



**Together
we grow
and learn.**



Prospectus



An outstanding school (Ofsted 2009)



Headteacher: Mrs. P. Coxon B.Ed. Hons; NPQH
Chair of Governors: Dr. R. Smith

**Address: Basford Park Road
Newcastle-under-Lyme
Staffordshire
ST5 0PT**

Telephone: 01782 297340
Fax: 01782 297343

Website: www.maybank.staffs.sch.uk
e-mail: office@maybank.staffs.sch.uk



**Learning Outside
The Classroom
Regional Winners
2010**

May Bank Infants School and Nursery

Ofsted 2009:

This is an outstanding school. It is driven by a passionate desire to ensure that all children, whatever their background or ability, have every chance of succeeding in life... Children know they belong to a school that cares deeply for each one of them, and they receive excellent guidance and support for their personal and academic development.



Welcome to our school where we have a long tradition of being a happy and caring school, which promotes high standards of behaviour and learning in a family atmosphere. By providing a stimulating curriculum, a wide range of enrichment activities and a well-ordered environment, we help our children to develop a love of learning and self-confidence, as well as respect for others and the environment. Through our teaching, we support children's emotional, intellectual, physical, spiritual, social, moral and cultural development.

We hope that this booklet will give you an insight into the life of the school, together with some basic information about the ethos, curriculum and routines of the school. It is our hope that your child will feel very happy in school and that you too will enjoy sharing with us in their education.

Please ask if you would like further information and we will do all we can to help.

School details

School Address – Basford Park Road,
Newcastle under Lyme,
Staffordshire
ST5 0PT

Tel - 01782 898005

Email - office@maybank.staffs.sch.uk

Website - www.maybank.staffs.sch.uk

Headteacher Mrs. Pauline Coxon B.Ed. Hons; NPQH

Chair of Governors Dr. Ruth Smith

Our Mission Statement

At May Bank Infants we work towards:

“The whole and wholesome development of each child in a happy and caring learning environment.”

Our Aims

We create and maintain a happy, caring, stimulating learning environment in which children grow in self-confidence and self-esteem whilst developing respect for others and the environment.

We make learning challenging and enjoyable, relevant and exciting for all children.

We develop skills, knowledge and attitudes to enable children to respond to the challenges of a complex and changing world.

We promote the development of basic skills in Literacy and Numeracy through a rich, broad, balanced curriculum.

We promote close relationships with parents and the community, valuing the important role parents play in their children's education.

There is no end to education – it is a lifelong process. We aim to pass on confident, motivated and successful learners to the next stage of their education.

Ethos

At May Bank we encourage pupils develop their own informed values, to respect themselves, to be sensitive to the needs and experiences of others and to challenge inequalities and disadvantages associated with race, gender, ability and class. All staff are committed to these aims in the way they work with the children. Such values are developed explicitly through our pastoral and curriculum work, including the Personal, Social, Health and Citizenship Scheme of Work and our Religious Education Scheme of Work. We believe that by enhancing each child's self-esteem, they develop respect for themselves and others, and a love of learning that will enable each child to fulfil his or her potential.

Parents and Carers in Partnership

The school actively seeks to work with parents and carers, and values the contribution they make.

We believe that parents and carers hold key information and have a critical role to play in their children's education. Parents and carers have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is therefore essential we work together.

We promote parental partnership by:-

- ensuring positive attitudes towards parents and carers;
- effective communication;
- acknowledgement of the parents' or carers' role as a partner in the education of their child;
- recording parental views as part of review procedures;
- arranging many opportunities for parents and carers to share in their children's learning experiences;
- welcoming parent or carer volunteers;
- providing courses, materials and workshops to help parents and carers support their children's learning.

Open Door Policy

At May Bank we operate an "Open Door" policy. Parents and carers are welcomed into the school.

Staff are available to see parents and carers most days and they are invited to discuss any minor concerns or queries with the class teacher between 8.45 am and 8.50 am. Would parents please ensure that they leave the few minutes immediately before the start of the school day for the staff to be ready to welcome the children.

Staff are also available immediately after school. Please ensure that they given appropriate time to see the children out safely before passing on messages/holding discussions with staff etc.

If you require more than the time available to speak with a member of staff, parents and carers are invited to make an appointment and we will endeavour to accommodate you at a mutually convenient time.

Consultation Evenings

We hold Consultation Evenings each term. The first meeting is held before October half term to discuss how the children have settled and share pupil targets. A meeting is held early in the Spring, offering parents and carers the opportunity to look at their children's work as well as reviewing the targets. Parents and carers are also able to discuss any concerns, queries etc. following the end of year reports in the Summer Term. All meetings are held in the classroom with appointments. However, parents and carers are encouraged to make arrangements to discuss any concerns or issues at any time rather than to wait for these evenings.

All parents and carers are asked to sign a copy of our Home-School Agreement.

Home-School Agreement

The school agrees to:

- Uphold the right of every child to:
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being
- Provide a broad and balanced curriculum
- Encourage all children to do their best
- Promote personalised learning opportunities
- Promote equality of opportunity
- Promote multicultural awareness and stand firmly against all forms of anti-racism
- Promote anti-bullying
- Provide a happy, secure environment in school
- Encourage children to take care of their surroundings and others around them
- Inform parents of their child's progress at appropriate meetings
- Keep parents informed about the curriculum and general school matters

Parents and Guardians agree to:

- Ensure their child arrives at school and on time
- Ensure their child attends regularly and to provide an explanation on the first day of a child's absence
- Attend Parents' Evenings and other meetings arranged to discuss their child's progress
- Support their child with any homework and targets
- Support the school in maintaining good behaviour and discipline
- Keep the school informed as to changing family circumstances
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Ensure that they do not use Facebook or other social networking sites to defame the school or staff members.

Together we will:

- Foster good relationships between Home and School
- Support the child's learning to help them achieve their best
- Encourage the children to keep the school rules
- Try to resolve any problems which may arise between the home, school and the child
- Promote positive self-esteem
- Promote citizenship and a tolerant attitude to cultural diversity.

Links with the Community and Charities: Making a Positive Contribution and Community Cohesion

May Bank Infants have very strong links with the local community, including local pre-school providers, other schools, museums and churches. There are many occasions when the children visit places in the immediate vicinity of the school. We involve the children in a number of activities throughout the year to raise funds for established charities.

Enrichment Activities

These vary from time to time but the most popular activities include dancing, 'glow in the dark' football, athletics, multi-sports, short tennis, art and craft and choir.

Before and After School Provision

We have close links with two established before and after school providers in the vicinity who serve the local community. They have been bringing and collecting children from May Bank for a number of years now and both have positive relationships with the school and parents. Some children also attend after school clubs to provide additional care after school.

School Governors

We are very fortunate to have a committed and active Governing Body. The school governors ensure that May Bank is constantly seeking ways to further improve the quality of provision and opportunities offered to the children in order to raise achievement. The Governing Body is made up of elected Parent Governors, Local Authority representatives, nominated community governors and staff representatives. An up to date list is displayed in the entrance to the school.

PTFA

We have a very active and supportive Parents, Teachers and Friends Association. This helps to raise additional funds during the year to enhance the provision made for the pupils, as well as helping to organise special events, for example Christmas parties. All parents are automatically members and are warmly invited to any meetings and events. A committee organises the events and is elected annually in September.

Nursery Organisation

The school has Governor Run Nursery provision. We currently have the equivalent of 32 full-time places with children attending on a combination of part-time and full-time basis.

PLEASE CONTACT THE SCHOOL TO REGISTER AN INTEREST AS PLACES FILL QUICKLY.

School Organisation

We are able to take up to 60 children into Reception each year. This means that we have 2 classes of 30 children in each year group. Our maximum number on roll is 180.

Children attend May Bank Infants School from the September of the school year in which they reach 5 until the end of the school year in which they reach their seventh birthday. We have 2 parallel, mixed ability classes for each year group. Reception accommodates children during the year in which they attain their 5th birthday, Year 1 accommodates children during the year in which they attain their 6th birthday, and Year 2 accommodates children during the year in which they attain their 7th birthday. The majority of children then transfer to our affiliated Junior School, St. Margaret's C. of E.

Each class has a qualified teacher, supported by an experienced and qualified Teaching Assistant.

Admission Policy

Please refer to the County Admissions Policy available from the School Office, website or Staffordshire County Council website.

Children are admitted to the Reception Class at 4 years of age in September each year. They will have their 5th birthday between 1st September and 31st August that year.

It is advisable to complete a pre-admissions form, obtainable from school.

Parents are encouraged to complete this when their child is 2 years old. This is done with the school either in person or by telephone. This form **does not** guarantee a place at the school but will enable us to send out Admissions information during the Autumn Term prior to admission. An official Admissions Form must be completed, or a telephone or on-line application made with Staffordshire Central Admissions Unit by the allocated closing date.

All admissions are dealt with centrally by Staffordshire LA and not the school. Decisions on the allocation of places are made using County criteria for admissions. Parents will be notified of this decision in the Spring Term as indicated in the application process.

Admission Arrangements

A pack of information about the school and an invitation to meetings for parents of new entrants are sent out once we have received confirmation of allocated places from the Local Authority. During these meetings further information will be given about school arrangements. The children will be invited to visit the school to meet the staff and other children in June and July. During the latter part of the Summer Term parents will also be invited in to school to discuss any concerns and to share their child's interests and needs with the Reception Class teachers.

Children usually stay full-time from their first day of school. Sometimes the teachers or parents may feel that a child is not ready to stay all day and this is discussed and sometimes part-time attendance continued for longer.

Attendance Policy

We follow the Staffordshire Authority and statutory guidelines. All children should be at school, on time, every day the school is open, unless the reason for the absence is unavoidable. We work closely with parents to resolve any problems in securing punctual and regular attendance. Our policy outlining procedural arrangements is available on the school website or from the school office on request. Our attendance rate is 97%. All absences are followed up by the school office.

School Times

Parents are welcomed into school from 8.45 am to 8.50 am to see class teachers.

The official start time of the school day is currently 9:00am. The gates open at 8:50am and children can filter straight into their classrooms. It is expected that all children will be supervised by an adult ready to be in class promptly at 9 o'clock. Children arriving late must be taken to the School Office and complete the 'Late' paperwork. The start/finish time may be slightly different at the start of term for a few days when children are settling.

The children currently have a staggered 1 hour lunch break between 11:45 am and 1:30 pm. The afternoon session finishes at 3.15 pm.

At the end of the school day all children leave the school from their classroom door. No child is allowed to leave the premises unless accompanied by a responsible adult. Where a carer is delayed, children will wait in the school Reception Area or classroom until collected.

The Learning Environment

We provide a safe, secure and stimulating whole school environment that is designed to excite, celebrate and inform the children's learning. Displays are colourful and provide prompts and supports for learning as well as finished pieces of work from the children related to all areas of the curriculum. Classrooms are fully equipped with a range of resources including laptops for the children and Interactive Whiteboards in all classes. We have a vibrant Library which all children access. As well as our outdoor play area, the children in our Early Years have a separate outdoor classroom area to complement the different areas of learning and an additional room for group activities.

Curriculum

Teaching time amounts to 21.5 hours each week. Children's progress is closely monitored and provision adapted to meet their learning needs, including any additional needs, in line with the school Assessment, Recording and Reporting Policy, which is available from the school office.

Early Years Foundation Stage

The children in Reception and Nursery follow the Statutory Framework for the Early Years Foundation Stage. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

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

- literacy
- mathematics
- understanding the world
- expressive arts and design

Our Early Years Foundation Stage staff work closely as a team with each child having a designated class teacher and a qualified Teaching Assistant. The Teaching Assistants work closely with the teacher in observing and assessing the children as well as enhancing the pastoral care afforded to our children. In addition to a large area containing the different areas of learning, role-play, a home area, a reading area and construction equipment, the children have access to an additional room that has further facilities including an interactive whiteboard and is used for small group work. There is also an outdoor learning environment which is an extension of the classroom and accessed by all children.

Key Stage 1

Children in Year 1 and Year 2 follow the National Curriculum. We offer a broad and balanced curriculum that incorporates Literacy, Numeracy, Science, Computing, Art, Design Technology, Geography, History, Music, P.E. and Religious Education in cross-curricular themes and focussed lessons. These are enriched by a range of planned activities that includes educational visits and visitors who come into school.

Personal, Social and Health Education (including Relationships) as well as spiritual, moral and cultural development, is promoted across the curriculum, in separate lessons and through assemblies.

We use a mixture of whole class, group and individual teaching methods according to the needs of the children and what is being taught. Learning Targets are set for each child in Literacy, Numeracy. These are shared with children and parents, and updated regularly.

Phonics, Literacy and Numeracy are priority in our curriculum as they provide the basic skills necessary to access other parts of the curriculum. Children in Key Stage 1 have a phonics, literacy and a numeracy lesson each day.

Literacy

Children learn to speak confidently and listen to what others have to say. They begin to read and write independently and use language to explore their own experiences and imaginary worlds. We follow a very effective phonics programme across the school to support the children's development in reading and writing.

Numeracy

Children develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They develop a range of mental calculation skills and strategies.

Science

Children learn to explore the environment, to observe, ask questions and investigate the world around them.

Computing

Each class has a set of laptop computers for the children to use, access to the Internet and an interactive whiteboard. Computing skills are taught separately and in context to support learning across the curriculum. We also have a class set of iPads, which are used in all classes throughout the week.

Foundation Subjects

The curriculum taught at May Bank Infants includes Geography and History, Art, Design Technology, Music, P.E., Personal, Social and Health Education and Citizenship, and R.E.

Religious Education and Collective Worship

R.E. is a statutory subject in the curriculum and we follow the Staffordshire Agreed Syllabus. This includes learning from and about religion. R.E. is important because it plays a vital role in the school's spiritual, moral, social and cultural education. It enhances the pupils' vision of themselves and their own experiences whilst helping them to develop their own values. It helps pupils to begin to understand some of the major forces, which shape our society and its values. R.E. helps pupils to explore their own culture and to develop an awareness of and respect for other cultures as well as encouraging positive attitudes.

Collective Worship is led by a senior member of staff unless an outside speaker has been invited or the assembly is presented by a class. Assembly may also be held in the classroom and is a time to share special news and thoughts. During our Friday Assembly, we celebrate achievements and birthdays. Some assemblies are led by St. Mark's Church at Basford. We also hold special services in St. Mark's at Christmas and Easter to which parents and carers are invited.

Parents have the right to withdraw their child from R.E. lessons and assemblies, but most parents do not do so because of the broad nature of R.E. in school. You are invited to discuss any concerns or issues with the Headteacher and R.E. Co-ordinator.

Enjoy and Achieve

At May Bank Infants our aim is "The whole and wholesome development of each child in a happy

and caring learning environment." We believe in supporting and celebrating many different types of achievement including personal effort, behaviour, sporting, artistic, as well as academic attainment. Our academic standards and pupil achievements at the end of Key Stage One are consistently very high, exceeding National Levels of attainment in all subjects. Our most recent results of the end of Key Stage One assessments are available on the school website. In June 2009 we were graded "Outstanding" by Ofsted in all aspects.

Playtimes

All children have a play time during the morning and afternoon sessions. During dinner time we have a lunchtime supervisor for every class and a Sports coach who organises activities and a range of play equipment for the children to access during the lunch break.

School Dress

In accordance with regulations, we have a recommended style of dress that helps to promote a feeling of pride and belonging amongst the children, as well as being smart, practical, comfortable and easy to care for.

Please see the School Uniform Policy on the website for the uniform specific to each year group. No jewellery should be worn. Earrings are strictly **not permitted in PE lessons or enrichment clubs in gym, dance or sports.** This is in line with the School Uniform and PE Policies.

All children are provided with a school Book Bag and a school water bottle from the PTFA when they start in Reception.

Behaviour Policy

At May Bank we pride ourselves on the very high standard of behaviour, good manners and respect demonstrated by our children. The school's Behaviour and Discipline policy (available on the school website) sets out such a framework. An atmosphere in which good behaviour is praised and rewarded helps us to provide a safe and secure environment. It is the aim of the school to encourage every child to behave in a responsible manner based on a concern for the rights of other individuals.

Children should:

- have an understanding of the difference between right and wrong
- respect the rights of other people and their property
- learn the value of friendship without discrimination
- appreciate other people's point of view
- understand that the school has rules which must be followed for the safety of all
- understand that they are responsible for their own actions
- be polite, co-operative and friendly
- understand that other children should be allowed to learn without disturbance
- treat others as they wish to be treated themselves.

Unacceptable behaviour includes:

- hurting the feelings of others
- violence and aggression towards others
- threatening behaviour, including bullying
- dishonesty
- deliberate disobedience
- discrimination
- lack of respect
- using unacceptable language
- deliberately damaging property.

In particular, we expect our pupils to understand the following rules relating to school life and abide by them.

School Rules and Behaviour.

Our school Golden Rules are simple and are reflected in our every day expectations and in class rules:

- | | |
|---------------------------|--|
| ➤ We are gentle | We don't hurt others |
| ➤ We are kind and helpful | We don't hurt anybody's feelings |
| ➤ We listen | We don't interrupt |
| ➤ We are honest | We don't cover up the truth |
| ➤ We work hard | We don't waste our own or others' time |

➤ We look after property

We don't waste or damage things

Bullying

Bullying is **repeated** behaviour by one or more people which produces damaging or hurtful effects, physically or emotionally, to any individual.

We recognise that:

- Bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it;
- All acts of bullying have a harmful effect on pupil development, both educational and social;
- The needs of both the bully and the bullied should be identified and addressed in a supportive manner;
- Dealing positively with bullying encourages a positive ethos that promotes respect, co-operation and understanding of others, thus preparing pupils for life in a diverse society.

We want children to tell someone – a friend, a teacher, a parent or other adult, so that intervention and positive action can take place. Please help us by encouraging your child to tell someone if he or she feels they are being bullied and please contact us straightaway so that we can deal with the issue as soon as possible.

Similarly, if you suspect your child is developing bullying tendencies, please let us know so that we can talk and take positive action to remedy the situation.

More details on procedures are contained in the School's Anti-Bullying Policy and our Behaviour and Discipline policy, available from the School Office or via the school website.

Safeguarding and Child Protection Procedures

At May Bank Infants School we aim to provide a safe and secure environment where children are protected. The curriculum is used to build confidence in pupils to ensure their own protection and understand the importance of protecting others. All staff and adults working in school have enhanced DBS clearance. Our school has a Safeguarding Policy that follows the Local Safeguarding Board's guidelines and procedures for any action which has to be taken to safeguard or promote the welfare of our children. The school has a legal duty to work with other agencies in protecting children from harm and responding to abuse. The school's Designated Child Protection Officer is Mrs. P. Coxon; the Deputy Designated Child Protection Officer is Mrs. R. Moore.

School Lunches

Lunches are provided by Staffordshire County Catering. Nutritional guidelines are available on request and the daily menu is displayed on the school notice board and the website. Hot or cold meals can be provided. There is always plenty of choice and children are encouraged to make healthy choices. Children can also bring a packed lunch if they prefer. We are a Healthy School and no sweets, including chocolate bars, or fizzy drinks are allowed. All children are provided with a water bottle and have access to filtered, chilled water at any time during the day. A Packed Lunch Policy is available from the school office or website which reflects these standards.

Educational Visits

Children are encouraged to participate in educational visits, which take place throughout the academic year and are linked to curriculum areas of study. Through these opportunities, children are provided with the benefit of undergoing experiences not available within the classroom. The school fully appreciates the importance and value of extending the national curriculum in this way, to help broaden the social skills of the children, develop their independence and generally bring education to life.

Charging Policy

Schools are not allowed to charge directly for activities during the school day. We organise many enrichment activities during the year, which help to make the children's time at school more enjoyable and purposeful. From time to time we invite voluntary contributions to fund activities that are special additions to the normal school curriculum, in particular for Educational Visits. We hope that parents will be willing to contribute towards the costs involved – we do make every effort to keep costs as low as possible by subsidising them from the school funds and the budget. The PTFA also help to subsidise some visits and as a policy we do not ask for contributions towards any

special events, workshops or visitors who come into school. Our full policy is available from the school website or on request.

Absence and illness / Medical Information

At some time in their school life, children will have some kind of medical condition. For most this will be short term and it is the School's view that in these cases, parents are responsible for their child's health and the child should be kept at home if unwell and/or infectious. Poorly children cannot cope with school and they spread their infection to others in the class. Children suffering from any infectious illness, including sickness and diarrhoea should not be sent to school.

How long should your child stay away from school if he or she is ill?

The table below gives an indication of the recommended period of time to stay away from school, but the most up to date information should always be obtained from the school office. The school follows public health guidelines on sickness and diarrhoea and will adhere to the 48 rule for returning to school.

Complaint	Period of time to stay away from school
Head lice	Until the child has been treated
Sickness and diarrhoea	Until free of symptoms for at least 48 hours
Verrucae	Exclusion unnecessary, but cover infection for PE and games
Chickenpox	A minimum of 5 days from onset of rash and until spots have crusted
German measles	A minimum of 5 days from onset of rash
Measles	A minimum of 5 days from onset of rash
Mumps	A minimum of 5 days from onset of swollen glands
Whooping cough	21 days from onset of complaint
Impetigo	Until the skin has healed
Ringworm	Until the child has been started on appropriate treatment
Scabies	Until treatment has been successful
Streptococci infection (tonsillitis, etc)	Until clinical recovery

It is important that School is notified in the case of an infectious illness. We also request that you keep us up to date with contact phone numbers, so that we can call you in cases of sickness or accident.

Medication in School

Should your child require medication, please arrange for doses to be taken before or after school. If a child requires any medication during school hours, then arrangements should be made for the medication to be administered by the parent or parent's representative. In exceptional circumstances a First Aider at school will oversee the administration in the short term. However, this will only be considered if the details are completed on the 'Administration of Medicines' form available from the school office as the details on the medicine bottle are not sufficient. Please note an initial dose will **not** be administered in school in case of any adverse reaction.

Please pass all medication to the school office for safe storage. Please note that it is the parent/parent's representative's responsibility to collect medicines from the School Office at the end of the school day.

If your child requires preventative medicine, such as for asthma or diabetes please contact the school to arrange the completion of a care plan and medication may be brought into school via

the School Office. Please ensure that your child has an up to date inhaler in school and that it is clearly named.

Cough sweets (Tunes, Locketts) must not be brought into school by pupils.

The school should be informed immediately of any child with allergies and appropriate information passed to the school office.

Medical Attention and First Aid

The school has 15 qualified Paediatric First Aiders who are usually available during school hours. These members of staff update their qualifications every three years to comply with the Health and Safety Executive regulations. Basic first aid will be administered and only plasters, sterile dressings and bandages to attach a dressing can be used. No antiseptic creams, lotions or liquids may be used. In the event of a child sustaining a minor cut or graze, the wound will be cleaned and if appropriate, covered. In the case of a more serious injury, medical assistance will be sought. Every effort will be made to contact parents in these circumstances. If your child sustains a bump to the head, no matter how minor, you will be given a "medical" note. If the injury is of a more serious nature, you will be asked to have your child collected from school so that further medical help can be sought.

A copy of the 'First Aid' policy is available on the school website.

Medical Forms

Medical forms are updated by the school at the beginning of each academic year. You will be asked to check and amend any contact details – please ensure that the school has accurate and up to date contact information.

Staying Safe: School Security

The entrances to the main school building, classrooms and the Beeches are kept closed during the day, therefore if you need to enter the school, please use the intercom system at the school gate and you may be invited to come to the School Office at the main entrance at the front of the school. The school intercom also has a video recording of the person at the gate. There is a security system in operation and entrance is obtained after identification. We operate a signing out procedure for children leaving school before the end of a school session. All visitors into school must sign in and out in the office and wear a visitors badge whilst in school.

Being Healthy

We were one of the first schools to have achieved Healthy Schools Status for promoting healthy lifestyles for all. This includes providing a range of physical activities, promoting emotional health and healthy eating.

As well as two hours P.E. each week, we also have a wide range of extra-curricular activities to encourage all pupils to engage in physical activities.

All children are given water bottles and have access to chilled and filtered drinking water at any time during the day. Every child has free fruit for their break and milk can be purchased. We promote healthy eating through our curriculum, packed lunch ideas and food prepared by Chartwells Catering. The School operates a total no-smoking policy which covers the buildings and grounds and has been awarded the Platinum Smoke-Free Award.

Our Travel Plan encourages walking to school. The aims of the travel plan are to promote exercise and healthier lifestyles and to reduce traffic congestion and its associated dangers in the immediate vicinity of the school.

If you do travel by car and park nearby, please park with consideration towards our neighbours.

Equal Opportunities

The school has a range of policies to ensure equality of opportunity for all. These are available from the school website or School Office. These include Racial Equality, Disability Equality, Inclusion, Gender Equality, Special Educational Needs and Inclusion. All children have equal access to the curriculum and extra-curricular activities regardless of gender or race. Work is provided at a level appropriate to every child's age and ability. Children identified as having a special educational

need will have resources and activities differentiated as appropriate. All pupils are challenged to fulfil their potential.

Inclusion (including Looked After Children) and Special Educational Needs

We have been recognised for our inclusive ethos and have been awarded the "Staffordshire Including Everyone" quality mark in 2012. May Bank Infants is a Dyslexia Friendly School and we hold the Basic Skills Quality Mark. All pupils have access to a balanced and broadly based curriculum based on the Early Years Foundation Stage Guidance and National Curriculum.

Pupils with additional or special educational needs are identified and assessed as early as possible and provision for the child matches the nature of the child's needs. Pupils with special educational needs are integrated into the daily routine of the school and no child will be disadvantaged by virtue of a special learning need. We encourage a close working partnership with parents of all children, including those with Special Educational Needs, by providing information and support, and the school takes into account the wishes, feelings and knowledge of parents at all stages.

At May Bank Infants, we encourage and develop close co-operation with agencies outside of school and through this multi-agency partnership work for the benefit of all pupils (e.g. Special Needs Support Services, Educational Psychologist, Behavioural Support Team, Education Welfare Officer, School Nurse, School Medical Services, Social Services, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Children and Adolescent Mental Health Services).

The Governors have adopted the Staffordshire Policy with regards to promoting the educational achievement and welfare of Looked After Children. This is available from the school website or from the school office on request.

Accessibility

May Bank Infants is an inclusive school and is working hard to increase access to the curriculum and buildings for pupils with Special Educational Needs. A copy of our Disability Equality and Access Plan is available from the school office or via the school website. At the present time the school would find it difficult to accommodate physically disabled pupils needing special facilities, (i.e. we have a split site school with two separate buildings). If the need arose for these facilities, the school would have to seek support from the LEA.

Further Information

For further information, including attainment data, inspection reports and our full range of policies including Curriculum policies, Teaching and Learning Policy, Equal Opportunities Policy, Special Needs Policy, Inclusion Policy, Disability Equality Plan, Gender Equality Policy, Behaviour and Discipline, Attendance and many more, please visit the school website www.maybank.staffs.sch.uk. or enquire at the school office.

Finally...

We hope that this information has been useful to you. If you have any further queries, please do not hesitate to contact the school office or arrange to speak to one of the following people who will be happy to help!

Headteacher:	Mrs. Pauline Coxon
Deputy Headteacher	Mrs. Rachel Moore
Administrative Officer	Mrs. Christine Latham
Administrative Assistant	Mrs. Kate Green
Chair of Governors:	Dr. Ruth Smith
Vice Chair of Governors:	Mrs. Donna Smith