



**Tollgate Community
Junior School**
Prospectus 2021 – 22

Compassion; Respect; Friendship; Resilience; Equality; Honesty



Tollgate Community Junior School

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In Partnership with the

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CHICHESTER  OF ENGLAND

Together Everyone Achieves More

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Welcome

Choosing the right school for your child is one of the most important decisions you will ever make. You will want your child to be safe and happy at school, where the learning is meaningful and enjoyable.

Our children are excited about coming to school and being part of our learning community where everyone is valued, respected and cared for. We are committed to meeting the individual needs of each child and we work in close partnership with all of our families in order to ensure our children are successful and responsible members of the community. Vital to this partnership is our 'open door' policy that ensures parents and carers feel confident in approaching the school in the event of a query or concern.

We believe that Tollgate Community Junior School provides a journey whereby success is met with celebration; achievements are met with rewards and difficulties met with support, resulting in keen and motivated learners who have a well-developed understanding of the world and their role within it.

Our curriculum is broad, balanced and enriching, making the most of first-hand learning opportunities. Our motto is TEAM: Together Everyone Achieves More and it is by living and working as a team that we help every child to be the best that he or she can be. We also have key values that underpin all that we do: Resilience, Friendship, Honesty, Compassion, Equality and Respect.

We hope that this prospectus gives you a flavour of what life is like at Tollgate. We

would also like to personally welcome you to our school in order for you to experience for yourself the unique ethos and opportunities that our children enjoy. We hope very much that you and your family will become part of our learning community and will want to take advantage of all that we have to offer.

Welcome to our school, welcome to the Tollgate team.



Mr Stephen Dennis
Headteacher

Tollgate Values



- *Compassion*
- *Respect*
- *Friendship*
- *Resilience*
- *Honesty*
- *Equality*

Together Everyone Achieves More

General Information

The information given in this prospectus is correct at the time of printing; however it must not be assumed that there will be no changes made during the school year.

Our School

Tollgate is a Community Junior School maintained by the Local Education Authority. Built in 1968 it caters for boys and girls between the ages of 7 and 11, the majority of whom feed in from St. Andrew's C of E Infant School. A contract was signed in July 2003 for a partnership agreement between the school and the Diocese of Chichester. This partnership status links us closely with church schools and with the Clergy at St. Andrew's Church. At the age of 11 children transfer to St. Catherine's College, Turing, Cavendish, Eastbourne Academy, Gildredge House, Ratton or Willingdon Schools.

Improvements are constantly taking place within the school and outside. There are two large playgrounds, a school field, three quiet areas, an ornamental pond and a natural wildlife pond. The school benefits from numerous mature trees.

The grounds provide excellent opportunities for environmental work as well. On the field, we have an outdoor classroom area, natural wild-life centre and a small orchard. There are ample facilities for sports and play. There is a real feeling of space around the school.



“The Leadership Team has built on the strengths identified at the previous inspection and have ensured that the school remains highly valued by pupils, parents and carers.”

Ofsted 2018

“Your pupils live out the school rules, ‘Be Kind, Try Hard, Take Care’. They are respectful of their friends and treat everyone fairly!”

Ofsted 2018

“Leadership is good because of the high expectations of the headteacher, other leaders and governors”

Ofsted 2014

“All pupils spoken to by the inspectors praised the quality of teaching and said they enjoyed their lessons.”

Ofsted 2014

School Times

Our gates are opened at 8.30 a.m. with school starting at 8.45 a.m. Children are welcome to come into the playground any time between these times. School finishes at 3.20 p.m.



Teaching Organisation

There are 390 children on roll at present, organised into mixed ability single age classes. There will be three classes in Years 3, 5 & 6 and 4 classes in Year 4. Class groups remain the same for two years and are then re-organised at the end of Year 4 if required. In certain situations classes could change at other times but this would be rare

There is support for children with Special Educational Needs and opportunities for Gifted and Talented children.

Senior Leadership Team:

Mr Stephen Dennis

Headteacher

Mrs Lisa Fegan

Deputy Headteacher (Safeguarding Lead)

Mr Tim Walsh

Assistant Headteacher for Inclusion including Pupil Premium

Mrs Heather Penny

Assistant Headteacher for Years 5 and 6

Mrs Viki Allen

Assistant Headteacher for Years 3 and 4/English Lead

Miss Louise Starley

Lead for Maths

Current Teachers:

Year 3:

Miss Starley; Mrs Boulton/Mrs Stephens; Mr Gwynne

Year 4:

Mrs Allen; Miss Stubbs; Mrs Gower/Mrs Forte; Mrs Eldridge

Year 5:

Miss Trevett; Mrs Lewis/Mrs Gillies; Mrs Pollard

Year 6:

Miss Penny; Mrs Wilson; Mrs Wood

PPA Cover:

Ms Tabone

Premises and Office Staff:

Mrs Tracy Garland

School Business Manager

Mrs Debbie Willgrass

School Secretary

Mrs Jackie Mills

Admin Assistant

Mrs Karyn Dayman

Receptionist

Mr Andrew Baldwin

Caretaker

“The curriculum is highly engaging and interesting.”

Ofsted 2018

“Pupils’ conduct in lessons, in the playground, during lunchtimes and when travelling around the school, is good. They are well-behaved, play sensibly and demonstrate good consideration for others. Pupils are well-mannered, courteous and respectful.”

Ofsted 2014

The Governing Body

Co-Opted Governors:

Mr. H. Wardle (*Chair*)

Mr. P. Turner (*Vice Chair & Finance Lead*)

Mrs. J. Brink

Mr. M. Titherly

Ms. M. Castledine

Authority Governor:

Mr. B. West (*Safeguarding Lead*)

Staff Governors:

Mr. S. Dennis (*Headteacher*)

Mrs. J. Eldridge

Parent Governors:

Mrs. C. Hobdell

Mr M. Heaps

Governors support the school in a range of ways, including attending school events, visiting the school to talk with staff and children and establishing links with the local community. Governors oversee the strategic direction of the school and provide support and challenge for leaders.

“Governors are strong and effective. Their impact on the school’s drive for improvement is good.”

Ofsted 2014

“Pupils’ spiritual, moral and cultural development is supported very well in many ways. Equality of opportunity is promoted well.”

Ofsted 2014

Ethos

The staff and governors at Tollgate Community Junior School are fully committed to providing the best possible educational opportunities for all our children. We value and respect each pupil's background and experience so that we can develop the whole child.

Our central aim is to develop the child, spiritually, morally, socially, emotionally, intellectually and physically.

We do this by:

- providing for all pupils a high standard of education through effective teaching and learning with a broad, balanced and relevant curriculum that includes all statutory requirements.
- raising levels of achievement within the school and celebrating our successes
- providing equal opportunity for everyone regardless of race, class, gender, special educational needs, religion, culture or ability
- providing a safe, caring, happy and stimulating atmosphere within an aesthetically pleasing environment.
- encouraging an educational partnership between children, staff, parents/carers and Governors, and by promoting links with the wider community.
- supporting the positive mental health of the whole school community by actively promoting and engaging in healthy relationships.

“Governors regularly check that policies are implemented correctly by visiting the school frequently and talking to staff and pupils.”

Ofsted 2018

“Staff are well trained and are very aware of their responsibilities and the procedures to keep pupils safe.”

Ofsted 2018



The Curriculum

We aim for our curriculum to meet the needs of all our children. We want our learners to discover great things about the world in which we live, great things about themselves, and to gain the skills and knowledge needed to enable them to thrive, make a positive contribution to society, and be able to make real choices about their futures, regardless of their starting points.

Our curriculum is taught in the classrooms, in the Hall, on the playgrounds, on the field, on trips outside of the school environment, as part of home learning... the curriculum at Tollgate is every activity, learning opportunity, experience and encounter that our children have at school. This includes every subject within the National Curriculum, and much more as well.

When children reach the end of Year 6 they are assessed using the National Standard Assessment Tasks (SATs). Non-statutory tests and teacher assessments are used to assess children at other times, in all years.

Welcome to the wonderful world of the Tollgate Curriculum, full details of which can be found on our school website.

English

This subject overflows into all areas of the curriculum. The importance of reading is recognised and we ensure reading progresses, for enjoyment and also for seeking out facts. A period of time is regularly set aside each day for the quiet enjoyment of books and the use of our excellent library facilities is actively encouraged. We want parents to take an involvement in their children's daily reading and we provide Home-School Books, which are another important communication link. Pupils are taught a variety of writing skills for practical, imaginative and personal purposes. Emphasis is placed on structure, phonics, punctuation, grammar, vocabulary, spelling and handwriting. There are occasions when English is the only focus of a lesson; at other times the objectives of the English programme will be met in other subject areas or within a topic.

“Every opportunity is used to develop pupil’s literacy skills and help prepare them to be responsible citizens.”

Ofsted 2018



Maths

A highly structured programme of lessons following the Mathematics Curriculum allows children to progress from concrete experiences to abstract concepts at an appropriate pace. Importance is given to the relevance of mathematical understanding and its use in practical situations. Pupils are involved in mental exercises, problem solving activities, mathematical projects, computational skills and the use of mathematical knowledge and skills in other curriculum areas. Appropriate computer programs are also used to develop mathematical concepts and to provide opportunities to practise skills already developed. Maths teaching ensures children's reasoning, and skills of explanation are well developed, through the use of the 'Maths No Problem' scheme.

“The school provides memorable experiences, such as a topic about Tutankhamun's tomb and the school's own radio station.”

Ofsted 2014

History

Pupils are encouraged to acquire knowledge and understanding of the past and to relate the past to the world today. There are plenty of opportunities for first-hand learning through school visits. Topics of study include Ancient Greece, the Romans, Ancient Egypt, Victorians, Stone Age, Bronze Age, Iron Age settlements, Crime & Punishment, The Mayans, Anglo Saxons and the Vikings.

“Pupils learn a good range of subjects, such as French, music, art and sports. The school provides memorable experiences.”

Ofsted 2014

Geography

Pupils learn to become familiar with their environment on a local, national and global scale and are helped to understand the factors which influence the character of the environment. Children study a range of topics including changing climates, rainforests, rivers, map work, water cycle, sky scrapers, sustainability, coasts, France, local environment, migration, geographical diversity.

“Pupils enjoy a range of exciting topics and activities.”

Ofsted 2018



Computing

Each classroom has computers and our bank of laptops is used weekly by all classes. All children have access to the Internet as well as word-processing, communication by e-mail and a wide range of PC and tablet based applications. Every class has an interactive whiteboard.

Computing is taught across the curriculum and also as a separate subject. Each class has a bank of ipads, which are used to support work across the curriculum. Children are taught how to stay safe on-line through a set programme of study on e-safety and in response to current issues.



“A wide-ranging programme to educate pupils and parents about staying safe online is in place.”

Ofsted 2018

Science

Pupils are involved in scientific study and investigation. The study covers four areas:

- Scientific Enquiry
- Life and Processes and Living Things
- Materials and their Properties
- Physical Processes

The school uses the outdoor learning environment which includes a range of wildlife areas to facilitate first-hand learning.



“Pupils are well-mannered and polite.”

Ofsted 2018

“Golden Achievement books show how highly the school values each individual pupil.”

Ofsted 2014

Religious Education

Religious Education is part of the curriculum for all pupils. The schemes of work for R.E. and the policy for collective worship are based upon the East Sussex Agreed Syllabus. This reflects the fact that the United Kingdom has a range of faith traditions which the children are encouraged to compare and contrast.

Assemblies are held daily. Parents have a right to withdraw their children from religious education and collective worship either in full or part. Pupils who are withdrawn will be supervised and allocated suitable work during this time.

SMSC

Spiritual, Moral, Social and Cultural education underpins the school ethos and permeates the whole curriculum; it is an integral part of all teaching and learning.

Music

Your child will experience composing, rehearsing and performing with a range of tuned and un-tuned percussion instruments in addition to the voice. There will be opportunities to perform music-making in front of a variety of audiences. The school offers instrumental tuition for children who wish to learn to play the violin, clarinet, saxophone, brass instruments, keyboard, guitar and drums.



Physical Education

P.E. offers the chance for self-expression, control and body awareness. Games lessons concentrate on skill building and participation for everyone, for only through active involvement is satisfaction and enjoyment experienced. All children in Years 4, 5 and 6 follow a 10 week swimming course. The school employs a qualified Sports Coach to work alongside class teachers and teaching assistants in order to

provide a range of high-quality sporting experiences within the school day. A range of sporting clubs take place after school.

The Sports Premium is used to provide children with additional opportunities to participate in a range of sports both within the school and the local community.



Global Citizenship

The school has links with the Kabbubu village in Uganda, raising funds to support the village and in particular paying for one child's education.



Together Everyone Achieves More

“Leaders actively encourage and expect teachers and pupils to have high aspirations.”

Ofsted 2014

Modern Foreign Languages

A variety of languages are taught. Years 3 and 4 learn French and Years 5 & 6 learn Spanish. Lessons focus on confidence and vocabulary to hold basic conversations, as well as teaching children how to learn languages and discover the cultures behind each language.

Design and Technology

DT is usually linked to a Humanities topic e.g. Year 5 make vehicles suitable for rainforests. The emphasis is on design, practical application of skills and evaluations.

Art

The children are encouraged to develop their creative, imaginative and practical skills through a range of activities and materials. Activities are often linked with the work being undertaken in other subjects. A whole school Art Exhibition is held every two years.

Performing Arts

The school has a stage with a sound and light system and performs regular productions involving all children. There is a thriving after-school Spotlight Theatre Club.



PSHE

(including Relationship and Sex Education)

The school teaches children respect and tolerance of contrasting opinions and beliefs and how to resolve conflict in a positive and polite manner. Children are also taught about the dangers of alcohol, drugs and tobacco.

Throughout the curriculum and especially in PSHE, children are taught the values needed to contribute positively to British society. These values include tolerance, respect for each other and the rule of law and democracy. Classes hold regular circle time to discuss friendship issues which may include how to respond if someone was being bullied.

The responsibility rests with the School Governing Body for Sex and Relationship Education. Teachers ensure that it is given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life. If questions are raised, they are addressed through discussion of religious and moral issues and topics on ourselves, families, growth and animals. The programme of Sex and Relationship Education develops throughout the school, with information given and issues raised as appropriate to the age and maturity of the children.

“The school’s management of pupil’s behaviour is effective.”

Ofsted 2014

Special Educational Needs

Children with special educational needs are given as much extra attention as possible and there is a network of support for them. They are taught together with their peers for as much of the time as possible but are withdrawn for individual or small group work when appropriate. There is an established system for identifying children with special needs, which follows

the Code of Practice. This also includes identification of, and provision for, children who are more-able in particular areas. If the child’s needs are greater than the resources available, external agencies such as the Educational Psychology Service are called upon for guidance and help. Parents are always consulted about the provision for their children.

School, Local and National Results

Percentage at Age Related Expectation

In common with all primary schools, our Year 6 children take the SATs tests.

2018-19 Percentage of children achieving the expected standard. Children achieving the higher score within the standard (GDS) is recorded in brackets..	Tollgate %	National %
Reading	72% (22%)	73% (27%)
Writing	79% (24%)	78% (20%)
Mathematics	80% (28%)	79% (27%)
Reading, Writing & Maths Combined	68% (13%)	65% (11%)
Spelling, Punctuation & Grammar	78%	78%

**No data from 2019-20 or 2020-21 due to Covid-19*

Progress from KS1

Progress data is an average based on individual pupil scores.

Progress measures compare pupils' key stage 2 results to those of other pupils nationally with similar prior attainment.

A score of 0 means pupils in this school on average do about as well at KS2 as those with similar prior attainment nationally.

A positive score means pupils in this school on average do better at KS2 than those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points.

Maths: -1.0 (within one pupil of national outcome; not judged to be significant)

Reading: -1.8 (below the national outcome by more than one pupil)

Writing:-0.9 (within one pupil of national outcome; not judged to be significant)

For more information on key performance please see our Tollgate web-site.

Inspection Documents

Parents wishing to see any policy documents, Local Authority (LA) statements, copies of the Governing Body's minutes, copies of DfES orders and any reports which have been produced by OFSTED should contact the School Office.

Child Protection and Safeguarding

Parents should be aware that the school will take any reasonable action to ensure the safety of the pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff have no alternative than to follow the Local Authority Child Protection procedures and inform the Social Services

Department of their concern. The school Safeguarding and Child Protection Policy is available on the school website or as a hard copy from the school office. The Deputy Head is the school's Principal Safeguarding Lead. The Headteacher and Assistant Headteacher for Inclusion are also safeguarding lead trained.

Admissions

The County Council makes arrangements for the admission of children to this school at age 7+. A detailed description of the arrangements is contained in the booklet 'Applying for a school for your child 2021/2022'. A copy can be obtained from the School Admissions Section, Education Department, PO Box 4, County Hall, St. Annes Crescent, Lewes, BN7 1SG (Tel: 0345 6080190). A copy is also available for inspection in the school.

However, parents may find it helpful to know that, if there are insufficient places available to meet demand, these will be allocated to children in accordance with the following list of priorities:

1. Looked after children and previously looked after children.
2. Children who will have a brother or sister at the school at the time of admission
3. Children wishing to transfer between a 'linked' infant and junior school.
4. Children living within a predetermined community area, prioritised if necessary on the basis of the shortest route from home to school using surfaced, passable routes.
5. Children living outside the predefined community area, prioritised if necessary on the basis of the shortest route using surfaced, passable routes.

“Parents are completely confident that their children are safe and well looked after at school.”

Ofsted 2018



Homework

It is expected that children extend their school studies at home. All children are set some homework for each week, in the form of a menu of tasks/activities from which children choose.

Extra-Curricular Activities

Due to the commitment and enthusiasm of the staff and outside agencies, a wide range of activities are offered to the children either at lunchtime or after school. These currently include: Football, Choir, Karate, Crafts, Spanish, Drama, Theatre Group, Photography, Multi-Sports and Roller-Blading.

Every year, visits are undertaken to various parts of the country. These include day visits to outdoor and adventurous centres for every year group, as well as visits linked to other aspects of the curriculum.



Early Birds' Morning Club

Child care is provided before school from 7.45 a.m. Monday to Friday (term time only) at our Early Birds' club for the price of £3.00 per session. A variety of activities are provided including arts and crafts, computer skills, table tennis and badminton.



After School Club

Child care is provided from 3.20 p.m. to 5.00 p.m. Monday to Friday (term time only) at our After School Club for the price of £6.50 per session. A variety of activities are provided, including cooking, sports, computer skills, arts and crafts and free play.

Further details of these clubs are available either at the School Office or on our website : www.tollgate-jun.e-sussex.sch.uk



Communication with Parents

We believe strongly that the school and home need to work together if the education of our children is going to be successful and enable full gain to be taken from the available opportunities.

- Every child has a school diary in which information can be shared from home to school and vice-versa.
- Parents are asked to email any matters causing concern. Class teachers should be approached in the first instance followed by the relevant Assistant Headteacher.
- Children are encouraged to show parents their work every Tuesday after school.
- Written reports are sent home twice each year so that parents can discuss their child's progress.
- Curriculum workshops for specific subjects also take place.
- Regular Newsletters and information sheets keep parents aware of events at the school.
- Teachers are available for informal and end of day conversation on playground.
- Messages / information and letters are regularly sent to parents using the school 'Ping' App.

Pastoral Care

The school has strong links with local churches in the community and visiting priests are often in school for assemblies on a regular basis. Clergy from St. Andrew's Church take assembly each week. We employ a pastoral support mentor to work directly with children and families who may be experiencing difficulties. The school also facilitates Triple 'P' Parenting Workshops.

We employ a full-time Pastoral Support Learning Mentor and part-time assistant who support vulnerable children and families, using the 'Thrive' approach; our Assistant Headteacher for Inclusion is also 'Thrive trained' in order to support children with emotional or social difficulties.

In difficult or tragic circumstances, pupils and families have been able to seek comfort and support both within the school and at home. Any family who feels in need of such support can contact the school at any time.

***“Pupils are
well-mannered
and polite.”***

Ofsted 2018

School Discipline

Expectations of behaviour are clearly outlined in the school's Behaviour and Anti-bullying policy. We encourage a code of conduct in school which shows consideration for others and an awareness of the good manners that are expected of any individual in the community. Our six school values underpin our expectations of how children and adults should behave in and around school. This includes such things as walking about the school in an orderly fashion, having respect for property and an ability to play in a sensible manner during playtimes. Any child who stays at school during the lunch period is expected to behave in such a way that there are no complaints from teaching staff or lunchtime supervisors.

A child whose behaviour is a cause for concern will have his or her parents contacted so that remedial action can be taken. We prefer to find the root cause of the mis-behaviour and take the form of remedial action thought necessary. The punishment could be a loss of privilege or payment for a damaged article. Should concern over a child's behaviour arise, parents will be contacted in order to find the best way forward. Occasionally, children may be given a detention after school for persistent anti-social behaviour or an internal exclusion. Parents/Carers are always informed.

Children receive positive incentives to behave well and such behaviour is noted and recorded on a daily basis.

All forms of progress and development are encouraged by awarding house points, certificates and stickers

All children are in a house. The four houses are Redoubt, Holywell, Sovereign and Marina; each house has two House Captains from Year 6, voted for by the children. Weekly assemblies celebrate individual achievement.

Children throughout the school represent their classes on the School Council.

Senior pupils are also given responsibilities as monitors and playground buddies. These opportunities help develop qualities of leadership and helpfulness.

Tollgate is a Thrive accredited school

A positive school experience needs to be based on positive relationships. Positive relationships are at the heart of Thrive and integral to the ethos of our school.

What is Thrive?

The Thrive Approach puts developing positive relationships at the heart of all interactions with children (and adults). It does this by focusing on the key things we can do to encourage positive relationships: by listening, attuning, validating and

modelling that when things go wrong, we can bear it. This helps develop children's ability to cope with life's ups and downs.

Thrive is also an online tool that helps staff to monitor the emotional and social development of children. The tool suggests strategies and activities tailored to support children to develop resilience and engage with life and learning.

Thrive at Tollgate

We have used Thrive at Tollgate for several years now. Using the Thrive online tool, we can measure where the greatest need is and give support accordingly. This can be done by little things: all staff looking out for a particular child and saying hello to them or it can be more intensive help: working in a small group or 1:1 with a child.



School Uniform

The school colour is royal blue and children are expected to dress accordingly. Uniform can be purchased from our online supplier.

Children should wear either grey/black knee length skirt or trousers with a white collar shirt, school jumper or cardigan and the school tie. All children must wear flat black shoes.

Navy blue or black cloth short trousers, a white polo shirt or a blue checked summer dress are allowed for the summer term. Sportswear, shell suits, track suits, jogging bottoms, jeans and denim jackets are not acceptable as school uniform. We expect a high standard of dress at Tollgate.

No jewellery should be worn in school other than stud earrings (no more than one in each ear) and watches. Make-up and nail varnish should not be worn.

Hair colours or styles containing beads (except for religious reasons), slogans or motifs or shaved motifs are unacceptable. The school seeks the co-operation of parents in maintaining natural colours for hair.

Items of clothing, footwear and accessories that are considered of a dangerous nature in school will be forbidden. .

P.E. Uniform

The same high standard of uniform is expected for P.E. All children are required to change for P.E. and their kit should be in school at all times.

Clothing – plain white t-shirt, plain navy/black P.E. shorts (not cycling shorts)

Footwear –bare feet for gym/dance (plimsolls are permitted for children with Verrucae), Trainers/plimsolls for other activities (to be separate from any worn during the day).

Optional – Plain black/navy track/jogging suit for OUTSIDE.





Snacks

Fruit may be brought in from home and consumed at breaktime. There is a water only policy regarding drinks between meals. Water is available from drinking fountains and drinking taps. The children can also have a transparent sports water bottle in school with them. Children may have alternative non-fizzy drink at lunchtime.

School Dinners

Parents have three choices for their children at lunch time.

1. Children may go home for lunch.
2. Children may bring packed lunches. Glass bottles and cans are not allowed. Nuts and food containing nuts (e.g. peanut butter sandwiches) are not allowed.
3. Children can stay for school dinners where they will have a varied menu choice including a vegetarian option. The current set price is £2.10. Forms for free school meals can be obtained from the Education Department, County Hall, Lewes , from the school office or online <https://www.gov.uk/apply-free-school-meals>.

Any family that is entitled to a free school meal (if you in receipt of Child Tax Credit, not receiving Working Tax Credit and the family's income does not exceed £16,190 pa) should fill in the appropriate forms regardless of whether a meal is needed, as our funding is calculated on the number receiving free school meals. Meals are purchased online via the Parent Pay website (www.parentpay.com) – we do not accept cash or cheques for school lunches.

Please note that children who stay at school for a main meal or who eat sandwiches are not allowed to leave the premises during the lunch time.

Pupil Premium

Additional funding is used to support children whose families have been in receipt of free school meals within the previous 6 years. This support may include for example 1:1 tuition, small-group tuition, subsidised school trips. For more information, please see our school web-site or contact Mr Walsh (Assistant Headteacher for Inclusion).

Holidays

Term Dates 2021/22

Term 1	01.09.21	22.10.21	Term 4	21.02.22	01.04.22
Term 2	01.11.21	17.12.21	Term 5	19.04.22	27.05.22
Term 3	04.01.22	11.02.22	Term 6	06.06.22	21.07.22

Term Dates 2022/23

Term 1	01.09.22	21.10.22	Term 4	20.02.23	31.03.23
Term 2	31.10.22	16.12.22	Term 5	17.04.23	26.05.23
Term 3	03.01.23	10.02.23	Term 6	05.06.23	21.07.23

Absence

The governors have agreed to act on Local Authority advice that no holidays will be authorised in term time, except in exceptional circumstances. A penalty notice will be issued by the Local Authority for any unauthorised absences of 5 school days or more. The school requests that parents notify the office if they are taking their children on holiday, so that concerns aren't raised as to the whereabouts of absent children. A form for this can be obtained from the office and should be completed before the holiday takes place.

During the period 4th September 2018 to 23rd July 2019 the percentage of absences was 3.8%..
(Absence data from 2019-20 and 2020-21 not available due to Covid-19).

Complaints

Should parents have a complaint we hope that they will discuss it with the class teacher in the first instance. Should this not resolve the issue, parents should make an appointment with the appropriate Assistant Headteacher before speaking with the Deputy or Headteacher.

Under Section 23 of the Education reform Act 1988, concerns expressed by parents about the school curriculum will be dealt with in informal discussion with teachers and/or Headteacher. Where the issue is not resolved the matter may then be referred to the Governing Body. A copy of the procedure is available in school.

Charging and Remission Policy

The governors have adopted the LA policy which states that parents may not be charged for activities held during the school day, with the exception of instrumental music tuition. Where costs are involved, parents are invited to make a voluntary contribution to enable the activity to go ahead. There are arrangements to ensure that no child is debarred through lack of means. Children who receive Pupil Premium funding will have trips and some after-school clubs subsidised.

Accessibility Plan 2021-2022

Purpose of Plan

This plan shows how Tollgate Community Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors

Definition of disability

A person has a disability if he/she/they has a physical or mental impairment that has a substantial and long-term adverse effect on his/her/their ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Making reasonable adjustments for disabled pupils to the school curriculum, (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of the school, (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame

Targets	Strategies	Person responsible	Success Criteria
To ensure that children diagnosed with autism can access the curriculum and make good academic progress.	<p>Training on supporting children with autism in the class for teachers and support staff.</p> <p>Create a consistent visual 'language' across the school – e.g. visual timetables the same in every classroom.</p> <p>Empower all staff to be able to make visual resources that are consistent across the school.</p>	T Walsh (Assistant Head Teacher, Inclusion)	<p>Reduced behaviour slips / exclusions for children diagnosed with autism.</p> <p>Pupil attendance for autistic children in line with the whole school. Staff attendance increased</p> <p>Children with autism make expected or better progress.</p>
To further improve access to the school building	<p>Install further ramps to improve wheelchair access throughout the school building and grounds</p> <p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p>	<p>Site Manager</p> <p>Head Teacher / Business Manager</p>	More areas of the school will be accessible to pupils, parents/carers or visitors
To provide changing and care equipment for children who require support with toileting	Changing table for downstairs large toilet	T Walsh Site Manager	All children able to be supported in a dignified way in line with best practice.
To make the school field accessible to wheelchair users in poor weather (e.g. for outdoor learning activities)	Create paved / all-weather paths around the field so that more areas of the field can be accessed by all pupils / staff / visitors	<p>Site Manager</p> <p>Head Teacher</p> <p>Business Manager</p>	All pupils will be able to access the field at all times of the year for all activities.
Improve signage and external access for visually impaired people	Yellow strip mark step edges	Site Manager	Visually impaired people feel safe in school grounds

This plan will be implemented over the course of the 2021-22 school year. It will be reviewed and revised during Term 1 of 2022-23 school year.

Any resources of minor works will be funded from within the school budget, including the Pupil Premium budget. For all major works involving building plans and structural works, an application for funding will be made.

Together Everyone Achieves More

We are all born with an innate capacity to learn. How successful we are can depend on a variety of factors including how we feel about ourselves, our ability to recognise how we learn best, how good we are at practising things and being able to make links with what we already know. At Tollgate we recognise that we have children with a tremendous amount of potential and our aim is to fulfill this with parental help and support.





Compassion; Respect; Friendship; Resilience; Equality; Honesty