



Parents' Guide to Reception

2025 / 2026



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Welcome

The purpose of this guide is to give both new and current parents useful information about life at Avalon, in Reception, in particular. Reception is the final year of the Early Years Foundation Stage (EYFS) at Avalon School. We try to keep you fully informed during the course of the year through regular mailings and this publication is intended to be a handy source of reference about the school and its structure. If you are unsure about anything having read this guide, please contact the appropriate member of staff.

Our Vision and Aims

At Avalon, our motto “Reaching further, together” reflects everything we stand for. We believe that children thrive when they feel safe, supported, and inspired—both as individuals and as part of a caring community.

We are proud to be a welcoming, family-feel school, where every child is known, valued, and encouraged to reach their full potential. We recognise that each child is unique, and through our personalised approach and curriculum, we help them grow in confidence, curiosity, and independence.

Our teaching builds not only strong academic foundations but also the emotional, social, and practical life skills our pupils need to flourish.

We place a strong focus on positive relationships, wellbeing, and collaboration, creating a nurturing environment where children feel proud of themselves, their school, and their achievements.

We aim to:

- Foster a love of learning through a meaningful, engaging, and relevant curriculum
- Promote academic excellence, creativity, and critical thinking
- Support every child’s emotional wellbeing and self-belief
- Develop teamwork and collaboration, helping children connect and grow together
- Build strong links with families and the wider community, working in partnership
- Encourage values of respect, empathy, and kindness in all we do

At Avalon, we guide children to become thoughtful, self-assured, and well-rounded individuals, prepared to make a positive difference in the world.

School Staff

Headteacher:

Mrs J Callaway Designated Safeguarding Lead

Deputy Headteacher:

Mr M Ashton SENDCo

Teachers:

Mrs S Parkins Lower School Lead

Mrs L Daniel Reception

Mrs J Dixon Spanish

Mrs L Jones Computing

Mrs H Keenan Music

Teaching Assistant:

Miss A Bennett

Administration Staff:

Mrs A Evans School Business Manager / Headteacher's PA

Ms A Sharman Finance Assistant

Mrs S Waite Admin & Communication Assistant

Catering Staff:

Mrs H Probert Catering Manager

Mr M Spence Catering Assistant

Lunchtime Welfare and Before & After School Care:

Mrs S Franco Lunchtime Welfare & After School Care

Mrs A Gardner Lunchtime Welfare & After School Care

Miss C Johnson Lunchtime Welfare & After School Care

Mrs S Varey Lunchtime Welfare & Before School Care

Maintenance Staff:

Mr W Spence Site Manager

Mr M Spence Assistant Groundsman

Reception Class Staff



Mrs Daniel
Reception Teacher



Miss Bennett
Teaching Assistant



Mrs Jones
Computing



Mrs Dixon
Spanish



Mrs Keenan
Music

This is the Headteacher and Lower School Lead:



Mrs Callaway
Headteacher
Designated Safeguarding Lead



Mrs Parkins
Lower School Lead

Teaching and Learning

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

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.

There are three prime areas of development and four specific areas which make up the Foundation Stage curriculum;

Prime Areas:

1. Communication and Language Development
2. Personal, Social and Emotional Development
3. Physical Development

Specific Areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Communication and Language



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a

range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable



children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial



awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.



Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply

this understanding, such as using manipulatives, including small pebbles and tens

frames for organising counting, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Expressive Arts and Design



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their

experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Other subjects are taught by specialist teachers including Spanish, Computing and Music.

Assessment

Throughout the year on-going assessments and observations are used to build a picture of what each child has achieved, knows and can do. We carry out regular observations using Eylog which is an EYFS compliant and secure online learning journey. It is an integrated web and tablet based secure application for providers to easily capture observations and manage the learning and development journey of a child in an electronic format. Parents can access their child's learning journey easily via the app and you can also record and add some of your own observations to your child's learning journey from home.

Eylog will keep you up to date with your child's progress as you will receive on-going assessments and reports throughout the year.

Parents are invited to attend meetings in the autumn and spring terms to share information and discuss progress. At the end of the year a Foundation Stage Profile is completed based on the information gathered over the year.

By the end of reception, we expect children to achieve the Early Learning Goal (ELG) as set out in the Early Years Framework. Please find the ELG'S for all seven areas attached on a separate sheet.

Home-Learning

Although there is little formal homework provided at this stage, the children will be expected to read at home (both school reading books and library books) very soon. They will also receive the 'sounds of the week' alongside high frequency words and tricky words on their learning rings each week. As the year progresses, the children will receive Mathematics home-learning which will link to what they have been learning in school that week. Towards the end of the Reception year, children will begin to learn spellings if and when they are ready.



In September your child will need:

- Full winter uniform.
- Book bag.
- All items must be clearly named. Please use lower case letters where appropriate to aid recognition by the child.

PE Kit

Children come to school wearing PE kit on PE days. They leave their slip on pumps (black) or black trainers and black socks in their PE kits in school to change into.

The Avalon School PE Kit is as follows:

- Regulation black & amber PE polo shirt
- Regulation black & amber PE ¼ zip top
- Regulation black PE shorts or skort
- Regulation black PE track pants
- Regulation black PE long socks or in the summer ankle length black socks
- Black slip-on pumps or black trainers

Please ensure all items of PE kit are clearly named (not just initials).

The Start of the Day

Before School Club 7.45am to 8.30am: Children attending Before School Care should enter via the main school glass entrance doors, opposite the school office, and be dropped off and registered in the school hall by parents, between 7.45am and 8.30am

From 8.30am to 8.45am: For all Reception to Year 6 children, Parents may drop children off at the school gates between 8.30am and 8.50am, which will be manned by Avalon staff. Children will then safely be directed/ escorted by staff into school and into their classrooms. **Please note that lessons commence at 8.50am.**

Alternatively, parents and carers may wish to bring their children on to the school site and drop their children off at the allocated entrance doors themselves before departing.

- **For Reception, Year 1 and Year 2, this will be at the main glass entrance doors.**

- **For all Junior children, Year 3 to Year 6, this will be at the front door of the Junior building.**

Support staff will be on hand to assist parents and children at each entrance door during drop off times. Teachers will be in classrooms from 8.30am, ready to receive their classes, however, for safeguarding reasons, parents will not be permitted to enter children's classrooms, unless arranged by prior appointment.

Late attendance (after 8.45am): If a child is late coming into school, we ask that parents bring children directly to the school office for registration purposes; entrance doors to the classrooms will be secured by this point and duty staff will not be available at the entrance doors, so it is important that parents & carers go directly to the school office for assistance.

School Office: The school office will be open from 8.00am for parents to make any enquiries, arrange appointments, or pass on information and messages to staff.

Morning Break

There is a morning playtime normally between 10.20am-10.45am for all children from Reception to Year 6. Children will also be provided with a healthy snack and drink throughout the morning however, if you wish for them to have an additional drink of water, please bring in a clearly labelled bottle.

Lunch

Lunch is normally between 12 noon and 1.10pm. We have a qualified Catering Manager who carefully plans our menus. Fruit, sandwiches and salad are always available in addition to the daily menu as is a vegetarian option. Medical or dietary requirements can be accommodated. Children are expected to wash their hands before eating, eat politely and to clear away their own plate. The children eat at a table with other children in the school and staff are on duty to supervise the lunchtime session. After their lunch children may play outside and are under the supervision of our lunch time supervisors. When the weather doesn't permit playing



outside, the children are supervised inside and can partake in various playtime activities.

End of the Day

Collection at the end of the school day:

3.05pm - Reception - Nursery Entrance Doors

Children should wait sensibly with their teacher unless they are going to the After School Care or extra- curricular clubs. If they are not collected at 3.05pm they will be taken down to After School Care and an 'emergency booking' and a charge may be made. If there are not enough places available, you will be contacted and asked to collect them as soon as possible and your child will wait in the school office.

Children attending after school clubs should go straight to the activity where a register will be taken. Children who are not able to attend a club should inform the teacher who runs it. If you need to collect your child for any reason before 3.05pm they need 'signing out' at the school office. Children who are attending After School Care are escorted by teaching staff into the care of the After School Care staff.

Please ensure the school office and Form Teacher has the details of anybody who will be collecting your child other than yourself.

Parking

As with all schools, parking problems and congestion occur at dropping off and picking up times. We do not have any parent parking spaces within the school grounds. When parking near the school please be considerate to our neighbours and remember that 'double parking' and parking on the yellow lines (unless a blue badge holder) is not allowed. We ask for your support in ensuring these essential Health and Safety guidelines are followed and please ensure you pass the details on to anybody who may be dropping off or collecting your child/ren.

Before & After School Care

We provide a Before & After School Care service that enables your child to be safely looked after from 7.45am until 6pm if required.

- 🌀 Before School Care accepts children from 7.45am. The children are offered a range of breakfast snacks and take part in a range of activities before being escorted to the playground;
- 🌀 After School Care accepts children from the end of the school day until 6pm. Children can take part in numerous activities. Refreshments are offered on arrival and a more substantial snack at approximately 4.30pm;
- 🌀 It is a requirement that all children are booked in prior to attending either Before or After School Care. Details have been sent out to all parents about this procedure;
- 🌀 All children must be registered directly with the schools Before & After School Care provision;
- 🌀 Spaces required by parents for their children must be pre-booked to ensure that before and after school care does not exceed the number of children we are permitted to accommodate;
- 🌀 If you use our Before & After School Care on a regular basis and wish to continue with this until further notice please complete your requirements on the *regular booking form*. If however, you use the Before & After School Care on a 'casual' basis you will need to the School Office of your requirements before 3pm on the day;
- 🌀 We cannot continue to guarantee that a place will automatically be available for your child if you are going to be late collecting them from school. For this type of emergency booking you must contact the school office Staff by telephone to see if there are any vacancies.

Extra-Curricular Activities

We offer a variety of activities to enhance your child's learning and enjoyment. Information about these clubs is sent out each half term / term. We try to find a balance between the number of clubs offered and allowing the children free time and staff time to prepare for the normal school curriculum. Please see Mr Ashton for further details. Additionally we have peripatetic teachers who run clubs for which fees are charged. The times they are run may change for various reasons. Please see Mrs Keenan or Mr Ashton for further details.

Visits and Visitors

Visits to places of interest are undertaken as appropriate. We also invite various visitors to the school in order to enhance our curriculum. We notify you about any trips, and ask for permission for your child to attend trips that aren't local.

Behaviour

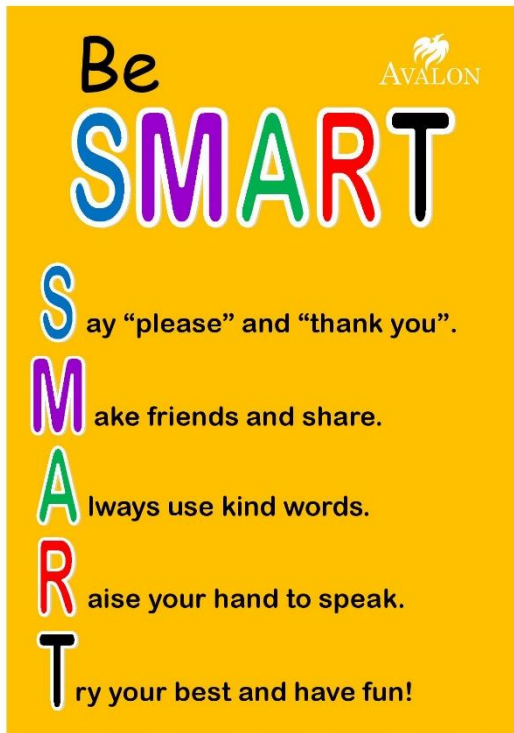
We want our children to feel part of a school community where the needs and opinions of all are respected and valued. We believe that if the children are to learn and grow, a climate of mutual respect and positive behaviour is essential.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community, reflecting an ethos of kindness and co-operation.

Code of Behaviour

Children follow the “Be Smart” code of behaviour and are expected to:



Rewards

Rewards throughout the school are given in the following way:

- 🌟 Verbal praise;
- 🌟 Award of house points;
- 🌟 Award of a merit badge;
- 🌟 Golden Table invitation;
- 🌟 Visit to Headteacher;
- 🌟 Achievement Certificate / Headteacher Certificate.
- 🌟 ‘Good To Be Green’ stickers (weekly) and certificates (half termly)

House Points, Merit Badges and Certificates

House points, merit badges and certificates are given for endeavours that go “beyond the expected”. This may be for academic excellence, consideration and respect for others or other exceptional circumstances. If they are awarded for academic achievement, attainment must be relative to the individual pupil’s ability.





Children are awarded a 'Good to be Green' sticker each week, if they keep to the Golden Rules and stay on the Green traffic light throughout the week. Each Half term, children are also awarded a 'Good to be Green' certificate and reward, if they have achieved Green traffic lights throughout the half term.

Achievement Awards

We hold an Achievement Awards Presentation in the School Hall at the end of the summer term. The aim of this event is for the children, staff and parents to celebrate all that is good about Avalon and everything that has been achieved throughout the academic year. Awards are presented to some children (not everyone gets an award – we talk to the children about this prior to the event). All awards are based on overall performance in that area; this includes effort, progress, ability and attitude.

Sanctions

In the event of unwanted behaviour, staff use their professional judgment about the incident and how best they might deal with it. Most incidents can be dealt with quickly and effectively using verbal correction, but occasionally, it may be necessary to take further action. Minor infringements are reported to the form tutor who will then make a decision if it is necessary to proceed further. In certain circumstances, it may be necessary for an incident to be referred to the Headteacher or her deputy. In some cases, it may also be appropriate for the form tutor to speak to parents at the end of the day to discuss an incident that has occurred during that day.

-  We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own;
-  We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task;
-  If a child is disruptive in class, the teacher will remind him or her of the expectations for behaviour. If a child misbehaves repeatedly, they may be moved away from others within the classroom until s/he calms down, and is in a position to work sensibly again with others;
-  The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session;

- 🦁 If a child threatens, hurts or bullies another pupil, the class teacher records the incident, school policy and procedures are followed and the child will receive the appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to correcting the unwanted behaviour;
- 🦁 We operate a Traffic Light system. If a child does not follow the Golden Rules they will be given a verbal warning initially. If the unwanted behaviour continues a child will be placed on the amber traffic light. Any further or more serious breaches of the school's code of conduct and Golden Rules will result in the child being placed on a red traffic light and the Headteacher will contact parents to discuss the matter, any action to be taken and how to move forward.

House System

Avalon operates a House system for the school:

- 🦁 To encourage an identity within the school community;
- 🦁 To promote family values and fundamental British values;
- 🦁 To provide an incentive for effort, consideration and caring for others.



The Houses are St. Andrew, St. David, St. George and St. Patrick.

House meetings are held each term and a range of inter-house activities are organised throughout the year.

Communication

- 🦁 If you wish to speak with your child's Form Teacher, they are usually available before or after school. If a lengthier discussion is required, please make an appointment so that sufficient time can be made available to you. To make an appointment please contact the school office or via the class email;

reception@avalon-school.co.uk

- 🦋 Telephone appointments are also available by prior arrangement.
- 🦋 A weekly newsletter is issued every Friday with information regarding the next week in school and any diary dates and/or important information for parents, **parents are asked to read this each week.** This is emailed home and is not printed unless specifically requested by the office;
- 🦋 Other information and letters are frequently sent home by e-mail or paper copy should we need a reply. These inform parents of current activities, forthcoming events, etc;
- 🦋 For school letters, including the weekly newsletter, our preferred method of communication is via email as this supports the school's eco-policy. It also helps to ensure letters don't get lost / left in school and is also easier from an administration point of view;
- 🦋 The homework diary can be used for communication between parents and teachers. Staff may make a note in the diary and parents are invited to comment or pass on information;
- 🦋 The school website, **www.avalon-school.co.uk**, is updated regularly with latest school news and events. The newsletters are also on the site along with other school information including the school's key policies;
- 🦋 Consultation evenings are held in the Autumn and Spring terms;
- 🦋 Written Progress reports with pupil targets are sent home with the children towards the end of the Autumn and Spring terms, with a full end of year report sent home towards the end of the Summer term;

Belongings and Appearance

- 🦋 We expect the children to be proud of their appearance and at all times look as smart as possible;
- 🦋 Please see the uniform list and policy for further information regarding the school uniform. We have periodic uniform checks in each class, to ensure children have the correct uniform. Please note all children should wear their blazers to and from school on a daily basis. They will also be required to wear them to some assemblies and other school events;
- 🦋 **PLEASE, PLEASE** ensure all items of clothing and personal items are **CLEARLY NAMED (not just initials)**;

- 🦋 For health and safety reasons children should not wear **ANY** jewellery to school, this includes any ear-rings/studs and watches. Children will be asked to take out ear-rings should they arrive in school with them on;
- 🦋 Long hair (boys and girls), must be tied and/or clipped back. Any hair bobbles/ribbons/clips should be either brown, yellow, white or black;
- 🦋 It is our policy that all children wear correct sports kit when attending school, or when participating in a school-organised sports event outside normal school hours. Our policy is based on the notion that the PE kit is practical and the kit is designed with health and safety in mind. Trainers for PE should be sports trainers (not 'fashion' ones) as these are more supporting to growing children and their cushioned soles can minimise injury and associated pain. We also ask that trainers are predominantly black. Children, for health and safety reasons, cannot participate in PE in school uniform or school shoes. Please see the uniform list for further details;
- 🦋 Nail varnish or transfer tattoos are not permitted;
- 🦋 You will be informed at the start of term by the Form Teacher of any specific items the children require to bring into school. This may be added to during the course of the year;
- 🦋 Items of value, including electronic devices are not to be brought in to school without prior agreement with your child's Form Teacher. Please see them to discuss this matter further;
- 🦋 Whilst we encourage children to wear watches in school, we do not allow children to wear a 'smart' watch, or any watch that has the same functionality as a mobile phone or PC, on the school site.
- 🦋 Each child will have a "wet play" bag in which they can keep a number of activities such as colouring bookings, small board games or similar that they can use in the event of wet play;

Medical and Short-Term Illnesses

If your child is unwell then they should be kept off school to aid their recovery and prevent the spread of infection.

The following are guidelines from the Health Protection Agency for common childhood illnesses but for more information or if you are unsure please contact your GP, Nurse or www.nhs.co.uk:

Rashes and skin infections

| Infection or complaint | Recommended period to be kept away from Nursery or School |
|------------------------|--|
| Athlete's foot | None |
| Chickenpox | Until all vesicles have crusted over |
| Cold sores | None |
| German measles | Four days from onset of rash |
| Hand, foot and mouth | None |
| Impetigo | Until lesions are crusted and healed or 48 hours after starting antibiotic treatment |
| Measles | Four days from onset of rash |
| Molluscum contagiosum | None |
| Mpox | Until confirmed safe to return by doctor |
| Ringworm | Exclusion not usually required. |
| Roseola | None |
| Scabies | Child can return after first treatment |
| Scarlet fever | Child can return 24 hours after starting appropriate antibiotic treatment |
| Slapped cheek | None once rash has developed |
| Shingles | Excluded only if rash is weeping and cannot be covered. |
| Warts and verrucae | None. Verrucae should be covered for PE |

Diarrhoea and vomiting

| Infection or complaint | Recommended period to be kept away from Nursery or School |
|-----------------------------|--|
| Diarrhoea and/or vomiting | 48 hours from last episode of diarrhoea or vomiting |
| E-Coli / Typhoid / Shigella | Child should be excluded for 48 hours from last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting |
| Cryptosporidiosis | 48 hours from last episode of diarrhoea or vomiting |

Respiratory infections

| Infection or complaint | Recommended period to be kept away from Nursery or School |
|------------------------|---|
| Flu | Until recovered |

| | |
|--|--|
| Respiratory Infections including Coronavirus | Until no temperature and recovered Coronavirus – 3 days from positive test |
| Tuberculosis | Always consult GP |
| Whooping cough | 2 days from starting antibiotic treatment, or 14 days from onset of illness if no antibiotic treatment |

Other infections

| Infection or complaint | Recommended period to be kept away from Nursery or School |
|--|---|
| Conjunctivitis | None |
| Diphtheria | Exclusion is essential. Consult GP |
| Glandular fever | None |
| Head lice | None |
| Hepatitis A | Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice) |
| Hepatitis B or C | None |
| Meningococcal meningitis / septicaemia | Until recovered |
| Meningitis due to other bacteria | Until recovered |
| Meningitis viral | None |
| MRSA | None |
| Mumps | Exclude child for five days after onset of swelling |
| Threadworm | None |
| Tonsillitis | None |

If your child is feeling well enough to attend school but still requires some prescription/non-prescription medication then the following guidelines will help you decide if staff can assist in the dispensing of their medicine. Please note that staff are not required by law to dispense medicine and some may feel unable to do this. If this is the case you will be referred to the school medical co-ordinator who will hopefully be able to help.

The administration of medicines is carried out by the designated first aiders within the school office between the hours of 8.00am and 4.00pm.

Staff are required by our school policy to ask you the 5 following questions to determine whether it is safe for your child to be in school and if we can help with medication;

What is the medicine for?

This is to find out whether your child is contagious and should not be in school. Staff may need to refer to our Department of Health medical guidelines or the Medical Co-ordinator if they have any doubts.

Has the medicine been prescribed by your child's GP?

Prescription medicine can be given in school according to the directions of a doctor. Calpol/cough mixture etc can also be given, however only with written consent from the parent or verbal in the case of an emergency. The school will not give medication (prescription or non-prescription) to a child without a parent's written consent except in exceptional circumstances.

Is the medicine in the original container with the dose original instructions attached?

Medicine can only be given if stored in the original container; with the correct directions attached. This is the only proof staff have of the correct dosage to give your child and could prevent a serious error. When administering medication, eg pain relief, staff will check the maximum dosage and when the dose was previous given. Non prescribed medicines and over the counter medications (e.g. Calpol / Piriton) are consented by parents/carers as and when required either in writing using the consent form for the administering of medication or via verbal consent. Medicines will only be administered as per the instructions on the bottle.

Is this a 'three times a day' antibiotic?

If yes, then medical guidelines tell us that it is perfectly acceptable for the doses to be given before school, when collected and at bedtime. This eliminates the need for medicine to be administered at school which is always preferable. If your child attends our crèche facility then the after school dose can be given at school.

Is this medicine going to be required by the child long term?

This helps us to decide whether you need to complete a Medicine Permission and Health Care Plan form.

If, after these questions, we agree to give medicine then you will be asked to complete and sign a Medical Permission Form with the member of staff agreeing to dispense your child's medicine. This is so you can explain any special arrangements to them.

The medicine and form will then be stored safely (according to instructions) in a locked room. Your child will be given their medicine at the specified time and if they refuse to take a dose you will be notified by telephone. We are not permitted to force a child to take his/her medicine.

Medicine should be collected from and given to the School Office. Please do not send medicine in with your child. Unsecured medicine in a school bag is a health and safety risk not only for your child but for all of the children in our care.

Health Care Plans

Children with medical needs have the same rights of admission to a school or setting as other children. Most children will at some time have short-term medical needs, perhaps entailing finishing a course of medicine such as antibiotics. Some children however have longer term medical needs and may require medicines on a long-term basis to keep them well, for example children with well-controlled epilepsy or cystic fibrosis.

Most children with medical needs are able to attend school regularly and can take part in normal activities. However, staff may need to take extra care in supervising some activities to make sure that these children, and others, are not put at risk. An individual Health Care Plan can help staff identify the necessary safety measures to support children with medical needs.

At Avalon School we ask you to complete a Health Care Plan, and review it yearly, if your child has any ongoing medical issues. This enables all staff interacting with your child on a daily basis to support them. If regular medicine is required then a member of staff will be designated to dispense this. All of the forms will be explained to you and you may wish to have a more detailed discussion with the medical co-ordinator regarding your child's condition.

The storage and dispensing of medicines will be the same as for 'short term illnesses' outlined above although the medicine may remain in school for the whole term. It will be sent home for checking, updating, etc. over the main holidays. Any medicine uncollected at the end of a school year will be disposed of safely at a pharmacy.

Please remember you can always come into school to administer medicine yourself.

Holidays During Term Time

In line with national and LEA guidance, it is expected that family holidays will be arranged for the half termly and termly school holidays to ensure the children do not miss vital aspects of the curriculum. It is in the interest of all pupils that parents should NOT ask for time off school in term time, except in a real emergency. If required a request for leave of absence form (available from the school office)

should be completed and handed in to Mrs Callaway well in advance and well before final arrangements or reservations have been made. Dependent on the nature of the request, authorisation of absence may then be given. Absence without a completed form will result in the child having an unauthorised absence.

Financial and Administration Matters

The School Office is open from 8.00am until 4.00pm during term time and at various times during the school holidays. If on occasions we are unable to take a telephone call, please leave a message so we can call back as soon as possible. You can also contact the school office via email, schooloffice@avalon-school.co.uk. To help with our administration please ensure that the Admin Team has your up to date contact details.

Complaints and Compliments

We very much value your opinion and we invite you to let us know any suggestions you may have for school improvement. We always appreciated feedback both positive and developmental.

If you have any concerns please let us know straight away. If the matter is urgent please contact the school and we will respond to your concern and seek to work together to resolve the matter as speedily as possible. If you feel the matter has not been resolved to your satisfaction you may obtain a copy of the complaints procedure available on the school website.

The PTA

The PTA run various events for the children during the course of the year, funds are used purposefully to enrich and enhance children's learning experiences. All parents are welcome to join the school's PTA. Contact details are on the school newsletter and PTA newsletter.

Board of Governors

The following is a current list of trustees of the charity that is Avalon School Education Trust.

Chairperson: Dr Katy Kidd
Mr Philip Sheard
Mrs Heather Probert
Mrs Pat Johnston
Mrs Deborah Hillman

The Governors can be contacted via the school office (details below).

School Telephone Number: 0151 625 6993

School Email Address: schooloffice@avalon-school.co.uk

Avalon School Charity number: 1088050

Company Number: 4050603

Company Address:
(School Address) 27 Caldy Road
West Kirby
Wirral
CH48 2HE

Contact Information

Mrs Callaway, Headteacher: jcallaway@avalon-school.co.uk

Mrs Evans, School Business Manager: annevans@avalon-school.co.uk

ISA (Independent Schools Association)

The organisation to which the Headteacher (on behalf of the School) belongs to. The ISA is federated to the ISC (Independent Schools Council).

Telephone Number: 01799 523 619

Email Address: www.isaschools.org.uk

ISI (Independent Schools Inspectorate)

The approved body for inspecting independent schools, our latest inspection report can be found on our website.

Telephone Number: 020 7600 0100

Email Address: www.isi.net

Finally

All information is correct at the current time, parents will be notified of any changes to key information. We hope this guide is useful for you and will help to answer your queries. If you have any further questions please contact your child's Form Teacher or the school office.



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