Tollgate Community Junior School
Prospectus 2018 – 19

Compassion; Respect; Friendship; Resilience; Equality; Honesty
Together Everyone Achieves More

Tollgate Community Junior School
Winston Crescent, Seaside, Eastbourne, East Sussex
BN23 6NL
Tel: 01323 723298; Fax: 01323 430868
e:mail: office@tollgate-jun.co.uk
website: www.tollgate-jun.co.uk

In Partnership with the
DIOCESE OF THE CHURCH
CHICHESTER OF ENGLAND

We are here
Contents

Welcome 4
General Information 5
Our School 5
School Times 6
Teaching Organisation 7
The Governing Body 8
Ethos 9
The Curriculum 10-16
Special Educational Needs 16
School, Local & National Results 17
Child Protection 18
Admissions 18
Homework 18
Extra Curricular Activities 19
Early Birds’ Club 19
After School Club 19
Enrichment Activities 20
Communication with Parents 21
School Discipline 21-22
Pastoral Care 22
School Uniform 22
PE Uniform 23
Snacks/School Dinners 23-24
Holiday and Absences 25
Absences 25
Complaints 26
Charging and Remission Policy 26
Together Everyone Achieves More 29
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.

Tollgate Values

Compassion  Respect
Friendship  Resilience
Equality    Honesty

Mr Stephen Dennis
Headteacher
Together Everyone Achieves More

“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.

“Leadership is good because of the high expectations of the headteacher, other leaders and governors.” Ofsted 2014

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. At the age of 11 children transfer to St. Catherine’s College, Causeway, 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.

“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

“All pupils spoken to by the inspectors praised the quality of teaching and said they enjoyed their lessons.” Ofsted 2014
School Times

Year 3: 8.45 am – 12.15 pm; 1.15 pm – 3.20 pm
Years 4, 5 and 6: 8.45 am – 12.20 pm; 1.15 pm – 3.20 pm
Teaching Organisation

There are 400 children on roll at present, organised into mixed ability single age classes. There are 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.

“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

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/Lead for Writing
Miss Louise Starley: Lead for Maths
Miss Lauren Denness: Lead for Reading

Teachers

Year 3: Miss Starley; Miss Lloyd; Mrs Boulton/Mrs Stephens
Year 4: Mrs Allen; Mrs Forte/Mrs Gower; Miss Stubbs; Mr Bardot; Mrs Lewis
Year 5: Miss Trevett; Ms Tabone/Mrs Smith; Mrs Pollard
Year 6: Mrs Penny; Miss Denness; Miss Messer
The Governing Body

Co-Opted Governors

Mr. H. Wardle (Chair) Safeguarding
  Mrs. L. Fegan
  Mr. M. Titherly
Mr. P. Turner (Vice Chair & Finance Lead)
  Mrs. B. Baldwin
  Miss C. Attrill

Authority Governor

Ms. M. Castledine

Parent Governors

Mrs. A. Barson
  Mrs. J. Brink

Staff Governors

Mr. S. Dennis (Headteacher)
  Mr. A. Baldwin (Teaching & Learning Lead)

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 regularly check that policies are implemented correctly by visiting the school frequently and talking to staff and pupils.” Ofsted 2018

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

“Staff are well trained and are very aware of their responsibilities and the procedures to keep pupils safe.” Ofsted 2018

“Pupils’ spiritual, moral and cultural development is supported very well in many ways. Equality of opportunity is promoted well.” Ofsted 2014
"Pupils enjoy a range of exciting topics and activities.” Ofsted 2018

The Curriculum

The National Curriculum forms the basis of the school’s teaching objectives, schemes of work and means of assessing each child’s progress and levels of achievement. The curriculum is kept under review to ensure that there is breadth as well as depth and that there are ongoing school improvements. All subject areas are developed and taught so as to engender confidence, knowledge, understanding and skills in all the pupils. In accordance with the objectives, some attainment targets are achieved through combining a number of study areas into an overall project.

When children reach the end of Year 6 they are assessed using National Standard Assessment Tasks (SATs). Non-statutory tests and teacher assessments are used to assess children at other times in all years. Basic skills are vital; English and Maths skills are taught both directly as well as through other subjects. Other skills are emphasised such as self-discipline, research skills, observation, recording, reasoning and logical thinking. At all times we consider each child as an individual in his or her own right, with particular strengths and weaknesses, that require developing.

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.
“Pupils learn a good range of subjects, such as French, music, art and sports. The school provides memorable experiences.” Ofsted 2014

“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. In 2018-19, Maths is being given a higher profile in order to further develop children’s explanation and Reasoning skills, through the use of the ‘Maths No Problem’ scheme.

**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.

**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.
“The school provides memorable experiences, such as a topic about Tutankhamun’s tomb and the school’s own radio station.” Ofsted 2014

Computing

Each classroom has computers and our Computing Suite 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.
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.

“Pupils are well-mannered and polite.” Ofsted 2018

“Golden Achievement books show how highly the school values each individual pupil.” Ofsted 2014

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 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 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.

Modern Foreign Languages

A variety of languages are taught, dependent on teachers’ specialism. These include French, Spanish and German. 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.

“Leaders actively encourage and expect teachers and pupils to have high aspirations.” Ofsted 2014

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.
Together Everyone Achieves More

PSHE
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.

<table>
<thead>
<tr>
<th>2017-2018</th>
<th>Tollgate %</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81.7</td>
<td>75.3</td>
</tr>
<tr>
<td>Writing</td>
<td>79.4</td>
<td>78.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>83.3</td>
<td>75.6</td>
</tr>
<tr>
<td>Reading, Writing &amp; Maths Combined</td>
<td>70.6</td>
<td>64.4</td>
</tr>
<tr>
<td>Spelling, Punctuation &amp; Grammar</td>
<td>88.1</td>
<td>77.7</td>
</tr>
</tbody>
</table>

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)
Reading: -1.6 (below the national outcome by more than one pupil)
Writing: -2.3 (below the national outcome by more than one pupil)

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 web-site 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.

“Parents are completely confident that their children are safe and well looked after at school.” Ofsted 2018

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 2019/2020’. 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), (Website address: www.eastsussex.gov.uk) 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.

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. They all have a homework diary for noting instructions.
**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, Recorders, Karate, Crafts, Spanish, Drama, Sewing, Theatre Group, Photography, Multi-Sports and Roller-Blading.

Every year visits are undertaken to various parts of the country. These include day visits and some of a longer nature such as residential camps and visits to PGL activity centres. Year 4 children have the option to camp at Blacklands Farm for 3 days; Year 6 children are offered a 5 day residential PGL trip to the Isle of Wight.

**Early Birds’ 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**

After school child care is provided by Clubs Complete from 3.30 p.m. – 5.30 p.m. Monday to Thursday and 3.30 – 4.30 p.m. on Friday (term time only) charged at £5.20 for an hour. The first hour is a set activity and the second session from 4.30 to 5.30 is a structured freeflow activity (includes a snack and drink). The club runs an online booking system. Further details can be found at [www.clubscomplete.co.uk](http://www.clubscomplete.co.uk)

Further details are available at the office for our Early Birds and our other after school clubs.
Enrichment Activities
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 come to school to discuss any matters causing concern raised either by parents or by the school. 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.

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 misbehaviour 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.

**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.

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.

**School Uniform**

The school colour is royal blue and children are expected to dress accordingly. Items with school logo and ties are available to purchase from reception.

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. Also available at an additional price will be fresh fruit, fruit drinks and yogurt. 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](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](http://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 and Absence

<table>
<thead>
<tr>
<th>Term Dates 2018/19</th>
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<tbody>
<tr>
<td>Term 1</td>
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<td>Term 2</td>
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<tr>
<td>Term 3</td>
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<table>
<thead>
<tr>
<th>Term Dates 2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>Term 2</td>
</tr>
<tr>
<td>Term 3</td>
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</tbody>
</table>

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.

Absence 2017-18

During the period 5th September 2017 to 20th July 2018 the percentage of absences was 3.66%.
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 / Equality Plan 2018-2019

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 has a physical or mental impairment that has a substantial and long-term adverse effect on his/her 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.
<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Person responsible</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure that children at risk of dyslexia make expected or better than expected progress</td>
<td>Staff training &lt;br&gt;Provide reading materials (when possible) in a 'dyslexia friendly' font and on 'dyslexia friendly' paper, i.e. non white. &lt;br&gt;Ensure pupils at risk of dyslexia have additional time for assessed work.</td>
<td>SENCo</td>
<td>Pupils screened as 'at risk' of dyslexia will make expected or better than expected progress.</td>
</tr>
<tr>
<td>Improve signage and external access for visually impaired people</td>
<td>Yellow strip mark step edges. &lt;br&gt;Provide signage in braille.</td>
<td>Site manager</td>
<td>Visually impaired people feel safe and can access information within school grounds.</td>
</tr>
<tr>
<td>To ensure information to parents/carers is accessible</td>
<td>Provide information and letters in clear print in “simple” English. &lt;br&gt;School office will support and help parents to access information and complete school forms. &lt;br&gt;Ensure website and all document accessible via the school website can be accessed by the visually impaired. &lt;br&gt;When requested, provide school letters in languages other than English.</td>
<td>School Office/School Office/SenCo / Website design</td>
<td>All parents / carers will be able to read and understand school information. A questionnaire will be used to gather whether this has been achieved.</td>
</tr>
</tbody>
</table>

This plan will be implemented over the course of the 2018-19 school year. It will be reviewed and revised during Term 1 of the 2019-20 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.
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.
Office and Premises Staff:

Mrs Tracy Garland: School Business Manager
Mrs Debbie Willgrass: School Secretary
Mrs Jackie Mills: Admin Assistant
Mrs Karen Ives: Receptionist
Mr Andrew Baldwin: Caretaker

Tollgate Community Junior School
Winston Crescent, Seaside, Eastbourne, East Sussex. BN23 6NL
Tel: (01323) 723298 Fax: (01323) 430868
e-mail: office@tollgate-jun.co.uk
website: www.tollgate-jun.co.uk