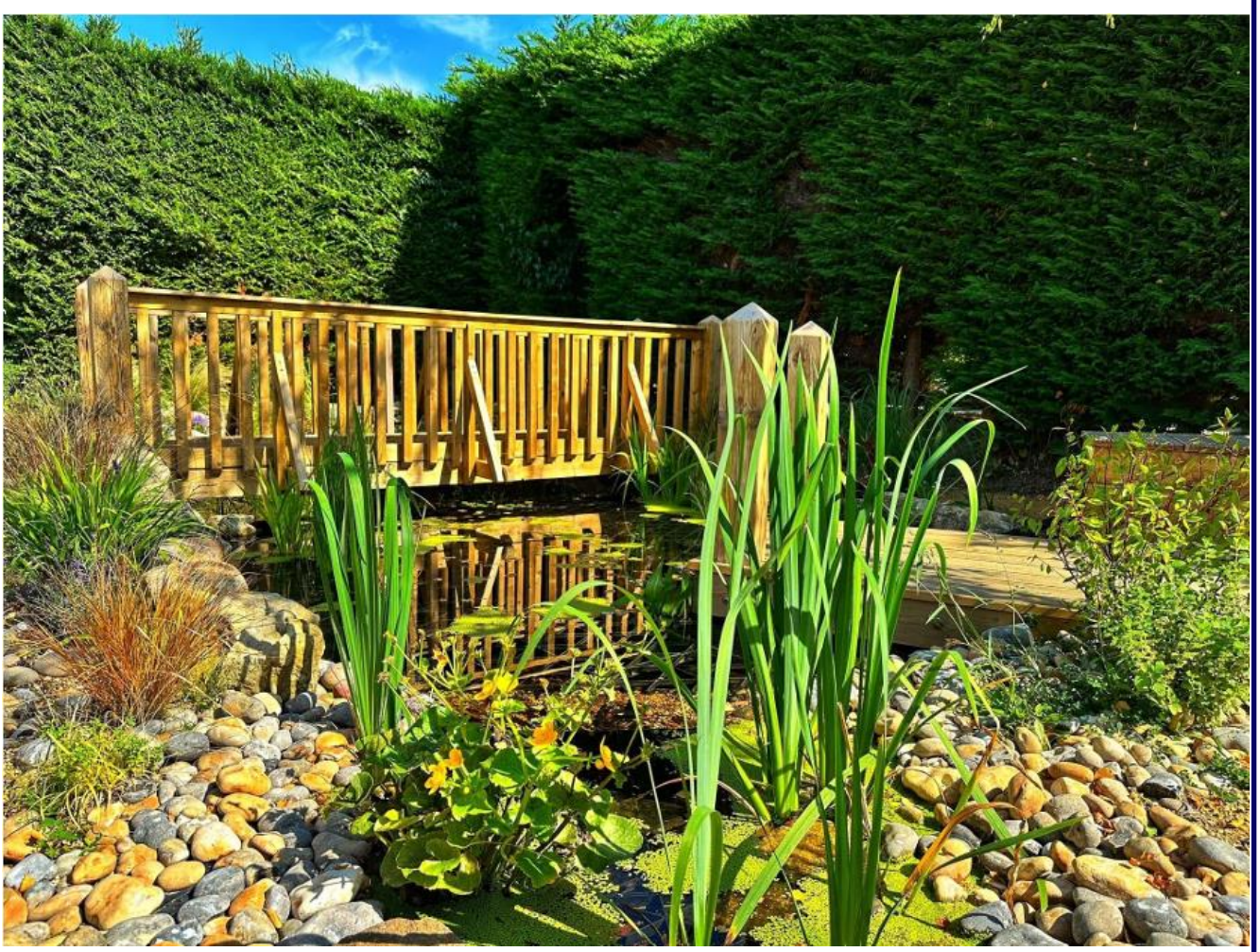
The Gattons Infant School Prospectus



Welcome to The Gattons Infant School!

I feel very proud to welcome you to our fantastic 3 form entry Infant school and hope you enjoy exploring our prospectus.

Please also look at our website: www.thegattons.co.uk

We are a happy, friendly, inclusive school and we are always delighted to welcome visitors and show you around. We are a Rights, Respecting School and our Rainbow underpins everything that we do.

Our broad and balanced curriculum is innovative, creative and fun. It is taught through exciting learning journeys and we use our outdoor environment at every opportunity.

Play is a key part of school life at The Gattons in helping the children to socialise, communicate and have fun. We were awarded Platinum OPAL school (Outdoor Play and Learning) status in 2024 and are very fortunate to have a brilliant outdoor space with climbing equipment in all three playgrounds, a slack line gym, swings, a tunnel, bouldering wall, slide, mud café and a beautiful pond with a secret passage to play in.

We enjoy involving parents and carers and the wider community in the life of the school as much as we can and look forward to you joining our community.

If you would like further information about the school please explore our website, contact the school office or come and visit the school where you will be warmly welcomed.

I look forward to welcoming you to The Gattons.

Mrs Sarah Gospel
Headteacher



Our School Vision and Ethos

At The Gattons Infant School Everybody Matters.
We are a Rights,Respecting School and therefore we uphold the principles of the UN's Convention on the Rights of the Child.

At The Gattons, the Rights Respecting Rainbow underpins everything that we do. The children have the right:

- to learn,
- to be safe and cared for,
- to be treated fairly
- to a clean and tidy environment
- to expect people to listen to them
- to play

With these rights the children learn that they should become responsible members of our school by making sure they:

- do their best to help others to do their best
- look after themselves and others
- treat others in the same way as they would like to be treated
- be good caretakers
- listen to others
- play well



Article 28 Children have the right to a good quality education.

Article 29 Education should help children to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.

Article 31 Children have the right to play and rest.

We will cultivate an environment where children are happy and secure and enjoy learning, by:

- ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued;
- creating exciting, high quality learning environments indoors, outdoors, and in the wider community;
- involving parents/carers and children in decisions about the child's learning.



provide a broad, balanced and rich curriculum, by:

- continuously striving for high standards of achievement
- through engaging, child-centred teaching;
- ensuring a wealth of meaningful learning experiences;
- that meet the needs of each child.



inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life-long learning, by:

- developing our children's confidence and self-esteem;
- ensuring that our children are active, independent learners;
- encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, therefore preparing them for life in a changing world.

Our School Environment

The Gattons Infant School is maintained by the Local Authority. It was built in 1964. We have nine classes, three classes for Year Two, three for Year One and three for Reception. Our PAN is 90 children per year group.

The School has two corridors, leading off the main hall. One corridor leads to the three Year Two classes, and the other corridor leads to the Year One and Reception classrooms. Each corridor has a set of toilets, cloakroom facilities and a library. At the front of the school is the main entrance leading to the administrative offices and the rest of the school.

Outside there are three playgrounds, one for each year group, although the children play in all playgrounds and on the field everyday during outdoor playtimes. The playgrounds include areas for quiet sitting and activities, as well as plenty of room for more active pastimes. We have a pond area, as well as areas around school for growing fruit and vegetables. The field offers a mud kitchen, willow dome, slack line gym, swings and den building areas.





We take health and safety measures very seriously. The children's playgrounds are securely fenced. Access to the school after 9.00am is through the front door, which is kept locked at all times. Parents and visitors press the buzzer and speak into the intercom to gain access. The governors of the school conduct regular health and safety checks.

The atmosphere at The Gattons is very special and particular to an infant school.

We work hard to ensure that all the children feel secure and valued. Our standards and attitudes reflect a concern for others and we actively encourage social and moral awareness, self discipline and a striving to do one's best in all areas of school life.

Most children transfer at the age of seven years to Southway Junior School, which is situated a short walk away.





The School Day
Classroom doors are opened at 8.50 am for children to cor
School starts at 8.55 am.
School finishes at 3.00 pm.

Playtime for Year 1 and Year 2 is for 15 minutes during the morning.

Lunchtime for children in Reception and Year 1 is from 11.45am – 12.45pm and for children in Year 2 is from 12.15pm – 1.15pm.

Playtime in the afternoon is taken informally, according to the timetable for each day.

Reception children have access to the outside throughout the day so they do not have a formal time for outdoor play.

The children are supervised at all times.

Our Staff
Each teacher is primarily concerned with the responsibility of their class but in addition, all teachers have responsibilities for different areas of the curriculum or school development. This involves attending relevant out of school courses, disseminating information, monitoring standards of achievement and advising other members of staff.

In addition to the teaching staff the school is well served with Learning Support Assistants who help in all the classrooms, as well as supporting individual or groups of children. At lunchtime, the children are cared for by a team of Play Leaders. During school hours, and before and after school, a member of the office staff is available to parents to answer any queries. The school is maintained to a high standard by our Premises Officer and cleaners.

The Senior Leadership Team

Headteacher and Designated Safeguarding Lead (DSL)	Mrs Sarah Gospel	
Deputy Headteacher and Inclusion Manager – Deputy DSL	Miss Ellie Bennett	
Reception Leader – Deputy DSL	Mrs Andrea Parsons	
Year 1 Leader	Miss Becky Lawrence	
Year 2 Leader	Mrs Helen Anderson	
School Business Manager	Mrs Clare Tidbury	

The Reception Team

Reception Leader – Deputy DSL Wrens Class Teacher	Mrs Andrea Parsons
Robins Class Teacher	Miss Hannah Tookey
Swallows Class Teachers	Mrs Stef Kemsley and Mrs Elaine Woodhead
Learning Support Assistants in Reception	Mrs Emma Sainsbury, Mrs Jane Roffey, Mrs Carolyn Anderson, Mrs Rosie Brickell, Mrs Mansala Ranawana, Mrs Isabella Goldsmith

The Year One Team

Year One Leader Woodpeckers Class Teacher	Miss Becky Lawrence
Blackbirds Class Teachers	Miss Laura Sappa and Mrs Laura Mather
Nightingales Class Teacher	Mrs Sarah-Jane Smith
Learning Support Assistants in Year One	Mrs Gemma Knowles, Mrs Lucy Norton, Mrs Jenni Chouchelmane, Mrs Rachel Daly, Miss Alicia Gonzalez, Mrs Emma Forster, Mrs Tina Loram

The Year Two Team

Year Two Leader Owls Class Teacher	Mrs Helen Anderson
Eagles Class Teacher	Mrs Leila Grass
Puffins Class Teacher	Miss Charlie Johnson-Hall
Learning Support Assistants in Year Two	Mrs Ali McCarthy, Mrs Niki Bunce, Mrs Carla Field, Mrs Alice Clark, Mrs Annie Newbery, Miss Alicia Gonzalez, Mrs Jo Wojcieszak

PPA Teachers	Mrs Mary Ward Mrs Kate Sowerby Mrs Marie Morgan Mrs Bev Angel
Inclusion Support Assistant and Learning Mentor	Mrs Lorraine Pellett

The Office Team

School Business Manager	Mrs Clare Tidbury
Administrator	Mrs Sandra Gething
School Secretaries	Mrs Mary Ward and Miss Becky Morphew Mrs Holly Weeks – maternity leave
Premises Officer	Mr Simon Russell
Clerk to Governors	Mrs Michelle Mepham-Foster

The Outdoor Play Team

Outdoor Play Curriculum Lead	Miss Becky Lawrence
Outdoor Play Supervisors	Mrs Niki Bunce Mrs Annie Newbery Mrs Lorraine Nye
Outdoor Play Leaders	Mrs Carla Field Mrs Lucy Norton Mrs Sharon Prosser Mrs Vaishali Jagtap Mrs Tina Loram Mrs Suzie Gonzalez Mrs Alice Clark Mrs Dawn Smith Miss Alicia Gonzalez Miss Teigan Smith Miss Sety Hudkova

Admission Policy and Arrangements for Admission
The admission policy of this school is in common to all state schools. West Sussex Local Authority is responsible for admitting children to school. Children are admitted to the school in the September of the year in which they are five. Please see the West Sussex website for information about applications for admission to school: https://www.westsussex.gov.uk/education-children-and-families/schools-andcolleges/school-places/school-admissions-criteria-and-policies/

Our published admission number (PAN) is 90 children per year group. We offer parents the opportunity for their children to be admitted full time from September, if they are ready to do so or they may attend part-time. It is important to emphasise that this is a choice for parents.

Part-time attendance is from 8.55am until 11.45am. A full day (full-time) is from 8.55am until 3.00pm. Moving from part-time to full-time attendance can take place at the beginning of a new term or after a half-term holiday. If the school feels that your child is not yet ready for full-time attendance, then we will discuss this with you.

Alternatively, parents may choose to defer their child's admission to school. Please discuss this with the Headteacher.

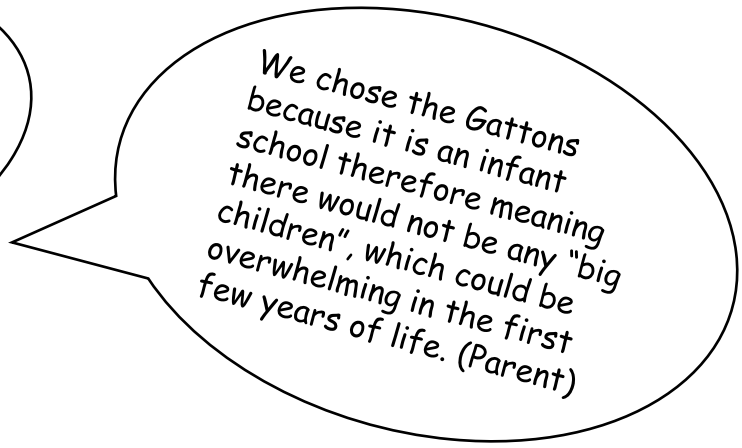
Parents of all children due to start school during the academic year are invited to an evening meeting in the Summer Term to meet the Headteacher and Reception teachers, learn more about the school and ask any questions.

Throughout the Summer Term, prior to entry in September, the children are invited to visit the class where they will be in September where they take part in story and activity sessions.

Parents seeking admission for a child to the school at ages between 4+ and 7 years should also apply to the Admissions Office - Apply for school

Transfer at age seven
In the Autumn Term, at the start of their child's final year at The Gattons, parents are provided with information about transfers at seven to junior school and the opportunity to opt for the school of their choice. Parents are also invited to visit Southway Junior School.





Parents and School
We want you to feel welcome in the school, to feel you can take an active part in its work and that the door is always open for you to come in and discuss any worries you may have about your child or family circumstances.

Home-School Agreement
On admission all parents are invited to sign a home-school agreement. This explains the importance of the partnership between home and school. We like to involve parents in all aspects of school life knowing that a child's parents are the major influence in a child's life.

Consultations
You may make an appointment to speak to your child's teacher whenever necessary. Parent/teacher consultations are held in the Autumn and Spring Terms in the late afternoon and evening. We ask parents to keep us informed of any problems at home which may affect your child's performance at school. An annual written report is sent to parents towards the end of the Summer Term.

Homework
Curriculum newsletters are provided half-termly or termly which outline the curriculum to be covered over the next term. This enables involvement and discussion to take place at home. In addition to this, children are provided with opportunities to read at home on a daily basis and to carry out curriculum related tasks. "Talk to me" sheets are sent home each week to help parents to talk to their children about their learning. Homework tasks should take no longer than one hour a week. Children may also be asked to carry out research at home or to bring in relevant items to support their learning.

Parents may also help in many other ways. It is important to spend time talking with your child about their experiences, encouraging them to read, write and draw, to play games together, to encourage independence and to set good habits, such as early bedtimes during the school week.

Volunteering in school
We encourage parents to help us in a variety of ways such as reading with the children, playing maths and spelling games, gardening and preparing resources. We hope you will consider helping as it is an excellent way to support the work of the school.

Parent Teacher Association: Friends of The Gattons School - FOGS
Every parent is automatically a member of FOGS. An AGM is held in the Autumn Term at which parents are invited to join the committee. The committee, together with many other parents, help to organise educational, social and fund-raising events for the school. Money raised by parents has helped to buy such items as computers, playground equipment, books, interactive whiteboards and our fantastic trim trails. FOGS also subsidises photocopying costs, school trips and theatre visits.

Safeguarding Children and Child Protection
The Gattons Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We are committed to working in partnership with all parents and will provide support to any parent or carer if they feel they are under stress. All information will be treated in confidence unless the designated safeguarding lead, the Headteacher, believes that a child is seriously at risk of physical injury, neglect, emotional or sexual abuse. If this is the case, then the West Sussex Child Protection Procedures will be followed.

Our Curriculum
At The Gattons, our curriculum is designed around developing the whole child to achieve within a broad, balanced curriculum. We equip them with the skills needed to be good people who make a positive contribution to society who enjoy learning and continue to be learners for life.

Our language rich curriculum will challenge the children making them think and work hard learning new knowledge, and skills. It will promote the use of accurate and rich vocabulary in all subjects.

We follow the Early Years Foundation Stage and the National Curriculum and strive to enrich it wherever possible. Our children are taught in classes, small groups or individually according to their needs. A variety of teaching styles are used based on good practice and teachers continually reflect on their teaching. We are always working to improve to achieve high standards for all. Learning will be progressively revisited so their knowledge sticks and they can make links with what came before. Our children will be resilient, learning from mistakes and be confident enough to take risks.

Our learning journeys involve rich experiences including visits, visitors and hands on opportunities ensuring that all children experience and explore the diverse local environment and community. At the end of a learning journey the children have the opportunity to share their learning with a variety of audiences in a multitude of way.

It is our belief that children will be most successful when home and school work together in partnership. Therefore we actively encourage parents to engage with their child's learning, enabling them to support their child's learning using a consistent approach with school.

Our curriculum is underpinned by our Rights, Respecting Rainbow.



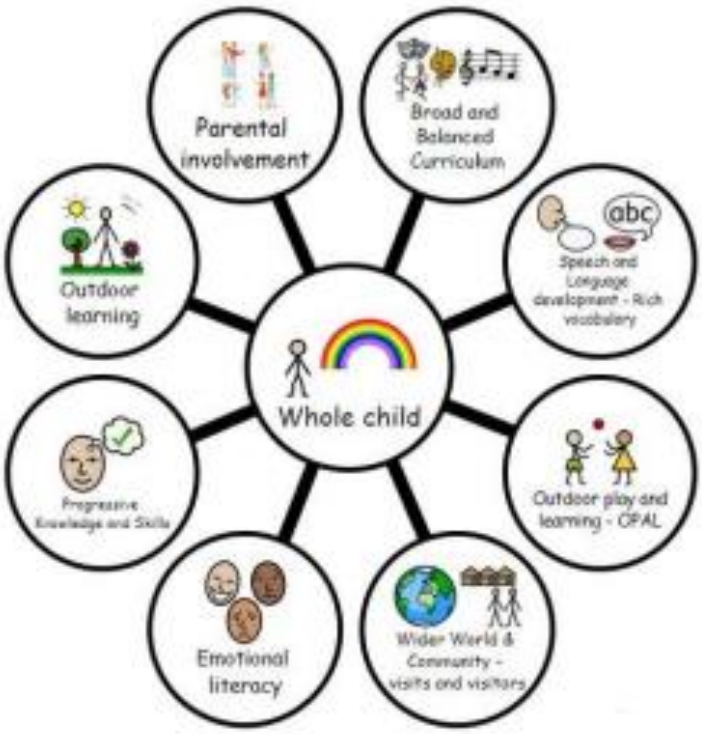
Our Curriculum Vision
We believe that through a respectful and caring ethos, as a school community, we can celebrate our children's individuality and cultivate enthusiastic, healthy, happy and confident learners for life.

Our Curriculum Intent
At The Gattons, our curriculum is underpinned by our Rights, Respecting Rainbow which is used throughout the curriculum.

This underpins our curriculum and the ethos of the school. At The Gattons, we place great importance on a curriculum that develops the whole child to achieve, including children with SEND and from disadvantaged backgrounds. Our curriculum is broad and balanced. We equip the children with the skills and knowledge needed to be good people who make a positive contribution to society who enjoy learning and continue to be learners for life.

Our curriculum has a strong focus on developing speech and language and promotes the use of accurate and rich vocabulary in all subjects, including emotional literacy.

Outdoor Play is key to our children developing as individuals. It allows them to explore, manipulate, experience and affect their environment. Play encourages self-confidence and the ability to make choices, problem solve and to be creative. It requires ongoing communication and negotiation skills, enabling the children to develop a balance between their right to act freely and their responsibilities to others.



Implementation
We have carefully designed a knowledge, skills and vocabulary based curriculum which allows learners to acquire relevant subject knowledge which underpins the application of skills. These skills are carefully and progressively mapped from the Early Years Foundation stage through Key Stage 1 in every subject area. Knowledge is consolidated and built upon to support retention and recall and is clearly outlined on medium term plans. This ensures that at the end of KS1, the children leave our school having learnt and able to recall and apply the key information that we feel is important in order for them to be successful in the future.

The Early Years Foundation Stage Educational Programmes and the National Curriculum are taught through our curriculum. The curriculum is planned through purposeful, exciting Learning Journeys, which follow the children's interests and teach the key knowledge, skills and vocabulary in all areas of learning. Each Learning Journey covers different areas of the curriculum, always incorporating English and Maths. The Learning Journeys start with engaging 'hooks', or challenges, for example, a letter, a visitor, a phone call and then follow through to a purposeful and engaging outcome.

Our children are taught in classes, small groups or individually according to their needs. A variety of teaching styles are used based on good pedagogy and teachers continually reflect on their teaching. We are always working to improve to achieve high standards for all. Learning is progressively revisited so that knowledge sticks and the children can make links with previous learning. We encourage our children to be resilient, learning from mistakes and be confident enough to take risks.







The Arts

Every child is encouraged to enjoy and achieve in the Arts by ensuring that Art and Design, Design and Technology, Dance, Drama, Music and Creative Writing have a special place in the curriculum. Through careful planning of creative cross-curricular learning journeys, children follow their interests and build on their confidence and self esteem. We ensure that all children are able to participate in the Arts at their own ability level. This means that we ensure that children with special needs are individually supported where needed and talented children are given the opportunity to stretch themselves. Staff and children are given the opportunity to work with professional artists and arts organisations through workshops. All children have access to a range of high quality experiences in all Arts subjects in each year group, whatever their background or ability. In relation to our school motto, Everybody Matters, every child is encouraged to express themselves using a broad range of media, styles and cultures within all art forms, including digital media. Through the Arts, pupils gain in confidence and self esteem. They learn to work both as team members and independently.





Impact

Formative assessment is used daily by teachers to inform planning and establish any short term interventions required. This helps us provide the best possible support for all of our pupils, including the more able. .

Summative assessment is carried out termly to inform longer-term planning and identify any interventions required. Again, this includes our more able children. A tracking system is used to assess key objectives in all the subjects on a termly basis.

Assessment information is analysed by Subject Leads, the Assessment Lead and Headteacher as part of our monitoring cycle. Pupil progress meetings are conducted termly (summative). This process provides the SLT and Governors with an accurate and comprehensive understanding of the quality of education in our school.

Assessment data, along with findings from monitoring activities including book looks, learning walks and pupil voice, are reviewed by SLT and used to inform curriculum development or any necessary adaptations to provision.

Children leave The Gattons with detailed knowledge and skills across the curriculum and, as a result, achieve well. The children are ready for Junior School. They have a love of reading, reading with fluency and comprehension. Our children feel safe. They take risks, ask questions, make mistakes, learn to trust, share their feelings and self-regulate effectively.

If would like further information and you already have a child at The Gattons, please speak to your child's teacher. If your child may be starting school at The Gattons and you would like further information, please contact the Headteacher.

Awards

Rights Respecting School Award

We are very proud to have achieved UNICEF's 'Rights Respecting Schools Level 2 Award' (RRSA). This is a national award that promotes the United Nations Convention on the Rights of the Child (UNCRC), a convention recognised by all but two countries in the world. There are a large number of schools across the country working towards this award.

The Rights Respecting Schools programme teaches children about 'The Rights of the Child', which were originally laid down by the United Nations. It encourages children to understand that all over the world children have the same rights.

At The Gattons children learn that they have a responsibility to respect and uphold their rights and those of other children. They also learn how wants differ from needs. Most importantly, they learn that it is their needs that correspond to their rights; not their wants.

As a school we have created a School Charter, which the children have played an integral part in establishing. This is called 'Our Rights Respecting Rainbow.' It focuses on the rights of the child and the responsibilities associated with those rights. The rights on our rainbow are taken from some of the articles in the UNCRC. We have chosen a rainbow as our rights respecting symbol so that each right and responsibility can be associated with one colour from the rainbow.

Every Friday we hold a Celebration Assembly when every class celebrates the rights they have been respecting that week by being awarded a special 'leaf' to hang on our 'Thank you tree'.

Healthy School Award

We have retained our Healthy School Award, which recognises our work to promote a healthy lifestyle for all children.

Eco-school Award

We are proud to hold a silver level Eco-school Award, which reflects our young children's work to ensure that we look after our environment.

Fair Active School Award

We have achieved Fair Active School status which demonstrates our commitment to Fair Trade in our school community.

Quality Start Award

We are proud to have achieved the Quality Start Award. This award recognises and rewards schools for their commitment to PE, School Sport and Healthy and Active Lifestyles.

Artsmark Silver Award

Bringing learning to life through arts and culture Following an in-depth assessment process in 2018, we are delighted to have achieved the 'Artsmark Silver Award'. Artsmark is a creative quality standard for schools, accredited by Arts Council England that enables schools to develop, celebrate and strengthen our commitment to arts and cultural education. Every child in our school is encouraged to enjoy and achieve in the arts through Art and Design, Dance, Drama, Music and Creative Writing within our creative curriculum. Staff and children are given the opportunity to work with professional artists and arts organisations. Through the Arts, pupils gain in confidence and self esteem and learn to work both as team members and independently.

The Early Years Foundation Stage
When the children start in our Reception classes, they will be in the Early Years Foundation Stage of learning, which began in thei pre-school stage of education and covers all ages up to five years The curriculum for the Foundation Stage builds on a child's previc learning and underpins all future learning by fostering and developing the seven areas of learning:

There are three prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development and four specific areas through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Our curriculum is planned to provide the children with a rich mix of experiences, both indoors and outdoors. The pictures on our website give a brief example of some of the exciting activities undertaken by the Reception children.

Key Stage 1 – Year 1 and Year 2
The children cover the National Curriculum which can be found at:
www.gov.uk/national-curriculum/overview

There are detailed curriculum documents on our website which show the knowledge, skills and vocabulary we teach for each area of the curriculum.

Good Behaviour
At The Gattons we ensure that we take a therapeutic approach to behaviour in order to provide a calm and orderly environment where learning can readily take place, where high standards of work and behaviour are expected and where self-discipline is encouraged. It is also to ensure that adults recognise that behaviour is a form of communication and that sometimes it is a sign that children are struggling in a certain situation and that in some cases, certain "traditional" methods of discipline don't work for some children and actually make the situation worse. Staff are trained to teach children to understand their emotions better and to learn more appropriate ways of expressing them. Just as some children learn to read at a different pace, for some, learning about their emotions can take longer than others.

The aims of our Behaviour Policy are:

- To create a caring school community based on mutual respect between all adults and pupils, where children can develop confidence and self esteem.
- To enable all pupils to take control and responsibility for their own behaviour.
- To enable all pupils to develop their social and academic skills and prepare them for opportunities and responsibilities as adults.
- To create a moral framework in which children learn right from wrong.
- To create an understanding (amongst staff, pupils and parents) that some children need different approaches when addressing behaviour because of their own needs.

We uphold the principles of the United Nations Convention on The Rights of the Child. We have developed our Rights Respecting Rainbow in line with the Convention. Further information is on The website.

We encourage good behaviour through:

- Using our Rights Respecting Rainbow
- Recognition and verbal praise
- Whole class rewards
- Postcards home from the teacher or senior members of staff
- Whole class 'Leaves' awarded for respecting rights

We discourage inappropriate behaviour through:

- Using therapeutic approaches which teach the correct behaviour over time
- Using our Rights Respecting Rainbow
- Educational consequences where we teach the children the behaviours we want to see. This may be done at playtime
- Protective consequences where a child may be removed from an activity to protect other children or themselves from injury or severe disruption
- Involvement of external agencies such as the Learning and Behaviour Advisory team. Involvement of the Headteacher
- Involvement of the parents
- If required, Exclusion

We always emphasise that in most cases negative behaviour is a form of communication and we look to address what the children are trying to tell us as well as their behaviour.

Parental Support

We believe that a close partnership between school and home is important in order that the aims and values of the school are understood so that parents can actively assist the school in its work.

On admission, all parents are asked to sign the Home-School Agreement which includes statements about behaviour and our Rights Respecting Rainbow.

Parents are kept informed of their child's behaviour at Parent/Teacher consultations. If necessary, parents may be invited into school to discuss any concerns they have with the class teacher and/or Headteacher. In this way, parents and school can work together to seek solutions to any problems which arise.

All schools have an Anti-Bullying policy. Our Anti-Bulling and Behaviour policies can be found on this website in the policies section, under Key Information.

Extra-Curricular Activities and Extended Schools Provision

There are opportunities for children to take part in a range of extra-curricular activities during their time at The Gattons; these change from year to year. At the moment we are able to offer cookery, singing, dance, ukulele and sports skills. Some of these are organised by external providers, some of the courses are free and parents pay for others.

The school works with other schools in Burgess Hill to evaluate provision for holiday clubs, day care and adult education within the town. We have a before-school and after-school care club, Junior Adventures Group (JAG), which provides a 'Walking Bus' which brings and collects children from The Gattons.

https://www.junioradventuresgroup.co.uk/

Outdoor Playtimes

We are excited that in June 2024, we were awarded Platinum status as an OPAL school. We started our OPAL journey in 2022, to improve opportunities for physical activity, socialisation, cooperation, coordination, resilience, creativity, imagination and enjoyment through improved play.

The Outdoor Play and Learning (OPAL) Primary Programme is the result of over 20 years of testing and development in over 800 schools and has been used in Spain, Canada, France and New Zealand. The programme has also been adapted and used in schools in Slovakia, Czech Republic, Hungary, Poland and Austria under the Play Friendly Schools project. In 2018, OPAL won first prize in an EU-funded award for the best active school's programme in Europe and two UK national playwork awards. In 2019, OPAL was awarded a quarter of a million pounds by Sport England to bring the programme to many more schools.

OPAL is based on the idea that, as well as learning through good teaching, your children also learn when they play. As 20% of their time in school is playtime, we want to make sure that this amount of time (equivalent to 1.4 years of primary school) is as good as possible.

One reason that we are carrying out this programme is that childhood has changed, and many children no longer get their play needs met out of school.

- Average screen time per day is six hours.
- Average outdoor play time per week is five hours.
- Percentage of UK children who only play outdoors with other children at school is 56%.

There are many proven benefits for schools that carry out the OPAL Primary Programme. They usually include: more enjoyment of school, less teaching time lost to disputes between children, fewer accidents and greatly improved behaviour.

Play is not messing about. It is the process evolution has come up with to enable children to learn all of the things that cannot be taught, while also having so much fun. There are certain things children must have in order to be able to play.





These include:

- Having clothes that they can play in.
- Having things to play with.
- Having a certain amount of freedom.

As the school continues to improve play opportunities for your children, you will be asked for resources. Your children may get a bit messier, be exposed to more challenges and have greater freedoms to play where, with whom and how they like. The experiences we foster are essential for children's physical and mental wellbeing and are in line with all current good practice advice on health and safety, wellbeing and development.

The school were supported by OPAL for 18 months. If you would like to learn more about the OPAL Primary Programme, please have a look at the OPAL website (www.outdoorplayandlearning.org.uk), where you will find lots of useful information and several videos about the programme.













Inclusion – Local Offer for Special Educational Needs & Disability (SEND)

What is the Local Offer?
The Local Offer is what The Gattons Infant School can offer children who have Special Educational Needs or Disability (SEND), in terms of support, resources and strategies.

Ellie Bennett is the Inclusion Manager which includes the role of Special Educational Needs Co-ordinator (SENCo) and Learning Support Teacher, who oversees special needs support.

Identification of SEND
Special Educational Needs and Disability

- We are aware of the importance of the early identification of a child's special educational needs.
- At times we are notified by an external agency about a child's additional needs before the child starts school.
- If parents have concerns about their child's development, then we suggest they ask to meet with either the Headteacher or the Inclusion Manager if the child is preschool or with the child's class teacher and/or Inclusion Manager if their child is already in school. Every child's progress is tracked by the class teacher and the Deputy Head. Any concerns will be discussed with parents and the Inclusion Manager.
- The Inclusion Manager will meet with the child and, if appropriate, assess and screen using standardised tests, the results of which will be discussed with parents.
- Support and resources are allocated on an individual basis, depending upon the needs of the child.

Differentiation
Our school has a diverse group of children, who have a variety of backgrounds, strengths, and interests; some of whom may have special or additional needs.

We aim to provide all our children with high quality teaching in the classroom. Children who have additional needs may require certain activities to be differentiated allowing them to learn at a level appropriate to their ability and to promote independent learning. The ways in which we do this includes:

- by making the activity more appropriate,
- through smaller groupings or individual work,
- by providing adult support, if it is felt appropriate,
- by using specialist equipment,
- Or through additional support for specific areas of weakness.

Additional Learning Support
If a child has been identified as having additional needs we can then support his or her learning in a number of ways.

Reception
Individual or small group support for:

- Phonics and early reading skills.
- Early number skills.
- Fine and gross motor skills.
- Social skills, including friendships.
- Speech sounds following assessment with a Speech and Language Therapist.
- Language – attention and listening, understanding of language and speaking. This may be as part of a small group following The Narrative Therapy Language Programme or the Nuffield Early Language Programme.
- Language support for EAL (English as an additional language).

Years 1 and 2
Individual or small group support for:

- ReadingMaths
- Fine and gross motor skills.
- Speech sounds following assessment with a Speech and Language Therapist.
- Language – attention and listening, understanding of language and speaking. This may be as part of a small group following The Narrative Therapy Language Programme.
- Language – attention and listening, understanding of language and speaking. We use the Nuffield Early Language Programme.
- Language support for EAL.
- Emotional and social development and friendship issues. This support will be with a SEN Learning Support Assistant or our Learning Mentor.

Additional Support

- The class teacher or Inclusion Manager will plan and oversee any intervention programme and ensure the necessary resources are available.
- The class teacher and/or the Inclusion Manager will meet with parents to explain the additional support.
- Specially trained Learning Support Assistants (SEN LSAs) will implement the majority of the intervention programmes, although the Inclusion Manager also works with individuals and small groups of children.
- The child will be assessed at the beginning and end of any intervention and the intervention changed if it has not been effective.
- Progress is regularly reviewed by staff, including at half-termly Pupil Progress Meetings. Following these meetings any necessary changes to additional support will be made and parents informed.

Pastoral, Medical and Behavioural Support Pastoral

The pastoral and mental health needs of all our children are a priority for us and we are proud of how we respond to this. We have a Learning Mentor who supports individual children who are experiencing emotional difficulties, which may include anxiety, problems developing friendships etc. In addition we have several SEN Learning Support Assistants who support children who have behavioural and emotional needs, helping them to build their emotional resilience and independence. We can also offer Mindfulness sessions and Relax Kids sessions with a qualified practitioner, although these do come at a cost.

Medical

All teaching staff have attended a Basic First Aid training course and members of staff in every year group have full Paediatric or Emergency First Aid training. The majority of staff have had asthma, allergy and anaphylaxis training.

Parents or school can refer a child to the School Nursing Service. This may be because of concerns regarding bed wetting, establishing bedtime routines, a reluctance to eat. The School Nurse can meet with parents at home or in school, if they prefer.
For those children who have a chronic medical condition or disability, a Health/Medical Plan will be drawn up by a specialist nurse e.g. a diabetic / epilepsy nurse or the SENCo following meetings with the parents and discussion with any medical personnel involved with the child. Any specific medical training is provided by specialist nurses. Copies of the plan are distributed to all members of staff who work with the child. The plan is reviewed annually with parents.

Behaviour

We are a Rights Respecting School (based on the United Nations Rights of the Child). Each class has a 'Rights Respecting Rainbow' which is used to encourage positive behaviour in class and around the school. We also approach behaviour in a therapeutic way. Please refer to our Behaviour Policy for further details.

Level of Support

- If a child has an Education, Health and Care Plan (EHCP), then we are legally obliged to provide the support stated. This will specify the number of hours of adult support and any resources required.
- For a child who does not have an EHCP, but has a high level of need, any decision about the type and level of support will take place following meetings with parents, the Head Teacher and Inclusion Manager. We are also guided by the recommendations of any outside agencies who are involved with the child.

Intervention, Assessment and Evaluation

- Every child's progress is tracked by the class staff and any child not making expected progress would be discussed with the Year Leader / Deputy Head / Inclusion Manager at half-termly Intervention Meetings.
- If it is felt that the child needs some additional support, then we would aim in the first instance to provide this either in class or by taking part in an intervention programme e.g. for maths or reading.
- Learning Support Assistants and the Inclusion Manager/Learning Support Teacher run the intervention programmes. Assessments are obtained before the start of any intervention and at the end to determine what progress has been made.
- If there has been limited or no improvement, then further or different interventions will be offered.
- If additional support or interventions have not been successful and if it is felt there may be an underlying reason for this, then advice may be sought from an external agency e.g. Speech and Language Therapy.

Consultation

There are regular opportunities for parents to meet with s
discuss a child's progress and any concerns they may have.
These include:

- informally in the playground at the beginning and end of the day,
- every Friday morning during whole school assembly from 9am,
- longer meetings which can be arranged directly with the class teacher, or with other members of staff via the school office,
- the availability of SEN Learning Support Assistants who support individual children to talk with parents at the beginning or the end of the day,
- Parents Consultation Evenings,
- yearly workshops to help parents support phonics and reading, as well as maths workshops,
- A '6 Weeks In' meeting for all new Reception parents.

Communication

In addition to face-to-face meetings, we also communicate in other ways, including:

- The use of a home-school liaison book for any child for whom regular contact between school and home is needed.
- Co-production of EHC Plans and sharing of the most effective strategies.
- Setting and reviewing of personal targets.
- Notes from the Inclusion Manager to parents following sessions with individuals/groups of children. This will include information about the targeted activity, progress and the next step, and may include suggestions of what the parents can do at home.
- Weekly 'Talk to Me' sheets outlining the activities that have taken place during the week and ideas of support at home.
- Half-termly take home tasks, which are activities linked to the class Learning Journey.
- Telephone calls and emails when needed

Transition

- The school prides itself on supporting the transition between year groups for all children, especially those who have additional needs.
- When moving between year groups, vulnerable children will be supported by having additional visits to their new class and may have a transition booklet with photographs of the class and staff.

Transition between The Gattons and Southway Junior

- We have developed very close links between ourselves Southway, with the aim being to help each child achie full potential both academically and socially, throughout primary phase of education.
- We aim to make the process of transition as easy as possible for every child. We strive to ensure a smooth and anxiety free transfer, making each child safe, secure and happy as they move between our school and Southway.
- The transfer process begins in the autumn term of Year 2 and continues through to the autumn term of Year 3.
- Extra visits are arranged with a member of the SEN Team to take individual or small groups of children who have additional needs to have a tour of Southway.
- Our Learning Mentor runs a transition group during the summer term for children who need further opportunities to discuss any worries they have about moving to a new school.

Staff experience and Training

- The Inclusion Manager/Learning Support Teacher has been a teacher for 25 years and has achieved the National Award for SEN Co-ordination. She has worked with children with various types of special needs.
- The SEN Learning Support Assistants have all worked with children who have a variety of learning and physical needs and some have many years of experience.
- Most of our support staff have attended training in speech and language development, Autistic Spectrum Disorder (ASD), Attention Deficit Disorder (ADD), Attachment Disorder and signing.
- Some of our support staff have received training in the Jump Ahead motor skills programme, Fischer Family Trust reading and writing intervention programme and 1st Class@Number maths intervention programme.

The Accessibility of our Environment

- Our school is on one level, but is not fully accessible to wheelchair use, due to a small flight of steps between the hall and the Reception/Year 1 corridor.
- There is an individual disabled toilet and changing facilities.
- We aim to obtain any equipment to support children who have special educational needs or disability. This will usually occur following an assessment with the relevant external agency e.g. an Occupational Therapist or Physiotherapist.
- We work with the Local Authority to source equipment as required.
- We try our utmost to communicate with parents/carers whose first language is not English. This includes using the services of the Ethnic Minority Achievement Team (EMAT) and other parents. The Inclusion Manager and a SEN Learning Support Assistant help support class teachers when required.

Gifted and Talented Pupils

Through regular monitoring and evaluation of pupils' work, children who are found to be very able have their work matchedto their needs and are offered an accelerated pace of learning. Application may also be made to the Children and Young People's Services Enrichment Programme for Able Pupils, which provides extra-curricular activities.

Equal Opportunities

Our school aims to promote equal opportunities and ensure that all pupils, regardless of their background, ability, gender or ethnicity receive a balanced and broad curriculum which fosters individual achievement.

Dyslexia Awareness Award

The school has achieved the West Sussex Dyslexia Aware School Award. The school is focused on raising whole school awareness of barriers to learning and meeting the needs of dyslexic learners. Please see the website for more information.

Governors

The School's Governing Board is made up of twelve governors and one associate member. These include the Headteacher and Deputy Headteacher, one staff governor, two parent governors and one Local Authority governor. The remaining governors are co-opted from the local community.

A full list of Governors is available in school and Mr Lucas Cook, the Chair of Governors, may be contacted by letter through the school office. Parent Governors are often available in the playground before and after school. Information on how you could become a parent governor is available from the school office from the Clerk to the Governors, Mrs Emma Whitbourn.

Governors are like a Board of Directors and they make strategic decisions about how the school is run. They meet as a whole at least once a term and conduct detailed business in committees.

The minutes of Governors' meetings are available in the school office for anyone to read. The Governors share a real concern and interest in the life and work of the school. They work to ensure the most effective and efficient functioning of the school and to see that it achieves its aims and objectives and is a fully integrated part of the community.

The Governors produce a bi-annual newsletter for our parents. Representatives from the Governing Body are present at consultation evenings, and are always pleased to discuss the school and ways in which parents can support the school.

Charging Policy and School Fund

There are occasions throughout the year when groups of children are involved in visits out of school, but within school hours, or visits to the school from theatre companies or other groups. We try to keep the cost of these activities to a minimum and both the school and the PTA contribute towards the cost. However, on occasions it is necessary to ask for voluntary contributions from parents towards the cost of an activity. Opportunities are provided for parents to pay in instalments and if a parent is unable to contribute they may discuss this with the Headteacher who will make alternative arrangements to cover the cost.

Travel Plan

The Gattons has a Travel Plan which seeks to reduce traffic related problems such as congestion and pollution, and aims to encourage parents to walk to school. The School Travel Plan addresses these problems by promoting positive attitudes towards sustainable transport. We hold a termly Walk to School week, and regularly focus on road safety and curriculum activities to enable the children to understand the benefits of walking to school. The aims of the Travel Plan are:

- To promote the health benefits of walking to school and reducing the number of car journeys;
- To promote safety education for pupils travelling by foot;
- To raise awareness and involve parents and pupils in environmental issues;
- To work with the local community in ensuring the roads around the school are free from hazards for pedestrians.

Travel Award

We are all very proud to have received Travel Mark Award Scheme Level 3. This is West Sussex County Council's highest 'Travelwise' standard and is only given to schools that are committed to ongoing excellence in safe and sustainable travel. The Gattons was the first school in Burgess Hill to receive this award.

Jewellery and make-up

Children may not wear make-up (including nail polish) in school. Jewellery, including watches, should not be worn for safety reasons and to prevent loss and breakages. Small studs to be worn in pierced ears but not hoops or large ear-rings.

Following regulations from the Government and in consultation with the county's PE advisor it is necessary to make parents aware of the danger of wearing any kind of jewellery during a PE lesson. Children can have their ears ripped and ear-rings can fall out and be trodden on by other pupils causing punctures to the feet. We therefore ask all parents or guardians to ensure that children with pierced ears only wear small ear-studs to school and that these are removed at home on PE days. This is necessary because we are not permitted to accept the responsibility of removing and replacing ear-studs.

Should your child have their ears pierced after they have been admitted to school, you should write to the Headteacher asking for permission to have your child's ear-studs covered by surgical tape on PE days. This will only be for six weeks while the ears heal.

You will be informed of the days your child does PE at the start of the new term.

The school cannot take any responsibility for the loss of any valuable items

School Uniform

The school colours are grey with a blue sweatshirt. School uniform may be purchased from either Broadbridges or Monkhouse Schoolwear.

Broadbridges, 8 Sussex Road, Haywards Heath
01444413466
www.broadbridges.co.uk

Monkhouse Schoolwear, Units 1&2 Bridge Road, Business Park, Haywards Heath
01444223001
www.monkhouse.com

All school uniform items, other than our school sweatshirt, can be found in many retail stores. Fleeces with the school logo (in addition to a sweatshirt/cardigan) are also available if parents wish to purchase these.

Children may wear:

- White blouse or white polo shirt
- Grey tunic, skirt, trousers or shorts
- Royal blue sweatshirt, cardigan or fleece – these may be branded with the school logo or plain
- White or grey socks or grey tights
- Summer dress in blue and white checked or striped fabric.

Children need a coat to wear outside at playtime and for outdoor activities. They also need a pair of wellington boots to keep at school for outdoor activities and OPAL playtimes.

Both boys and girls are asked to wear sensible flat black shoes or black trainers with Velcro fastening if your child cannot yet do laces.





PE Kit

Blue shorts, white t-shirt with no pocket, and slip on black plimsolls if they are not wearing black trainers to school. Please note that, for Reception children, plimsolls are not required until the Summer term. Navy or black tracksuit trousers may be worn outside on cold days. The school sells PE and reading bags as well as water bottles which are available from the school office.

Lost Property

All clothing, including shoes, should be clearly named. It is the children's responsibility to take care of their possessions, however, if an item is lost then parents should ask a member of the office staff if they may look in the lost property boxes.

Information for parents after admission to school

We hope that the information on the previous pages has provided you with lots of information about The Gattons. If you require any additional information, please don't hesitate to get in touch.

We are sure that we offer the best start to a child at the beginning of their time in school. We hope that you and your family will be happy in our school. Please remember that every child is different, they look different, behave differently, develop at different times and at different rates, learn at different times and in different ways. So for their sake please don't compare them with other children. Every child is special at The Gattons.

Transfer to Junior School

In the September following the children's seventh birthday, most of our children transfer to Southway Junior School which is less than five minutes walk from us.

The close links between the schools have been built up over many years and the staff at both schools work hard to ensure a smooth transition. Prospective parents are welcome to visit Southway School. During the Summer Term prior to transfer, the Year Two children are involved in transition activities at The Gattons and at Southway.

The ethos at Southway is very similar to The Gattons. Each child is valued as an individual and their achievements, both in and outside the classroom, are celebrated.

As well as teaching the ten National Curriculum subjects, Southway provides a wide range of after school activities and maintains a strong tradition in Music, Sport, and the Performing Arts.

End of Key Stage One Assessment

Throughout the children's time in school their work is assessed and future work is planned according to the needs of the child. Up until 2023 Statutory assessments were made at the end of Year Two, informed by National Curriculum tests in reading and maths. Each child receives their results in their end of year report and we publish the school's results to parents.

Teacher assessments are based on the teacher's knowledge of a pupil, formed over a period of time and covering the full programme of study in the subject.

Phonics Screening Check

At the end of Year One all children will undertake a phonics screening check.

Complaints Procedure

Should you have a complaint about an aspect of school, including the curriculum, or find there is something about which you don't agree you are invited to see your child's teacher in the first instance.

If the relevant classteacher is unable to resolve the complaint, it will pass to the Headteacher. If the Headteacher is unable to resolve the matter, the complaint will pass to the Governing Board.

Public Access to documents

Through the school's Publication Scheme on Information available under the Freedom of Information Act 2000, members of the public may request copies of the following information:

- The School Prospectus
- The Governors' School Profile and other governing body documents;
- Policies that relate to pupils and the school curriculum;
- Other policies which relate to the school in general, eg, Ofsted reports and Action plans and complaints procedures.

A full list of these documents is available from the school office. The school must respond to such a request within 20 working days. There may be a charge for photocopying and postage.

Privacy Notice – Data Protection Act 1988

On the 25th May 2018 the General Data Protection Regulation (GDPR) became applicable and the current Data Protection Act (DPA) has been updated by a new Act giving effect to its provisions.

The Gattons Infant School is the Data Controller for the purposes of the Data Protection Act. The School collects and uses personal information about staff, students, parents or carers and other individuals who come into contact with the School. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the School complies with its statutory obligations.

For more information please go to the GDPR section on our website www.thegattons.co.uk/gdpr-privacy-notices/

The Gattons Infant School

Pupils on Roll in September 2023: 258
Age Range: 4 - 7 years, co-educational
Published Admission No (PAN): 90

Advice and information about admissions to schools in the Mid-Sussex area may be obtained from the Education Office:

Admissions Team County Hall North (Parkside)
Chart Way
Horsham
RH12 1XH

Tel: 033 301 42903
Email: admissions.north@westsussex.gov.uk

Note on applicability of information
The particulars contained in this prospectus were correct in relation to the year 2026/27 at September 2026. It must not be assumed that there will be no change before the start of or during the said year in relation to subsequent years.