We always say "I CAN"

Reinwood
Infant & Nursery School

Prospectus
2025-2026

The staff and children would like to say a big welcome to Reinwood Infant & Nursery School

We are a co-educational, community school, catering for children from the age of 3 to 7 years. The school is not affiliated to any religious denomination. It was opened in 1964. We have nine classes along with a nursery. We are situated on the ground floor with Reinwood Junior School (which is a separate school) above us. There are four outside play areas, which include grassed areas. Our school is fully accessible to all.

We believe that our children are the most important part of our school and we do all we can to make them feel happy, safe and secure whilst at the same time receiving a good quality education.

We hope that when your child joins our school community that the years they spend with us will be happy and successful.

Reinwodo Infant and Nursery school has a dedicated staff and governing body who want the best for all our children. We believe that learning should be fun and we therefore provide a rich curriculum that engages **all** children in bespoke memorable learning experiences by offering

- Creativity
- Aspiration and Ambition for ALL
- A nurturing community that broadens life experiences
- Outdoor learning opportunities that provide enjoyment, challenge and adventure and promote positive health and well-being

Our curriculum will develop children that

- Grow in confidence and initiate their own learning and realise their own skills
- Explore and become adaptable
- Show resilience and persistence
- Work as a team, develop problem solving, anticipation and decision making

By doing this we hope that children will develop an 'I Can' attitude.

We have achieved the Active Mark Gold Award for PE, the National Healthy Schools Award, The Green Flag eco award, Rights Respecting school award, Music Mark, The Basic Skills Quality Mark and Artsmark Gold. In 2022 we were asked if some of our art work could be displayed in the Royal Academy of Art in London.

Our most recent Ofsted Inspection in Decemeber 2021 describes our school as 'Good'. A copy of this report is available from the school office, or from our school website at: www.reinwoodinfantschool.co.uk

Although this prospectus contains a wealth of information about us, the only way to really find out about Reinwood Infant and Nursery School is to see us in action. We would love the opportunity to show you around. Please call the school office to arrange a time to be shown around.

Thank you for taking the time to read this prospectis and we look forward to you joining our school community.

Mrs Michelle Symonds
Headteacher

Reinwood Infant and Nursery School Charter

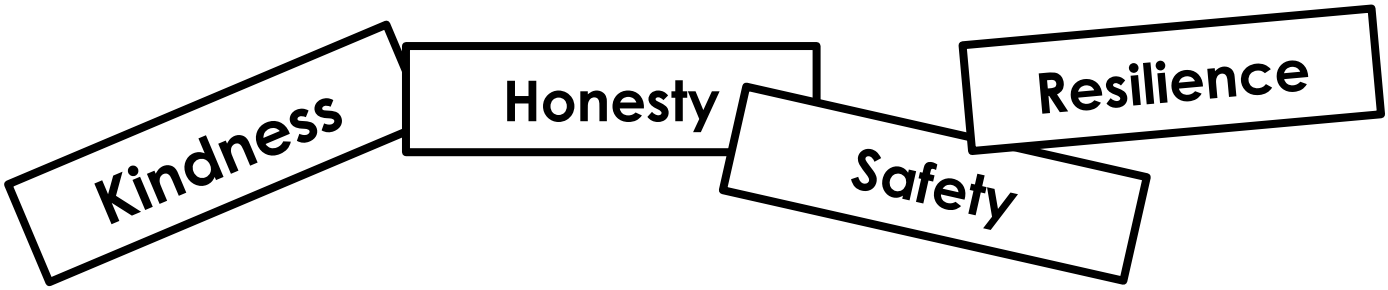
Our school motto is We always say"I CAN" – we believe everyone can grow into a confident, active, tolerant member of society.

At Reinwood Infant and Nursery School we believe that all children have rights no matter who they are, what their ability is, where they live, what their parents or carers do; what language they speak; what their religion is; whether they are a boy or a girl; what their culture is; whether they have a disability; whether they are rich or poor. We believe no child should be treated unfairly on any basis.

(Article 2 from the UN Convention on the Rights of the Child

- We aim to work together, staff, children, parents and carers, governors and the community, to nurture a lifelong love of learning.
- We aim for all children to receive an excellent quality education.
- We aim to recognise and develop the talents and abilities of all our children so they can reach their full potential in a safe, stable and caring environment.
- We aim to help children to think about other people's rights and develop respect for themselves, each other, their own and other cultures and the environment.
- We aim to allow every child the freedom to say what they think in all matters affecting them and to know their views will be taken seriously.
- We aim to give every child the time to play, learn and join in with cultural and artistic activities and to have the confidence to try new challenges.
- We aim that the children should have an understanding of what their rights and responsibilities are as global citizens.

Our school values are ……



POLICIES & PRIORITIES FOR ADMISSION

In line with Kirklees Admissions Policy children are admitted for full-time education as follows:-

The admission arrangements are correct at the time of printing but may be subject to any alterations to the authority admissions procedure. Prospective parents are welcome to visit the school. Please make an appointment with the administrator. The final date for registration for a school place is 15th January before the school year in which your child would be starting school.

Places in community and controlled schools will be offered to children in the following order of priority:

1) Children in public care (Looked After Children) or a child who was previously looked after.
2) Children who live in Reinwood Infant/Junior School priority admission area who have an older brother or sister attending either school from the same address at the date of admission.
3) Children who attended a listed infant school (with priority for the linked junior school)
4) Children who live in the school's priority admission area.
4) Children who live outside the priority area who have an older brother or sister attending either the Infant/Junior from the same address at the date of admission.
5) Children who live outside the school's priority admission area.

Children will be admitted with an Education Health and Care Plan where the school is named in this plan.

We will admit children up to the published admission number (PAN). Parents complete an online application.

Before children start at Reinwood Infants' School parents will be invited to attend a preliminary meeting where information regarding the curriculum, school routines and administration will be given. Children will also be given the opportunity to meet their class teacher, prior to starting school.

The priorities for admission to Nursery are similar to those shown above, except that we treat in-area siblings and other in-area children as one group. Children from the priority admission area are admitted in birth date order. Children living outside the priority area are admitted in order of the distance from their home, measured in a straight line, taking the nearest first. We may give additional priority to children with special educational and social needs. Parents complete an application form from school.

All school policies are available for perusal from the head teacher. We will endeavor to provide a policy in other languages upon request. All Documents made available under the School Regulations can be viewed by arrangement with the Headteacher.

ABSENCES

Please inform us, by telephone (651103), on the first day of any absence - with a reason - so that the correct symbol can be placed in the register. We will telephone you if we have had no reason for an absence, during the morning of the first day.

Any requests to take your child out of school during term-time must be made in writing, in advance, to the head teacher. **Absence from school will only be authorised in exceptional circumstances.** A planned absence form will need to be completed for ALL types of absence. This includes holidays, long-term absence or any appointments. The forms are available from the school office. Several factors will be taken into account when authorising such a request, including previous attendance and prior attainment in school. Please return forms to the office. A penalty notice may be applied subject to Headteacher decision.

ACCESSIBILITY

We have had major modifications made to our building to improve access to and around school for pupils with disabilities. We now have a number of ramps, lifts and a hygiene room with wheelchair access to the playgrounds and 'tactile' pathways to main stairways and entrances. Children with a disability are provided with the maximum possible access to the National Curriculum and are integrated as fully as possible into the working day of the school. Plans to further improve accessibility include:

Increasing access to the school curriculum

- Review Policies in light of legislation
- Improved provision of SEND resources
- Induction of new staff re: disability, equality & community cohesion requirements
- Positive Handling Training as required
- Ensure pupil tracking of interventions

Improving the physical access within school

- Incorporate colour schemes/display (to aid disabled pupils) to any future refurbishment work
- Install blackout blinds in all classrooms
- Ensure regular maintenance of lifts through school

Improving the delivery of written information

- Increase bilingual support for parents in supporting their child's education
- Make written material available in alternative formats as required
- Ensure staff are easily identifiable to parents and childre

SCHOOL COUNCIL

We have a 'School Council' which consists of a boy and girl from each class elected by their own class members. This group regularly meets with a member of the Senior Leadership team within school. They make decisions, after consulting with their peers, about changes for our school. Recent decisions have been: playground developments and how to make the school more attractive – through planting bulbs, and having a school growing-garden and a new library.

ECO GROUP

This is a group of children from across school that meet regularly to discuss and plan ways of making our school more environmentally friendly. Mrs. Williams leads them. Activities they have been involved in include designing and making posters to encourage children to take care of our world and taking part in a 'litter-pick' around the school.

WELLBEING WARRIORS

In school we value the health of everyone including their mental health and wellbeing. The Wellbeing Warriors will help at playtime to spot those children that are unhappy, playing alone or upset etc. The Wellbeing Warriors will approach these children and ask them if they are okay. The Wellbeing Warriors are not asked to solve the issue but to signpost their peers to an adult on the playground.

PARENTS AND SCHOOL

We value our partnership with parents, who are invited to help in school. This may be helping in the classroom, reading, sewing or working with a group of children. If you can spare an hour or more each week it is always appreciated. The more help we have the more individual help we are able to give to the children.

There are regular meetings/workshops for parents throughout the year, both during the day and evening in relation to the curriculum, where new initiatives and relevant issues in school are discussed. Other information for parents regarding policy statements, curriculum matters etc., is available from the head teacher. Newsletters and notices will be sent home with the children on a regular basis.

Parents' Evenings are held twice a year in the autumn and spring terms with an optional third in the summer term, when you will have the opportunity to discuss your child's end of year report if you need to. If you have any problems, the class teacher or the head teacher will be very pleased to help.

BEHAVIOUR / RELATIONAL POLICY

We believe that all children at Reinwood Infant & Nursery School are entitled to full participation in the social and academic life of the school, as stated in the Aims of the school. There are few school rules but those that exist are designed to teach children to respect others and their belongings and to ensure the safety of all.

We believe that from an early age children should be encouraged to take responsibility for their own actions, both in the classroom and in the playground. To respect not only things which belong to themselves, but also those, which belong to others. Our Relational Policy reflects this.

Reinwood Rules

1. We treat everyone with kindness and respect
2. We keep everyone safe
3. We work hard and we do our best
4. We are honest and we tell the truth
5. We look after our things and our school.

These encourage the children to take care of themselves, each other, our classrooms and other areas of school.

"At Reinwood we look after each other and play together"

We also encourage the children to be polite, helpful and honest - even when they have done wrong. With the help of the teacher, the children will draw up a class charter at the beginning of the school year.

The school operates a positive approach to behaviour management, but it is recognised that in some instances it may be necessary to impose sanctions, which start with a verbal warning and could result in the loss of 'Golden Time'. This is a special reward time on Friday's that pupils work towards as a class all week.

Class Dojo is used to reinforce and reward positive behavior and good work etc. The Dojo Champion is given a certificate at the end of the day.

It is the Authority's policy not to use corporal punishment and, under the terms of the Education Act No. 2 1986, its use is now illegal.

Should the suspension of a pupil become necessary, the school will follow the procedures as laid down by the government and LA, which are incorporated into our school policy documentation.

Bullying is helped to be prevented by vigilance and the application of the Positive Behaviour Policy by all staff - teaching, non-teaching and lunchtime supervisors. The school has an Anti-bullying policy and if you have any concerns regarding bullying please speak to your child's class teacher or arrange to see the head teacher.

We follow the guidance as issued by The Commission for Racial Equality and monitor the effects of our policy accordingly.

'Pupils say they are happy in school. Pupils follow the school rules because they know it makes their school a safer place to be. Relationships between pupils and adults…

are respectful. All staff deal with behaviour with consistency. As a result, classrooms are calm places where pupils can learn with little disruption. Pupils told inspectors that their school 'is a lovely school because everyone is kind and respects each other'. ***(Ofsted 2021)***

THE SCHOOL DAY

Our school week is 32.5 hours.

	Start	Finish
Reception	8.50am	3.20pm
Year 1	8.45am	3.15pm
Year 2	8.50am	3.20pm

Please see your child arrives on time. Children arriving after 9:00 am but before 9:30am will be marked on the register as late but present and must report to the school office. Please inform the school of any absence, either by telephone (651103) on the first day of absence - records of all absences have to be kept by the school. **We will phone you on the first day of absence if we have not had a phone call to explain the absence, as a Safeguarding procedure.**

Parents are asked **not** to take their children on holiday during term time.

At no time will children be allowed out of school unaccompanied for doctors' or dental appointments - please come and collect your child. A letter or telephone call informing school of appointments must be received in advance. This should be made to **the office**. We encourage all appointments to be made outside school hours wherever possible.

	Mornings	Afternoon	Full-time
Nursery	8.30am-11.30am	12.30pm-3.30pm	8.30am-3.30pm

Children can attend either for one session each day; morning session or afternoon session, or for a full day 8:30am-3:30pm with a packed lunch brought from home. There is some flexibility with these arrangements so please speak to us. Children must be brought and collected by a named adult.

BREAKFAST CLUB

A nutritious start to the beginning of the day is essential in ensuring that children are ready to learn and gain the most from their time in school. It is with this in mind that we have a school Breakfast Club. The 'Bright and Earlies' club opens at 7:45am every day and takes place in the dining room. Children receive a healthy breakfast followed by a variety of games and activities. They are then delivered safely to their class by the Breakfast Club staff. Enquiries about a place in the club should be made to the school office.

AFTER SCHOOL CLUB

We also offer a an after school club in the dining hall. This takes place each day straight after school. Our Reception children are taken to the dining hall by a member of staff, our KS1 children are sent there by their class teacher. Here they receive a healthy meal followed by a variety of games and activities.

Any enquiries about a place in the club should be made to the school office

LUNCHES - SCHOOL DINNERS

Our school lunches are excellent and have won a Healthy Eating Gold Award for their standard. There is a wide choice of main courses and desserts. Drinks are provided with school lunches and there is no need to send alternatives.

The School Kitchen is able to meet a range of dietary requirements. The school cook will arrange a meeting with you about any allergies / special dietary needs that your child may have.

School meals are free to ALL Infant children (4-7 year olds). However, you may be entitled to things like FREE MILK/OTHER SUPPORT in school, for which school receives a substantial grant (pupil premium) for each child.

If you think that you may be eligible: Income support, Income based Jobseekers Allowance, Child Tax Credit or Working Tax credit, then please go online:

www.kirklees.gov.uk/freeschoolmeals or ring Educational Benefits (01484 221928)

This really does benefit you and the school so please do check!

Nut Allergy: Due to the production methods employed by the School Meals Service there is a possibility that nut traces may be found in any menu item. The Service would be pleased to offer dietary advice on this matter to any parent whose child suffers from this allergy. Children bringing a packed lunch to school **should not** bring nuts.

PACKED LUNCHES

The contents of a packed lunch can include sandwiches, chocolate biscuits, yoghurts, fruit, a drink etc., but **no sweets, bars of chocolate, cans or glass bottles of drink, nuts or food items which contain nuts**.

We encourage all children to have a school meal, but children can change daily if they don't like a meal one day and would prefer a packed lunch from home. Please make sure that we have up to date allergy details in school.

MILK AND FRUIT

Mllk can be ordered for your child from Cool Milk. Nursery children are provided with free milk. If the children do not require milk they will be offered **water**. Please do not send alternatives, e.g. fizzy pop or juice.

Under the free fruit scheme a piece of fruit is provided each day for every child. This is usually eaten during the morning break. In addition, all children in school may bring a piece of fruit for the afternoon break time.

WATER

Research proves that regular intake of water increases concentration levels and so we encourage children to drink water during the day. Please send a non-spill water container full of either bottled or tap water. It should be clearly marked with your child's name. Please note that this is for water only – NO juice or fizzy pop please.

HEALTH & MEDICATION

Please do not send your child to school if they have been vomiting and/or had diarrhoea until they have been clear for at least 48 hours. If a child has been ill please keep them at home until you are sure they are able to cope with the school routine.

If your child has been ill, and is on 4 dose antibiotic course please bring the medicine to the school office where it will be safely stored in the fridge. Children should not carry their own medicine to and from school. In line with our administering medications policy the medicine should be sent in the **original container, labelled clearly with your child's name and the correct dosage.** You will need to sign to give permission for a member of staff to administer the dose.

From time to time the children will be subjected to routine vision and hearing inspections during the school term. The school nurse will carry these out. (Parents are notified if it involves their child). You will be offered the opportunity for your child to be vaccinated against flu via a nasal spray – the school nursing team will send out letters to explain this.

Head lice continue to be a problem throughout schools in England. Parents should check their child's hair each week.

EMERGENCY CONTACT NUMBERS

Occasionally, we may need to contact you by phone or School Ping.

Please could you make sure that we have a contact number. It is also important that you **keep us informed of any changes** of address, telephone number or place of work.

Details on how to set up School Ping are given out once your child is registered at school.

CLOTHING/SCHOOL UNIFORM

Children should wear:

- grey/black skirt/trousers
- royal blue jumper/cardigan
- white polo top/shirt
- blue checked dresses or shorts in summer
- sensible, flat shoes - preferably black

We prefer children to wear a uniform, as they look neater; it also gives them a sense of identity and a feeling of belonging.

Please try to ensure that your child is able to dress him or herself. For children in Reception classes clothes with the minimum number of buttons can help them to be more independent and able to dress themselves quickly and easily.

Jumpers are available, printed with the school logo (but do not have to be purchased) and can be bought from a number of outlets in Huddersfield.

Book bags can be bought from the school office.

These flat bags fit inside our lockers – large bags don't so please don't buy a big ruck sack type bag.

For PE, children are asked to wear our school PE uniform:

- black or navy-blue jogging bottoms
- black or navy-blue jumper - **no hoods for safety reasons**
- plain white t-shirt/ school t-shirt
- velcro trainers
- earrings must be removed or covered before school

Please note - hoodies and named items i.e., spiderman/football kits are not permitted.

Please name all articles of clothing. When wellingtons are being worn for school, a clothes peg with the child's name on will help to keep the wellingtons together. It is expected that, when wellingtons are being worn, alternative shoes/pumps will be sent to school. Please do not send slippers, as these can be dangerous when children are walking on polished floors. The school **cannot** take any responsibility for lost items of clothing.
To stop things getting lost you could purchase some of our 'Stikins Name Labels', please quote the school fundraising number **16681.** Friends of Reinwood I & N School gains 30% commission for our school at no extra cost to you.

JEWELLERY

No jewellery or watches should be worn at school as these can be lost or broken. Only stud earrings should be worn. It would be preferred if no earrings were worn as they can be a safety hazard during P.E. Children will be asked to remove earrings or cover with tape (provided from home) for PE sessions.

HAIR

Children are not allowed to attend school with patterns cut into their hair under any circumstances. Children are required to have a neat and well-presented hairstyle. Hair bands should be in school colours – blue and white.

CHARGING POLICY/EDUCATIONAL VISITS

From time to time children will go on a visit or may be entertained at school by a professional theatre group etc. We ask all parents for a donation to cover all costs for these trips (entrance fees/coach etc)

ENTRY/EXIT TO SCHOOL

There are a number of entrances to the school grounds. The driveway entrance is for **vehicular access only and has a gate which requires you to use the intercom to speak to the office to ask for access but is only for deliveries and for dropping off/collecting those children with physical difficulties.** For obvious safety reasons, **only cars with prior permission** are allowed into the school grounds. Entering the school grounds after the school day has started is via the maingate, you can speak to the school office here and they will then allow you access.

PLEASE ADHERE TO THE NO PARKING RESTRICTIONS AROUND SCHOOL – THEY ARE FOR THE CHILDREN'S SAFETY. PARKING TICKETS ARE OFTEN ISSUED TO PEOPLE FOUND PARKING IN THESE AREAS.

COLLECTING CHILDREN AT THE END OF THE SCHOOL DAY

It is our school policy **not** to let young children go home with anyone under the age of 15 years. Please inform us **in writing** if you wish an older brother or sister (under 15 years) to collect your child.

TOYS IN SCHOOL

Please do not send your child to school with any toys. These can be lost or broken and often cause arguments between children. A range of outdoor toys are provided at both playtime and lunchtime, together with organised games. A small toy may be requested by PING for our Friday reward time.

DOGS

Dogs are NOT allowed on the premises. Please DO NOT bring your dog to school or fasten it to the railings.

SMOKING/VAPING

We are a totally **non-smoking/vaping** school. This applies to both inside the building and the external grounds.

COMPLIMENTS & COMPLAINTS PROCEDURE (Sec. 23 Education Reform Act 1988)

If you have a complaint about the school's curriculum or any related matter the following procedure should be observed:

Step 1 - Raise the matter with the Class teacher

Step 2 – Raise the matter with the Year Group Leader

Step 3 – Raise the matter with the Deputy Headteacher or SENDCO (if your child has additional needs)

Step 4 - Raise the matter with the head teacher - most matters will be resolved at this stage.

Step 5 -If the problem has not been resolved raise the matter with the Governing Body.

Step 6 -If the matter cannot be resolved at school level a complaint can be made at local authority level.

A copy of the Compliments & Complaints Procedure can be seen in school or on the website.

Equally so, if you are happy with our school please let us know.

LOOKED AFTER CHILDREN

As a school, we strive to ensure that all Looked After Children:

- have the same entitlement to education as their peers
- will be provided with continuity of education
- are entitled to have their views taken into account in any decisions that affect their lives
- have appropriate support systems
- have a nominated senior member of staff to have a specific brief to liaise with social services and to provide within school sensitive advice and guidance regarding the needs of these children
- educational needs, attainment and plans are included in all statutory in collaboration with social services
- will have appropriate school input to all looked after children statutory reviews
- the special and particular educational needs of, and provision for, children in community homes will be jointly addressed
- as a discrete group their specific needs and difficulties will be recognised and responded to accordingly will not be educationally disadvantaged

We will work in collaboration with Social Services to actively support and encourage parents of accommodated children to take necessary steps to meet the educational needs of their children. Joint training will be provided for the staff of both education and social services directorates as required.

SAFEGUARDING

Reinwood School is committed to ensuring the welfare and safety of all children in school. All Kirklees schools, including Reinwood School, follow the Kirklees Safeguarding Children Partnership procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request and can also be viewed on the school website.

Kirklees Safeguarding Children Partnership

The Headteacher is the Designated Senior Safegurading Lead for any issues related to child protection. If you suspect a child is at risk of harm, abuse or neglect please direct your concerns immediately to her. The Deputy Headteacher should be contacted in the absence of the Headteacher. You can find out further information about safeguarding at www.kirkleessafeguardingchildren.co.uk

CURRICULUM

We promote a curriculum, which encompasses all areas of learning and experience. During their time in school the children will be taught all subjects of the Early Years and National Curriculum, including R.E., following the specific objectives identified for each area. These will promote the development of:

- Communication skills
- Mathematical thinking
- Scientific enquiry
- Technological thinking
- Aesthetics and creativity
- An understanding of humanities (history and geography)
- Physical skills
- Personal, social, health education and citizenship

Subjects are taught both as discrete units of work and through a thematic approach; cross-curricular links are made, where appropriate, in order to make a creative and rich curriculum. As far as possible the children are taught in classes of the same year group, but of mixed ability. Class groups may be changed for a number of reasons, usually in September.

'pupils benefit from well-planned and engaging curriculums.' Ofsted 2021

EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage is the period of education from birth to 5 years and, in our school, represents the time that children spend in Nursery and in a Reception class (3-5yrs of age). During this time, the curriculum is structured into seven areas of learning, which take into account young children's aptitude to learn through different forms of activity, in particular through play.

Personal, Social and Emotional Development • Self regulation • Managing self • Building relationships	**Communication and Language** • Listening & Attention • Understanding • Speaking
Physical development • Gross motor • Fine motor	**Literacy** • Comprehension • Word reading • Writing
Mathematical development • Number • Numerical pattern	**Understanding of the world** • Past & present • People, culture and communities • Natural world
Expressive Arts & Design • Creating with materials • Being imaganitive & expressive	Each child will have a 'Learning Journey' profile booklet, which is started during the Nursery or Reception years. It is completed and updated in partnership by the teacher, child and parent. This folder is a record of personal achievements.

KEY STAGE 1

During Years 1 and 2, as work becomes more formalised. We encourage creativity within the curriculum and link subjects together wherever we can. For example, history may be taught through a literacy lesson. There will also be times when subjects are taught on their own with children participating in whole class literacy and numeracy sessions, RE, music etc. We cover all subjects within the National Curriculum.

We all learn in different ways and a range of teaching styles are used throughout school. We use active leraning as much as possible during each lesson. We also encourage the children to drink water freely throughout the day as this helps with concentration levels.

In general, the vast majority of children in KS1 are largely working within age related expectations of the National Curriculum. At the end of Year 2 the children reach the end of the first Key Stage of the National Curriculum.

Throughout their time in school the progress of the children is regularly monitored and assessed in line with the Curriculum and Assessment Policy of the school, this includes setting individual targets. These targets and pupils' progress towards them are reported regularly and shared at Parents' Evenings. Pupils' writing and maths targets can also be found in their exercise books.

Support staff work with groups of children across a range of abilities to meet their individual needs.

Work challenges may be sent home for your child to complete e.g. topic work, questionnaires, and children will take home books to read and share with parents. It is hoped that parents will read with their child as often as possible. A detailed in half-termly newsletter is available on the website which tells you what your child will be learning.

TRANSITION

Children are supported in making the transition from one year group and class to the next by a well-organised programme. This includes visits to their next class and meeting the adults, story swaps, Golden Time Swaps and teacher discussions about individual pupils' needs and abilities. We also work closely with Reinwood Junior School to ensure as smooth a transition as possible. This includes joint school working over the year, a transition morning where children spend time with their new class teacher, teacher discussions about individual pupils' needs and abilities, pupils' work moderation and a meeting for parents. The SENDcos from both schools also meet to discuss children with additional needs and the Headteachers meet to discuss children with other needs such as wellbeing and emotional needs or Safeguarding matters. Contact is also made with Early Years Settings to ensure that children who don't attend our Nursery have a smooth transition into school.

SPECIAL EDUCATIONAL NEEDS

At Reinwood we employ a "whole school approach" to additional needs. We take into account the wide range of abilities, aptitudes and interests of the children in our planning, teaching and assessing. Our aim at all times is to deliver quality first teaching. We recognise that children may have different needs. Any child can have Additional Needs during their time at school and we would act appropriately. These needs would not necessarily be met through the formal assessment of needs process. Provision is made in a variety of forms and, if necessary, involves the close co-operation of outside agencies.

We have clear steps for the assessment and monitoring of children with Special Educational Needs using the graduated approach, in order to identify whether or not formal assessment of need is required. Parents are involved in the decision-making process from the very beginning. We recognise that the most effective assessment and provision will be secured by this partnership.
A record of the children with SEND is kept by the SENDCO who then monitors the progress of each child.

Children with SEND are provided with the maximum possible access to the National Curriculum and are integrated as fully as possible into the working day of the school. My Support Plans (MSPs) are written to enable this to happen. A copy of the SEND policy, as agreed with governors, can be read on the school website (a copy can be requested from the office).

'Leaders are committed to creating a highly inclusive school. Leaders work closely with parents to provide the extra help that pupils need. Support in the classroom is effective. Pupils with SEND enjoy an ambitious and broad curriculum.' Ofsted 2021

EQUAL OPPORTUNITIES

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, sexual orientation, religion or socio-economic background. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

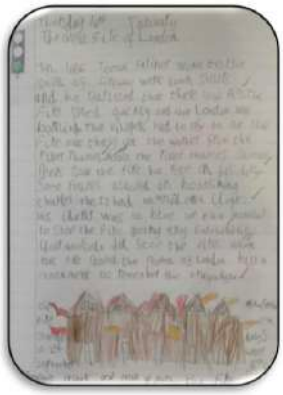
ENGLISH

Our school follows the National Curriculum. Every week in English sessions we teach speaking and listening, reading, writing, handwriting, phonics and spellings and wherever possible cross curricular links with other subjects are made.

Speaking and Listening

At Reinwood children are given the opportunity to take part in a variety of speaking and listening activities, where we encourage them to become confident and fluent speakers in small and whole class situations. We encourage them to listen attentively to what others are saying and will help them develop these skills by providing opportunities to take part in role-play and drama activities, listening to and telling stories, through question and answer situations, turn-taking and through presenting their learning and knowledge to a variety of audiences.

Writing



Throughout the year every child has the opportunity to write for a variety of purposes e.g. stories with familiar and unfamiliar settings, recounts, instructions, poetry, traditional tales and letter writing etc. As much as possible lessons are planned to enhance the half termly topics and a variety of texts/authors are used to inspire pupils' creativity.
Throughout the sessions pupils will be given verbal feedback and support from either the Teacher or Teaching Assistant so lesson objectives are achieved, pace is maintained and every child reaches their full potential. At the end of most sessions, there is a plenary where the class discusses the main teaching points of the lesson, their successes and next steps to support their progress in the next lesson.

Reading

At Reinwood Infant School, we strive to encourage a rounded approach to reading where phonics skills are applied to increase fluency and improve comprehension. Our reading books offer children a range of fiction and non-fiction texts to challenge them at an appropriate level that matches a clear progression in phonics.

Children practise early reading with fully decodable books.Within school, we read a high-quality range of books from Oxford Reading Tree. They include: Project X, Project X Hero Academy, Story Sparks, Infact, Glow Worms Poetry and Story Worlds. This means the books are matched to a child's existing phonic knowledge and the letters and sounds that have been taught in school. The books will also include a small number of common exception words that have been taught.

Introducing children to books that have familiar letters and sounds gives them more opportunity to practise their phonic skills and gain greater fluency in decoding. Once children are more confident with decoding, they can spend more time focusing on comprehension skills and reading stamina. Ultimately, children are more likely to experience success, which will build their confidence, motivation and enthusiasm for reading.

Once a child can read with fluency, the range of books is extended and Shared Reading activities are also used. This usually begins in Year 2.

Alongside fully decodable books, it is also important that early readers have access to a wide range of texts that they can share and enjoy with adults and family at home to develop a true love of reading.

Phonics

We use the **DfE 'Letters and Sounds' framework** as a foundation and guide for the detailed planning and high-quality teaching of phonics in school. This is a phoneme-led approach that enables children to make connections between the phonemes they hear and the graphemes that represent them.

'Letters and Sounds' introduces phonemes and graphemes in six phases.

It is our aim that all children should use phonics as their primary strategy for decoding words to enable them to read. This, along with other strategies, gives children a strong foundation to develop a lifelong love of reading. Please see the English section under the Curriculum tab on our website for more information.

Spelling

Spelling is a very important skill that children need to acquire and spelling is an important aspects of Phonic lessons. These skills are also reinforced and practiced during writing sessions.

In Years 1 and 2 children focus on reading and spelling the Common Exception words.

Handwriting

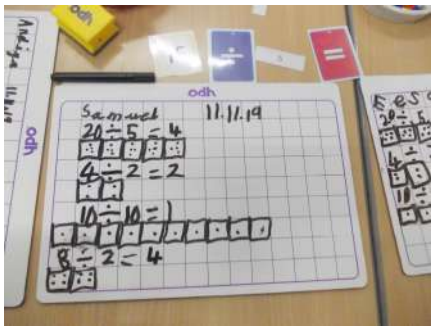
At Reinwood, we encourage, support and help to develop children's handwriting skills. From Nursery onwards, children have the opportunity to see adults modelling writing, as it is from this that early attitudes to writing develop. Children are taught the correct way to hold a pencil very early on, a tripod grip, before clear letters are being formed. The provision of triangular pencils and pencil grips are used as an aid where appropriate.

Children will also have the opportunity to develop fine motor dexterity through threading, pegboards, jigsaws etc. as a pre-handwriting skill. Once a child has developed the fine motor skills and control, they can be taught the formation of individual letters along with being introduced to the name and sound.

In KS1 handwriting is practised weekly within a formal lesson and then these skills are consolidated each day or frequently during the week in their daily handwriting practise books during registration. They are introduced to cursive writing during their time in Year 1 and move onto joined-up writing when appropriate during Y2 .

MATHEMATICS

The school aims to ensure that all children become fluent in basic mathematical calculation skills and are exposed to reasoning and problem solving in order to appreciate that mathematics is fun. Our school follows the National Curriculum and uses the White Rose Maths scheme of work and Active Maths in a flexible way that enhances lessons through physical activity and also develops children's ability to use reasoning and problem solving. In Reception and Years 1 & 2, the children have specific mathematics sessions. Maths is also taught through other subjects and links are made where appropriate. The children across school enjoy maths challenges and a rich continuous curriculum both indoors and outdoors in EYFS.



The maths session will have an element of oral and mental calculation where the whole class rehearses, sharpens and develops skills. In the main teaching activity, the whole class will be working with the teacher and teaching assistant on a specific mathematical area, developing mathematical vocabulary and using and applying concepts and skills. There will then be times when the children work in groups, pairs or individually.

SCIENCE

Science at Reinwood Infant & Nursery School is most appropriately seen as a practical activity which makes use of first hand experiences to begin the development of the required skills, concepts, knowledge and understanding of science.

In order to provide a coherent structure to the science curriculum in the school, we have devised a scheme of work which will ensure that all pupils have access to the objectives required by the National Curriculum, which will help the individual to achieve maximum potential and take into account gender, ethnic minority and SEND considerations.

Topics have been devised to target specific learning and will include work aimed to promote scientific enquiry, which relates science to everyday life by developing intellectual and practical skills. This will allow the children to explore and investigate the world of science and enhance their individual development in the other areas such as life processes and living things, materials and their properties and physical processes.

DESIGN TECHNOLOGY

The Design and Technology is child-centred, starting from the child's own experience and allows children, through the design process, to absorb feedback at their own level.

At Reinwood, Design and Technology can be seen as a process, which allows children to apply knowledge and skills learned in other areas in new situations.

INFORMATION TECHNOLOGY AND COMPUTING

We live in an age of increasing technological activity. Information Technology (IT) is now a basic skill for life. We aim to provide the children at Reinwood with a high-quality computing education, which equips them to use computational thinking and creativity to understand and change the world. Our approach to IT is in accordance with the statutory guidelines of the National Curriculum.

All classes are equipped with the necessary hardware to enable equal opportunities, with respect to access to IT, to be viable from Nursery through to Y2. This includes iPads, Laptops, interactive white boards, and Beebots.

IT is used to support and enhance learning in all curriculum areas. It is seen as integral to the whole of the curriculum with the teaching of specific IT skills.

When using Personal Computers within school all pupils will have supervised access to the Internet and are taught about on-line safety.

HISTORY & GEOGRAPHY

Humanities are taught through a topic approach, which starts with the children's experiences. Much use is made of the local environment for both history and geography.

Work in history begins with pupils' own lives and experiences. Their sense of chronology and understanding of history is promoted through stories, artefacts, the use of historical photographs and family life and finding out about famous people from the past.

Geography begins with the pupils' own lives and experiences within their local environment then continues to the British Isles and the wider world. Their sense of other places, environments and people at work and play is developed through visitors to school, stories and personal experiences.

ART

At Reinwood we aim to give children the opportunity to enjoy art every day because they are all artists in their own way.

Drawing, painting and making things are the means by which children not only explore their world and learn but by which they express and communicate ideas and emotions.

We aim to help children observe and see the world around them, to record, illustrate, explore, experiment, remember and imagine.
Children will explore the elements of art in colour, line, tone, pattern, texture, shape and form. Children at Reinwood are given the opportunity to create using different art processes in both 2D and 3D work.

MUSIC

As part of our Music curriculum…..

We aim to:

- move the children through a succession of lively and exploratory activities;
- offer games and activities, which allow young children to investigate all manner of sounds;
- enable children to contribute to music lessons without being afraid of making mistakes;
- encourage the enjoyment of listening to a variety of music from a variety of cultures;
- encourage children to use sounds - environmental, vocal and instrumental as accompaniments to jingles, poems, songs and stories;
- encourage children to listen analytically, to organise sounds into compositions and to perform the results.

Children also have the opportunity to work with the Kirklees Music Service (there is a charge for this service) and is arranged by parents.

PHYSICAL EDUCATION

Physical Education at Reinwood aims to introduce young people to a wide range of physical activities, safely executed, indoors and outdoors. The children are made aware that these activities promote cardiovascular health and that physical activity can enhance the health of the individual.

It is important that the children experience the enjoyment and fun that can be provided by physical activity and realise that physical activities may be shared by others and be continued as leisure pursuits in later life.

This is done through free exploration in the first instance and then through three basic forms of PE, to encourage the children to be aware of themselves and of others.

These are: -

Gymnastics

Dance

Games

In games the emphasis is placed upon individual skills required for team activities, e.g. throwing, striking, receiving, dodging skills and space awareness.

In KS1:

- partner work is introduced
- there will be games experience to include co-operation skills and gain competitive attitudes through our Pennine Sports Partnership work

We are fortunate to have fantastic school grounds and so the facilities available for PE include a hall, playing fields and specially marked playgrounds. In addition to the 2 sessions per week, which each class has, there are also opportunities at lunchtimes and playtimes for the children to be active.

In KS1 our trained lunchtime supervisors engage thechildren in a variety of Multi-Skills activities at lunchtime. Play equipment is also out daily for the children to enjoy and be active with. If you feel your child has any special needs in relation to PE please discuss these with the class teacher or the SENDCo.

There is an opportunity for our KS1 children to join our after-school clubs such as football, dance, cricket and Tennis, Flexi-fun sessions which are run by trained coaches. Parents pay for these sessions in advance.

PSHE

Personal, Social, Health and Citizenship Education is planned for in our school through a structured scheme of work called Jigsaw. We encourage children to have an awareness of the world around them, to make decisions and consider the needs of others.

In addition to this, every class participates in 'circle time' activities each week – this gives everyone the opportunity to express opinions and have their comments valued.

RE

At Reinwood, RE is broadly Christian in nature and is approached through topics.

In line with Kirklees Agreed Syllabus we also cover Islam. Other religions are covered at various points within the year. We celebrate a variety of festivals such as Eid, Diwali and Chinese New Year. We celebrate Easter with an Easter Bonnet Parade.

The ethos we wish to promote is one where a positive, caring attitude is shown towards others and all are treated with sensitivity regardless of colour, creed, religion or status. Visits are made to different faith centres in Huddersfield during Year 1 and 2 to enrich curriculum provision and promote community cohesion.

COLLECTIVE WORSHIP

A quarter of an hour each day is spent on Collective Worship, at which all children will normally be present, unless parents request otherwise. Worship takes place altogether in the hall or in classrooms every day. At the beginning of the academic year Reception children take part in daily Reflection in their classrooms. They join the rest of the school in the hall later on in the year.

Worship within school has to be of a broadly Christian nature, with a time for both prayer and reflection.

Where parents exercise their right to withdraw children from RE/Collective Worship, an adult will supervise those children in another area of the school.

SEX AND RELATIONSHIP EDUCATION

AIMS/OBJECTIVES

The overall aim of education at Reinwood Infant & Nursery School is…

"..... to promote the spiritual, moral, cultural, mental and physical developments of pupils at the school and of society; and prepare such pupils for opportunities, responsibilities and experiences of adult life". (Sec 1 Education Act 1988)

Our aim with respect to sex and relationship education is to lay down solid educational foundations, which the children's junior and secondary schools will build upon.

THE CONTENT OF RELATIONSHIP AND SEXUAL HEALTH EDUCATION

The way in which relationship and sexual health education is taught means that it is sometimes intertwined with other parts of the curriculum, especially personal, social and health education. However, it is possible to specify the following, which will form the content of what is taught at Reinwood Infant & Nursery School…

In the foundation stage the children will be introduced to (and revisit throughout school) the following: -

- having confidence to try new ideas,
- awareness of their own needs, views and feelings, and those of others,
- forming good relationships with adults and peers,
- making and maintaining friendships,
- equal opportunities,
- tolerance/celebration of difference,
- decision-making skills,
- assertiveness,
- respect,
- working as part of a group or class,
- taking turns and sharing fairly,
- working harmoniously with each other,
- what is right and wrong and why,
- love and affection,
- different types of families,
- gender roles and challenging stereotypes,
- communication skills.

In Key Stage 1 the children will be introduced to the following:

- amphibian reproduction / seeds and vegetable reproduction
- how animals reproduce and how humans move, feed, grow and use their senses
- the recognition and comparison of the main external parts of the bodies of humans

- naming the external body parts, personal hygiene
- self-esteem, how to treat others with sensitivity
- health/unhealthy eating and making choices
- the similarities & differences between themselves & others understand how their behaviour and choices affect others
- recognise the importance of working and playing together co-operatively
- the need to care for others
- the need to listen to others and give opinions sensitively and courteously
- initiating friendships and learning skills to maintain relationships
- different types of relationships including marriage and different patterns of friendship
- what makes themselves/others happy, sad, cross
- how to deal with friendship problems, honesty, loyalty, understanding and respect
- knowing and developing their responsibilities in school and family

Throughout school we use the correct language and re-emphasise the above skills. Should discussion about sexual body parts arise at any time, the correct terminology will be used.

The school regards parents as essential partners in sex education. To this end the school will consult with parents by sending home a letter of explanation, giving the opportunity for comments, questions and views.

Parents wanting to exercise their right to withdraw their child from sex education must inform the school in writing and appropriate arrangements will be made.

EXTRA-CURRICULAR ACTIVITIES

We offer a wide range of extra-curricular activities for our KS1 pupils. These may vary from term to term. Some of the activities include – dance, football, cricket, mindfulness and Forest School, Art and Storytime.

After-school activities are on a Monday to Thursday from

3:20 pm – 4:20 pm

Clubs are provided by external organisations requiring a fee to be paid.

Our Teaching Staff...

Head Teacher - Mrs Symonds
Deputy Head Teacher - Mrs Conquest
SENDCO – Miss Hoult

Nursery
Mrs Williams

Reception
Class 1: Mrs Turner & Mrs Megson
Class 2: Miss Haigh
Class 3: Ms King

Year 1
Class 4: Mrs Holmes & Mrs Darr
Class 5: Miss Harbisher
Class 6: Miss Afzal

Year 2
Class 7: Miss Mae
Class 8: Miss Mair
Class 9: Mrs Alderton
(Ms Nunns & Mrs Kent)

PPA
Mrs Matthews (Forest School Teacher)
Mrs James

...and our Support Staff...

Administrative Staff

Business Manager Mrs Nadeem

Senior Business Support Officer Mrs Smith

ICT Technician Mr Symonds

Caretaker Mr Scholefield

Nursery Nurses

Mrs Taylor, Mrs McLean, Mrs Kenyon

Wellbeing and Nurture Manager

Miss Whitworth

Educational Teaching Assistants

Nursery

Mrs Khan

Reception

Miss Pearson, Miss Dodd, Mrs Javed, Miss Groom & Mrs Munir

Year 1

Ms John, Miss Senior, Miss Kirrane

Year 2

Mrs Perego, Mr Hinchliffe & Mrs Ashmore

HLTA

Mr Hinchliffe

Additional Classroom Staff

Mrs Gallagher, Mrs Holroyd, Miss Kirrane,
Mrs West, Mrs Perego

Lunchtime Staff

Cook-in-charge Ms Bainbridge

Lunchtime Supervisors

Mrs Barman & Mrs Shahid

Our Governing Body….

The Governors at Reinwood I & N School are very proud to take an active part in school life. Our aim is to ensure that the children at our school are able to achieve to the best of their ability and have a wonderful experience of the school.

The Governing Body works with the Senior Leaders in the strategic development of the school. They support the Headteacher and staff as well as offering constructive challenge ensuring that the school achieves the very best it can for all children.

The core functions of the Governing Body include, but are not limited to ensuring:

- That the vision, ethos and strategic direction of the school are clearly defined.
- That the headteacher performs their responsibilities for the educational performance of the school.
- The sound, proper and effective use of the school's financial resources.

In addition, the Governing Body ensures the voices of stakeholders are heard.

Chair of Governors
Mrs Butler (Chairperson – LA Governor)
Mrs Smith (Vice chair – Co-opted)

Mrs Symonds (Headteacher)

Staff Governors
Mrs Conquest

Parent Governors
Miss Aistrup

Co-opted Governors
Mr Scholefield
Mrs Palmer
Mrs Myers

Reinwood Infant & Nursery School

TERM DATES
Academic Year 2025/2026

Autumn Term 2025

School Opens	Tuesday 2nd September 2025
School Closes	Friday 24th October 2025
Inset day	*Monday 1st September 2025*

Half Term Break

School Opens	Tuesday 4th November 2025
School Closes	Friday 19th December 2025
Inset day	*Monday 3rd November 2025*

Spring Term 2026

School Opens	Monday 5th January 2026
School Closes	Friday 13th February 2026

Half Term Break

School Opens	Monday 23rd February 2026
School Closes	Friday 27th March 2026

Summer Term 2026

School Opens	Tuesday 14th April 2026
School Closes	Friday 22nd May 2026
Inset day	*Monday 13th April 2026*
Public Holidays	*Monday 4th May 2026*

Half Term Break

School Opens	Tuesday 2nd June 2026
School Closes	Friday 17th July 2026
Inset days	*Monday 1st June 2026* *Monday 20th July 2026*

School contact details:

Address: Reinwood Infant & Nursery School
Burfitts Road
Oakes
Huddersfield
HD3 4YL
Telephone: 01484 651103
Email: office@reinwoodinfants.org
Website: www.reinwoodinfantschool.co.uk

This Prospectus is published by the school Governors, in compliance with Education Law, and contains information about our school.
The details are correct at the time of printing and parents will be informed of any major changes that occur.