Our school is situated just off Middletons Lane, between Hellesdon High School and Kinsale Junior School.

Where to find us...

Our school opening times and dates...

The School Day
- Doors open: 8.50
- Registration: 9.00 - 9.05
- Morning session: 9.05 - 12.15
- Morning break: 10.45 - 11.00
- Lunch: 12.15 - 1.15
- Registration: 1.15 - 1.20
- Afternoon session: 1.20 - 3.10

The School office is open Monday to Thursday between 8.15am and 4.15pm and Friday between 8.45am and 4.15pm

School Terms and Holidays 2014/2015

Autumn Term 2014
- Thursday 4th September - Wednesday 22nd October
- Half Term: Thursday 23rd - Friday 31st October
- Monday 3rd November - Friday 19th December
  (Staff INSET training days Tuesday 3rd and Wednesday 4th September, Thursday 23rd October)

Spring Term 2015
- Tuesday 6th January - Friday 13th February
- Half Term: Monday 16th - Friday 20th February
- Monday 23rd February - Friday 27th March
  (Staff INSET training days Monday 5th January)

Summer Term 2015
- Monday 13th April - Friday 22nd May
- Half Term: Monday 25th - Friday 29th May
- Monday 1st June - Tuesday 21st July
  *(Bank holidays Monday 4th May
  *Staff INSET training day Wednesday 22nd July)
HEADTEACHER
Miss Louise Robinson

Kinsale Infant School
Kinsale Avenue
Hellesdon
Norwich
NR6 5SG

Telephone / Fax:
01603 405227

Email:
office@kinsaleinfant.norfolk.sch.uk
Dear Parents / Carers,

On behalf of the children, staff and governors I would like to offer you a warm welcome to Kinsale Infant School.

At Kinsale we set high standards of teaching and learning and in ensuring every child reaches their full potential academically and socially. Our curriculum is broad and balanced, and we are proud of our hard working and dedicated team of staff, and supportive governing body. We have a clear expectation that all children will behave well and show respect, working cooperatively with others. Our school aims have been agreed by the whole community. They are:

- Being happy
- Respect
- Positivity
- Being safe
- Kindness
- Learning in Fun Ways

We value the support of parents to work in partnership with us to reinforce the high expectations for all children at Kinsale. We endeavour to ensure that our children leave us with very happy memories, equipped with the skills they need for their future lives.

Thank you for your interest in Kinsale Infant School. I hope you find the rest of this prospectus informative. Should you wish to visit do not hesitate to contact the office to make an appointment. We look forward to welcoming you to Kinsale!

Yours sincerely,

Louise Robinson
Head Teacher
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Our Staff at Kinsale Infant School

Teaching Staff:

Head Teacher: Louise Robinson
Deputy Head Teacher: Lisa Hazard

Teachers:
Bethan Clennell
Sherry Grant
Deborah Self
Emma Godwin
Christina Halford
Lesley-Ann Coughlan
Laura Wallace
Rebecca Kelvin

Teaching Assistants:

Chris Meyer
Sue Pymer
Sam Murphy
Rachel Snelling
Nicki Allum
Debbie Cletheroe
Kerry Fisher
Georgina Taylor
Marnie Jacobs
Laura Mather
Louise Miller
Sharon Kiddell
Dawn Brock

Music Teacher:

Mary Sadler

Office Manager:

Angela Wellington

Midday Supervisory Assistants:

Debbie Norton
Julia Batterbee
Debbie Cletheroe
Jemima Rolfe
Dawn Brock
Claire Sargent

Catering Assistant: Tracy Vincent

Site Staff:

Caretaker: Symon Sims

Cleaners:
Allison Hipperson
Bettina Sutton
Jemima Rolfe
The Governing Body at Kinsale Infant School consists of parents, teachers, people from the local community and local government.

All parents are eligible to stand for election as parent governors and vote in those elections. The period of office lasts for a term of four years.

Minutes of Governors' meetings are kept in school for parents to view at any reasonable time.

Governors' responsibilities include:
- Overseeing the management of the school
- Ensuring the school meets the requirements of the National Curriculum and Foundation Stage Curriculum
- School expenditure
- The appointment of staff
- The strategic development of the school

Deborah Brown Chair of Governors Community Governor
Louise Robinson Headteacher Staff Governor
Vacancy Staff Governor
Chris Meyer Staff Governor

Neil Beacock Vice Chair of Governors LA Governor
Vacancy LA Governor
Yvonne Gunning LA Governor

Cheryl Wright-Turner Parent Governor
Colin Kiddell Parent Governor
Louise Gawne Parent Governor
Claire Copus Parent Governor
Laura Mather Parent Governor

Andreas Stephan Community Governor
Vacancy Community Governor
Stephanie Grand Clerk to the Governing Body
Ofsted carried out an Interim Assessment of Kinsale Infant School in April 2014, and it indicated that the school's performance had been sustained. As a result the next full inspection will not take place before the summer term 2015.

We had our last full inspection in March 2011. We were extremely pleased with the outcome. Below is the summary of the key findings, and the full report is available at www.ofsted.gov.uk/reports.

Overall effectiveness of the school
Grade: 2 Good
This is a good school that has pupils' welfare at the heart of its work. Since the headteacher was appointed, there have been significant improvements. The teaching throughout the school is good, enabling almost all pupils to make good progress. Pupils' progress is tracked accurately and effective additional support is provided in response to any dips in learning. There are good systems to monitor teaching, learning and progress towards the challenging targets for school improvement identified through accurate and astute school self-evaluation. The provision in the Early Years Foundation Stage is outstanding, providing children with the best possible start to their school lives. These improvements over the last two years demonstrate the school's good capacity to improve further.

The school's very effective pastoral guidance and support ensures pupils have very well-developed personal and social skills. Their behaviour is outstanding and they justifiably feel very safe in school. They support and value each other and carry out their duties conscientiously. They enjoy school and are eager to learn, which, with the effective teaching and additional support, helps them to make good gains in literacy and numeracy skills. They evaluate how well they have achieved their tasks and know their targets for English and mathematics. There is outstanding liaison with parents and carers in the Early Years Foundation Stage.

Children join the school with the knowledge and skills expected for their age. They make good progress throughout the school so that, by the time they leave, standards in reading, writing and mathematics are above average. The school's much improved assessment and tracking procedures enable teachers to respond to individual needs of the pupils with special educational needs and/or disabilities so that they have good support and make similar progress to their peers. Pupil's excellent attitudes to their work and desire to please their teachers ensure that they make good progress in lessons. They respond well to the good academic advice given in lessons and in their books, and they work hard towards their targets. They work together in pairs or groups extremely well, demonstrating good discussion skills and an outstanding empathy with each other.
The curriculum is relevant and creative, providing pupils with a knowledge of their own and other cultures and opportunities to learn through practical experiences and enquiry. The school makes good use of local places of interest to support their learning. There is a good range of extra-curricular activities that changes every term, and is much enjoyed by the pupils. The school makes good use of external agencies to support pupils with specific needs. There are good links with the junior and high

A strength of the school is the promotion of pupils' personal and social skills. Pupils are taught the importance of a balanced diet and exercise. The high expectations of pupils' attitudes and behaviour have given them a strong moral and social code for their futures. Systems for celebrating good behaviour and kindness are applied consistently throughout the school. There are high levels of care for all pupils and a strong emphasis on ensuring pupils' welfare and safety.

Early Years Foundation Stage
Children have an outstanding start to their formal education in Kinsale Infant School. The curriculum is planned to extend children's learning and social skills at every opportunity. Children are fully involved in the planning. Teachers and teaching assistants have an intimate knowledge of each child's next steps in learning and, while allowing scope for children to pursue their own interests, plan activities and meet their needs. These activities promote enquiry and experimentation. The high expectations of children's ability to work together and sustain concentration while finding solutions to problems enables them to cooperate very successfully and to learn from each other. They consistently assess children's progress as they are engaged in activities. The excellent liaison with parents and carers through direct contact and the home/school books enables families to help their children and the teachers to respond to events and interests at home. The whole Early Years Foundation Stage unit is highly organised and ensures that children learn very effectively. Almost all children meet, and many exceed, the expected levels at the end of the Early Years Foundation Stage.

We were delighted that many aspects of our school were graded as a 1: Outstanding
- The extent to which pupils feel safe
- Pupils' behaviour
- Spiritual, moral, social and cultural development
- Effectiveness of care, guidance and support
Our School Clubs

A number of extra-curricular clubs are run each week to provide children with further opportunities for fun and learning in school. Clubs offered include:

- Gardening
- ICT
- Choir
- Art
- Dance
- Football
- Drawing
- Book Club
- Tennis
- Cricket
- Sewing
- Martial Arts
- Lego
- Zumba
- Glee'
- Gymnastics
- Street Dance

Children in Year 2 have the opportunity to participate in weekly recorder or piano lessons in school. Mrs. Sadler teaches recorder and piano and also leads our school choir.
Our School Councillors and Cluster Council

The school council is elected by the children during the Autumn term. Each class votes for two children to represent them and from these an executive committee is formed to run the meetings. The children enjoy the responsibility of being members of the council.

Our school is part of the Hellesdon, Horsford and Horsham St. Faith Cluster of Schools. The Cluster has a cluster council which meets regularly. Two of our school councillors represent our school at the Cluster Council.

Our School Green Team

Older children in Year 2 have a turn to join the Green Team, which helps by taking responsibility for jobs around the school.

These include:
- Acting as good role models for behaviour.
- Helping to organise play equipment during break times.
- Modelling positive behaviour at lunchtimes.
- Supporting younger children at the dining tables.
Kinsale Infant School has a thriving, successful pre-school situated within the building. The pre-school, which has grown rapidly during recent years, is regularly inspected by Ofsted and therefore works to national guidelines. The latest inspection, which took place in March 2011, graded Hellesdon Pre-School as "outstanding in all areas. Children make exceptional progress in this well-resourced and stimulating setting. Parents receive excellent levels of support and communication from staff. Staff support children's learning extremely well as they are knowledgeable and work positively as a team". It remains separate to our infant school, but an excellent working relationship between our two organisations ensures a smooth transition from pre-school to the Reception year.

Hellesdon Pre-School currently has eight members of staff in every day. Five staff are qualified to Level 3, one is Level 5 and another Level 6. One further member of staff is qualified to Level 2. The ratio between staff and children is 1:8 for ages 3+ and 1:4 for under 3's which allows for excellent levels of individual attention for children.

Children can start at the pre-school from 2 years 9 months. June Wilson is pre-school supervisor.

Children at Hellesdon Pre-School learn through play. They work within the Early Years Foundation Stage. They have a key-worker system that enables staff to work with children at their own level and plan for them individually. The pre-school has a very rich indoor and outdoor environment.

There are two separate daily sessions. These are:

8.30am - 11.30am
12.30pm - 3.30pm

Pre-school contact number: 01603 484700
Kinsale Infant School is served by the Drayton, Taverham and Hellesdon Children's Centre. We are fortunate to have a Children's Centre hub on site. The Children's Centre offers services to parents of young children, and it benefits from fantastic facilities on our school site.

The Children's Centre provides a range of child friendly and family focussed services based on local need and parental choice. The aim of the Centre is to give children and families the best start in their early years by offering information, advice and support on childcare and early learning, health services, family support and employment advice for families in our area.

The Children's Centre works together to support the needs of families and their children. It also provides an opportunity to work with many partners for example:-

- Parents / Carers and their children
- Health services - to ensure that the foundations of good health are laid down early
- Job Centre Plus - to provide support and advice to assist parents back to work and support with benefits advice
- Early Childcare providers and schools

The Children's Centre offers the following services to give children and their parents the opportunity to the best start in life:

- Health Visitor Clinics
- Stay and Play sessions
- Baby massage courses
- Parenting courses
- Job Centre Plus advice and support
- Training Opportunities
- Access to relevant service / signposting
- Childminding Support

For more information please visit their website - www.hellesdon.chilrencentre.org
or telephone Alison Winter on 01603 864338
The Friends of Kinsale Infant School organise fun events for children and parents throughout the year. They work very hard to fundraise for our school and provide a much appreciated and valued contribution to the school.

All parents are invited to take part in the activities organised by the Friends. Regular committee meetings are held during the year.

For more information on the Friends of Kinsale Infant School please contact the school office who will put you in touch with the Chair Person. A board with further information is available in the school main reception area.

Kinsale Infant School is always looking at ways to develop and improve links with the wider community.

As part of our curriculum planning, we invite representatives of local firms and organisations to talk to children about their work and, where possible, arrange visits for the children.

The Police Community Support Officer makes visits to school to talk to the children and attend special events during the year.

We welcome visits by representatives of local churches and charities and involve the children in sponsored activities when possible.

If parents have any ideas for further extending our role in the community then please let us know.
Starting school...

Kinsale Infant School is a community school for children aged 4 to 7 years. Many of our children have attended Hellesdon Pre-School before they start and they often move on to Kinsale Junior school in the September after their seventh birthday. We also welcome children from a range of other pre schools and nurseries.

The school always welcomes visits by parents. If your child is joining the school during the school year and you would like to visit the school to talk to the Headteacher, please phone for an appointment. Admission forms are available from Norfolk County Admissions (Telephone No. 01603 222526).

If your child is starting in Reception and you have been informed by the Local Authority Admissions Department that your child has a place at our school, we will notify you by letter to inform you of the arrangements for admitting your child. You will also be invited to a meeting with the Headteacher and your child's class teacher. The general aims and organisation of the school are outlined and there will be an opportunity to ask questions, visit the classrooms and meet staff. We will arrange for the new children to visit and spend time in their new class be-

Admissions Policy

We follow the County Admissions Policy and admit all our children in September. Parents must apply to County Admissions for a school place. All children who are eligible to start school are offered a full time place from September. Induction arrangements are fully explained before they join us.
The Curriculum
The Foundation Stage is very important as it helps to form the basis for your child’s future development at school. We want the children to be very happy at school and work hard to ensure the transition from pre-school to school is as smooth as possible.

**The Foundation Stage Curriculum**
The children in the Reception Year follow the Foundation Stage Curriculum. This builds on and develops the activities the children have experienced in pre-schools.

The curriculum is divided into:
- 3 prime areas of learning - communication and language - physical development - personal, social and emotional development
- 4 specific areas of learning - literacy - mathematics - understanding the world - expressive arts and design.

The children will experience a range of activities that cover all seven areas of learning. Within these areas there are 17 Early Learning goals that each child's development is assessed against. This progress is documented and carefully assessed throughout the year and is kept in the form of an individual learning journey. Home learning books also help us to keep informed of the children's progress and achievements.

Children are taught in a variety of ways, including whole class, group and individual. The children will be directed to some specific activities, but are also encouraged to choose from a range of planned or free choice play opportunities. Developing independence in the Foundation Stage is a crucial element of our curriculum, and we work hard to develop this in all children.
The Importance of Play

At Kinsale we believe that play, both indoors and outdoors, is a key way in which children learn. Play helps children to learn through first hand experiences and explore, investigate and make sense of the world around them.

We have a fantastic and well equipped out door environment for children in Foundation Stage. The area provides ample space and excellent opportunities for children to learn and have fun. There is ample space for the use of bikes and scooters and also an enclosed woodland area.

At Kinsale we aim to plan a challenging, exciting environment where the children can practise and build up ideas, concepts and skills through all of the areas of learning.

Reading

One of the most important skills we need is to be able to read. At Kinsale we put a lot of emphasis on encouraging children to enjoy reading. All children are asked to have a school book bag and they will be able to take a class book home to share with their families each night.

As the first term progresses, children are gradually introduced to the reading system at Kinsale. A reading meeting is arranged for parents in the first term to explain how we teach reading and phonics.

Guided reading in groups forms a large part of the teaching and monitoring of reading skills throughout the school.

Adults in Reception

We value the involvement of all adults in the Reception classes. A Teaching Assistant works alongside the teacher in Reception. They are trained to support the teaching in all areas of the curriculum and will be happy to help you and your child at any time.
Working with Parents

At Kinsale, we work hard to develop an active and supportive partnership with parents. We encourage you to talk to the teacher regarding any issues that arise. We are also happy for you to look at your child's work and celebrate their achievements on a regular basis. Teachers are available after school. If you are at anytime concerned about your child's education or welfare, please do not hesitate to arrange an appointment with your class teacher or arrange to see the Headteacher. Positive communication is vital.

We would like to see all parents for an individual meeting during your child's first few weeks at school and we have parents' evenings each term to keep you informed of your child's progress.

We welcome parents into class to support learning and are keen to hear of any skills you can offer. All volunteers are required to be DBS checked. We send regular newsletters home to parents outlining the work covered at that time and ways that parents can support their child's learning.

Reporting to Parents

Parents Evenings are held twice a year. During the school year various workshops may be held to support parents with methods of teaching and strategies

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**Autumn Term**

Formal parent consultation with the teacher where you can discuss your child's achievements.

**Spring Term**

Formal parent consultation with the teacher where you view your child's work and discuss your child's achievements.

**Summer Term**

A comprehensive school report will be sent home with an opportunity for you to make a written comment, or see the teacher, if you feel this is necessary.
When the children move into Year One and Year Two we follow the National Curriculum. Each year group plans creative learning opportunities based around a half termly topic. The topics chosen are designed to engage the children’s interests and include as many subjects as possible.

The introduction of each topic is carried out in an imaginative way, in order to engage the children immediately. The topic is celebrated at the end involving parents in this celebration activity or event.

From September 2014, we have planned our creative topics using the new National Curriculum 2014. The curriculum covers the following subject areas.

**English**

English includes the elements of spoken language, reading and writing. We plan to incorporate as many of these skills across all aspects of our curriculum.
Maths includes the elements of Number, Measurement, Geometry and Statistics.

Science includes the elements of Working Scientifically, Plants, Animals, Everyday Materials, Light, Seasonal Changes, Living Things, Habitats and Sound.

We have a dedicated room for ICT where we have a suite of 15 newly updated computers. We also have computers in each classroom and interactive whiteboards which are used in the majority of lessons. ICT is used to support all areas of the curriculum and enrich children's learning experiences. The children will be taught how to access and use a range of programs, including the internet. Powerful web-security software is used to monitor and restrict children's on-line activity. Every year we ensure we have a whole school focus on the importance of esafety. Children are taught how to keep safe when using computers, and posters are displayed around the school. Children also use digital cameras and other ICT based equipment to support their learning.
Design Technology is a practical subject, which always involves children in designing and making things that work. During their time at Kinsale, the children use a wide range of materials and equipment in their work. We encourage children to use the ideas and skills from this subject in other areas of the curriculum. Evaluating their product is a key skill we teach as part of this process.

Religious Education

RE is taught in accordance with the Agreed Syllabus for Religious Education in Norfolk. We aim to enrich the children's spiritual understanding and experience by exploring aspects of two key world religions; Christianity and Hinduism. Children learn about beliefs, symbols and important festivals. All teaching is linked, wherever possible, to children's own experiences and feelings. Children go on visits to places of worship and representatives from different religious denominations in the local community are welcomed into school. There is an act of daily worship, which is broadly Christian in nature. Parents wishing to withdraw their children from religious education sessions or devotional parts of collective worship are invited to discuss this with the headteacher.

Geography

The study of the local area and environment forms an important part of the geography taught at our school. Enjoyable activities are planned to build upon children's knowledge and understanding of the local area. As children progress they look at other areas of the UK and the wider world to help them gain a greater understanding of the cultures and ways of life in other places.
We believe that music in many forms should be enjoyed and experienced by all the children. We aim to make the children musically aware and appreciative through active involvement in listening, composing and performing. By developing musical perception and skills, we hope to instil an enjoyment which will continue to develop into adult years. We have a weekly singing assembly, and children in Year 2 have the option of having recorder or piano lessons.

The history curriculum aims to encourage a sense of curiosity about the past by looking at evidence left behind by our ancestors. The children use photos, documents and artefacts to give them clues about life in the past. Educational visits are also used to enhance historical learning and provide a range of historical experiences and visitors are invited into school to share their own knowledge of history with the children.

Art is an expression of ideas, thoughts and feelings, through sensory experiences in a variety of ways. The children will experience the work of famous artists and use different techniques to create their own 2D and 3D work. The children will experience many different activities in art.

PE is about building children's enjoyment, confidence and skill in physical activity and introducing them to the pleasures of sport. It is a practical subject which gives children opportunities for participation, enjoyment and success. For PE children need a pair of plimsolls (preferably elastic gusset front or velcro), a white t-shirt and blue or black shorts kept together in a drawstring bag. The children must remove all jewellery for PE (including watches and earrings) for safety reasons and hair must be tied back. Children will be taught a range of PE skills within dance, gymnastics and games.
In Foundation Stage your child will have a home learning book with suggested activity ideas linked to an area of the curriculum. We encourage parents/carers to annotate and add photographs and evidence to these books in order to supplement our evidence in school each half term.

In Key Stage One, your child will have a range of home learning tasks to choose each half term. We encourage children to complete the tasks in a range of ways (drawing, writing, creating, technology etc.) Year One and Two children have a half term to complete a range of tasks before they are returned to school.

Foundation Stage and Year One children bring home a weekly class newsletter. Year Two children bring home a half termly class newsletter.

School visits and visitors are organised predominantly within school time, in order to broaden and enrich the curriculum. We often invite visitors and groups, such as theatre groups, into school to enhance the children's learning. A voluntary contribution towards admission charges and transport is usually requested. There may also be a small voluntary contribution for visiting groups to cover the cost. When such voluntary contributions are sought, the governors wish to make it clear that:

- There is no obligation to make a contribution
- Pupils will not be treated differently according to whether or not their parents have made a voluntary contribution.

Full details are included in our Charging Policy which is available in school.

Children in Year 2 are given the opportunity to attend a three day residential trip in the summer term. The visit gives them the chance to experience a two night stay away from home, developing independence and self confidence. They experience many outdoor activities and team challenges, and the visit is always a lot of fun!
As well as the children preparing and performing class assemblies for their parents and the rest of the school, they are involved in more large scale productions during the year. We have a performance to mark the end of the Autumn Term and the Christmas period. The Year Two children will be involved in a Leavers' Show at the end of the summer term.

Personal, Social and Health Education

We want children to feel confident about themselves as individuals showing respect for their own bodies. We also want them to learn about other people and how to develop loving, caring relationships, as friends, or members of a family or community. We will encourage respect for other people's feelings.

We develop each child's self esteem and self worth through regular circle time and across the curriculum in all lessons. This is through a planned programme of personal, social and health education.

As questions arise (eg at the time of a birth of a younger brother or sister) all staff will answer these truthfully and in an appropriate manner, with regard to the child's age and understanding.

Children will be encouraged to have a healthy attitude to their own bodies and body functions. Times of undressing for PE will be dealt with in a relaxed and natural manner.

Our sex education policy is available on request.
Kinsale Infant School is committed to meeting the needs of all children. Our school local offer of special educational needs provision is available on our website. School work is tailored to suit the needs of individual children to ensure everyone can achieve to the best of their ability. Children who have particular needs, either because they are gifted in some way or because they have specific learning difficulties, have work carefully planned for them to best meet these special needs.

There may be occasions when more support is required than can be offered in the day-to-day running of the class. Discussions will then be held with the parents or carers and other sources of help and support will be sought.

The school is able to draw on its own support team of specialists, including the Local Authority, Behaviour Support, the Educational Psychologist and Health Authority Support. The school follows the Special Educational Needs Code of Practice 2014.

A special educational needs coordinator is identified within school and parents are invited to attend drop in sessions if they have any questions relating to SEN.

Equal opportunities

All members of the school's community are treated with equal regard and respect. We aim to offer equal opportunities for learning, regardless of intellect, age, gender, physical ability, characteristics, racial or ethnic group, religious beliefs or social background.

We encourage everyone to contribute towards a happy and caring environment in which there is respect and appreciation for all.

The six aims of our school support and endorse our equal opportunities policy and culture within school.
First Aid and Medicines

Children who have minor accidents in school receive immediate treatment. We have a large number of staff who are qualified First Aiders in school. In more serious cases parents will be contacted, especially if hospital visits are felt to be necessary.

It is essential that we have an address or telephone number where we can reach you or another responsible person in an emergency. Please make sure that this information is given on the admission form and notify us immediately of any changes.

The Local Authority advice is that teachers, including headteachers, cannot be expected to administer medicines as part of their job. However, we are able to administer medicine prescribed by a doctor, where it is clear that a child is fit to be in school, but still requires treatment (for example if medicine needs to be administered 4 times a day).

If medicine is needed to be administered please follow these simple guidelines:

- Come into the office and complete a Med 1 Form. Please ensure that the medicine is in its original container, clearly labelled, with the prescription details stating dosage and child's name. The medicine should be given to the office every morning and collected every afternoon.
- Medicines are kept in a secure cupboard or refrigerated if necessary. Please inform the class teacher if an inhaler should be kept by a child.
- If you wish to come into school to administer your child's medicine yourself at lunchtime you are welcome to. Please make your child's class teacher aware if you wish to do this.

If your child is ill you should phone the school before 9.00am. We ask you to try and make medical and dental appointments out of school time, wherever possible, but if your child does have an appointment during school time, please let the school know as soon as possible. We ask you to telephone the school every day your child is absent.
Your child's well being at school is of overriding importance to us. The teachers, teaching assistants, office staff or any other member of staff will help a child who is hurt or upset. Midday Supervisors look after the children at lunchtime with the support of the teaching staff.

The standard of behaviour in school is outstanding. The children are encouraged to develop a responsible attitude to their friends and to the school. The children help to develop the positive code of behaviour which forms part of the School Behaviour Policy. The main aims of this policy are:

- To develop children's independence and cooperation.
- To enable children to be on-task with their learning.
- To enhance self-esteem.
- To promote values of honesty, fairness and respect for others.
- To provide a healthy, safe and happy environment in which children and adults are valued and can work to their full potential.

Positive behaviour strategies are used to promote good behaviour. However, inappropriate behaviour is dealt with through stepped procedures which include a traffic light system, sanctions and simple choices. The procedures are clearly stated in our behaviour management policy. The traffic light system is run consistently across the school.
Our School Uniform

Children at Kinsale Infant School are expected to wear our school uniform. All clothes should be clearly labelled to help us return lost items to their owners. Shoes should be smart and comfortable. Shoes with high heels and loose backs are not considered suitable for school. The Kinsale Infant School Uniform is:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>PE Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy sweatshirt or cardigan</td>
<td>Navy sweatshirt</td>
<td>White t-shirt</td>
</tr>
<tr>
<td>Reversible rainproof fleece - optional</td>
<td>Reversible rainproof fleece - optional</td>
<td>Tracksuit trousers and sweatshirt for out door PE</td>
</tr>
<tr>
<td>Grey skirt or trousers</td>
<td>Grey trousers or shorts</td>
<td>Plimsolls or trainers</td>
</tr>
<tr>
<td>White polo shirt</td>
<td>White polo shirt</td>
<td>Navy or black shorts</td>
</tr>
<tr>
<td>Blue and white check dresses in summer</td>
<td>Black shoes</td>
<td></td>
</tr>
<tr>
<td>Navy hairbands or accessories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black shoes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Order forms are kept in the school office or available on our website. We sell in school: Navy sweatshirts and cardigans with the school logo, rainproof fleeces, sun hats and wool hats, PE bags, book bags, PE shirts and shorts. Lost property is housed in the main reception area.

School Meals

Meals are cooked for us at Hellesdon High School. School meals are free for all children in Reception, Year One and Year Two.

An alternative to a school meal is a packed lunch, which should be sent in unbreakable containers. We are a healthy school and therefore request that packed lunches should form part of a healthy, balanced diet. Children should not bring fizzy drinks or sweets please.

Texting Service

We provide a texting service for parents/carers in order to inform you of important information or reminders.
Breakfast Club

We offer a breakfast club on our school site for all children from 8.00am to the start of the school day. Breakfast Club is also available to children who attend Hellesdon Pre-School (3 years and above) and any children at Kinsale Junior School.

The children are served a healthy, balanced breakfast every morning, and have the opportunity to socialise in a relaxed, happy environment.

**Charges:** £3 per session
£5 for 2 siblings per session
£7.50 for 3 siblings per session

Miss Fisher runs our Breakfast Club.

Please call Munchies booking line for more information - 07905608945
Fruit and drinks

Milk

All children are entitled to subsidised milk daily and free milk is available to the under fives.

Registration forms for Cool Milk (www.coolmilk.com)

Water is available to the children at all times. Parents should send an individual plastic bottle with a sports cap for children to drink from as they wish. There is a water cooler in school which the children can use to refill their bottle. We would request that parents only put water in bottles used in class.

Fruit is provided at morning break. This is usually a different fruit each day. Every child will be encouraged to at least try a small piece of their fruit each day.

Safeguarding

Because of the day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

Parents should be aware therefore that where it appears to a member of the school staff that a child may have been at risk of serious harm, the school is required as part of the Local Safeguarding Children Board (LSCB) to report their concerns.

The designated person for safeguarding and Child Protection is the Head teacher.
A deputy designated person and designate governor is also identified.

We ensure all visitors read our safeguarding guidance before entering school, and all staff and volunteers have been CRB checked.

Badges must be worn by all staff and visitors.
We hope all children will have a happy and successful time at Kinsale Infant School. We would also hope that parents give their active support and are happy with the quality of education provided.

If you are unhappy about any aspect of your child's education then please do not hesitate to contact the school to resolve the concern. In the unlikely event of a problem being unresolved, there is a formal complaints procedure which must be followed.

If you are unhappy about any aspect of your child's education or experience at school you should make an appointment to see the class teacher.

We would hope that discussing the matter with the teacher should be enough to resolve the problem. However, if you are still unhappy and wish to take the matter further you should make an appointment to see the headteacher.

If after discussion with the headteacher, the matter remains unresolved, you should tell the headteacher that you wish to make a formal complaint.

The headteacher will give you a copy of the Complaints Procedure, the name and address of the Clerk to the Governors of the school and the name of the person to write to in the Education Department at County Hall.

You will be asked to make your complaint in writing, but if you wish you will be able to attend a meeting either of the school governors or of members and officers of Norfolk County Council, when your complaint is considered and explain it to them.

It will then be for the County Council or the Governors to decide whether the complaint is justified and what should be done about it.

If you are still not satisfied when you are told of their decision you may complain to the Secretary of State for Education.
Health and Safety Statement of Intent

The Governing Body believes that ensuring the health and safety of staff, pupils and visitors is essential to the success of the school. We are committed to:

a) Providing a safe and healthy working and learning environment
b) Preventing accidents and work related ill health
c) Assessing & controlling risks from curriculum & non-curriculum work activities
d) Complying with statutory requirements as a minimum
e) Ensuring safe working methods and providing safe equipment
f) Providing effective information, instruction and training
g) Monitoring and reviewing systems to make sure they are effective
h) Developing & maintaining a positive health & safety culture through communication & consultation with employees & their representatives on health & safety matters
i) Setting targets and objectives to develop a culture of continuous improvement
j) Ensuring adequate welfare facilities exist at the school
k) Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable

A Health and Safety Management System has been created to ensure the above commitments can be met. All Governors, staff & pupils will play their part in its implementation.

Disability Equality Scheme

The 2005 amendments to the Disability Discrimination Act place a duty on all public authorities when carrying out their functions to have due regard to the need to:

• Promote equality of opportunity between disabled persons and other person
• Eliminate discrimination that is unlawful under the Act
• Eliminate harassment of disabled persons that is related to their disabilities
• Promote positive attitudes towards disabled persons
• Encourage participation by disabled persons in public life, and
• Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues & incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome & Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia & HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity & diagnosed eating disorders are all included.

• If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The disability equality scheme provides part of our single equality scheme.

If you or your child has a disability of any kind, you are encouraged to contact the Head teacher. This will be treated in the strictest confidence. Information will be used to help us to make changes that will support you and your child in school.
End of Key Stage One Results 2013

<table>
<thead>
<tr>
<th></th>
<th>Kinsale Infant School 2013</th>
<th>National 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2 + Writing</td>
<td>95%</td>
<td>85%</td>
</tr>
<tr>
<td>L2 + Reading</td>
<td>97%</td>
<td>89%</td>
</tr>
<tr>
<td>L2 + Mathematics</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>L3 Writing</td>
<td>26%</td>
<td>15%</td>
</tr>
<tr>
<td>L3 Reading</td>
<td>62%</td>
<td>29%</td>
</tr>
<tr>
<td>L3 Mathematics</td>
<td>59%</td>
<td>23%</td>
</tr>
</tbody>
</table>

At Kinsale Infant School we take pride in our high academic achievement through a curriculum based on excellence and enjoyment. Individual children’s Year 2 assessments are included within the end of year reports sent home to parents in July.

Year 1 Phonics Screening Results 2013

<table>
<thead>
<tr>
<th></th>
<th>Kinsale Infant School 2013</th>
<th>National 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>% achieving expected level</td>
<td>82%</td>
<td>69%</td>
</tr>
</tbody>
</table>

School Attendance 2013

At Kinsale, school attendance and punctuality is very important. We value very good attendance and those children who have very good attendance each term are awarded an attendance certificate. Those who attend very well for the entire academic year receive a special certificate to mark this excellent achievement. In addition, the class which has had the best overall average attendance of the week is awarded a trophy during assembly on a Friday afternoon.

<table>
<thead>
<tr>
<th></th>
<th>Kinsale Infant School 2013</th>
<th>Norfolk</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance 2013</td>
<td>94.6%</td>
<td>94.9%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Absence</td>
<td>5.4%</td>
<td>5.1%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

Government legislation has recently been altered regarding pupil attendance. Any pupil who has an attendance of 85% or less with at least 15% unauthorised absence over a 6 week period or 10 consecutive sessions unauthorised absence will meet the criteria for legal intervention which could be in the form of a Fixed Penalty Notice.
We take as much care to prepare children who are leaving Kinsale Infant School as we do with those arriving. Our links with the neighbouring Kinsale Junior School are important to make sure the move at the end of Year Two is as smooth as possible.

We believe the experience and education offered by Kinsale Infant School enables our children to cope well with the next stage of their education - wherever that may be.

In their last year in Key Stage One, children will have the opportunity to visit their new junior school. Teachers at our school will meet with junior school colleagues to offer any help or advice that will ease the transition. Other initiatives, such as a paired reading project, run throughout Year Two to allow children to spend time in the new building of our local junior school and get to know the older children there already.