



Somerset Council

Shepton Mallet Community Infants' School & Nursery
Waterloo Road, Shepton Mallet, BA4 5HE
T: 01749 342322
E: office@sheptoninfants.co.uk
www.sheptonmalletinfants.co.uk
Headteacher: Mrs Honoria Thompson



"Where Children Come First."

PARENT COPY TO KEEP

Today's date

Dear Parent/Carer

New parent Information Pack

Thank you for choosing our school for your child.

I would be grateful if you would take some time to look through the enclosed pack, which contains the following:

- All Change Day
- Starting School in September 2024
- Parent Data Consent
- Home School Agreement
- Class Dojo Instructions
- Sample Curriculum Letter
- School Uniform
- Term Time Leaflet
- Attendance Leaflet
- Supporting Pupils with Additional Needs
- Sample School Menu
- Healthy Lunch box
- Universal Infant Free School Meals information
- NHS Big Brush Club Information
- National Child Measurement Programme (NCMP)
- School Readiness Information Somerset Council
- Checking for nits – NHS
- School Nursing Team Details
- School Calendar 2024/2025

We look forward to seeing you all in September 2024.

Yours sincerely

Honoria Thompson

Honoria Thompson
Headteacher



All Change Day
Wednesday 3rd July 2024

**Your child is invited to play, stay
and meet their teacher.**

- 9.00 – 9.45 am: **Children only** are invited to play and stay in the classroom with the teacher.

- 9.45 – 10.30 am: **Parents are invited to join the children** to play, become familiar with the classroom setting and meet your child's teacher and class key workers. (This will be an open informal opportunity to introduce yourself and see how your child will be learning in September.)

- 1.00 – 2.00 pm: Parents can book a session in private conversation with the teacher if there is a specific issue you wish to discuss.

Starting School – September 2024

The Department for Education states in their admission code that schools should offer full-time school attendance to pupils starting in Reception classes.

Somerset County Council have informed schools that this offer should be made to parents but schools may still promote their part-time induction programmes.

The group of schools in the Sheppey Valley CLP which includes Shepton Mallet Infants' School are continuing to promote their part-time induction programme because it gradually introduces children to the different elements of the school day. It enables children to become familiar with the environment, new members of staff and routines over a period of time. Even when children have attended nursery or pre-school full-time, starting school introduces new experiences, an increase in expectation and children have to do this with a lower adult to child ratio.

If you decide to take up a full-time place from the start of the term, please contact the School Office. If we do not hear from you, we will assume that you are happy to follow the part-time induction timetable which we have used successfully for several years.

Yours Sincerely



Honoria Thompson

Headteacher

Part-time Timetable First 3 Weeks

Week 1 - School starts on Wednesday 3rd September 2024

Small group sessions of 1 hour 30 minutes (9.15-10.45 am and 1.15-2.45 pm).
Each child will be given 2 sessions over the week.

Week 2 – Wkc 9th September 2024

Morning sessions are 8.40-11.45 am Learning all the morning routines and starting formal adult led activities (Phonic, Maths)

Week 3 - Wkc 16th September 2024

Mornings and lunch are 8.40-1.15 pm Lunch will be in the hall. Children will be sitting at the dinner table for 30 minutes before going outside for 30 minutes to play.

Week 4 – Wkc 23rd September 2024

Full Time Onwards

School Day - 8.40 to 3.20 pm

Should you have any problems, please contact the school office.

Consent form for using parents' contact details.

Parents copy

Dear Parent/Carer,

At Shepton Mallet Community Infants' School & Nursery, we'd like to seek your consent for some of the ways we use your contact details and your child's contact details.

If you agree, we will contact you and your child using your:

- Home and mobile phone numbers (including by text message)
- Email address
- Postal address

Using your contact details in these ways helps us to:

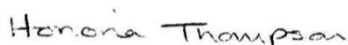
- Raise extra money to continue to improve the experience your child has at school.
- Keep you in the loop with what's happening at school.
- Let you know about extra-curricular activities on offer for your child.

If you're not happy for us to use your and your child's contact details in the ways, that's no problem – we will accommodate your preferences.

Similarly, if you change your mind at any time, you can let us know by emailing office@sheptoninfants.co.uk, calling the school on 01749 342322, or just popping into the school office.

If you have any other questions, please do get in touch.

Yours sincerely,



Honoria Thompson

Headteacher

HOME SCHOOL AGREEMENT

Our Mission Statement: Where Children Come First

Together we will:

1. Encourage our children to keep the school rules.
2. Treat each other with respect.
3. Support our children with their learning to help them achieve their best.
4. Keep each other informed about any concerns that might affect a child's behaviour, health or work.

Our Family will:

1. Make sure our child attends school, on time, prepared and ready to learn.
2. Show an interest in school and attend events and Parents' Evenings whenever possible.
3. Support our children with reading, homework and other opportunities for home learning.
4. Support all school policies and guidelines for behaviour.
5. Let the school know about any concerns or problems that might affect our child's work or behaviour.
6. Encourage our child to take pride in the school by wearing the required school uniform.

At School we will:

1. Ensure that your child is safe and secure.
2. Provide a balanced curriculum that meets the needs of individual children.
3. Keep parents informed about school activities through regular letters home, newsletters and notices about special events.
4. Set appropriate homework regularly which supports work in class and has prompt feedback.
5. Keep parents informed about children's progress.
6. Send home regular information about curriculum topics.
7. Let parents know about any concerns or problems that might affect their child's behaviour or work.

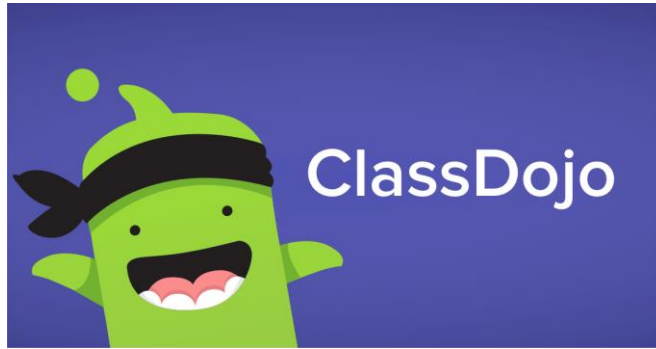
Every Child will keep the Golden Rules:

- ❖ Be kind to each other with words and actions.
- ❖ Look after equipment and tidy up.
- ❖ Do as you are asked by grown-ups straight away.
- ❖ Show good listening and looking.
- ❖ Move around the school in a sensible and calm way.

Name of Child:.....

Signed: *Honora Thompson* **Headteacher**

Signed: Parent/Carer Date:



ClassDojo connects teachers with students and parents to build amazing classroom communities!

Your child's teacher will provide a class link that you can use to request to connect to your child in their class.

1. Click, copy, and paste or type your link into the search bar on a web browser.
2. This will bring up a window that will allow you to view the teacher's name and the name of the class the link relates to.
3. Click "Log in" to access your existing parent account or click "Sign up" to create a new parent account.

If possible, we recommend downloading the Class Dojo app.

Once you have found out which class your child is going to be in you will be sent an email invitation to join their class on Class Dojo.

Please make sure you sign up to Class Dojo to ensure you stay up to date with everything going on in your child's class and the school.



Example of Curriculum Letter



Personal, Social and Emotional Development

Our PSE focus this term is on building relationships with our classmates and taking turns. We will be working on managing our own belongings, personal hygiene and dressing independently. We will also start to build our learning stamina and concentration.

Ideas For Helping Your Child At Home



- Please read with your child at home daily. Five minutes a day of sharing a book and talking about it will make a massive difference to their view of themselves as readers. Individual reading books will be changed when an adult from home has read the book with the child and written in their log book. Practising reading keywords at home will also have a positive impact on your child's reading development.
- Each child has a set of keywords to learn to recognise instantly. Once your child knows them, send back your child's keyword pack so that they can have their next set and become Keyword Kid by the end of the year!
- Talking to your child about their day at school is very useful and important. It helps the children remember important ideas, and explaining what they have learnt helps to embed it further in their mind.
- Our class has a designated PE day on Wednesday. Please send your child into school dressed in their PE kit every Wednesday. We may have PE on other days, if so we will send a message about wearing PE on that day via Class Dojo.



Curriculum Letter Autumn Term 2022 Reception

Dear Parent/Carer

In order to keep you up to date with your child's learning journey, detailed within this leaflet is a brief overview of the Autumn term's learning focuses in Reception. We hope this information will help you to talk to your child about their learning experiences and to reinforce this at home. In line with the Early Years Foundation Stage Curriculum pupils also engage in a range of self initiated activities on a daily basis using the indoor and outdoor environment.



Literacy

Our first reading focus is talking about stories using the pictures to help. This means using pictures to tell stories and to predict what will happen next. In writing we will be learning to hold our pens and pencils correctly, tell others what our writing says and start to use sounds learnt in our phonic lessons in our own writing as the term progresses. We will use a range of materials to introduce phonics. Sounds will be taught in groups, these are:

Group 1 s,a,t,p,i,n	Group 4 j,v,w,x,y,z,q
Group 2 m,d,g,o,c,k	Group 5 sh,ch,th,ng
Group 3 e,u,r,h,b,f,l,s	Group 6 ai,ee,igh,oa,oo

Correct letter formation will be started with handwriting patterns practised in a broad range of ways including water, chalk and sand.



Mathematics

Our main maths focus will be counting verbally up to 5 and showing 1:1 correspondence for numbers up to 5. We will also be subitising up to 3 (recognising number patterns such as dice spots without counting) and comparing quantities saying more than and fewer than. We will also focus on talking about and recognising basic 2D shapes in every day life, recognising and continuing simple patterns and making comparisons between objects relating to their length.



Topic

Our class topic for this half term is All About Us and our class animals, Badgers and Rabbits.

Throughout the All About Us topic we will be looking at who we are and finding out about other people in our class. We will also be looking at human beings and how they explore and live in the world, and how we use our senses and bodies. We will also be finding out about our class animal, what they look like, where they live and what they eat.

Next half term's focus will be Festivals, finding out about such things as Carnival, Bonfire Night and Christmas.

Our creative development will be based around collage and painting. Our physical development activities will incorporate learning to move around with control and show an awareness of space. We will also be thinking about how to keep our bodies healthy.



Shepton Mallet Community Infants' School and Nursery has a school uniform which the children are to wear every day. It is important that your child wears the recommended styles and colours so that they feel part of our school

Boys

- School logo royal blue polo shirts NOT White
- Grey/black trousers
- School logo royal blue sweatshirt
- Plain white, grey, or black socks
- Black sensible shoes – many providers now make 'trainer shoes' which are allowed. We ask the shoes are covered (not with mesh material) they are black, and the branding is all black also. (Velcro please if children are unable to tie up laces)
- In the summer term, grey shorts are optional (sport shorts/football shorts are not acceptable)
- Wellies for outdoor working
- Bookbag

Girls

- School logo royal blue polo shirts NOT white
- Grey/black skirt, pinafore, or trousers
- School logo royal blue school cardigan or sweatshirt
- Plain white, grey, or black socks or plain grey tights
- Black sensible school shoes many providers now make 'trainer shoes' which are allowed. We ask the shoes are covered (not with mesh material) they are black, and the branding is all black also. (Velcro please if children are unable to tie up laces)
- In the summer term, grey shorts (not sport shorts/football shorts are not acceptable) or a pale blue gingham summer dress is optional
- All hair accessories (hairbands and scrunches) should be plain.
- Wellies for outdoor working
- Bookbag

Nursery Children

- Nursery children can wear the same school uniform as the rest of the school or if they prefer, they can wear their own clothes.

PE Kit

- Plain T-shirt
- Plain blue or black shorts
- Plimsolls, daps or pumps (Velcro please if children are unable to tie up laces)
- In winter, plain dark coloured tracksuit bottoms may be worn
- All PE kit must be kept in a named bag

Jewellery

Apart from a watch and small stud earrings we do not allow children to wear any jewellery. Nail varnish must not be worn.

Preloved Uniform

Parents are encouraged to donate any outgrown/unwanted preloved uniform, book bags, shoes etc. These can be given to the school office. Bring and Swap - every Wednesday (staff permitting) there is a table outside the school hall with preloved uniform where parents can bring their outgrown/unwanted uniform/bookbags/shoes etc. and swap them. For more information contact the school office and speak to Ms Hayne

Southwest Schoolwear

23 Broad Street, Wells. BA5 2DJ

Tel: 01749 670000

W: <https://www.swschoolwear.co.uk/shop/pcategory/schoolwear/shepton-mallet-infants/>

Opening hours: Monday to Saturday: 9am–5pm Sunday: Closed

PLEASE NAME ALL ITEMS OF CLOTHING SO THAT THEY DO NOT GET LOST.



Shepton Mallet Infants School

DAYWEAR

LOGOED SWEATSHIRT (ROYAL) 3/4 - 13	FROM £10.99
LOGOED SWEATCARDI (ROYAL) 3/4 - 13	FROM £12.99
LOGOED POLO SHIRT (ROYAL) 3/4 - 13	FROM £7.79
BOYS STANDARD TROUSERS (GREY/BLACK) Available in multiple styles	FROM £9.50
DROP WAIST PLEAT SKIRT (GREY/BLACK) 3/4 - 11/12	FROM £12.95
GIRLS CLASSIC PINAFORE (GREY) (OPTIONAL) 3/4 - 9/10	£17.50
GIRLS GINGHAM DRESS (BLUE/WHITE) (SUMMER TERM) 3/4 - 13	£12.99
LOGOED BOOKBAG (ROYAL) O/S	£6.50
LOGOED WATERPROOF JACKET (ROYAL) (OPTIONAL) 3/4 - 13	£19.99

SPORTS KIT

JTE PE T-SHIRT (AVAILABLE IN MULTIPLE COLOURS) 3/4 - 13	FROM £4.20
PE SHORTS (BLACK) 18/20 - 38/40	FROM £5.50
PLIMSOLS 1 - 13	FROM £6.50
PE BAG (ADDITIONAL £3 FOR NAME) AVAILABLE IN MULTIPLE COLOURS	£4.00



**South West
Schoolwear**

We strive to meet orders for a size outside the normal stock range. If you need this service please call in early to organize your order. We are understandably very busy during August and September, shopping early is advised. Shop online at swschoolwear.co.uk

23 Broad Street
Wells
BA5 2DJ

01749 670000

Key things to remember

You can only allow your child to miss school if he or she is ill, or if you have advance permission from the school

Absence requests will only be granted in exceptional circumstances

You can be fined for taking your child out of school without advance permission from the school

You should refer to the school attendance policy which is on our website when considering whether to submit an absence request.

www.sheptoninfants.co.uk

Shepton Mallet Community Infants' School & Nursery

TERM TIME LEAVE

LEAFLET



'Where Children Come First'

Waterloo Road
Shepton Mallet
Somerset
BA4 5HE
01749 342322

www.sheptonmalletinfants.co.uk

What does the law say?

The government has rules on term-time absence.

Under these rules, you can only allow your child to miss school if:

He or she is too ill to go in.

You've got advance permission from the school .

How do I request permission for an absence?

You must submit a request to the school before you arrange for your child to have time away.

If you wish to take your child out of school during term time, you should submit a formal request to the headteacher via the school office.

The headteacher will then consider whether to give permission for the absence.

When will absence requests be granted?

Permission for absence will only be granted in **exceptional circumstances**.

The headteacher will consider each absence request individually and decide whether to grant the absence.

The headteacher will also decide how many days your child can be away from school if the absence is granted.

What if I take my child on an unauthorised absence?

If you take your child out of school without advance permission (except where he or she is unwell), you can be fined or even prosecuted.

This could involve:

- A fixed penalty notice of £60 within 21 days, or £120 within 28 days.
- A parenting order, education supervision order or school attendance order where your child repeatedly misses school without a good reason .

Why is it important?

Missing two weeks of school for a holiday might not seem like very much, but it can have a big effect on your child's education.

For example, if your child misses two weeks of school every year, this adds up to more than two terms over the child's whole time in school.

Making sure your child attends school as much as possible means:

Your child will have the same education and opportunities as everyone else in the class.

You won't need to worry about catching up on work, or that your child might fall behind because of missing an important lesson.

Your child won't miss out on activities at the start and end of term, which are often fun and a chance to develop friendships.

You can find out more about the rules around term-time absence in the following sources:

School attendance and absence: overview, GOV.UK
<https://www.gov.uk/school-attendance-absence/overview>

The Education (Pupil Registration) (England) (Amendment) Regulations 2013: regulation 2, legislation.gov.uk
<http://www.legislation.gov.uk/uksi/2013/756/regulation/2/made>

Exceptional circumstances

It is at the school's discretion to decide which circumstances are 'exceptional'.

Examples of circumstances that are not exceptional may include:

- Cheap holidays or holidays that have already been paid for

Absence that coincides with important school events such as the start of term or exams

As a general guideline, exceptional absence circumstances usually apply only to immediate family. Requests for leave related to extended family and friends are likely to be refused.

What can you do to help?

- If you suspect that your child may be unhappy at school, you should contact the school as soon as possible so that you can work with them to resolve any difficulties.
- If your child is ill or absent for any other reason, contact the school on the first day of absence.
- Follow the school's procedures for notifying absence, and always let the school know of any days that your child is unable to attend.
- Make sure your child arrives at school on time.
- Take an interest in your child's education.
- Ask them about their day and praise and encourage their achievements at school.
- Co-operate with any support, such as a Parenting Contract offered by the school or Local Authority.

The world is run by those who turn up.

Attending school every day =
100% attendance.

Attending 4 ½ days a week =
90% attendance (Seen as persistent
absence) =
4 weeks missed per year.

Attending 4 days a week =
80% attendance =
more than half a term missed per year
or 2 full years missed over the
of their school career.

Attending 3 ½ days each week =
70% attendance =
more than a quarter of the school year
missed.

An average attendance of 80% or less across a child's school career adds up to missing a whole 2 years from school

Being late for school reduces learning time.

If your child is 5 minutes late every day they will miss three days of learning each year.

If your child is 15 minutes late every day they will miss 2 weeks of learning each year.

Make every minute count.

Shepton Mallet Community Infants' School & Nursery

ATTENDANCE

LEAFLET



'Where Children Come First'

Waterloo Road

Shepton Mallet

Somerset

BA4 5HE

01749 342322

www.sheptonmalletinfants.co.uk

Why is it important for children not to miss school?

Most parents want their children to get on well in life. Nowadays, it is more important than ever to have a good education behind you if you want opportunities in adult life. Children only get one chance at school, and your child's chances of a successful future may be affected by not attending school or alternative provision regularly.

If children do not attend school regularly they may:

- struggle to keep up with school work. In a busy school day it is difficult for schools to find the extra time to help a child catch up.
- miss out on the social side of school life – especially at primary school. Poor attendance can affect children's ability to make and keep friendships; a vital part of growing up.

Setting good attendance patterns from an early age, from nursery classes through primary school, will also help your child later on. Employers want to recruit people who are reliable. So children who have a poor school attendance record may have less chance of getting a good job.

Being on time is also vital. Arriving late at school can be very disruptive for your child, the teacher, and the other children in the class.

Some parents may be trying but finding it hard to get their children to attend School.

What might the impact of poor attendance be on your child?

Research has shown that children who are not in school are most vulnerable and are easily drawn into crime. Those children who play truant are more likely to offend than those that do not.

Cont. Research also shows that:

- less than 40% of pupils in secondary schools with an average of 17 days or more absence get 5 good GCSEs (grades A* to C) compared to more than 90% in schools with an average of less than 8 days absence.
- In primary schools less than 65% get good results in Maths and English in schools with an average of 15 days absence compared to around 90% in schools where the average is less than 8 days. Many parents are surprised how quickly their children accumulate 15 days absence.

What does the law say?

By law, all children of compulsory school age must get a suitable, full-time education. As a parent, you are responsible for making sure this happens, either by registering your child at a school or by making other arrangements which provide a suitable full-time education.

Once your child is registered at a school you are responsible for making sure he or she attends regularly. If your child fails to attend regularly the Local Authority (LA) may take legal action against you.

The LA is responsible for making sure that parents fulfil their responsibilities. Parents are responsible for making sure that their registered children regularly attend school and any alternative provision arranged for them.

If you think you might need to take your child out of school, discuss the reasons with the school as soon as possible.

Reasons such as family bereavement or taking part in an agreed religious observance would be acceptable for short absences. Unacceptable reasons for missing school include holidays, shopping and birthdays.

What happens if your child does not attend school regularly?

Your child's school is responsible by law for reporting poor attendance to the LA. As a parent, you are committing an offence if you fail to make sure that your child attends school regularly.

You run the risk of being issued with a penalty notice or being taken to court.

The LA may decide to prosecute a parent.

If this happens:

- Parents can be fined up to £2,500 or imprisoned for failing to ensure that their child attends school regularly.
- Magistrates can also impose a Parenting Order, which means that the parent has to attend a counselling and guidance programme, usually a parenting class.

What about authorised absences?

Of course there may be times when your child has to miss school because she or he is ill. This is to be expected and for the odd day off sick you should follow the school's procedures for notifying illness.

Children may also have to attend a medical or dental appointment in school time. However, you should try to make routine appointments such as dental check-ups during the school holidays or after school hours. Any absence must be requested as far in advance as possible.

Who can I talk to if I am concerned about my child?

Their class teacher is the first person to discuss any concerns you may have about your child. Most teachers are happy to speak to you briefly at the end of the day. If you would like to talk in more detail, please make an appointment at the school office. In the mornings teachers are getting ready for the day ahead so this is not a good time.

What is the SEND Information Report?

The report provides information in a single place for children with special educational needs/disabilities (SEND) and their parents or carers. Our SEND Information Report can be found on our website on the SEND Page:

<https://www.sheptonmalletinfants.co.uk/send>



Where can I get independent advice?

Somerset SENDIAS (*Special Educational Needs and Disability Information, Advice and Support*)

What does a SENCO (Special Educational Needs Co-ordinator) do?

For children with additional needs the SENCO may:

- Assess your child to identify any difficulties they may have
- Ensure the right support is put in place for your child
- Advise other staff on how to help your child
- Work with you regarding your child's needs and listen to any ideas or concerns you might have
- Work with other professionals (if necessary) who may be able to help your child e.g. speech & language therapist, educational psychologist, Parent and Family Support Advisor

Our SENCO (Special Educational Needs Co-ordinator) is Mrs Elaine Hewitt. She can be contacted through the school office.



Our SEN Governor is Mr. G. Cockill

T: 01749 342322

E: send@sheptoninfants.co.uk

www.sheptonmalletinfants.co.uk

Shepton Mallet Community Infants' School & Nursery SUPPORTING PUPILS WITH ADDITIONAL NEEDS



'Where Children Come First'

Our vision for children

Our vision for children with additional needs and/or disabilities is the same for all children – to achieve well and lead happy, fulfilled lives.

A Guide for Parents & Carers

What is the SEND Code of Practice?

From 1st September 2014 a new SEND Code of Practice came into effect. This advice from the government outlines what schools should do to support pupils with SEND and Disabilities and gives recommendations for good practice. The new Code covers children and young people from birth to 25 years of age and must be followed by all schools. The new Code (revised Jan 2015) can be found at :

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



All children

receive planned differentiated lessons and will be supported by the class teacher or TA as appropriate.

Teachers plan for a wide range of abilities and look at how all children can be included in the lesson and access the curriculum.

What are Special Educational & Disabilities Needs (SEND)?

A child with SEND must have a clearly identified need that requires a significant amount of different and additional provision to be made for them.

The Special Educational Needs (SEND) Code of Practice (2014) advocates a graduated response. Schools have a duty to support children with additional needs – much of this can be done without them being classified as SEN. If your child's needs are more significant and complex they may be identified as a pupil with Special Educational Needs or Disabilities (SEND).

Some children

will have gaps in their understanding/learning and need some extra support to help them make the best possible progress.

This could be in the classroom or specific group work within a smaller group of children

How might my child be supported if they need additional help?

- Visual support
- Additional processing time
- Story maps
- Writing prompts
- Flashcards
- Number lines/100 squares
- Use of symbols
- Talk Partners
- Speech and language programmes
- Numicon



A few children

will have been identified by the class teacher and SENCO as needing more specialist input in addition to excellent classroom teaching and intervention groups. This will also include advice from professionals outside the school. The school may receive 'top up' funding from the Local Authority to help meet their needs.

SAMPLE MENU

NAME: _____ **CLASS:** _____

- Please tick 1 main choice only. For any special dietary needs or if you require any further information, please contact the school office.
- If you order a lunch from school for your child, please do not bring in a packed lunch.
- Menu items are subject to change depending on the availability of ingredients. If any day is left blank, we will assume that your child will bring in a packed lunch from home.
- If you do not tick the dessert box, Fresh Fruit or yoghurt will be offered to your child.

Fresh drinking water and wholemeal bread is available daily (DF) = Dairy Free (V) = Vegetarian

MONDAY	Choice 1	Sausages	Choice 1	Beef Burgers		
	Choice 2	Vegetable Sausages (V, DF)	Choice 2	Vegetable Nuggets (V, DF)		
	Served With	Potato wedges and baked beans		Served With	Potato wedges and baked beans	
	Choice 3	Ham Sandwich, Salad & fruit	Choice 3	Ham Sandwich, Salad & fruit		
	Choice 4	Cheese Sandwich, Salad & fruit	Choice 4	Cheese Sandwich, Salad & fruit		
	Dessert	Ice Cream / Dairy free option	Dessert	Flapjack / Dairy Free Option		
Tuesday	Choice 1	Chicken Korma	Choice 1	Chicken Korma		
	Choice 2	Jacket Potato Beans Salad (V,DF) Cheese	Choice 2	Jacket Potato Beans Salad (V,DF) Cheese		
	Served With	Rice and Sweetcorn		Served With	Rice, Sweetcorn	
	Choice 3	Ham Sandwich, Salad & fruit	Choice 3	Ham Sandwich, Salad & fruit		
	Choice 4	Cheese Sandwich, Salad & fruit	Choice 4	Cheese Sandwich, Salad & fruit		
	Dessert	Sprinkle Cake / Dairy free option	Dessert	Lemon Drizzle Cake		
Wednesday	Choice 1	Pasta Bolognese	Choice 1	Cottage Pie		
	Choice 2	Jacket Potato Beans Salad (V,DF) Cheese	Choice 2	Vegetable Cottage Pie (V, DF)		
	Served With	Peas and garlic bread		Served With	Green Beans & Carrots	
	Choice 3	Ham Sandwich, Salad & fruit	Choice 3	Ham Sandwich, Salad & fruit		
	Choice 4	Cheese Sandwich, Salad & fruit	Choice 4	Cheese Sandwich, Salad & fruit		
	Dessert	Apple Crumble	Dessert	Yoghurt or Dairy Free option		
Thursday	Choice 1	Roast Chicken (DF)	Choice 1	Roast Pork (DF)		
	Choice 2	Quorn Fillet (V, DF)	Choice 2	Jacket Potato Beans Salad (V,DF) Cheese		
	Served With	Roast potatoes, cabbage and carrots		Served with	Roast Potatoes, broccoli, carrots	
	Choice 3	Ham Sandwich, Salad & fruit	Choice 3	Ham Sandwich, Salad & fruit		
	Choice 4	Cheese Sandwich, Salad & fruit	Choice 4	Cheese Sandwich, Salad & fruit		
	Dessert	Flapjack	Dessert	Peaches, cream or dairy free option		
Friday	Choice 1	Fish Fingers (DF)	Choice 1	Breaded Fish (DF)		
	Choice 2	Jacket Potato Beans Salad (V,DF) Cheese	Choice 2	Cheese Pizza, Salad		
	Served With	Chips and peas		Served with	Chips and peas	
	Choice 3	Ham Sandwich, Salad & fruit	Choice 3	Ham Sandwich, Salad & fruit		
	Choice 4	Cheese Sandwich, Salad & fruit	Choice 4	Cheese Sandwich, Salad & fruit		
	Dessert	Mousse or dairy free option	Dessert	Peaches, cream or dairy free option		
				My child will bring a packed lunch from home (Please tick)		



Healthy lunch boxes

All children starting school will be able to receive free school meals. This can be in the form of a packed lunch or a hot meal. You can also choose to prepare your child's own packed lunch if you so wish.

Below are links to healthy alternatives to sugary lunch box snacks and healthy lunch box ideas.

[Lunchbox ideas and recipes – Healthier Families - NHS \(www.nhs.uk\)](http://www.nhs.uk)

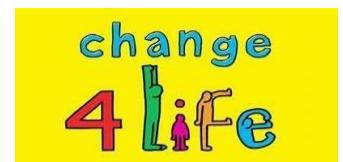
[Healthier food swaps - Food facts - Healthier Families - NHS \(www.nhs.co.uk\)](http://www.nhs.co.uk)



Drinking water is important for good bowel and bladder health, and for tackling daytime wetting, night time wetting and poo problems like constipation, but it can be hard to get kids to drink enough. They should consume 6-8 glasses of water or water-based fluid every day. Please visit site below for ideas around how to encourage your child to ingest that much fluid in a day.

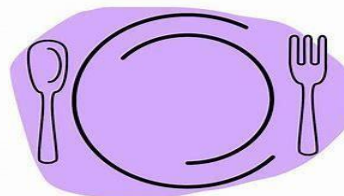
Where possible children should be encouraged to drink water throughout the day. Your child's school will advise whether they will provide water during the day or whether you will need to send them with a drinks bottle.

[How to get children to drink more water | ERIC](http://eric.education)



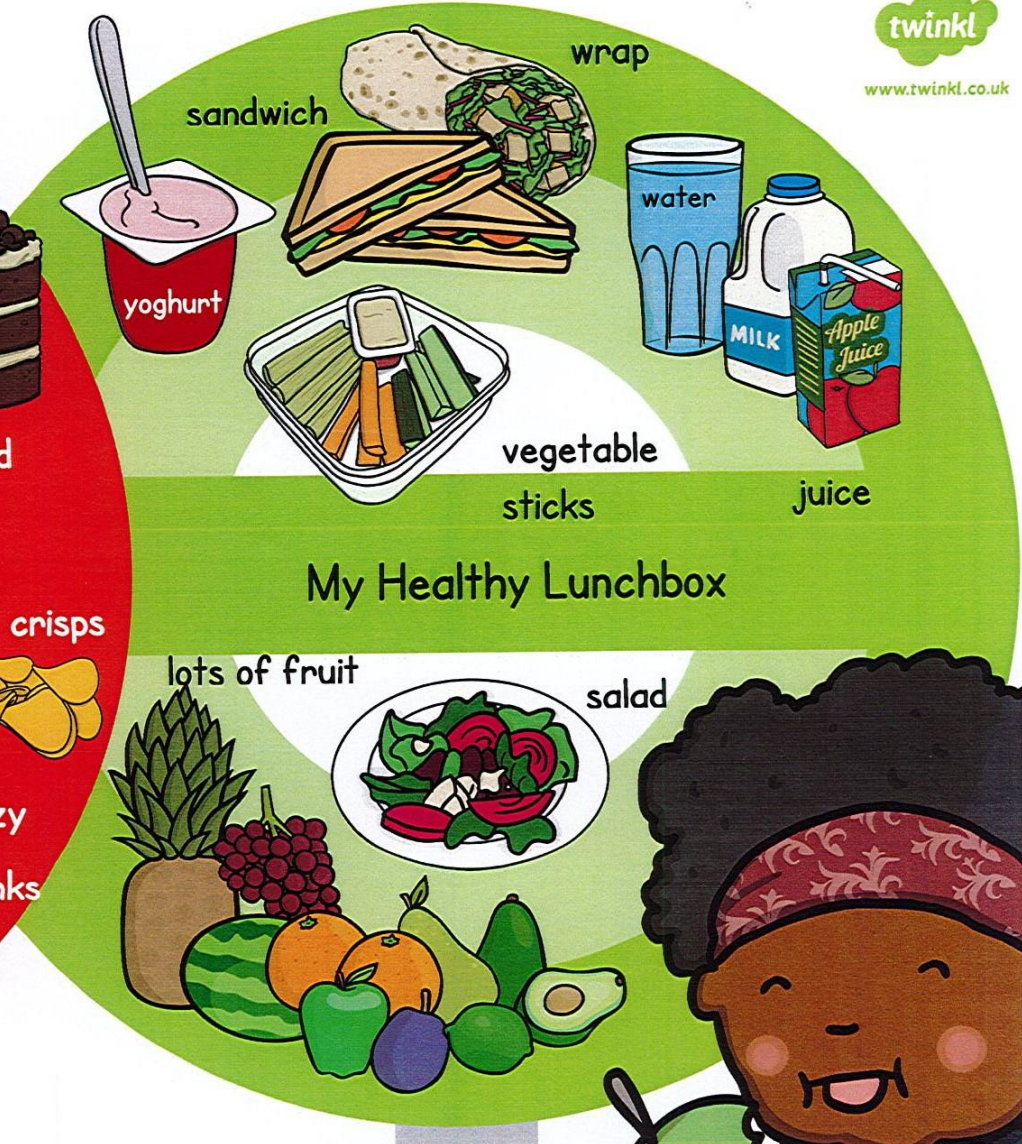
Using a knife and fork at mealtimes enhances children's fine motor skills and hand eye co-ordination. Practising using a knife and fork can be incorporated within role play at home and creative activities.

[Using Cutlery Information Sheet \(nhsggc.org.uk\)](http://nhsggc.org.uk)

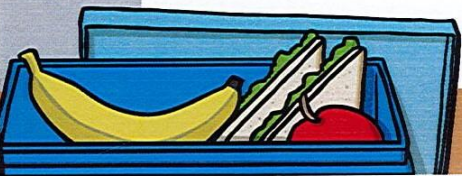




Not Allowed in My Lunchbox!



My Healthy Lunchbox



Privacy Notice:

Notification regarding the processing of personal data supplied on this form



Data Controller: Somerset Council (SC)

Data Protection Officer contact: informationgovernance@somerset.gov.uk

Purpose for processing: The information requested will be used for processing your child(ren)'s Free School Meals and Pupil Premium claim.

Legal basis for processing: We are processing your personal data because we are required to do so by law.

By Law: Education Act 1996

Legitimate Interests: SC will also use your data for the purposes of monitoring quality, audit and for dealing with any enquiries or complaints.

Data Sharing: The personal data provided will only be disclosed to staff in the Local Authority who have a right of access and where appropriate, any schools that your child(ren) attend as well as Somerset Councils software supplier and the Department for Education.

Transfers abroad: This data is held within the EU and is accessible by the approved application provider.

Data Retention: The personal data supplied on this form will be retained for as long as is necessary to meet our statutory requirements and legitimate interests and it will be disposed of in a manner appropriate to its sensitivity.

Your Rights: You have the right to ask Somerset Council to a copy of your data, the right to rectify or erase your personal data, and the right to object to processing. However, these rights are only applicable if the Council has no other legal obligation concerning that data. You also have the right to complain to the regulator, <https://ico.org.uk/>

Consequences: If you do not supply this information to us, we will not be able to process your application for Free School Meals and Pupil Premium.

For more information see www.somerset.gov.uk/privacy

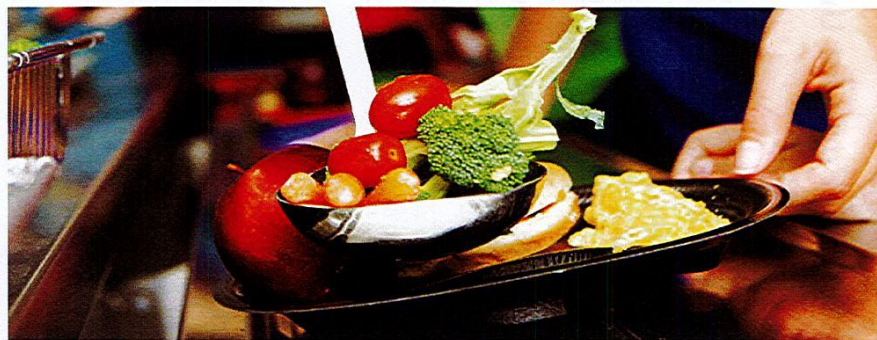
Universal Infant Free School Meals



Every infant child in Reception, Year 1 and 2 is entitled to have a free meal at school. The Government has made this decision because a good lunch makes an enormous difference to children's health, development and ability to learn. It is also important that children develop good healthy eating habits to combat the rising problem of childhood obesity. If you would like your child or children to receive a free meal at school, you must complete the application form overleaf and return it to your school office.

Pupil Premium

You don't have to be in receipt of a benefit to take advantage of a free meal at school. They are available for all infant children. However, schools receive extra funding for children that come from families on low incomes. This is called Pupil Premium. This money is sent to schools by Central Government based on the numbers of pupils in the school who are eligible for Free School Meals (FSM). The Pupil Premium will be used specifically within school to help eligible children reach their full potential, both academically and socially. If you would like to find out how your school uses its pupil premium, please look on their website or speak to your school.



Service provided by:



RE: NHS Supervised Tooth Brushing Programme

Dear Parent / Guardian,

Good news – our school has been enrolled to provide daily supervised toothbrushing for your children during the school day.

This NHS scheme is brought to us by Big Brush Club and our aim is to get children in Reception and Nursery/ Pre-schools brushing during school time to help tackle tooth decay.

Developmentally, this is such an important age and we can really make a difference to children's long term oral health by committing to this simple and effective programme. Tooth decay is the most common disease in children and an average of 3 days of school per year are missed due to dental problems causing parents and carers to have time off work for appointments. This is easily preventable through the use of fluoride toothpaste and regular brushing.

Children will be supervised during the brushing sessions every day and will be under the guidance of trained 'Oral Health Champions'. Each child will receive their own toothbrush, which will be easily identifiable and will be stored in a safe storage system.

It is important children continue to brush their teeth at home, with a fluoride toothpaste. To support this, we are sending children home with their own pack which includes a toothbrush, toothpaste and information leaflet. We would greatly appreciate your support to encourage your children with their brushing in a positive way.

Visit our website (www.bigbrushclub.co.uk) to learn more and view videos and apps that are useful in engaging your children and timing their brushing for 2 minutes.

Allergies: Please ensure you let the nursery or school know of any allergies or health issues your child may have which could mean they are unable to take part in the scheme.

Consent: to consent for your child to take part in the scheme, please fill in the attached form and return this to your child's school / teacher.

If you wish to discuss the scheme further or would like to know more about how to improve your child's oral hygiene, your Big Brush Club Facilitator can answer all your questions. Please get in touch via info@bigbrushclub.co.uk.

Yours Sincerely,

A handwritten signature in black ink that reads "J Marney".

Justin Marney
Managing Director



Brushing together for healthy smiles

www.bigbrushclub.co.uk

info@bigbrushclub.co.uk

Oral health 3-6 years



Somerset
Council



Toothbrushing tips

It's important to use a fluoride toothpaste, as this helps Prevent and control tooth decay.

Children aged 3 to 6 years.

- Brush at least twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night before bed and at least on 1 other occasion.
- Brushing should be supervised by a parent or carer.
- Use children's fluoride toothpaste containing no less than 1,000ppm of fluoride (check label) or family toothpaste containing between 1,350ppm and 1,500ppm fluoride.
- Use only a pea-sized amount of toothpaste.
- Spit out after brushing and don't rinse – if you rinse, the fluoride won't work as well.

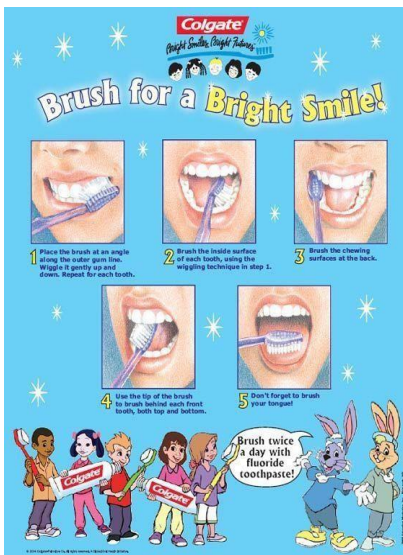
Pea-sized blob of toothpaste



How to help children brush their teeth properly

Guide your child's hand so they can feel the correct movement.

- Use a mirror to help your child see exactly where the brush is cleaning their teeth.
- Make tooth brushing as fun as possible by using an egg timer to time it for about 2 minutes. You could also try the [Brush DJ timer app listed on our Apps Library](#). Don't let children run around with a toothbrush in their mouth, as they may have an accident and hurt themselves.



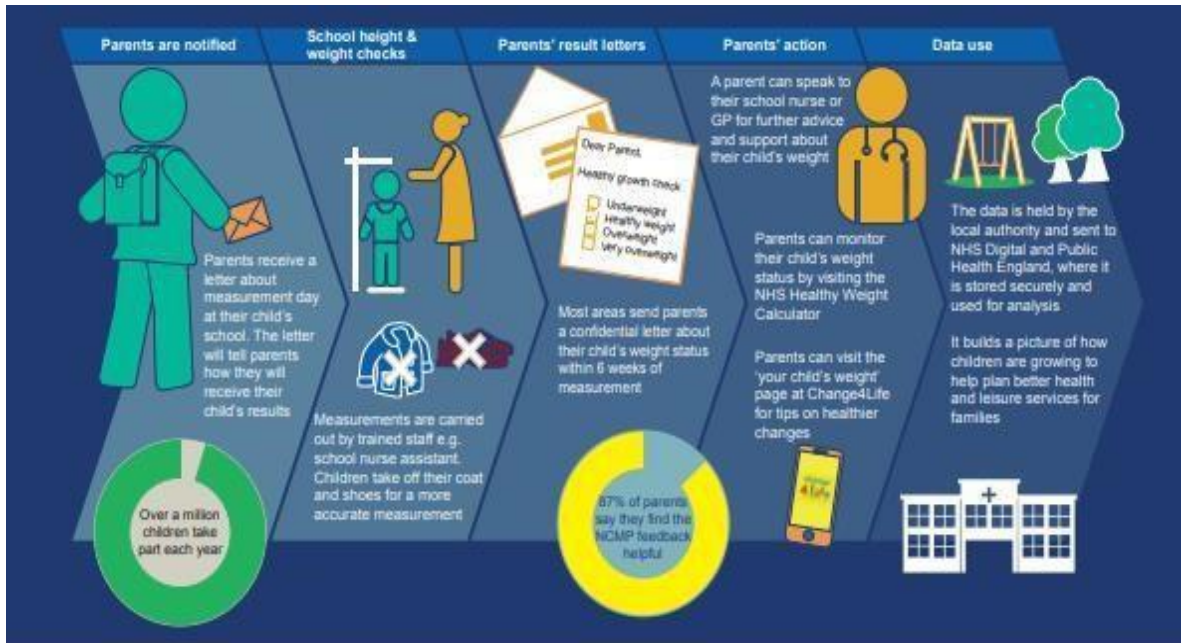
[Oral Health for Children \(colgate.com\)](http://colgate.com)

National Child Measurement Programme (NCMP)

In the first year of your child starting school, they will be requested to take part in the National Child Measurement Programme (NCMP).

The NCMP is a nationally mandated public health programme.

It measures the height and weight of children in Reception class (aged 4 to 5) and Year 6 (aged 10 to 11), to assess overweight and obesity levels in children within primary schools.



TOP TIPS for getting your young child moving more

Physical activity isn't just about sport. It can be anything that gets the body moving. You should begin with floor play from birth. Once walking, children under-5 should be active for at least three hours throughout the day. Just 10-minute or more bursts of activity at a time will keep them healthy and happy, and you can play along with them to keep active too!

Keep your kids moving

- **Skipping** – move more on the way to school or the shops
- **Dancing** – a great way to get moving without even leaving the house
- **Riding a bike or scooter** – a fun way to get around
- **Running, chasing or catching games** – perfect for playtime with friends and family

Did you know **Being active...**

- Keeps kids' hearts healthy
- Helps them maintain a healthy weight
- Supports healthy muscle and bone development
- Contributes to brain development and learning

It can also help your child to get a good night's sleep which is great for you too!

Search **Change4Life** for loads of free 10 Minute Shake Ups and information about active hobbies.

change 4life

School Readiness

A guide for parents and carers with children starting primary education.



Starting school is a very exciting time for children and a big step for them in their educational journey.

Preparing children for the changes ahead is a very important part of their transition from early years to primary education.

Children may feel a mixture of emotions about starting school and ensuring that they are fully prepared will play a vital part in their transition.

Preparing for transition – school readiness

Ensuring children are prepared for the transition to primary school is important to encourage resilience and self-confidence.

It enables the children to learn and understand key competencies expected when they transition to the school environment.



Potty training and toileting

When children start school, it is important that they can use the toilet independently. They will be expected to wipe their own bottom and understand good hygiene practices.

Some children may struggle with this and support for parents and carers can be found below to help encourage independence.

Help and support can also be offered via your school nursing team:

School Nurse Duty Team:

Tel: 0300 3230114

Email: Schoolnurseduty@somerset.gov.uk



Dressing yourself

Before children start school dressing/undressing independently can be encouraged at home as part of their daily routine.

Below are some useful fact sheets.

Dressing skills

Why do some children find dressing difficult?

Some children find dressing difficult due to movement or learning difficulties.



All children learn to undress first. You can help your child by breaking the task down into little steps and getting them to assist you at first. Then, as their ability grows, you can let them carry out that stage of dressing for themselves.

If you have used this Advice Sheet and not seen improvement after 3 months, please contact the Integrated Therapy Service for advice.

What you may see

- The child being reluctant to take part in dressing themselves
- The child seeking help and reassurance
- Clothes put on backwards or inside out
- Clothes left twisted on the body
- Some items of clothing left off because it was missed during the sequence
- Frustration due to their inability to dress independently

Strategies and Advice

- Choose loose fitting clothes with minimum fastenings. Look for tops with easy openings, stretchy socks and elasticated waists
- Start by encouraging your child to assist in the process of undressing / dressing, for example by waiting for your child to push their arm through a sleeve
- Make sure your child is well supported in sitting or standing so that their hands are free to use. If they have poor balance, get them to sit on a chair or use a corner wall for support
- Start by teaching your child to undress as this is easier than dressing
- Talk your child through the order in which clothes are put on, that is which ones are put on first. Draw attention to different parts of the body and name them to help improve their body awareness



- Establish a routine to avoid confusion, so that the activity becomes predictable. Keep the sequence of dressing / undressing the same
- Try to practise when you are not rushed. Allow time for your child to cooperate in the process e.g. pause when their arm is placed in the sleeve hole so that they can push their arm through independently
- Practise dressing in the evening or at weekends when there is time
- Lay the clothes out in the order they are put on. Lay jumpers out with the bottom edge nearest the child and the neck furthest away
- When you are assisting the child to dress, give simple verbal and gestural instructions e.g. "give me your foot"
- Practise dressing / undressing during doll play or in dressing up games
- Dress in front of a mirror for added reinforcement
- Provide a visual timetable / schedule. This can help the child by giving a pictorial sequence of the stages involved
- Remember to reinforce their effort and give positive feedback



Putting your coat on trick!

[The Coat Flip Trick - The Very Easy Way for Children to Put Their Coats On - Bing video](#)

Fasteners



Why do some children find this difficult?

A child may have difficulties doing up buttons and zips for a variety of reasons such as poor bilateral coordination, postural instability, poor fine motor manipulation, reduced muscle tone or visual perceptual difficulties.

Strategies and Advice

Buttons

- Start by using large buttons on a doll, a jumper worn by someone else or a toy.
- Teach the child using the 'Backward Chaining' technique. This means that you first break the activity down into steps. You carry out most of the steps but leave the last step for the child. When the child has mastered that step you allow them to do the last two steps and so on until they can complete the whole task. This will ensure that your child finishes the task every time. For example you may start your child off with the last stage of the task, which is to pull the button through the button hole.
- Once the child has mastered large buttons, move on to fastening items with smaller buttons.
- Reattach the buttons with a thick thread, leaving about half an inch of thread between the button and the fabric for easier buttoning.
- Make a 'Button Box' for a fun and interesting toy. Use a shoe box and make slots on the top (horizontal and vertical). Let the child post buttons or coins through the holes.
- Make a 'Button Board' out of fabric and large buttons. Make the button holes at least a quarter of an inch larger than the button. Sew the button on loosely with strong thread. Place an attractive picture on the button board under the fabric so that after the button is unfastened, it reveals the picture.



- Use threading cards / games / activities. The same skills and principles in threading are used when fastening buttons
- When teaching the child to fasten shirt buttons, remember to start buttoning from the bottom to the top to ensure the button and button hole correspond correctly.
- Encourage the child to check him or herself in the mirror.
- Top buttons are often very difficult and can be replaced with Velcro or a popper (sew the button on permanently on the outside). Alternatively, all buttons, including sleeve buttons, can be replaced with Velcro fastenings or poppers.

Zips

- Demonstrate how to fasten and unzip a zip by pulling on the tab. Allow your child to assist you by pulling the zip up or down with you.
- Zip tags can be adapted by attaching a piece of ribbon, a zip ring or a large paper clip. This makes it easier to grasp.
- Start with heavy-duty large zips which have big tabs or rings as these slide more easily.
- Practise unzipping a purse or pocket to reveal a surprise!
- Velcro tabs can replace zips to encourage independence.

Shoes and socks



Socks: what you may see

Children often have difficulty putting socks on correctly and end up with the heel on the top of their foot.

Strategies and advice

- Demonstrate to your child how to remove and put on socks correctly and allow them to help you.
- Try buying socks that have different coloured heels and toes.
- Trainer socks can help to establish where the heel goes without a lot of sock that needs pulling over the heel.
- Looser socks are easier so let your child practice with your socks. A little talc can be added to the bottom of the foot to help the sock slide on easily.
- Cotton socks are easier to handle than nylon ones.
- Practice putting socks onto dolls or stuffed teddies.
- Backward Chaining can also be used for teaching your child to put socks on. This means that you will break down the task into small steps, help them with the task and teach the last step first. When they have mastered this, let them do the last two steps and so on. In this way your child will finish the task every time and you will gradually reduce the help you are giving.

Shoes: what you may see

Children can find putting on their shoes a challenge and much prefer to take them off. You may see:

- Laces left untied or stuffed into the shoe.
- The tongue wedged into the toe part of the shoe, causing discomfort and making it more difficult to put on.
- The heel of the shoe dented at the back where the child has not been able to pull it up over their heel.
- Shoes on the wrong feet.
- Velcro straps not pulled tight so the shoe is loose on the foot.



Strategies and advice

- Start with taking the shoe off properly.
- Sit behind the child and demonstrate how to take off their shoes by undoing the fastenings, pulling the shoe open to loosen it and pulling it upwards with the hand under the heel.
- Repeat the task but allow your child to do the last step i.e. to pull the shoe off.
- Continue practising the task in the same way and, as your child progresses, allow them to do more of the task e.g. pull open the shoe and then pull it off the foot.
- Allow them to practise taking off your shoes for you or shoes off their toys.
- Encourage your child to assist with fastenings.

Putting on shoes is a little trickier

- Start with putting on larger/looser shoes – dressing-up games are a good
- If your child needs extra support allow them to sit on the bottom step, against a wall or in the corner of a sofa.
- Always do the task in the same order so it is easier to remember which bit comes next e.g. loosen fastenings, pull shoe open, pull out tongue of shoe, wiggle in foot, readjust tongue and fasten.
- Initially you may need to position the correct shoe by the correct feet. If your child has difficulty putting each shoe on the correct foot you can:
 1. Fix something bright onto one shoe and teach your child 'bright is right'.
 2. Buy shoes with a logo on the outer side.
 3. Hold shoes next to each other before putting them on to see if they are 'friends', that is they 'face' each other.
 4. Place shoes in front of your child in their correct position, so that the left shoe is matching the left foot.
 5. Help your child recognise their left and right shoe by drawing arrows inside the shoes pointing together.



Hand washing is very important.

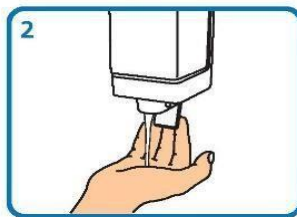
Children should be encouraged to wash their hands with soap and water for 20 seconds.



Hand-washing technique with soap and water



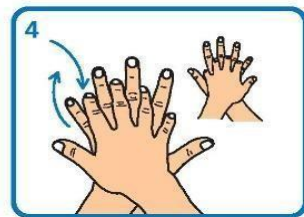
1
Wet hands with water



2
Apply enough soap to cover all hand surfaces



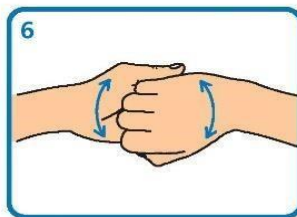
3
Rub hands palm to palm



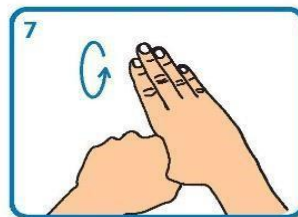
4
Rub back of each hand with palm of other hand with fingers interlaced



5
Rub palm to palm with fingers interlaced



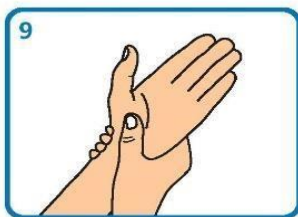
6
Rub with back of fingers to opposing palms with fingers interlocked



7
Rub each thumb clasped in opposite hand using a rotational movement



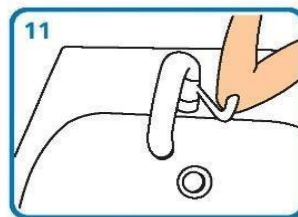
8
Rub tips of fingers in opposite palm in a circular motion



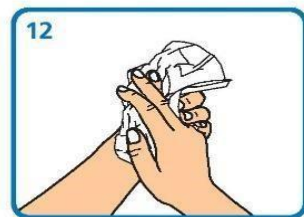
9
Rub each wrist with opposite hand



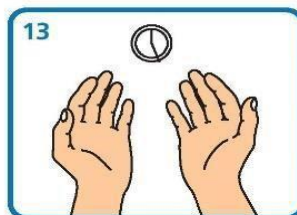
10
Rinse hands with water



11
Use elbow to turn off tap



12
Dry thoroughly with a single-use towel



13
Hand washing should take 15–30 seconds

Healthy Sleep Tips

Good sleep is important for your child's physical and mental wellbeing.

A relaxing bedtime routine is an important way to help your child get a good night's sleep.

Relaxation tips to help sleep

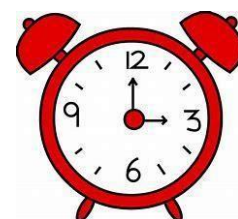


Doing the same relaxing things in the same order and at the same time each night helps promote good sleep:

- A warm (not hot) bath will help your child relax and get ready for sleep.
- Keeping lights dim encourages your child's body to produce the sleep hormone, melatonin.
- Once they're in bed, encourage your child to read quietly or listen to some relaxing music, or read a story together.

Know how much sleep your child needs.

- The amount of sleep your child needs changes as they get older.
- A 5-year-old needs about 11 hours a night, for example, while a 9-year-old needs roughly 10 hours.



Avoid screens in the bedroom.

- Tablets, smartphones, TVs and other electronic gadgets can affect how easily children get to sleep.
- Older children may also stay up late or even wake in the middle of the night to use social media.
- Try to keep your child's bedroom a screen-free zone and get them to charge their phones in another room.
- Encourage your child to stop using screens an hour before bedtime.



Your child's bedroom

- Your child's bedroom should ideally be dark, quiet, and tidy. It should be well ventilated and kept at a temperature of about 16 to 20C.
- Fit some thick curtains to block out any daylight. If there's noise outside, consider investing in double glazing or, for a cheaper option, offer your child earplugs.





choices

Head Lice and Nits

Head lice are tiny insects that live in hair. Nits are the empty egg cases attached to hair that head lice hatch from and they are a common problem, particularly in school children aged 4-11. They're largely harmless, but can live in the hair for a long time if not treated and can be irritating and frustrating to deal with.

How to spot head lice

Head lice can be difficult to spot, even when the head is closely inspected. They're very small whitish or grey-brown insects that range from the size of a pinhead to the size of a sesame seed.

The only way to be sure someone has head lice is to find a live louse by combing their hair with a special fine-toothed comb. This is called [detection combing](#).

Less reliable signs of head lice include:

- small white eggs or nits (egg cases) in the hair behind the ears or at back of the neck – see image above
- an itchy scalp
- a rash on the back of the neck
- feeling as though something is moving in the hair

How to get rid of head lice and nits

Treatments to get rid of head lice are available to buy from pharmacies, supermarkets and online. You don't usually need to see your GP.

The main treatments are:

- lotions or sprays that kill head lice – these can be very effective, but some aren't suitable for pregnant or breastfeeding women, or for children under two
- removing head lice with a specially designed comb – this is suitable for everyone and relatively inexpensive, but needs to be repeated several times and can take a long time to do thoroughly

A pharmacist can advise you about the treatments available if you're not sure which is best for you or your child. Make sure you carefully follow the instructions that come with the treatment you choose.

Visit <http://www.nhs.uk> for more information.

How you get head lice

Head lice are spread by direct head to head contact. They climb from one person's hair to another's.

Head lice:

- can't fly, jump or swim
- are very unlikely to be spread by objects such as hats, combs and pillows
- don't have a preference for dirty, clean, short or long hair
- only affect people and can't be caught from animals

Once detached from the hair, head lice will usually die within 12-24 hours.

Preventing head lice

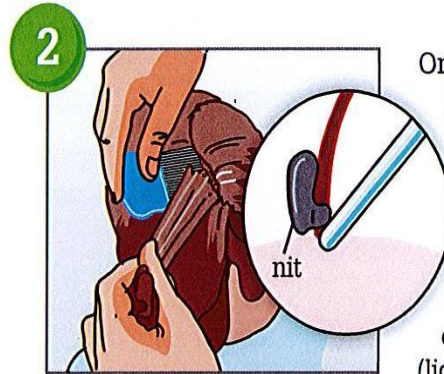
It's very difficult to prevent head lice. You may want to consider regular [detection combing](#) – for example, on a weekly basis – if you're concerned about your children or yourself. Lotions and sprays don't prevent head lice and should only be used if a live louse has been found in your or your child's hair. **Staying off work or school and washing clothing and bedding on a hot wash is unnecessary, as it's unlikely to help prevent the spread of head lice.**

How to do a lice comb-out

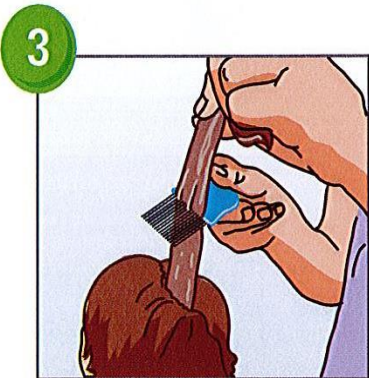
You'll need: Comb, metal lice comb, hair clips, bowl, strong reading glasses or magnifier, good light, and wet hair. Use regular comb to detangle before you begin.



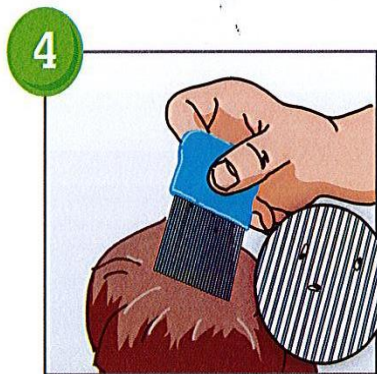
1 Part your child's hair down the middle and clip up one half so it's out of the way.



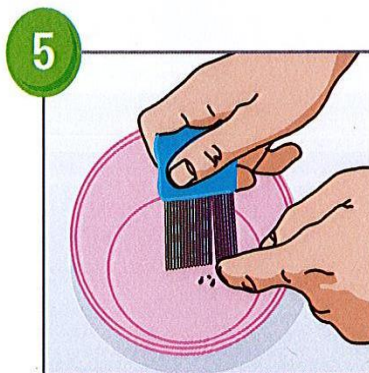
2 On the loose side, pick up one small section of hair, about the width of your lice comb. Start at the scalp to catch the nits (lice eggs).



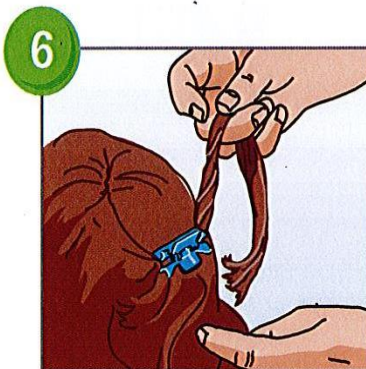
3 Pull comb all the way through to ends of hair. Comb each section in multiple directions (up, down, left, right).



4 You may see lice on the comb after you pull it through the hair.



5 Flick the teeth of the comb into a bowl, dip it in a bowl of soapy water, or wipe it with a paper towel after each swipe.



6 Keep combing each section until the comb comes out clean (no lice). Twist the combed hair and clip it to the head.

If lice are an ongoing problem in your area, try combing out hair once a month. "Regular comb-outs are the best prevention," says one mom whose daughter had lice twice. "The minute I see one of those lice warning notes from school, I sit my daughter down for a combing. I also comb her hair out after sleepovers or other outings where the kids are close together. We haven't had lice since."

ft ChatHealth

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SOMERSET
County Council



**is your child
5-19 and are you
looking for confidential help
and support?**

**A safe and easy way to contact your
School Nursing Team**

Just send a text or scan me

07480 635 515



Disclaimer. This is not an emergency service; it operates Monday to Friday 9am - 5pm and is only available by using a UK mobile number. Your messages are stored on our secure system and can be seen by the School

Nursing Team who run our ChatHealth Service.
Although this is a confidential service, in the event of an safeguarding issue the School Nurse has a duty of care to act on this and may escalate the concern.



September 2024						October 2024						November 2024						
M		2	9	16	23	30	Mo		7	14	21	28	M		4	11	18	25
Tu		3	10	17	24		Tu	1	8	15	22	29	Tu		5	12	19	26
W		4	11	18	25		We	2	9	16	23	30	W		6	13	20	27
Th		5	12	19	26		Th	3	10	17	24	31	Th		7	14	21	28
F		6	13	20	27		Fr	4	11	18	25		F	1	8	15	22	29
Sa		7	14	21	28		Sa	5	12	19	26		Sa	2	9	16	23	30
Su	1	8	15	22	29		Su	6	13	20	27		Su	3	10	17	24	
December 2024						January 2025						February 2025						
M		2	9	16	23	30	M		6	13	20	27	M		3	10	17	24
Tu		3	10	17	24	31	Tu		7	14	21	28	Tu		4	11	18	25
W		4	11	18	25		W	1	8	15	22	29	W		5	12	19	26
Th		5	12	19	26		Th	2	9	16	23	30	Th		6	13	20	27
F		6	13	20	27		F	3	10	17	24	31	F		7	14	21	28
Sa		7	14	21	28		Sa	4	11	18	25		Sa	1	8	15	22	
Su	1	8	15	22	29		Su	5	12	19	26		Su	2	9	16	23	
March 2025						April 2025						May 2025						
M		3	10	17	24	31	M		7	14	21	28	M		5	12	19	26
Tu		4	11	18	25		Tu	1	8	15	22	29	Tu		6	13	20	27
W		5	12	19	26		W	2	9	16	23	30	W		7	14	21	28
Th		6	13	20	27		Th	3	10	17	24		Th	1	8	15	22	29
F		7	14	21	28		F	4	11	18	25		F	2	9	16	23	30
Sa	1	8	15	22	29		Sa	5	12	19	26		Sa	3	10	17	24	31
Su	2	9	16	23	30		Su	6	13	20	27		Su	4	11	18	25	
June 2025						July 2025						August 2025						
M		2	9	16	23	30	M		7	14	21	28	M		4	11	18	25
Tu		3	10	17	24		Tu	1	8	15	22	29	Tu		5	12	19	26
W		4	11	18	25		W	2	9	16	23	30	W		6	13	20	27
Th		5	12	19	26		Th	3	10	17	24	31	Th		7	14	21	28
F		6	13	20	27		F	4	11	18	25		F	1	8	15	22	29
Sa		7	14	21	28		Sa	5	12	19	26		Sa	2	9	16	23	30
Su	1	8	15	22	29		Su	6	13	20	27		Su	3	10	17	24	31

Key:

- School Holiday
- Bank Holiday
- Term Time
- Inset Day School & Term Time Nursery CLOSED
- Inset Day School & Nursery CLOSED

Term dates summary:

Term 1: 03 September – 25 October 2024 (39 days)
 Term 2: 04 November – 20 December 2024 (35 days)
 Term 3: 06 January – 14 February 2025 (30 days)
 Term 4: 24 February – 04 April 2025 (30 days)
 Term 5: 22 April – 23 May 2025 (23 days)
 Term 6: 02 June – 23 July 2025 (38 days)
TOTAL = 195

Bank and public holidays 2024/25

Christmas Day	25 December 2024	Easter Monday	21 April 2025
Boxing Day	26 December 2024	May Day Bank Holiday	05 May 2025
New Year's Day	01 January 2025	Spring Bank Holiday	26 May 2025
Good Friday	18 April 2025	Summer Bank Holiday	25 August 2025

Academy, Free Schools, Foundation & Voluntary Aided schools can set their own term dates and may differ from ours. Please check with the individual schools for their term dates.