



SCHOOL PROSPECTUS
2017 - 2018

Doncaster Metropolitan Borough Council

THORNE KING EDWARD PRIMARY SCHOOL

PROSPECTUS

Welcome to King Edward Primary School

We hope everyone will be happy in our school and that we can all work together to encourage each child to develop as fully as possible.

Our aim is to ensure all children achieve a high standard in work and behaviour at all times within a supportive and caring environment. Children's progress is regularly monitored by the leaders of the school and support targeted where appropriate to help meet this aim.

We believe that a partnership between home and school is essential and we work extremely hard to establish and maintain this link. We have achieved the Leading Parent Partnership Award.

We are all very proud of our school and what we achieve through working together. The school has a particularly strong reputation locally for the work we are doing in supporting accelerated reading development in the early years of your child's education.

We are very proud of the Outstanding Ofsted judgement in October 2013 and are working hard to ensure all children always receive the best possible provision.

If you need any further information please do not hesitate to ask, or should you wish to visit and have a tour of the school please contact us on 01405 813522.

Yours sincerely

Mr A J Buxton
Head Teacher

School Aims and Vision

'I Can! You Can! We Can!'

We aim to :

Provide a safe, secure and stimulating environment for all, where children take pride in what they learn and where success is celebrated;

Create a friendly and trusting partnership between home and school, so that we can work together for the benefit of the children;

Develop children's responsibilities for their own actions, to understand and respect diversity and the differences within society;

Challenge everyone to have high aspirations and understand that they can make a contribution to an ever changing world, through an exciting curriculum;

Ensure all children respect and care for themselves, others and the environment;

Develop the children's self esteem, confidence, independence and pride in themselves and their school;

Develop children's talents, whatever they may be.

School Information

Thorne King Edward Primary School
King Edward Road
Thorne
Doncaster
DN8 4BY

Tel: (01405) 813522 Fax: (01405) 740873
E-mail: admin@kingedward.doncaster.sch.uk

Headteacher:	Mr A J Buxton
Deputy Head teacher	Mrs L Lewins
Chair of Governors:	Mr B Jones
Vice Chair of Governors:	Mrs M Hall

The school is a Community Primary Co-Educational Day School

Session Times:

Foundation Stage:

F1 (Nursery)	8.45 - 11.45 and 12.15 - 3.15
F2 (Reception)	8.50 - 12.00 and 1.00 - 3.15

Key Stage 1:	8.50 - 12.15 and 1.15 - 3.15
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Key Stage 2:	8.50 - 12.30 and 1.30 - 3.15
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Lunch time:

Foundation 2:	12.00 - 1.00
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Key Stage 1:	12.15 - 1.15
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Key Stage 2:	12.30 - 1.30
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Hours spent on teaching during the week: 23.5 hours, excluding
Assembly, Breaks, Lunchtime and Registration.

Staff

Mr A J Buxton	-	Head teacher
Mrs F Wilson	-	PA to the Head teacher
Mrs M Ridgill	-	Bursar
Mrs J Amery	-	Office Administrator
Mrs L Lewins	-	Deputy Head (Year 6 Teacher)
Mrs K Smith	-	Safeguarding Leader (Year 2 Teacher)
Mrs L Gibson	-	Raising Achievement Leader/Key Stage 1 Leader (Year 2 Teacher)
Mrs J Gelder	-	EYFS Leader / Foundation 2 Teacher
Miss C Saunders	-	(Year 1 Teacher) Early Literacy Champion
Miss C Duquemin	-	Foundation 1 Teacher
Miss S Garton	-	Foundation 2 Teacher
Mrs J Crowther	-	Year 1 Teacher
Mrs R Neadley	-	Key Stage 1/2 Teacher
Mrs L Scullion	-	Year 3/4 Teacher
Mrs K Roe	-	Year 3/4 Teacher
Miss N Borrett	-	Year 3/4 Teacher
Mrs A Smedley (Formerly Miss A Poulton)	-	Year 3/4 Teacher
Mr A Littlefair	-	Year 5 Teacher
Mr C Webb	-	Year 5/6 Teacher
Mrs G Parker	-	Literacy Intervention Teacher
Mrs L Millard	-	Maths Intervention Teacher
Mrs A Cassidy	-	SENCO/ Year 2 Maths Intervention Teacher
Miss L Johnson	-	Family Support Worker
Mrs S Parmley	-	Nursery Nurse
Mrs E Lister	-	EYFS Teaching Assistant
Mrs R Cox	-	EYFS Teaching Assistant
Miss L Kitching	-	EYFS Teaching Assistant
Miss C Parnaby	-	EYFS Teaching Assistant
Mrs C Ridsdale	-	Year 1 Teaching Assistant

- Mrs S Deacey - Year 1 Teaching Assistant
- Mrs Y Duke - Year 1 Teaching Assistant
- Mrs L Hedley - Year 2 Teaching Assistant
- Mrs C Matthews - Year 2 Teaching Assistant
- Mrs A Sheppard - Year 2 Teaching Assistant
- Mr R Frost - KS1/2 Teaching Assistant
- Mrs A Batty - Year 3/4 Teaching Assistant
- Mrs M Bisby - Year 3/4 Teaching Assistant
- Mrs J Ellis - Year 3/4 Teaching Assistant
- Mrs H Jeeves - Year 3/4 Teaching Assistant
- Miss C Sadd - Year 5 Teaching Assistant
- Miss N Parkin - Year 5/6 Teaching Assistant
- Mrs S Clarke - Year 6 Teaching Assistant
- Miss A Jude - Year 5/6 Teaching Assistant
- Mrs T Webster - KS2 Maths Teaching Assistant

- Mrs J Duffy - FFT Wave 3 Teaching Assistant (Year 1)
- Mrs G Stones - FFT Wave 3 Teaching Assistant (Year 2)

- Mrs H Day - Learning Support Assistant
- Miss N Sheldon - Learning Support Assistant
- Mrs C Bisset - Learning Support Assistant
- Miss T Jackson - Learning Support Assistant

- Mr L Jeeves - Site Supervisor

Our Midday Supervisors are:-

- Mrs S Horton Mrs E Lister
- Mrs E Garnett Miss K Nason
- Mrs M Moat Mrs S Green
- Miss L Hogg Miss C Kenny
- Mrs J Connell Mrs L Birchall
- Mrs C Blakemore

Our Breakfast Club Supervisors are:-

Mrs E Glasby, Mrs M Moat, Miss K Nason, Miss C Kenny

Family Support Worker

The school employs a Family Support Worker (Miss Leanne Johnson) and she is available to meet with parents if they have any welfare concerns regarding their child or any parental issues. Should you wish to meet with the Family Support Worker please contact school and an appointment will be made for you.

Educational Welfare Officer

One of the visitors to school is an Educational Welfare Officer (E.W.O.) who makes home visits as well as checking carefully with the school about children's welfare and attendance issues. The E.W.O. can be reached by telephoning 01302 737225.

SCHOOL ORGANISATION

The National Curriculum is divided into three key stages:

1. FOUNDATION STAGE

- a) Foundation 1 (NURSERY): For children who are 3 years of age and will become 4 before August 31st.
- b) Foundation 2 (RECEPTION): For children who enter in September at 4 years of age and will become 5 before the following August 31st.

2. KEY STAGE ONE

Years 1 and 2, and this covers children's second and third full year in school, when children are aged between 5 and 7.

3. KEY STAGE TWO

Children enter key stage 2 the September after their 7th birthday. This covers years 3, 4, 5 and 6.

When the children complete Year 6 they then transfer a secondary school. Most children from Thorne King Edward transfer to Trinity Academy, Thorne.

CLASS ORGANISATION

The current class organisation is :

Foundation

F1 : Morning and Afternoon Nursery

F2 : Two reception classes

Key Stage 2

Year 3/4 Class

Year 3/4 Class

Year 3/4 Class

Year 5 Class

Year 5/6 Class

Year 6 Class

Key Stage 1

Year 1 : Two classes

Year 2 : Two classes

Nursery

Nursery Admission Policy

Normal Admission

Children are normally admitted to a nursery in the September following their third birthday.

There are 26 places available in both morning and afternoon nursery sessions.

Early Admission

Once you have made your application, if you are successful you will be offered a start date by the school for admission in September.

If the school has vacancies in the current nursery, your child **may** be able to start earlier. In recent years due to the popularity of the school we rarely have had space for early admission. Please ask for details at the school office for the current situation.

In line with local authority policy if your child starts early, they will not normally be able to change to another nursery unless you have moved house.

Children will attend part-time, either for five mornings or five afternoons each week.

Whilst every effort is made to take parents preferred session into account, parents must understand that this is not always possible.

Please note

It is important that parents make every effort to ensure that their child is toilet trained. However, if your child has a specific medical condition affecting their toileting, you should include a letter of explanation with your application.

IMPORTANT

If your child has a Statement of Special Educational Needs, or proposed statement, you should first discuss your child's needs with the Headteacher **before** applying.

Please note - When your child starts, the school will ask for written confirmation of date of birth and your address. Any place offered on the basis of a fraudulent or intentionally misleading statement on the application form, for example giving false address, will be withdrawn.

Starting Nursery

All parents of children starting nursery are contacted before entry.

For September admissions parents are invited to come to a welcoming day at school during the summer term before their child starts school. It is very important that parents make every effort to attend this meeting as it is important for the successful induction for your child.

At this meeting there will be an opportunity to look around the school and state a preference for morning or afternoon nursery sessions. Where possible we will try to accommodate wishes.

During the summer term before children begin nursery a play session for each parent and child is arranged. A small number of parents and children are invited to attend either a morning or afternoon session to see how the nursery is organised and the range of learning experiences offered.

During the last few weeks of the Summer Term home visits are made by the nursery staff and any further concerns or queries can be addressed within the familiar atmosphere of the child's home.

Once the children have started nursery, we would ask parents to bear in mind the following points:

Children need to attend regularly otherwise it makes it very difficult for children to settle and significantly limits the progress the children make.

Uniform

- Uniform can be ordered through the school with the school logo on, please contact Mrs Amery in the school office for a price list or to order.
- The school colours are navy blue sweat shirt and white polo shirt with grey trousers or skirt.
- Shoes should be worn rather than trainers.
- All clothes should be clearly labelled.
- **No children are to wear jewellery around the school for health and safety reasons.**

Medicine

Only essential medicines prescribed by a doctor, dentist, nurse practitioner or pharmacist prescriber which needs to be administered 4 times a day are accepted in school. Medicine should always be in the original container and include instructions.

We will never accept medicine that has been taken out of the original container. A permission form needs to be completed at the school office beforehand otherwise we cannot administer medicine. A log is kept of any medicine administered. Please ask to see our 'Medicines in School' policy for further details.

Make sure that we can contact you, a relative or a neighbour in the case of an emergency.

Please make sure we have up to date telephone numbers and that the school is informed immediately of any phone number changes (especially changes to mobile numbers). This is essential in case we need to contact you.

Moving on to full-time school

Once the children have moved into full time school, we would ask parents to bear in mind some additional points:

- Children can choose each half term whether to bring a packed lunch or have a cooked school meal.
- Please share a book each day with your child in a relaxed, pleasant atmosphere - a book will come home from school.
- Write in the Reading Record book every day (this will be supplied by school).

Safeguarding / Child Protection

All the staff at King Edward Primary School are committed to safeguarding and promoting the welfare of all our children and we will do our utmost to ensure the safety of your child whilst at our school. This is a duty we take very seriously.

At King Edward Primary we aim to:

- Ensure that all adults working with children have been appropriately checked.
- Keep the building and premises secure allowing only authorised access.
- Follow procedures for identifying and reporting cases, or suspected cases of abuse.
- Monitor and support children who have been subjected to abuse.
- Work effectively with other agencies concerned with the safeguarding of children.
- Provide all staff with regular up to date training in child protection procedures.

Children have the right to be protected from harm and it is the responsibility of all members of the school community to be alert to the signs and symptoms of abuse and to follow the correct procedures in order to ensure that children remain safe.

All matters relating to child protection are confidential. However staff will not promise a child or another person reporting abuse or suspected abuse that the information will not be passed on. Staff have a professional responsibility to report all disclosures to the headteacher. Information relating to child protection may be shared with other professional agencies.

For more details of school procedures please see the enclosed flyer 'Child Protection : Keeping Children Safe', or request a copy of the school policy on Safeguarding / Child Protection.

Mrs Smith is the Lead Safeguarding Officer for the school.

The School Curriculum

All children cover the work from the National Curriculum. These subjects are English, Mathematics, Science and Computing as the main or core subjects.

The children also study a Modern Foreign Language (French), RE, History, Geography, Design Technology, Music, Art, Physical Education, Personal, Social, Citizenship and Health Education.

English and Mathematics are taught as both individual subjects and through the themes, we have a daily Literacy and Numeracy session for everyone. The children experience the National Curriculum through themes in order to link learning together and children have weekly learning challenges linked to these themes. Each half-term each year group will base work around a different theme, and details are sent home to you at the beginning of each half-term

We also receive music teaching time from visiting flute and guitar teachers, as well as whole class music instrument teaching through the Wider Opportunities programme. No charges are made for these music lessons.

Reading

Reading is the most important of the basic skills of literacy. It is therefore given a very high priority from our staff, so that children acquire these skills successfully and develop as confident, independent readers.

From the Early Years, children are actively taught the skills that will enable them to become competent readers. Structured in accordance with the '*National Strategy*', this combines the teaching of phonics with a broad range of additional strategies, ensuring that different learning styles and needs are being met.

We acknowledge that children will develop reading skills at different rates and that they may require a more individual approach to support the development of these skills. Two experienced Teaching Assistants have been trained to deliver the '*Fischer Family Trust Literacy Intervention*', which offers one to one support as required in year 1 and 2. This programme makes significant differences to children's reading progress.

In each class 'Guided Reading' takes place every day. In these small groups (up to 6 children), the children benefit from teacher and peer support in practicing skills, learning new skills, developing comprehension and promoting enjoyment of reading. All children take part in two guided reading sessions each week.

Throughout the week, children may also read individually to either the teacher or the teaching assistant, both of whom are trained in taking diagnostic reading records which analyse children's strengths and weaknesses and inform decisions about book levels. All staff are trained to a high level to support reading development.

Reading books throughout school are 'banded' which means they are finely graded according to their level of difficulty. This ensures that children who are still developing as readers have a structure which gradually increases their skill level until they become fluent and independent readers.

Listening to children read at home or sharing a book with them is a vital role for parents/carers to play. Reading at home is for fun, interest and skills practice. Our children take a book home every day, along with their 'Reading Record', in which parents/carers are invited to write comments about their child's reading. We regularly monitor children's progress in reading but **if you are concerned about your child's progress in reading please let us know.**

Success in reading has a direct effect on the progress made in most areas of the curriculum. It is crucial that we help children to develop their independence, self-confidence and motivation, as well as a lifelong love and passion for reading.

PE

Children experience gymnastics, dance and movement, running, throwing and team sports such as soccer, hockey, basketball and netball. The school has its own extensive field for outside sports. There is extra-curricular coaching in a variety of sports during the school year, some of these are led by specialist coaches. Children in Year 5 also benefit from swimming lessons.

Children in year 4 have the opportunity to attend an overnight residential at Walesby Forest, near Buxton; in year 6 children can attend a full week residential at Kingswood in Conisborough.

Safety in Physical Education

The following guidance has been recommended by the local authority.

Clothing

"Pupils should be suitably clothed at all times for any physical activity they undertake. The wearing of boxer shorts, lycra knee shorts and very baggy T-shirts is not recommended for health and safety reasons."

Indoors

"Minimal clothing, allowing freedom of movement is advisable. Long hair should be tied back. Pupils must never be allowed to do floor work in socks, stockings or footed tights because of the danger of slipping."

Jewellery

"Watches must always be removed".

Sex Education

Sex Education is covered through the Big Talk, but is also dealt with naturally as it arises from the children's work. Parents/Carers are always informed before the Big Talk Programme is delivered. Parents/Carers have a right to withdraw their child.

Religious Education

There is a daily Act of Worship and Religious Education that follows the Agreed Syllabus. Parents or Carers have the right to withdraw their child from Religious Education or Worship under the 1944 Education Act.

Children are also taught RE within their class. The syllabus which we follow is based on the National Curriculum and the local Doncaster Syllabus.

Children with Special Educational Needs

Those children who do not make as much progress as we would hope are supported with extra teaching. The school targets the early years of schooling in order to try to avoid greater problems later. The greatest amount of support time is spent on reading or writing difficulties. Often children are helped in their normal classroom situation, although some children receive intervention in small groups or individually outside of the classroom. The class teacher liaises carefully with the support teacher to make sure that there is good follow-up and continuity in the classroom. If a child is to receive support, parents are informed.

Links with Other Schools and the Local Community

Schools in the Thorne area are organised within a 'pyramid' and very close planning and liaison takes place between the schools and the Children's Centres. There are regular meetings to discuss the National Curriculum subjects and how these are covered across the three age ranges. The contacts between the primary schools and Trinity Academy are especially important. Staff from the schools meet regularly to discuss how the National Curriculum is best implemented.

Careful arrangements are made for the children transferring from King Edward Primary to visit Trinity Academy or any other Secondary Schools the children are going to and familiarise themselves with what will be their new surroundings. Towards the end of the Summer Term in year 6, the children who are going to Trinity Academy attend a transition week at the new school.

School Visits and the Environment

King Edward Primary passionately believes in children making full use of the local environment to visit and study. This can vary from visiting shops and places of interest like the church, to going to the library. The environment, which can be the school grounds, the town of Thorne or far afield, is a really valuable source of learning and interest and is a way of making what the children learn more meaningful. Recent visits include Whitby, Yorkshire Wildlife Park, The Deep, Murton Park (York), Doncaster Civic Theatre, Eureka, Austerfield Study Centre, National Coal Mining Museum, Yorkshire Sculpture Park, etc.. These experiences add to the child's life experiences and broadens their horizons.

When making visits or trips, we try to keep any expenses as low as possible. When some costs are unavoidable, such as having to hire a coach or, use public transport, then parents are invited to pay for the cost of the trip. Parents have the right to decline to pay, but if many did so it would make trips impossible. In practice the majority of parents are happy to pay to cover some of the costs. The school partially subsidises visits in order to allow all children to access them, and as a result never asks more than £11 for any trip.

Children in year 4 have the opportunity to attend an overnight residential, and in year 6 children can attend a full week residential.

School Uniform

Navy blue sweatshirt/jumper/cardigan.

White polo shirt/shirt/blouse.

Grey trousers/skirt/pinafore.

In summer we recommend :-

Blue and white checked dress.

Grey short trousers.

Indoor P.E.

Black shorts

White t-shirt/polo shirt

Outdoor P.E.

As above plus: trainers/pumps
warm jogging bottoms and top

Jewellery

It is school policy that no children are to wear jewellery around the school for health and safety reasons, this includes earrings. Please ensure if children have their ears pierced this is done at the start of the Summer Holiday so they can be removed before the new term starts in September.

Behaviour

The school encourages children to be polite and courteous to adults and other children, and although we attach great importance to this the examples children sometimes see on television or in other places do not always help. If a child persists in demonstrating poor behaviour then we will arrange a meeting with parents to discuss the issue, and work in partnership helping to resolve the situation. We have a good reputation for supporting and improving behaviour of children.

Whenever we take children on trips or have visitors in school they always praise the good behaviour and manners of the children.

All schools in the Thorne Pyramid have agreed the code of conduct. The code has been developed for the safety, welfare and educational development of each child. Respect and care for the school, personal and school property, by children and adults will help everyone enjoy and benefit from the learning experiences being offered in our group of schools.

Code of Conduct

- a) Children's safety is of paramount importance. Pupils should therefore move around school in an orderly manner and play within the agreed areas with no unruly or aggressive behaviour.
- b) We do not accept any inappropriate language or fighting.
- c) Pupils should make every attempt to attend regularly and arrive punctually at school. Pupils are not allowed to leave the school premises without a request from their parents/carers which has been approved by the headteacher. Even when approved if children need to leave during the school day they must be collected by a parent / grandparent and signed out.

School Clubs

School clubs are run during lunchtime and after school. They cover a range of activities from sport to music. Each term a leaflet is sent out which details which clubs will be running that term. If children are involved in a club, the parents' written consent is always obtained, and in the case of after or out of school events the approximate closing time is notified in advance.

School Milk

Milk is available for children up to the end of key stage one (7 years old). If you would like your child to receive milk you must register with Cool Milk at www.coolmilk.com or call into the school office to collect an application form.

Pupils are eligible to receive a free carton of milk per school day until the day of their 5th birthday. A charge is made to parents/carers who wish their children to continue to receive milk up to the end of key stage one (7 years old) This must be paid directly to Cool Milk. (We are no longer able to take payment.)

If your child is eligible for free school meals they are also entitled to receive free milk.

Fruit

All children in key stage 1 and foundation receive a free piece of fruit every day.

Parents in School

Parents are always welcome in school, and the school positively encourages parental involvement in school.

Many parents already help in school in many ways, such as cooking, crafts, maths sessions and helping to share books. If you would like to help in some way, please let your child's teacher know.

Great emphasis is laid upon the partnership between home and school, and especially with regard to hearing children read books and how best parents can share books with their child.

The school organises parents' evenings periodically and also has three parental consultation sessions, one in each term to discuss the child's progress. When these discussions take place, the child's teacher, the child's parents and the child him/herself are present. An important part of the discussion is to decide where future progress should be made and to set targets.

It is very important that parents attend all Parents' Evenings as it is the most important part of the home-school link.

ATTENDANCE

The school highly values, and promotes, regular and high attendance levels, and it is expected that all parents who choose King Edward support this.

Regular attendance at school is very important to ensure children settle well, and make good progress during their time at King Edward. Research shows that poor or irregular attendance has a very negative effect on progress and attainment at school, and therefore future life chances.

Following cases of abduction of children on the way to school, it is vital that parents or carers let the school know if a child in their care has to be off from school for any reason (**this should be done by 9.30 am on the first morning of absence**). This can be done by text message (07983 076020), email (absence@kingedward.doncaster.sch.uk) or phone (01405 813522). The school actively investigates any suspicious absence, but cannot be aware of all the circumstances of absence. The school has security fencing and secure denial-entry locks on all external doors, as well as a barrier on the entrance to the car park.

Holidays during Term -Time

Holidays during term time are not allowed except under exceptional circumstance as they have a negative impact on children's progress at school, and this is in line with national regulations. The only exceptional circumstances allowed in line with local authority policy are:

1. Where it is company/organisational policy for an employee to take leave at a specific time in the year and there is no opportunity for a family in school holidays. This must be evidenced by production of the policy document of the organisation.
2. Service personnel returning from/scheduled to embark upon tour of duty abroad.

School Closure

Should the school be closed for any reason on a normal school day you will be contacted by text message, **so please ensure you inform us of any change of mobile number**. Closure details will also be announced on Trax FM (97.1 FM) or on the Doncaster Local Authority website (www.doncaster.gov.uk). Happily this is a very rare event.

The Governing Body

The Governing Body has an important part to play in supporting and monitoring the life of the school. It is composed of elected members who represent the parents and teaching staff, members appointed by the Local Authority, community governors and co-opted members.

Parents who would like further information about the Governing Body or who may be interested in becoming a governor should ask at school.

The Governing Body has sub-committees to deal with specific issues such as appointments, finance and learning and teaching.

One of its major concerns is the organisation and implementation of what is learned, and the Governing Body of this school subscribes to the following statement:-

Members of Governing Body

Chair of Governors : Mr B. Jones

Vice Chair : Mrs M. Hall

Headteacher : Mr. A. J. Buxton

Parent Governors : Mr P J Billington, Mr J Lee

Staff Governors : Mrs L Lewins, Mrs A. Sheppard, Mrs J Crowther

Coopted Governors: Mr. B. Jones, Mrs M. Underwood

Associate Governor : Mrs M. Ridgill, Mrs K Smith

In addition, governors constantly monitor the school's curriculum aims, which are included in the School Improvement Plan, as well as the construction and implementation of the School Improvement Plan.

Governor Training is undertaken to keep abreast of current issues and initiatives.

Concerns / Complaints

Normally, if a parent/carer has a concern, it is best dealt with in the first instance by discussing the problem with the Class Teacher, and/or Phase Leader. If it is not satisfactorily resolved you can arrange a meeting to discuss the matter with the Head teacher.

Should a parent seek further clarification, discussion can take place with the Chair of Governors, and failing this with a Local Authority representative.

Details of the complaints procedure relating to the curriculum and related matters is available on request from the school.

Admissions

The school is committed to inclusive education for all pupils with moderate or severe learning difficulties, visual or hearing impairments or physical difficulties and they are welcomed and treated no less favourably than other applicants.

Pupils with moderate or severe learning difficulties, visual or hearing impairments or physical difficulties are supported, as appropriate, by specialist provision and are encouraged to take an active part in school life, including school visits, sports days, social events and extra curricular activities.

The Accessibility Plan is updated yearly and is available in school should you require it. The school has a disabled parking space, a disabled toilet with changing facilities, wide doors in the entrance for easy access, ramps at some of the entrances and braille signs on some doors. The school is all on one level.

A copy of the current Doncaster Metropolitan Borough Council (the LA) admissions policy can be obtained from the school office if required.

Admission Number

Our current admission number is 50.

Further Information

Further, more detailed information about the admission process can be found in the Admission to School Booklets, available from the school or the LA as follows:

Telephone: 01302 737204

Address: Admissions and Pupil Service,
Civic Building,
Waterdale,
Doncaster,
DN1 3BU

Email address: admissions@doncaster.gov.uk

Additionally information can be accessed at www.doncaster.gov.uk.