Tollgate Community Junior School

Prospectus 2012

In partnership with the Diocese of Chichester
Tollgate Community Junior School
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Welcome

Choosing the right school for your child is one of the most important decisions you will ever make. You will want your child to be safe and happy at school, where the learning is meaningful and enjoyable. Our children are excited about coming to school and being part of our learning community where everyone is valued, respected and cared for. We are committed to meeting the individual needs of each child and we work in close partnership with all of our families in order to ensure our children are successful and responsible members of the community. Vital to this partnership is our ‘open door’ policy that ensures parents and carers feel confident in approaching the school in the event of a query or concern.

We believe that Tollgate Community Junior School provides a journey whereby success is met with celebration; achievements are met with rewards and difficulties met with support, resulting in keen and motivated learners who have a well-developed understanding of the world and their role within it. Our curriculum is broad, balanced and enriching, making the most of first-hand learning opportunities.

We hope that this prospectus gives you a flavour of what life is like at Tollgate. We would also like to personally welcome you to our school in order for you to experience for yourself the unique ethos and opportunities that our children enjoy. We hope very much that you and your family will become part our learning community and will want to take advantage of all that we have to offer.

Welcome to our school.

Mr S. Dennis
Headteacher

“Pupils, parents and carers, staff and governors are rightly very proud of their good school.”

“Good, trusting relationships between pupils and adults reflect the outstanding care, guidance and support that enable pupils to develop as well-rounded individuals who are happy and confident and excited by their experience at school.” Ofsted 2011
General Information

The information given in this prospectus is correct at the time of printing; however it must not be assumed that there will be no changes made during the school year.

Our School

Tollgate is a non-denominational Community Junior School maintained by the Local Education Authority. Built in 1968 it caters for boys and girls between the ages of 7 and 11 the majority of which feed in from St. Andrew’s CofE Infant School. A contract was signed in July 2003 for a partnership agreement between the school and the Diocese of Chichester. This partnership status links us closely with church schools. At the age of 11 children transfer to Bishop Bell Cof E, Causeway, Cavendish, Eastbourne Academy, Ratton or Willingdon Schools.

Improvements are constantly taking place within the school and outside. There are two large playgrounds, a school field, three quiet areas, an ornamental pond and a natural wildlife pond. The school benefits from numerous mature trees.

The grounds provide excellent opportunities for environmental work as well as ample facilities for sports and play. There is a real feeling of space around the school.

“The school motto ‘Together Everyone Achieves More’ is reflected in all aspects of the school’s work.” Ofsted 2011
School Times

8.45am – 12.20 : 1.15 – 3.20pm

Teaching Organisation

There are 365 children on roll at present organised into mixed ability single age classes. There are three classes to each year group. Class groups remain the same for two years and are then re-organised at the end of Year 4. In certain situations classes could change at other times but this would be rare. There is a specialist Music and French teacher; otherwise children remain with their own class teacher for all areas of the curriculum. Children are taught individually, in small groups and as a whole class.

There is support for children with Special Educational Needs and opportunities for Gifted and Talented children.

“Pupils’ enjoyment of school is shown in above-average attendance, good attitudes to learning and their excellent contribution to the school and wider community.” Ofsted 2011
The Governing Body

Authority Governors

Mr. D. Salmon
Mr. H. Wardle, Vice Chair

Parent Governors

Mr. N. Chapman
Mrs. B. Vallance-Hornby
Miss A. Rock
Mrs. D. Pawley
Mrs. J. Watson
Mrs. D. Bamforth

Community Governors

Rev. V. Flanagan
Mr. C Neighbour, Chair of Governors
Mrs. K. Weston

Staff Governors

Mr. S. Dennis
Miss E. Thompsett
Mrs. L. Fegan
Mr. T. Walsh

Clerk

Mrs. H. Martin

“The school benefits from the skills and expertise of governors who support the school effectively and hold it to account well for its performance.” Ofsted 2011
Together Everyone Achieves More

Ethos

The staff and governors at Tollgate Community Junior School are fully committed to providing the best possible educational opportunities for all our children. We value and respect each pupil’s background and experience so that we can develop the whole child.

Our central aim is to develop the child, spiritually, morally, socially, emotionally, intellectually and physically.

We do this by :-

- providing for all pupils a high standard of education through effective teaching and learning with a broad, balanced and relevant curriculum that includes all statutory requirements.

- raising levels of achievement within the school and celebrating our successes.

- providing equal opportunity for everyone regardless of race, class, gender, special educational needs, religion, culture or ability.

- providing a safe, caring, happy and stimulating atmosphere within an aesthetically pleasing environment.

- encouraging an educational partnership between children, staff, parents/carers and Governors, and by promoting links with the wider community.

“Pupils enjoy learning and this, along with their positive attitudes and good behaviour, makes an important contribution to their good achievement.” Ofsted 2011
The Curriculum

The National Curriculum forms the basis of the school’s teaching objectives, schemes of work and means of assessing each child’s progress and levels of achievement. The curriculum is kept under review to ensure that there is breadth as well as depth and that there are ongoing school improvements. All subject areas are developed and taught so as to engender confidence, knowledge, understanding and skills in all the pupils. In accordance with the objectives, some attainment targets are achieved through combining a number of study areas into an overall project.

As children reach the age of 11 they are assessed using National Standard Assessment Tasks (SATs). Non-statutory QCA tests and Assessing Pupil Progress (APP) materials are used to assess children at other times in all years. Basic skills are vital and both the Literacy and Numeracy strategies are fully in place through the school. Other skills are emphasised such as self-discipline, research skills, observation, recording, reasoning and logical thinking. At all times we consider each child as an individual in his or her own right, with particular strengths and weaknesses, that require developing.

English

This subject overflows into all areas of the curriculum. The importance of reading is recognised and we ensure reading progresses, for enjoyment and also for seeking out facts. A period of time is set aside each day for the quiet enjoyment of books and the use of our excellent library facilities is actively encouraged. We want parents to take an involvement in their children’s daily reading and we provide Home-School Books, which are another important communication link. Pupils are taught a variety of writing skills for practical, imaginative and personal purposes. Emphasis is placed on structure, punctuation, grammar, vocabulary, spelling and handwriting. There are occasions when English is the only focus of a lesson; at other times the objectives of the English programme will be met in other subject areas or within a topic.

“Pupils are thoughtful and reflective learners. They celebrate their own and others’ academic and personal successes.” Ofsted 2011
Maths

A highly structured programme of daily lessons following the National Maths Framework allows children to progress from concrete experiences to abstract concepts at an appropriate pace. Importance is given to the relevance of mathematical understanding and its use in practical situations. Pupils are involved in mental exercises, problem solving activities, mathematical projects, computational skills and the use of mathematical knowledge and skills in other curriculum areas. Appropriate computer programs are also used to develop mathematical concepts and to provide opportunities to practise skills already developed.

History

Pupils are encouraged to acquire knowledge and understanding of the past and to relate the past to the world today. There are plenty of opportunities for first-hand learning through school visits.

Geography

Pupils learn to become familiar with their environment on a local, national and global scale and are helped to understand the factors which influence the character of the environment.

ICT

Information and Communication Technology (ICT). Each classroom has computers, our ICT suite was completed in 2003 and the computers were replaced in 2009. All children have access to the Internet as well as a wide range of CD Roms, word processing, communication by e-mail and interactive programs. Every class has an interactive whiteboard. ICT is taught across the curriculum and also as a separate subject.

“Fund-raising activities are impressive, most notably linked to the sponsorship of a child in Uganda.” Ofsted 2011
Science

Pupils are involved in scientific study and investigation. The study covers four areas:
- Scientific enquiry
- Life and processes and living things
- Materials and their properties
- Physical processes

Regular grants from the Royal Society enable the school to conduct whole school science projects.

Religious Education

Religious Education is part of the curriculum for all pupils. The schemes of work for R.E. and the policy for collective worship are based upon the East Sussex New Agreed Syllabus, published in 1993 and the guidelines for Collective Worship. The New Agreed Syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking into account the teaching and practices of other principle religions represented in the country.

Assemblies are held daily. Parents have a right to withdraw their children from religious education and collective worship either in full or part. Pupils who are withdrawn will be supervised and allocated suitable work during this time.

SMSC

Spiritual, Moral, Social and Cultural education underpins the school ethos and permeates the whole curriculum, it is an integral part of all teaching and learning.

“Themed and creative approaches to learning, including well-planned links across a range of subjects, are used well to stimulate pupils’ interest and learning.” Ofsted 2011
Music

Your child will experience composing, rehearsing and performing with a range of tuned and untuned percussion instruments. There will be opportunities to perform their music-making in front of a variety of audiences.

Physical Education

PE offers the chance for self expression, control and body awareness. Games lessons concentrate on skill building and participation for everyone, for only through active involvement is satisfaction and enjoyment experienced. All children follow a 10 week swimming course.

Global Citizenship

The school has links with the Kabbubu village in Uganda, raising funds to support the village and in particular paying for one child’s education. The school has recently set up links with a contrasting school in East Anglia.

French

French is taught in all year groups focusing on giving children the confidence and vocabulary to hold basic conversations.

“Strong links with the church and thought-provoking assemblies contribute considerably to pupils’ outstanding spiritual, moral and cultural development.”

Ofsted 2011
Design and Technology

The subject is used to generate ideas and children learn practical problem solving. DT is usually linked to an Humanities topic e.g. Year 5 make vehicles suitable for rainforests.

Art

The children are encouraged to develop their creative, imaginative and practical skills through a range of activities and materials. Activities are often linked with the work being undertaken in other subjects. A whole school Art Exhibition is held every two years.

Performing Arts

The school has a new stage with sound and light system and performs regular productions involving all children.

PSHE

The responsibility rests with the School Governing Body for Sex Education. Teachers ensure that it is given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life. If questions are raised they are addressed through discussion of religious and moral issues and topics on ourselves, families, growth and animals. The programme of Sex Education develops throughout the school, with information given and issues raised as appropriate to the age and maturity of the children.

The school also teaches children respect and tolerance of contrasting opinions and beliefs and how to resolve conflict in a positive and polite manner. Children are also taught about the dangers of alcohol, drugs and tobacco.

“Pupils enjoy learning and this, along with their positive attitudes and good behaviour makes an important contribution to their good achievement.”

Ofsted 2011
Special Educational Needs

Children with special educational needs are given as much extra attention as possible and there is a network of support for them. They are taught together with their peers for as much of the time as possible but are withdrawn for individual or small group work when appropriate. There is an established system for identifying children with special needs, which follows the Code of Practice. This also includes identification of, and provision for, children who are more able in particular areas. If the child’s needs are greater than the resources available, the Authority’s Learning Support Service and Psychological Service are called upon for guidance and help. Parents are always consulted about the provision for their children.

National Results

% of pupils achieving the expected levels in the KS2 SAT's tests

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>English</td>
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<td>80</td>
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<tr>
<td>Maths</td>
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<td>82</td>
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<td>Science</td>
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<td>88</td>
<td>88</td>
<td>80</td>
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School Results

<table>
<thead>
<tr>
<th></th>
<th>Level 4 or above</th>
<th>Level 5 or above</th>
<th>2+ Levels of Progress from KS1 to KS2</th>
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<tr>
<td></td>
<td>Year 6 2011 SATs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>89%</td>
<td>41%</td>
<td>86%</td>
</tr>
<tr>
<td>Reading</td>
<td>89%</td>
<td>52%</td>
<td>90%</td>
</tr>
<tr>
<td>Writing</td>
<td>89%</td>
<td>30%</td>
<td>93%</td>
</tr>
<tr>
<td>Maths</td>
<td>85%</td>
<td>38%</td>
<td>83%</td>
</tr>
<tr>
<td>English &amp; Maths</td>
<td>84%</td>
<td>24%</td>
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Inspection Documents

Parents wishing to see any policy documents, LA statements, copies of the Governing Body’s minutes, copies of Dfes orders and any reports which have been produced by OFSTED should contact the School Office.

“Pupils stay very focused and try hard even when work is challenging.” Ofsted 2011
Child Protection

Parents should be aware that the school will take any reasonable action to ensure the safety of the pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff have no alternative than to follow the Local Authority Child protection procedures and inform the Social Services Department of their concern.

Admissions

The County Council makes arrangements for the admission of children to this school at age 7+. A detailed description of the arrangements is contained in the booklet ‘Applying for a school for your child 2012/2013’. A copy can be obtained from the School Admissions Section, Education Department, PO Box 4, County Hall, St. Annes Crescent, Lewes, BN7 1SG (Tel: 01273 481000). A copy is also available for inspection in the school.

However, parents may find it helpful to know that, if there are insufficient places available to meet demand, these will be allocated children in accordance with the following list of priorities:

1. Children with strong medical or exceptional evidence which leads the Director of Education to conclude that attendance at any other school would be inappropriate.
2. Children who will have a brother or sister at the school at the time of admission.
3. Children wishing to transfer between a ‘linked’ infant and junior school.
4. Children living within a predetermined community area, prioritised if necessary on the basis of the shortest route from home to school using surfaced, passable routes.
5. Children living outside the predefined community area, prioritised if necessary on the basis of the shortest route using surfaced, passable routes.

Homework

It is expected that children extend their school studies at home. All children are set some homework for each week. They all have a homework diary for noting instructions and a separate book for recording their work.

“The school is innovative, resourceful and thorough in its provision for learners with special educational needs.” Ofsted 2011
**Extra Curricular Activities**

Due to the commitment and enthusiasm of the staff a wide range of activities are offered to the children either at lunchtime or after school. These currently include: Cricket, Football, J.A.M., Basketball, Choir, Recorders, Karate, Archery, Crafts, Spanish and Drums.

Children are able to receive music tuition for violin, brass instruments, guitar, recorders and keyboard from peripatetic teachers.

Every year visits have been undertaken to various parts of the country. These include day visits and some of a longer nature such as camps and visits to PGL activity centres.

**Early Birds’ Club**

Child care is provided before school from 7.45 am at our Early Birds’ club for the price of £2.50 per session. A variety of activities are provided including arts and crafts, computer skills, table tennis and badminton.

“The curriculum is enhanced by a good range of enrichment opportunities, including clubs, trips and visitors. These activities broaden pupils’ experience and interests very effectively.”  Ofsted 2011
Enrichment Activities

Specific enrichment activities were successfully introduced in 2006 and continue to thrive. The first of these activities into school was the hatching and rearing of three chicks from eggs. The second activity involved the children “adopting” and caring for two lambs for six weeks in the summer term.

We currently have 2 guinea pigs and 2 rabbits in school housed in a large pen in the front playground.

In May 2010 two Pygmy Goats were added to our collection and they are housed in a large pen in the back playground.

We also have 4 African Land Snails who live in a vivarium in the Year 3 area.

“Pupils take great delight in the school goats, rabbits and snails. They develop a sense of care and responsibility as well as the health and safety issues involved in looking after animals.” Ofsted 2011
Family Learning

Family Learning Projects are run at various times through the year which enable parents/grandparents receive advice on how best to support their children’s learning.

Community Activities

Links with our secondary partner schools provide opportunities for our children in Maths, ICT, music, PE and drama. We also work closely with our Church School partners and hold annual projects.

In 2008 the school’s own radio station ‘Tollgate FM’ was launched. We have our own recording studio where programmes are mixed and published on the internet.

Communication with Parents

We believe strongly that the school and home need to work together if the education of the child is going to be successful and enable full gain to be taken from the available opportunities.

Parents are asked to come to school to discuss any matters causing concern; similarly we should ask to speak to parents when we are concerned about their child.

Written reports are sent home each year so that parents can discuss their child’s progress.

Curriculum evenings for specific subjects also take place and Information Sheets (when necessary) and regular Newsletters keep parents aware of events at the school.

“Communication with parents and carers is excellent, both formally and informally, through a range of channels.” Ofsted 2011
School Discipline

Expectations of behaviour are clearly outlined in the school’s Behaviour and anti-bullying policy. We encourage a code of conduct in school which shows consideration for others and an awareness of the good manners that are expected of any individual in the community.

This includes such things as walking about the school in an orderly fashion, having respect for property and an ability to play in a sensible manner during playtimes. Any child who stays at school during the lunch period is expected to behave in such a way that there are no complaints from teaching staff or lunchtime supervisors.

A child whose behaviour is a cause for concern will have his or her parents contacted so that remedial action can be taken. We prefer to find the root cause of the misbehaviour and take the form of remedial action thought necessary. The punishment could be a loss of privilege or payment for a damaged article. Should concern over a child’s behaviour arise, parents will be contacted in order to find the best way forward.

Children receive positive incentives to behave well and such behaviour is noted and recorded on a daily basis. All forms of progress and development are encouraged by awarding house points.

All children are in a house. The four houses are Redoubt, Holywell, Sovereign and Marina. Weekly assemblies celebrate individual achievement.

Children throughout the school represent their classes on the School Council.

Senior pupils are also given responsibilities as monitors and playground buddies. These opportunities help develop qualities of leadership and helpfulness.

Pastoral Care

The school has strong links with local churches in the community and visiting priests are in school for assemblies on a regular basis.

In difficult or tragic circumstances pupils and families have been able to seek comfort and support both within the school and at home. Any family who feels in need of such support can contact the school at any time.

“Leaders have developed the school as a cohesive community in which pupils have a deep sense of belonging and show tolerance, respect and understanding for others.” Ofsted 2011
School Uniform

The school colour is royal blue and children are expected to dress accordingly. All items of school uniform are available from reception.

Girls should wear knee-length dark grey or black skirt or trousers with a white shirt and school tie. Boys should wear dark grey or black school trousers with a white shirt and school tie. Navy blue or black cloth short trousers for boys and girls are allowed for the summer term. Flat black shoes (NOT black trainers) are to be worn as part of school uniform. Sports wear, shell suits, track suits, jogging bottoms, jeans and denim jackets are not acceptable as school uniform. We expect a high standard of dress from Tollgate.

No jewellery should be worn in school other than stud earrings (no more than one in each ear) and watches. Make-up and nail varnish should not be worn.

Hair colours or styles containing beads (except for religious reasons), slogans or motifs or shaved motifs are unacceptable. The school seeks the cooperation of parents in maintaining natural colours for hair.

Items of clothing, footwear and accessories that are considered of a dangerous nature in school will be forbidden.

PE Uniform

The same high standard of uniform is expected for PE. All children are required to change for PE and their kit should be in school at all times.

Clothing – plain white t-shirt, plain navy/black PE shorts (not cycling shorts)
Footwear – bare feet for gym/dance (plimsolls are permitted for children with Verrucae),
Trainers/plimsolls for other activities (to be separate from any worn during the day).
Optional – Plain black/navy track/jogging suit for OUTSIDE.
Snacks

Healthy snacks are allowed for morning break and can be brought in or purchased from the canteen (no crisps, biscuits, sweets etc). Milk is also on sale. Otherwise there is a water only policy regarding drinks between meals. Water is available from drinking fountains, drinking taps and water coolers around school. The children can also have a transparent sports water bottle in school with them. Children may have alternative drinks at lunchtime.

School Dinners

Parents have three choices for their children at lunch time.

1. Children may go home for lunch.

2. Children can stay to school dinners where they will have a daily choice of two main meals and two main puddings and Winter Warmers or Summer Coolers. The set price at present is £2.00. Also available will be fresh fruit, fruit drinks, milky drinks, yogurt and cheese and biscuits. Please note that these cost extra to the £2.00 for the set meal. Forms for free school meals can be obtained from the Education Department, County Hall, Lewes or from the school office. Any family that is entitled to a free school meal (if you in receipt of Child Tax Credit, not receiving Working Tax Credit and the family’s income does not exceed £16,190 pa) should fill in the appropriate forms regardless of whether a meal is needed, as our funding is calculated on the number receiving free school meals.

3. Children may bring packed lunches. Glass bottles and cans are not allowed.

Please note that children who stay at school for a main meal or who eat sandwiches are not allowed to leave the premises during the lunch time.
Holidays and Absence

<table>
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<tr>
<th>Term Dates 2011/2012</th>
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<tbody>
<tr>
<td>Term 1</td>
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<td>Term 2</td>
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<td>Term 3</td>
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<table>
<thead>
<tr>
<th>Term Dates 2012/2013</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
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<tr>
<td>Term 2</td>
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<tr>
<td>Term 3</td>
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</tbody>
</table>

The governors have agreed to act on LA advice that no holidays will be authorised in term time. The school requests that parents notify the office if they are taking their children on holiday, so that concerns aren’t raised as to the whereabouts of absent children. A form for this can be obtained from the office and should be completed before the holiday takes place.

Absence 10/11

During the period 2\textsuperscript{nd} September 2010 to 22\textsuperscript{nd} July 2011 the percentage of authorised absences was 4.1\% and unauthorised absences was 1.1\%.

Complaints

Should parents have a complaint we hope that in the first instance they will discuss it with the class teacher or Headteacher.

Under Section 23 of the Education reform Act 1988, concerns expressed by parents about the school curriculum will be dealt with in informal discussion with teachers and/or Headteacher. Where the issue is not resolved the matter may then be referred to the Governing Body. If this is not satisfactory, the matter will then be referred to the Local Authority. A copy of the procedure is available in school.

Charging and Remission Policy

The governors have adopted the LA policy which states that parents may not be charged for activities held during the school day, with the exception of instrumental music tuition. Where costs are involved, parents are invited to make a voluntary contribution to enable the activity to go ahead. There are arrangements to ensure that no child is debarred through lack of means.
Together Everyone Achieves More

Accessibility Plan 2011-2012

The Governing body of Tollgate Community Junior School has three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This accessibility plan sets out the proposals of the Governing body of the school to increase the access for disabled pupils in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the availability of written material in alternative form for disabled pupils.

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Outcome</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of written material in alternative forms</td>
<td>To be aware of the services available through the LA and DfES for converting written information into alternative forms.</td>
<td>If needed, the school can provide written information in alternative forms.</td>
<td>As necessary</td>
</tr>
<tr>
<td>Availability of Optional end of year SATs papers and end of KS2 papers in alternative forms.</td>
<td>To be aware of the availability of alternative presentations of SATs papers and when and where to apply for them.</td>
<td>If needed, the school can provide alternative forms of SATs papers.</td>
<td>As necessary</td>
</tr>
<tr>
<td>Increased staff knowledge and training.</td>
<td>The school is aware of courses and training available to deal with different disabilities.</td>
<td>Appropriate teacher knowledge through access to relevant training.</td>
<td>Ongoing to update knowledge.</td>
</tr>
<tr>
<td>Ensure children at risk of dyslexia make expected or better than expected rates of progress.</td>
<td>Support children through effective intervention from dyslexia accredited TA and teacher. Provide in-class support via English Tool boxes. Provide lap-top computers and access to after-school catch-up club.</td>
<td>Children at risk of dyslexia feel more confident, enjoy school and make expected or better than expected progress.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

This plan will be implemented during the time scale stated. Any resources or minor works will be funded from within the school budget. For all major works involving building plans and structural works an application for funding will be made.
We are all born with an innate capacity to learn. How successful we are can depend on a variety of factors including how we feel about ourselves, our ability to recognise how we learn best, how good we are at practising things and being able to make links with what we already know. At Tollgate we recognise that we have children with a tremendous amount of potential and our aim is to exploit this with parental help.