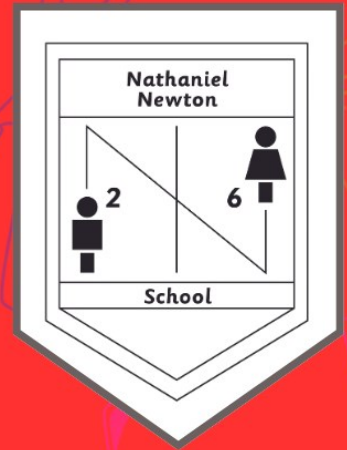


Nathaniel Newton Infant School

Prospectus
2025-2026



"Learning together to be the best we can"



Dear Parent/Carer,

Welcome to our warm, welcoming, nurturing and friendly infant school.

Nathaniel Newton Infant school is a popular, oversubscribed school catering for children between the ages of 4-7 years in the Hartshill area of Nuneaton. Located on our school site is The Links Daycare Centre which is a private nursery catering for children between the ages of 2-4 years. Links also provide our before and after school care.

We welcome children into our school from many different nurseries and we are proud of our induction processes which ensure children are provided with a seamless transition into school.

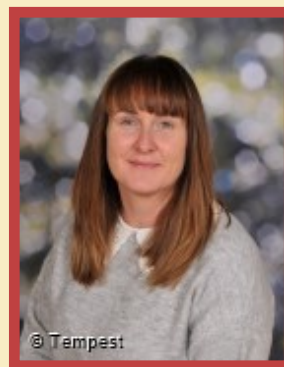
We are very fortunate to have a very strong team of hard working, committed and talented staff who are all here to ensure that we provide the very best learning experiences for children throughout their time with us. We are proud of the fact that we work hard to develop the whole child which results in children leaving us who are educationally as well as socially and emotionally ready to embark on the next stage of their education. Our school motto is 'Learning together to be the best we can'. This is achieved by ensuring that children receive a curriculum that is engaging, stimulating, enjoyable and challenging but above all memorable. Children have only one chance to be at infant school and as such we want them to remember this as a very special time in their lives.

Our children are absolutely delightful. They have a brilliant attitude to learning and love coming to school. They take care in their appearance and always strive to be the best that they can. During work and play they get on well and look after each other. Our parents are very supportive. They support the school fully to ensure their children are happy and achieve well. We have a hardworking Friends of Nathaniel Newton Association who do sterling work to provide the school with many extras that further enhance the children's learning experiences. Our governing body is very strong and provide excellent support and challenge to ensure the school is continually improving.

We have an extensive range of after school clubs providing enrichment activities that are very popular with children. Clubs run on a half termly basis allowing children to participate in a variety of clubs throughout the year.

As a school we are fully committed to safeguarding and promoting the welfare of children and young people and we expect all staff, parents and volunteers to share this commitment. We would love you to come and visit our wonderful school. Please telephone us on 02476 392236 or email us admin2029@welearn365.com to arrange a visit.

Headteacher - Mrs Julie Forshaw
Deputy Headteacher – Mrs Verity Taroni



Our School Aims and Values

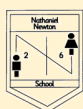
Learning together to be the best we can



At Nathaniel Newton Infant School we work hard on our school ethos to ensure that everyone feels part of the Nathaniel Newton family. We believe our school should be a warm, welcoming and nurturing place where everyone feels safe, secure, happy and comfortable with who they are. This ensures children can be challenged and supported to reach their full potential in order to equip them for living in the wider world beyond school.

Education should be a partnership between the child, the child's family and school. Therefore we pride ourselves on building positive relationships in order to secure high standards and aspirations for the children. We recognise the important role that school plays in the wider community and we continue to develop and strengthen relationships.

During your child's time with us we aim to develop the following personal skills -



The Staff at Nathaniel Newton

All staff receive in-house training at school and also attend Local Authority (LA) courses for supporting children's learning and well being in the classroom to enhance the qualifications they already have. We also receive regular training on safeguarding.

All staff are DBS checked and cleared in line with Safeguarding policies.

| | |
|---|-------------|
| Headteacher | Mrs Forshew |
| Deputy Headteacher and Special Educational Needs | Mrs Taroni |

| Teachers | Learning Support Assistants | Midday Supervisors |
|--|---|--|
| <u>Year Group Lead Teachers</u> Mrs Doherty Mrs Evans Mrs Fussey <u>Class Teachers</u> Mrs Cape Mrs Dicken Miss Hall Mrs Hancox Mrs Ireland Mrs Keane Mrs Lowen | Mrs Anderson Mrs Arnold Mrs Barnes Miss Bagshaw Mrs Childs Miss Doherty Miss Gilbody Mrs Grinter Mrs Martin Mrs Miners Mrs Phillips Mrs Porter Miss Probert Mrs Reynolds Mrs Stringer Mrs Ward | Mrs Anderson (Senior) Miss Gilbody (Senior) Mrs Forryan Mrs Holden Miss Watson |

| | |
|--|--|
| Pastoral Team SENCO Learning Mentor | Mrs Taroni Miss Carey |
| Office Staff | Mrs Burrage - Office Administrator Mrs Williams - Admin Assistant |
| Business Manager | Miss Hawkins |
| Kitchen Staff | Mrs Whitmarsh, Mrs Franklin, Mrs Stevens, Miss Atkins. |
| Caretaker | Mr Johnson |
| Cleaning Staff | Miss Watson, Mrs Anderson, Mrs Wright. |



The School Governors

Governors have an interest in helping to ensure that children in the school receive the best possible education and the school governing body is a key partner in school leadership.

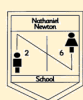
The governors are a team made up from various representatives - parents, staff and the local community and who are responsible for:

- o Ensuring the school provides good quality education
- o The school's budget and management of resources
- o Making sure the school provides for the individual needs of each child.

All governors sit on both Performance and Standards and Management and Resources Sub Committees.

| | | |
|--|--------------------------|--|
| Anita Hawkins | Clerk to Governors | |
| Julie Forshew (Headteacher) | Headteacher Governor | Performance and Standards and Management and Resources Sub-Committees. |
| Verity Taroni | Staff Governor | Performance and Standards and Management and Resources Sub-Committees. SEND / Vulnerable Groups / Nurture / Pupil Premium / Curriculum. |
| Vacancy | Staff Governor | Performance and Standards and Management and Resources Sub-Committees. |
| Stella Saje Chair of Governors | Local Authority Governor | Performance and Standards and Management and Resources Sub-Committees. SEND / Vulnerable Groups / Nurture / Pupil Premium / English / Assessment / EYFS Monitoring. |
| Peter James Vice Chair of Governors | Co-opted Governor | Performance and Standards and Management and Resources Sub-Committees. Health and Safety / Finance / Assessment. |
| Phil Riley | Co-opted Governor | Performance and Standards and Management and Resources Sub-Committees. Attendance / Single Central Register. |
| Mandy Bostock | Co-opted Governor | Performance and Standards and Management and Resources Sub-Committees. |
| Katie Hobley | Parent Governor | Performance and Standards and Management and Resources Sub-Committees. EYFS Monitoring. |
| Leanne Murray | Co-opted Governor | Performance and Standards and Management and Resources Sub-Committees. |
| Rebecca Phipps | Co-opted Governor | Performance and Standards and Management and Resources Sub-Committees. Maths / Science / Mental Health and Wellbeing. |
| Nicola Seaman | Co-opted Governor | Performance and Standards and Management and Resources Sub-Committees. |
| Kevin Walsh | Parent Governor | Performance and Standards and Management and Resources Sub-Committees. Assessment / Child Protection / Online Safety / Filtering and Monitoring. |

The Governing Body is subject to change in September.



The School Day

It is imperative that children attend school every day unless they are ill and are on time.

All absences need to be reported to school by 9 am.

Permission is not given for holidays taken in term-time, apart from in very exceptional circumstances.

8.30 am **Access onto the school site** playground gates opened.

**8.40 am -
8.45 am** **Reception children** come into school via the door at the top of the car park.

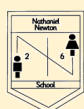
In **Year 1 and Year 2**, children come into school via their year group doors on the main playground.

Please be aware that there is no adult supervision on the playgrounds before 8.40 am.

8.45 am **Registration** is at 8.45 am and any child not present in their classroom at this time will be marked late in the register. If a child is not in school by 9.15 am then this will count as an 'absence' mark for the morning session. Please always be on time to set a good example to your children.

Mid-morning Break time

Free fruit is provided for all children. Milk is available free of charge until your child is 5 funded by the government. Alternatively you can send squash in a named suitable container. Water is available for pupils throughout the day from water coolers and we ask that parents send in a bottle suitable to be refilled throughout the day with water.



12.00 pm -

Lunchtime

1.00 pm

All children are eligible for a free school meal. The school's commitment to health has been rewarded with the Healthy Schools Award and Food for Life Award. School meals are cooked freshly on site and offer your child a varied menu. We try to encourage healthy eating by the use of a rating system. A vegetarian option is always available. Children are able to choose which main course they would like for lunch with their teacher at morning registration. There is a choice of 4 options - 2 hot dinner options, a jacket potato option and a pasta option. At lunchtime your child will be given a wristband in the dinner queue to denote the choice they have made which they will hand to kitchen staff when they collect their meal. We encourage independence in our children so at lunchtime they can visit our salad bar and help themselves to whatever they would like. Bread is provided on the tables. Water, milk or squash is available. When the children have finished their dinner they can then go and choose a pudding. New school lunch menus are sent home to parents when the menu changes.

Dietary requirements and allergies are catered for. We are a nut free school. We have children and staff with nut allergies, some severe and potentially life-threatening within our school.

Here are a few items that we do not allow into school that might contain nuts ...

Peanut butter spread sandwiches.

Hazelnut chocolate spread.

Biscuits / cookies / chocolate or cake bars that contain nuts.

Cereal / granola bars.

Sauces that contain nuts.

All our Learning Support Assistants work during lunchtime. On wet days, the lunchtime supervisors look after the children in the classrooms.

3.15 pm

End of School Day

All children are dismissed at 3.15 pm from the large playground.

Classes are led out into the large playground to be dismissed by their teacher.



Behaviour (Relationships Policy)

We believe behaviour is a method of communication and always look beyond the behaviour to best support the child.

We work hard to make our school a happy place. This means everyone has to respect other people and consider their feelings. Everyone has to value themselves and care for others. Children are encouraged to be self-disciplined and independent.

Our Relationships Policy (formerly Behaviour Policy) was rewritten in September 2021 to capture the philosophies of being a Trauma Informed and Attachment Aware school. To complement this, we use the Thrive approach. Our Relationships Policy is reviewed annually.

Our school rules are known as school manners. We have three school manners which are short so that everyone knows them.



Our School Manners



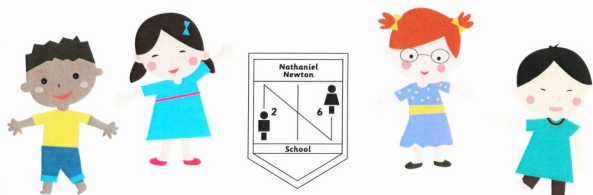
Be Kind



Be Fair



Be Safe



All staff constantly reinforce these manners and spend time explaining what the manners mean and how they can be followed across all areas of school life.

We believe children should be rewarded for making good choices and always apply these fairly and equitably to all children. The children collect stars in their star books and each 50 or 100 stars earns a small prize from the Headteacher. We have Pupil of the Week and Congratulations assemblies each week where parents, carers and family are invited to see their child receive their award.

At the times when children need supporting with their behaviour we use a range of methods to do this such as emotion coaching and we always seek to involve parents to ensure good home school communication when children are requiring additional support.

All types of bullying behaviour are dealt with very firmly, but sensitively, by all the staff in school. Children are actively encouraged to report any type of bullying behaviour.



Attachment and Trauma Informed School

At Nathaniel Newton we are An Attachment and Trauma Informed School. As a School that is fully committed to attachment and trauma friendly practices, we undertake regular training and work closely with a range of providers to ensure we are fully reflective on our practices and kept up to date with new and relevant information.

Attachment and Trauma is embedded in our school ethos, which means we are committed to taking a sensitive approach to children who have experienced Attachment and Trauma issues. Clear research shows that children who experience Attachment and Trauma issues can end up having difficulties which impact on their learning and development. As a school we are sensitive to Attachment and Trauma, and provide a safe, stable, and understanding environment for all children and staff to flourish.

Attachment

Babies and children need a secure emotional relationship with a main caregiver, usually a mother or father, in order to grow and develop physically, emotionally and intellectually. Babies and children need to feel safe, protected and nurtured by their caregivers so that they can gradually make sense of the world around them. This secure relationship with a main caregiver is essential however sometimes this early relationship is missing, absent or broken for periods of time, perhaps because:

- There is a traumatic event that affects a child's continuity of experience.
- The caregiver cannot meet the child's needs, for whatever reason.

When a baby or child's attachment needs are not met, this can lead to difficulties socially, behaviourally or emotionally, these are called attachment difficulties

Trauma

As a school we have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support the impact of traumatic stress. Day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam or moving to a new house can also be experienced as traumatic.

Adverse Childhood Experiences (ACEs)

ACES are highly stressful, and potentially traumatic, events or situations that occur during childhood. It can be a single event, or prolonged threats to, a young person's safety, security or trust. These experiences directly affect the young person and their environment, and require significant social, emotional, neurobiological, psychological or behavioural adaptation in order for the child to overcome the barriers.

Attachment and trauma issues can effect the executive functioning skills. These are the skills that control;

- Behaviour
- Emotional control
- Self organization
- Planning skills
- Working-memory



Our ethos allows us to bring about a whole school cultural shift where the wellbeing of all is the highest priority. We are committed to improving the health and wellbeing for all children to learn, and especially for the most vulnerable children who may have suffered trauma and attachment issues. Through our Attachment and Trauma informed practice we hope every child develops positive mental health and resilience, in a school with positive, supportive relationships at the core to ensure children maintain the capacity to learn, despite difficult events that may occur

In practice this means that our approach includes:

- Supporting children to make sense of their experience(s).
- Helping children to understand and manage their emotions.
- That all emotions are ok and how we handle those emotions.
- Creating an environment of safety, connection and compassion at all times.
- Providing all vulnerable children with daily access to at least one named, emotionally available adult, who believes in them, relates to them with compassion, empathy and unconditional positive regard.
- All Staff/adults interacting with children so that they feel valued as individuals.
- Staff/adults adjusting their expectations of vulnerable children to correspond with their developmental capabilities and experiences they may be dealing with.
- A personal meet and greet system in the morning, where all children are welcomed by their teacher individually by a greeting of their choice (a hand shake, a high five, a hug or a smile.) This makes every child feel important and valued as a member of the class and school.



- Promoting self-awareness, self-control and acceptance of responsibility for their actions
- Providing a nurturing environment
- Using Approaches like PACE (Playfulness, Acceptance, Curiosity, Empathy) as a way of being with the children
- Promoting and supporting children to demonstrate a high standard of behaviour.
- Developing an understanding of behaviours - All staff having an open mind and an empathic approach and accepting that all children that show behavioural needs may be trying to convey other deeper needs, and this requires patience
- Training staff/adults in key conversational skills to enable children to move away from 'behaving' their trauma/painful life experiences, to reflecting and developing life narratives and finding alternative choices.
- Giving all children the opportunity to calm down with an adult in a safe environment and most importantly and reflect on their reactions to situations.
- Offering more tailored support through possibly 1:1 sessions, in class or in small groups.

By adapting these Attachment and Trauma informed approaches, at Nathaniel Newton we can create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community.



Social, Emotional and Mental Health Support

There is a strong emphasis on SEMH provision at Nathaniel Newton. We use the Thrive Approach in school which is a programme that has been supporting schools for many years. Thrive's mission is to help children become more emotionally resilient and better placed to engage with life and learning. Our staff are trained in the Thrive Approach and we have 2 members of staff who are Thrive Lead Practitioners. We want all our children to feel safe and secure during their time here.

While all staff provide a caring and nurturing environment in school, sometimes children may need a little extra support for a variety of reasons. They may be shy, sensitive and need support to develop their confidence/self esteem or they may be experiencing changes at home such as bereavement or separation.

We offer additional support to children who need extra support to develop skills such as confidence or self esteem. These sessions are run throughout the year for 6-8 weeks where they can join in with a range of activities to enhance learning through puppets, social stories and a range of adult led games.

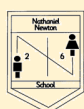
We also run a range of intervention sessions for children who struggle to regulate their feelings/emotions and anxieties. These sessions are initially run over a period of 6-8 weeks and are run throughout the year. One to one sessions are also run for children who are experiencing any Social, Emotional and Mental Health needs (SEMH) or just need someone who they feel they can talk to and trust when they are experiencing any worries or anxieties they feel they are unable to cope with and need strategies implementing to allow them to cope.

Schools now have access to lots of support and a range of resources for parents and families that may require it. If you need any parenting/family support or advice please let us know so that we can offer this support and provide you with further information about any of these services and offer our support or implement intervention.

If you feel that your child would benefit from some support please contact Miss Carey - Learning Mentor. We also have Mrs Dicken and Mrs Taroni who are mental health first aiders. Referrals can be made to our Mental Health in Schools Team if this is felt necessary.

Well-being Buddies

At Nathaniel Newton we understand the importance of children's wellbeing and we strive to ensure all children feel happy and safe in our school. We understand that some children can find lunchtimes and playtimes more difficult and may need a little extra help. Every class in our school has two 'Wellbeing Buddies' who are there to be an extra friend. Our 'Wellbeing Buddies' wear Hi Vis vests at lunchtime so that they can be easily seen outside. Their role is to support other children to feel safe and happy. They assist children by taking them to a grown up if they need someone to talk to or if they are hurt, helping them to make new friends or are there to play with them.



Early Years Foundation Stage

During your child's first year in school, they will be working in The Early Years Foundation Stage.

The Early Years Foundation Stage has three prime and four specific areas of learning and the three learning characteristics.

The Prime areas of learning:-

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Learning Characteristics:-

- Playing and Exploring
- Active Learning
- Creative and thinking critically



The move from nursery to school is carefully managed so that your child will settle in smoothly.

The children's work and play is structured to teach basic skills and concepts. We always start with what your child already knows and then build upon this to extend their learning. Children learn phonics in order to read and write through a programme called Little Wandle.

Children learn to be confident and more independent.

During the last half term of Reception we begin to prepare children for Year 1.

Your child's time in Year One

The first half term in Year 1 is a transition period where the learning environment reflects the early years environment the children have just left. Gradually the children move to a more formalised learning model.

Acquisition of language and phonics continue throughout Year 1. Children further develop their reading and writing and are encouraged to persevere at the difficult task of mastering these skills. We have a creative enquiry based curriculum which allows children to learn the basic skills of oracy, writing and to be numerate, but also to experience the richness and diversity of the wider curriculum. This enhances the world of learning children access in school and as such develop their cultural capital and a readiness for living in the wider world beyond school.

In June, Year 1 children are required to take The Phonics Screening Check where children have to read 40 words that are a mix of real and nonsense words.

Your child's time in Year Two

The Year 2 curriculum is a continuation of the curriculum that the children have followed in Year 1. There is an increase in the volume of written work, with children being encouraged to work more independently and develop stamina. During the last half term we work closely with Year 3 staff from the junior school to ensure children receive a smooth transition and are prepared to move to junior school.



The National Curriculum

All local authority maintained schools in the country of which Nathaniel Newton is one, must teach the the National Curriculum programme of study. We are required to offer a curriculum which is broad and balanced and -

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life.

The curriculum is divided into five stages, with Early Years Foundation Stage and Key Stage 1 being taught at Nathaniel Newton.

| | |
|------------------------------|---------------|
| Early Years Foundation Stage | Reception |
| Key stage 1 | 5 – 7 years |
| Key stage 2 | 7 – 11 years |
| Key stage 3 | 11 – 14 years |
| Key stage 4 | 14 – 16 years |

The National Curriculum has 3 core subjects and 7 foundation subjects. Sometimes the subjects are taught separately, but often children learn better when several subjects are taught through a topic based approach together. We also aim to enable the children to apply their learning in different situations.

The 3 core subjects are – English, Mathematics and Science.

The 7 foundation subjects are – Art and Design, Computing, Design and Technology, Geography, History, Music and Physical Education.

All schools are also required to teach Religious Education at all Key Stages.

* You can apply to withdraw your child from Religious Education.

At Nathaniel Newton we also teach Personal, Social and Health Education through a programme called Jigsaw. We also use the 'Taking Care Project' to teach children about protective behaviours.



Learning to Read

At Nathaniel Newton, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Nathaniel Newton, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.



Daily Phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day.

In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full length lesson as quickly as possible.

Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

At Nathaniel Newton we value reading as a crucial life skill. We teach reading skills daily through the delivery of the Little Wandle Letters and Sounds Revised Programme. This is further enhanced by a language rich English curriculum that is underpinned by a variety of different fiction and non-fiction texts, as well as poetry. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.



Becoming a fluent, skilled and attentive reader starts at the earliest stages of a child's learning journey. Reading is a skill we continue to develop throughout our lives, but starting this process as early as possible has significant benefits for our continued success as readers. This is why, as parents and carers, you play a vital role in supporting your child in becoming a fluent reader, who is confidently able to apply their reading skills across all areas of their lives.

The teaching of reading and reading comprehension within the classroom is only part of a child's learning, and the value that is given to reading at home is equally important. Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. If children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere.

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult in small groups of approximately six children.
- use books matched to the children's secure phonic knowledge using Little Wandle Letters and Sounds Revised assessments.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.



Sport

All children receive 2 hours of PE a week in school ranging from dance and gym, to games and athletics.

We deliver our P.E. using a scheme called REAL P.E which is part of the REAL Legacy programme. The aim of the scheme is to develop and enhance the children's agility, balance and coordination. The three key areas are practised within warm ups and skill application type activities and games to ensure the children can apply the skill with control and fluency in a range of different ways. All the skills that are practised across the year groups are the fundamental building blocks to later allow children to use and apply them into sporting games such as football or athletics. The children participate in the 'daily mile' 3 times a week on the day they are not doing PE lessons.

Within Reception and Year 1 a storybook and song are incorporated within each lesson to really engage and immerse the children whilst practising the skills and movements. Alongside the skill focus the children work on one of the 6 learning COGS; Social, Personal, Cognitive, Creative, Physical and Health and Fitness. These COGS have been integrated throughout the school ethos and across all areas of the curriculum. Each half term the COG focus changes and the children aim to demonstrate the objectives to their teacher throughout all lessons.

We also have experienced coaches working alongside the teaching staff to deliver high quality P.E. sessions. We offer a variety of sports-based after school clubs such as football, rounders, cricket, multisports and athletics (please see the section on Out of Hours Provision for more details of our after school clubs) to name a few.

Computing

We see computer literacy as being an important factor in children's education and it is integrated into the curriculum. Our school is very well equipped with computers and software. Each classroom has a computer and interactive screen and children also have access to a bank of iPads and laptops to support their learning. We take online safety very seriously and teach this throughout our computing curriculum. We also provide advice and guidance to parents and carers. In each class we have 2 children who are internet buddies who support other children in the class to stay safe on the internet. All internet buddies meet regularly across the Key Stage 1 classes.

We have a network system which facilitates access to all programs and work from any location throughout the school. We have broadband wireless Internet Access. Children use the Internet under supervision and the school has an Online Safety Policy which is available upon request.



Special Educational Needs and Disability – SEND

At Nathaniel Newton, we aim to meet the needs of all children. Those identified as having Special Educational Needs (SEND) will have individual plans of work drawn up for them and their progress will be closely monitored. Our Deputy Headteacher, Mrs Taroni is the Special Needs Co-ordinator. The school's SEND Policy and school SEND offer is available on request or can be found on the website.

We also aim to develop those children who are gifted and talented to enable them to achieve their potential through clear differentiation and challenge.

School Disability Equality Scheme

Our school seeks to focus on each person's individual needs to allow all members of the school community to develop to their full potential. All members of the school are equally valued so that they can develop a sense of self-worth and self-esteem. No-one should be segregated or discriminated against because of actual or imagined differences. We are, therefore, equally ambitious for our pupils and staff with disabilities. If you wish to read the whole Disability Equality Scheme, please see the policies section on our website.



The School Library

We are very proud of our school library. It is the hub of our school, providing a welcoming and attractive environment in which to share a variety of books. Use of the library is integrated into the curriculum with children visiting weekly with their classes. During this time the children are able to choose books to bring home to share with you. We have a dedicated team of Year 2 'Library Champions' who support in the day to day running of the library, and promote reading for pleasure across our whole school community.

The library is also home to our 'Nathaniel Newton Book Vending Machine', the children can earn golden tokens to spend in the vending machine by reading books from our 50 Reads spine. During the Summer Term we run a library cafe every Tuesday after school where parents and children can enjoy the library together.



Your Child at School

We hope you will come and talk with us about your child. Not just the problems - come and share the successes as well!

We have an open door policy - this means you can come and talk to us at any time. If you would like to have a longer chat with a teacher, then after school is usually the best time or you can make an appointment. If you want to see Mrs Forsheew, the Headteacher, Mrs Taroni, Deputy Head and SENCO, or Miss Carey, the Learning Mentor, then please telephone or pop in to the school office to make an appointment.

If your child is upset during the school day, please encourage them to tell a member of staff. Any upset will be reported to your child's teacher who will deal with the matter.

Medical and dental inspections and vision and hearing tests are held from time to time. Parents are notified of these in advance and will be contacted further if action is needed.



Helping Your Child at Home

Homework is a valuable way of working with and supporting your child and an important way to develop the school-home partnership. It is really good if you can take time to talk to your child about their day and to read regularly with them. Encourage your child to share their homework with you and be supportive while encouraging them to complete their homework independently.

Each half term we send out a menu of homework activities linked to the current topic. They are designed to be fun and engaging for the whole family. In addition reading books will be sent home as well as maths activities.

We have looked carefully at our **Home School Agreement** and hope you agree with us that it is fair and helpful to both the child and parent/carer. The governors would like you to sign this agreement and join our partnership to give your child the best start in education. Comments on the agreement or any other aspect of school are always welcome.

Keeping in touch with you

We have **Parents' Evenings** each term that we expect parents/carers to attend. We can be flexible so if you can't make the day given then please see your child's teacher to arrange another date.

During Parents' Evening, your child's teacher will talk to you about your child's progress, how they are settling in to school and their next steps in learning, etc. It is also an important opportunity for you to ask the teacher any questions you might have. If we are at all concerned about your child, we won't wait for Parents Evening to speak to you – we will ask you to come and talk to us. If you are concerned about any aspect of your child at school, we would ask that you see someone at school sooner rather than later.

Miss Carey is our **Learning Mentor**. There are many aspects to her role, but the key aim is to help pupils of all ages and abilities achieve their potential. This involves working with the children either on a one-to-one or group basis, identifying barriers to learning and finding ways to overcome them. These barriers can be wide ranging and often very personal to the individual pupil.

They include:-

- developing better learning skills and personal organisation
- helping to cope with difficulties at home
- behaviour management
- friendship issues
- dealing with bereavement
- relationship issues
- or just general disaffection and disengagement with learning.

Miss Carey works with many pupils, but also with parents at their request, including "quick chats" and "drop ins". She liaises closely with teachers and other support professionals and often acts as a supportive link between the family and school.



In order to keep in touch with you and keep you informed of our news we use our school information management service—Arbor. Arbor has its own free to download app which gives you direct access to our messages, and from there you are also able to view your child's attendance and inform us if your child is going to be absent from school. Time sensitive messages and messages of high importance are sent via text message which will also appear in your Arbor app. Newsletters and other communications will be sent by email.

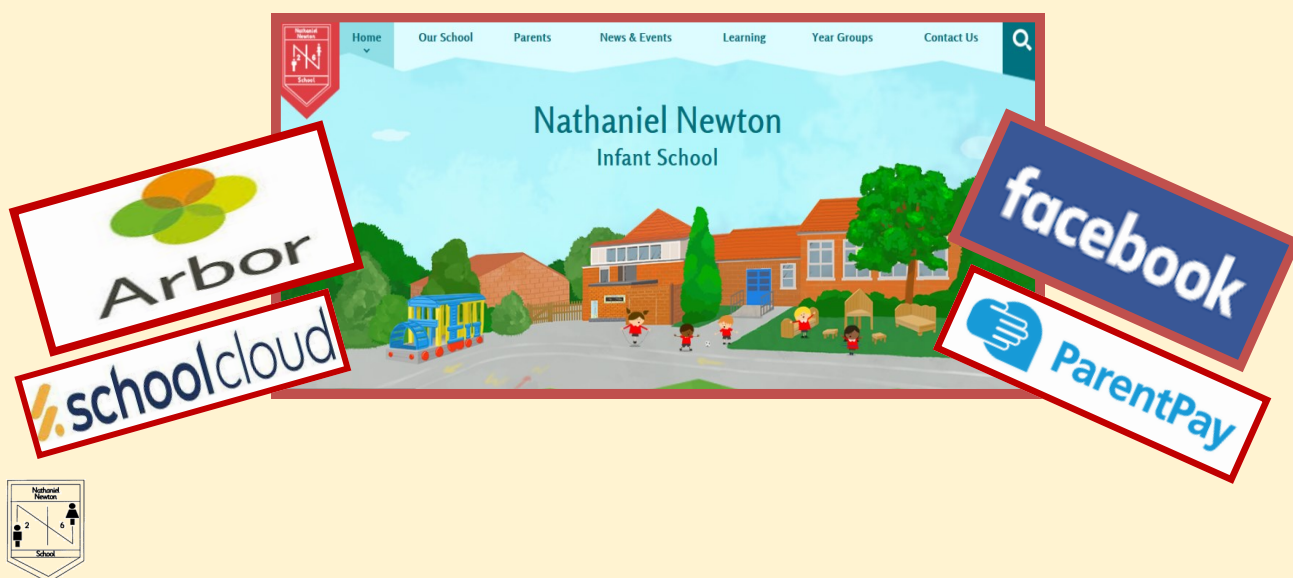
All messages will go to the primary guardians of your child and contact details must match associated with your Arbor app. Therefore it is important to keep the office informed of mobile number or email address changes. Standard text messages will only be sent in the event of emergencies such as school closures.

We send out a link to our half termly **newsletter** via email, to keep you informed about what is happening in school, ask you for things we need in school and to remind you about dates to put in your diary, e.g. for school events. Additional paper copies of newsletters and letters are available from the school office by request, or under the News and Events section on the home page on our school website. (The current newsletter is available on the bottom of the home page).

We also currently use Parent Pay for online payments and SchoolCloud for parent consultation bookings, after school club and event bookings. Links to these platforms are available on our school website, and you will be emailed details on how to access these when necessary.

Our **website** is a great source of information, and a platform for us to share everything that is happening at our school with you. You can visit this at www.nathanielnewton.co.uk. There you will also find a link to our **school Facebook page** which also provides up to date information and an insight into some of the activities the children take part in during school time as well as reminders for events taking place in school. We suggest you 'like' our page and you will then see our news in your Facebook feed.

The **Friends of Nathaniel Newton** (Formerly Nathaniel Newton PTA) supports the school in arranging activities and providing facilities to enhance the pupils' education. They provide some 'extras' for children and organise events like the Summer Fair, Quiz Nights, Easter bingo etc. Any support and new members are always welcome. If you would like to be involved in the Friends of Nathaniel Newton please speak to a member of staff in the school office.



Safeguarding

Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parent/carers should know that the law (Children Act 2006) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible, seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interest of all children.

The school policy is available for parents/carers upon request at the school office or on the school website.

Within school the designated people in school for child protection and safeguarding are Mrs Forshaw, Mrs Taroni and Miss Carey.



Operation Encompass

Our school is part of Operation Encompass.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse and which is in place in every police force in England and Wales.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.



Operation Encompass is a national scheme that operates jointly between schools and all police forces.

Children who live in homes where there is domestic abuse, or who experience domestic abuse in their own teenage relationships, can be negatively impacted by this experience.

We have ensured that a member of our staff, (Designated Safeguarding Lead) known as a Key Adult, has been trained about Operation Encompass procedures. This allows us to use the information that has been confidentially shared with us by the police, to understand how a child may be impacted by domestic abuse and to then offer support to the child/ren in our care.

This information means that we can understand a child's behaviour and support that child in whatever way they may need or want.

Children who experience domestic abuse are recognised as victims of domestic abuse in their own right¹.

Operation Encompass means that our school will be told, prior to the start of the next school day, when police have attended an incident of domestic abuse where there is a child or young person who attends our school who is related to any of those involved in the incident.

We are keen to offer the very best support possible to all our pupils and we believe that being part of Operation Encompass helps us to do this.

¹ Domestic Abuse Act 2021

School Uniform

School uniform is compulsory. The school sweatshirt, cardigan, fleece, etc. with the school badge are available from The Schoolwear Centre in Nuneaton town centre or Match Fit Kit, Weddington Road or online from My Clothing Ltd www.myclothing.com. Parents are able to purchase school uniform from any outlet they choose although we do prefer children do wear Nathaniel Newton logo jumpers or cardigans.

If you qualify for Welfare Free School Meals (due to benefits you receive) please apply for them. The school will issue you with an £25 Asda voucher for school uniform once the school have been informed of your successful application.

| |
|---|
| Grey or black trousers, skirt or pinafore dress |
| Summer – grey or black uniform shorts or red checked dress |
| White polo shirt (logo optional) |
| Red sweatshirt or cardigan preferably with logo |
| Grey, white or black socks or tights |
| Flat black shoes |
| Coat, jacket or red fleece with logo |
| |

Each class has an allocated P.E. day and should come to school in P.E. kit on that day.

| |
|--|
| PE kit – pumps, shorts and t-shirt |
| Black shorts / leggings / jogging pants |
| White T-shirt |
| Black pumps or trainers |
| School jumper or cardigan |

Please remember to **label everything** with your child's name.

Children should **always bring a waterproof coat or jacket**.

Jewellery The wearing of jewellery is discouraged within school as children often get upset if it gets lost or damaged. School can take no responsibility if jewellery is lost. If children have their ears pierced, only small studs can be worn.

If children come to school wearing earrings on P.E. days, they must take them out or cover them with tape for reasons of Health and Safety and to conform to our Third Party Liability for duty of care.



Out of Hours Provision

The school provides a range of services and activities beyond the school day, to help meet the needs of the children, their families and the wider community.

We have an extensive range of after school clubs for the children to enjoy. This year we have offered varying activities including cooking, sewing, football, dance, gymnastics and rounders to name a few.

The children earn certificates when they participate in clubs. These are presented at the end of the last session of the block of clubs.

Reception children are invited to join these clubs later in the year once they have settled into school.



Other information

Your contact details – Please make sure that the school office has your up to date contact details.

Medicines – If your child requires antibiotics or other medicine we are happy to administer these. You will need to come into school to fill out the forms to enable us to administer it. If your child needs treatments such as inhalers or epi-pens, please inform the school office and they will give you the necessary information and paperwork.

Belongings – Please label your child's belongings, and then we can give them back to you if they get lost!

School policies – There are policies on most aspects of school life at Nathaniel Newton. Policies relevant to parents/carers are available on our school website.

Pushchairs – For Health & Safety we ask parents not to bring pushchairs into school. If you have a little one and need to get into school, please ask at the office.

Toys and games from home – Please do not let children bring toys and games into school except at times when teachers may ask for them to be brought in for a specific purpose. We cannot accept any responsibility for items lost if children bring items into school that they shouldn't have.

Car parking – There is no parking available in the school car park for parents/carers during school hours. Please do not bring your car down the school drive to bring or collect your child from school. If you do drive a child to school, then please park sensibly and considerately, e.g. on Victoria Road or Hayes Road. Please make sure that you do not block peoples driveways and that you adhere to parking restrictions, i.e. do not park on the yellow zigzags outside the school.

Head lice – We expect parents to keep their child's hair free of head lice. Please check your child's hair regularly. If head lice are noticed by school staff you will be notified and asked to collect your child. They will not be allowed back into school until they are clear of headlice. Please ensure long hair is kept tied back.

Dogs and pets – Dogs or other pets are not permitted anywhere on the school grounds either carried or otherwise.

Smoking – Smoking is prohibited in all areas of the school site, which includes outside the school gates.

Bad language – Parents are asked to be 'good examples' and not to swear or use offensive language. Parents unable to comply with this rule will not be allowed on the school premises.

Complaints – If you have a complaint concerning any matter, please come and talk to us about it. If, after you have been to talk with us, you are still not happy, please contact the Chair of Governors or any other Governor and talk to them. Our complaints policy can be found on the website.



Applying for a school place – If you live in Warwickshire, you will need to apply for a school place online at www.warwickshire.gov.uk/admissions. For further information please contact the County School Admissions Department on 01926 742037 or 01926 742047.

Extra Support

Your child is entitled to free after school clubs and support in school if needed if you are in receipt of -

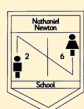
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Universal Credit - your household income must be less than £7,400 a year and not including any benefits you get (this is equivalent to your work-related take home pay being less than £616.67 per month at the time of application).

When your eligibility has been confirmed and your application processed, you will be sent an email confirming eligibility. The school will also receive notification of your child's application.

You can apply online at www.warwickshire.gov.uk/freeschoolmeals or apply by telephone on 01926 359 189. If you need any assistance with this process the school office will be happy to help. The online checking system only confirms or denies your eligibility to claim free school meals. It does not give us any other information.

If your child is eligible this will enable us to provide your child with additional support in the form of free after school clubs and a £25 Asda voucher towards the purchase of uniform basics.

The school also receives extra funding for every eligible child to make sure we provide the best learning provision that we can.



Term and Holiday Dates

Holiday dates and emergency closures for schools in Warwickshire can be found online at <http://www.warwickshire.gov.uk>.

The holiday dates for the 2025 - 2026 school year are -

Autumn term 2025

Designated Staff Training Day - Monday 1st September 2025

Term Starts – Tuesday 2nd September 2025

Staff Training Day - Friday 3rd October 2025

Staff Training Day - Monday 24th October 2025

Half Term - Monday 27th October to Friday 31st October 2025

Term Ends - Friday 19th December 2025

Spring Term 2026

Term Starts – Monday 5th January 2025

Half Term - Monday 16th February to Friday 20th February 2025

Term Ends – Friday 27th March 2025

Summer Term 2026

Term Starts – Monday 13th April 2026

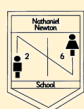
May Day Bank Holiday - Monday 4th May 2026

Half Term - Monday 25th May - Friday 29th May 2026

Staff Training Day - Monday 1st June 2026

Term Ends - Friday 17th July 2026

Designated Staff Training Day—Monday 20th July 2026



The Links Daycare Centre Ltd

‘We aim to provide quality, affordable education and childcare’

The Links Daycare Centre Ltd is an established Early Years facility incorporating wraparound provision for the two main local schools in the community. It is situated on the site of Nathaniel Newton Infant School, located at the bottom of the school drive.

We are a purpose built modular building, creating a safe and secure learning environment with a partly covered outdoor play area.

Links primarily provides education and care for children aged 2 to 4 years during the day, following the Early Years Foundation Stage curriculum. Our last four inspections have all been graded as ‘Outstanding’.

In addition, Links operates a **play scheme** during school holidays where children from any school may attend and before and after school clubs for both **Nathaniel Newton Infant School** and **Michael Drayton Junior School** term time, working in close partnership with both schools for your child’s safety.

We are open 7:45am – 5:45pm term-time and 7:45am - 4:45pm during school holidays, Monday to Friday, 50 weeks per year (subject to demand)

Please refer to our website: www.linksdaycarecentre.co.uk or look us up on Facebook for additional information.

Nursery

The main intakes are September and January and dependant upon availability at the time, after Easter will be considered, however spaces will not be held until then.

Please contact us on 02476 394782 to discuss your requirements.

Our aims are:

- To organise a range of educational activities, experiences and learning opportunities appropriate for children;
- To work with parents/carers for the benefit of the children;
- To provide a facility enabling parents to return to work or access training opportunities;
- To provide high quality education and childcare delivered by qualified, experienced and dedicated staff, at an affordable cost.

Universal and extended funding is available between the hours of 9 am and 3 pm. Additional wraparound care is available at a cost. Two years working family funding and 2 help funding is also available. Same conditions as above. Please contact the nursery for further information.

Children staying all day are required to bring a packed lunch.

Before and After School Clubs

Breakfast club – available between 7:45 am and school start providing a choice of cereals and toast. Children are escorted to school.

After School club – End of school to 4:15, 5:15 or 5:45pm. Children are escorted from school. Children attending school organised clubs may be collected when they end, by arrangement.

Fee structure available upon request

Tel: 02476 394782 or email: linkschildcare@gmail.com for further information.

Payment including a Registration Fee, can be made with childcare vouchers, through a Tax Free Childcare Account or direct by internet banking. Please speak to Links staff for further information.

The Links team looks forward to working in partnership with you.

Tel : 02476 392236

admin2029@welearn365.com
www.nathanielnewton.co.uk