regularly and decisions made regarding movement on the Code of Practice.

If after discussion with all concerned, it is felt that the child needs further additional resources to access the curriculum, then a decision may be taken to request the LEA to make an Education, Health and Care Plan. This is a legal document that sets out what extra support the child should have in order to make progress within prescribed time limits. It is reviewed every year.

The allocation of teaching assistants to classes is based on need. Classes have specific support for pupils on the SEN Register for literacy and numeracy each morning and access to assistance in the afternoons, which is organised by appropriate personnel. The school has some specialist trained Teaching Assistants who work to support pupils with specific needs such as Autism. One Page Profiles are created and reviewed regularly, which support pupils like these, and those with social and communication difficulties.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives: we differentiate work appropriately and we use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlements to share the same learning experiences that their peers enjoy.

Wherever possible we do not withdraw the child from the classroom situation.

There are times though when, to maximise learning, we ask the children to work in a small group, or in a one-to-one situation outside the classroom with a learning assistant.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs, and there is a named Governor for Special Educational Needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy, which is also in line with the national policy of inclusion.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

The Head teacher and the SENCO meet annually to agree on how to use funds directly related to EHCPs. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

We have regular meetings as needed (taking into account the parents' circumstances) to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO and the named governor with responsibility for special needs also meet regularly.

SEVERNE PRIMARY SCHOOL'S PRIVACY NOTICE

(How we use pupil information)

Privacy Statement

How Information About You Will Be Used

The personal data collected on this form will be stored and used by us to provide our services to you. We will share relevant data with Children Safeguarding Partner Organisations also involved in providing services to you. We will collect store and use your personal data in line with the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

For further information on how your information is used, how we maintain the security of your information and your rights in relation to the information we hold about you please see our full privacy notice at www.severne.bham.sch.uk

- School Information
- Privacy & Data Protection
- Privacy Notice Pupils Families Severne Primary School

Why do we collect and use pupil information

Severne Primary School holds the legal right to collect and use personal data relating to pupils and their families. We may also receive information regarding them from their previous school, Local Authority and/or the Department for Education.

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number, address and contact details)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information e.g. National Curriculum assessment results
- Special educational needs and disability information
- Relevant medical information
- Behavioural information – e.g. number of temporary exclusions
- Pastoral Information (e.g. referrals to agencies who support children and families)

Why we collect and use this information

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to safeguard pupils

The lawful basis on which we use this information

We collect and use pupil information in order to meet legal requirements and legitimate interests set out in the **GDPR** and UK law, including those in relation to the following:

- **Article 6 (1)(e)** of the **General Data Protection Regulation (Regulation (EU) 2016/679)**.
'Processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller';
- **Article 9(2)(g)** of the **General Data Protection Regulation (Regulation (EU) 2016/679)**.
'Processing is necessary for reasons of substantial public interest, on the basis of Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject';
- **Section 537A** of the **Education Act 1996**
- **Regulation 5** of the **Education (Information About Individual Pupils) (England) Regulations 2013**

Further information can be found in the census guide documents on the following website
<https://www.gov.uk/education/data-collection-and-censuses-for-schools>

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the **General Data Protection Regulation**, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

Personal data relating to pupils at Severne Primary School and their families is stored in line with the school's **GDPR Data Protection Policy**.

In accordance with the **GDPR**, the school does not store personal data indefinitely: data is only stored for as long as necessary to complete the task for which it was originally collected.

Who we share pupil information with

We routinely share pupil information with:

- Schools that pupils attend after leaving us
- Our local authority
- The Department for Education (DfE)
- Schools / other education providers
- NHS
- Other local authorities
- Health and other professionals working with specific pupils

Why we share pupil information

- We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.
- We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

- We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under **section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013**.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

To make a request for your personal information, to be given access to your child's educational record or if you would like to discuss anything in this Privacy Notice, please contact **Laraine Dillon** (School Business Manager) at l.dillon@severne.bham.sch.uk or on **0121 706 2743**.

TERM DATES

School Year 2021 - 2022

Autumn Term 2021

Term Starts: Thursday 2nd September

Half Term: Monday 25th October to Friday 29th October

Term Ends: Friday 17th December

Spring Term 2022

Term Starts: Tuesday 4th January

Half Term: Monday 21st February to Friday 25th February

Term Ends: Friday 8th April

Summer Term 2022

Term Starts: Monday 25th April

Half Term: Monday 30th May to Friday 3rd June

Term Ends: Friday 22nd July