St. Andrew's Junior School
Hatfield Peverel

Parents' Handbook
2026/2027



"**C**ompassion, **A**chievement, **R**espect, **E**njoyment"

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Contents

Welcome from Headteacher	**4-5**
History of the school (Current circumstances)	**6**
Staff	**7**
Admission Arrangements	**8-9**
Hatfield Peverel Infants and St. Andrew's Junior Schools	**10**
Relationships and Behaviour	**11**
The School Day	**12**
School Uniform and appearance	**13-14**
General Information	**15-16**
The National Curriculum/ School Curriculum	**17-18**
Statutory Assessments and School data	**19**
Marking and Feedback Policy	**20**
Pupil leadership and Collective Worship	**21**
School Visits	**22**
Homework	**23**
Home/School communication	**23**
Complaints Procedure	**24**
School Administration	**25**
Attendance and Absence	**26**
The Governing Board	**27**
Junior School Association	**28**
Coming to School	**29**
Parent Voice	**30**
Medical	**31-32**
Secondary Schools	**33**
Availability of Information	**33**
School Closure	**33**
Term dates 2025/26	**34**
SEND – Information about our provision	**35-37**

Welcome from the Headteacher



The following information will help with the day-to-day logistics of life at Hatfield Peverel St Andrew's Junior School. It will also share a little of the rationales behind our curriculum, behaviour and organisational decisions.

Our school vision 'Every child is loved and known. Every child shines.' is based on the bible verse: Matthew 5:16 'Let your light shine'.

Our broad and balanced curriculum is designed to ensure opportunities for all children to enjoy a practical, engaging, knowledge rich and skills focused curriculum. Developing a love for creativity, nature, problem solving and the acceptance and celebration of everyone in the local and global community within our safe and respectful Christian community.

Our four Christian values of: Compassion, Achievement, Respect and Enjoyment are the foundation of our behaviour and relationship policy.
In short, at St Andrew's we all Shine through CARE!

We are fully committed to supporting all children to achieve their very best (to shine) in all areas of the curriculum, and with their mental and physical health.
All children are 'loved and known'; this allows us to skilfully support children, whilst ensuring challenge and opportunities for all learners to shine.

All members of the school community work very hard to create a friendly, stimulating and caring environment. We have a skilled and enthusiastic staff who demonstrate enormous dedication and commitment to provide the best possible education for each child. Everyone who works and learns at the school is proud of the school's achievements and we are constantly striving to improve further.

<u>Our aims are</u>:

- To provide a safe, friendly, supportive and inclusive environment for all children, staff and parents (the St Andrew's Family).
- To encourage all pupils to enjoy and achieve in their learning, reaching their full potential through a stimulating and challenging curriculum which meets the needs of all learners and celebrates their gifts, talents and success.
- To encourage pupils to explore spiritual and moral values (including Christian and British values) promoting trust, tolerance, respect and empathy with the feelings, views and beliefs of others.
- To strengthen pupils' self-confidence and self-esteem, encouraging them to become more independent and self-disciplined, understanding that they are responsible for their own behaviour and conduct.
- To work in partnership with parents and carers through effective communication, informing them of the progress of their child, providing appropriate advice and support and inviting them to meetings, events and activities.

- To promote an awareness of a healthy lifestyle and encourage everyone to achieve a sense of well-being, good mental health, recognising their responsibilities as citizens and nurturing a desire for lifelong learning.
- To develop the role of the school in the community and raise awareness of issues which affect the local, national and global environment, promoting a sense of understanding and responsibility.

Our most recent Ofsted report was in March 2025. It recognised the excellent curriculum offer and opportunities that our children receive.

We were judged as **Good** for:
Quality of Education,
Behaviour and Attitudes
Leadership and Management.

We were judged as **Outstanding** for:
Personal development.

Ofsted's view of St Andrew's is:

What is it like to attend this school?
St Andrew's Junior School is a place where pupils work hard. Staff develop positive, caring relationships with pupils, and as a result, pupils feel safe. Pupils learn and follow the school rule of 'we care'. They learn to be compassionate and respectful individuals. The pupils show resilience in the face of change and adapt well to their temporary school. They enjoy learning and want to be in school. The school has high expectations for pupils. Pupils show a focused attitude to their learning and achieve well.

The school teaches pupils to think for themselves. Pupils learn to solve problems and take on challenges. They are encouraged to help each other and work as a team. Pupils are praised for enjoying learning and not giving up when learning gets tricky.

Pupils value the opportunities to 'let their light shine' with trips, performances and competitions, such as cross-country and the poetry slam. Outside the classroom, pupils take part in activities that build leadership and responsibility. They help in the community and learn the value of giving back. By the time they leave, pupils are well prepared for the next stage of education.

I love leading St Andrew's Junior School.
All of the staff work incredibly hard to develop positive relationships with the children, families, governors and wider members of our community. We all have a genuine desire to ensure St Andrew's creates the very best opportunities and experiences for everyone involved; the sense of a school 'family' is a huge strength and one that I am truly thankful for.

At St Andrew's, we work together to create opportunities and experiences where everyone will 'Shine' during their time whilst with us and also in their future.
I am genuinely looking forward to working together as you and your child becomes part of the St Andrew's Family.



Becky Black, Headteacher

History of the School / Facilities

The school was founded by the Church of England in 1851 and moved to its present site in 1975. It is now a Foundation school with strong links to St. Andrew's Church.
In August 2023 the main school building was permanently closed by the Department for Education due to the presence of RAAC in the roof. The school moved into temporary buildings on site.
In September 2025 the school relocated into a temporary school on the school field.
From October 2026 the Dfe School rebuild programme will begin to demolish and rebuild the main school next to the Infant school.
The current anticipated date to move into the newly rebuilt school in Summer 2028.

This is our current temporary school.



Our 'Outdoor Classroom' is an area that has not been impacted by the RAAC building issues.
It is used for our outdoor learning sessions. All children in the school will experience (at least) one six week block of outdoor learning per year. The 'Nature Base' was renovated last summer by 'Bellway Homes'; creating a learning environment that is accessible to all and that can be used all year round.





Our Staff (Sept 26 onwards)

Headteacher	Mrs R. Black	
Deputy Head	Mrs A. Jagger	
Teaching Staff	Mrs S. Arnold	Miss A. Delf
	Mrs S. Spilling	Mrs A. Smith (SLT)
	Mrs O.Barker (maternity leave)	Mr S. Baker
	Mrs C. Larrad	Mrs S. O'Connor (SLT)
	Miss C. Bonich	Mrs S. Briggs (SLT)
	Mrs K. Maginn	Mrs C. Turner
SENCo	Mrs A. Jagger	
Teaching Assistants	Mrs G. Cyriac	
	Miss P. Prince	Mrs A. Brown
	Miss S. Atkins	Miss D. Marshall
	Mrs W. Gray	
	Mrs M. Gardiner	
	Mrs G. Morris	
	Mrs E. James	
	Miss S. Russell	
Midday Assistants	Miss F. Tuttlebury	Mr J. Dinnen
Catering	Miss A. Jarvis (Catering manager)	
	Miss S. Heroutodo (Assistant catering manager)	
	Miss J. Adams (Catering Assistants)	
	Mrs A. Wilkinson	
	Mrs A. Kett	
	Miss J. Adams	
Finance & Administration	Miss S. Smith (School Business manager (SLT)	
	Mrs S. Banyard (Administrative Officer)	
	Mrs R. Street (Administrative Officer)	
	Miss S. Arrowsmith (Administrative Officer)	
Co Chair of governors	Mr R. Cook and Mr W. Guy	
Site Manager	Mr C. Jaques	
Sunrise/ Sunset staff	Mrs N. Hill (Sunrise lead)	Mrs J. Davies (Sunset lead)
	Miss S. Russell	Mrs R. Ehm
	Miss S. Atkins	Mrs L. Greer
	Mrs G. Morris	
	Mrs A. Brown	
Number on roll May 2026: 237 Number intended to admit 2026/27: 60	Status and character: Foundation - Junior - boys and girls aged 7 to 11	

Admission Arrangements for 2026/27

This Policy has been written based on the Primary Education in Essex Guidance, a copy of which can be found at www.essex.gov.uk/admissions

The published admission number is 60. The responsibility for admissions lies with the Governing Board, and initial application for admission should be made via our website.
https://www.hatfieldpeverelstandrews.co.uk/page/?title=Admissions&pid=19&action=saved

Completed application forms (on line or paper) must be received by the LA by the closing date, for entry during the following academic year. All applications received by the closing date will be given priority over any applications received after the closing date.

SEND

A child with an EHCP (Education, Health, Care Plan) that has named Hatfield Peverel St. Andrew's Junior School will be admitted if the school is confident that it can meet the statutory needs as stated in the EHCP.

Over-subscription

Where the number of applications for admission exceeds the published admission number, the following criteria will be applied to all applications, in the order set out below, to decide which child or children to admit first:

1. Children Looked After.
2. Children attending Hatfield Peverel Infant School
3. Children living within the Ecclesiastical Parish of either Hatfield Peverel or Ulting with a sibling attending the school.
4. Children living outside the Ecclesiastical Parish of either Hatfield Peverel or Ulting with a sibling attending the school.
5. Any other applications.

In each individual oversubscription criterion priority will be given to:

The proximity of the child's home to St. Andrew's Junior School will determine which child is to be admitted. Proximity will be judged using a straight-line distance from the school address to the home address as described in the LA admissions booklet Primary Education in Essex.

Distance will be used to prioritise applications within and between categories 1 to 4. Straight line distance will be used for calculations. All straight-line distances are calculated electronically by the LA using data provided jointly by the Post Office and Ordnance Survey. The data is used to plot the co-ordinates of each individual property and School and provides the address points between which the straight-line distance is measured. Distances are reported in miles to three decimal places in the first instance.

In the unlikely event of two applicants with an identical distance competing for a single place at the School the place will be offered to one applicant on the basis of lots drawn by a member of the School not associated with admissions.

A waiting list will be kept by Essex County Council until the end of the first week of the autumn term and thereafter by the school until the end of the first term.

Mid-Year Applications

All mid-year applications should be made directly to the school, using the mid-year application form: https://forms.gle/GXPP3gwGs4V1AoSY7 or via the school office.
The link to our website is https://www.hatfieldpeverelstandrews.co.uk/page/?title=Admissions&pid=19
Mid-year applications (sometimes called in-year applications) are any application for a school place made to a year group, apart from September admissions to Year 3.
For applications into existing year groups, a place will be offered when the number of pupils in the relevant year group is below the admission number for that year group (60 children).
Please note: if a mid-year application is received during a school holiday period, we will respond as soon as possible when the school reopens.

Waiting List

A waiting list will be kept by St Andrew's Junior School office. On receiving a 'rejection letter' parents/carers must write requesting their child be placed on the waiting list. Should a school place become available, the over-subscription criteria will be used to identify the child who should be offered the place. Please note: the length of time a child has been on the waiting list is **not** part of the criteria used.

The waiting list will remain open until the end of each academic year. If parents/carers wish for their child to remain on the waiting list they must contact Hatfield Peverel St Andrew's office team to request this. Without such confirmation the child's name will be removed at the end of the academic year.

Definitions

The definitions listed here apply to their use in the admissions and oversubscription criteria.

The 'home address' is the address at which the child resides on a permanent basis, or is ordinarily resident. If the child lives at more than one address it is the address of the parent or person with parental responsibility that is in receipt of child benefit for the child that is considered as the home address. Verification of this may be required.

The Local Education Authority - 'LA' - is Essex County Council.

A "Looked After" child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions or (c) Post Looked After children (previously looked after children including children adopted from Care) (as defined in Section 22(1) of the Children Act 1989).

The 'published admissions number' is the number of children which the school has decided to admit each year in the annual schools admissions round into Year 3. The number is 60 and it is set in consultation with the LA and other nearby schools.

A 'sibling' is defined as "a child living in the same family unit, in the same family household and address as a child who attends the school. This includes brothers and sisters and stepbrothers and stepsisters. Biological siblings will be treated as siblings irrespective of place of residence."

Admission appeals

If an application has been refused, the applicant has the right to appeal against the decision. The first stage of the appeals process would involve a review by the admissions authority (i.e. the governing body's Admissions Committee) of its initial determination. If this is not overturned, applicants who wish to appeal against a decision to refuse entry can do so within 21 days of being informed of the decision to refuse a place at the school by applying to the Clerk of Appeals, c/o the school. An independent Appeals Panel then meets to consider all appeals by applicants which have not succeeded and who wish to appeal against this decision. You will be advised (at least 14 days in advance) when and where your appeal will be heard.

The decision of an Appeals Panel is binding on all parties concerned. For more information on the appeals process and/ or to lodge an appeal visit: www.essex.gov.uk/after-your-school-offer/appeals

Hatfield Peverel Infants and Nursery and St. Andrew's Juniors
Working together for our children

The Governing Bodies are committed to promoting our schools and liaison between them. The head teachers, deputies, SENCos, teachers and office staff work together in a variety of ways throughout the year to ensure that the children in our care receive the very best we can give them as infants and juniors. We come together as one large group of staff on occasions for joint professional development but more frequently in smaller groups focussing on particular aspects of curriculum design, transition, liaison and management.

Transition from Year 2 to Year 3

Year 2 and Year 3 teachers begin their liaison early in the summer term with opportunities for staff to discuss all learning and social needs of all the individual children.
Our teaching staff will visit the Year 2 classes later in the term.
The SENCOs from both schools share information concerning those with particular needs. Mrs Jagger (our Deputy and SENCo) attends the Year 2 'One Plan meetings' to prepare the documentation ready for September.
Year 2 children will come for Collective Worship, transition sessions and playtimes in the summer term.

Shared Policies

Governors and senior staff have also developed a number of joint policies and procedures which affect our shared site. For example: security, access, fire safety, energy, catering and site management. The head teachers and office staff ensure a consistent approach to attendance and absence, particularly where there are siblings in each school.



Relationships and Behaviour Support

The school is a community in which behaviour is based on mutual respect and consideration for others. All staff are responsible for the safeguarding and care for the children in school.

We manage behaviour using a positive approach and high expectations. The values, standards and attitudes of the school community are discussed and agreed with the children. Teachers lead by example and demonstrate the behaviour they expect from the children, including how to sort out problems when something goes wrong. Children are praised for doing the right thing, reminded of the agreed rules when their behaviour falls below the expected level, and helped to understand their responsibility for making good choices and the consequences if they make a poor choice.

Our behaviour and relationships policy is centred on our **CARE values** - to remind all children and adults what our school rules and expectations are.

We expect all members of our school community to:

- **be treated with and to show Compassion**
- **be able to and allow others to Achieve**
- **be treated with and to show Respect**
- **be able to and allow others to Enjoy**

If a child consistently struggles to display one of the CARE values, then they will be 'reminded' of the right choice, then a 'warning' will be shared, and then a 'time-out' may be given if the child has not managed to make the right choice. Should these options be repeated then they will be asked to attend the CARE Cabin at lunchtime in order to spend some time reflecting on their behaviour with support from members of staff. Time to reflect, restorative conversations and opportunities to 'make good' a situation are given (if necessary).

Should there be ongoing concerns or difficulties, a child will be given a CARE card - these are a method of regular 'check ins' during lessons and breaks that allow children to benefit from additional positive behaviour support. Parents will be informed of all behaviour support plans (CARE Cards) and staff will ensure regular contact aids our 'working together' approach.
Significant consequences for not demonstrating our CARE behaviours may result in: your child being taught separately for a fixed period of time, exclusion from representing the school in sporting activities, or breaks being taken at a different time to others. These 'protective measures' will be discussed with parents.

Exclusions and Suspensions

Our policy permits, in the rare cases of serious or persistent indiscipline, internal exclusions, fixed term exclusions (suspensions) and permanent exclusions (incredibly rare) from school. There are also regulations for restraining pupils if this is necessary. A statement of the policy is available at the school.

Safeguarding and Child Protection

As a caring school with direct responsibility for children, our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. The procedures we follow have been established by the Essex Safeguarding Children Board. If you want to know more about our Child Protection Policy and safeguarding procedures, please speak to the Headteacher or find the relevant documents on the school website.

The School Day

School sessions

Morning: 8.30 a.m. to 12.00 p.m. Afternoon: 1.00 p.m. to 3.00 p.m.

Children arrive through the 'Rec gate'- gates are opened at 8:30 for a **5 minutes only**. Should a child arrive after 8:35 you will need to contact the office using the gate phone. The children's 'early morning learning' starts at 8:30 so the earlier they attend school the more opportunities they have to consolidate their prior learning, or complete pre-learning tasks.

Breaks

We organise our break and lunchtimes into lower school and upper school, this allows more space on the playground for creative play and team games.

Lower Key Stage Two – Year 3 and 4	Upper Key Stage Two – Year 5 and 6
Break time – 10:30-10:45	Break time – 10:45-11:00
Eating lunch – 12:00-12:30	Lunch play – 12:00-12:30
Lunch play – 12:30-1:00	Eating lunch – 12:30-1:00

Snacks

Children may bring something to eat and drink at break time, but it should only be fruit or vegetables, such as an apple, banana, carrot sticks, raisins etc. Drinks should be water. Children should not bring any fizzy or sugary drinks. To protect those children with allergies, the school is a **'nut-free zone'** and so snacks should never include peanut bars or any similar products containing nuts.

The times for play will swap termly for the children in upper/ lower school to allow for flexibility in timetabling.

Lunch

School dinners cost £2.70 per day.

All children will eat in the hall overseen by staff.

If you wish your child to go home for lunch or leave the school premises for any other reason, please inform the office staff on the morning. Children who go home for lunch should not return on to the premises before 12.55 p.m.

School uniform and general appearance

General Appearance

We expect our children to come appropriately dressed and well-presented for school. School uniform and dress codes play a valuable role in contributing to the ethos of our school and setting the appropriate tone. A common approach for all in uniform and appearance instils pride; supports positive behaviour and good behaviour choices; encourages identity with, and support for, school ethos; ensures pupils of all backgrounds feel welcome; protects children from social pressures to dress in a particular way; and nurtures cohesion and promotes good relations between different groups of pupils. The Government Department for Education *"strongly encourages schools to have a uniform"* and for *"schools to have a very clear position about appearance such as hair colour, style and length and the wearing of jewellery and make-up." (DfE 2010).* We hope that parents will join governors and staff in up-holding the high standards we expect of our children in this regard.

Boys Uniform

Charcoal grey or black trousers or shorts
White shirt or scarlet or white polo shirt
Scarlet sweatshirt or pullover
Plain black or grey socks
Black sensible shoes or black trainers (black laces)



Girls Uniform

Charcoal grey or black pinafore dress, skirt, trousers or shorts.
No leggings, jeans or fashion trousers.
White blouse or scarlet or white Polo Shirt
Scarlet sweatshirt or cardigan
Plain white/ grey/ black socks or grey/black/ white/ red plain tights
Black **low-heeled shoes or trainers (black laces)** (no fashion boots, no open sided or sling back or low fronted shoes please, as these are unsuitable when children are running around at playtime).
Red checked dresses (summer)
Plain Alice bands, clips or scrunchies in school colours. No feathers/flowers

PLEASE ENSURE THAT ALL SCHOOL UNIFORM IS CLEARLY NAMED
There is no expectation that children wear the branded uniform, although it is available if chosen.

Hair and Make-up

The school does not accept hairstyles and other adornments which are clear fashion statements; for example, patterns shaved into hair, extensions, hair raised with cosmetic products, coloured/streaked hair. **All collar-length hair (girls and boys) should be tied back at all times** to enable pupils to have clear vision as they work in class and in P.E. Make-up should not be worn, including nail varnish and tattoos/transfers.



Boys PE kit
Trainers
Scarlet round-neck T. Shirt
Black shorts
Black tracksuit bottoms

Girls PE kit
Trainers
Black shorts or skort
Scarlet round-neck T. Shirt
Black tracksuit bottoms

PE and outdoor learning days

Children are required to wear their PE kit on PE / outdoor learning days. (A timetable will be sent home each half term).
On these days children need to wear their PE shorts with black tracksuit bottoms on top and their **everyday red school sweatshirt/ cardigan**.
NO hooded sweatshirts to be worn please.

Hats
Hats may be worn in the winter when the weather is very cold. Children may wear school caps in the summer months if they wish. Alternatively they may wear plain caps.

You can purchase our uniform with logos either in person or on line from Personalise, 24 Critall Road, Witham, Essex CM8 3DR, www.personalise-uk.co.uk.

Jewellery
Jewellery **should not** be worn to school. The exceptions are a watch, which may be worn at the child's own risk, and studs for those children who normally wear earrings. The official instructions from the County Council Safety Officer are that watches and earrings must be removed for games, P.E., and swimming. Children who cannot remove their earrings cannot do P.E. and, as taking part in P.E. is a legal requirement, parents must ensure that earrings can be removed or they should not be worn on P.E. days. Teachers cannot be held responsible for the safety of these items. Staff are NOT allowed to take earrings out for children and it is no longer permissible for earrings to be taped up for P.E.

Smart Watches
We do not allow children to have smart watches in school for safeguarding reasons. We are keen advocates of children learning to tell the time and therefore analogue and 'simple' digital watches are of course permitted in school! A 'fit-bit' that counts steps and tells the time ONLY is also ok.

Mobile Phones
Some children in year 6 may be developing their independence by walking to school alone and for that reason mobile phones are permitted. There are very strict rules that must be adhered to and a mobile phone agreement between school and home.

General Information

Class Organisation

The children are divided by age groups into mixed-ability classes. Within any class there will be children who are working at different levels of the National Curriculum. We have high aspirations for all children. There are many methods and strategies that staff will employ to support children to achieve in all curriculum areas. Usually, children will be in their classes for two years. When entering Year Five, the children will be assigned new classes - these decisions will be based on 'character mix', friendship groups and professional judgement of staff.

For the academic year 2026/27 the classes are organised as follows:

Year Group	Number of Classes	Names
Year 3	2	Apple and Birch
Year 4	2	Cherry and Fir
Year 5	2	Maple and Oak
Year 6	2	Rowan and Sycamore

The House System

When children enter the school, they will be put into one of four houses;
Vinehurst, **Berwicks**, **Priory**, **Greystones**. All family members will belong to the same house.

Children are awarded house points for a wide range of reasons; working hard, making significant improvements in their work, being helpful and kind, demonstrating our CARE values, achieving a particular target, as well as personal achievements not always directly related to school. The house points are added up each week and the winning house is announced in Collective Worship.

Each house has a boy and girl captain and vice-captain from Year 6, elected by the whole school. The house captains and vice-captains are chosen by the children in their house at an election where children go to polling booths to cast their vote.

The house captains and vice-captains have specific responsibilities in school and are voted in during the Autumn Term - all children learn about the voting system. The British value of democracy is alive and well at St Andrew's!

Shine Celebration

Each week, the staff in each base will be looking out to see which child has 'shone' that week. It will be based on one of our CARE values - for being kind and compassionate, for achieving something in school, for demonstrating respect or for their enjoyment in their learning or play.

The whole school comes together each Friday at 2:30, where we all celebrate the children's achievements. One child in each class will be chosen, they will receive a certificate, be named in the newsletter and they will be given the class mascot a 'Herdy' to sit on their table for the following week. These celebrations are one of the highlights of the week!
We also have a 'Shining at Home' page in our weekly newsletter where parents send in photos and share special moments when children have also demonstrated our CARE values at home and have shone!
Our vision 'Let your Light shine' is truly demonstrated during these special celebrations.





Shine Time Rewards

Shine time is a reward method that develops a greater sense of 'team' within each class. At the beginning of each term the whole class will have the opportunity to decide what they are earning house-points for as their 'Shine Time Treat' at the end of that term. Rewards will increase in value and/or duration depending on the number of house points achieved. The 'Shine Time Treats' have ranged from: junk modelling, baking gingerbread men, onesie and popcorn film sessions, extra outdoor learning, hand ball tournaments, board game sessions and slime making! The children really look forward to these times and they are a lovely 'whole class' treat that reward them all.

School clubs

The after-school clubs that currently run are led by our sports coaches from SCS. These usually have a cost of £5 per session which is paid directly to them. Clubs have included: football, gymnastics, basketball, dodgeball, archery and multi-skills.

The National Curriculum

The four years in the junior school are known as Key Stage 2 and the school will follow the statutory requirements of the National Curriculum for all year groups.

- There are 3 core subjects: Maths, English and Science.
- There are 8 foundation subjects: Design and Technology, Computing, Geography, History, Music, Art, French and PE.
- There are 2 other important subjects: RE and PSHE.

Our School Curriculum – What to expect.

A Cross-Curricular approach

Children learn best when they are working from first-hand experience on activities that help them to make connections with their previous skills, knowledge and understanding and build on these through the new activities. Many activities we plan for children require them to use a range of skills and knowledge from more than one curriculum area. For example, when working with a historical artefact, the child may measure how big it is (maths), use reference books to find out more about it and take notes from the book (reading and writing), create a drawing or painting of the artefact (art), before collating all this information together in a final historical report (history and writing).

We want to create immersive opportunities and so give children the opportunity to visit areas of immediate interest in the locality so that they can relate their classroom work to the 'real' world, because this purposeful, relevant way of working greatly enhances their learning.

The curriculum is planned to provide challenging learning opportunities for all children, which meet the requirements of the National Curriculum and the agreed syllabus for RE, and stimulate children's desire to learn and enable them to develop their thinking skills. Teachers in a year group plan collaboratively to ensure consistency across classes.

The topics chosen in each year group are used as a method of immersing the children in a particular area: The Ancient Romans, Egyptians, Space, Harry Potter and Anglo-Saxons are all topics that are taught throughout your child's time at St Andrew's.

Our English Curriculum centres around high-level, quality texts to immerse, inspire and foster a love of reading and writing. These texts include: War Horse, Wonder, Who let the Gods Out? The Twits, The Lost Words and Egyptian Cinderella. Using these in a variety of ways will also be significant building blocks in your children's learning.

Like English, Maths is taught daily. We follow the NCETM scheme which is a Maths Mastery approach. Throughout the whole school there is a focus on using CPA (Concrete, Pictorial and Abstract) representations to develop a deep understanding of mathematical concepts. Embedded problem solving in our lessons means children apply their knowledge in different ways. Quick recall of maths facts, especially times tables, is also a significant focus.

SRE- Sex and relationships Education.

High-quality SRE is essential to provide children with the foundations to go on and lead happy, healthy lives and to develop strong, positive relationships. This became statutory from September 2020. We use the Kappow PSHE scheme and a variety of supplementary resources from the PSHE association. Parents have the opportunity to view resources prior to any learning taking place, which is usually in the Summer term.

PSHE

As a school, our aims for Personal, Social and Health Education allow for the development of the whole child, preparing them for responsible citizenship and readiness to take an active and powerful role in society. **With this goal in mind, we promote positive development of the child, with regard to self-esteem, self-discipline, self-confidence, enabling the child to develop strategies for solving problems, taking responsibility, dealing with conflicts and group co-operation**. The school follows the Kappow scheme of work which develops a number of themes across all the year groups. Children use PSHE books to record their thoughts and reflect on their feelings.

Mental Health and Wellbeing

All children are taught explicitly about mental health and wellbeing. This is taught across the school and is embedded in our Collective Worship planning as well as our PSHE scheme. 'Zones of Regulation' is used to support children to be able to verbalise how they are feeling, recognise feelings in others and emotionally self-regulate. Children are taught strategies to use independently in order to support their own wellbeing and are encouraged to support others too. Mental health and wellbeing is a thread woven through all school policies; understanding what good mental health is and knowing how we can all look after it for ourselves and each other is key to a happy and healthy school.

Religious Education

Essex has an agreed syllabus for Religious Education which is followed by the school through the use of the Local Authority scheme of work. In RE, children are taught about a range of religions, with an emphasis on Christianity. The teaching is aimed at helping the children understand the different beliefs held by people across the world and which events, places and rituals are important to each religion. Our curriculum is based on The Emmanuel Project and it follows an Enquiry Cycle model within each unit (Engage / Enquire / Explore / Evaluate / Express).

Use and purpose of Assessments

Throughout their time in the school the children are regularly assessed to identify achievements and to target the next step for their learning.

This assessment takes a number of forms:

- In the short term, teachers and children need to know whether or not a specific objective has been achieved.
- In the medium term, teachers need to judge how their pupils have developed a range of skills and knowledge in specific contexts to help identify any future support needed.
- In the long term, both of these dimensions feed into summative assessments which are made annually and reported to parents, where teachers are looking for overall patterns of strengths and weaknesses. We will comment on whether children are working towards/working at or working at greater depth within the Age Expected Standards for their Year group.

Statutory Assessments

Currently children sit: Multiplication Times Tables Check in June of Year 4.
SATS in Maths, Reading, GPS (grammar, punctuation and spelling) and are teacher assessed in Writing in May of Year 6.

Key Stage 2 (SATS) National Curriculum Assessments

We strongly believe that if children have been well taught, have worked hard and do their best that we can ask no more. As part of our analysis of the results, we compare the performance of our children with children of similar abilities in all schools across the country. This analysis shows that most children at our school make good progress compared to children of similar abilities in other schools and this is something we strive for year on year. The table below shows the performance for Year 6 pupils in our school compared with the national averages for 2024.

St Andrew's Junior School, Hatfield Peverel
SATs results summary

Correct with published data available at March 2026
Further details and comparisons can be found on the Department for Education website by following the link;
https://www.compare-school-performance.service.gov.uk/school/115102

ST.ANDREWS END OF KEY STAGE 2 DATA - ATTAINMENT 2025					
READING			WRITING		
NATIONAL % ACHIEVING EXPECTED	ST.ANDREW'S % ACHIEVING EXPECTED	ST.ANDREW'S % ACHIEVING GREATER DEPTH	NATIONAL % ACHIEVING EXPECTED	ST.ANDREW'S % ACHIEVING EXPECTED	ST.ANDREW'S % ACHIEVING GREATER DEPTH
75%	93%	51%	72%	84%	34%
MATHS			COMBINED		
NATIONAL % ACHIEVING EXPECTED	ST.ANDREW'S % ACHIEVING EXPECTED	ST.ANDREW'S % ACHIEVING GREATER DEPTH	NATIONAL % ACHIEVING EXPECTED	ST.ANDREW'S % ACHIEVING EXPECTED	
74%	85%	38%	62%	84%	

Please find the final results data for pupils who completed key stage 2 SATS in the summer of 2025.

Marking and Feedback Policy

At St. Andrew's, we have created a caring environment, in which we strive for every child to shine through being loved, known and fully engaged with their own personal learning journey. Feedback plays an integral role in this, by providing 'meaningful, manageable and motivating' information, directly to the learner. The information will focus on their achievements and aims to encourage and promote independence.
Our rationale for feedback is:
•to provide information for assessment and plan next steps;
•to encourage, motivate, support, promote positive attitudes and high-standards;
•to address mistakes and misconceptions by providing constructive feedback;
•to value children's work through recognising individual achievement, presentation and effort.

Our agreed written feedback code is

Symbol	Meaning
sp	Spelling error (child self corrects)
^	Omission – a word needs to be put in here.
//	Start a new paragraph
. or	Pink dot or pink highlight to show that the word/calculation/spelling etc. is incorrect.
O	This circle means that there is a punctuation error.
✓ or	Tick or Green highlight to say the word/calculation/spelling etc. is correct.
?	This does not make sense.
M	Modelled feedback given. Children were shown and talked through a correct process or example.

'In the moment' feedback is our primary mode of feedback; this is based on research and experience. We support and guide children whilst they learn rather than at a later date (written feedback after the lesson).

Pupil Leadership Roles

We believe that the opportunity to take part in a pupil leadership roles should be a key part of all children's 'St Andrew's Journey'. There are many opportunities built into our plans for the four years that your child will be with us. These cover a range of areas, interests and situations. The children have absolutely risen to the occasion and love these times when they can shine in a wider range of situations than purely class 'monitor' roles.

We have many varied roles: Digital leaders, Language leaders, Year six House captains, Worship Crew, Maths Ambassadors, Play- leaders and Smart- school councillors. Our Smart- school leaders help run the 'Smart School Council'; this develops mini-projects which are led by 'working -groups' of children who have volunteered to help. These may be an eco-project or a wider community initiative

Collective Worship and Assemblies

Collective Worship is held every day. These provide opportunities for pupils to consider spiritual and moral issues and to explore their own beliefs. It also helps to develop community spirit and promote a common ethos, shared values, and reinforce positive attitudes.

Collective Worship will be led by a variety of staff and on occasion external visitors; the themes are based on our CARE values and will cover a range of world religious themes and secular events.

We enjoy regular visits to St. Andrew's Church for special occasions, e.g. Harvest, Christmas, Easter and the end of the school year.



Withdrawal from all or part of the religious education and Collective Worship.

Parents may withdraw their children from all or part of the religious education and Collective Worship provided. Please write a letter to the Headteacher if you wish to do this.

School trips and visits

Visits in the village

There are various occasions when children will be taken into the village to enrich their curriculum work. When you complete the Admission Form for your child, we will ask you to sign a consent form to cover visits out of school that do not involve transport and this consent will be applicable throughout your child's time with us.

Day Trips

A range of short educational visits regularly take place in school hours. These visits are not only aimed at extending children's understanding of the topic they are currently studying, but also provide children with memorable experiences. Children produce some excellent pieces of work linked to the immersive trips they experience. We aim to provide opportunities for the children to gain first-hand experiences to further develop their understanding.

Financial Contributions

Most day-trips incur a charge i.e. transport costs on visits to places of interest. It is hoped that the cost of outings will be fully recovered by parental contributions. Without your financial contributions, the outings would not be financially viable which could result in cancellation. Our JSA (Junior School Association) usually subsidise 50% of coach costs. We are very grateful for this.
If your child is in receipt of Pupil Premium you can request support with paying for trips.

School Journey

Journeys of extended duration to other parts of the country give the children an opportunity to develop independence and to take part in the 'Outdoor and adventurous activity' element of the PE curriculum. In January 2027 our year 6 children will be going to Hilltop Outdoor Learning Centre in Sherringham for 3 days and 2 nights.

Special Educational Needs and Disability (SEND) provision

The school follows the national Code of Practice (DfE 2014). The Code requires schools to publish a "School Offer", i.e. how the school addresses SEND with details for parents of what can be expected and whom to contact. The School Offer is published on the school website and also as an appendix at the back of this handbook.

Homework

It is our policy to set homework for junior children for the reasons outlined below:

- To consolidate or extend work covered in school.
- To create opportunities for developing a learning partnership between parents, teachers and pupils (for example, parents hearing their child read and helping him/her to learn spellings and times tables).
- To provide the opportunity for pupils to work independently when this is appropriate.
- To help pupils recognise the importance of taking responsibility for aspects of their learning.
- To help year 6 pupils to prepare for secondary school.

Please note that the routine of giving homework will vary from year group to year group. Teachers in each year group send out clear information about homework at the start of each school year. Homework activities will also focus on areas of learning that need regular practice and revision. If you have any questions about homework, the teachers will be happy to speak to you.

Current Year group Homework expectations are:

Lower school (year 3 and 4)	**Upper school (year 5 and 6)**
Reading 5 times a week	Reading 5 times a week
Times tables to learn	Times tables to learn
Spellings to learn	Spellings to learn
A homework menu to complete across the term of topic themed activities.	We use CGP maths and grammar homework books to consolidate school learning on a weekly basis.

Home – school communication

Much of this communication is informal as we hope to establish a close and friendly relationship with the parents of all of our children. We have year group email addresses that allow you to communicate directly with the year group staff.
These emails are monitored during school hours. We try to keep parents well informed about the progress of their child, the methods by which he or she is taught, and the contents of the curriculum. We hope that you will give us any relevant information about your child and let us know if any change of circumstance may be likely to affect him or her at school.
Year3@hatfieldpeverel-jun.essex.sch.uk
Year4@hatfieldpeverel-jun.essex.sch.uk
Year5@hatfieldpeverel-jun.essex.sch.uk
Year6@hatfieldpeverel-jun.essex.sch.uk

Please report any absences, change to collection information or emergencies to the school office on 01245 380131 or admin@hatfieldpeverel-jun.essex.sch.uk

Reports

Written reports will be sent home with all children before the Summer Term Open Evening. Year 6 reports will include their final SATs levels.

Parent-Teacher Consultations

Two parent-teacher consultation evenings are held during the autumn and spring terms. These enable teachers and parents to discuss the educational and social development of each child. In the summer term we hold a joint open afternoon with Hatfield Peverel Infant and Nursery School. Both schools are open and it is an opportunity for you to look at their class displays, to chat to their current teacher and to meet their new teacher and see their new classroom.
On the last day of term children will bring home some of their completed school books.

Home books

All children will have a Reading Diary in order to keep track of their home-reading efforts.

Newsletters

Newsletters are emailed home via Parentmail each Friday. They are also uploaded to the school website. Examples of newsletters can be found:
https://www.hatfieldpeverelstandrews.co.uk/page/?title=Newsletters+2024%2D2025&pid=144

Parentpay emails

The school uses an electronic system 'Parentpay' to communicate via email and text to parents. Parents are encouraged to sign up for this free service and it ensures that all newsletters are sent to an email address of your choice.

Parental help in the classroom

Parents help in our school either on a regular basis within the classroom or on special occasions such as class visits. Our school policy is to welcome parental help, particularly when a parent is able to help on a regular basis (e.g. once a week). Due to legislation, it is necessary for all parents who help on a regular basis to be registered and complete appropriate forms. These will be distributed to helpers via the school office; please ask for the Volunteers Application pack. We run DBS checks on all volunteers who help on a regular basis in school.

Parents usually assist small groups with practical activities such as art, design and technology, and cookery or they may be asked to listen to individual children read.

Staff are keen to make use of parents' interests and are happy to arrange for a parent to help with an activity that is of particular interest to the parent. If a parent has an area of expertise, this may be used in relation to topic work.

For further information, please contact your child's teacher or the Headteacher.

Concerns and Complaints Procedure

We feel that we have a close relationship with parents and that any problems can be quickly dealt with informally. If you have any problems or concerns regarding the curriculum, or any other related matters, please do not hesitate to contact your child's teacher in the first instance. The deputy Headteacher or Headteacher are available if the class teacher is unable to help or if the concern is of a serious nature.

Parents should refrain from airing their concerns and complaints via social media sites which can be potentially damaging to the school but also to individuals if they are named and referred to in a defamatory manner. The school reserves the right to pursue derogatory on-line comments against staff by referring the matter to the police.

Should your concern not be resolved to your satisfaction, complaints can be taken to the Governing Body via the Chair of Governors. If the case cannot be resolved informally, then a formal procedure may need to be initiated. The school has guidelines and a policy, copies of which are available from the school office, which sets out clearly the procedures to follow.
An Appeals Committee exists in the event of a continued dispute.

www.hatfieldpeverelstandrews.co.uk/attachments/download.asp?file=1961&type=pdf

School administration

The school office is managed by Miss Smith supported by Miss Arrowsmith, Mrs Banyard and Mrs Street. Please contact the office to report the absence of your child, arrange an appointment to see a member of staff or for any other general inquiry. The office can be contacted on admin@hatfieldpeverel-jun.essex.sch.uk or 01245 380131.

Collection of money

Payments are made online via ParentPay. If you have an issue with this app please pop in to speak to the office- they will be able to help.

School dinners are currently £2.70 per day and dinner monies are paid via Parentpay they MUST be pre-paid and booked in advance.

Change of address, work and/or telephone numbers

Please notify the school immediately if any changes take place in your contact details.

Attendance and absence

If your child is going to be absent from school for any reason you must inform the school before 8.35am on 01245 380131 Option 1 on the first day of absence and on any subsequent days. Messages can be left overnight or early in the morning, but at the latest we must be informed by 8.30am. You can also send an e-mail to office@hatfieldpeverel-jun.essex.sch.uk or admin@hatfieldpeverel-jun.essex.sch.uk

It is important that we are informed if your child is absent. If we have not heard from you we will ensure that we speak to you or one of your contacts to confirm that your child is safe and that you know where they are. We will phone every number on your child's admission form until we receive a reason why they are absent. It may be necessary for a home-visit to be carried out if we are concerned about your child's safety.
If, having contacted you, we are not given a satisfactory reason for your child's absence, it will be recorded as an unauthorised absence.

Guidance issued by the Local Authority to schools and parents in a separate leaflet (available from the school office) states that "in most situations schools will not agree leave during term time" and that schools will only grant permission "due to an exceptional circumstance." Applications for leave of absence should be made at least 4 weeks in advance. Agreement to each request is at the discretion of the Headteacher, acting on behalf of the Governing Body (Pupil Registration Regulations 2013). Applications for leave of absence for pupils will be considered in line with the guidance from the County.



We work with a company called ECS pupil attendance and Elwira Shuttlewood is our Attendance Officer. Mrs Shuttlewood visits our school regularly and part of her role is to undertake register reviews to identify and work with any families where attendance may be causing concern. She works closely with members of staff and Mrs Black and can support parents/carers whose children are not attending regularly for a variety of reasons. Mrs Shuttlewood has previously worked for Essex County Council and, in the first instance, would write to or invite parents/carers to a meeting to discuss any potential issues, and try to resolve those by putting appropriate support in place if needed. She has an extensive knowledge on the most appropriate legal intervention should attendance reach a critical level. We would ask all parents/carers to work with us to improve your child's attendance, should we raise a concern, as this is always most beneficial for all involved.

Taking your child out of school during term time could be detrimental to your child's educational progress. Parents should not normally take their children on holidays in term time. There is no legal right to do so. If absence is not authorised and a holiday is taken anyway, the case will be referred to the Education Welfare Service who may issue a Penalty Notice for £120 (or £60 if paid within 28 days) to each parent for each child taken out of school.
Please inform us if you wish your child to leave the premises during school hours (e.g. to visit the dentist). Children should be collected and returned at the school office to be signed in or out.

Please note: WE DO NOT USE STUDY BUGS

The Governing Board

The Governing Body work in partnership with the Headteacher, Mrs Black, and the school staff. Working together, we strive towards our vision:

'Every child is loved and known'

'Every child shines'

Our vision reflects the importance of everyone being recognised for their unique skills and character, where our values of: Compassion, Achievement, Respect and Enjoyment allow them to shine as individuals through our CARE curriculum.

The Governing Body has a strategic role in the development of the school and we do not become involved in day to day management issues – that is the role of the Headteacher.

We have three main roles: to provide strategic direction for the school; to act as a critical friend to the Headteacher; and to ensure accountability. So, for example, we are involved in:

- Deciding how the budget should be spent,
- Making sure the school buildings are welcoming and safe,
- Setting and monitoring the school's aims and policies,
- Agreeing the curriculum.

We all work very much as a team for the benefit of the school, respecting each other's points of view but always acting as a corporate body. We accept the decisions reached by the majority on the rare occasion we are unable to reach a unanimous conclusion. Our relationship with Mrs Black and the school staff is excellent and all governors are committed to maintaining this – it is an essential part of our success.

We are always keen to hear the views of the children, parents, prospective parents, and members of our local community and take these views into consideration in our work. We listen to children's views through school council and also through our frequent visits to the school. We talk to parents and prospective parents at open days and parents evenings as well as on an as-needed basis. We all act as ambassadors for the school within the local community – listening to the views of others, explaining the school's position, and bringing back feedback where necessary. The names of the members of the Governing Body are listed below.

Should you wish to get in touch with the school governors at any time they can be contacted via the Co- Chair of Governor's e-mail addresses: r.cook@hatfieldpeverel-jun.essex.sch.uk or w.guy@hatfieldpeverel-jun.essex.sch.uk

Category	**Name**
Co -Chair of Governors	Mr W. Guy / Mr R. Cook
Vice Chair	Mrs S. Ponder
Staff	Miss S. Smith
Headteacher	Mrs R. Black
Foundation	Mrs R. Wright
	Mr R. Cook
Local Authority	Space
Co-opted	Mrs M. Chasmer
	Mrs M.Castle
Parent	Mrs S. Ponder
	Mr W. Guy

Mrs A. Jagger attends governors meetings as an Associate members

Judicium provide the Clerk to the Governing Body

If you are a parent of a child in the school and would like to talk about what is involved in becoming a governor, please contact the Chair of Governors or Mrs Black .

Junior School Association

The Junior School Association (JSA) is a wonderful organisation run by our parents that raises money for the school. Through its efforts, we are able to provide the children with many resources that we could otherwise not afford.

In recent years, the JSA has provided funding for computer equipment, sports kit, Chrome books, a PA system for the hall, new books for our library, digital cameras, stage lighting system, radio mics., playground picnic benches and outdoor play equipment. They also arrange fun events such as discos, a visit from Santa at Christmas with gift for each child and many other lovely opportunities across the year. All school trips this academic year have been subsidised by the JSA- paying 50% of all coach costs: a very generous and inclusive way of spending their money.

Historically (pre-covid), the main event has been the Christmas Bazaar, which has raised just over £4,500. This is always a busy event and all help is gratefully accepted, so please get involved if you possibly can.







Coming to school



School Crossing Patrol- Miss Tuttlebury

The School Crossing Patrol usually operates at the corner of Maldon Road and Church Road at the following times:
8.30 a.m. - 9.15 a.m.
2.45 p.m. - 3.30 p.m.
All children who need to cross the Maldon Road are expected to use it. The crossing is there in the interests of the safety of all children and your co-operation is sought in emphasising to your child the importance of crossing the road at this point and expressing your firm wish that he/she should do so. There is a zebra crossing on Maldon Road, but great care needs to be taken when crossing as there is a considerable amount of traffic on this road and in the roads around the school.

Bicycles and Scooters

Children are able to cycle to school and to store their bicycles on site. Prior approval must be obtained from the Headteacher for cycles and scooters to be brought onto the site. When approval is given, it is on the strict understanding that no responsibility will be accepted for loss or damage. Every child must wear a cycle helmet if they store their bike on site.

Entrance

Our only school entrance is via the Hatfield Peverel rec- we have a large green gate with intercom access.

Parking of cars

Parents who pick up their children by car are asked to park well clear of the school frontage. Please do not stop, pull-up, set down or in any way obstruct the zig zag lines (it is illegal and dangerous). Please be considerate to local residents and do not obstruct their driveways.
Please do not use the school car park, which is very small and unsuitable as a dropping off or collection point. The school cannot take any responsibility for parking on the roads around the school.

Security

In the interests of security all visitors to the school must report to the office via the green rec gate. Please do not try to walk through the school to reach the school office. All staff have been instructed to approach any person on the school site who is not following this advice so that, as far as possible, the safety of the children can be maintained. Your co-operation and vigilance is greatly appreciated.

Parent Voice Forum

This academic year we have started a parent forum. There is a parent representative from each year group who gathers thoughts, opinions, experiences and feedback from the other parents in the year group and then meets with the Headteacher and a member of the governing board to share parents' views.
This year we have discussed: homework, school communications, school meals and other issues that parents have shared.
The minutes are shared with parents and actions are created to help the whole school community move forward positively.
There are parent voice email addresses that allow easy communication between parents.

These are:
Year3parentvoice@hatfieldpeverel-jun.essex.sch.uk

Year4parentvoice@hatfieldpeverel-jun.essex.sch.uk

Year5parentvoice@hatfieldpeverel-jun.essex.sch.uk

Year6parentvoice@hatfieldpeverel-jun.essex.sch.uk

Medical

Medical History or Allergies

It is essential that the school know of any special medical circumstances that apply to your child. Any child with an allergy or ongoing health condition will have a 'Health Care Plan' written and agreed by yourselves, class teachers and the Headteacher.
If your child becomes ill at school, we will make every effort to contact you, or your nominated emergency contact. If your child has been ill, please do not send them to school until you are confident that they are ready to cope with a normal school day.

Medicines

The school has no legal obligation to administer medicine to any child. On most occasions, we will do so to help relieve the medical problem of a child and to minimise the problem of having to send a child home or asking a parent to come in to administer medicine, though we retain the right not to. If your child needs to have medication, please contact the school office – a consent form will need to be completed and signed in advance.
Please note we cannot administer Ibruprofen. We can only administer anti-biotics if your child has been prescribed to have them 4 times a day.

Accidents

In the event of a serious accident occurring in school, every effort will be made to contact a parent whilst an ambulance is called. For this reason it is essential that you keep the school informed of any changes in home or work telephone numbers. If a child is unwell in school and needs to go home, it is again essential that we have the name and telephone number of a contact should a parent not be available.

Miss Arrowsmith is our named First Aider.
We have 19 additional staff members who have paediatric first aid qualifications. Staff training is updated on a rolling programme. There will always be a first aider present on all school trips.

If your child is hurt in school; has a 'heavy fall', especially if they have banged their head or if there is a significant graze we will always call/ email you to inform you of this - even if they are remaining in school; this allows you the opportunity to come and check on them if you wish.

If your child is returning to school following an injury or recent surgery, we may need to put an Individual Care Plan (ICP) in place. Mrs Banyard will phone you to gather information and create a plan to share with parents, teaching staff and any other relevant adults in school to ensure that we all follow the guidance from your child's doctor.

Infectious Diseases

It is important that the school office is notified as early as possible of any child suffering from an infectious disease. A child suffering in such a way must be kept from school until certified fit to return by a doctor.

Please find below a useful list of minimum days absence required: as recommended by the Health Protection Agency. You must consult your doctor.
Please note there is additional guidance available from gov.uk, specifically 'Guidance in Infection Control in Schools and other Childcare Settings'.

Disease	Minimum period of Absence
Chicken Pox until scabs are dry	Usually 5 – 7 days after appearance of rash.
Food Poisoning until clinically fit	48 hours after last bout of either sickness or diarrhoea
German Measles	4 days from onset of rash
Mumps	9 days after onset of swelling. Until swelling has subsided
Severe sore throat	Until appropriate treatment is given
Whooping Cough	5 days after commencement of antibiotics
Measles	4 days from onset of rash
Diarrhoea & Sickness	48 hours after last bout of either
Impetigo	24 hours after start of treatment
Ringworm	No absence necessary.

Secondary schools

Transfer at Eleven

Children who have reached the age of eleven years by 31st August transfer each September to a secondary school. Information on all types of education is automatically sent to the parents of the Year 6 leavers. There is a meeting for Year 6 parents during the Autumn Term.

Please note: It is the parents' responsibility to apply for a place at any secondary school they wish their child to attend by the **31st October 2026.**

If you would like further information or advice on secondary transfer, the Headteacher will be pleased to discuss this with you.

Children from this school transfer to a range of different secondary schools including: Lift Maltings Academy (Witham), Lift New Rickstones Academy (Witham), Plume Academy (Maldon), The Sandon School (Chelmsford), Colchester County High School for Girls, Colchester Grammar School for Boys, Great Baddow High School (Chelmsford), Anglo-European School (Ingatestone), Chelmer Valley School (Chelmsford), KEGs (Chelmsford) and Chelmsford County High School for Girls.

We are a 'priority' school for Maltings Academy and until recently Great Baddow High School. This means that if you put them as your first choice, your child will have priority over others should oversubscription criteria be needed. Please be aware that children who have siblings at GBHS are the only ones guaranteed a place.

If your child has an education, health and care (EHC) plan, they will be allocated a school place when their EHCP is reviewed in year 6.

If your child is in year 6 and has SEND support or is being assessed for an EHCP, you should still apply through the normal round of admissions.

Availability of information

Instruments of Government and National Curriculum Statutory Orders are available for inspection in school, together with school policies, curriculum documents, minutes of Governing Body and JSA Meetings. Please do lo

School Closure

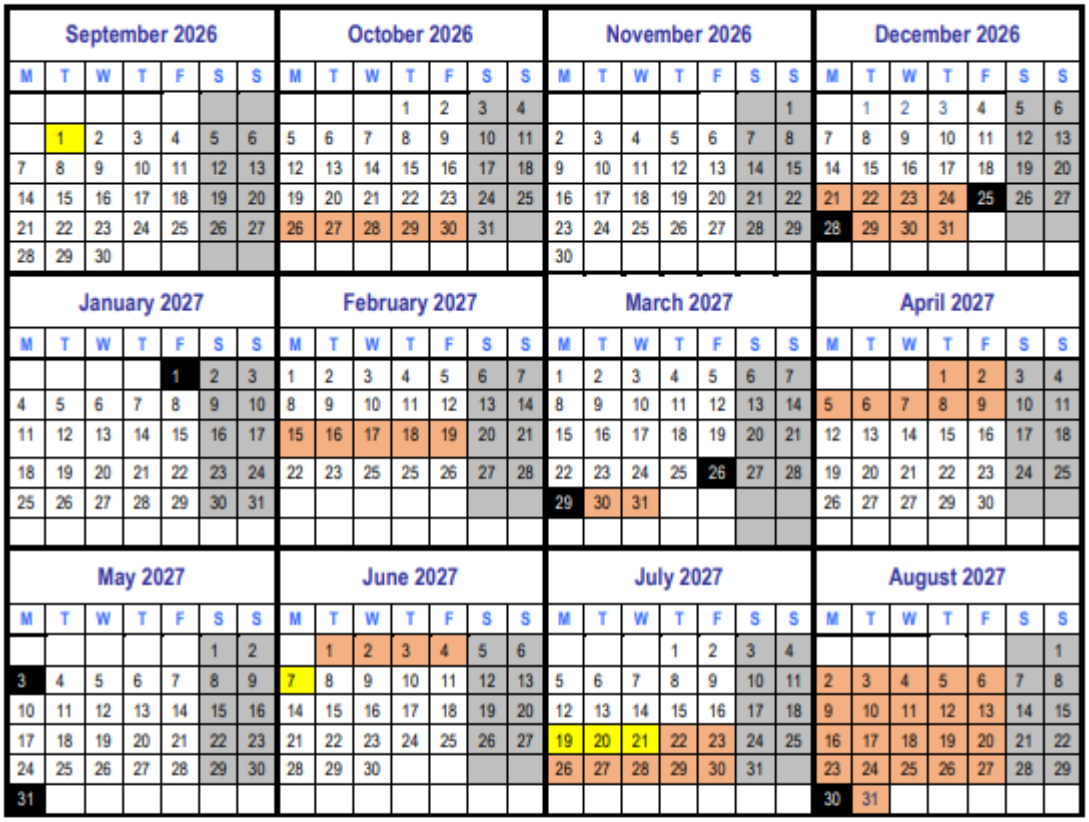
In the event of extreme weather conditions or other emergencies, it may be necessary to close the school. Children will not be sent home without notification and every effort will be made to keep the school open.

If there are doubts about the school opening, in the first instance you should visit Essex County Council's Emergency School Closures website which is available via the following link: https://www.essex.gov.uk/EducationSchools/Schools/Dates/Pages/ Emergency-School-Closures.aspx

We will also send you an email via Parentmail and put a message on the home page of our website as quickly as we are able.

Hatfield Peverel Infant & Nursery School and Hatfield Peverel St. Andrew's Junior School

Term and Holiday Dates: Academic Year 2026-27



= Schooldays = School holidays = Bank holidays = Weekends = Non-pupil Days

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

Autumn Term:	Tuesday 1 September 2026 – Friday 18 December 2026 *Half Term 26 October – 30 October*	74 days
Spring Term:	Monday 4 January 2027 – Thursday 25 March 2027 *Half Term 15 February - 19 February*	54 days
Summer Term:	Monday 12 April 2027 – Wednesday 21 July 2027 *Half Term 31 May – 4 June, and May Bank Holiday - 3 May*	67 days
		195 days

Please note:
The above dates may vary for individual schools, especially Foundation, Voluntary Aided schools and Academies.
You are strongly advised to check with your child's school before making any holiday or other commitments.

Special Educational Needs And Disability (SEND)

Introduction

At St. Andrew's we are aware that some pupils will have a greater difficulty in learning than the majority of children of their age. Their needs will vary but can be identified under four headings; communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical. We aim to give all these pupils individual consideration and make the necessary special provision for them, working in partnership with parents and others, to enable them to have access to the full school curriculum. We aim for our school to be an inclusive and safe environment, including addressing behaviour and bullying.

Who to contact at school

If you would like more information about the provision for children with Special Educational Needs and Disability (SEND) then you should contact our Special Educational Needs Co-ordinator (SENCo), Mrs Allison Dutuat, via the school office on 01245 380131.

Arrangements for consultation with parents of children with SEND

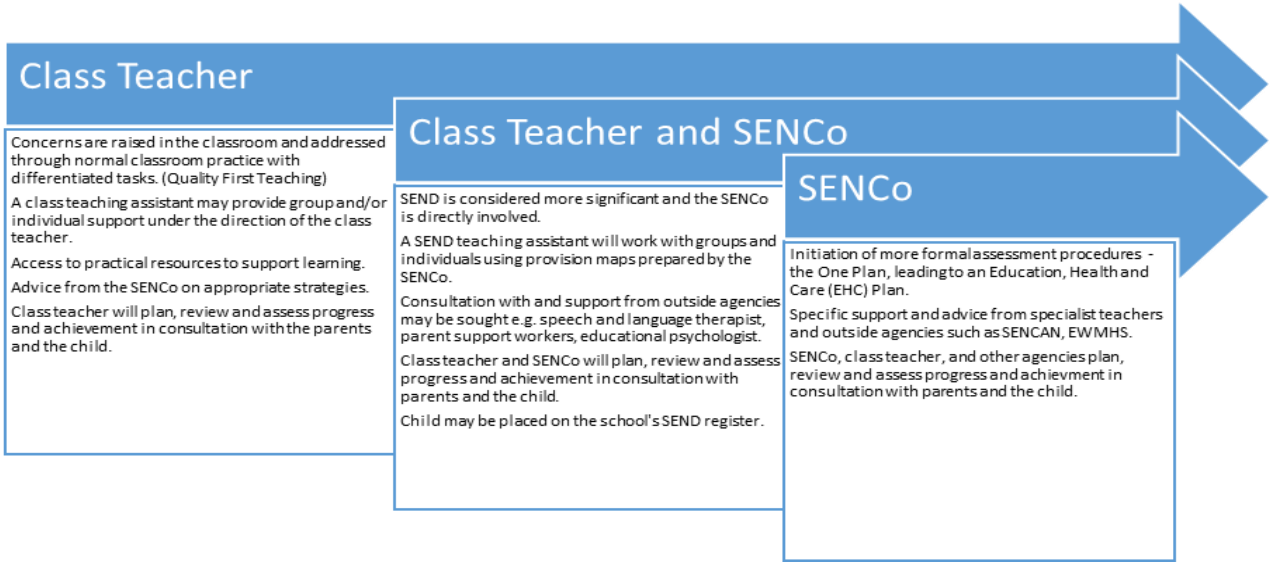
We provide a variety of opportunities for parents to meet with teachers and the SENCo.

- Informal "drop-in" sessions from time to time which aim to give parents information about any new developments in national and local arrangements for SEND.
- Appointments with class teachers (please telephone the office)
- Appointments with the SENCo (please telephone the office)
- Termly One Plan with parents, children, class teacher and/or SENCo.
- Annual review meetings for children with EHCPs.

Involving the children in their learning and development

Every child at the school is involved in their learning in a variety of ways. Teachers have discussions on a daily basis with children about their learning, looking at progress, identifying successes and setting the next steps/targets. Children are encouraged to express their own opinions on how well they are doing and identify what they need for future progress and achievement. This applies not only to learning but children's social and emotional needs and how they feel about a wide range of things at school. Additionally, children with SEND will have opportunities to feedback more formally as part of the termly review of their needs, including (where applicable) One Plans, EHC Plans and Annual Review Meetings. This includes information about the child's strengths, interests and support preferences.

Identification of SEND at our school



The school adopts a graduated approach to children with SEND.

At all stages the school employs a variety of intervention and assessment strategies. This ranges from informal observation and general support to more formal assessments and strategies related to specific identified needs. There are extensive resources available for a variety of needs, including practical apparatus, books and ICT equipment. There is access to specialist equipment as need dictates. We seek to provide extra pastoral support for children with social and emotional difficulties which is considered on an individual basis. We have an experienced team of teachers and teaching assistants who receive training in aspects of SEND according to need. Recent training includes speech and language, Clicker (ICT program), Precision Teaching, behaviour support and observation training. The SENCo has many years SEN experience in both mainstream and special schools, and is a British Psychological Society qualified assessor. There is a clear expectation that all members of staff should be making a significant contribution to raising standards of achievement for all SEND children. The provision is kept under regular review and evaluation by school leaders and the Governing Board.

The Governing Board

The school's Governing Board takes a strategic role in the life of the school. Governors oversee the budget for SEND and ensure that this is applied appropriately and according to need. The Governing Body appoints a SEND governor representative who has the responsibility for monitoring SEND provision and reporting on a regular basis. The Governors are committed to providing all the necessary support and training for staff to ensure the effective provision for SEND children. The school offer for SEND is available on the school website.

Admissions and Accessibility for Disabled Pupils

The school is able to accommodate children with disabilities, including those in wheelchairs and on crutches. The governors always apply their published admissions criteria to applications for admission to the school. Application for admission would not be refused on the grounds of disability. The school buildings currently facilitate reasonably easy access for the disabled, including ramps and toilet facilities. In the event of a specific admissions need, the school would take immediate steps to review accessibility of the building and the other facilities. Documentation in large print, Braille and recorded media can be provided on request through Local Authority services. As part of their planned maintenance programme of the school site, governors give due consideration to the access needs of all children and staff. Governors also ensure that all pupils have equal opportunity in curriculum provision and other school activities.

Transition

Arrangements are in place to ensure smooth transition from our partner infant school from Year 2 to Year 3 and likewise with transition to secondary school. These include school visits, review meetings between SENCos at different schools, sharing of records and meeting with parents.

What to do if you wish to make a complaint

We hope that effective and regular communication between school and parents should ensure any complaints are kept to a minimum. If you have concerns you should, in the first instance, contact the class teacher and/or SENCo. If your concerns remain unresolved then you should contact the Headteacher. If you continue to feel that your concerns are not being dealt with, then you should contact the Governors.
You can refer to the full School Complaints Policy on the school website or you can ask for a copy at the school office.

Where to find information about Essex County Council and their provision for SEND

There is plenty of information about provision for SEND within the Local Authority. To access this information please follow the link to their website below;
http://www.essex.gov.uk/education-schools/Schools/Special-Education-Needs/Pages/Special-Educational-Needs.aspx
Essex SEND Local offer information can be found at;
http://www.essexlocaloffer.org.