



# Welcome to Hebburn Lakes Primary Specialist Resource Base

Head Teacher: Mrs A.L  
Moody Chair of Governors:  
Mr J Pinder



‘Aiming to be the best we can be’



## School Aims and Ethos

Dear Parent/Carer,

On behalf of our whole school community I am very pleased to welcome you and thank you for choosing Hebburn Lakes Primary.

At Hebburn Lakes we believe that every child is unique and every family is at the heart of our community. We take pride in ensuring our school is a happy, successful, supportive school where *Everyone Carers* and *Everyone Matters* and that our children learn in a positive, safe and welcoming environment by:

**Work Together** setting the highest expectations and levels of respect for each other,

**Learn Together** by having the courage and confidence to take risks and

**Achieve Together** through aspiring to be the best we can be throughout our journey to become independent lifelong learners.

Working with parents is a key priority of our school as we believe that together we can ensure the children are able to achieve great things before moving to their next school as confident young people who are ready to face the next stage of their journey.

We hope that you find the information enclosed in the pack useful, but should you have any questions which remain unanswered, please do get in touch with us as we will be more than happy to help.

We look forward to meeting you all and to seeing the journey your child will take during their time with us.



A Moody  
Head Teacher



J Pinder  
Chair of Governors



## Contents

1. Our School
2. What you need to know about the Specialist Resource Base
3. Our Curriculum
4. Meet the Team
5. Communicating with Parents
6. Safeguarding and Attendance
7. What to wear to school?
8. Breakfast club and lunchtime arrangements
9. Health
10. Supporting children with Special Educational Needs & Disabilities (SEND)
11. Admissions
12. Digital Media
13. School Premises



## Our School

Opening in 2012, the school offers a harmonious, caring and inclusive environment for our 477 students including a 52 place nursery provision and two Specialist Resource Bases (SRB), for children with Social, Emotional, Mental Health and associated behavioural difficulties.

Learning and achievement drives everything that we do at Hebburn Lakes Primary School. We believe our role, in partnership with parents, is to build the foundations for a successful education, to enable each child to discover the joy of learning, to help them to fulfil every aspect of their potential and to encourage their growth into effective citizens, ready to play their part in the world and their community. We are a school that champions inclusivity, which means at the heart of our ethos is a commitment to providing all children with the education they need to serve them throughout their lives. We are very proud of our children, our school and our profession.

We pride ourselves in getting to know our pupils and families very well, this in turn gives rise to the warm and supportive spirit that our community talks highly of.

## Our Specialist Resource Base

A resource base is a specialist provision within a mainstream school. Here at Hebburn Lakes Primary School we have 2 resource bases catering for children who have complex needs including Social, Emotional and Mental Health difficulties and require support outside of a mainstream classroom.

The bases host a maximum of 6 pupils aged five to seven years of age (Key Stage 1) and 9 pupils aged seven to eleven years of age (key Stage 2).

Our aim is to support and enable our pupils to achieve their full potential and hopefully return to appropriate provision suited to their needs. We do this through careful assessment, close monitoring, individualised teaching approaches and personalised interventions.

Our School Day for the Specialist Resource Base begins at 8.45am and ends at 3.00pm



## Meet our Team

### **Our Key Stage 1 Special Resource Base (7 Red)**

Teacher in Charge: Mr R Cave

Higher Level Teaching Assistant: Mrs B McCarthy



### **Our Key Stage 2 Special Resource BaseBase (7 Blue)**

Teacher in Charge: Miss N. Fada

Higher Level Teaching Assistant: Miss R Spokes

Support Assistant: Miss C Hughes



.....

Head Teacher: Mrs A Moody

Deputy Head: Mrs H Redfern

Assistant Head Teacher, Pastoral, SEND & Inclusion Lead:

Mrs A Docherty





## What you need to know about Specialist Resource Base

Our Specialist Resource Base aims to provide a safe, stable and secure, learning environment. This is to enable children with complex emotional, social, mental health and behavioural difficulties, to reach their full potential and have the best possible chance of reintegrating into a mainstream setting.

The primary focus for each child is to support them to develop personalised strategies which support their specific needs and help them build resilience. This in turn will lead to higher educational achievement and improvement of the child as a whole.

It is our aim, wherever possible, to support partial or full time inclusion into mainstream education. Where this is not possible, assessment will take place and a decision made as to the best possible setting for that particular child's needs will be recommended.

### Inclusion Policy

Children will attend the Base with the aspiration that a permanent return to a mainstream school may take place if one exists. Their placement at Hebburn Lakes Primary is seen as part of a plan that will be reviewed regularly.

There is also a possibility that any particular child may be included and spend time within our own school's mainstream provision (out of the base, but within the school) to some degree. This depends on the progress of the child and consideration of the placement by the Head Teacher of the school, Teacher in Charge and parents. If this possibility arises, consultation will also be requested from any other agency involved with that particular child (psychological service, educational welfare, social service, etc.).

This inclusion may be in structured lesson time, unsupervised time, break times, dinner times, P.E., educational visits, depending on the child's ability and needs.

Social and educational inclusion, to whatever degree the child is capable of, is seen to be the overall objective of our work. Although it is realistic to say that not all of the pupils will achieve this, we believe we should always endeavour to support the child to this end.

### Transport

Children attending the Specialist Resource Base and meeting specific criteria set by the transport team, will be transported to and from school by taxi. Children are collected from home by taxi





each morning for the start of the school day and are returned home in the afternoon. You must apply online to the Local Authority SEN transport team

The taxi drivers and taxi escorts work cooperatively with the teachers and have been asked to monitor pupil behaviour on the journey. In the event of persistent poor behaviour in the taxi, the school will contact parent/carer(s) and the offer of the taxi may be withdrawn.

If your child qualifies for transport you must ensure you or a responsible adult are present at the address at the time of their pick up and arrival home. Taxi drivers must see the adult before they drive away to ensure the safeguarding of the child.

### Home Visits / Meetings

We feel that regular liaison and contact with supportive parents and carers is essential to the wellbeing and progress of the pupils in the base. Before your child joins the Specialist Resource Base we will arrange a home visit to discuss any concerns or queries you may have, agree a start date and complete paperwork. We will keep in touch via our Class Dojo in order to update you on your child's progress. If we have any immediate concerns, we need to clarify we will contact you.

Please note home visits are undertaken in pairs: usually the Class Teacher and another member of KS1 or KS2 base staff or our SENDCo.

During the course of your child's time in our Base, there may be meetings to ensure that suitable support from all agencies is being provided. This may include;

- Planning Review Meeting (to be arranged by Teacher in Charge)
- Annual or Transition Reviews (Local Authority)
- Brought forward reviews (As required, this will be decided by Teacher in Charge)

There may also be a need for an Early Help Plan (EHP). In this event, there may be regular Early Help Plan (EHP) meetings. This will be arranged by the Lead Professional of the team.

### Transition

When it is considered that your child is ready to move on from the base and a suitable provision has been selected, the base staff, along with staff from the new provision will draw up a time-table of Integration. This allows your child to become familiar with his or her new provision on a gradual, step-by-step basis.

Initially a member of the base staff will accompany your child until he or she is happily settled into their new setting. The time period for successful integration



can be as short as a week, but quite often the integration process can take up to several weeks or more.

Once a child is happily settled within their new placement, our staff will gradually withdraw until the child is confident enough to attend on their own.

## PHYSICAL INTERVENTION (RESTRAINT)



Although it is a rare occurrence, due to the nature of the children in the Specialist Resource Base, it may be necessary to intervene using physical intervention techniques (Safer Handling) as a last resort, to maintain the safe and good order of the school.

Physical intervention may be necessary when the child or children:

- Constitute a physical danger to other children
- Demonstrate an immediate physical danger to themselves
- Attack or constitute a physical threat to members of staff
- Are in danger of breaking the Law
- Seriously prejudice the good order of the school/Specialist Support Base

All members of staff have been trained in how to carry out physical intervention in the most dignified and humane way possible and it will only be used as a last resort after negotiation has broken down. Any use of physical intervention will be recorded on an official form detailing events, witnesses, techniques used before, during and after any occurrence. Parents will always be informed of such an event at some point through the day either by telephone or through class dojo.

Parents of children attending our Specialist Resource Base must read and sign our Physical Intervention Agreement. Failure to sign will result in the re-consideration of the placement of the child in question.

All children in our base will also be subject to a Behavioural Risk Assessment on entry to ensure the safety of themselves and others.

All children within the Specialist Resource Base will be assessed and follow a curriculum appropriate to their needs. We follow the whole school curriculum, which allows us to ensure consistency across the whole school and integrate children within our mainstream where appropriate.

### 'Learning Means the World'

'Learning Means the World' is a curriculum that promotes independence, creativity and curiosity to help our pupils become collaborators, innovators and leaders. At the heart of our curriculum are four core themes known as 'The 4Cs.'



**Communication:** We want our children to develop excellent communication skills.

We want them to become confident communicators, using different methods effectively and appropriately.



**Culture:** We want our children to fully appreciate and embrace cultural diversity, learning about and experiencing a range of different cultural and faith heritages. We want them to value diversity, understand the roots and importance of cultural heritage and to behave in a respectful and tolerant way towards others, regardless of faith, ethnicity or background.



**Conflict:** We want our children to be able to learn how to address conflict, realising how important positive relationships are in their immediate and wider community. We also want them to be able to put into action conflict resolution and modify their own behaviour to help them disagree in a constructive manner.



**Conservation:** We want our children to be much more active and involved in conservation issues at, not only at a local level but also with an awareness of the global impact. We want them to care passionately about our world and to engage actively as good stewards for change, both now and in the future.

Reading is also given high priority across our curriculum as we believe it is the ability to read and understand which opens up learning for children, alongside this is a clear focus on the development of children's vocabulary as a vital tool in learning and understanding the full curriculum. We ensure the children have the opportunity to read for pleasure on a daily basis.

Across all areas of the curriculum we use adaptive teaching approaches to ensure that all children receive the support they need to succeed.

Our curriculum aims to give our children the knowledge, skills and experiences needed to take them on a journey which equips them to become happy, confident and capable in an ever-changing world. They will learn about places, people and events through hands-on, fun and engaging learning opportunities; Whilst developing confidence, resilience and collaborative skills.

Alongside the 4Cs are our Learning Pathways. These support the children to acquire the knowledge, skills and positive attitudes needed to access and make links across the curriculum.

### Key Stage 1 Base – *Pathfinders*



Pathfinders 'Find a way' and are:

- Innovative
- Decisive
- Creative
- Independent

### Key Stage 2 Base– *Adventurers*



Adventurers 'Make it happen' and are:

- Brave
- Risk - takers
- Resilient
- Prepared



Our children are at the heart of everything we do so our curriculum is adapted as necessary to meet the social, emotional and educational needs of the pupils and a portion of the *school week is set-aside for alternative curricula activities.*

### Interventions

All children have an Accommodations and Intervention Plan that includes their strengths as well as areas for development. Each class teacher will have a copy of their profile to ensure that their individual needs are met.

We offer a range of additional interventions delivered by staff in the base to address children's individual needs.

These may include one or more of the following

- Theraplay ® based intervention
- Lego ® based intervention
- Drawing and Talking Therapy
- Social Stories / Social intervention and activities
- Social, Emotional, Mental Health based Interventions

## Sex Education for KS2 children

As of September 2021 delivering a high quality sex and relationships curriculum is now a statutory element of the curriculum for all children. Questions about sex and personal relationships arise naturally in all sorts of school work, especially science and personal, social and health education. It is, therefore, important that children's questions are answered sensitively and honestly in a simple and straightforward way, appropriate to their age, understanding and emotional development. More information on how we teach this element of the curriculum is available on our website.

During the course of the year the School will be visited by the School Nurse who will talk specifically to children in Year 5 and 6 about growing up and puberty.

## British Values

The school's values and ethos is one of tolerance and respect and we actively promote British values in our school to ensure young people leave us prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.



## Extended Curriculum

We believe that learning outside of the classroom is an essential skill for our children. We therefore ensure that our children have the opportunity to participate in a range of outings or educational visits. In addition to this we hold many themed activities in school to support learning. We also take the children out in the local area where they can experience learning walks and bug hunting to support the work that they are doing in their curriculum themes. As children progress through the key stages they have the opportunity to explore learning in life-like situations during visits to places such as Beamish, Durham Cathedral, local castles and farms. In addition, we hold whole school days, all of which really stimulate the children's interest in a new theme. World Book Day is always a popular 'dress up' occasion which reflects the children's enjoyment of the books they read.

## Physical Curriculum

Our physical curriculum is as vital as our educational curriculum, stretching bodies and minds in unison within a balanced and varied learning environment. Physical Education (P.E) and sporting activities, while helping children to understand the importance of all areas of health, mental, physical and

emotional, also promotes healthy lifestyles while creating a sense of healthy competition both on the field and in the classroom.

Children in the Specialist Resource base attend swimming sessions at Keelmans Way School. During the sessions children will receive coaching from a swimming teacher with the expectation that all children will be able to swim 25m by the end of Year 6.

On the day your child has PE they will attend school in their kit.

### Homework

At Hebburn Lakes we want our children to be able to take an active role in clubs and activities outside of school and so whilst homework is given, we are careful to ensure that it does not overload our children or prevent them from taking part in such activities. We do however, encourage all children to read at home every day, to learn regular spellings and times tables and ask our parents to support with any homework which is shared.

*Please visit the website to view further information about our curriculum.*

### Positive Behaviour

We pride ourselves in ensuring our children develop the skills to manage their behaviour to the highest standards. Our school positive behaviour policy has been developed with staff, children, parents and governors. It aims to provide a consistent set of expectations for positive behaviour and sets out a fair range of rewards and sanctions. A detailed policy is available on the school website. A clear anti-bullying policy is also available.



We believe our children have the right to learn, and teachers have the right to teach in a calm and respectful classroom. We believe all children have a right to feel safe. During our weekly celebration assembly, we reward our children's achievements. There are consequences for poor behaviour choices. We promote 'The Hebburn Lakes Way'. This includes the consistent use of brilliant manners, being a role model for others and keeping to the school rules. We expect children to be polite and respectful of, and to, all members of our community, at all times.

The children will also receive praise in lots of ways.

The children in our SRB will also receive additional class based rewards to



support their SEMH difficulties.





## Communicating with parents

We endeavour to keep parents and carers up to date, with as much notice as possible, on everything that is happening in school. Our main form of communication is via Class Dojo, our Website, school newsletter and school FaceBook page. Please ensure you check the app regularly for your newsletter or any other letters that we may be sending home. All newsletters are published on the School website.

## Parentpay

We are aiming to be a cashless school, so we offer Parentpay to our parents so you can pay for meals, milk, educational visits and clubs via a free mobile app. Once your child has started school you will receive information on how to join. Reception to Year 2 will receive free meals but not free milk, unless it is confirmed by the Local Authority that you are entitled to means tested free school meals/milk (form is in your pack).

## Dojo

This is a **free** app, which we use to share news and events which are happening in school, and offers simple communication between yourself and your child's teacher or other members of the team. It is really important that you download this as soon as possible as we are trying to help our environment by not sending lots of pieces of paper home. Instructions will be given once your child starts with us.

## Home School Agreement

Our Home School Agreement will be given to you when your child registers at the school. There will be two copies: one we ask you as parents to sign and say that you understand and accept the agreement and return to school, and the other for you to keep.



drama/music perform.....

sions when you will be invited to see the  
a whole e.g. assemblies, sports day and

Please understand that, whenever possible, we will provide you with as much notice as we can, however, in the dynamic day to day running of a school things can change or happen very quickly. On such occasions we will inform parents as quickly as possible. All information is also featured on our school website.



## **Safeguarding at Hebburn Lakes**

Safeguarding children and adults is a top priority in our school. It is therefore important that all staff, volunteers, Governors and our community work together on this. Our recruitment and selection processes are rigorous and comply with all relevant guidance. All Staff including volunteers are cleared by DBS. All staff receive training and are aware of safeguarding and child protection issues and responsibilities which we adhere to rigorously.

**Safeguarding is  
Everyone's  
Responsibility**

We are also an Operation Encompass school and so work closely with the police where there have been incidents of Domestic Violence in the family home.

The safeguarding policy can be found on the school website.

## **Attendance**

If children are to receive a full and accessible education it is vital that they attend school each day and on time, this is a legal requirement. At Hebburn Lakes we have very strict attendance protocols and procedures for persistent absenteeism which, if not followed, can and will result in financial penalties for parents.



*Please read our Attendance Policy on our website or from the school office.*

## **Absence reporting**

In the event of an absence the school should be informed on the first day. This ensures we know that your child is unwell and we can record this in the attendance register.

**Please also contact the Taxi Company to cancel the pickup arrangements if your child travels to school in a taxi.**

If we do not hear from you Miss Fada or Mr Cave, will contact you. If we are not able to contact you and your child is off for more than 3 days, as part of our safeguarding policies, we will make an unannounced visit to the family home.





### Frequent Absence

The parents of pupils who are frequently absent will be contacted so that they can be made aware of their child's absence rate. School is a fun, fair and compulsory place for your child to learn, play and socialise. We are here to help and support your family, therefore, please work with us to prevent your child missing out on their learning. Our staff in the Specialist Resource Base and our Attendance Officer are here to help you and not judge you. If you are experiencing any problems in getting your child to school, share them with us so that we can identify a solution together. School will always support families as much as we possibly can but can only do so if you share the problem with us.

### Pastoral Support Team

We employ an attendance and pastoral support officer who oversee the daily monitoring of attendance and ensure that families gain the support they need to support their children. The work has ensured that attendance is consistently good across the school.

The pastoral support team also oversees the work of our most vulnerable children and are key to the internal behavior system.

Many of our parents now use the school when in need of support. If you'd like to speak to Miss King or Mrs Hudson, please contact the school office, where they'd be more than happy to help.

### Holidays During School Time

The school year includes 13 weeks when the children are on holiday. A formal request must be made to the Head Teacher before any additional time can be taken during term time. You do not have a legal right to take your child or children out of school for holidays during term time and unless it is exceptional circumstances holidays during term time will not be authorised. Term dates are available on the school website or from the school office.

### Illness/Accidents

If your child is ill or has been injured during the day we will contact you on the telephone numbers provided or via a dojo message. We will only send for you if we feel it would be in your child's best interests to go home. Whilst falling over or having accidents during play is very common amongst young children in the case of an accident involving a bump on the head parents will always be informed. Several members of staff have been trained to administer First Aid if needed, this includes paediatric first aid for our youngest children.



It is essential that the school holds up-to-date contact information. **Please remember to inform the school if you move house or your telephone number/s change.**

### What to wear to school?

#### School Uniform

Wearing a school uniform gives the children a sense of belonging and to identify within the school. The school policy is to encourage the children to take pride in their appearance and to wear the correct uniform at all times.

Our uniform is as follows:

- Purple sweatshirt/cardigan (preferably with the Hebburn Lakes Logo)
- Black skirt, trousers, shorts or pinafore or summer dress
- White blouse or shirt
- Plain black shoes

For P.E. children need

A plain white T-shirt/polo shirt

A plain black tracksuit or jogging bottoms, black shorts or appropriate sports wear A pair of plain trainers

Swimming costume and goggles

Uniform is available to buy online from Emblematic online or at JK Clothing, Jarrow. *A copy order form is enclosed in your pack.* The school offers a Swap Shop in the main entrance for you to help yourself or have a member of staff send additional items home.

#### Lost Property

Please ensure you have labelled all of your child's uniform. It is far easier to find the owners and return items quickly if they are labelled.

#### Wearing Jewellery

For the safety of your child, jewellery, in particular ear rings, should not be worn in school at all. Jewellery is not permitted to be worn during PE; this includes swimming, or competitive sporting activities under any circumstances.

If children request to have their ears pierced, we suggest this is done at the start of six- week summer holiday so earrings can be removed on return to school in September.

Children are welcome to wear a wrist watch if they wish but will be asked to remove it during PE or swimming lessons.



## Lunch Arrangements

### School Meals/Milk

We have a fully equipped kitchen on site and our catering team provide high quality hot meals for the children each day. The catering team can meet any dietary needs so please inform us if your child requires a special diet. Children in Foundation, Year 1 and Year 2 classes automatically receive a free cooked meal at school.

Free school meals (FSMs) are available to those children who are eligible. If you think you are eligible, details can be requested at the school office or you can complete the form in your pack and bring it into the school office for verification.

We ask that all parents, who are entitled to FSMs to apply even if they don't have a school meal as part of our school funding each year, known as Pupil Premium, is allocated according to the number of eligible children.

The cost of school meals for all other children is £11.00 per week (subject to change) payable on a Monday for the following week. Any unused payment will be carried forward.

Menus are published each term and are available on the school website or by request.

Milk money payment items are opened on Parentpay during the Summer Term for the school year at £9.10 per term (subject to change). There will be one reminder sent out at the end of each term, before this closes due to dairy procedures. **New parents will have two weeks at the beginning of the Autumn term to make payment if you wish your child to receive milk for the term.** No late payments will be taken.

### Keeping our Brains and Body Healthy

The school participates in the National Fruit and Vegetable Scheme whereby children in Nursery, Reception, Year 1 and Year 2 classes are entitled to a free piece of fruit each school day as part of the Government's campaign to encourage children to eat more healthily.



We aim to encourage pupils to drink more water which aids concentration in the classroom. Individual water bottles are provided when children enter school for the first time. They are then available to purchase for £1.50 each from the school office. Unfortunately for health and safety reasons we are unable to sterilise the bottles in school, we therefore ask your child to bring their bottle home at the end of each day to be washed.



## Health

Is my child too ill for school?

Children often catch colds and other minor illnesses and as parents there is always the worry that when their child is unwell they are unable to attend school. Whilst we would never want a child to attend who is genuinely unwell, we do ask parents to consider whether they are actually well enough to attend and are happy to support with the administration of medicines where needed.

This advice from the NHS website is a useful guide:

- Colds: It's fine to send your child to school with a minor cold; however, if they have a fever, keep them off until a COVID test has been carried out.
- Raised temperature: If your child has a raised temperature, they shouldn't attend school until a test has been carried out.
- Hand, foot and mouth disease: If your child has hand, foot and mouth disease, and is well enough, they can come to school.
- Slapped cheek syndrome: You do not need to keep your child off school because once the rash appears, they are no longer infectious. If you suspect your child has slapped cheek syndrome, take them to the GP and let the school know they have been diagnosed with it.
- Ear infection: If your child has an ear infection and a fever or a severe earache, keep them off school until they are feeling better.
- Sore throat: You can still send your child to school if they have a sore throat. If they also have a fever, keep them home.
- Vomiting and diarrhoea: Children with diarrhoea and/or vomiting should definitely stay at home until 24 hours after their symptoms have gone.
- Chickenpox: If your child has chickenpox, keep them off school until the spots have crusted over - usually 5 days after the spots first appear.

For further information, please go to:

<https://www.nhs.uk/live-well/healthybody/is-my-child-too-ill-for-school>

If your child is not feeling well, but is well enough to come to school, please let the teacher know.

### Medicine in school

The governors have approved an administration of medicine policy and so we are more than happy to support your child if they need to take prescribed medication from a GP or over the counter medicines for more day to day complaints. You will be asked to fill in a medication form before we can accept this.

### Care plans & disabilities



If your child requires a specific care plan, we will work with you and any professional body to create and implement one. We will endeavour to ensure that their time here at Hebburn Lakes is not hindered by any special requirements they may have. We also welcome the opportunity to educate pupils with disabilities alongside their more able bodied peers. Parents of children with disabilities wishing to admit their child to the school should, in the first instance, make an application in the normal way through the Local Authority. Our Equal Opportunities policy and Special Educational Needs policy try to ensure that all children in school are treated fairly and encouraged to fulfil their individual potential, regardless of disability. In terms of the building itself, there are no steps inside the school. Our wide corridors and doorways ensure ease of movement. Minor adjustments regarding access can be made if and when necessary and the school is confident that any child wishing to attend the school will be able to gain access whether disabled or not.

If your child has a medical condition you will be invited to meet with the Assistant Head before your child starts school to write an appropriate medical healthcare plan (where needed). This plan will ensure all staff in school are aware of your child's medical needs and how to support them to manage their condition. Staff working directly with your child will be trained appropriately before your child starts, alternatively there may be a short period when we ask you to support us with your child's medical needs whilst staff training is arranged.

### Digital Media

Our school website features information about our school and the projects and activities that we undertake. Updated regularly, it is accessible to the world. Online contents include both group and individual photographs of staff, children and on some occasions, parents. No people, other than staff, are identified online by name. In addition to the Internet our school can often be featured in local, and on some occasions, national press. This may include the media outlets associated websites. Again, this may feature aforementioned photographs. If you would **NOT** like your child, or their, photographs to be used online it is essential that you complete The Photographic Consent Form which is in the paperwork section. In the event your child's photograph is to be used for marketing material you will be contacted directly with a specific consent form.

### Social Media

School recognises that the Internet and social media are playing a bigger part than ever in our everyday lives. Children regularly use the Internet in school under the strict supervision of class teachers. It is important that children are taught to use this form of media carefully, safely and sensibly. They receive advice regarding online safety and are not permitted to access social media or chat room sites. As you would expect, certain websites and content are blocked. The School and our Internet provider also keep records of computer activity in school to help protect children. As a parent, it is important that you understand



that school is working hard to provide a high quality education and safe working environment for all children. Comments, in particular negative ones, about school life should not be posted on social media sites. Abusive or harmful comments will be addressed as they do not benefit school or our pupils in any way. Such comments are a good example of what we are teaching children not to do. If you have any concerns or have a desire to post any comments about School, we would urge you to contact us directly. Our E-Safety Policy has been created for both pupils and parents. Please take a moment to read the policy in the Paperwork section with your child so that you both understand the importance of safe digital media use. If you are happy to abide by the policy, you should sign and return it when your child begins school.

### School premises

#### Car Parking

The school car park is very small and cannot accommodate the number of families who may wish to use it, but we do allow our children from the Resource Bases access. Please park in a bay at the bottom end of the carpark, wherever possible. We encourage our families to walk/cycle and scoot to school as much as possible. Parking is available across the road but we do ask that you respect our neighbours when doing so. When accessing the school grounds please use the footpaths provided and for safety reasons, do not allow your child to walk under the car park barrier. Thank you for your cooperation.

#### Smoking

The school and its grounds are a no smoking area, in accordance with National Legislation. This includes artificial methods such as vaping.

#### Dogs in school

Dogs are not permitted anywhere on the school grounds. We request that parents do not attempt to tie dogs to the school gates or surrounding fences.

### Admissions – Specialist Resource Base



The SRB is managed by the school. However, all admissions for the base are allocated via the SEND department at South Tyneside Council, therefore parents cannot apply to the school for a place in the SRB. Any queries about places in the SRB should be through your child's school or SEND officer (where applicable).



## Policies

We have a range of policies which are in place to support parents with key information about how we do things at Hebburn Lakes, such as:

- ☐ Anti-Bullying
- ☐ Behaviour School Policy
- ☐ Charging & Remissions Policy
- ☐ Child Protection School Policy
- ☐ Equality, Diversity & Cohesion School
- ☐ Internet & E-Safety School Policy
- ☐ Looked After Child
- ☐ Social Networking
- ☐ Complaints Policy

School policies are available on the school

website [Complaints](#)

Whilst we hope that you find your child's time with us to be a happy and successful one, from time to time complaints do arise. We ask that any minor issues are first addressed with your child's class teacher but parents are always welcome to contact one of the Senior Management Team to discuss anything relating to School.

The School's Guidance and Procedures for Dealing with School Complaints is available on the school website for parents to access.