



Welcome to the Nest Enhanced Learning Provsion

Parent Information





meet your teacher

Hello and welcome to The NEST!

I am Miss Handy and I am really looking forward to working with you and your child. The NEST is a nurturing, supportive and structured environment where every child is valued as an individual and encouraged to develop confidence, independence and resilience at their own pace.

At The NEST, we understand the importance of children feeling safe, secure and understood. We take time to build positive relationships, establish routines and create a calm environment where pupils are able to thrive both academically and emotionally. Every child's achievements are celebrated, and we are proud of the progress our pupils make in all areas of their development.

We work closely with families to ensure children receive the very best support and encouragement throughout their journey with us. If you have any questions or need support, please do not hesitate to get in touch.

I look forward to another fantastic year in The NEST!

Fun Facts



I enjoy running.



I love chocolate!



I like to travel with my friends and family.



My favourite animals are owls

Meet the KS2 Team



Mrs Nicola Faulkner
Year 3 Class Teacher



Mrs Clare Hannon
Year 4 Class
Teacher/Deputy
Headteacher



**Miss Bethany
Beveridge**
Year 5 Class
Teacher



Miss Lucy Scarr
Year 6 Class
Teacher



Mrs Helen Handy
ELP Class Teacher
KS2 SENDCO



Mrs Claire Taylor
Administrator



Miss Kirsty Keeler
HLTA



Mrs Catherine Walls
HLTA

Meet the KS2 Team



**Teaching Assistant
Miss Sarah Boyle
Teaching Assistant
Nurture Group**



**Miss Mandy Piggford
Teaching Assistant**



**Miss Kayley Birdsall
Teaching Assistant**



**Mrs Debbie Wilson
Teaching Assistant**



**Miss Kay Seccombe
Teaching Assistant
Lunchtime Supervisor**



**Mr Graeme Baker
Teaching Assistant**

Safeguarding Team



Miss Laura Weaver
Headteacher/DSL



Miss Katy Nesom
Acting Deputy
Headteacher/Deputy
DSL



Mrs Clare Hannon
Deputy
Headteacher/Deputy
DSL



Miss Helen Handy
SLT/Deputy DSL



Miss Lucy Scarr
Deputy DSL

At Leadgate Primary School, safeguarding is everyone's responsibility. We are fully committed to ensuring that all children feel happy, safe, and secure. Creating a safe, supportive, and nurturing environment is at the heart of everything we do.

If you have any concerns about a child's safety or wellbeing, or if you need support or advice related to safeguarding, please do not hesitate to contact a member of our safeguarding team. We are always here to listen and help. Together, we work to ensure that every child can thrive in a safe, caring, and respectful environment.

Concerns Outside of School

If you have concerns outside of school hours about a child or young person who lives in County Durham, please contact First Contact on: ☎ 03000 267 979



Forest School

Forest School is an important part of our curriculum, providing children with regular opportunities to learn and play in our outdoor environment. We have a weekly Forest School session, and children will need to bring wellies and an appropriate coat so they can enjoy all weathers safely and comfortably.

OPAL Play

We are proud to be an OPAL (Outdoor Play and Learning) school, which means children have the opportunity to play and explore outdoors in all weathers. Our field is a fantastic space for adventurous, creative play, with a range of different zones that support a variety of activities, from imaginative play to physical challenges. As we use the field throughout the year, it is essential that all children bring a pair of wellies to keep in school, along with a spare change of clothes.

PE

Physical Education (PE) is taught twice a week and is a statutory part of the National Curriculum, therefore all children are expected to participate fully in lessons. For health and safety reasons, no jewellery is permitted during PE lessons. Any earrings must be removed before the session; if they cannot be removed, children should not wear them on PE days. Children in KS2 will take part in swimming lessons for half a term throughout the year.



The NEST

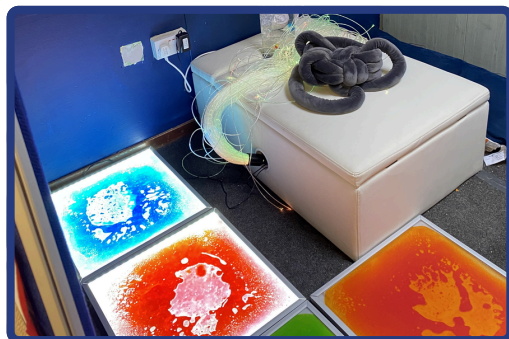
Welcome to The NEST: Nurturing, Education, Succeeding Together.

At Leadgate Primary School, our Enhanced Learning Provision provides a safe, supportive and nurturing environment where every child is valued as an individual. We are committed to helping pupils develop confidence, independence and the skills they need to thrive both in school and in everyday life. Through structured routines, positive relationships and a low arousal learning environment, we support children with social communication and interaction needs to feel safe, understood and successful.

We work closely with families and outside professionals to ensure every child receives the care, encouragement and opportunities they deserve. Our aim is to help pupils build resilience, develop meaningful relationships and celebrate success in all areas of their development. We are proud to provide an inclusive provision where children feel happy, secure and empowered to achieve their full potential while remaining an important part of their school community. Our core foundations that all learning will be built upon stem from:

- social development and social, emotional literacy
- self-regulation and self-care
- mental health and wellbeing
- social danger and keeping healthy
- social experiences and building relationships
- functional life skills
- literacy and numeracy basic skills
- understanding and use of language
- physical development and the fundamental movement skills
- engaging in the local area and wider world

The NEST classroom



Our Curriculum

In the NEST, we provide a nurturing, highly structured and individualised curriculum that carefully follows the National Curriculum whilst being adapted to meet the bespoke needs of each pupil. We recognise that all children learn in different ways, and our curriculum is personalised to support confidence, communication, independence and emotional wellbeing alongside academic achievement, ensuring every child can access learning and make meaningful progress.



Pupils access a broad and balanced curriculum which builds on their strengths, interests and next steps in learning. Learning is carefully planned to reduce barriers and provide opportunities for success through practical, meaningful and engaging experiences. Alongside reading, writing and mathematics, children develop essential life skills including communication, emotional regulation, social interaction and independence, helping them to become confident learners both in school and within the wider community.

The NEST provides a low arousal, low stimulus learning environment with clear routines and predictable structures that help pupils feel safe, secure and ready to learn. Visual supports, sensory strategies and scaffolds are embedded throughout the day to support pupils with social communication and interaction needs.

Our curriculum extends beyond the classroom and includes cookery, outdoor learning, community visits, play-based experiences and real-life learning opportunities. These experiences allow pupils to practise important everyday skills such as communication, problem solving, teamwork, travel awareness and independence in meaningful contexts. Pupils may access local visits, educational trips and adventurous activities which help broaden experiences, raise aspirations and build confidence.

Where appropriate, pupils are also supported to access learning and experiences within mainstream classrooms, enabling them to build friendships, develop social confidence and foster a sense of belonging within the wider school community. We work closely with families and outside professionals to ensure every child is supported to make progress along their own developmental pathway, empowering them to thrive both now and in the future.

Reading

In The NEST, we aim to develop a love of reading while supporting a child to become a confident and successful reader. Reading is taught through a personalised approach that recognises individual strengths, interests and developmental needs. Pupils access a range of structured reading activities designed to build communication, comprehension, vocabulary and fluency in a calm and supportive environment.

We use visual supports, repetition and carefully chosen texts to help children develop understanding and confidence. Some pupils continue to access phonics teaching, while others focus on comprehension, language development and applying reading skills in meaningful contexts. Reading opportunities are embedded throughout the day and linked to children's interests wherever possible to encourage engagement and enjoyment. We celebrate every step of progress and aim to help pupils develop the skills, confidence and motivation needed to access reading independently both in school and in everyday life.

Handwriting

We have a clear and consistent approach to handwriting and letter formation across school. We use Letter-join to support the teaching of handwriting and to ensure a structured progression. Children are taught to form letters correctly from the outset, with a strong emphasis on accurate letter formation and orientation. It is important that pupils develop these skills securely in print before they begin to join their writing. Once letter formation is fluent and consistent, children are gradually introduced to joins, supporting them to develop a neat, legible and efficient handwriting style over time.

Spelling

In The NEST, spelling builds on children's phonics knowledge and develops through a structured and supportive approach. Some pupils continue to access a phonics-based approach to support early reading, decoding and spelling skills, while others progress towards learning more complex spelling patterns and rules. This includes exploring prefixes, suffixes and relationships between words through a morphology-based approach, helping children to understand how words are formed and connected.

Children are also taught to spell common exception words and frequently used vocabulary through repetition, overlearning and practical, multi-sensory activities. There is a growing emphasis on accuracy, including the correct use of homophones and applying spelling patterns within independent writing.

Visual supports, modelling and carefully sequenced learning help pupils to develop confidence in selecting and using strategies to support their spelling. Over time, children become increasingly fluent and independent writers while developing a deeper understanding of language and vocabulary.

Mathematics

In The NEST, mathematics is taught through a highly personalised and practical approach that enables every child to develop confidence and success in their learning. We understand that children learn in different ways, therefore lessons are carefully adapted to meet individual needs and learning styles. Learning is broken down into small, manageable steps with opportunities for repetition, overlearning and consolidation to help pupils build secure mathematical understanding.

We place a strong emphasis on developing real-life maths skills that promote independence and everyday problem solving. Pupils are encouraged to apply their learning through practical experiences such as shopping, cooking, measuring, time and money activities, helping them to understand the purpose and value of mathematics in everyday life.

Concrete resources, visual supports and hands-on activities are used throughout our maths curriculum to support understanding and reduce anxiety around learning. Children are supported to develop fluency in key number skills while also building confidence in reasoning, communication and problem-solving. Teaching is carefully structured within our low arousal environment, allowing pupils to feel safe, regulated and ready to learn.

We celebrate all progress and recognise that success looks different for every child. Our aim is for pupils to develop positive attitudes towards mathematics, increased resilience and the confidence to use their skills independently both within school and beyond.

Writing

In The NEST, English is taught through a supportive and structured approach that develops communication, reading and writing skills alongside confidence and independence. Learning is carefully adapted to meet individual needs, with pupils supported to communicate and record their ideas in a range of ways.

Children develop their speaking, listening, reading and writing skills through meaningful and engaging experiences linked to their interests and real-life contexts. Visual supports, modelling, practical activities and multi-sensory approaches are used to support understanding and reduce barriers to learning. Some pupils also access assistive technology to support communication, recording and independence within lessons. This may include the use of laptops, visual software, Clicker, speech-to-text tools or alternative recording methods to help children successfully express their ideas.

We aim to develop pupils' confidence as communicators and writers, celebrating all progress and encouraging children to use their English skills independently across school and everyday life.

Daily Routine

Time	Daily Structure
9.00 – 9.30	Morning Jobs
9.30 – 10.30	Literacy
10.30 – 10.45	Assembly
10.45 – 11.00	Playtime
11.00 – 12.00	Maths
12.00 – 1.00	Lunch
Afternoon	Personalised learning, nurture, interventions and mainstream access
2.00 – 2.10	Playtime
2.10 – 3.25	Curriculum learning and personalised support

Morning Jobs

Morning jobs provide a calm and structured start to the day and support individual targets, including reading, handwriting, fine motor and communication skills.

Personalised Provision

Afternoons within The NEST vary depending on pupils' individual timetables and support needs. Pupils may access nurture sessions, interventions, themed curriculum learning and mainstream classroom opportunities.

Outdoor & Community Learning

Wednesday mornings include Forest School sessions and Thursdays focus on community visits, helping pupils develop confidence, teamwork, independence and life skills.

Learning & Regulation

Within sessions, pupils are provided with opportunities for movement breaks, sensory regulation and active learning to support wellbeing, focus and engagement.

Mainstream Integration

Within our Enhanced Learning Provision (ELP), we place a strong emphasis on inclusion and meaningful integration with the wider school community. Each child has an individualised pathway into mainstream, carefully planned to reflect their strengths, needs and stage of development.

Most pupils spend their mornings within The NEST focusing on core areas such as English and Mathematics, where learning is highly structured and adapted to meet their needs. In the afternoons, most children access their parallel mainstream class, enabling them to build friendships and engage in a broader curriculum alongside their peers.

The balance between time spent in the ELP and mainstream is carefully managed and reviewed to ensure pupils develop the skills, confidence and independence needed to succeed. As pupils progress through the school, this balance is typically increased to provide greater mainstream access, ensuring they are well prepared for transition to secondary education.

This approach supports pupils to generalise the skills they learn within the provision, while promoting a strong sense of belonging and participation in age-appropriate learning and social experiences.





Community Visits

Community visits are an important part of learning within The NEST and provide pupils with meaningful opportunities to develop independence, confidence, communication and life skills in real-life contexts. Many of our pupils benefit from practical experiences beyond the classroom, where they can safely practise and apply skills within the wider community.



Visits may include local walks, shopping trips, cafés, parks, libraries and community events, alongside opportunities to access public transport and wider experiences such as travelling on the Metro, visiting the airport, and taking part in adventurous activities including canoeing and surfing. These experiences help pupils develop resilience, independence and confidence when managing new environments and transitions.



Community visits also support the development of essential social communication and emotional regulation skills, while encouraging pupils to build friendships and engage positively with others. Pupils are able to apply key learning from across the curriculum in meaningful situations, including handling money, reading signs and timetables, following instructions and developing personal safety awareness.

These opportunities help prepare pupils for everyday life beyond school, broaden experiences and raise aspirations, while allowing children to celebrate success and develop confidence in themselves and their abilities.





Community Visits

We recognise that many of the pupils within our Enhanced Learning Provision (ELP) face challenges with social communication and interaction, which can sometimes limit their experiences beyond their immediate home and family environment. As a result, their understanding of the wider world may be narrow.

In The NEST, we are committed to broadening pupils' horizons through planned and purposeful opportunities to engage with the local community. Through regular visits and real-life experiences, we aim to support the development of social skills, communication and confidence, whilst deepening pupils' understanding of the world around them. These opportunities play a key role in preparing our pupils for life beyond school and promoting independence, curiosity and a sense of belonging within their community.



Assessment

Assessment within The NEST is ongoing and carefully tailored to recognise and celebrate each child's individual progress and achievements. Staff use daily observations, interactions, classwork and pupil responses to monitor development across academic learning, communication, emotional regulation and independence skills.

We understand that progress looks different for every child, therefore assessment focuses on individual developmental pathways and small-step achievements. Learning targets are regularly reviewed to ensure pupils receive the right level of support and challenge. We work closely with families and outside professionals to build a full picture of each child's strengths and next steps, enabling us to provide the most effective support for every pupil.

SEND & Inclusion

If you have any concerns about your child's progress or attainment, the first point of contact is always your child's class teacher, who will be happy to discuss any worries and how best to support your child. In many cases, short-term additional support may be put in place through targeted interventions to help pupils keep up with their peers. As children move through school, it may be that they need to access additional support, either on a short-term or longer-term basis. At our school, we use a graduated response to ensure support is carefully planned, reviewed and adapted to meet individual needs. This means your child may have an Individual Support Plan, which will be shared with you and reviewed termly so that you are fully involved in their progress.

We are pleased to work closely with a range of specialist professionals, including an Educational Psychologist, specialist teachers, occupational therapists, and speech and language therapists. We also benefit from a member of the Emotional Wellbeing Team who works in school weekly, supporting pupils both individually and in small groups. In addition, a number of our staff are trained in specific interventions such as ELSA, nurture provision, Theraplay and Lego Therapy. Our aim is to ensure that any child who requires additional support or adaptations receives this quickly and seamlessly, helping them to thrive both academically and emotionally. If you have any concerns, please contact your child's class teacher or the SENDCo.



The HIVE

The HIVE is an internal provision designed to support pupils with additional needs by providing a safe, nurturing and inclusive space within school. It reflects our commitment to inclusion, ensuring that all pupils are supported to access learning through individualised pathways that respond to their specific needs. The HIVE offers a calm environment where pupils can go when they feel overwhelmed by the busy classroom setting, enabling them to develop and practise self-regulation skills. Identified pupils are given tokens, each allowing a 10-minute visit when they need a short break to encourage self awareness and independence; following this time, they return to class better prepared and ready to engage in their learning. Pupils access the space for a range of reasons, including physical movement breaks, support with anxiety, or time to regulate following transitions.

The HIVE is also staffed during break and lunchtime, providing a supportive alternative for pupils who may find the lunch halls/playground overwhelming. In addition, some pupils access targeted interventions and, where appropriate, elements of English and mathematics within the HIVE as part of a more personalised curriculum offer, similar to the Enhanced Learning Provision. Overseen by Miss Handy alongside the NEST provision, the HIVE supports both short-term regulation and academic development, with the clear aim of enabling pupils to successfully spend the majority of their time within their mainstream classroom.





Nurture Provision

Our Nurture Group is a small group of up to 12 pupils. Nurture provision offers a short term (between 2-4 terms), focused, early intervention strategy, which addresses barriers to learning arising primarily from social, behaviour, emotional or well-being difficulties, in an inclusive and supportive manner. Children follow a structure and routine that is clear to both staff and children which includes group listening and speaking, work tasks from their teacher, individual and shared playing and social skills. The group runs on consistency, positive reinforcement and praise. The group will help to boost confidence and self-esteem, improve social skills and help develop independence. It aims to support pupils:

- To engage, listen and concentrate.
- To work together, sharing taking turns and building resilience. To build friendship and make connections with each other.
- To form happy, safe relationships with others
- To experience and practice the development of positive relationships
- To have opportunities to talk about and understand their feelings.

Nurture Principles:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

If you are interested in finding out more about Nurture,

please visit www.nurtureuk.org

**Children who access
nurture provision
attend 3 2 hour
sessions per week.**



School Uniform

We expect all children to wear the correct school uniform each day, as this promotes a strong sense of pride and belonging within our school community.

Daily Uniform

- School jumper or cardigan (with or without a logo)
- Plain polo shirt (white)
- Grey or black trousers, shorts, skirt
- Black, sensible shoes (no open toes or heels)

PE Kit

- Plain t-shirt
- Shorts or jogging bottoms
- Trainers or plimsolls
- PE kit should be kept in a named PE bag

Outdoor Learning/OPAL

Children access outdoor provision daily in all weather. Please ensure your child has:

- A waterproof coat
- Suitable footwear for outdoor play
- In colder months, children should bring hats, scarves and gloves
- Wellies

All items of clothing should be clearly labelled with your child's name

- Jewellery is discouraged and only small stud earrings are allowed.
- Long hair should be tied back for safety



Communication Between School & Parents

We use a range of communication methods to ensure parents and carers are fully informed and able to stay connected with school life.

- ClassDojo. Used for regular, day-to-day communication, including quick updates, reminders and sharing classroom moments.

We kindly ask parents to note that:

- Pupil absence must always be reported via the main school office, not through ClassDojo
- Urgent or important messages should be communicated by telephone to ensure they are received and acted upon in a timely manner
- Class teachers are teaching throughout the day and may not be able to respond to messages immediately.
- Weekly News Bulletins. Sent out each week to provide key information, reminders and updates about what is happening in school.
- Half-Termly Newsletter. A more detailed overview of school life, celebrating achievements, sharing important messages and highlighting upcoming events.
- Annual Calendar of Events. Shared at the beginning of the academic year to give families advance notice of key dates, helping with planning and ensuring important events are not missed.
- We hold a parents' evening once each term to provide an opportunity for parents and carers to meet with their child's teacher and discuss progress, wellbeing and learning. These meetings are an important part of our partnership with families, allowing us to share information about each child's strengths and next steps, as well as offer guidance on how learning can be supported at home. They also provide a valuable opportunity for parents to ask questions and work collaboratively with school to support their child's development and success.



Meals and Snacks

- School lunch cost ??.
- Pupils who are entitled to free school meals receive a free lunch each day,
- A minimum of one week's notice must be given if you wish to change from a school lunch to a packed lunch, or vice versa.
- You may choose to provide your child with a packed lunch.

Packed Lunch Guidance

- We are a nut-free school – packed lunches must not contain any nuts or nut products.
- Packed lunches should be balanced and healthy, supporting children's wellbeing and learning.
- Carbonated drinks are not allowed.
- Sugary snacks should be limited.
- You may include a small cake or cake bar, but chocolate bars and sweets are not permitted.

We promote healthy eating habits while ensuring the safety of all children with food allergies. Our policies are designed to provide nutritious options while maintaining a nut-free and allergy-conscious environment.

A HEALTHY SNACK

fuels learning and play!

Healthy snacks give children the energy they need to learn, grow and be their best.

A selection of healthy snack options:

						
Apple	Banana	Strawberries	Orange	Mandarin	Melon	Pear



Children will have the option of a healthy snack throughout the day.

Allergy Awareness & Food Safety

- All staff members are trained in allergy response and emergency medical procedures.
- We are a nut-free school. This is essential to help keep children safe.
- Nut products of any kind must not be brought into school, including spreads, snack bars and items that may contain traces of nuts.
- If your child has any allergies or dietary requirements, please ensure these are clearly shared with the school so we can support them effectively.
- We are happy to celebrate birthdays and do accept cakes to share with the class.
- All items must be clearly labelled with full ingredients.
- Cakes must be completely nut-free. Products labelled as "may contain traces of nuts" will not be accepted into school.
- Due to allergy safety requirements, we are unable to accept homemade baked goods, as these do not provide verified allergen information.

Attendance

- Regular attendance is essential to ensure your child makes the best possible progress and fully benefits from their learning experiences.
- Children should attend school every day and arrive on time, ready to learn.
- If your child is unwell and unable to attend, please inform the school office as soon as possible on the first day of absence.
- Medical appointments should be made outside of school hours.
- Holidays during term time are strongly discouraged and will only be authorised in exceptional circumstances.
- We carefully monitor attendance and will work closely with families where support is needed to improve attendance.
- Establishing strong attendance routines helps children to feel secure, settled and confident, supporting both their wellbeing and achievement.
- If your child's attendance becomes a concern, we will invite you to a support meeting where we can work together to put a plan in place to monitor and improve their attendance.



Illness Policy

When to Keep Your Child at Home

As a school, we follow NHS and UK Health Security Agency guidance to reduce the spread of infection and ensure the wellbeing of all pupils and staff.

Children should be kept off school if they have:

- A high temperature (fever) Children should remain at home until the temperature has gone.
- Sickness and/or diarrhoea. Children must stay off school and can return 48 hours after the last episode.
- A contagious illness (e.g. chickenpox, measles, mumps, scarlet fever) They should remain off school for the recommended exclusion period (see examples below).
- Severe pain or significant illness symptoms. For example, severe earache, persistent vomiting, or unusual lethargy.

Common Illnesses – Recommended Absence Guidelines

- Chickenpox: at least 5 days from onset and until spots have crusted over
- Diarrhoea and vomiting: 48 hours after last episode
- Measles: 4 days after rash appears
- Mumps: 5 days after swelling begins
- Scarlet fever: 24 hours after starting antibiotics
- Whooping cough: 48 hours after starting antibiotics

Children can usually still attend school if they have:

- A mild cough, cold, or runny nose (if otherwise well and no fever)
- Conjunctivitis (unless very unwell)
- Head lice (treatment should be started)

All children must have a minimum of two emergency contacts.

Medication Policy

Only medication prescribed by a healthcare professional will be administered.

Medication will only be accepted if:

- It is in the original container
- Clearly labelled with dosage instructions
- Within expiry date

Where possible, medication should be arranged to be taken outside school hours

School Hours & Drop-Off/Pick-Up Policy

- 01 Breakfast Club Childcare**
Monday – Friday, from 8am
- 02 Free Breakfast with a Book**
From 8.30am onwards
- 03 School Day**
8.50- 3.20pm
- 04 After School Club**
4pm – Clubs Vary throughout the term
- 05 Pick-Up Authorisation**
Only listed guardians may pick up a child.

Drop-Off Policy

- The Yard will be supervised from 8:40. No children allowed on the yard before then.
- Parents wishing to wait until the bell rings must wait in the allocated area next to the green fence.
- The bell will ring at 8.50am.
- Children make there way into school.
- All children must remain in the yard.
- If you arrive after 9am, the porch door will be closed. You will need to go to the main school entrance, where the office staff will sign your child into school.
- A calm and consistent drop-off routine helps children to feel safe, settled and ready to learn..

Pick-Up Policy

- Only listed and authorised adults are permitted to collect your child.
- We recommend standing in the same area each day on the yard, as this helps staff to quickly and safely identify you.
- We appreciate your patience at the end of the day; staff will only release children once they are confident they are going to the correct adult.
- Children will be handed directly to an authorised adult by a member of staff.



Walking Home from School

There is no set age when children are ready to walk to school or home on their own. It very much depends upon their maturity and confidence. Therefore, as regards pupils in LKS2 we believe that you as parents need to decide whether your child is ready for this responsibility.

We highly recommend that pupils in years 3 and 4 are still brought to and collected from school. If you would like your child to walk to and from school at the end of the school day, you must first discuss this with the Headteacher or Deputy Headteacher. The Headteacher/Deputy Headteacher will take into consideration the distance of school to home and also the maturity of your child. All pupils from Year 3 & 4 must also be collected from After School Clubs

Teach your child to:

- Pay attention to traffic at all times when crossing the street; never become distracted.
- Always cross at the intersection where there are traffic lights; do not cross in the middle of the road. Alternatively, cross in a place where you can see clearly in all directions. Avoid parked cars or bends in the road.
- Look both ways before crossing; listen for traffic coming; cross while keeping an eye on traffic.
- Look out for cyclists.
- Remember that drivers may not see them, even if they can see the driver.
- Remember that it is hard to judge the speed of a car so be cautious.
- Never, ever, follow someone who is either a stranger or someone they know but is not a designated "safe" adult. (A safe adult is someone who has been previously agreed upon by you and your child to be safe, such as a grandparent or trusted neighbour).

When deciding whether your child is ready for this responsibility you are advised to consider the following:

1. Do you trust them to walk straight home?
2. Do you trust them to behave sensibly when with a friend?
3. Are they road safety aware?
4. Would they know what to do if a stranger approaches them?
5. Would they have the confidence to refuse to do what a stranger asked?
6. Would they know the best action to take if a stranger tried to make them do something they didn't want to do?
7. Would they know what to do if they needed help?
8. Would they know who best to approach to get help?

If you are not confident about how your child would react then you should seriously consider whether you should allow them to walk on their own. Should their behaviour be deemed a safeguarding risk you will be asked to accompany them to and from school until they have demonstrated they can be trusted again.

Academic Dates

2026 – 2027 ACADEMIC YEAR CALENDAR

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Events	
30/08/2026	Summer Holidays End
01/09/2026	PD Day
26/10/2026 - 30/10/2026	Autumn Half Term
21/12/2026 - 01/01/2027	Christmas Holidays
04/01/2027	PD Day
15/02/2027 - 19/02/2027	Spring Half Term
26/03/2027	Good Friday
29/03/2027	Easter Monday
30/03/2027 - 09/04/2027	Easter Holidays
03/05/2027	May Bank Holiday
31/05/2027 - 04/06/2027	Summer Half Term
19/07/2027	PD Day
20/07/2027	PD Day
21/07/2027	PD Day
22/07/2027	Summer Holidays

2027 – 2028 ACADEMIC YEAR CALENDAR

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Events	
30/08/2027	Summer Holidays End
01/09/2027	PDDay
22/10/2027	PDDay
25/10/2027 - 29/10/2027	Autumn Half Term
20/12/2027 - 03/01/2028	Christmas Holidays
04/01/2028	PDDay
14/02/2028 - 18/02/2028	Spring Half Term
30/03/2028 - 09/04/2028	Easter Holidays
01/05/2028	May Bank Holiday
26/05/2028	PDDay
29/05/2028 - 02/06/2028	Summer Half Term
05/06/2028	PDDay
21/07/2028	Summer Holidays



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