



ST.MICHAEL WITH ST.THOMAS

CE PRIMARY SCHOOL
PART OF THREE SAINTS ACADEMY TRUST



School Prospectus

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It is my pleasure to welcome you as Headteacher of St. Michael with St. Thomas CE Primary School, part of the Three Saints Academy Trust. I hope that our prospectus gives you a taste of who we are and provides you with all of the information that you need about our school. For further information, please have a look at the school website which has a wealth of information.

We have a team of hard working and dedicated staff, who are committed to ensuring that every child receives the best opportunities possible during their time in our school. We believe that education is the key to a successful future and are passionate about developing each of our pupils into unique and responsible citizens, with different skills and abilities. We nurture talents and celebrate achievements, embedding high expectations and striving for excellence in all areas. As part of the Three Saints Academy Trust, we are part of a larger group of schools that hold the same values. Further information can be found on the Trust at www.three-saints.org.uk

Our Christian Values of Hope, Forgiveness, Perseverance, Thankfulness, Friendship and Trust underpin all that we do, and we have a commitment to celebrating diversity, and ensuring equality and inclusion in all that we do.

Partnerships are integral to the work we do, working hard to build close relationships with our families, church and local community. We recognise the importance of home and school partnerships, and welcome parental input as we constantly seek to develop and provide the best for our pupils.

Both staff and pupils are extremely proud of our school and welcome you to make an appointment to come and visit us. If you have any questions, or require paper copies of any information contained on the school website, please contact Mrs Jones or Miss Middleton in the school office on 0151 424 4234.

We look forward to working with you and your child, during their time as part of our school family.

Miss M Slingsby

Headteacher

Staff and Responsibilities

Executive Principal: Mrs K Tennyson

Headteacher: Miss M Slingsby (Senior Designated Safeguarding Officer)

Assistant Headteacher/SENDCO: Miss A Chippendale

EYFS/KS1 Lead: Mrs A Fisher

KS2 Lead: Mrs H Worrall

Site Manager: Mr I Doyle

Business Manager: Mrs P Jones

Family Support Worker: Miss Brimble (Deputy Designated Safeguarding Officer)

Teaching Staff

Miss A Chippendale (SENDCo & Deputy Designated Safeguarding Officer)

Mrs A Fisher

Miss D Fisher

Miss S Bates

Miss E Ashton

Miss H Sutton

Mrs K Hogan

Mrs H Worrall

Teaching Assistant(s)

Miss S Case

Mrs N Hughes

Miss J Lavery

Miss J Wilson

Miss S Lucas

Mrs K Bonnett

Miss A Mullarkey

Mrs D Barlow

Mrs H Ainsworth (Therapeutic)

Office Administrator(s): Miss A Middleton

Midday Assistant(s): Miss A Middleton, Mrs N Hughes, Miss S Lucas, Miss J Wilson, Mrs W Jones, Miss A Mullarkey, Miss E McLaughlin

Catering Supervisor: Mrs M Rogers

Catering Staff: Miss G O'Connor, Miss S Nicklin

Cleaning Staff: Miss E McLoughlin, Miss N Hurst

St Michael with St Thomas CE Primary School is a one form entry primary school which caters for children from 4yrs to 11yrs. We are part of the Three Saints Academy Trust and work closely with our partner schools to build excellence in all areas.

We are extremely proud of our school, its committed staff and the opportunities for quality education and experiences that our pupils have. We welcome any prospective parents to come and visit the school and information on admissions can be found on our school website.

Our Christian Vision

Learn, Achieve, Love, Believe

"Faith can move mountains," Matthew 17:20

We strive for excellence in all that we do - for our pupils, school family and community. We value and respect individuality and celebrate diversity. As we instil a love of learning and the skills needed to be successful and valued citizens, our faith in God equips us all with the values, tools and strength to move mountains.

Our Christian Values

Our ethos at St Michael with St Thomas CE Primary School is under-pinned by our core Christian Values and aims:

- **Perseverance** – *We keep trying and never give up*
- **Thankfulness** - *We appreciate everything we have; our family, friends, home and school*
- **Friendship** – *We look after each other and try to always be kind*
- **Forgiveness** – *We are sorry when we have done something wrong and accept apologies*
- **Trust** – *We trust in God, one another and ourselves*
- **Hope** – *We believe anything is possible*

These values are at the heart of everything we do in our school, and pupils are taught how these core values help them to become valuable and well-rounded members of the community, both in our school and in wider society.

Each half term we have a focus value, which is explored through our Christian Value afternoon in the first week of each half term. This is then looked into in more depth through whole school and class worship, RE lessons and through daily reflection opportunities for all pupils.



The school is named after our local church, St Michael with St Thomas Church, and as a school we value the close links we have with the church and its community.

Clergy from the church come to school once a week to lead whole school worship, and the school regularly visits the church for worship, with all classes having the opportunity throughout the year to lead or take part in a church worship.

Our Worship Council and school choir works closely with the church for key events through the year including the Lantern Walk around Harvest time, making Christingles, the annual church Carol Service and on Ash Wednesday for 'Ashes to go.'

Our school is set in the heart of Widnes community and we have strong links with various community groups. We also work closely with the school nurse, who holds a drop in session in school, on the first Tuesday of every month, from 2.30pm.

The School Committee

At St Michael with St Thomas CE Primary, we are lucky to have a team of dedicated school committee, who work closely with the school to ensure that standards remain high, helping to drive improvements and ensure that each of our pupils receive the best possible education during their time at our school.

The School Committee act as critical friends to the school, holding the Headteacher to account, celebrating successes and offering support and encouragement of all staff. They have a good relationship with the staff and the Headteacher, respecting professional boundaries whilst ensuring high standards.

The School Committee meets once a term, to discuss key elements of the school, and to look at progress towards targets in areas of improvement.

If you wish to contact the Chair of Committee, Mrs L Traves, you may do so via the school office, either by email or letter.

Admissions

The online application system for applications to our school will be made available by the Local Authority each Autumn. Further admission information can be found on the LA website: www.halton.gov.uk/schooladmissions

In Year Admissions

Applications for in-year admissions (children transferring from another school) remain to be made directly with the school. Parents requesting information regarding place availability must be provided with this information and advised that they may make an application if they wish (even if places are not available).

The School Admissions Code states that any parent may apply for a place at any school, at any time, and where a parent is unsuccessful in gaining a place they must be advised in writing as to the reasons for the refusal (over-subscription of the year group requested) and offered the right to appeal against the decision. At Primary level the only reason for refusal would normally be over-subscription within the year group requested, unless the child has been permanently excluded from the school.



The School Day

Our school day differs slightly for Key Stage 1 and Key Stage 2, but the general timetable of the school is below. ***Please see each year group's class page for the individual class timetables.***

8:40am	School gates open
8:45am	School starts
9:00-10:00am	Lesson 1
10:00am	Worship
10:20am	Break time
10:35-11:30am	Lesson 2
10:40-11:00am	Phonic (KS1)
11:30-12:00pm/12:15pm	Lesson 3
12:00 – 12.45pm	Lunch (Reception, KS1 & Year 3)
12:15-1:00pm	Lunch KS2
12.45-1:00pm & 1:00-1:15pm	Wellbeing Sessions
1:00/1:15–3:15pm	Lesson 3 and Lesson 4
3:15pm	Home time

Lunch and Snack

At lunchtime, pupils have the choice of a school meal prepared by our catering company, Mellors, which is prepared freshly on site, or they are able to bring their own packed lunch.

Our school meals are provided at a cost of £2.50 per day (£12.50 per week), which should be paid weekly, on a Monday.

School meals are planned using a 3 week menu cycle so parents are able to see what the options will be each day. A copy of the menus are uploaded to our school website – www.smwst.co.uk

Should your child have any concerns regarding meals or special dietary requirements you need school to be aware of, please call into the school office to discuss this.

All children in Reception and KS1 are entitled to a free school meal each day. Children in KS2 may also be entitled if parents are in receipt of certain benefits and have a household income that does not exceed the Government threshold. Further information can be sought from the school office.

Packed Lunches

Children also have the option of bringing a packed lunch from home. All the children eat their lunches together in the dining room so there is no segregation according to the type of meal they are having. We promote healthy eating and therefore ask that packed lunches reflect this. Please do not send your child in with fizzy drinks and ensure that only one small treat/sugary option is included in their packed lunch each day. Further information and ideas for healthy packed lunches can be found at: <https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>

Healthy Snacks

We also allow Healthy Snacks at playtime. Children are able to purchase toast at a cost of £1 per week, which needs to be paid on a Monday via the online payment system. KS1 pupils also receive fruit as a healthy snack.

Pupils can bring in their own toast or fruit for snack if they wish, but we ask that parents refrain from other bars and snacks as they are often full of sugar.

Breakfast and After School Club

We operate wraparound care in the form of a breakfast and after school club which are open to all pupils in the school. The breakfast club runs each day from 8am until 8.45am, and after school club from 3.15pm until 5.45pm.

Children are offered a healthy breakfast (eg cereal, toast, pancakes, fruit) and a drink, and can take part in activities and games before school starts each day. During after school club they are offered drinks and a light snack. The clubs are run by school staff, to ensure that there is continuity and to enable children to feel safe with familiar adults.

Please contact the office for more information on prices and availability

Early Years Foundation Stage

Our Foundation Stage is an exciting, safe and stimulating environment where children are nurtured and supported to reach their full potential. We deliver our curriculum through a balance of planned, purposeful play and adult-initiated activities, which are based upon the learning needs of our children.

Our learning environment, both indoors and outdoors, is also carefully planned for and enables children to develop independence, confidence and a love of learning. The seven areas of learning and development, which constitute the EYFS Framework underpin all the experiences we provide for our children, ensuring they facilitate the skills and knowledge children require for school life and beyond:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

CURRICULUM

Maths

In our mathematics curriculum we are clear on the intent, implementation and impact for our children. Our intent is to ensure all children from Reception to Year 6 are exposed to opportunities to develop and refine their fluency, reasoning and problem-solving skills.

The implementation of our curriculum is based around a mastery approach. Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience. We strive for our pupils to master mathematics so that they can represent a concept or skill in multiple ways, have the mathematical language to communicate related ideas, and can independently apply the concept to new problems in unfamiliar situations. Pupils are encouraged to make connections across mathematical procedures and concepts to ensure fluency, mathematical reasoning and competence in solving problems.



English

Our English curriculum is aimed at inspiring pupils and building a love of literature, through the use of high-quality texts as stimuli for writing. The skills of phonics, spelling and grammar are woven through our curriculum and taught in context, ensuring that pupils develop these necessary skills and can apply them across all areas of the curriculum.

Pupils engage in daily English lessons, which will focus around a text, building up skills through a journey of reading, writing and editing, to produce high quality work that they are proud of. All year groups have opportunities to write for a variety of purposes and audiences throughout the year, and also to showcase their writing through publishing their work in different formats.

Our Reading curriculum is varied, and comprises of whole class, small group and individual teaching of reading, through the use of high quality and age-appropriate fiction and non-fiction texts. Skills of blending and segmenting are taught from Reception, developing decoding and sight recognition to build fluency in reading. Comprehension skills are taught in conjunction with fluency skills, teaching pupils the strategies to understand what they have read and to use model texts to support their writing.

Pupils are introduced to a range of authors and poets throughout their time at St Michael with St Thomas, allowing them to find their personal preferences and develop a love of books. We have high expectations of pupils and ask that parents support this with our '5 times a week' reading rule as part of pupils' homework. Phonics is taught through our Read Write Inc scheme from Reception and continued throughout Y1 and Y2.

Science

At St Michael with St Thomas CE Primary, it is our aim that all pupils develop an enjoyment and interest in Science, learning how it contributes to all aspects of everyday life. We build on pupils' natural curiosity and interests to encourage them to ask and answer questions, developing their scientific enquiry skills through observation, measuring, predicting, hypothesising, experimenting, fair testing, communicating and interpreting.

We strongly believe the best way to learn about Science is through hands-on investigation, so children can develop their understanding of the nature, processes and methods of science through a range of scientific enquiries that can help them to answer questions about the world around them.



History

Our History curriculum is organised chronologically to enable children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Local history is integrated across school through visits, visitors and links with local museums and heritage sites. We base the history curriculum on the core knowledge programme; embedding grounded historical knowledge in addition to key skills such as evaluation, questioning and becoming real historians.

We believe that a vibrant and extensive knowledge of the past enables our pupils to develop their skills for enquiry and helps pupils to understand the challenges we face now and will in the future.

Geography

Geography is a valued part of the curriculum at St Michael with St Thomas CE Primary school as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. It stimulates curiosity and imagination and we aim to develop geographical skills, understanding and knowledge through our Lunar curriculum.

We encourage children to learn by experience and we value fieldwork as an integral part of the Geography Curriculum. Across the curriculum we try and embrace outdoor learning, and this is particularly valued in geography, from investigating the local geographic features, both human and physical, to developing children's core geographical skills, through use of our extensive school grounds, outdoor adventure, the local area and in the school gardens.

RE

The Religious Education of our pupils is a valued subject in our distinctive church school. Equally the practice and teaching of the Christian faith is central to all that we do. Our faith is not just something added on to everything else we do as a school, but runs through all of our learning

We believe that our children need to learn about and understand the beliefs and practices of the major religions and worldviews, which not only shape their history and culture but which guide their own development. We want to equip our children for the modern world and ensure they are confident in

their own beliefs and values and so can respect the religious and cultural differences of others and make a positive contribution to a society that values and celebrates diversity in all its form.

Music

In EYFS and Key Stage 1, the focus is on vocal skills and using tuned and untuned instruments to create pieces for various topics and occasions. This is developed further in Key Stage 2, as pupils learn to play the recorder in Y3, beginning the teaching of notation and reading of music. In Y4 to Y6, pupils take part in weekly brass instrument lessons, taught by a music specialist, which develops their musical skills and proficiency in playing an instrument over three years, building their knowledge of reading musical notation. Throughout all Key Stages children are given opportunities develop their performance skills through whole school concerts and musical plays.

Art and Design

Through our curriculum, we aim to provide pupils with a breadth of activities that develop their knowledge and skills in art, craft and design. We believe that as well as providing opportunities for children to express their creativity, art develops understanding of the culture and history of our nation and allows them to explore and compare the significance of art in other countries.

Design Technology

Through Design Technology, we aim to equip pupils with the skills and knowledge to solve real life problems and respond to needs, through designing, making, evaluating and applying their technical knowledge in a variety of contexts. Pupils are given the opportunity to develop their technical and practical skills, allowing them to participate successfully in our increasingly technological world.

PE

At St Michael with St Thomas the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being. We want all children to experience a wide variety of sports and physical activities which will enhance life-long fitness and positive life choices.

We recognise that PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. We aim to provide high quality PE and after school sports clubs. We will allow children to enhance their skills by providing opportunities for inter/intra school competitions and Sports Days. PE is taught by a combination of class teachers, PE specialists and qualified sports coaches. Our PE lessons, lunchtime activities and after school clubs are enhanced by the provision provided by LSSP and PEco.



PSHE and RSE

At our school we see PSHE education as a school aspect through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare them for life and work in modern Britain. We believe that well-delivered PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged and as such, is threaded throughout all we do in school.

St Michael with St Thomas Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum, and is also linked to that for Science. We aim to offer pupils a carefully planned programme which provides the key building blocks of healthy, respectful relationships, with a focus on friends and families in all contexts including online. Pupils are taught an essential understanding of how to be healthy, including an understanding of mental health and well-being, as well as having a focus on building strategies for resilience and developing character, which we believe is fundamental to children being happy, successful members of society.

Modern Foreign Languages

At St Michael with St Thomas, we believe that giving pupils the opportunity to experience learning another language is essential and aim to give children the skills and knowledge to build a love of languages which they will take with them into secondary school. Our pupils begin to be immersed in our chosen language of Spanish from Reception, learning songs, chants and key vocabulary through EYFS and Key Stage 1. Once pupils reach Year 2, they have weekly Spanish lessons with a specialist teacher, building their spoken and written language skills, as well as developing knowledge about the culture through learning about festivals and special events, and engaging in experiences such as food tasting or music experiences.

For details about specific year group coverage, see the curriculum map for each year group, found on the class pages of our website.

Homework

We recognise the importance of homework and are keen to support children working at home on a variety of tasks.

Homework:

- allows for the practice and consolidation of class work.
- provides opportunities for individual work.
- helps to train children in the planning and organisation of their time.
- develops good habits towards learning and encourages self-discipline.
- allows opportunities for parental co-operation and support.
- creates a channel for positive home/school dialogue

The nature, type and length of homework will vary according to the age, needs and stage of development of the child.

At the beginning of each school year meetings are held for parents. At these meetings parents are informed of the curriculum the children will follow and the homework they can expect their child to bring home. This is summarised in the Class Handbook which is handed out at the 'Meet the teacher' meeting in September.

Parents are asked to be involved in supporting and encouraging their child with homework and checking that it is completed on time. Any problems about homework can be discussed with the class teacher or the Headteacher. Spelling lists & Reading books will be sent home weekly.

Educational Visits

As part of our Curriculum, we expect every class to experience a school trip at least once during a school year, to enhance the learning done through a topic that they are studying. This could be through the Lunar Curriculum or through a discrete subject such as Science or RE. Educational Visits and trips are aimed at developing pupils' understanding of the learning from the classroom, giving them hands on experiences, creating excitement around a topic or allowing them to try out skills that they have learned in a different context.

We also aim to build our curriculum through visitors to school, who can add another layer to the learning in each topic through sharing first-hand experiences, bringing in resources and items to share with the pupils or by sharing specialist knowledge.

In addition to curriculum trips and visits, we offer the opportunity for pupils to experience a range of Cultural experiences during their time in school e.g. visiting museums, attending pantomimes, having the opportunity to attend the theatre.

We are also building in a number of annual events for specific year groups, such as the Y4 camping experience and the Y6 residential.

Many of these opportunities and experiences will be linked to the '50 things to do before you leave our school' challenge that all pupils start when they enter our school and aim to complete by the time that they leave – see the school website for more details.

Charges and Remission Policy

There is no obligation to contribute to out of school activities but the school expects parents to make voluntary donations to cover the cost of any activities that their child/ren are involved in. Such activities will be solely promoted by, or through, the Headteacher and should have demonstrable and published educational value. The School Committee expect that the Headteacher would plan activities, requesting voluntary contributions to be made in the long term, so that requests were neither frequent nor onerous.

For pupils from families in need, where contributions may cause hardship, parents are invited to consult with the Headteacher who may make a discretionary payment from school funds, or make application on the pupil's behalf to charitable bodies.

In the event of parents' unwillingness to make contributions no child would be excluded from taking part, but the activity itself could be cancelled. Please see the website for the school policy.

Assessments, Reports and Recording

Children are assessed regularly throughout their time in school. In Reception, a profile matching progress against the Early Learning Goals is used. In Year 1 children are teacher assessed using a variety of tasks and tests, including the Phonics test. Children in Years 2 and 6 are assessed by the Statutory Assessment Tests (SATs). Children in Years 3, 4 and 5 are also assessed termly and sit the NFER assessments. Y4 also take part in the statutory Multiplication Tables Check.

All parents/carers receive a written school report on their child's progress at the end of the academic year. This report will include comments on all curriculum areas, attendance and behaviour.

In addition to this written report there are two pupil/teacher review days, usually in November and March, where parents can take part in their child's discussion with their class teacher about their progress. Individual and class records are kept so that each child's progress can be monitored across the National Curriculum. Records are kept for each child on important health issues, any relevant medical information, attendance and curriculum progress.

Special Educational Needs and Disabilities

Provision

At St Michael with St Thomas, we believe that inclusion should be at the heart of everything. This means that all people, regardless of their background, abilities, disabilities or health care needs, have the right to be respected and appreciated as valuable members of our school and should be able to participate in all activities in all settings.

We are passionate about prioritising our children's needs, working with parents, seeing children as individuals, personalising learning for those pupils who need it, and liaising with professionals for specialist advice where necessary.

Identification

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.

Once identified as a child with SEND, the SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

Assessment and Monitoring Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances,

teachers may need to consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

For children identified as having special educational needs which cannot be met within school, the expertise of colleagues from outside agencies is called upon. These include speech therapists, specialist teachers for the hearing and visually impaired, learning support teachers and educational psychologists.

Parents/Carers are consulted at all stages and are invited to attend meetings with the SENDCo and support services.

School Uniform

The majority of our uniform will be available from High Street stores with the exception of the Tartan skirt/pinafore, Tie & logoed Sweatshirt/Sweatshirt Cardigans which can be purchased from Boydells in Widnes.

We expect both staff and pupils' appearance to be appropriate for the school environment.

Please see below for a list of our uniform:

EYFS & KS1 (Only)

Black Trousers/Skirt

Optional: Tartan Skirt/Pinafore

White Polo Shirt

Purple Sweatshirt/Sweatshirt Cardigan

Black Shoes

White/Black Socks

KS2 (Only)

Black Trousers/Skirt

Optional: Tartan Skirt/Pinafore

White Shirt

Purple Tie

Purple Sweatshirt/Sweatshirt Cardigan

Black Shoes

White/Black Socks

PE Kit (All Key Stages)

White Crew T-Shirt

Black Shorts

Black Pumps



(During cooler months black joggers or tracksuits and trainers permitted for outdoor use)

Summer Uniform (All Key Stages)

White Polo Shirt

Black Trousers/Shorts

Lilac Gingham Dress

White/Black Socks

Physical Education Kit

Pupils are required to wear P.E. kit as listed above. We ask that the children come to school in their PE kits on the day they have PE. Pumps are to be left in school in a PE bag to change into for indoor PE lessons. Please refer to your class handbook (copy available on the school website) for PE days.

It is recommended that all items of clothing, including P.E. kits be clearly labelled with your child's name.

PLEASE NOTE: For Health and Safety reasons

- We expect all pupils with long hair to tie their hair back during the school day.
- We ask for all headbands/bobbles and ribbons to be plain purple, black or white.
- We ask for Jewellery not to be worn in school. It is not appropriate and may be a safety hazard especially during P.E. sessions.

Please note: A small book bag is the only other bag that children are permitted to bring to school due to storage space in cloakrooms. No backpacks will be allowed.

Attendance

Punctuality and regular attendance are important to your child's progress in school and as parents you have the primary responsibility for ensuring that your child is in the best place to receive a high-quality education.

We ask parents and families to support us in promoting good attendance in the following ways:

- Ensuring that children attend school regularly and arrive on time. Persistent lateness has an impact on your child's overall attendance
- If your child is ill, please contact the school before 9.00 am on the first day of absence. If no reason is received by 9.00 am the office will contact home. This is done to ensure the safety of children
- When your child returns to school ensure that a note is provided confirming the reason for absence
- Avoid taking holidays during term time

Leave of absence during term time

In accordance with the Trust Policy, holidays during term time will not be authorised unless there are exceptional circumstances. Students with 95% and below attendance may not be authorised even in exceptional circumstances.

Parent/carers must apply in writing to the Headteacher giving details of absence request.

If a leave of absence is not granted and you decide to keep your child off, this will result in the absence being recorded as unauthorised in accordance with Trust Policy. This may also result in a Penalty Notice being issued by the Local Authority for non-attendance. The Penalty Notice will be issued to each person with parental responsibility and the resulting fine will be £60 per person, per child, rising to £120 per person, per child, if the £60 is unpaid.

Pupil Premium

Pupil Premium funding was first introduced in April 2011, and is paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Reception class to Year 11. There is also funding allocated for looked-after, or previously looked-after children.

Pupil Premium is an additional allocation to main school funding and is used to fund initiatives which aim to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision would be most effective for those individuals and groups of children identified as needing additional support.

Schools will only receive the pupil premium funding if parents who qualify for income support apply and receive Free school meals. This is also important for those families who are eligible and want their children to have a free school meal in KS2.

Please support us by ensuring that you have completed the paperwork to allow us to make up to date checks for pupil premium eligibility throughout the year and by informing us immediately if there are any changes to your circumstances to enable us to make sure that you are receiving all of the support possible.

Medical Information

Accidents

Minor accidents are dealt with in school but in the event of a more serious accident we must be able to contact you.

It is very important that all the telephone numbers on the emergency contact form are up-to-date and complete. In the unlikely event that a child needs to be taken to hospital the information on that form will be used.

Medical checks

The Health Authority gives all children vision, hearing and dental tests throughout their school life. Selected children may be required to undergo a more detailed medical examination and those with hearing problems will have further aural tests. If a problem is identified you will be informed.

***Please note:** Parents will always be notified about these health checks in advance*

Medication in school

Most children will at some point have a medical condition that could affect their participation in school activities, which may need the support of school to administer medication. For other children they may have medical conditions that, if not properly managed, could limit their access to education.

These children are regarded as having medical needs, and most children with such needs and an individual healthcare plan in place are able to attend school regularly, and with some support from school can take part in most normal school activities. Parents or guardians have prime responsibility for their child's health and should provide school with all information relating to their child's medical condition, any treatment or special care that is needed and to ensure school is informed of any new or changing needs. Medication should only be brought to school when essential; that is where it would be detrimental to a child's health if the medicine were not to be administered during the school day. Parents should ensure all medication to be administered is provided in its original packaging to the school office and an 'Administration of Medicines' form completed, which is available from the school office.

Child Protection and Safeguarding

St Michael with St Thomas CE Primary is committed to working closely with parent/carers for the benefit of the children. Child Protection is a sensitive area for which all staff receive regular training. St Michael with St Thomas and extended services work together to support the needs of the child and their families. All members of staff have a legal duty to report any allegation, disclosure or suspicion of abuse, or an expression of concern about abuse. When appropriate, the school will aim to contact and inform parents when a referral is made.

At St Michael with St Thomas, we believe that prevention is best, and we do this through our close relationships with parents, families and pupils. We have a Family Support Worker in school who works with families and children to support them with a range of issues, from attendance and punctuality to concerns over behavior and health. School can offer support to access help from the Early Interventions Team, where confidential advice and support can be reached. Please remember that no problem is too small and by seeking advice, problems can often be prevented from becoming bigger.

An essential part of our work to safeguard all pupils is around attendance and punctuality, and as a school we prioritise this. We operate a first day response call system in cases of unexplained absence, which in some cases may be followed up with a home visit by staff.

If you have any safeguarding concerns, or questions around how children are safeguarded in school, please contact one of the Safeguarding Team:

The Senior Designated Person for the school is Miss M Slingsby - Headteacher

The Deputy Designated Person for the school is Miss K Brimble - Family Support Worker

Our Assistant Head teacher – Miss Chippendale, is also fully trained in Safeguarding and is able to act as Deputy Designated person.

Safeguarding is everybody's responsibility and, as such, St Michael with St Thomas CE Primary has adopted the Local Authority Safeguarding Policy. A copy of all available Safeguarding Policies can be found on the school website.

Operation Encompass

In conjunction with Cheshire Police, St Michael with St Thomas CE Primary is involved in an initiative called Operation Encompass. The purpose of Operation Encompass is to safeguard and support

children and young people who have been involved in, heard or witnessed a domestic abuse incident. Following such an incident, children will often arrive at school distressed, upset, worried and unprepared. Operation Encompass aims to ensure that appropriate school staff called 'Key Adults' are made aware early enough to support children and young people in a way that means they feel safe and included.

This is a valuable initiative that means we can continue to support and help children and families within our school community when they need it most.

You can find out more by visiting www.operationencompass.org or by contacting our Key Adults, who are Miss M Slingsby (Headteacher/Senior Designated Person) and Miss K Brimble (Family support Worker/Deputy Designated Person).

Mental Health and Wellbeing

Mental health and Wellbeing is vital in pupils and staff, and is high on our agenda as a school. We offer a range of therapeutic support for pupils who need extra support with highly trained staff, and all staff across the school take part in regular training around the emotional and mental wellbeing of pupils. We have trained Mental Health First Aiders in school who are able to support when need is identified. As a school, we are members of the Charlie Waller Memorial Trust and have access to a range of materials to support mental health and wellbeing. All school staff receive regular training to support pupils with their mental health, as well as maintaining a focus on their own. The Headteacher and FSW are trained Mental Health First Aiders. Our curriculum also has a focus on developing pupils' understanding of how to manage their own wellbeing to support them as they mature, building emotional resilience. Pupil leadership groups such as the Wellbeing Team are there to support children, and activities such as the daily Mindfulness sessions across the school help support the school ethos of developing mental and emotional wellbeing.

We have a number of things in place in school to help children feel happy and well cared for, and to allow them to discuss their thoughts and feelings. If you would like to discuss your child's wellbeing, or need some support with your own, please contact Miss Brimble or Miss Slingsby, or use the Whisper button at the bottom of any of the website pages to send a message.



Parental Support

The staff and School Committee at St Michael with St Thomas appreciate the important role you play in supporting your child in developing a positive attitude to school and learning. We welcome the support and experience parents and carers can provide to help to develop our children as learners. For some this will involve helping their children with homework, others are able to help in the classroom or on day visits.

Should you wish to become involved, please contact the school office to discuss this.

We also have a Parent Forum, where representatives from each class are chosen each year to work with the Headteacher and other staff in moving the school forward.

Home and School Liaison

Should you wish to report your child's absence please telephone school and speak to a member of staff. Alternatively, you can leave a message.

Parents wanting to pass a message through to the school or your child's class teacher can do so via the office email, messages will be passed to the relevant staff member. Alternatively, the Family Support Worker and member of the senior leadership team will be on the front door each morning welcoming the children into school.

The Headteacher produces a weekly newsletter to inform parents of school holiday dates, upcoming events and to highlight the activities/events that the children have been involved in throughout the week. Newsletters are sent electronically to all parents listed on the contact forms. Alternatively, newsletters can be found on the school website.

Please visit our school website at www.smwst.co.uk which contains a wealth of information we hope you will find useful.

Thank you

Thank you for taking the time to read our school prospectus. Should you feel you would like more information, or that you would like to see more of the school, we would be happy to arrange an appointment for you to come and visit us. Appointments can be made via the school office.