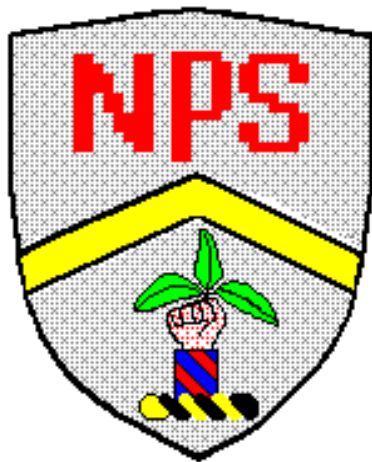


Nettlesworth Primary School



School Prospectus 2026-2027

Head Teacher's Full Message

Welcome to Nettlesworth Primary School. On behalf of the staff, Governors and children, it gives me great pleasure to introduce you to our school. We hope that you can find all of the information you need here. However, if not, please do not hesitate to contact us on 0191 3710444 or via email to the Headteacher, Mrs D Lee at d.lee103@nettleworth.durham.sch.uk

If you are considering our school please view or download our school prospectus which contains details on admissions and our curriculum and classes.

Dear Parents/Carers,

I am delighted to be writing to you to introduce myself as the new Head Teacher at Nettlesworth Primary School.

As many of you know, I have been at Nettlesworth Primary for over 20 years. I came in 2000 as a student, then a newly qualified teacher and eventually progressed to Deputy Head Teacher. During my time at school, I have been lucky enough to work with two wonderful Head Teachers: Mr Peter Nelson and Mrs Lee Roberts. In the last four year as Deputy Head Teacher, I feel that I have had a fantastic apprenticeship to Head Teacher working extremely close with Mrs Roberts and working with her, staff and Governors to attain Ofsted judgement of Good with Outstanding in behaviour and welfare of the children.

I am passionate about the school and feel extremely proud and honoured to be its new Head Teacher. I look forward to working very closely with the governors, staff, parents and children to build upon the success that the school already has and to take the school forward in the next phase of history and development. I intend to ensure that Nettlesworth Primary continues with the same ethos, care and family values that it has built up for as long as I have worked here. The school and community are very important to me and I whole heartedly support the Nettlesworth values of inclusion, respect, pupil voice and continually striving to improve the children's learning experiences.

It is my belief that every child should have the opportunity to be the best they can be-to enjoy their schooling and achieve as well as they can.

Nettlesworth Primary is a small, family orientated village school. We work in partnership with parents to develop a school where no one fails but rather, where every child leaves us having identified a talent, a skill, an intelligence through which they can become whatever they want to be.

As a parent myself, I really value the opinions and concerns of parents/carers. Please do not hesitate to get in touch if you have any queries, concerns or if there is anything I can do to help and support you with your child's learning and school life. I hope that together, we can continue to take the school forward and make Nettlesworth Primary the best it can be. Thank you for your continued commitment and support towards the school.

Mrs D Lee
Head Teacher





Aims, Ethos and Vision

Nettlesworth Primary School is a place where inclusion, pupil voice and respect are valued.

Our school aims to provide all children with a well-planned and balanced education taking full account of National Curriculum Statutory requirements. Within the bounds of this we also provide for individual children's special needs which may require more challenging work or additional help. We are an Inclusion Quality Mark Gold Flagship School, who focuses on the pursuit of outstanding teaching and learning and creating an environment in which every student, including those who do not have disabilities, have the opportunity to flourish.

We are a NACE accredited ambassador school (an award in recognition of school-wide high-quality provision for more able learners within a context of challenge for all) and ensure there is a whole school commitment and a clear focus to providing for More Able Gifted and Talented pupils. We provide pupils with a wide range of experiences and opportunities individualised to their personal needs and interests. Parents are closely involved in the education of their child and are consulted about their provision.

As a Rights Respecting Gold School, we place the UNCRC (United Conventions of the Rights of a Child) at the heart of its planning, policies and practice. The school has a Rights Respecting Ethos, where children are empowered to become active citizens and learners.

Nettlesworth Primary School is like a family, where everyone is cared for. We provide a secure and happy environment in which children, as members of the school family, acquire the basic skills needed in order to make progress in all aspects of their life. We work together where all members of the community feel safe, achieve and make a positive contribution to the school and the wider community.

Children are given opportunities to broaden experience, listen and talk about what they explore and investigate, develop skills and practice them.

Most year groups cover a 2 year rolling long term curriculum plan which covers the core subjects of Literacy, Numeracy and Science as well as the other foundation areas.

School Admissions

Nettlesworth is an inclusive school which strives to do the best it can for each and every individual child.

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council and further information can be found in the school **Admissions Policy** that can be found in the [School Policies](#) section of our website.

Visit the Durham County Council website for information regarding the [school admission process](#) and [primary school admissions](#). To appeal against an admission decision visit: [School admissions-appeals](#).

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Nettlesworth Primary strives to be a totally inclusive school and as such we include and cater for children who have a wide variety of learning needs. Every child in our school is viewed as having a skill, or talent which we try to nurture and develop.

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Meet The Staff

In this section you will see who we all are and the roles and responsibilities we have in school.

Senior Leadership Team

Mrs D Lee – Headteacher and leader for Child Protection/Safeguarding issues, SENDCO/MAGT/Inclusion Co-ordinator, Attendance Champion, PSHCE/SEAL/Rights Respecting Co-ordinator, Mental Health Lead, Assessment Co-ordinator, Health and Safety Co-ordinator, EVOLVE Co-ordinator, MFL Co-ordinator, Performance Management, Anti-Radicalisation/Prevent Officer, Careers Lead, Paediatric First Aider, Allergy Lead



Mrs R Aspinall – Deputy Headteacher. Also designated Safeguarding/Child Protection Lead, Numeracy Co-ordinator/Great North Maths Hub Lead, Computing Co-ordinator, Data Protection Officer, PE Co-ordinator/Sports Premium, , Science Co-ordinator and Paediatric First Aid,



Mrs L Morton – EYFS Class Teacher, EYFS lead, Also designated Safeguarding/Child Protection Lead (E-Safety/Online Safety Co-ordinator), Forest Schools Co-ordinator, RE and Literacy Co-ordinator, Read Write Inc. Phonics Lead, Pupil Premium and Vulnerable Groups and Paediatric First Aider



Teaching Staff

Miss A Grimes– Year 1/2 Class Teacher, Art and Design Technology Co-ordinator, Music Co-ordinator, Forest Schools Lead and Paediatric First Aider



Miss C Turnock-Year 3 Class Teacher, Computing Lead and Paediatric First Aider



Mrs L Edwards – Year 4 Class Teacher, History Co-ordinator, Geography Co-ordinator
Paediatric First Aider



Mrs R Aspinall – Year 5/6 Class Teacher, Deputy Head Teacher, Paediatric First Aider



Teaching Assistants

Mrs Y Gallacher – Pupil Premium Learning Support Assistant, SAQ intervention, Paediatric First Aider, Mental Health First Aider, Lego Therapy & Speech Link Intervention, Reading Intervention, Phonics Intervention, ELSA Intervention



Miss C Liddle – Teaching Assistant, Paediatric First Aid, Reading Intervention, SAQ Intervention, Breakfast Club Intervention



Mrs H Moore— Care Assistant/Teaching Assistant, Paediatric First Aider, Reading Intervention



Mrs M Plant— Teaching Assistant, Phonics Intervention, Reading Intervention, Paediatric First Aider



Miss K Eade- Teaching Assistant, Phonics Intervention, Reading Intervention, Paediatric First Aider



Mrs S Nicholson- Teaching Assistant, Phonics Intervention, Reading Intervention, Breakfast Club and Wrap Around Care Co-ordinator



Non Teaching Staff

Mrs K Peverley – School Admin Officer, Paediatric First Aider



Mr D Cooksey – School Caretaker



Mr John Cooke– Caretaker's Assistant



Mrs J Cooke – Lunchtime Supervisor



Miss S Oakley – Chartwells Unit Manager



Mrs L Shanks– Chartwells Kitchen Assistant





Our School Day

Here is a breakdown of our school day:

- We begin school at 8.45am with Welcome and registration. Challenge time, Phonics and Interventions run at this time.
- Our attendance registers close at 9.15am. Please note that any child arriving at school after this time without a valid reason will be marked in the register as late.
- Assembly takes place between 9.15 and 9.30am after which first lesson runs until 10.30am.
- Morning break is 10.30-10.45am and second lesson runs until 11.45am for Key Stage 1 children and 12.00 for Key Stage 2 pupils.
- In the afternoon we begin again at 1.00pm with a brief registration and first session until 2.15pm.
- Afternoon fruit break runs until 2.30pm followed by the last session which concludes at 3.30pm with home time.

Parental Involvement

All parents are welcome to visit school at any time whether to discuss their children's work or any problems that arise during the school year. Please do not hesitate to make an appointment. A formal open evening is held during then Autumn, Spring and Summer Terms to enable parents to see their children's work and discuss progress and achievements with the class teacher.

We actively update our school website with information about the wonderful activities in school as well as newsletters with the latest school news and achievements and text messages.

School Lunches

Our catering provider is Chartwells and meals are freshly prepared daily on our premises by our catering team of Miss Oakley and her assistant. School provides a menu that promotes a healthy diet in accordance with the Healthy Schools Campaign to encourage children to eat healthy. It is hoped that most children use this service provided for them.

Some children, including all children in Reception, Year 1 and Year 2 are entitled to free school meals. For more information about free school meals please contact the school office.

Alternatively, children can bring a healthy packed lunch for school.

The price of a school meal is **£2.95** per day or **£14.75** weekly and parents can pay for lunches via [Parentpay](#).

Fresh Fruit

Infant children are provided, free of charge with a piece of fresh fruit each day as part of the National School Fruit Scheme.



Our School Uniform

Our school colour is red.

Most children wear the sweatshirt version of uniform with either a white or red polo shirt underneath. Some however prefer to wear a red fleece or cardigan for girls. We also have a red, lined, waterproof school coat for use in Autumn/ Winter. We school shoes. We promote independence throughout school, for all of our children. Children need to be able to take off and put on their own shoes without adult support, therefore velcro fastening shoes can be worn by children who are unable to tie shoe laces.

Our school PE kit consists of white t shirt and black shorts with gym shoes or trainers. If your child has pierced ears, they must remove their earrings or cover them for PE due to health and safety purposes. Jewellery is also not to be worn during PE.

We encourage all children to wear the school uniform and we encourage all parents to encourage their children to wear school uniform. Children are expected to come to school clean and neatly dressed.

How To Order

To order uniform for School Children please follow the link below. Orders are placed directly with Tots to Teams but can still be posted to school if this is more convenient.

<https://totstoteams.com/schools/nettlesworth-primary-school?search=nettlesworth>

We also have a selection of second hand school uniform available if required. Please just contact school office.



School Attendance

Nettlesworth Primary School seeks to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to realise his/her true potential. The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure. All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually.

The school will establish an effective system of incentives and rewards that acknowledges the efforts of pupils to improve their attendance and timekeeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

To meet these objectives Nettlesworth Primary School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

UNCRC Article 28 – All children have the right to a good quality education.

Punctuality

Pupils can come into school from 8.30am and the school day starts promptly at 8.45 a.m. If a child arrives at school after 8.50 a.m. without prior arrangements having been agreed, he/she will be deemed late. Registers close at 9.15 a.m. and arrival at school after this time, without prior approval or extenuating circumstances, will be recorded as an unauthorised absence.

Pupils arriving at school after 8.50 a.m. must enter through the main gates and report to the school office to be signed in by an adult. Pupils leaving school for any reason must report to the office before they go so that we can ensure that they are appropriately chaperoned and signed out. Registers are also taken when the children return to classes after lunch. Unexplained absences will be investigated by the attendance officer.

As part of Durham Local Authority, we work closely with the School Attendance Support Service to ensure that all children are attending school regularly. Please see link below:

[School attendance – Durham County Council](#)

Attendance Matters!

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School Attendance

By law, all children of compulsory school age must get a suitable, full-time education. As a parent/carer, you are responsible for making sure this happens. **Once your child is registered at Nettlesworth Primary School, you are responsible for making sure your child has regular and punctual attendance at school.**

The Local Authority (LA) is responsible for making sure that parents/carers fulfil their responsibilities, and the school must tell the LA if your child is regularly absent from school. As a parent/carer, you are committing an offence if you fail to make sure that your child attends school regularly. You run the risk of being prosecuted by the LA if your child's attendance is poor.

Reporting School Absence

We appreciate there may be times your child is unwell or unable to attend school. As a parent you have a responsibility to:-

- Contact school on the first morning of absence, providing a reason for their absence.
- Keep school informed on a regular basis if your child is absent for a long period.
- Provide medical evidence if this has been requested by the school

If school are not informed and unable to contact you via telephone regarding your child's absence a letter will be sent requesting details of the absence. If this is not returned and still no reason for the absence is provided the absence will be marked as unauthorised.

Only head teachers can authorise absence and it is at their discretion as to whether the reason provided is acceptable or not. Below is a guideline for your information

Acceptable Reason	Unacceptable Reason
Illness (genuine)	Birthdays
Essential appointment	Holidays
Infectious disease	Visiting relatives
Bereavement	Out of school sports
Exceptional Circumstance (approved by Head Teacher)	Tiredness
Religious observance	Not wanting to go

Attendance Procedures

The minimum acceptable level of school attendance is 96%. We believe as a school that identifying poor attendance and issues affecting attendance early as well as working in partnership with parents we can significantly improve attendance and prevent a child becoming a persistent absentee and involvement with the Local authority. Below outlines the procedure that we follow to support and improve attendance:

- Notice to Improve Letter – sent home to indicate to parents/cares that attendance is starting to decline. This will be sent to students below 96% attendance.
- Medical Evidence Request Letter – sent home to request medical evidence to be provided to support absence, without this future absence will be marked as unauthorised. ***This could be in the form of an appointment card or proof of medication given by the doctor***
- Parents/carers to be invited to attend a school attendance meeting to discuss concerns and set targets to improve attendance.
- If your child's attendance falls to 90% or below, this is considered, by the Government, to be persistent absence. Where attendance falls below 90% and there are unauthorised absences a referral will be made to the Local Authority School Improvement Officer for further intervention and enforcement action may be taken.

Punctuality Matters too!

Missed minutes = missed learning = missed opportunities!

Being frequently late for school means lost learning:

- Arriving 5 minutes late every day adds up to over 3 days lost each year.
- Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- Arriving 30 minutes late every day is the same as being absent for 19 days a year.

Some Strategies to Improve Punctuality

Bedtime routines – packing school bag ready for the next day, getting to bed earlier, setting a time for a television, iPad, computer, mobile phone and other devices to be turned off.

Morning routines – setting the alarm earlier, no television until ready for school (and maybe not even then), having breakfast before leaving home, so no need to call in at the shop, meeting a reliable friend to walk to school with.

Leave of Absence Procedures

As detailed in our Attendance Policy, and in line with DfE guidance, we do not authorise leave of absence during term other than when exceptional circumstances permit. If you wish to take your child out of school, during term time, it is important to discuss this with us as much in advance as possible so we can guide you through the process.

However, where absence is unauthorised, it could lead to further action being taken including a penalty notice being issued. Department for Education information regarding this is available below:

[School attendance and absence: Overview – GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-attendance)

Leave of Absence During Term Time

[Fixed Penalty Notice Leaflet](#)

[Leave Of Absence request form 26-27](#)

The Importance of School Attendance

We want our children at Nettlesworth Primary School to enjoy coming to school. Our attendance 'floor target' is 96%, but we hope for 100%. Research has proven that there is a high correlation between school attendance and academic performance and success. Absence from school is often the greatest single cause of poor performance and achievement.

Why is it so important to attend every day?

- Learning is a progressive activity; each day's lessons build upon those of the previous day(s).
- Reading the material and completing work independently does not compensate for direct interaction with the teacher.
- Many classes use discussions, demonstrations, experiments and participation as part of the daily learning activities, and these cannot be made up by those who are absent.

Are there other benefits to my child?

- Pupils with good attendance records generally achieve higher grades and enjoy school more.
- Having a good education will help to give your child the best possible start in life.
- Regular school attendance patterns encourage the development of other responsible patterns of behaviour.

What are the risks of frequent absences?

- A child who does not attend school regularly will be unlikely to keep up with the work.
- The more pupils miss school, the lower their grades; the lower their grades, the less they want to stay in school.

What can parents do to help?

- Parents must model the value of education, including the importance of regular attendance.
- Make sure that your child goes to school regularly and arrives on time-you will establish a good habit that they will carry through life.
- If your child starts missing school, work with the school to put things right. Make sure your child understands that you do not approve of him/her missing school.
- If your child is ill or must miss school for some other reason, contact school immediately. If you ask for homelearning, make sure your child completes it.
- Do not expect school to approve of shopping trips, birthday treats etc. during school hours. Arrange family holidays so that your child will not miss any learning.
- Take an interest in your child's school work and be involved in the school as much as possible-your child will value school more if you do.

REMEMBER – Regular attendance is necessary for success in school. Help ensure that your child has the best opportunity for success by making sure he/she is in school every day

- [Attendance Policy 2025-2026](#)
- [Student Attendance](#)

Attendance Guidance & Information

[working-together-to-improve-school-attendance-sept-24](#)

[working-together-to-improve-school-attendance-summary-of-responsibilities-sept-24](#)

Is my Child too ill for school?

[Is my child too ill for school? – NHS \(www.nhs.uk\)](#)

[should-i-keep-my-child-off-school](#)

[managing-illness-absence-information-for-parents](#)

School Avoidance

If your child exhibits 'school avoidance', please do contact our Attendance Lead at school so that we can work with you and your child to support them in attending.

[school-avoidance](#)

Childcare Provision

Primary Schools are now required to publish alongside their [Performance information](#) a list of their childcare provision making it easier for parents to know what is available.

We try, as far as possible, to make each club accessible and affordable for all by ensuring that our costs are kept low. Teaching staff run clubs in conjunction with external providers. Our range of clubs will change on a half termly basis depending upon which external provider we are working with. We endeavour to provide as wide a range of enrichment experiences as we can to our children.

We offer a range of childcare provision which we have listed below:

Breakfast Club (daily) – We begin the day at 8.00am for Breakfast club members. Here children can access an affordable, healthy meal. The club is run by Mrs Hill, Mrs Nicholson, Miss Liddle, Mrs Cooke and Mrs Hill and cost is currently £5.00 per week. Miss Liddle also provides interventions during breakfast club such as additional reading and writing practise, improving co-ordination, gross and fine motor skills and getting along projects. If you are interested in your child coming to breakfast please call in at the office.

Wrap Around Care (daily)

Nettlesworth Primary School are pleased to be able to offer a Wrap Around Care facility to our pupils and parents/carers. This will include Afterschool Care now for pupils from across the school.

We aim to support our community and ensure that there is extended provision for those families that need it. The club is led and managed by a team committed to providing high quality experiences for every child, parent and carer who uses it. It provides a friendly, caring and safe environment in which children are encouraged to develop social, personal, and recreational skills under the supervision of experienced staff. It is open during term time only, from Monday to Friday between 3:30pm and 6:00pm.

- After School Childcare will be run by Mrs Nicholson and other school staff from 3.30pm to 6.00pm, Monday-Friday.

- The children are given a drink and a snack.
- Pupils will undertake a range of activities with staff in the hall or playground (weather dependent).
- We require at least 24 hours notice for any cancellations for after school care bookings otherwise charges will still apply.

After School – These clubs vary from term to term so this section will be kept regularly updated. We currently run:

Tuesday

Multiskills Year 1 – 6 with Mrs Aspinall. Numbers are limited to 25 maximum. Children will need PE kit in order to take part.

Mini-Makers Reception with Mrs Morton Numbers are limited to 10 children.

Mini-Makers Year 1 with Miss Grimes Numbers are limited to 10 children.

Rights Respecting Club Year 1 – 6 with Mrs Edwards Numbers are limited to 20 maximum. Children who are in the Rights Respecting Council are able to take part in this club and is free

Wednesday

Drama Club for Year 1- Year 6 children. This club explores singing, dance and acting. It is run by Mrs Morton and Mrs Gallacher and takes place between 3.30-4.30pm.

Homework Club for Year 1 to Year 6 children. This club is only accessible to our Pupil Premium children. It is run by Miss Turnock from 3.30-4.30pm and is a free club.

Relax Kids. This club is for Reception-Year 1 children and is run by Miss Grimes.

Thursday

Aquilla with Mrs Lee. This club is for invited children and will explore different topics in an exciting and practical way.

Art Club with Mrs Edwards for children in Years 3-6. Places are limited to 25 children.

Science Club with Miss Grimes for children in for Reception-Year 2. Places are limited to 15 children

SATs Club with Mrs Aspinall for Class 5 children only. This gives the chance to explore Maths/Literacy in different ways and provides an additional boost to children in this subject. This is a free club

Rights Respecting School Council/Sports Leaders/Crew/Mental Health First Aiders

We believe it is important to listen to our pupils and value the contribution they can give to making decisions about the school. Our school council and sports leaders put forward ideas which their students have asked them to bring to the attention of the teachers. For more details about their ideas, vision and aims, why not take a look at their blog on our school website.

At the beginning of the school year, the whole school take part in writing their own pupil improvement plan.

Our Rights Respecting School Council

Our Rights Respecting Council work very hard on our behalf to promote the work of our school. More information on who they are and what they do can be found on our homepage and also via the Rights Respecting School link on the right hand side of our school website

Sports Leaders and Buddies

Sports Leaders and Buddies are fully trained if they would like, in Years 2, 5 and 6. They deliver high quality PE at lunchtime and breaktime.

Our School Sport Organising Crew

Our School Sport Organising Crew, arrange sporting events in our school.

Mental Health First Aiders/First Aiders

Our Mental Health First Aiders and First Aiders train then operate on a timetable to help support their peers.



Our Curriculum

Intent

At Nettlesworth Primary School, we have designed our curriculum with the intent that all children must have the building blocks to become successful adults in terms of being able to gain employment, live healthy lifestyles, be moral citizens and to take opportunities to extend their horizons.

These themes are central to our vision: **Inclusion, Pupil Voice and Respect.**

In recognition of the context of the start points of many of our children, we have a strong focus on the teaching and learning of maths and English as lack of skills in these areas can impact future career options.

As we hope that our children will aspire to a range of careers and personal interests in the future, and to ensure that they gain knowledge and skills across all subjects, we designed our curriculum to cover not only the statutory aspects of the National Curriculum but to take account of our local mining and agricultural heritage.

The curriculum at Nettlesworth Primary is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.

Our key aim is that when children leave us to move on to secondary school, they have:

- confidence in themselves and their attitudes to learning
- a firm grasp of basic skills
- recognise that there is life and opportunities beyond Nettlesworth
- aspiration to they need to aim high and challenge themselves to achieve great things in the future whether that means a job or travel
- A strong sense of moral purpose and respect for others

A coherently planned academic curriculum

Here you will find an overview of the EYFS framework and the Curriculum offer for children in Years 1 to 6. There are also sections on Spiritual, Moral, Social and Cultural Development (SMSC), Rights Respecting Ethos and British Values.

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

In **EYFS** the curriculum is heavily child initiated with children choosing the topics or areas they wish to study. This is done on a half termly basis via consultation with adults and children.

In **Key Stage 1** children follow National Curriculum guidelines but within this there is still the opportunity for child initiated topics to be covered. To date these have included The World, Pirates, Light and Dark, Undersea and Vehicles.

In **Key Stage 2** using the National Curriculum, teachers have planned and developed exciting topic titles which connect discrete subjects together with strong links. Each subject is given individual time so that children can learn many skills and have a broad and balanced curriculum. It also allows children the opportunity to develop talents in a wide variety of skills and disciplines.

We are a UNICEF Rights Respecting School and as such give children the opportunity to explore global issues within their curriculum. Children therefore learn about issues such as Fair Trade, Land Mines, Refugees and Endangered Species.

This approach to the curriculum and learning we feel gives us a broad and balanced curriculum which allows children to have a voice in what and how they learn whilst also equipping them with the necessary skills they need in order to be effective learners.

Implementation

- Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - 1) Learning is most effective when spaced rather than blocked.
 - 2) Interleaving helps pupils to discriminate between topics and aids long-term retention

3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

- In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
- Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Here at Nettlesworth Primary School we have introduced a creative curriculum based around the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

What is the Cornerstones Curriculum?

The [Cornerstones Curriculum](#) is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our new curriculum will be delivered through [Imaginative Learning Projects](#)

(ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. We have designed our curriculum by choosing ILPs that meet our students needs and abilities.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

How it Works?

The Four Cornerstones of Learning provide the structure on which to build your curriculum. We call these Engage, Develop, Innovate, and Express.

Engage – hook children in with a memorable experience.

Develop – allow children time to gather the skills and knowledge they need to develop a deep understanding.

Innovate – offer creative experiences that allow children to apply their skills, knowledge and understanding.

Express – provide the space and time for reflecting, evaluating, and celebrating learning.

To find out more about these stages please click on the link through to Cornerstones website to find out more:

<https://cornerstoneseducation.co.uk/>

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and , in other cases, provides retrieval practise for previously learned content.

- Opportunities for child voice are planned at the beginning of each new topic and this is used to inform the learning for each topic to ensure relevance.
- The curriculum provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.
- The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. We have strong and varied links, as well as engagement with the local community, to enrich children's learning experiences.
- The school's curriculum is broad and balanced. The school makes a conscious effort to engage with drives that will enable further development and excellence in specific areas and has achieved the Primary Science Quality Mark at Bronze level. The outdoor environment and the local community are considered an opportunity for active learning for all our children. The school grounds have been developed so they can enrich different curriculum areas, particularly science. We are a Forest School and are committed to ensuring that all learners have access to good quality educational experiences beyond the classroom walls, and for engaging in an ongoing process to ensure frequent, continuous and progressive learning outside the classroom opportunities are integrated into the curriculum.
- We are an **Inclusion Quality Mark** School, who focuses on the pursuit of outstanding teaching and learning and creating an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.
- We are a **NACE** accredited school (an award in recognition of school-wide high-quality provision for more able learners within a context of challenge for all) and ensure there is a whole school commitment and a clear focus to providing for More Able Gifted and Talented pupils. We provide pupils with a wide range of experiences and opportunities individualised to their personal needs and

interests. Parents are closely involved in the education of their child and are consulted about their provision.

- As a Rights Respecting **Gold** School, we place the **UNCRC** (United Conventions of the Rights of a Child) at the heart of its planning, policies and practice. The school has a Rights Respecting Ethos, where children are empowered to become active citizens and learners.
- We hold the Sainsbury's Games Platinum Award. The Platinum Award was launched 2017 as an extension of the School Games Mark to reward schools who have maintained consistently high standards with their school sport provision.
- We have been awarded the AfPE quality teaching mark with distinction for PE. We are so proud of all of the amazing and hard work that goes on in PE in school and are delighted that our hard work has been recognised.
- A varied timetable for extra-curricular activities is offered by the school, with clubs that support the core curriculum offer, as well as those which develop specialist skills, such as fencing, whilst also extending the range of children's experiences. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.
- The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and most make very good progress in most subjects and areas of learning. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.
- Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Impact

- The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. We track carefully to ensure pupils are on track to reach expectations of our curriculum.
- Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.
- Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

The Early Years Foundation Stage (EYFS) has been reformed and there is a new EYFS framework that all schools and settings are now following as of September 2021. These national changes have been made to better support all young children's learning and development. It is also the aim that the new framework will better prepare children for the transition into key stage 1.

There are some elements of the EYFS that have not significantly changed and some that have. Below are some of the key points from the new EYFS reforms that include relevant changes which parents, carers and children may notice or experience.

- Staff will be spending less time on large amounts of written observations and assessments for evidence. This means they can spend more time supporting and engaging with the children and their learning and development needs.

- Children will no longer be assessed against statements from an age band e.g. (40-60months). Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age.
- The Early Learning Goals at the end of reception have been changed to become more clear and concise. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers.
- There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions.
- Literacy and Numeracy skills focused on in the EYFS have been adapted to better match up with the National Curriculum that starts in Year 1.
- There is no longer an exceeding judgement at the end of EYFS. Children will instead be challenged to have a greater depth and understanding of ideas.
- Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.

What Will My Child Be Learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three **prime** areas of learning, which are particularly important for your child's development and future learning:



There are four **specific** areas of learning, through which the prime areas are strengthened and applied:



Early years practitioners also use your child's needs and interests to plan challenging and enjoyable activities and experiences.

How Will My Child Be Learning?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills. A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.

The EYFS framework identifies three characteristics of effective teaching and learning:



EYFS Curriculum Design Statement Intent

Our Early Years curriculum is based on the Early Years Foundation Stage (EYFS) Statutory Framework, Development Matters 2021 and Birth to 5 Matters. These documents set expectations for children to achieve by the end of the Reception year. Children joining Nettlesworth Primary School come from a range of settings with varied experiences; we aim to plan and deliver a carefully considered curriculum which meets the needs of all children. Our curriculum is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. It builds on what children know and can do, towards increasing knowledge and skills for their future learning.

At Nettlesworth there is a sharp focus on language and vocabulary development, increasing opportunities for conversations and ensuring that all children can communicate effectively. We provide children with a secure knowledge of phonics, which gives them the foundations for future learning and prepares them to become confident and fluent readers. Our school's approach to Early Reading and Synthetic Phonics is Systematic. This ensures that children learn to read words and simple sentences accurately by the end of Reception.

We provide an enriching, purposeful and stimulating learning environment both indoors and outdoors which promotes exploration and curiosity. Play is an incredibly important part in the learning process; this paired with adult-led tasks ensures we provide a balanced curriculum with the same academic ambitions for almost all children. For children with particular needs, such as those with SEN and/or disabilities, their curriculum is individualised to meet all of their needs.

Implementation

At Nettlesworth Primary School our children benefit from meaningful learning across the curriculum, ensuring that the children are immersed in a 'language rich' environment through a variety of stories, non-fiction texts, songs and nursery rhymes. New vocabulary is introduced regularly linking to the topic of learning, through whole class and group circle times, as well as in child-initiated play through high quality interactions with the children. New vocabulary is modelled effectively by adults supporting the play provision which encourages the sharing of ideas and curiosity of the world around them.

All staff at Nettlesworth are trained in delivering high quality Systematic Synthetic Phonics, using the scheme; 'Read Write Inc.' This ensures that children practise their reading both at home and in school using books that match their individual phonic knowledge. Our staff present information clearly to children, promoting appropriate discussion about what they are being taught. We communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, we respond and adapt our teaching as necessary to ensure that all children make the best possible progress. Staff in the Early Years promote a love of reading by carefully planning adult-led Literacy lessons based around stories or books of interest which link to the topic of learning.

Our staff are knowledgeable about the teaching of Early Mathematics. We provide adult led Maths lessons where children can gain a greater understanding of a range of mathematical concepts. Following these sessions, the children are encouraged to apply their knowledge in their play; through the high quality provision provided. We ensure that children have sufficient practice to be confident in using and understanding numbers as well as delivering activities that provides a strong basis for more complex learning later on. Across EYFS, the teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts.

In EYFS, our resources are chosen to meet the children's needs and promote learning. Our curriculum is taught through a wide range of topics chosen by the children and their interests. It focuses on teaching a balance of skills and knowledge through play and is based on the needs of the current cohort. Regular assessments are carried out through observations, 'objective led planning', class/ group work and 1-1 sessions. The knowledge of the children is then used to inform future planning and to support any interventions that need to be put in place. Our curriculum and care practices promote and support children's emotional security and development of their character; giving clear messages to children about why it's important to eat, drink, rest, exercise, upkeep body and oral hygiene as well as being kind to one another.

Characteristics of Effective Learning are an integral part of the Early Years and are important when carefully considering the learning environment and the opportunities that will be available. They include 'finding out and exploring', 'being willing to have a go', 'being involved and concentrating' and being a 'creative and critical thinker'. Our learning environment is carefully planned with the Characteristics of Effective Learning in mind and are constantly adapted to meet the needs and interests of our children. As a team, we value the impact that provision can have and therefore have a range of opportunities for children to develop their Reading, Writing and Maths, but also fine and gross motor skills. These skills can be developed both indoors and outdoors and can be targeted through engaging activities that encourage curiosity and exploration.

In EYFS, we strive on developing strong and positive relationships with our families. Communicating effectively with parents is vital in ensuring good progress for our children. We communicate weekly through a home/school diary and provide information for parents about their child's progress regularly. Our parents are well informed about supporting their child's learning at home, including how to help their children learn to read in line with our Read Write Inc. phonics scheme. Parents also get the opportunity to share information, termly, about their child during a 1-1 initial parent meeting, this helps us plan a bespoke curriculum focused on the needs and interests of every child.

Impact

The impact of our curriculum on what children know, can remember and do is strong. Our children demonstrate this through being deeply engaged and sustaining high levels of concentration. Alongside this, our continuous assessment ensures that our children make good progress towards the Early Learning Goals and reach 'good level of development' by the end of the Reception year. It also ensures that children are 'Year 1 ready' and can continue to make good progress as they move on to the next steps in their journey.

Our children, including those from disadvantaged backgrounds, do well. Children with SEN and/or disabilities achieve the best possible outcomes. Our children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way.

By the end of reception our children use their knowledge of phonics to read accurately with increasing speed and fluency. They have the personal, physical and social skills they need to succeed in the next stage of their education and present as highly motivated individuals. They share and co-operate well, demonstrating high levels of self-control and respect for others. Our children consistently keep on trying hard, particularly if they encounter difficulties and have a very good understanding of our school ethos and expectations.

Most children achieve the early learning goals, particularly in mathematics and literacy. Our children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Our children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment.

Our curriculum is reviewed regularly to ensure that it meets the needs of our current cohort of children.

Reading

Children begin their reading journey in EYFS where they learn the sounds that each letter makes. They are then shown how to blend these sounds to read words. We use phonics and Read, Write, Inc in EYFS and throughout school to teach children how to read. From first recognising sounds to being able to read fluently. Alongside, being shown how to blend, children are also given opportunities to learn high frequency words and common exception words. By the end of year 2, we hope that children are fluent readers and in Year 2 we begin thinking in greater depth about what children are reading, encouraging children to predict and infer meaning. Reading continues to be promoted throughout the school and children are exposed to authors and books that will help develop their imagination and love of reading.



Writing

Again the writing journey for our children begins in EYFS where children develop their fine motor skills in order to hold a pencil correctly. Children are then shown how to form letters. They are given many opportunities to write and as children move through school they gain stamina for writing at length and they are shown what they need to do to make their writing interesting and/or informative. Teachers plan interesting and engaging lessons for children using texts that model excellent writing.



Numeracy

At Nettlesworth Primary, we follow the National Curriculum covering the main topics of: number, place value, calculations, geometry and statistics. We use scholastic as a framework for planning. Each individual year group covers age specific material, progressing and building on last year's work. Children are given the opportunity to revisit these topics each term.

Numeracy is daily for 1 hour with extra time given for mental maths, arithmetic and times tables. We are part of the Great North Maths Hub where we share expertise with other schools in developing challenge for all children.

Science

At Nettlesworth Primary School, we teach science weekly as part of the curriculum. We follow the National Curriculum objectives for Science and plan exciting and imaginative activities based around these to capture children's imaginations and allow them to ask important questions about the world around them. We follow an investigation based curriculum and allow, wherever possible hands on experience of how things work.

Computing

The computing curriculum at Nettlesworth Primary School equips pupils to use computational thinking and creativity to understand and change the world. The curriculum has three focus areas, computer science, digital literacy and information technology. Through these focus areas, pupils are taught the principles of information and computation, how digital systems

work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils learn how to use information technology to create programs, systems and a range of content. Gaining the knowledge, skills and understanding throughout the curriculum allows pupils to become confident and responsible users of current and emerging technology. Our learners are encouraged to be 'Digital Learners', embracing the use of technology and develop their use of computational thinking and creativity.

The computing curriculum is planned and sequenced so that new knowledge and skills builds on what has been taught before, working towards developing deeper understanding and skills in order to apply these in any context. Throughout the curriculum pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science and engineering. Planning ensures opportunities to demonstrate core values, skills for life and develop STEM knowledge and skills which reflect regional employment priorities. Pupils learn how to express themselves and develop ideas through information and communication technology.

Underpinning our curriculum, is the high importance we place on pupils understanding of how to keep themselves and others safe and the need to be responsible and respectful both in and outside of school. We ensure pupils understand the need to consider their digital footprint and what they should do if they are concerned or worried about something online.

In EYFS pupils learn how to keep themselves safe, explore programmable toys and begin to use applications for a specific task. In KS1, the computing curriculum focuses on pupils developing their understanding of creating digital content, learning about algorithms and simple programming and providing pupils with the knowledge and understanding of how to be safe when using technology. A challenging and broad curriculum in KS2 further develops pupils' knowledge, skills and understanding through applying fundamental principles of computer science, including abstraction, logic, decomposition and debugging. Pupils design and write more complex programs that simulate physical systems, linking this to real world problems. They learn how internet services can be used to share and present information and how data is shared on a network. The knowledge, skills and understanding gained in each stage equips our pupils to become confident, independent, responsible and resilient, users in a constantly evolving technological world.

We also (whenever possible) integrate our computing curriculum with other subjects such as history and science.



History

Pupils are given access to the past through structured teaching of important events in the history of Britain, Europe and other parts of the world. They are helped to build a clear chronological framework of the development of societies from ancient to modern times by making links across the different study units. They are given opportunities to investigate local history and to learn about and interpret the past from a range of primary sources.

Geography

At Nettlesworth Primary School, our aim is to provide a Geography Curriculum that follows guidance set out by the Government in the National Curriculum and to provide a means of exploring, appreciating and understanding the world in which we live.

We aim to:

- Stimulate curiosity about the environment around us and the wider world.
- Develop geographical skills.
- Develop and understanding of the world by studying places close to us and further afield.
- Provide knowledge of the interaction between physical and human processes and how these affect the world.
- Provide opportunities for field work and exploration of the environment around us.

Music

Each class uses a Durham Music approved program called Charanga to deliver the Music Curriculum. This allows a broad range of styles, instruments and songs to be covered throughout the school. Children have regular opportunities to sing in assembly.



Art, Craft and Design

We follow the National Curriculum Objectives for Art and plan different activities for each year group to give the children an opportunity to explore different mediums, materials, textures and form. Each year group studies different artists and this allows our children to experience a range of cultures and concepts.

Design Technology

We meet the needs of the National Curriculum for Design Technology by ensuring our main focus of teaching is to give children real life problems and scenarios that give their design, production and evaluation a real life feel. Children have the opportunity to work with a range of different materials and focus across the school changes as the child gets older. We work with children to ensure they have experiences of working with construction, textiles, food among many other areas.

Modern Foreign Languages

Here at Nettlesworth Primary School, we believe that learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. We teach French from EYFS to Year 6 in a fun and enjoyable way through choosing interesting and relevant topics that will engage and stimulate learning and develop children's curiosity of language.

Religious Education

Religious Education makes a major contribution to the education of our children. It helps pupils develop knowledge and understanding of religion and of the differing religious and non-religious beliefs represented in Great Britain today. Children start to think about their own experiences, feelings, beliefs and values. In Religious Education our children learn about people from a wide variety of faiths and beliefs. As a result, children develop respect, tolerance and friendship. At Nettlesworth Primary School, we follow the Durham Syllabus and have planned Religious Education to ensure children can build up a picture of: Christianity, Buddhism, Hinduism and Sikhism.

Physical Education

Pupils receive two hours of timetable PE per week through which we develop the six areas of activity as set out in the National Curriculum- Dance, Games, Gymnastics, Athletics, Outdoor and Adventurous activities and Swimming. Children are given the opportunity to swim during KS2 and we aim for all pupils leaving the school to be able to swim at least 25m in line with curriculum expectations. We also make sure children are involved in 30 minutes of activity per day through timetabled activities at break and lunch time provided by our Sports Leaders and Maths a Day. Sports taught throughout the school include football, tag rugby, netball, basketball, rounders, kwik cricket, hockey, golf, tennis aswell as athletics. All pupils take part in a range of tournaments and festival both within school between year groups and with other schools through Durham and Chester-Le-Street School Sports Partnership. We have weekly sports extra -curricular clubs including: multi-skills.

Promoting Personal, Social and Health Education and Citizenship

The non-statutory guidelines for PSHE and citizenship are designed to help schools establish coherence and consistency, and to promote curriculum continuity and progression in pupils' learning. This in conjunction with our RRSA work provides a wide platform for our children to learn about their place in the world and develop into rounded individuals who are ready to take up their place in a multi-cultural, global world.

From September 2020, **Relationships and Health Education** has become statutory across all primary schools and this is taught in our school through a PSHE/SEAL spiral curriculum. This will ensure that PSHE/SEAL is embedded across the school and the children's knowledge is built upon each year.

The DfE has updated the statutory [relationships, sex and health education \(RSHE\)](#) guidance:

- **Schools must** follow the new guidance from **September 2026**, but we are going to begin implementing it from September 2025.

All schools with a primary phase need to provide:

- **Relationships education**
- **Health education**

PSHE is studied in six half-term units. Each topic has links to areas of the new statutory requirements.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), through our UNCRC/Rights Respecting Schools ethos and safeguarding workshops.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

British Values?

What are British Values?

The Department for Education state that schools should “promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

All of these values encompass elements of a child’s Spiritual, Moral, Social and Cultural Development (SMSC). SMSC Development takes place through all areas of the curriculum, including PSHE, R.E., History, Geography, Computing, Music, Art and D.T., P.E., RSE, Science, Maths, English and French.

At Nettlesworth Primary School we are committed to fundamental British Values and teach them in the following ways:

Schools have been asked to explain how they promote British values. So what are ‘British’ values? There are certain values that have been attributed to being British, by the government and some institutions, and these fall into the following broad areas:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of those with different faiths and beliefs**

Once again the work we do on our Rights Respecting School curriculum forms a very solid basis from which we can promote this area of the curriculum.

- We seek to promote British values in our policies and practice here at Nettlesworth. Our activities and the way we manage learning and behaviour, clearly reflect British values. We promote these values in the following ways:

How do we specifically promote 'British Values' at Nettlesworth Primary?

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services – by discussing these whenever appropriate in curriculum work.
- Teach pupils how they can influence decision-making through the democratic process – e.g. in our [Rights Respecting Council](#) work.
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain – e.g. when considering periods of history where democracy was not as fully developed as it is now.
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school – UNCRC Article 12
- Organise visits to democratic establishments e.g. local council events such as Have Your Say.
- Hold 'mock elections' so pupils learn how to argue and defend points of view e.g. when electing representatives to the Rights Respecting Council for each class and when appointing 'Buddies' to work in school.
- Help pupils to express their views e.g. through English lessons and opportunities to present work and opinions.
- Model how perceived injustice can be peacefully challenged e.g. through our interactions with pupils and the school's behaviour system and discussing scenarios in assemblies and class PSHE/RSE/UNCRC work.

Democracy

Democracy is embedded at the school. Children are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. This is also supported by our PSHE curriculum which covers fairness, compromise and resolving conflict. Children also have the opportunity to air their opinions and ideas through our School Rights Respecting Council, Pupil Improvement Plan, Daily Circle Time and regular questionnaires. The concept of democracy is reinforced through KS2 History lessons (the Greeks) and assemblies which have addressed how general elections and parliamentary democracy works in the United Kingdom.

The Rule of Law

- Ensure school expectations are clear and fair e.g. by discussing these with pupils and establishing classroom and whole school charters with the pupils themselves.
- Help pupils to distinguish right from wrong e.g. during everyday interactions and discussions of stories, fables and other literary materials.
- Help pupils to respect the law and the basis on which it is made e.g. by showing how rules help everyone to interact in an orderly and fair manner and protect the vulnerable in society.
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum e.g. have sessions with the Community Police Officers and visits from the Fire Service.
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws.
- Develop approaches focused on fairness and justice to resolve conflicts e.g. as part of sanctions in our approach to behaviour.

Individual Liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence e.g. through all areas of teaching and learning in school.
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.
- Challenge stereotypes e.g. through SMSC/PHSE/RSE/UNCRC work and assemblies.
- Implement a strong anti-bullying culture – as enshrined in our policies for Anti-Bullying and Behaviour.

Mutual Respect

Our children know and understand that it is expected that respect is shown to everyone, whatever differences we may have. We have a multi-cultural school community and we are committed to developing respect for all cultures. We believe that this respect is fostered through PSHE lessons (focussing on families, caring and respectful relationships in real life and online) and in RE. As well as developing intercultural understanding through the vehicle of Primary Languages, our Peer Mentor programme in Year 4 encourages mutual respect of our diversity.

Tolerance of those with Different Faiths and Beliefs

Our core values ensure tolerance of those who have different faiths and beliefs. At Nettlesworth Primary School we have children from a variety of religious backgrounds, including those with no religion. We enhance children's understanding of different faiths and beliefs through Religious Education, PSHE work and learn about other places of

worship to deepen understanding of different celebrations and beliefs. These are studied in depth, with visitors being invited into our school to enrich and extend understanding. The History curriculum in Year 5 and 6 covers the important issue of the Holocaust and the effect of a system which lacked such tolerance. KS1 and KS2 assemblies show examples of people showing tolerance of those with different faiths and beliefs.

All of these values encompass elements of a child's Spiritual, Moral, Social and Cultural (SMSC) Development. SMSC Development takes place through all areas of the curriculum, including PSHE, R.E., History, Geography, Computing, Music, Art and D.T., P.E., Science, Maths, English and French.

Cultural Capital

What is Cultural Capital?

At Nettlesworth Primary School, we strive to equip pupils with the knowledge and **cultural capital** they need to succeed in life. Our understanding of this knowledge and cultural capital matches that found in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens. **Cultural capital** is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients our students will draw upon to be successful in society, their career and the world of work. **Cultural capital** promotes social mobility and success in society.

Six key areas...

We recognise that there are six key areas of development that contribute to the development of a student's cultural capital:

Personal Development

Social Development, including political and current affairs awareness

Physical Development

Spiritual Development

Moral Development

Cultural development

Cultural Capital and our Curriculum

Each subject area makes its own contribution to students' cultural capital development. This may be through lessons, after school clubs, visits, assemblies and/or other aspects. In addition, we specifically teach careers, aspirations and skills for life.

Character Education

What is character education?

Character education can be broadly described as an approach to developing a set of values, attitudes, skills and behaviours that are thought to support young people's development and contribute to their success in school and in adult life.

Why is character education important?

Extensive research completed over many years and in many countries, has shown that learning social and emotional skills and developing certain behaviours and attitudes can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment and ultimate school success. A number of specific social and emotional skills have positive effects on academic achievement:

- Pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges.
- Pupils who can set goals, manage stress and organise their school work achieve higher grades.
- Pupils who use problem-solving skills to overcome obstacles do better academically.
- Social and emotional competencies have been found to be a more significant determinant of academic attainment than IQ.

We believe that Character Education within Nettlesworth Primary School is driven through the foundations of our Rights Respecting School values.

Every aspect of school life and our curriculum offer opportunities to develop character.

Teaching Character across Nettlesworth Primary School

Character education is in the heart and soul of everything we do across Nettlesworth Primary School. We strongly believe in growing the individual child alongside delivering an exciting, motivating and engaging curriculum. We understand that what we teach children in school and what parents do at home helps shape the character of our children and their future. Character

is something that forms and takes shape over a lifetime, formed by the many opportunities, experiences, decisions and interactions that happen every day.

The Rights Respecting Schools values, drive everything we do and are central to the whole school curriculum. Taking a child-centred approach, the constructing of our 'bespoke' curriculum used an integrated approach between staff and pupils working together to formulate the learning journey that broadens horizons, celebrates our local area and involves parents and the community with school learning.

Our curriculum provides purposeful learning opportunities where pupils draw upon and develop key 'skills for life' and characteristics, through an immersive approach. Across school, we want to create a culture both in and out of school where children are given every opportunity to rehearse and strengthen their sense of themselves.

As a school, we understand that 'characteristics' are equally as important as reading, writing and maths....characteristics such as *curiosity, self-control, teamwork, independence, concentration, resilience* etc. are life skills needed for our pupils to be the best they can be and are the solid foundations needed for success at school and in adult life.

Careers Education, Information and Guidance (CEIAG)

At Nettlesworth Primary school we pride ourselves on being a place which fosters a life-long love of learning by providing a range of opportunities which help our pupils to make progress towards their learning and employment goals. Careers Education, Information and Guidance (CEIAG) is a major contributing factor towards preparing young people for the opportunities, responsibilities and experiences they will encounter in school, in further education and in working life. It not only supports children to achieve their full potential, but also empowers them to plan and manage their own futures, raises their aspirations and promotes equality, diversity and social mobility.

Benchmarks for Good Career Guidance

A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

Learning from career and labour market information

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.

Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.

Experience of workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

Encounters with Further or Higher Education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Personal Guidance

Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Nettlesworth Primary is committed to achieving these career benchmarks as part of our careers programme which is underpinned by other key school policies including the PHSE policy, the Curriculum Policy and the SEND policy.

How we Support Early Career Aspiration at Nettlesworth:

We know that even at the young age of three or four, children are already starting to form their first aspirations. By six they are starting to have opinions on what they think they can or can't do in the future. And by the time they're 10, young people start to make decisions which could go on to limit their future options.

This is why we have embarked on a pilot programme partnership with North East Local Enterprise Partnership (NELEP) to strengthen careers guidance for pupils and help open their eyes to the range of possibilities their futures hold.

The support from colleagues from NELEP will help us to make sure that all Nettlesworth children have the best possible guidance to help them understand the exciting opportunities that are open to them as they grow up.

It's not about children choosing their future jobs at this very young age. It's about helping our children and young people to have ambitions and aspirations for themselves, helping them to learn about the variety of jobs open to them and the fantastic range of opportunities we have in the region, and to gain a broad understanding of the routes to get into work, including the essential skills and attitudes required to be successful in the workplace.

Growth Mindset

At Nettlesworth Primary School, we know that pupils who have a positive attitude towards their learning will make good progress and be successful. Consequently, instilling all our pupils with 'growth mindsets' has become a key priority for the school from January 2018. We have introduced the theories of Dr Carol Dweck to staff and pupils and are determined to embed its ideas within our school ethos.

We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.

We are very excited about the prospect of nurturing a growth mindset culture at Nettlesworth Primary School. Please see the Growth Mindset presentation shown to parents.

Encouraging children to become confident and resilient learners

Learn, explore and grow together. This is what we embed in all of our pupils here at Nettlesworth Primary School. We know that in order to fulfil the potential of our pupils and

encourage them to become confident and resilient learners we, as a team of parents and staff, need to be modelling the mindset of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. The way in which we encourage children to learn and explore is vital to their success, not only at school but at home as well.

At Nettlesworth, we consistently endeavour to challenge and develop the attitudes of all pupils and staff towards learning by considering what makes a successful learner. We have dedicated sessions in class to address what kind of learners we want to be and how we can positively approach challenges inside and outside the classroom. The school is buzzing with talk of perseverance, challenge, risks and celebrating mistakes.

Central to this attitude and approach to learning, are the theories and proven evidence of Growth Mindset. This is a term coined by psychologist Carol Dweck and her research has identified the characteristics of learners with a fixed and a growth mindset:



The following video explains the concept in more detail: https://www.youtube.com/watch?v=KUWn_TJTrnU

Key aspects of growth mindset at Nettlesworth Primary School:

- We celebrate making mistakes – we can learn from them;
- We never give up – perseverance is the key if we are to succeed;

- We learn from each other;
- We don't compare ourselves with others;
- We challenge ourselves and take risks;
- We remember that our brains are making new connections and growing all the time.

For further information on how to encourage confident and resilient learners at home, have a look at some of the links below.

- <https://www.mindsetworks.com/parents/growth-mindset-parenting>
- <https://www.oxfordlearning.com/growth-mindset-tips-for-parents/>
- <http://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things>
- [Growth Mindset Parents' Presentation.](#)

Special Educational Needs and Disabilities (SEND)

As an inclusive school our curriculum is flexible and fully matches the individual learning needs of all children including those with SEND. If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

Our Behaviour Policy and Expectations

The school is a recognised 'Rights Respecting School' in line with the guidelines set out by UNICEF. It believes in the fundamental principles set out by the UNCRC and recognises that it is everyone's responsibility within a learning community to act in an acceptable manner to allow everyone within that community to have a right to an education. Our Behaviour Policy is on our school website.

The school defines acceptable behaviour as that which promotes courtesy, consideration and respect from all pupils and staff in terms of their relationships with all in school and from outside.

The school defines unacceptable behaviour as that which stops learning, infringes anyone's human rights. This includes name calling, bullying of any type including cyber bullying, harassment and any anti-social behaviour.

The school will promote good behaviour by pupils through a consistent system of recognition and reward from a variety of sources. This will include the use of:

- Praise and positive feedback
- Team points and awards
- Letters to parents/carers
- Extension of school privileges

The school will deal with unacceptable behaviour by pupils through a consistent system which encourages children to recognise and be responsible for the consequences of their own actions and looks to build on existing relationships.

At Nettlesworth Primary School, we do not have a one size fits all system. We will always endeavour to treat each individual and each incident fairly and consistently.

Safeguarding

At Nettlesworth Primary School, we regard the safeguarding of children as our main priority. We believe that we all have the right to be happy, to be safe and to learn; we all have the responsibility to make this happen.

We will ensure that:

- the welfare of the child remains paramount;
- all children whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/ or sexual identity have the right to be protected from harm;
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately;
- all staff and volunteers working at our school have a responsibility to report concerns to the designated leads for Safeguarding: Mrs Lee (Head Teacher) and Mrs Aspinall (Deputy Head Teacher). Our One Point Advisor: Susan Barker has Expert Safeguarding Children Level 3 Training. Mrs Morton is also a trained designated safeguarding lead and responsible for E-Safety.

Areas of Safeguarding

Our safeguarding policies cover all areas of school life and include:

- staff & visitors- ensuring they are vetted, informed & trained;
- children's behaviour- promoting safer & happier behaviours & lifestyles;
- parents & carers- promoting links & supporting families;
- premises -keeping them safe, pleasant & fit for purpose;
- curriculum -providing positive, life affirming learning experiences;
- outside School- ensuring safer activities and environments outside school;
- school security.

Members of Staff Responsible

We are all responsible for ensuring that each child remains safe, however the Designated Leads for Safeguarding are Mrs Lee (Head Teacher) and Mrs Aspinall (Deputy Head Teacher). Mrs Morton is responsible for E-Safety.

Safeguarding Governor

Our Governors for Safeguarding and Child Protection are Mr Aaron O’Roarty, Mrs Kelly Lofthouse and Mrs Diana Barclay, who can be contacted in confidence by calling school on 0191 3710444 or by emailing concerns to p2116.admin@durhamlearning.net

Safer Recruitment

We follow strict procedures to ensure that everyone who works with our children is vetted, keeping our children as safe as possible. Ongoing checks and ‘whistle-blowing’ are in line with current policy. Members of our governing body from the personal committee have also completed Safer Recruitment training.

Staff Training

All staff are:

- trained in child protection issues and they are aware of the procedures to follow;
- encouraged to be vigilant in order to maintain the safety of our children;
- are aware of the document ‘KEEPING CHILDREN SAFE IN EDUCATION’. This applies to volunteers too. This document is located in the staffroom and school office.

Safeguarding/Theme Assemblies and Rights Respecting/UNCRC Assemblies

At Nettlesworth Primary School, children will have a 20 minute safeguarding workshop/assembly once a week based around themes/topics and where links can be made in the national curriculum. Themes include E-Safety, Anti-Bullying, On-line Research, Stranger Danger, Behaviour, Dangers, Road Safety, Drugs, Smoking, Alcohol, Water and Fire Safety, Mental Health Awareness, Sexual Exploitation, Cyber Bullying and Extremism.

[Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies](#)

Our Rights Respecting/UNCRC workshops include many of these issues as well as disability, religion, culture, diversity providing children with a strong moral compass embedded by the principles of the United Nation’s Conventions on the Rights of the Child.

Child Protection with Safeguarding Policy

All staff have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately. Policies are in line with current guidance and procedures.

Staff are able to respond appropriately to any:

- significant changes in children's behaviour;
- deterioration in their general well-being;
- unexplained bruising, marks or signs of possible abuse;
- signs of neglect;
- comments children make which give cause for concern.

All staff are aware of the need to maintain privacy and confidentiality.

Information Sharing

We have an obligation to obtain necessary information from parents in advance of a child being admitted to school, including:

- emergency contact numbers;
- the child's special dietary requirements, preferences or food allergies the child may have;
- the child's special health requirements including any necessary medication.
- information about who has legal contact with the child; and who has parental responsibility for the child.

Written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future.

IT IS VITAL THAT PARENTS & CARERS TELL US OF ANY CHANGES TO THESE DETAILS.

We take confidentiality very seriously. Any information which we hold is treated as confidential and shared on a 'need-to-know' basis.

Links with External Agencies

Because our first concern must be the well-being of your child, there may be occasions when we have to consult other agencies before we contact you. The procedures we have to follow have been laid down in accordance with the local authority child protection procedures.

We are fortunate to be supported by a range of external agencies which can be called upon to support the work we do in school. These include School Nurse, Health Practitioners, Educational Psychology, Child & Adolescent Mental Health Services, Behaviour Support, Social Services and Specialists in supporting Special Educational Needs.

Reporting Concerns or Complaints

Further to the above procedures, we have in place a concerns and complaints policy. This enables children, staff and carers to report anything they feel is of concern.

Concerns should be raised in the following order.

1. To the Class Teacher. Then, if there is no resolution;
2. To the Head Teacher. Then, if there is no resolution;
3. To the Chairman of Governors. Then, if there is no resolution;
4. To the Local Authority.

Contact details are available from the school office on 0191 3710444

Review of Policy and Practice

In order to ensure that best practice is maintained, our policies are reviewed regularly to incorporate the latest statutory guidance as it emerges.

If you would like more information on safeguarding, please [get in touch with school on 0191 3710444](tel:01913710444) for all our policies or [view the policies section](#) on our website.

Online Safety

The internet is a wonderful place which can be used safely and securely with the right knowledge and guidance. In school we take e-safety very seriously and follow Durham County Council policies on keeping children safe whilst on-line. In addition staff have undertaken CEOP Think U Know training which we deliver to children on a regular basis. Our servers in school are filtered via Durhamnet and children are aware of the clear rules and boundaries around how they use search engines such as Google in school and which sites they are allowed to access.

This section of our website will provide you with links to really useful advice on how to be careful when you use the internet and some great tips to keep safe. If you are worried about anything you see online or people are asking you questions about where you live or saying nasty things to you please speak to your parents or teacher or follow any of the links below for help and advice.



[Parent Info](#) is collaboration between CEOP and Parent Zone and provides information to parents and carers about their children's wellbeing and resilience, internet safety and a wide range of other topic matters like sex, relationship and body image.



Think U Know Website

I bet you probably like to use the computer for fun. The [Think U Know](#) website will help you go on the internet in a safe way and tell who to talk to if you are worried. You can also find out about [Lee & Kim's adventures](#) or watch [Hector and his friends](#) learning to use computers safely! If you want to talk to someone else you can call 'Childline', which is a place where people who are nice can help you.

They won't tell anyone that you have called and it's free. You can phone them on: **0800 1111**.

Top Tips

- **Always ask a grown up** before you use the internet. They can help you find the best thing to do.
- **Don't tell strangers** where you live, your phone number or where you go to school. Only your friends and family need to know that.
- **Don't send pictures** to people you don't know. You don't want strangers looking at photos of you, your friends or your family.
- **Tell a grown up** if you feel scared or unhappy about anything.



KidSMART Website

Be Smart be cool – Be smart online.

What's your favourite thing to do online. Visit the [KidSMART website](#) and learn more about the internet and being a SMART surfer. Learn the [SMART Rules](#) with Kara Winston and the SMART Crew. If anything goes wrong online or upsets you make sure you tell someone about it.

Download a poster of the SMART Rules by clicking the link below.

Help and Advice

If you find something on the internet or someone has made you sad or scared you should tell your mum, dad or the person who looks after you at home or a teacher at school. If you would like to talk to someone else we have added some links to the **Advice Help and Report Centre**. You can contact people who are friendly and helpful by following the link for your age group.

- [Safety Centre for 5 to 7 year olds](#)
- [Safety Centre for 8 to 10 year olds](#)
- [Safety Centre for 11 to 13 year olds](#)

School Security

We are aware of the need to protect everyone in the school building so we have security locks on the main doors and telecommunication system/CCTV for visitors entering the school. We must stress the importance of people being WELCOME in our school as our main priority. We are always here for you and your children. For more information, please see our safeguarding policy on our school website.

Equalities

Public bodies, including local-authority-maintained schools, are covered by the public sector equality duty in the Equality Act 2010.

As part of our duties we publish:

- an **Equalities Information** profile of our school based upon the protected characteristics of the Equality Act 2010 – this is updated and published every year
- our school's **Equality Objectives** – these are reviewed annually and updated at least once every 4 years
- you can view the Equalities Policy and the Equalities Information and Objectives in the School Policies section of our website.

Data Protection

Nettlesworth Primary School collects and uses pupil information under the Data Protection Act 1998 and the Education Act 1996 which are a lawful basis for collecting and using pupil information for general purposes (and from Article 6 and Article 9 where data processed is special category data from the General Data Protection Regulation from 25 May 2018). See policies regarding Data Protection and Privacy Notice on School Website.

SEND Information Report

Welcome to our **SEND Information Report** which is part of Durham County Council's Local Offer for children and young people with Special Educational Needs. See Nettlesworth Primary School SEND Information Report on website.

At Nettlesworth Primary School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At Nettlesworth Primary School we have appointed a Designated Teacher for Looked after Children (Mrs Lee) who is also the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

At Nettlesworth Primary School we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND, these are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The information that must be included in our **SEND Information Report** can be found under the image headings or from the SEND menu. We will continue to add information on the website and welcome your feedback by using the on-line form.

At Nettlesworth Primary School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

How We Support SEND

Nettlesworth Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, **this provision is designed by the relevant Nettleworth staff members working alongside the child, the child's family and, where necessary, outside agencies*** (e.g. a Speech and Language Therapist or an Educational Psychologist).

We do this so that each child has a programme which is directly tailored to their individual learning need.

Typically, a child with Special Educational Needs and/or Disabilities will have an **SEND Support Plan** which sets out **outcomes** that are currently being worked on and what **additional provision** is put in place for that child. The content of the plan is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our **Parental Consultation meetings**. At every stage of the process both the child and family are held as central to what we do.

For many children, **outcomes** will be connected to learning and will often be specifically to do with Literacy and Numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control) ... the list is endless! The most important point is this: **outcomes depend on the needs of the child.**

Children with a support plan are assessed in an on-going manner by class teachers and support staff. Regular reviews of progress towards the targets outlined in the support plan are undertaken by class teachers, SENCO, pupils and parents. Class teachers will regularly inform children and their parents of progress towards targets and new ones negotiated when necessary. This will generally take place at formal parent/teacher meetings but is often also discussed at more informal meetings. Children are informed of progress towards targets on a weekly basis via Next Step feedback comments in work books and verbally by teaching staff.

The school offers many different forms of **additional provision**. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies*. Additional provision is overseen by the school's highly-qualified SENCo and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants. Like with individual targets, the most important point is this: **additional provision depends on the needs of the child.**

As a school we are constantly reviewing and assessing our intervention strategies and attainment of all children including those with SEND for their impact and effectiveness.

Children who have a support plan are tracked in terms of their progress via class based step trackers. These then allow teachers to track attainment and if necessary put additional intervention strategies in place. The attainment of the SEND group in school is tracked as a

distinct cohort throughout the year from starting points in September through to end of year attainment in July. This allows us to evaluate the impact and effectiveness of our provision by comparing the attainment of this group of children with the different cohorts within school and at a national level.

In addition, **all** Nettlesworth pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; differentiated booster classes in Year 6; and a broad range of extra-curricular activities (including in the future residential visits in Year 5 and Year 6).

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that **all our extra-curricular activities**, including any residentials, **are adapted for children's specific needs**. We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residentials, extra-curricular clubs, art endeavours, sports teams and school committees (e.g. our Rights Respecting Council, SSoCs Crew and our Fairtrade Steering Group). As a Rights Respecting school we value and very actively encourage pupil participation and voice in every aspect of school life. This is done via the creation of School and Class charters, Pupil school improvement plans, questionnaires and pupil voice at all levels. This forms the basis of all work we do with every child and links to UNCRC articles: 12 and 23.

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment. You can also access more details via our school SEND policy

Types of SEND

At Nettlesworth Primary School, we have experience of supporting children and young people with a wide range of need including:

Moderate learning difficulties

Autistic spectrum disorders

Specific learning difficulties including Dyslexia

Speech and language difficulties

A range of physical difficulties including vision and hearing

Social, Emotional and mental health issues

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Teaching, Learning and the Curriculum

At Nettlesworth Primary School, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

For further information you can view the **Teaching & Learning Policy** in the [School Policies](#) section of our website.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

At Nettlesworth Primary School, we follow a graduated support approach which is called **"Assess, Plan, Do, Review"**.

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan.

Full details can be found on the [Local Offer website](#).

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEN below:

Early identification is the key to what we do. Transition visits to nursery and pre-school settings allow us to very quickly find out important information about a child's development. Likewise parents/carers can provide a picture of their child's development at home and help us to piece together a view of the child's strengths and learning needs.

Once a child enrolls within our school they are monitored against EYFS profile by experienced classroom staff. However it is often at this stage that difficulties in areas such as co-ordination or speech and language are picked up. Once a child is identified as needing additional support either from within school or an external agency every effort is made to ensure that help and guidance is provided as quickly as possible.

Class teachers work closely with our SENCO (Mrs Lee) in order to make sure that children's individual support plans closely match their direct learning need. These plans are monitored and updated on a regular basis and, along with much that we do, has the child and the family at the centre of it.

As a child moves out of EYFS assessment in a variety of areas takes place on a regular basis using age appropriate tests in Reading, Writing SPAG (Spelling, grammar and punctuation) Numeracy and Science. The results of these assessments are used within school to plot areas of strength and future development. Pupil Progress reports to parents three times a year are also given.

The progress of pupils with SEND issues are tracked across the school as a distinct group who's attainment is matched against other pupil groups within school.

Staffing and any Specialist Qualifications/Expertise

- Mrs Lee is our dedicated Special Needs Co-ordinator (SENCO) She also has responsibility for the areas of MAGT and Inclusion. Mrs Lee has extensive experience of dealing with children with a range of SEND issues both within this school and others. She possesses the following qualifications:
 - MA(Ed) Special educational needs
 - Dyslexia awareness level 2
 - British sign language level 1

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

