



Tudor Grange Primary Academy
Hockley Heath

Parent Handbook 2023 - 2024



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Welcome



WELCOME TO TUDOR GRANGE PRIMARY ACADEMY HOCKLEY HEATH

We hope this handbook helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care. All schools have their own distinctive ethos, which makes each one unique. We believe that the special ethos at Tudor Grange Primary Academy Hockley Heath is to do with our family friendly atmosphere and our commitment to every child. Our school continues to develop in many exciting ways, providing an even more enriching experience for our pupils.

I am extremely proud to lead a team that is committed to providing the very best opportunities for the children who attend TGPAAH. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Louise Porter
Principal



E-mail: office@hockleyheath.tgacademy.org.uk

Website: <https://www.hockleyheath.tgacademy.org.uk/>

What the children say:

Our pupils report that they feel well cared for by the many trusted adults in our school. They are confident that the adults in school help them when they have a problem.

About the School

Our vision at Tudor Grange Primary Academy Hockley Heath is to create a culture where everyone is seen as a learner, to instil in all a sense of purpose, to provide a safe space built on trust, independence and choice that enables pupils to thrive and be ambitious and to help learners take control over their behaviour and be responsible for the consequences of it.

TGPAHH is a one form entry Primary School that accommodates pupils from nursery through to year 6. We take children from the catchment area as well as from surrounding areas around Solihull and also from Warwickshire and Worcestershire. We benefit from well sized grounds including a playground, a vast playing field and a nature area which is used for Forest School.

Reading is prioritised with a well-equipped library and a class library in each classroom. We have a bank of laptops and iPads, which allow the children instant access to online resources and software. In our hall, we have whole school assemblies, lunch time, PE, plays and music performances.



Values

At TGPAHH, we want the children to grow up to be responsible and successful citizens. Pupils, staff, parents and governors chose the following values, which we promote via the curriculum, classroom routines, assemblies and a reward system:

School Code

Care – to look after each other in all that we do

Ambition – to aim high

Purpose – to know what we are working towards

Vision

- To create a culture where everyone is seen as a learner
- To instil in all a sense of purpose (something to work for)
- To provide a safe space built on trust, independence and choice that enables pupils to thrive and be ambitious
- To help learners take control over their behaviour and be responsible for the consequences of it

Organisation

We have one class in each year group with a maximum of 30 pupils in each.

Age	Year Group	Stage
2 – 3	Nursery	Early Years
4-5	Reception	
5-6	Year 1	Key Stage 1
6-7	Year 2	
7-8	Year 3	Key Stage 2
8-9	Year 4	
9-10	Year 5	
10-11	Year 6	

TIMES OF THE SCHOOL DAY

8:35 – 8:45 am	Children can arrive at school and go straight into class (Reception – year 6)
8:50 am	Nursery can arrive and go straight to class
8:45 am	Registration
8:50 am – 10:15/10:30	Lessons
10:15 am – 10:30 am	Morning Break – Years 1, 2 and 3
10:30 am – 10:45 am	Morning Break – Years 4, 5 and 6
10:15/10:30 – lunchtime	Lesson s
11:45/12:00 – 12:30 – 12:45pm	Staggered lunch break
12:30/12:45pm – 3:10 pm	Lessons – Reception to year 6
2:50 – 3:05pm	Assembly
3:00 pm	Nursery home time
3:10 pm	Reception, years 1, 2 and 3 home time
3:15 pm	Years 4, 5 and 6 home time

What the parents say:

I find all the staff are very good. They are very approachable, dedicated and professional. It's a fantastic school - well done.

Staff

Leadership Team: Miss L Porter (Principal), Mrs M Bradshaw (Vice Principal and SENDCo)

Administration Team: Mrs S Stevens (Office Manager), Mrs V Reville (Administration Assistant)

Nursery teacher: Mrs S Thomas (Early Years Lead)

Nursery teaching assistant: Mrs H Rose

Reception Teacher: Mrs S Collett

Reception Teaching Assistant: Miss M Jauncey

Year 1 teacher: Miss J Watkins

Year 1 teaching assistant: Mrs M Dyer

Year 2 teacher: Miss A Idris

Year 2 teaching assistant: Mrs M Conway

Year 3 teachers: Miss Z Williams and Mrs D King

Year 3 teaching assistant and Thrive support: Mrs R Perrin

Year 4 teacher: Mrs K Lawrence

Year 4 teaching assistant: Mrs L Clark

Year 5 teacher: Miss A Cook

Year 5 teaching assistant: Mrs G Duckham

Year 6 teachers: Mrs C Bywater and Miss A Stevens

Year 6 teaching assistant: Mrs G Duckham

Lunchtime Supervisors: Miss Groves and Mrs Feenan-Willmott

HH (Before and After School Club): Mrs G Lines, Mrs J Kesterton, Mrs M Conway, Mrs N Phipps and Miss O Hearn

Governors

The Governing Body of the school consists of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents, staff, the Local Authority and the local community. School Governors work with the Principal and are responsible for setting the strategic direction of the school, meeting at least four times a year.

Chair of Governors – Mrs C Bond
Vice Chair of Governors – Mrs J Ladbrook
Governors: Mrs L Baker, Mr G Campbell, Mrs J Biddulph, Mrs K Bean

Behaviour and Anti Bullying

TGPAHH reviews the expectations of behaviour annually and communicates these with pupils and parents. We are rightly proud of our children and how they are not only compliant but also collaborative with one another. The school has a positive ethos where teamwork and respect for one another is considered to be very important.

As a caring school, we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement. The following identifies a summary of expectations:

Every child in our school is valued.
Abuse of any kind is not tolerated.

We strive to develop the full potential of every individual in our school, therefore, no discrimination will be accepted.

As a school, all staff, pupils and parents should demonstrate the chosen Values at all times.

Everyone in our school community should be happy. Bullying is completely against our ethos and will be dealt with firmly and fairly, should it ever occur.

Every pupil has an entitlement to learning without being distracted by the negative behaviour of others.

All children should respect school and other people's property.

As a school, we are committed to parent partnership and, therefore, communicate any serious behavioural concerns with you.

ANTI BULLYING

The term is explained to pupils both within the curriculum and via assemblies and they are given advice on how to deal with bullies. All forms of bullying and harassment are considered to be unacceptable and are not tolerated within our school environment. All incidents will be taken very seriously, and TGPAHH is quick to act if a situation between children could potentially develop into bullying. We, therefore, have an extremely low record of bullying incidents.

All staff are expected to deal with any discriminatory incident that may occur. We recognise that bullying can have a devastating effect on learning and the emotional health and well-

being of pupils. Challenging bullying effectively will improve the safety and happiness of pupils, shows that the school cares and makes it clear to bullies that such behaviour is unacceptable. In addition, these benefits translate into improved life outcomes for pupils, a more satisfying working life for staff, and a more successful and inclusive school community.

Rewards

We give rewards on a regular basis at TGPAHH as we believe in reinforcing positive behaviour. Please see below what your child can earn at our school:

Praise and smiles	Regular praise is used to set and reinforce school expectations for effort and behaviour. Praise is specific so that pupils know what they are being praised for. We know that smiles go a long way and are infectious, so these are used readily and regularly around school.
Merits	Children (and staff) are put into one of four houses when they join us: Gowan, Deakin, Scott or Belton. Merits are given to pupils who display safe behaviours, are polite and well-mannered, display the Tudor values, produce work with consideration and effort or who go above and beyond expectations.
Celebration awards	On Friday afternoons, we have a whole school celebration assembly. Each class chooses 2 children who have demonstrated an excellent attitude to learning, displayed a particular value or have gone above and beyond with a piece of work during the week. Attendance certificates are awarded to the class with the best attendance for the week.
Principal awards	Children who produce exemplary work are awarded a Principal's Gold Sticker.
Home awards	We love to celebrate any achievements that children complete outside of school. We do this on a Friday in our celebration assembly. Please feel free to send these in and pupils can share these with the rest of the school.
Principal's postcards	Two Principal's postcards are posted each week to any pupils who display 'above and beyond' attitudes or who stand out and shine.
End of year awards	At the end of the year, we hold a special celebration assembly with certificates awarded to pupils for outstanding achievement over the year, outstanding progress during the year, exemplary demonstration of school values and excellent attitude to learning.

What the parents say:

The SLT team are very approachable and on hand if needed. Communication is excellent as are the high standards of behaviour. I would highly recommend the school.

Attendance

Regular attendance is essential for your child to achieve their potential. Children with poor attendance underachieve academically and tend to have less rewarding friendships than pupils who attend regularly.

The government issued new guidelines in June 2013 stating that there is no entitlement for parents to take a holiday with their children during term time. If you choose to do this, then please complete a 'Leave of Absence' form so that we know your child is safe and to develop a trusting relationship between parents and school. The absence will be unauthorised unless there are exceptional circumstances.

If your child is absent from school, you must ring the office on the first morning leaving a message stating your child's name, class and reason for absence or alternatively, you can send a message to the office using the envelope icon in the MCAS (My Child At School) app.

The school works closely with the Trust Attendance and Welfare Officer and reviews pupil attendance on a regular basis. If your child has persistent absence and/or lateness, then you will be notified in writing and if attendance does not improve a meeting will be organised. This can lead to a Fixed Penalty Notice and fine.

On a termly basis, parents will receive a letter via MCAS to advise of the attendance of their child.

LATENESS

Children can arrive to school between 08:35am – 08:45am. Arrival after this time will be marked as late. When a child is late, they are often embarrassed to walk into the lesson and disturb the teacher and class. We do not want any child to feel uncomfortable and if they miss the start of the lesson, it can lead to them not getting specific input from the teacher. Arrival after 30 minutes of registration will be marked as unauthorised.

Medical Matters

RETURNING TO SCHOOL AFTER ILLNESS

Children returning to school should be free from infection and fit to participate in all lessons. Physical injury and asthma are, of course, exceptions to this. If you are in any doubt, please ask and we will be able to advise.

FIRST AID

Basic first aid is given by our qualified First Aiders. All accidents are recorded, and a slip sent home in your child's bag with details of the incident. If an accident leads to a recommendation that your child is taken for a check-up at hospital, then you will be contacted immediately. In the case of a critical incident, we will accompany your child to hospital until you can get there. It is vitally important that your contact details are kept up to date so please inform the main school office of any changes. You will be informed by a phone call home if your child has a minor bump on the head, in case their condition worsens over time.

MEDICINES

If the doctor prescribes a medicine that needs to be administered, we can administer this in school. It will be stored in a fridge when necessary and away from pupils and a record is kept of any administered medicine. The medicine must be in the original prescribed bottle and box with your child's name and dosage details clearly shown. This must be handed in to the office by an adult and a medical form must be completed.

It is the parent's responsibility to arrange for the medicine to be collected at the end of each day.

ASTHMA

As part of the induction process, you are asked to provide an information form indicating whether your child has asthma and requires an inhaler. Should your child develop asthma or have a temporary condition that requires an inhaler then we will ask for a written confirmation of this. Inhalers are kept in a readily available place within the classroom and taken off site if your child goes on an educational visit.

ALLERGIES

We have several children in school with allergies. The staff are trained annually in the use of an epi- pen. Please be aware that if your child's epi-pen is out of date we will not accept them in school until a replacement is on site.

Teaching and Learning

- We will ensure every learner experiences success
- We will be an inclusive environment in which we are all learners and where the learning needs of the individual are recognised
- We will make learning vivid and real
- We will strive to ensure that the whole school is an excellent learning environment which inspires, excites and celebrates effort and achievement
- There will be a broad curriculum of high quality that gives the children opportunities to make links, to make choices and take responsibility for their learning



Curriculum

Nursery and Reception follow the Early Years Foundation Stage Profile

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These prime areas are:

Communication and language

Involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Personal, social and emotional

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical development

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



Please visit the class pages on our website for more information about what we have been doing recently.

As a school we also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy

Involves encouraging children to link sounds and letters and to begin to read and write. Our school uses 'Little Wandle' to guide our phonics teaching and once children have a secure phonic base they will begin to progress through our reading book bands (our way of organising a range of reading scheme books). Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Expressive arts and design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Understanding the world

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

KEY STAGE 1 AND 2

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, maths and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time in Britain and the rest of the world;
- to enable children to be positive citizens with an understanding of spiritual, moral, social and cultural education;
- to fulfil all the requirements of the Early Years Foundation Stage, the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Using the 2014 National Curriculum, TGPAHH aims to address the needs of all children, with support and challenge for all abilities.

For Key Stage 1 and Key Stage 2, the subjects are:

- English;
- Mathematics;
- Science;
- Computing;
- Religious Education (RE);
- Design Technology;
- History;
- Geography;
- Art;
- Music;
- Physical Education
- Personal, Social, Health Education (PSHE)
- Relationship and sex education (RSE)
- Latin (Key Stage 2)



Homework

Homework can make an important contribution to children's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Tasks that are set are designed to support pupils with the development of core skills. Families are encouraged to complete these at a time that is convenient to them, but all are encouraged to take part in the completion of homework weekly.

Tasks to cover should include: vocabulary development (words that children are going to need), reading and calculation skills (times tables, number bonds or the 4 operations).

Where children would benefit from additional support, parents should be spoken to on an individual basis and alternative tasks can be given.

Homework has the following main purposes:

- Developing an effective partnership between the school and parents
- Giving parents insight into their child's learning and achievements
- Reinforcing, consolidating and extending classroom learning
- Developing the confidence and self-discipline for independent learning
- Preparing children for high school.

Assessment, Monitoring and Reporting

Teachers assess children continuously from the time they start school. This takes the form of informal monitoring during lessons throughout the year and termly assessments in the areas of the curriculum covered. In addition, pupils are formally assessed annually using SATs, Phonics Test, optional SATs and the Early Years Profile.



It is a statutory requirement that all pupils are assessed formally at the end of each key stage. This occurs by teacher assessment in the Foundation Stage and Key Stage One (which is an ongoing assessment of pupils' work) and by a combination of statutory assessment tests and teacher assessment in Key Stage Two. These statutory assessment tests (SATs) are currently held during a week in May for Year 6 pupils.

Parents' evenings are held in the Autumn and Spring. The Autumn term meeting is to discuss how children have settled into their new classes. The Spring term meeting gives you feedback on their academic progress. Written reports are sent out each term which you are able to discuss with staff if you wish. For years 1 – 6, this is in the form of two short reports at the end of the Autumn and Summer term and a more detailed report at the start of the Summer term. For Nursery and Reception, there are two short reports followed by a more detailed report at the end of the year.



Children entering school will be assessed using the Early Years Foundation Stage Profile during their first few weeks. This provides information about each child's pre-school attainment and allows the teachers to evaluate baseline abilities against national standardised criteria. Any strengths or areas of concern can then be identified and built upon or addressed quickly to ensure that each pupil is afforded the best possible start to their primary education. Children's reports are issued three times a year via the 'MyChildAtSchool' parent app.

HH

Before and After School Club

Our Breakfast and After School Care provision is run on site and is very popular.

This is a bright and child friendly extension of the school day where there is a range of inclusive activities including cooking, arts and crafts, sports and gardening, to name but a few.

There are also theme weeks all with the aim to make this element of your child's day enjoyable and enriching.

Both sessions are led and supported by passionate and committed individuals, who care deeply for the welfare of your children.

Breakfast Club

7:45am – 8:45am

£5 per session per child

We offer a range of breakfast cereals and toast with water, milk and juice available.

After school Club

3:15pm – 4:30/6:00pm (Monday – Thursday)

3:15pm – 4:30pm (Friday)

There are 3 different price options available:

3:30 – 4:30pm: £6.50

3:30 – 6:00pm: £12.25

4:30 – 6:00pm: £9.75 (for pupils to come to after an onsite club)

We offer healthy snacks on arrival and a light tea for those children staying for the full session.

Please book and pay at least a week in advance via MyChildAtSchool.

Government Childcare Vouchers

If you are using the Government Childcare vouchers, please book and then allocate the payment straight away. Please then email:

payments@tgacademy.org.uk to ensure your vouchers are allocated correctly

Extra-Curricular Provision

Extra-curricular activities are provided on a rolling programme. Children are given the opportunity from Year 1 upwards to engage in some form of extra-curricular club. These include:

- Football
- Netball
- Multi skills
- Dance
- Recorders
- Choir
- Cookery
- Events team



Many of the clubs are organised by external providers at a minimum cost. All of these people are qualified and have a relevant CRB or DBS check.

Special Educational Needs

The aim at TGPAHH, is to identify and support children with special educational needs at as early a stage as possible.

Initially a child encountering difficulties will be helped by adult intervention in the classroom. For many children this will be sufficient to overcome any problems. Where there are continued concerns, the class teacher will inform parents and the Special Needs Coordinator (SENCO). Through consultation between the school, parents and specialist support, Learning Passports may be put in place to help the child. These are reviewed with the child and parents regularly to set appropriate pupil targets.

External Services that work with the school include:

Educational Psychologist Service

Family Support Service

School Health Service—including a school nurse

Behaviour Support

Learning and Teaching Support

All work with these agencies is done in consultation with the child's parents.

Uniform

Please visit our website for an up to date uniform list and suppliers.

<https://www.hockleyheath.tgacademy.org.uk/parents/uniform/>

School Lunches

Sandwiches can be brought in a named plastic container or lunchbox. Drinks should be in a plastic screw top container as cans are not allowed. Pupils are not allowed to swap food because of the danger of allergic reactions. Nuts are not allowed as snacks or lunch items as we have some children with an allergy.



We are able to offer a cooked school dinner, as there are kitchens and a catering company on site. A menu will be sent out so that you can see what choices are available on that day for your child. The cost of a school meal is £2.40 for Junior (KS2) children. All Reception and Infant (KS1) children will receive a Universal Free School Meal which can be ordered by your child at morning registration each day.

Free School Meals for Juniors

The entitlement to free school meals is determined by national government criteria. For further information, please visit the <https://www.solihull.gov.uk/Schools-and-learning/Free-school-meals>. Your child will have a cooked meal. If you are entitled then please claim as the school gets money to pay for the meal and some further funding, which we use to finance other activities for the children.

Snacks

Please note that as a Healthy School we ask that no chocolate or fizzy drinks are brought in. Whilst the Reception and Infant children all get a piece of free fruit at break times, you may provide your own if you wish. Children may bring a drink for morning break. They may also bring a bottle of water in a named, clear container that they will have access to should they become thirsty during lesson time.

Milk

When your child starts school in September, you are invited to register your child for our free milk scheme at <https://www.coolmilk.com/parents/>. School milk is free for under 5's and for over 5's it is available at a subsidised price of 22p per day.



Parent Partnerships

We welcome parents and carers into Tudor Grange Primary Academy Hockley Heath. There are many opportunities for parents to become involved in the life of the school. Parents' support and expertise can be used in many ways and is greatly valued. Please contact the office if you would like to discuss getting involved, for example as a reading volunteer or to discuss career choices!

Other communication avenues and special events include:

Weekly newsletter and termly class newsletters.

Parent questionnaires and consultations.

Parents are invited to special lessons to work alongside their child.

Sports day.

Drama and music concerts.

Parent's Evenings and termly school reports.

Open Days and afternoons that celebrate children's work.

Parent volunteers assist with educational visits and transport to sports fixtures.

The school website is updated regularly with special announcements. It has a wealth of information about the school.

Parent representatives on the Governing Body, giving input into the strategic development and evaluation of the school.

A Home-School Agreement that fosters shared dialogue between parents and Hockley Heath staff.

Open door policy where appointments can be made on a daily basis.

Parents Association

The main aim of the Parents Association is to organise fundraising events throughout the year. Money raised contributes to extras for the children, whether that is ICT equipment, books, or special visitors for example. It is a great way to get involved in TGPAHH and gives another dimension to being a parent. Willing volunteers are warmly welcomed, and you can express your interest by contacting the school office.

All members are subject to a DBS check.

Transition

To ease the transition to secondary school, the children are given the opportunity to visit our local schools where children can attend transition days. Children from TGPAHH tend to move on to Tudor Grange Academy Solihull, Arden or Henley-in-Arden.

Families who live in Hockley Heath and have pupils attending our school should be aware of the proposed admissions arrangements for Tudor Grange Academy Solihull from 2024-25:

<https://www.solihull.tgacademy.org.uk/files/2023/11/Variation-of-TGAS-Admission-Arrangements-for-2024-2025.pdf#varied-admission-arrangements-september-2024/>

TGPAHH staff meet with representatives from the transition team at the appropriate secondary schools to communicate individual information and advice on any specific pupil needs.

Health and Safety

For the safety of our children, we would like to draw parents' attention to the following points regarding Health and Safety:

- We operate a 'no dogs' policy and would ask that you do not bring them onto the premises.
- We would be grateful if any bikes or scooters are pushed whilst in the school grounds.
- We thank you for not smoking anywhere in the school building or grounds.
- We ask you to remember that you are in a school environment and any form of bad language is unacceptable.
- Please do not shout or behave aggressively towards children, staff or other adults whilst on the school grounds or at the school gate.

INTERNET SAFETY

Our curriculum contains units of work for each year group concerning appropriate use of computers, in particular the internet and for older children social media sites. We will

inform you of any inappropriate use that we discover, whether that occurs inside or outside of school, as we recognise that, as parents, you would want to know. In school, the children are supervised whenever they access the internet and our filter system removes inappropriate content. Should any material break through this you will be informed straight away.

Safeguarding and Child Protection

Tudor Grange Primary Academy Hockley Heath is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response. Regular risk assessments are carried out by staff, governors and pupils to provide the children with a safe environment to work and play in.

Parents are expected to communicate with the school office at the earliest opportunity if they are not going to be picking up their child at the end of the day. We cannot guarantee that requests on the day will make it to the class teacher on time.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure or through a volunteer risk assessment.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her child protection plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, please speak to one of the following teachers, who are our designated teachers for Child Protection:

Designated Teacher for Child Protection

- Miss L Porter (Principal)

Deputy Designated Teachers for Child Protection

- Mrs M Bradshaw (Vice Principal)
- Mrs Sarah Collett (EYFS teacher)

93% of parents say their child feels safe at school.

Parent survey 2023

Charging Policy

The Education Act 1988 prohibits charging for activities during school time. We aim to provide a range of activities to enhance the children's learning, therefore from time-to-time parents will be asked to make a voluntary contribution towards the cost. No child will be excluded from an activity through an inability to contribute however, neither will any child be expected to subsidise others. In the event of insufficient contributions being made, the activity may be cancelled. A copy of the Charging Policy is available on request.

Except for charity events, we are a cashless school and payments should be made via the 'MyChildAtSchool' parent portal.

Accessibility

At Tudor Grange Primary Academy Hockley Heath, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Complaints Procedure

The Academy Complaints Procedure is available on our [website](#), a summary of which is outlined below. A full copy is available upon request to the school office. Any issues regarding safeguarding need to be referred to Miss Porter, Mrs Bradshaw or Mrs Collett without going through this process.

See the **class teacher** with your complaint. They will be the person with the best knowledge and understanding of the issue. It is rare that people progress beyond this stage.



If the issue remains unresolved, arrange an appointment to see Mrs Bradshaw (Vice Principal).



If the issue remains unresolved, arrange an appointment to see Miss Porter (Principal).



If you are still unhappy, you will be given a copy of the Complaints Procedure to document your problem in writing. A **panel of Governors** will conduct a formal hearing to decide whether to reject or uphold your complaint.



If you disagree with the outcome, you need to contact the **Secretary of State**.

Pupil Premium

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

We track all pupil premium children carefully through school in terms of their academic attainment but can also see social and emotional impact from the pupil premium money. This money will again be used to provide specific interventions for pupil premium children and support a range of enhanced learning experiences.

The impact of this funding has been very positive for the eligible children. Further details can be viewed on the school website.

Admissions Policy

Places are allocated following criteria and is determined in the following order:-

1. Relevant 'Looked After' children and/or those with an Educational Care Plan
2. Pupils living within the catchment area of the school
3. Brothers and sisters of children already in the school at the time of application and still attending at the time of admission
4. Pupils who live nearest the school by the shortest available walking route.

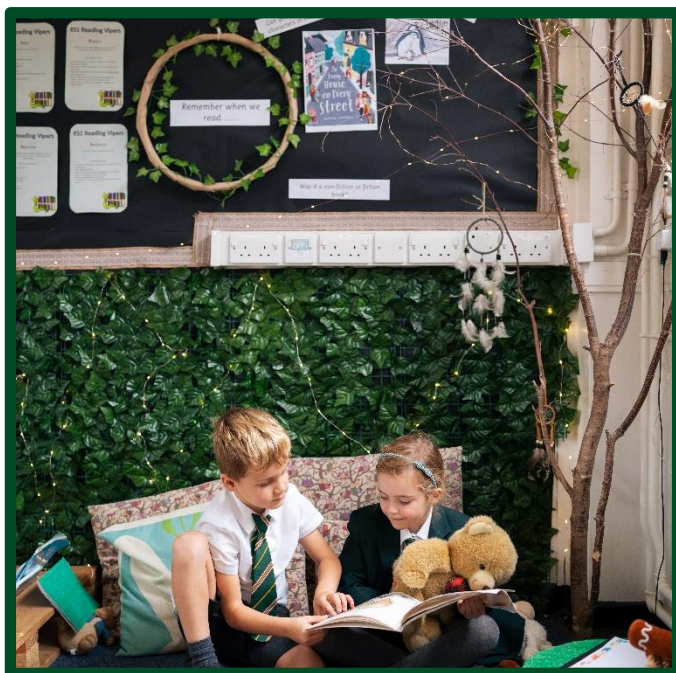
There is an admission limit of 30 children in any year group, and at present children are admitted into TGPAAH at the beginning of the school year in which they are five years old. The Admissions Policy outlines the phased entry into Reception and this will be shared on visits to the school and upon induction.

All applications are to be completed online and the Admissions department at the local Authority allocate the places.

FIRST DAYS AT SCHOOL

Starting school for the first time is the beginning of an exciting new stage in your child's life, and we want it to be an enjoyable experience. Once officially admitted, we will endeavour to invite you and your child to meet with their new teacher and, if possible, see the classroom or spend some time with their peers.

Every child is different and we will talk to you about their individual needs before entry. Please let us know if there are particular concerns or queries that we need to be aware of before your child starts/as soon as possible after starting so that we can support them to have a positive induction to school.





For more information about our school, visit
our website

<https://www.hockleyheath.tgacademy.org.uk/>

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