



KEW WOODS PRIMARY SCHOOL

Prospectus 2026-27



CONNECT



KINDNESS



BELIEVE



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ABOUT KEW WOODS PRIMARY SCHOOL

A warm welcome to Kew Woods Primary School!

With a talented and dedicated team of teachers, support staff and governors, we work together to give each child in our care the opportunity to flourish.

We are committed to offering our pupils a broad and balanced curriculum, which provides opportunities to excel academically, physically and artistically in a safe and caring environment. Every member of our community is valued and respected. We listen to each other and every voice is heard. We celebrate our achievements, differences and cultural diversity.

At Kew Woods, we instill a positive culture of self-belief and pride in all of our pupils and in doing so we endeavour to create successful learners, confident individuals and responsible citizens.

Our school enjoys extensive grounds unparalleled locally which we maximize to develop pupils' learning and sporting talents. You are most welcome to come and visit us at any time and see for yourself what makes Kew Woods such a special school – our pupils.

Christina Greaves

Headteacher

Director of Primary Southport Learning Trust

“Pupils blossom because leaders
and staff want the best for them.”

OFSTED 2023



“Leaders and teachers inspire pupils
about language and reading, including
through regular opportunities for pupils
to meet with poets and authors.”

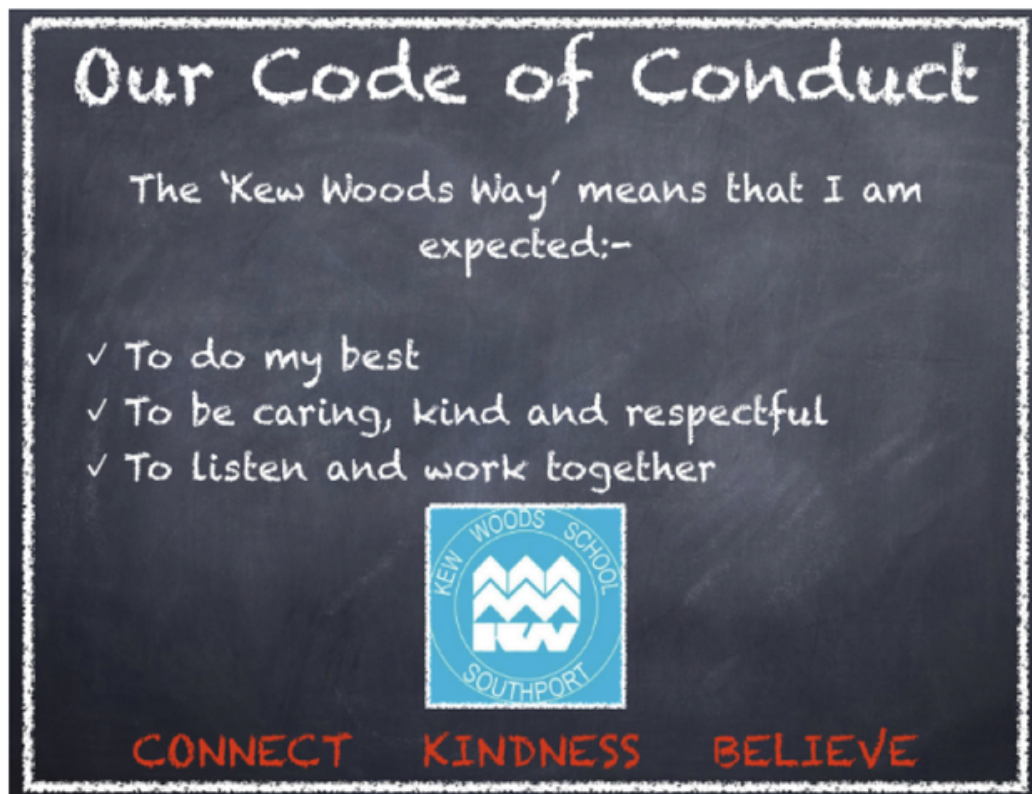
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**EMPOWERING OUR COMMUNITIES TO POSITIVELY
IMPACT THE WORLD**

OUR VISION

Empowering our communities to positively impact the world.



OUR VALUES

Connect Kindness Believe

KEW TEAMS

Senior Leadership Team (SLT) Leadership and Management Team (LMT)

Mrs Christina Greaves

Headteacher
Director of Primary for Southport Learning Trust
School Improvement Lead
Designated Safeguarding Lead
Health + Safety
Inclusion Lead and SENDCO
SLT

Mr Chris McWilliam

Deputy Headteacher
Curriculum & Assessment
Safeguarding Team (Deputy Designated Safeguarding Lead)
Year 1/2 & 5/6 Phase Leader
Year 1/ 2 SEND Lead
SLT /LMT

Miss Abi Tapia

Assistant Head
Early Years Leader and Y1 Transition Lead
Phonics Lead
EYFS SEND Lead
Safeguarding Team
SLT/ LMT

Miss Kate Williams

English Leader
Oracy Leader
LMT

Miss Charlotte Swan

Mathematics
Leader
LMT

Mr Clarke Walton

Attendance and
Behaviour
Safeguarding
Team
Year 3/4 Phase
Leader
LMT

Mrs Steph McGlincy

Enrichment Lead
LMT

Mr James Bradshaw

Enrichment Lead
LMT

Miss Abi Tapia- EYFS SEND Team

Mr Chris McWilliam- Yr 1/ 2 SEND Team

Miss Natalie Rimmer- Yr 3/ 4 SEND Team

Miss Caitlin Moses- Yr 5/ 6 SEND Team

“Pupils leave Kew Woods confident and ready to continue
their education at secondary school.”

OFSTED 2023

TEACHING TEAMS

Class	Teacher	Teaching Assistants
6K	Miss Moses	Miss White
6W	Mr Bradshaw	Mrs Taylor
5K	Miss Swan	Mrs Aldwickle, Mrs Dilley and Mrs Bailey
5W	Mrs Burnett	Miss Jenkinson, Miss Aldwinckle and Mrs Craven
4K	Miss Williams / Mrs Billington	Ms Nickson / Mrs Craven
4W	Miss Rimmer	Mr Coughlan
3K	Mr Walton	Mrs Bacha
3W	Mrs Foster	Miss Dewhurst and Mr McGlincy / Mrs Craven
2K	Mr Kirkwood	Miss Fitzmaurice and Mrs Chan
2W	Ms Paterson	Miss Anthistle and Miss Sumner
1K	Mrs McGlincy	Miss Garnett-Larkin
1W	Miss Molloy	Mrs Flannery
Reception K	Mrs Walton / Mrs Billington	Miss Horn
Reception W	Miss Tapia	Mrs White/ Mrs Watkinson and Mrs Jonnalagedda
Nursery	Miss Power	Miss Matthew

PPA staff

Ms Nickson - Higher Level Teaching Assistant (HLTA)
Mr Thompson - PE Specialist

STAFF

Learning Mentor

Mrs Kate Harvey (Safeguarding Team)

Specialists on site

Joanne Noonan - EAL Tutor

Alix Connor - SALT

Laraine Carr - School Counsellor

Paul Watts, Joy Ellis and Eileen Lloyd - Team Around the School

Administration Staff

Lisa Mason	School Business Manager - SLT
Lesley Power	Administration + Attendance Support officer
Jayne Wright	Administration + SEND support

Premises Staff

Mindaugas Bludzius	Premises Site Manager
Ray Scaife	Premises Site Manager
Lorraine Gale	Lunchtime Welfare Assistant
Lisa Dalton	Lunchtime Welfare Assistant
Helen Davies	Lunchtime Welfare Assistant
Kerry Pilkington	Lunchtime Welfare Assistant
Kayleigh Young	Lunchtime Welfare Assistant

Catering Staff

Nicky Slater
Julie Kenyon
Sue Peacock
Joanne Smith
Kirsty Williams

Cleaning Service

Lisa Dalton	Cleaner
Helen Lea	Cleaner
Hayley Rimmer	Cleaner
Julie Glover	Cleaner



GOVERNOR MEMBERS

In their roles as governors, our governing body volunteer to support the school, staff and pupils because they believe in the school's mission to provide the most effective education in a warm and respectful learning environment. Their role is to encourage and reinforce the culture of the school.

The Role of the School Governor

The school governors represent a broad range of backgrounds and experience whilst sharing the same interest and passion to support the school.

- Their role is to help the school provide the best possible education for pupils and they work to support the school to raise achievement;
- They assist the school to set their aims, agree plans and policies and make the most of available resources;
- They act as a critical friend to the Headteacher and evaluate and support their role in leading and managing the school;
- They ensure that the school is accountable to the children and parents it serves, and to its local community and to those who fund and maintain it, as well as to the staff it employs.

The School's Governing Body is made up of School Governors who represent a broad range of groups within the school's community. This effectively enables the governing body to draw upon a sufficient variety of views and experiences. However, the elected members do not represent those groups.

Mr Phil Power	Chair of Governors / Vice Chair of the Trust
Mr Bryan Brumant	Vice Chair of Governors Finance
Mrs Tamsin Marlowe	Community Governor Curriculum Governor
Mrs Laura Grigsby	Community Governor Equality Governor and Enrichment
Mrs Beverley McNally	Community Governor Safeguarding and Wellbeing Governor Attendance Governor
Mrs Adele Gent-Jones	Community Governor SEND Governor
Miss Lisa Weir	Parent Governor
Mrs Steph McGlincy Mrs Kate Harvey	Staff Governors
Ms Anja Goldbourne	Clerk to the Governors

Kew Woods Primary is part of Southport Learning Trust. Mr Raikes is the CEO of the Trust and Mr Power (Kew Woods Chair of Governors) is a member of the Trust.

ADMISSIONS

We use Sefton Admission Criteria for Community and Voluntary Controlled Primary Schools in the Southport Area.

Kew Woods Primary School's admissions number is 60.

Where there are more applications than places available, we will adhere to the Admissions Criteria in the following order to allocate places:

Admissions Criteria 2026

After the admission of pupils with an Education, Health and Care Plan, which names the school and where there are more applications than places available, the following admissions criteria will be applied in order to allocate places.

Criteria 1

Looked After Children and all previously Looked After Children, including those children who appear (to the Admission Authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted (or became subject to a child arrangements order, or special guardianship order).

Criteria 2

Sibling - Children who have a brother or sister living in the same house who already attends the primary school of their choice, provided they will still attend the school in September 2026. Sibling is defined in these arrangements as step-children, foster children and half-brothers and sisters, adopted brothers and sisters or children of the parent(s)/carer(s)'s partner, living in the same family unit at the same address.

Criteria 3

Children of staff where the member of staff has been employed at a school within Southport Learning Trust for two or more years at the time at which the admission application for the school is made, and/or where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage. Parent(s)/carer(s) must state the employee's name on their admission application form. Details will be validated by the school.

Criteria 4

Distance - Children in order of proximity of their home to school, measured as per the tie breaker clause. If it is not possible to offer places for all applications within any criteria then priority will be given to those living closest to the school measured by the shortest walking distance from the child's home. We will measure from the property's address point, to the nearest school gate (using recognised routes known to the Local Authority at the time of measurement).

Please be aware that the number of places allocated in each criterion can change from year to year.

All schools will meet their legal obligation to admit a pupil who has an Education, Health and Care plan that names the school in his or her plan.

SESSION TIMES

	Morning	Break	Session 3	Lunch (Eat/Play)	Afternoon
EYFS	8:45- 11.30			11:30- 12:15	12:15- 3:15
Year 1	8:45-10:45	10:45-11:05	11:05-12:00	12:00-12:20 / 12:20-12:45	12:45-3:15
Year 2	8:45-10:45	10:45-11:05	11:05-12:00	12:00-12:20 / 12:20-12:45	12:45-3:15
Year 3	8:45-10:45	10:45-11:05	11:05-12:00	12:00-12:20 / 12:20-12:45	12:45-3:15
Year 4	8:45-11:10	11:10-11:30	11:30-12:20	12:20-12:40 / 12:40-1:05	1:05-3:15
Year 5	8:45-11:10	11:10-11:30	11:30-12:30	12:30-12:50 / 12:50-1:15	1:15-3:15
Year 6	8:45-11:10	11:10-11:30	11:30-12:30	12:30-12:50 / 12:50-1:15	1:15-3:15

Nursery Times

	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	9am-3pm	9am-3pm	9am-12pm		
Option 2			12pm - 3pm	9am-3pm	9am-3pm
Option 3 (<i>Extended Entitlement</i>)	9am-3pm	9am-3pm	9am-3pm	9am-3pm	9am-3pm



TERM DATES 2026-2027

AUTUMN TERM 2026

Tuesday 1 st September	Professional Development Day (pupils not in school)
Wednesday 2 nd September	Term starts for all
Friday 23 rd October	End of term
Monday 26 th October - Friday 30 th October	HALF TERM HOLIDAY
Monday 2 nd November	Professional Development Day (pupils not in school)
Tuesday 3 rd November	Professional Development Day (pupils not in school)
Wednesday 4 th November	Term starts
Friday 18 th December	End of term
Monday 21 st December - Friday 1 st January 2025	CHRISTMAS HOLIDAYS

SPRING TERM 2027

Monday 4 th January	Term Starts for pupils
Friday 12 th February	End of term
Monday 15 th February - Friday 19 th February	HALF TERM HOLIDAY
Monday 22 nd February	Term starts for pupils
Thursday 25 th March	End of term
Friday 26 th March	BANK HOLIDAY - GOOD FRIDAY
Monday 29 th March - Friday 9 th April	EASTER HOLIDAYS

SUMMER TERM 2027

Monday 12 th April	Professional Development Day (pupils not in school)
Tuesday 13 th April	Term starts for all
Monday 3 rd May	BANK HOLIDAY
Friday 28 th May	Term Ends
Monday 31 st May - Friday 4 th June	HALF TERM
Monday 7 th June	Term starts for all
Tuesday 20 th July	End of term
Wednesday 21 st July	Professional Development Day (pupils not in school)

SAFEGUARDING

The designated senior persons for child protection are:

- Mrs Greaves -Designated Safeguarding Lead (DSL)
- Mr McWilliam- DDSL
- Miss Tapia - Safeguarding team (EYFS)
- Mrs Harvey - Safeguarding team (Learning mentor)
- Mr Walton- Safeguarding team

The nominated child protection governor is:

Mrs Beverly McNally

Contact: admin@kewwoods.com

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Copies of the school's Safeguarding Policy can be requested from the school office. They are also available on the school website policy section.

“Leaders and staff are highly vigilant and record safeguarding information carefully. They act without delay to ensure that pupils receive the support that they need at school and from other agencies.”

OFSTED 2023



PARENT COMMUNICATION

We believe that regular and efficient communication is a vital part of the home school link. Communication happens as follows:

Instagram (@KewWoods) and our school website www.kewwoods.co.uk provide additional information.

Weekly newsletters on the school website - these give an overview of what has been happening that week and details about forthcoming events.

Overviews sent out of events happening each half term.

Teaching Assistants are available on the doors at the beginning of the school day to pass on messages.

If parents wish to talk to their child's class teacher at any other time, please make an appointment via the school office to see them either before or after the school day.

We also try to develop our partnership in a variety of ways:

Home school reading diaries

Curriculum workshops

School celebrations

Celebration assemblies

Class and whole school performances

Parent/Teacher meeting:

Initial 'meet the teacher' meetings are held at the start of each academic year (Years 1-6) in order to give staff an opportunity to inform parents about class timetables, expectations and homework. Parents are also given the opportunity to talk to their child's teacher during parents' evenings, receiving an update of progress during the Autumn and Spring terms. An end of year written report is sent to all parents/guardians.

PROCEDURE FOR RAISING CONCERNS

The following steps outline the procedure for raising concerns with the school:

Step 1: Communicate with Teaching Assistant at the beginning of the school day

Step 2: Make an appointment with the Class Teacher via the school office

Step 3: Refer to the Phase Group Leader

Step 4: Refer to the Senior Leadership Team

Step 5: Refer to the Headteacher

Step 6: Refer to the Governors

SCHOOL UNIFORM

Winter uniform

Navy blue cardigan or jumper (with school logo)
Grey long trousers, shorts, skirt or pinafore
Sky blue polo shirt
Grey socks or tights (not sport socks)
Black school shoes (not boot style, pumps or trainers)

Summer Uniform

Navy blue cardigan or jumper (with school logo)
Blue and white checked summer dress with white socks
Grey long trousers or shorts with grey socks (not sport socks)
Sky blue polo shirt
Black school shoes (not boot style, sandals, pumps or trainers)

PE Kit

T shirt with representing house colour e.g. red, blue, green or yellow (from Reception onwards)
Navy shorts
Navy blue jogging pants
Navy blue tracksuit (optional for winter weather)
Black pumps
Suitable trainers for outdoor use

Outdoor footwear

Children are able to bring outdoor trainers to change into during lunch time when they are playing on the school field. They must have their name written on them and should be kept in their lockers / cloakroom area. Children must wear school shoes whilst in the school building.

Children should not wear jewellery, nail varnish or makeup in school.

Children who have their ears pierced are able to wear small studs. These should be taken out on PE days.

Children should keep their hair tied up with no over-stated haircuts or hair accessories and tidy at all times. The Headteacher reserves the right to make the final decision regarding matters of this nature. All hair longer than shoulder length (regardless of gender) should be tied back.

All of our school uniform is available from Whittakers and Myclothing.com. Marks and Spencer's also sell a sensory uniform that may be useful. Please ensure that every item of clothing is clearly labelled with your child's name.

Forest School

Parents will be notified when required:

Old long-sleeved top
Old long trousers
Old outdoor footwear
Waterproof coat



DROP OFF / COLLECTION OF PUPILS

Pupils should arrive at school from 8:45am and go straight to their classroom. All pupils should be collected and dropped off by an adult. Young people (siblings) can collect pupils if they are over 16 and with parental consent in writing. The register is then taken at 8:55am when all children should be settled in class. Our school hours are 8.45am-3.15pm daily (32.5 hours per week). Pupils arrive and exit school in the following ways:

Year Group	Arrival at school	Exit from school
Nursery	EYFS drop off zone	EYFS collection zone
Reception	EYFS drop off zone	EYFS collection zone
Year 1	Classroom fire doors (at front of school)	Classroom fire doors (at front of school)
Year 2	Enter Door 3 from the playground	Exit Classroom fire doors (at front of school)
Year 3	Enter Door 2 on the playground	Exit Door 2 on the playground
Year 4	Enter Door 2 (4W) or door 3 (4K) on the playground	Exit Door 2(4W) or door 3 (4K) on the playground
Year 5	Enter Door 3 from the playground	Exit hall doors on the playground
Year 6	Enter Door 1 from the front of the school	Exit Door 1 from the front of the school

Parents collecting children in KS2 classes should wait behind the yellow line on the back playground. This allows class teachers to locate parents and dismiss all of the class safely. If you need to speak to the class teacher at the end of the day, please wait until all of the children have been dismissed. Pupils attending after school club are collected from their classroom in EYFS or KS1 classes. Pupils are only allowed to walk home without an adult if they have written permission and are in summer term Year 5 or Year 6.

SCHOOL DINNERS

Our school uses Swift Kitchen, an easy-to-use online system that allows parents and carers to view menus, order meals in advance, and make secure payments.

With Swift Kitchen, you can:

- Browse the weekly menu
- Pre-order your child's meals
- Manage dietary requirements
- Top up your account online

We encourage all families to use the system regularly to ensure your child receives their preferred meal.

Please ensure allergy data is up to date directly with the school at all times.

👉 Access Swift Kitchen here:
<https://www.swiftkitchen.co.uk>



STAGES OF EDUCATION

Pupils are organised into one of two registration groups in Reception, RK and RW (K for Kew and W for Woods). The classes are mixed at the end of Year 1 and sometimes at the end of Year 4 when we feel it will maximise children's opportunities in interacting socially with their peers and promote learning. We may also vary groupings across year groups or phases in specific subject areas so we can personalise learning ensuring maximum progress for each child for example in phonics.

At the beginning of Reception Pupils complete the statutory Reception Baseline Assessment. They also complete statutory assessments at the end of Year 1 (Phonics screening) and at the end of Key Stage Two (Year 6) in Reading, Writing and Mathematics. In Year 4, pupils also complete a multiplication tables check. It is essential that all pupils are in school to take the end of KS2 SATS (year 6) in May.

Transition

Particular attention is paid to ensuring that transition into school is as smooth as it can be for the children. The same is true of transition from year group to year group and when progressing to high school. Information that will support a child's transition at any stage is passed on to the child's class teacher or high school.

EYFS - For children attending Kew Woods Nursery, their teacher meets with the EYFS team to share important information about each child. For children coming from other nursery settings, our EYFS Lead and SENCo meet with the relevant nursery practitioners and also visit each child at their nursery setting. For those not attending nursery, the new teacher offers a home visit to support a smooth transition. During the summer term, parents are invited to a welcome meeting to meet the EYFS team and learn more about school life at Kew Woods. At this meeting, parents receive a comprehensive information pack. The following week, children are invited to a Stay and Play session in the EYFS setting. In September, a phased transition allows children to start EYFS gradually before moving to full-time attendance. Parents drop off and pick up their children at the classroom door each day, ensuring easy communication with the EYFS team. Together, these steps help ensure a positive and confident start to school life in EYFS.

Year 1 - For children moving to Year 1, the EYFS teacher meets with the new Year 1 teacher to share important information about each child, including attainment, progress, SEND needs, personality, friendship groups, likes and dislikes, medical needs, and details about who collects and drops off the child. As part of the transition, children take part in a transition afternoon where they visit their new classrooms, meet their new teacher and support staff, and learn about exciting upcoming topics, classroom expectations, daily routines, and entry and exit points. Additionally, Year 1 teachers spend time in the EYFS setting to provide an enhanced transition experience, helping pupils feel more confident and comfortable as they move into Year 1.

Year 2 - 6 - We prepare pupils for each key stage transition to ensure they feel confident and supported. For children moving from Years 2 to 6, current and new year group teachers share important information about each child's progress, needs, friendships, and routines. We also hold a transition afternoon where children visit their new classrooms, meet their new teachers and support staff, and learn about upcoming topics, routines, and expectations.

We carefully prepare our pupils for each key stage transition to ensure they feel confident and supported as they move through their educational journey. For example, mixing Year 1 children allows them to meet new friends and consolidate their learning as they progress into Year 2, ready for Lower Key Stage 2. Similarly, mixing Year 4 pupils helps prepare them for Upper Key Stage 2, where children will be set in Year 6 and experience more varied teaching groups. This approach supports the development of resilience and adaptability by giving children opportunities to build skills in coping with change and making new friends before they transition to high school. As they move on, pupils will encounter multiple classes with different peers and teachers throughout the day, making these early experiences invaluable. Preparing children in this way not only helps smooth their academic progression but also promotes their long-term mental health and wellbeing by fostering confidence, social skills, and emotional resilience.

SEND/EHCP - Following our initial 'Meet the Teacher' transition session, some children with an Education, Health and Care Plan (EHCP) or a SEND Support Plan are offered an enhanced transition opportunity. This includes an additional visit to their new classroom and teacher to help build positive relationships and ease any concerns about moving into the next year group. Parents of children with SEND Support Plans are also invited to meet with our SEND team, to discuss any concerns and how best to support their child during this period of change. For children with EHCPs, a meeting is arranged with SEND team and the new class teacher to ensure that all agreed strategies and resources are in place, and to review the child's social, emotional, and academic needs. Additionally, for children on the SEN register who may benefit from further support, we provide personalised transition booklets. These include photos of key staff, the new classroom, entry and exit points, and a social story designed to help children understand and feel more comfortable with the upcoming changes.

“High-quality conversation is a regular feature of lessons.”

OFSTED 2023

CURRICULUM

POLICIES

All curriculum policies are available both on the school website and on request at the school office.

HOMEWORK

Homework is set to enhance and support the teaching and learning process. There is a focus on promoting a love of reading and developing mathematical fluency. Please see the school homework policy on the school website for information about expectations in each year group.

ONLINE LEARNING

Additional online resources are available to the pupils and are linked on the school website. Pupils have access to sites including: Numbots (EYFS and KS1) and Times Tables Rockstars (KS2).

EVENTS THROUGHOUT THE YEAR

You can keep up to date of events throughout the year by visiting our school website, looking at the latest newsletter and the half termly overviews.



“Pupils’ learning is enriched through contributing to creative performances, including those with lighting, sound, set design and costumes.”

Ofsted 2023

WELLBEING

We aim to enable our children, staff and everyone working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. The school has been awarded the Well Being in Schools Award by the National Children's Bureau / Optimus Education in recognition for our commitment to wellbeing. We have also received the highest standard, the Gold Award, for our work around reducing bullying and promoting pupil wellbeing.

We aim to:

- Plan and deliver a coherent curriculum, that supports the personal, social, health education of our pupils;
- Carefully plan and deliver an age-appropriate sex and relationship education programme for pupils
- Provide a supportive and encouraging atmosphere for children, staff and parents and carers;
- Develop our relationships with pupils, parents and carers and the wider community;
- Work closely with outside agencies to encourage a wide range of wellbeing and health related activities;
- Further develop school policies and procedures to promote wellbeing;
- Ensure all members of staff are aware of their professional roles in wellbeing related issues;

Teaching and Learning

Through our curriculum we promote confidence, independent thinking and positive attitudes and dispositions.

We focus upon:

- Physical Health which explores the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health.
- Emotional Health which explores the knowledge, skills and attitudes that are needed to understand emotions, feelings and relationships and how they affect us.
- Social Health which explores the interaction of the individual, the community and the environment in relation to health and safety.

We appoint pupils as Anti-bullying Ambassadors, Wellbeing Ambassadors and Sports Ambassadors, use Digital Leaders to promote safe and healthy internet use. 'Worry Monsters' are in each class to allow the pupils to share concerns and we have themed health and sports weeks annually.

"Kew Woods place important emphasis on mental health and promote positive well-being. It is a consistent, engrained thread throughout all the school strive to do."

Well Being Award for Schools 2022

SICKNESS AND ABSENCE PROCEDURE

If your child is absent from school, parents should call the school office before 8:45am, at the latest, on the morning of the absence to inform of the reason for the absence. Regular updates should be provided if your child is absent for longer than one day. This is essential in ensuring we work together to safeguard your child.

In the event of your child becoming ill at school, we will ring one of the emergency contact numbers to arrange for them to be taken home if that is necessary. Therefore, it is very important that these contact numbers are kept up to date, we require **at least two contact numbers**.

Please notify us immediately if you have changed numbers or moved address.

If your child is injured in school they will receive first aid treatment, a digital report will be sent using our Smartlog System. This will indicate what their injury was and the treatment received and your child will be closely monitored by a member of staff. If the injury / illness is deemed more serious we will contact you by telephone.

If your child has been prescribed medication they should be given the first dose at home with a parent administering it (to check there isn't a reaction to the medication). Medicines that are prescribed for three times a day can be given at home. If your child needs to take any medication whilst they are in school, we would have no objection to a family member coming into school at lunchtime to give whatever is necessary. Staff at school can only administer medication which is prescribed by a doctor in original packaging with expiry date and name of child clearly shown. All medication must be handed to the school office (not the class teacher or teaching assistants) so that it can be safely secured. Parents must complete a medicine form to allow members of staff to administer the medicine. It is essential that parents administer the first dosage at home. Over the counter medication such as Calpol or cough sweets cannot be given in school as they have not been prescribed.

After contagious diseases like chickenpox or measles, please check with your doctor before sending your child back into school. At various times during the school year, your child may be seen by the school nurse or the NHS schools health team. You will be notified before these routine checks take place. N.B. The school nurse no longer checks children's hair for head lice. It is vital therefore, that you check your child's hair regularly.

Where a child has suffered vomiting and/ or diarrhoea, they can return to school no sooner than 48 hours after the symptoms have disappeared.

SPECIAL EDUCATIONAL NEEDS & INCLUSION

Kew Woods is an inclusive school, which offers a broad, balanced and adapted curriculum so that all pupils can fulfil their potential. We recognise that all children are unique and that some children will have particular needs, which need to be identified and met. This may be because of a learning difficulty, a health issue, a disability or emotional and behavioural difficulties. We integrate children with additional needs into our school community and develop within our school: empathy, understanding and tolerance of the needs and differences of others for the mutual benefit of all pupils.

The school works with the Code of Practice for Special Educational Needs 2014 and in compliance with the Equality Act 2010.

Please read our SEND section on the school website for further information.

“Kew Woods School demonstrates an exceptional commitment to inclusive practice through a highly structured and strategic approach.”

SENDIA Award for Schools 2025



“Pupils take part in a wide range of activities that enhance their wider development. For instance, they benefit from learning in a special classroom, immersed in video footage of places locally and further afield.”

OFSTED 2023

ATTENDANCE

At Kew Woods Primary School, we are committed to providing a high-quality education for all our pupils. For children to achieve their full potential, regular and punctual attendance is essential. We firmly believe that every child benefits from being in school every day, and we work closely with parents and carers to make this possible.

Attending school regularly helps children:

- Make the most of their education.
- Build positive friendships and social skills.
- Develop good routines and habits for life.
- Avoid gaps in learning that can be difficult to catch up on.

Even small amounts of absence can add up. For example:

- 90% attendance means your child is missing the equivalent of one day every two weeks.
- Over a school year, this adds up to four full weeks of missed learning.

Research shows that children with high attendance tend to achieve better results both academically and socially.

Our Expectations:

- All pupils should aim for at least 96% attendance.
- School will notify parents when a child's attendance is decreasing to 95%.
- If attendance falls below 95%, parents will be informed, and invited to discuss any support school can offer.
- Continued poor attendance may result in further letters, a monitoring period, an attendance plan and possibly a penalty notice issued by the Local Authority.

Punctuality

Being on time is also vital. The school day starts promptly, and arriving late means children miss key learning and can disrupt the class.

- Arriving after the register closes will be marked as an unauthorised absence.
- If you arrive after 8:55am, parents and children need to wait at the main office gate to be collected and signed in by Mrs Harvey.
- Repeated lateness may result in a formal meeting and further action.

Monitoring

We carefully track attendance and punctuality. We follow the DfE guidance 'Working Together to Improve School Attendance' (September 2024). It is a legal requirement for all children of compulsory school age to receive a full-time education, either at school or otherwise. For more information, please see our full Attendance Policy on the school website.

Working Together

At Kew Woods, we value strong partnerships with families. We understand that sometimes children are unwell or face challenges. If you're finding it difficult to get your child to school, please speak to us early so we can offer support. Persistent lateness may result in a penalty notice. Together, we can ensure your child has the best possible chance of success.

For more information, please read our full Attendance Policy available on our school website or contact the school office.

BREAKFAST CLUB

Breakfast Club runs daily for pupils from Nursery to Year 6, from 7:50am until the start of the school day. The club is popular with both parents and children, largely due to the friendly and experienced school staff who run the club.

The cost per session is £2.54 and is held in the school hall. Parents are required to book and pay for their child in advance via Parent pay. Bookings should be made by the Friday prior to the week required.

Breakfast is provided and may include items such as: cereal, toast, crumpets, pancakes, juices, milk or hot chocolate. Pupils have access to a range of activities including: board games, jigsaws, drawing or colouring or watching short films.

AFTER SCHOOL CLUB

At Kew Woods, we offer an After School Club. This runs daily at school, from 3:15pm until 6pm. The cost for this full session is £9.50 per day (until 6.00pm) or £5.75 (until 4.45pm).

Application forms can be found on the school website. Please contact the school office if you require any further details. Places are limited at this provision.



EXTRA CURRICULAR ACTIVITIES

Here at Kew Woods we are delighted to offer an extensive range of extracurricular activities for all ages. Most clubs are free of charge and delivered by teachers and teaching assistants at school, however some clubs are run by DBS accredited agencies and may incur a minimal cost. Parents are notified of the clubs offered each term via Arbor.

Some of the clubs on offer include:

- iPad club
- ICT club
- Art club
- Football club
- Netball club
- Basketball club
- Athletics club
- Book / Phonics club
- Speed stacking club
- Running club
- Singing club
- Dance club
- Eco club
- Spanish club
- Board games
- Film club
- Energy club
- Lego club
- Yoga club
- Golf club
- Drama Club

The process for allocating places to a club is to sign up online before the deadline using Arbor. Parents will be notified by email which club their child can attend. This process ensures that all pupils get an equal chance to participate in these clubs. Registers are completed at the clubs and pupils are allocated Children's University Credits for regular attendance at the clubs. Following the sessions, children will be dismissed from clubs via door 2, door 3 or the hall doors onto the playground.



SCHOOL PARTNERSHIPS

SOUTHPORT LEARNING TRUST Kew Woods is an academy in a multi-academy trust, The Southport Learning Trust schools are; Bedford Primary School, Birkdale High School, Greenbank High School, Maghull High School, Merefield, Meols Cop High School, Range High School and Stanley High School .

SOUTHPORT LEARNING PARTNERSHIP Kew Woods is part of the Southport Learning Partnership (SLP). The partnership is well established and it is the largest and most diverse collaboration the region with every phase represented from EYFS, Key Stage 1 - 4, including two resourced provisions.

CHRIST THE KING CATHOLIC SECONDARY SCHOOL Kew Woods is also part of a School Sports Partnership with Christ the King Catholic Secondary School. This partnership enables staff to access training, pupils to access a range of festivals and competitions. The leadership skills of our pupils are developed through various courses.

THE HAWTHORNS PRIMARY SCHOOL Our Year 3 children develop links with our partner school in London by becoming penpals during the year. This develops through curriculum projects in year groups 4 and 5. In year 5 all the children have the opportunity to meet their pen pal when we enjoy our school funded residential visit to London.

EDGE HILL UNIVERSITY Our school is an Oracy Centre of Excellence. We partner with Edge Hill where we support trainee teachers on how to embed oracy into daily teaching sessions.



SCHOOL PARTNERSHIPS

CONTINUED

CHILDREN'S UNIVERSITY

Pupils at our school are invited to participate in both the Sefton and the National Children's University Scheme. The scheme aims to reward a pupil's voluntary engagement with learning beyond the school day. Pupils obtain credits for attendance at clubs and showing a commitment to learning, outside of the school day. Pupils can also obtain credits by taking part in school events and trips. Pupils receiving sufficient credits, at the end of each Key Stage (Y2 & Y6), are invited to a graduation day. This is held annually, usually at Edge Hill University, Ormskirk, in the Summer Term.

Our pupils can also gain additional credits through the Passport to Learning Scheme. Pupils collect credits in their own Children's University Passport by learning at verified "Public Learning Destinations" across Merseyside. Learning Destinations are places and organisations that children can 'travel' with their Passport. They provide high quality learning activities and experiences with a 'wow' factor and have passed the Children's University's own quality assurance process. A Learning Destination can range from a museum to a farm or from an airport to a university as long as the learning activity connects with Children's University learning. Passports can be purchased from school. Please see Sefton Children's University website for an up to date list of accredited Learning Destinations.

NORTH WEST MATHS HUB We are part of the North West Maths Hub 3, working in partnership with St Helens teaching School Alliance, striving to make improvements in standards in mathematics.

LINK LEARNING Music tuition lessons are offered through this organisation (fee payable). At present they are keyboard and guitar lessons.



KEW WOODS SCHOOL RELATIONSHIP POLICY

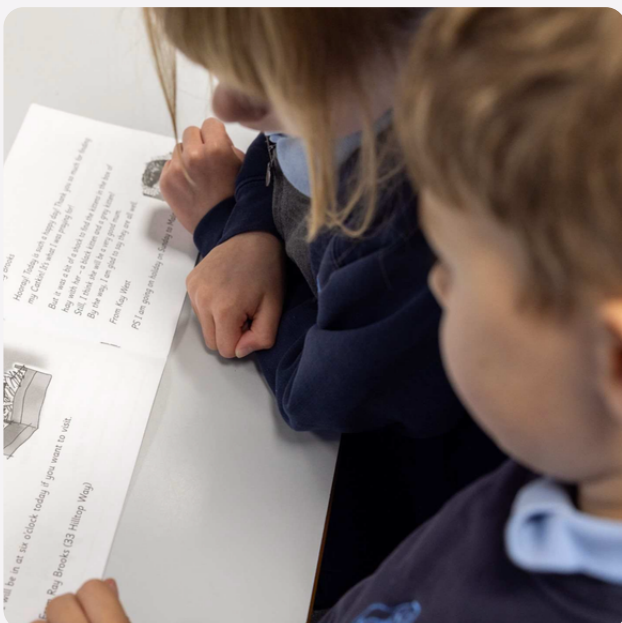
EMPOWERING OUR COMMUNITY TO POSITIVELY IMPACT THE WORLD.

Visible Adult Consistencies: 1. All adults at Kew Woods are calm, considered and controlled at all times 2. We are relentlessly positive (with high expectations of all) 3. We build trusting relationships by catching the children being the best they can be 4. We have clear routines to ensure that our children feel safe. These include: ● Greeting the children at the door when they enter the classroom for each lesson ● We have clear expectations for entering and exiting transitions including staff supporting all movement around the school	Our Code of Conduct: The 'Kew Woods Way' means that every pupil is expected:- ● To do my best ● To be caring, kind and respectful ● To listen and work together
Stepped Sanctions: Redirection - this can be delivered to the whole class, re-focus, a look, proximity praise Reminder - focus on the Code of Conduct and expectations Verbal warning to 'Turn it around' (delivered privately wherever possible, making children aware of their behaviour and consequences (red dojo) if they continue). Staff to use the 30 second intervention. Talk to child, privately where possible and give opportunity to engage. Supportive actions to support behaviour may be put into place e.g. child moved within class Red dojo – issued to the child Loss of break – pay back loss of learning time at break / start of lunch Phase Leader – phase leader sought to come and speak to the child / implement sanctions Think Tank – loss of whole break for serious behavioural issues Recording – all incidents recorded on cpoms and tag phase leader / head and deputy Restorative follow up meeting should happen at the end of the session and reflect on what happened (see below) Report if improvements aren't seen, a child may need an individual plan. Phase Leader should be informed of concerns and collectively decide on next steps such as a behaviour plan / referral to SLT Exclusions- short periods of internal exclusions or external exclusions may be issued by the head	Our Values: CONNECT KINDNESS BELIEVE
30 second intervention We can use a 30 second intervention to support good behaviour choices that may include the following : <i>"I have noticed that you are not being... (refer to Code of Conduct and child's behaviour) right now.</i> <i>You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</i> <i>Can you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today...</i> <i>Thank you for listening</i> Then give the child some 'take up' time.	Our Trust Vision: To empower our communities to positively impact the world.
Restorative Follow up: Discuss the issue with the child at the end of the session / day without the other children being present if possible What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future? These questions can be used with children involved in any incident.	Over and Above Behaviours: When children go over and above our expectations for behaviour they are rewarded with: ● Verbal praise and recognition ● Green Dojos ● Stickers / certificates ● Positive comments to parents (verbally, in reading diaries, in homework books, call home) ● Celebration Assembly nomination ● Name in Hogwarts Book ● Recognition as sent to Head / deputy to share good news / work

"Pupils enjoy their time at school. Pupils said that they feel safe and make many friends." Ofsted 2023

HOUSE SYSTEM

Upon starting school, pupils are allocated a house team. The house teams are Dyson (green), Berners-Lee (yellow), Rowling (red) and Farah (blue). Pupils wear PE tops of the colour of their team. House Captains from Year 6 are elected annually to lead the house. Each team has key values associated to it, which the children are encouraged to demonstrate. Children take part in a range of events and competitions each year in their teams. This helps foster team spirit and sporting behaviour, with collective achievement strived for.



SCHOOL AWARDS

ORACY CENTRE OF EXCELLENCE We are proud to have been recognised as a Voice 21 Centre of Excellence for our work in developing students' oracy skills.

ELKLAN We have been audited as an ELKLAN communication friendly school in our Early Years provision.

LEADING PARENT PARTNERSHIP AWARD We are proud to have received this accreditation for our strong commitment to working in partnership with parents and carers.

SENDIAS INCLUSION Following an external audit, the provision offered to SEND pupils was recognised as being carefully planned, promoting positive outcomes and meeting legislation.

SCIENCE QUALITY MARK This external validation recognises our commitment to delivering a high quality Science curriculum and to developing staff development.

SCHOOL GAMES PLATINUM The Kitemark is a government award system that rewards schools for their commitment to and delivery of school sport and competition.

PRIMARY GEOGRAPHY QUALITY MARK GOLD Quality Mark is an external validation and acknowledgement of strong provision, practice, progress and performance in teaching Geography across the school.

ARTSMARK GOLD Artsmark is a national award from Arts Council England that evaluates, looks for ways to strengthen and celebrate the arts and cultural provision at the school. It recognises settings with a high level of provision in the arts.

SAFE REMOTE EDUCATION ACCREDITATION The school has been awarded this award by National Online Safety in recognition of our commitment to the safeguarding and wellbeing of remote learners.

SCHOOL MARK SILVER The school has been awarded Sustrans school mark silver for its commitment to promoting active and sustainable travel through Bike It breakfasts, Bikability, Walk to school, Learn to ride and the high school transition programme.

WELL BEING IN SCHOOLS AWARD The school has been awarded this award by Optimus Education / NCB in recognition of our work with all stakeholders around wellbeing. In addition, the Anti Bullying Alliance awarded the school Gold as a result of our work to stop bullying and supporting pupil wellbeing.

ATTACHMENT AND TRAUMA SENSITIVE SCHOOLS AWARD The external validation recognises our commitment to recognising trauma and attachment and supporting individual needs.



Bronze Award





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**EMPOWERING OUR COMMUNITIES TO POSITIVELY
IMPACT THE WORLD**