



School Handbook 2026-27

Headteacher:
Mr D Mulholland

Chair of Local Governing Committee:
Mrs E Toms

CEO of Bridge Academy Trust:
Mr M Farmer

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1. A Message from the Headteacher:

Over the past 4 years, Mildmay Primary School has begun to establish itself following the merger of the two long-standing and successful Mildmay schools in September 2022.

I am honoured to be the headteacher of this school and always feel privileged to be so well supported by the entire Mildmay community.

As a community, we have worked hard to ensure that the school continues to build on all that has gone before and that we move forward together, seizing the opportunities presented to us and never forgetting the legacy and personality of the infant, nursery and junior schools from which our primary school has emerged.

We aim to provide the highest quality educational experience in the area for children aged 3-11 years in order that, for generations to come, children can look back at their time at Mildmay Primary School with fondness, pride and happy memories; much like the generations who have gone before.

We are extremely proud to include the Resource Base for Deaf Children as part of our provision at the school and continue to offer a high quality, inclusive and integrated education for up to 27 deaf children from the Essex community.

At Mildmay Primary School, we are ably supported by the family of schools and colleagues within Bridge Academy Trust; including two infant schools, four other primary schools, four secondary schools and a dedicated central team all of whom work with us to ensure our vision and aspirations can be met.

I am a firm believer that children will learn best if they are engaged in and enjoying the experience. Therefore, Mildmay Primary School will always seek to put your child's wellbeing and engagement at the heart of our decision making in order that all children have the opportunity to be the best version of themselves, find and explore their talent and make progress towards their full potential.

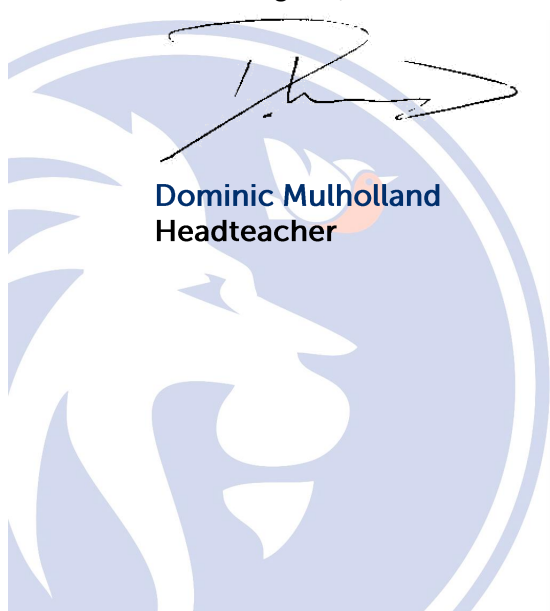
We are delighted that you have chosen to entrust your child's education with us. This is going to be a fabulous journey!

I extend a very warm welcome to you all from the entire team at Mildmay Primary School.

Kindest regards,



Dominic Mulholland
Headteacher



2. Vision, Aspirations & Core Purpose

2.1 Vision Statement:

“Growing, caring and learning together; meeting challenges, making the most of opportunities and enjoying the journey.”

2.2 Our School Aspirations:

- To build a community of respectful, responsible, self-confident individuals who have a voice and make a positive contribution.
- To encourage our community to make the appropriate choices that lead to an emotionally and physically healthy lifestyle, within which attitudes of tolerance, empathy and respect are nurtured.
- To create a secure and intellectually challenging environment based on a broad and balanced curriculum, enabling all children to reach their full potential, whilst inspiring a love of learning.
- To use our experience and expertise to create a wholly inclusive and integrated learning environment for all children on roll at the school, nursery and Resource Base for Deaf Children.
- To support all children to develop the skills needed to take a self-sufficient place in a rapidly changing world.
- For every child's school experience to be engaging, progressive and fun.

At Mildmay Primary School, we firmly support equal opportunities for pupils and staff and endeavour to keep children at the heart of every decision made in school. We have a firm commitment to quality teaching and learning and strive to achieve the highest standards in these areas. Staff, parents, pupils and governors are all part of the partnership process that makes Mildmay an effective team.

As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

2.3 Core Purpose of the Trust:

As part of Bridge Academy Trust, Mildmay Primary School joins with 10 other schools in seeking to have a positive impact on children's lives through:

**High quality continuity of every child's journey through education from 3-19
and a community and school-led school improvement system**

This core purpose is achieved through an agreed set of guiding principles, values, non-negotiables and 'golden threads'. First and foremost each school within the Trust is a place of learning, where young people (from 3 to 19):

- **ENJOY** coming to school and the learning experiences available to them;
- Are **ENRICHED** with a wealth of opportunities inside and outside of lessons and the curriculum, so that all talents are identified and nurtured;
- **ACHIEVE** high standards:
 - academically, in terms of examination results;
 - personally, through their respect for others and their environment;
 - socially, through their contribution to the life of the school and wider community
- **ASPIRE** to be the best they can be.

3. Introducing Mildmay Primary School

3.1 The School & Grounds:

Mildmay Primary School was a new school opening for the academic Year 2022-23. However, it is the result of a merger between Mildmay Infant & Nursery School and Mildmay Junior School. These original schools were both established in 1967 to serve the Tile Kiln estate and surrounding area.

Both schools joined Bridge Academy Trust in 2019 and the opportunity to merge the schools into a single primary provision with a nursery and the Resource Base for Deaf Children arose in December 2021. With evidence of the schools working increasingly closely over the previous five years, and receiving positive consultation feedback from all stakeholders, the DFE approved the merge in April 2022.

The school occupies both the pre-existing school sites and offers three classes for reception age children and all years through to Year 6 (i.e. 21 classes) with up to 90 children in each year group and a total school Pupil Admission Number (PAN) of 630 children.

The school has extensive playing space, including a large secure playing field, several playground areas which are designated to specific year groups for safe play and some outdoor learning zones, including the nursery outdoor space, EYFS outdoor continuous provision and a Forest School outdoor classroom.

3.2 Resource Base for Deaf Children:

Mildmay Primary School, like its predecessors, is proud to have on-site, inclusive and integrated provision for up to 27 deaf children. The resource base, purpose built to BB93 and BATOD's recommendations, comprises a suite of acoustically treated rooms intended specifically for the purpose of teaching deaf children.

The specialist team – including our qualified teachers of the deaf (TODs), an educational audiologist, a team of specialist learning support assistants and other external professionals – have access to a range of resources, including the most up to date audiology equipment, dedicated to supporting our deaf learners and meeting their individual learning needs whilst also supporting their social and emotional wellbeing.

We work in partnership with the children, their parents and main school staff to ensure our deaf pupils are fully included in the school community whilst supporting them to understand their deafness, be proud of who they are and advocate independently for themselves as they progress with us on their educational journey, into secondary school and beyond.

3.2 'Little Robins' Nursery:

In addition, our 'Little Robins' Nursery offers up to 24 additional places for children from the age of 3 years; applications can be made for September, January & Easter starts– subject to availability.

The nursery is located in a dedicated environment within Mildmay Primary School. In addition to two large rooms the nursery children have free flow access to an outdoor learning garden which allows them to explore both the indoor and outdoor areas.

4. Lists of Staff *(accurate at time of issue)*

Please see below the names of all staff working at Mildmay Primary School from September 1st 2026:

4.1 Senior Leadership

Headteacher:	Mr D Mulholland
Deputy Headteacher:	Miss S Pooler
Assistant Headteacher:	Mrs B Aspinall
Head of Resource Base:	Mrs V Turner
EYFS Lead:	Mrs V Foley
Senior Teacher & English Lead:	Mrs J Lee
Senior Teacher & Maths Lead:	Mrs N Gibson

4.2 SENCOs, Teachers of the Deaf (TOD) & Pastoral Support

SENCO:	Mrs A French
SENCO Assistants:	Mrs L Adcock
TOD & Educational Audiologist:	Mr S Ash
TOD:	Miss K Hoppitt
Pastoral Support Officers:	Mrs L Wilson
	Miss N Fulker

4.3 Teaching Staff by Year Group

Nursery:	Mrs C Jaggs Miss S Freeman Mrs T Tromans	Reception:	Mrs V Foley Mrs J Hagen Miss M Wallis/Mrs G Payne
Year 1:	Mrs S Ezzine Miss G Willis/Miss S Pooler Mrs I Mixture	Year 2:	Mrs J Lee Miss L Davis Ms K Coldwell/Mrs S Nicolaou
Year 3:	Mrs L Woodford Miss L Davis Mrs S Haque	Year 4:	Mrs C Smith Mrs E Escritt Mr M Wills
Year 5:	Mrs L Balcombe Mrs N Bird/Mrs R Rodwell Mrs L Smith/Mrs H Parker	Year 6:	Mrs J Chomiak/Mrs B Aspinall Mrs A Baptiste/Mrs S Moore Mrs N Gibson

4.4 Administration Staff

Lower School & Nursery:	Mrs L Firth Mrs M Jarvis	Mrs J Phillips
Upper School:	Mrs K Hatcher Mrs J King	Mrs A Parry

4.5 Learning Support Assistants & HLTAs

Learning Support Assistants:	Mrs S Brewster Mrs C Brown Mrs N Bunn Mrs S Charlesworth Mrs L Clarke Mrs B Cranmer Mrs K Day Miss C Flowers Miss N Fulker Mrs A Gray Mrs A Hellewell Mrs N Hill Ms N Hooper Mrs A Hughes	Mrs S Johnson Miss S Langford Mrs J Leeder Ms L Locke Mrs S May-Porter Mrs L Naylor Miss L Ockford Mrs S Saada Mrs A Vaughan Mrs J Wernham Mrs R Willsher Mrs L Wink Miss M Wright Mrs N Wright
PPA/Cover Team:	Miss H Cole Mrs C Hudgell	Mrs C Pears

4.6 Resource Base Support for Deaf Children

Resource Base Learning Support:	Miss R Abrey Mrs L Baines Mrs S Clark Mrs L Cumbers	Ms K Field Mrs V Lawrie Miss C Moyce Mr L Roberts
Deaf Mentor:	Mr J Looney	

4.7 Site Staff

Premises Manager:	Mr P Hatcher
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4.8 Catering Staff & Midday Supervisors (MDA)

Catering Staff:	Mrs K Iorizzo (Manager) Mrs J Fosker Mrs C Huckerby	Mrs S Loomes Mrs E Seymour Mrs M Stone
Midday	Mrs K Boghossian Ms S Cheng Miss J Jones Mrs S Kendal (Nursery)	Miss F Leahey Mrs A Speller Mrs R Srivastava Miss J Wright

4.9 Year 6 Swimming Coaches

Coach:	Ms M Senogles
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5. Class & House Organisation

5.1 Classes

Mildmay Primary School is a three-form entry Primary with a Nursery and a Resource Base for Deaf Children. Nursery children will usually be divided into two groups according to the sessions attended. Housed in two large learning rooms with a dedicated outdoor space for 'free-flowing' movement between activities and play resources.

From Reception to Year 6 the children will be divided into three mixed-ability classes (max. 30 children per class) with one class in each year designated to each of our Houses (see below). We will monitor the learning dynamic of each class and reserve the right to 'mix' the classes within a year group at an appropriate time should the need arise. We will have at least one class 'mix' take place for every cohort during their time at the school – ensuring that they do not spend 7 years with the same relationships and miss the opportunity to broaden their academic and social experience.

In Key Stage 2 (Years 3-6), Maths will be taught in ability groups or streams – to enable appropriate levels of support, challenge and distribution of resources in order that all children make progress with the aim that a significant majority meet or exceed expectations in SATs at the end of KS2. All other subjects will be taught in normal class groupings throughout the school, except where combining or reorganising groups for a specific piece of work would be beneficial to engagement, progress and enjoyment.

5.2 Houses

Our House system offers a clear vertical structure running through the entire school, some administrative and organisational efficiencies and, most importantly, a smaller school within a school community for the children to associate with. All children in Years R-6 will be assigned to one of our three Houses:

Puffin, Owl & Woodpecker.

Each year group has one designated class belonging to each House and is named for their House and Year (e.g. Year 2 for Woodpecker House would be Woodpecker 2 or W2) – they will remain Class W as they move through the school, but obviously increase their number as the class progress.

When a child changes class or we mix classes, the children may also change house – for organisational ease. While teaching staff may change House, year on year, children do not.



Houses will be used as a structure for collaborative cross-phase classwork, competition, reward, community events and for assemblies.

6. The School Day

The timings of the school day for Mildmay Primary School are slightly different for each of the Key Stages (EYFS, KS1 & KS2). This is to ensure that families can arrange drop-off and collection from different points of the school and that lunch service is staggered so it can be effectively managed and supervised.

6.1 Early Years Foundation Stage (Nursery & Reception)

For our youngest pupils, the school day runs from **8.50am** to **3.15pm**. The Nursery offers 2 sessions of 3 hours (morning and afternoon) running between **8.50am** to **11.50am** and **12.15pm** to **3.15pm**. Alternatively, children can attend for full day provision. Any children staying for lunch will need to bring their packed lunch with them and will eat within the confines of the Nursery (there is a small additional charge for this period of supervision).

In Reception, lunchtime will run from **11.45am** to **12.45pm**. Reception children have 15 extra minutes at lunchtime in the Autumn term (until 1.00pm), to ensure they have ample time to learn the routines, eat their meal and go out to play.

6.2 Key Stage 1 (Years 1 and 2)

In both Year 1 and Year 2, the school day runs from **8.45am** to **3.10pm**; slightly staggered from Early Years to reduce pedestrian congestion and to allow parents with more than one child attending the school to be in two collection locations to receive their children. Lunchtime for these children will run from **midday** to **1.00pm**

6.3 Key Stage 2 (Years 3, 4, 5 & 6)

The older year groups start their day at **8.55am** and this runs until **3.20pm**, again enabling multi-child collection by individual adults. We discourage children in Year 4 and below from making their own way to and from school but understand that, as they move towards secondary school, increasing independence and personal responsibility are important qualities to nurture. Lunchtime for Key Stage 2 will be **12.15pm** to **1.15pm**. Year group access to the dining hall(s) will be staggered within this time to efficiently manage the number of children needing to sit and eat.

6.4 Mid-Morning Break

A 15 minute mid-morning break will take place at 10.15am or 10.30am for all children except the Nursery and Reception where free-flowing play, both indoors and out, removes the need for a designated/fixed break time. Mid-morning break-time snacks are covered in section 7 of this handbook.

Year Groups	Start Time:	Break Time	Lunchtime	Finish Time:
Nursery	8.50am	n/a	11.50am – 12.15pm	3.15pm
Reception	8.50am	n/a	11.45am – 1.00pm	3.15pm
Year 1 & 2	8.45am	10.30 - 10.45am	12.00 – 1.00pm	3.10pm
Years 3 to 6	8.55am	10.15 - 10.30am	12.15 - 1.15pm	3.20pm

7. School Meals

Mildmay Primary School employs its own catering team who prepare a freshly cooked school meal each day for your child to enjoy. Each lunchtime meal offers a vegetarian alternative should this be required and other dietary requirements can be met for your child if the school is made aware of these needs before partaking of the school lunch. **It is essential that you inform the school of any food allergies or medical intolerances that your child has, providing medical evidence for our records.**

From September 2026, the daily cost of a hot school lunch is £2.80. Please see below for details of those children who are eligible for free meals.

7.1 Universal Infant Free School Meals (UIFSM)

All children in Reception and Key Stage 1 (Year 1 and Year 2) are entitled to receive a free school lunch each day – parents of children in these year groups need not pay for a school meal. These are supplied by the school catering team. Children in these year groups can choose to bring a packed lunch with them should you or they prefer.

Any child in these year groups who is also eligible for FSM (below) may generate additional funds for the school's Pupil Premium Grant (PPG). Therefore, parents in all year groups are encouraged to check their child's eligibility.

7.2 Free School Meals (FSM)

Until the end of Year 2, all children are entitled to UIFSM. **For Year 3 and beyond, this is not the case;** however, some children, based on means testing, may still be eligible for Free School Meals. The guidance for who is eligible has changed this summer.

Parents who think they may be eligible for FSM, **MUST** make an application the FSM Eligibility Checker (accessed via the link on our website – see section 7.4). Paper applications can be made available from the school office.

7.3 Pupil Premium Grant (PPG)

All successful applications for FSM also lead to access to PPG which is paid to the school to help fund additional staff, facilities and resources that will enable all children to settle in, make progress and achieve.

Parents of children in Reception and Key Stage 1 can also apply to trigger this additional funding for the school even though the child doesn't need to apply for the Free School Meal.

For these reasons, we would strongly encourage anyone who is eligible for FSM to make an application. The process is confidential and no other parents or pupils will know that a family has been assessed; neither does it affect any existing benefits claimed.

An extract from the local authority webpage can be seen overleaf to help you decide whether or not your child may be eligible.

7.4 Eligibility for FSM

From the start of the 2026 to 2027 academic year, the DFE is expanding FSM eligibility to all children from households in receipt of Universal Credit regardless of household earnings. Free school meals are available to pupils in receipt of, or whose parents are in receipt of, one or more of the following benefits:

- Universal Credit
- support under Part VI of the Immigration and Asylum Act 1999

A pupil is only eligible to receive a free school meal where both:

- a claim for this support has been made
- their eligibility has been verified by the school where they are enrolled or by the local authority

You can check your child's eligibility by following the links from our website at:

<https://www.mildmayprimary.org/Parents/Free-School-Meals/>

Households may also be entitled to a meal if they:

- are in receipt of income-related Employment and Support Allowance
- receive the guarantee element of Pension Credit
- meet criteria set out in separate guidance for [families with no recourse to public funds](#)

7.5 Packed Lunches & Healthy Snacks

Children may prefer to bring a packed lunch to school. If this is the case, this should be in a suitable container clearly labelled with the child's name. Mildmay Primary School fosters healthy eating habits and nutrition awareness and this should be borne in mind when making up your child's packed lunch. Please avoid additives that may have an impact on behaviour during the afternoon and please consider sugar content, salt and fat when selecting items for a lunchbox.

Children in Key Stage 1 will be provided each day with a healthy snack at their mid-morning break as part of the 'National Fruit & Vegetable Scheme'. These children need not bring a snack to school and should only do so as a result of pre-agreement with the school and owing to specific dietary needs.

Children in Key Stage 2 are welcome to bring a snack to school as they are not eligible for the aforementioned scheme. However, like the packed lunches this should be of the healthy variety (eg. fruit, ricecakes); chocolate and crisps are neither healthy nor appropriate.

Please note that to support the management of children with severe allergies, Mildmay Primary School is a NUT AWARE environment and as such does not allow the consumption of nuts or nut-based products on the school site. Please do not, under any circumstances, include nuts or products containing nuts as snacks or as part of a packed lunch – this includes most varieties of chocolate spread.

7.6 Drinks at School; Water, Milk and Other Options

Research has shown that the regular intake of water and good hydration helps us all to stay alert, focussed and to stay healthy.

At Mildmay Primary School we encourage healthy choices and, therefore, encourage all children to have regular access to water while at school.

Each day, all pupils should bring with them a personal reusable bottle for water during the school day; this should be clearly labelled with the child's name in case of being misplaced. Water bottles should be leak free and refillable at one of our cold-water dispensers around the school. Help will be given to children who need assistance to refill their drink. Children are only permitted to bring water in these bottles.

Milk is available daily for the children via our supplier 'Cool Milk'. This is free of charge for children up to and the age of 5 years and can be purchased for all other children should you wish. In either case (whether free or paid) you MUST register with 'Cool Milk' in order to receive it. Details and a registration leaflet can be obtained from the lower school office.

Other healthy drink options can be brought to school as part of a packed lunch. These may include juice cartons, flavoured water and milk drinks but should not include carbonated drinks such as Coca-Cola or Sprite. No cans or bottles should be brought to school by children of any age.



8. Absence & Attendance

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to fulfil their potential. Attendance for all children is monitored and the school will seek to work actively with parents to ensure that regular high levels of attendance are maintained. The following paragraphs are for your information with regard to attendance matters.

8.1 Attendance Threshold

There is a 90% threshold for attendance (set by the Department for Education) below which your child will be classified as a **Persistent Absentee**. If/when this occurs we are required to investigate the circumstances and gather evidence to validate the level of absence. Being a persistent absentee will bring your child's name to the attention of the Local Authority Attendance Compliance Team (LA-ACT) and may result in legal action if suitable evidence to support high levels of absence is not available. 90% attendance implies that a child will have missed 19 days (almost 4 weeks) of schooling over the academic year and is considered to be severely detrimental to learning.

8.2 Good and Acceptable Attendance:

There is no published definition for what constitutes 'Good' or 'Acceptable' attendance at school. All children should endeavour to be in school for 100% of the 190 school days in each academic year. As a school we would expect to see the vast majority of children attending in excess of 97% of the available time; however, even at this level a child will have missed 1 week of schooling from their 38 week entitlement. Where attendance is low (ie. 94% or below), irregular, or a pattern of absence is observed, you may be asked to attend a School Attendance Meeting (SAM) to discuss the issues and seek to resolve the problem.

8.3 Lateness to school

Incidents of lateness to school are recorded and do constitute 'broken attendance'. Persistent lateness may be brought to the attention of LA-ACT. Where lateness is regular, or a pattern of lateness is observed, you may be asked to attend a School Attendance Meeting (SAM) in just the same way as you would for absenteeism.

8.4 First Day Absence Communication

For clarity in our school registration, we request that we be notified of any child's absence on the first day that he/she is absent. If an absence overlaps the weekend, we also request that an additional communication is received on the Monday morning of the second week. Calls will be made to the parents of all absent children for whom we do not receive a first day absence message.

8.5 Holidays & Leave of Absence Requests

We regret that current legislation means that we **cannot authorise term-time leave** unless for 'exceptional circumstances'. Evidence of the exceptional circumstances leading to the application will be requested before authorisation is considered.

We regret that bookings made by grandparents, milestone birthdays and anniversaries, extended family events and flight days/times do not constitute exceptional circumstances and therefore applications made on these grounds will not be authorised.

In addition, we are not at liberty to authorise more than 9 sessions (4½ school days) of term-time absence and will automatically reject any application that requests more than this. If leave is not authorised but is taken anyway, the school request the LA-ACT to issue a penalty notice in relation to the unauthorised absence.

From August 2024, a penalty notice for a first offence stands at £160 per parent/carer, per child, per period of absence (Reduced to £80 per parent if paid within 21 days of issue). Second offences (within 3 years) will result in a penalty notice for £160 per parent, per pupil with no reduction offered. A third offence (within 3 years) will be presented to the Magistrate's Court and may result in a fine up to £2500.

8.6 Term Dates & Calendar

Academic year and term dates are shared annually via the school website. These dates are only published after approval by the Local Governing Committee and Bridge Academy Trust. A copy of the term dates for this academic year has been sent with this Handbook; this document includes all pre-agreed INSET dates. Parents are notified well in advance of these dates and any changes to the term dates.

A calendar of important dates is also maintained via regular updates are included as part of school communications, newsletters and social media posts.

The start date for all children in September 2026 is **Thursday, 3rd September**.



9. Special Educational Needs & Disabilities (SEND)

Mildmay Primary School's Local Governing Committee has, as in all schools, a responsibility for making provision for all pupils with Special Educational Needs and Disabilities (SEND). These responsibilities are set out clearly in the 1996 Education Act.

At Mildmay Primary School we have developed a policy for special educational needs which responds to these responsibilities and embodies the following aims:

- To have recognised systems in place to assess, review and monitor pupils with special educational needs in line with the Code of Practice.
- To provide a supportive and caring environment within which pupils can learn, achieve success and develop to their full potential.
- To recognise the importance of self – esteem among children as a means of achieving success.
- To maintain high expectations of pupils in all areas of learning.
- To value the contributions and achievements of all our pupils regardless of ability.
- To provide all children with a broad, balanced and progressive curriculum.
- To respond collectively to meeting the needs of individual children.
- To have good partnerships with parents and carers.

Named Governors with responsibility for Special Educational Needs review and evaluate this area of teaching and learning. The work of the Governors is controlled by the Code of Practice, which details new responsibilities and gives guidance as to how these should be addressed. This includes having a sound understanding of the 'SEN Support' process of recording all details of each pupil with special needs.

The SENCO, Mrs French, is the named person responsible for pupils with special needs. All staff are responsible for the policy's implementation on a daily basis. Parents are involved at all stages through consultation sessions (one planning & annual review) and are provided with copies of all documentation relating to their child's special needs.

Pupils in the enhanced provision (the Resource Base for Deaf Children), are also children with EHCPs with Special Educational Needs and receive specialist teaching and support from Teachers of the Deaf and Specialist Learning Support Assistants. The Resource Base Lead, Mrs. Turner, is responsible for co-ordinating the SEN provision of these children both in the Resource Base and the Main School.

Further information regarding our SEND offer and our deaf provision can be found on our school website: www.mildmayprimary.org



10. Curriculum Information

10.1 Curriculum Intent Statement

Mildmay Primary School provides a broad, balanced and integrated curriculum that fully delivers the National Curriculum (2014). Our curriculum design is knowledge-engaged with skills-progression as a focus in all year groups and subjects. Skilled teaching, planning, resourcing and specialist learning support ensures that the curriculum meets the needs of all learners, offering high ambition and a full access to the curriculum for all.

The curriculum at Mildmay Primary School is designed to address both skills and knowledge; effectively equipping the pupils for transition to secondary school and in their future beyond education. Learning across all subjects is designed to meet progressive expectations at the end of each year and to meet ambitious goals at the end of Key Stage 2.

Our curriculum is inclusive by design and offers equity of access for all learners regardless of SEND or other barriers to learning. Where children are initially not fully able to access all subjects, (eg. through language or hearing impairment), specialist support and provision promote aspiration to reach the same endpoints as chronological peers.

We are fully committed to teaching all children the full, broad curriculum. Staff at Mildmay Primary School exploit available opportunities right across the curriculum to address cultural capital, social and emotional development, engagement and aspiration of learners from every group in all years.

10.2 Reading & Phonics

Reading is an important skill that gives children access to all of their learning, therefore emphasis is placed on developing every child's reading. Teachers in all years will hear children read regularly, support them in choosing the appropriate level of challenge for their reading and exploit whole class reading opportunities throughout the school day.

Parents are requested to hear their children read every day (wherever possible) and to talk about books with their children; the plot, characters and what they like about the book. School reading books are matched to a child according to the child's level of reading ability to support progress and reading development.

In Early Years and Year 1, all children engage in daily phonics sessions, following the Essential Letters & Sounds (ELS) programme to develop their reading capability. This programme forms the basis for phonics-based work and intervention throughout the school right up to Year 6.

The school libraries contain both fiction and non-fiction books. The library reference section is used for children to learn information retrieval skills. A selection of books for reference and individual reading can also be found in each classroom, within the reading corner or class library.

Rewards and certification for reaching or exceeding reading goals are an important feature in the school, promoting good reading habits and a love for books.

10.3 Mathematics

All year groups at Mildmay Primary School follow the White Rose Maths (WRM) scheme of work as a structure for the delivery of high-quality mathematics that supports all children to make steps of progress within all areas of the defined national curriculum for mathematics.

Teachers use and develop resources from a variety of other schemes and specialists to further enhance and enrich the mathematics experience and confidence of the children.

At Key Stage 2, children are grouped by ability for their maths sessions to enable appropriate levels of support, challenge and distribution of resources in order that all children make progress with the aim that a significant majority meet or exceed expectations in SATs at the end of KS2.

Teachers employ a CPA (Concrete, Pictorial, Abstract) approach to delivery of mathematics to strengthen understanding and independence. Due attention is paid to the mastery of the building blocks for mathematics (such as number bonds and times tables) and to the approaches of reasoning and problem solving.

10.4 Relationships, Health & Sex Education (RHSE)

Mildmay Primary School recognises the importance of your child's health and wellbeing and places appropriate emphasis on these areas through a regular programme of Personal, Social & Health Education (PSHE). The school uses an approved scheme of work as a framework on which to base our PSHE and Wellbeing sessions. This includes materials, plans and resources for the statutory Relationships, Health & Sex Education (RHSE) elements of the curriculum.

Since April 2021, RHSE has been a statutory part of every school's PSHE curriculum (as defined by the DFE). This is comprised of two distinct areas:

- **Relationships** will teach the children what they need to learn to build positive and safe relationships with family, with friends and online. By the time your child finishes primary school, they will have been taught about; *Family and people who care for them; caring friendships; respectful relationships; online relationships and being safe.*
- **Physical health and mental wellbeing** will teach the children how to make good decisions about their own health and wellbeing, how to recognise issues in themselves and others and where they can seek support as early as possible when issues arise. By the time your child finishes primary school, they will have been taught about; *mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; facts about drugs and alcohol and the risks associated with them; health and prevention of illness; basic first aid and changes to the adolescent body.*

Schools have a lot of freedom to decide how to teach the curriculum but must teach in a way that is both appropriate for your child's age and development stage and sensitive to the needs and religious backgrounds of the children in the school. You **cannot** withdraw your child from any part of the Relationships and Health Education curriculum. It is important for all children to be taught the content on such essential matters like friendships and keeping safe.

- **Sex Education** is separate from the Relationships and Health curriculum. You **can** withdraw your child from some or all of the lessons on Sex Education. The headteacher must grant your request to withdraw your child. However, before making this request you should be aware that Mildmay Primary School will not go beyond the compulsory Relationships & Health Education with additional Sex Education content so there should be no need for withdrawal from our provision. Please also remember that the science curriculum in all maintained schools includes content on human development, which includes human reproduction. There is no right for a parent to withdraw their child from the science curriculum. More detailed and specific content is, however, generally addressed at Secondary School level.
- To allay any concerns for parents of younger children, please be reassured that any content that could be remotely considered **Sex Education** (ie. changes in the adolescent body) will not be covered before Year 5.

Children are naturally inquisitive and will ask questions throughout their school life. When these questions relate to sexual matters staff will answer them individually with a factual, sympathetic and age-appropriate response.

Further details can be found in the School's RHSE policy and enquiries can be made to the members of the Senior Leadership Team.

10.5 Religious Education (RE)

At Mildmay Primary School we are using the **RE Today** Primary RE Curriculum which is founded by the National Association of Teachers of Religious Education (NATRE). The Primary RE Curriculum is consistent with the National content standard for Religious Education in England and supports a range of locally agreed RE syllabuses.

50% of the curriculum explores Christianity: children discover what Christians believe and how they practise their beliefs. In the other 50% children learn about the beliefs in Islam, Judaism and Hinduism and other belief systems through thematic units. Each unit has a 'big question' that the children explore. This means that children will look at these religions through a philosophical, theological and human/social science aspect (discipline). This enables children to hold balanced and well-informed conversations about religion and worldwide views.

Parents have a right to withdraw their child from the Religious Education programme on the grounds of religious observance. Those parents who wish their children to be withdrawn from Religious Education should inform the Headteacher who will make alternative arrangements subject to approval of the withdrawal.



11. Communications

At Mildmay Primary school we endeavour to keep all parents well informed about their child's learning and progress; about all activities and events in the school calendar and about the successes and achievements of all children and staff.

11.1 Reception & School Telephone Enquiries

Mildmay Primary School runs two administration offices and two receptions (as the Upper & Lower school buildings are not internally connected). Therefore, if you have reason to visit or call the school, please direct your enquiry to the appropriate office.

For Nursery, Early Years & Key Stage one telephone enquiries, the contact number is **01245 250021**. For Key Stage 2 enquires, the number is **01245 250019**.

11.2 Letters, Email and Text Messaging

Mildmay Primary School uses a management information system called Arbor. This system allows us to give you access to some of your child's details and data and also allows us to contact you directly through a linked email and messaging system. Most direct school communications, including (electronic) letters will be delivered to you through Arbor to your priority email address and/or your priority mobile phone number. Arbor have a downloadable App that we encourage parents to use for easier access to their child's information and messages.

In the event that you want/need to contact the school via email, please send initial enquires to parents@mildmayprimary.org marked 'For the attention of...' (FAO) and the name of the member of staff you need to communicate with. This mailbox is monitored daily during the working week.

We would like to request that all email communication with the school is limited to reasonable business hours (ie. 7.00am to 6.00pm Monday to Friday) and we will endeavour to respond to all such communications within 2 working days. In an emergency, or to provide notice of impending absence, it is okay to email outside of these hours, but parents should be aware that the message is unlikely to be read until the next working day.

The text message service may be used for a variety of reasons including notification of first aid administered for a child, requests for absence notification (where we cannot speak to you), requests for ParentPay top-up where meal fees are in arrears, changes/cancellations of clubs requiring earlier pick-up and also for brief generic messages to all parents.

11.3 School Website

You will be able to find the vast majority of information about the school that you may need on our website at www.mildmayprimary.org

Separate sections/pages giving statutory information (eg. Trust and School Policies); useful parent information (eg. letters archive) and the Resource Base for Deaf Children will all be regularly maintained and updated.

In addition, all the standard information that you have read in this handbook will be included on the website.

11.4 The School Newsletter & Social Media

Mildmay Primary School will issue a weekly newsletter, Round Robin, to keep parents apprised of up-coming events, latest news, e-safety messages and much more.

Mildmay Primary School has its own Instagram account (@mildmay.primary) via which news and information may also be imparted. School staff are now the administrators for the existing 'Parents of Mildmay Primary School' Facebook Page.

You will be notified of the details of any other official social media platforms and pages we plan to use. Please note that messages sent via social media platforms will not be considered as an appropriate mode of communication with the school or its staff and we will not discuss children or specific concerns via these forums.

We cannot accept responsibility for pages, feeds or message groups (eg. WhatsApp) set up for specific classes or groups by parents. The administration of such pages and feeds falls on the creator to moderate and control the content.

11.5 Face-to-Face contacts

For short, informal and non-confidential matters it is appropriate for parents to approach teachers and other key staff at the end of the school day when children are dismissed. Teachers may also use this opportunity to notify a parent, in person, of something that happened during the school day.

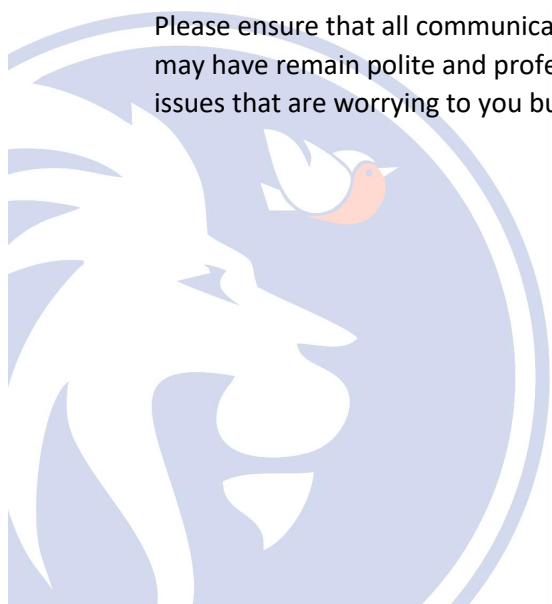
For more formal enquiries, parents should request an appointment (via email or telephone call) with the relevant member(s) of staff which can be scheduled for a mutually convenient time.

11.6 Appropriate Communication

At Mildmay Primary School, we are wholly appreciative that the wellbeing, progress and development of your child may, at times, be a highly emotive subject and that this can result in anxious, emotional or stressed responses and communication.

However, please be aware that Mildmay Primary School and Bridge Academy Trust will not tolerate aggressive, abusive or threatening behaviours towards any member of staff and will take appropriate action in the event that such behaviour is exhibited during face-to-face, telephone or electronic contact.

Please ensure that all communications with the school regarding your child and any concerns you may have remain polite and professional. We do wish to help you and your child and resolve any issues that are worrying to you but prefer to do so in a collaborative and constructive manner.



12. Parental Engagement & Pupil Voice

At Mildmay Primary School we are acutely aware that the successful education of your child requires open, honest and supportive three-way communication between the child, the parent and the school. When children are happy to attend, engaged in their learning and enjoying their experience at school they can and will make better progress. We hope to foster this positive relationship with you and your child from the outset and encourage working together for the betterment of your child's experience.

12.1 Home-School Agreement

We ask all families at the start of their child's education with us to read and sign to acknowledge agreement (via Arbor) with this document which sets out in brief terms, what we will expect from your child, what you can do to support your child in meeting those expectations and what you can expect from us in return. Please refer to the document itself for specific details.

12.2 Class Visits and Audience Opportunities

Throughout your child's time at Mildmay Primary School, there will be a number of occasions when parents will be invited to join in with school activities inside and outside the classroom. We appreciate that these will not always be accessible to every parent but would encourage all parents to come along if and when they can to see what happens in class, the work your children have produced or a performance for your entertainment.

12.3 Parental Workshops

On an annual basis, parents will be invited to attend school workshops at key points in your child's development. This may include support and guidance for reading and phonics, maths and times tables support, SATs preparation or other such information to help you take a more confident role in supporting your child at these key times.

12.4 Parents Evenings and 'Work-Share' Open Classrooms

As a result of successful introduction of remote appointments for Parents Evening during the pandemic and the advantage this has for parents not to have to bring the whole family to school in the evening, Mildmay Primary School offers both remote and in-person appointments in the Autumn and Spring terms. However, in order to allow everyone the opportunity to see your child's work, we pair these appointments with a 'Work-Share' open classroom event each term to allow you to come into the classroom and review your child's work-to-date with them. These events are scheduled towards the end of each term.

12.5 Pupil Voice

At Mildmay Primary School we recognise that the opinions, aspirations and views of the children are fundamental in ensuring that their education is as engaging as it can be and should be valued as our most direct feedback. To ensure that the children have a voice and that their opinions are heard we operate a variety of strategies and forums through which they can have their say – these include weekly 'Votes for Schools' discussion and debate, assemblies, school council and many specific interest clubs and activities. Please encourage your child to take part, make their opinions known (in an appropriate manner, of course) and respect the views and opinions of others.

12.6 Friends of Mildmay Primary School

Mildmay Primary is fortunate to have an active and well-established parents association (a legacy from the previous infant and junior schools) called 'Friends of Mildmay Primary School' (FOMPS).

FOMPS work hard raising funds for the school and have, in recent years, contributed significant amounts towards resources and equipment for all the children to benefit from.

The parent of any child currently at the school is welcome to join the committee and help plan and organise events, attend meetings, support planned events and share their ideas for fundraising. For more information, please make contact with the chairperson via mildmayfomps@gmail.com

12.7 School Site Access (for vehicles)

For child and family safety reasons, it is important that we limit vehicle access to the school site, especially at the point of arrival and departure each day.

There are two marked disabled spaces along the school driveway for 'blue badge' holders with accessibility issues. Other parents who feel that it is necessary for them to drop their child at school from within the site will need to make their request in writing to the Headteacher and await written approval before attempting to access the site.

Please be advised that a number of our deaf children arrive by taxi each day and there are also some children who are brought to school by their child-care provider (by car). These vehicles will be approved to enter the site and use the dedicated/marked spaces along the driveway in order that responsibility for the children can be handed over in person.

Please also be aware that it is an offence to stop your vehicle on the zig-zag crossing markings outside the school or to block the entrance to the school (even for a few moments) by parking on the double yellow lines at any time – this includes blue badge holders.

Furthermore, parking with two wheels on the pavement or mounting the grass verges is likely to raise a response from the parking wardens who regularly patrol the area and is dangerous for the other families and children walking to and from school.

Please respect the law, the Highway Code and the property of our near neighbours. We appreciate that it is necessary for some parents to bring their child to school in a vehicle, but please consider parking a short distance away and walking the last few metres to get to the site.



13. School Governance and Bridge Academy Trust

13.1 The Local Governing Committee

The Local Governing Committee (LGC) works closely with the school and Bridge Academy Trust to set the school's strategic framework and seeks to ensure that every child gets the best possible education.

They are responsible for ensuring that the school has a long-term strategic vision which staff and Governors are clearly aware of.

Their role is to work together to make sure the vision is effectively improving the standards in teaching and learning.

Mildmay Primary School's Local Governing Committee key roles are to:

- Ensure the clarity of vision, ethos and strategic direction of Mildmay Primary School
- Agree the strategic priorities, aims and objectives for the school in communication with Bridge Academy Trust.
- Conduct regular policy reviews to ensure that policy matches practice and that policy is up-to-date and fit for purpose.
- Refer regularly to and monitor the impact of the 'School Development Plan' to make sure targets and objectives are being met throughout the school academic year.
- Hold the Headteacher to account for the educational performance of the school and its pupils.
- Monitor provision for SEND children
- Ensure that the views of all stakeholders (including pupils and parents) are regularly captured and considered by the school and trust leadership.
- Review and monitor the Safeguarding procedure and practice at the school
- Regularly review data to monitor spending of the Pupil Premium to ensure that disadvantaged children have the same opportunity to achieve and progress as their peers.
- Be a critical friend to the Headteacher.

13.2 Bridge Academy Trust

Bridge Academy Trust is a multi-academy trust comprised of 4 secondary and 7 primary-phase schools in Chelmsford, Braintree, Halstead, Ongar and Witham. Bridge Academy Trust supports these schools to work with each other in their localities for the benefit of the local children and communities.

The Guiding Principles & Values of Bridge Academy Trust are:

- Community at the heart with enrichment for all
- Excellence in each school
- 'No child left behind'
- One Vision, locally shaped
- Equality/equity for all
- Outward-facing, as a Trust and for all schools within the Trust
- A school-led improvement system

Bridge Academy Trust is committed to ensuring that every person who attends a school within the Trust has a high quality experience. A Strategic Plan sets out, for all to see, very clearly what our intentions are to be an outstanding Trust. This can be viewed on the Trust website at:

www.bridgeacademytrust.org

13.3 The Board of Trustees

Trustees have considerable devolved responsibility for the management of the Trust and its staff. Their key responsibilities are to:

- Ensure the quality of educational provision
- Challenge and monitor the performance of the academy
- Manage the academy trust's finances and property
- Employ staff

In order to exercise their duties more effectively the Trustees have formed committees, which include some representatives from the Trust's staff. The Trustees have sought to define more clearly the extent to which they have delegated their authority to their committees and to the CEO in their roles and responsibilities document which also can be found on the Trust website.

13.4 School & Trust Policies

As part of Bridge Academy Trust, a proportion of the policies pertaining to the operation and management of the school are Trust wide and shared across the 11 schools. Where this is the case there are separate appendices referring to any differences in practice at each of the schools. Trust wide policies include:

- Attendance Policy
- Charging & Remissions Policy
- Child Protection Policy
- Complaints Policy
- First Aid Policy
- GDPR Policy
- Health & Safety Policy
- Records Management Policy

A significant number of the policies are school specific and pertain only to Mildmay Primary School. These would include policies such as:

- Anti-Bullying Policy
- Assessment, Feedback & Marking Policy
- Behaviour Policy
- Curriculum Policy
- Mental Health & Wellbeing Policy (Pupils)
- Teaching & Learning Policy

In neither case is the list above exhaustive or complete. For full listings of all school and trust policies, please refer to the school website under the 'Key Documents' tab:

www.mildmayprimary.org

All information contained within this Prospectus and any associated documentation was correct at the time of publication.

Whilst every endeavour will be made to keep this document up to date, changes may have occurred since its publication.