



Battle & Langton  
Church of  
England  
Primary School

*Love,*

*Inspire,*

*Achieve*



Prospectus 2021-2022



# Welcome



Welcome to Battle and Langton School. This prospectus has been prepared to help answer the many questions new parents ask, and to help you understand how our school operates. We hope you find this information useful in helping you to decide the right primary school for your child. You are welcome to make an appointment to visit the school during the working day to see us in action. Please note, however, that the details in this document are accurate at the time of preparation (Autumn term 2020).

Simon Hughes,  
Head teacher



## Ofsted report July 2019:

"Leaders, staff and governors have a shared vision and purpose, which is to provide the best for all pupils."

"Pupils are excellent ambassadors. They have a strong voice and enjoy their time in school "

"The consistent approach and high expectations of teachers mean that behaviour is managed well.... Pupils' behaviour, observed during the inspection, was good, both in and outside the classroom."

"...parents are very positive about the school. Several wrote about how much their children enjoy coming to school, and that their learning is fun"

"One parent summed this up, writing: 'I cannot thank the school enough for providing an environment where both of my children want to be and where they are thriving.' "

"Pupils, including those who are disadvantaged, make increasingly strong progress throughout the school because teaching is effective. "



## Battle and Langton CE Primary School

Battle & Langton Primary School is a Church of England Controlled School for children aged 4+ to 11, and currently has approximately 400 children on roll, divided into two classes per year group.

The school was created in the Victorian era when the Battle Church School was amalgamated with another school founded by Lady Elizabeth Langton.

The current school has modern classrooms equipped with digital technology, well stocked libraries and dedicated staff.

We are situated in beautiful surroundings and boast one of the best outdoor spaces in the area, with two adventure play spaces, two outdoor 'forest school' classrooms and a fenced all-weather sports pitch.

The school maintains its original Christian ethos.



## SCHOOL ETHOS

*Love, Inspire, Achieve*

Our school ethos can be summed up in three words: **Love, Inspire, Achieve**

**LOVE:** The common thread throughout the school is Christian Love: Selflessly caring for one another with the desire to make life better for everyone.

**INSPIRE:** Providing children with opportunities to develop a passion for learning

**ACHIEVE:** Providing children with support and stretch so they can fully reach their potential

### The Values:

We use these six values to teach the children about our ethos. We focus on a different one each term.



Love  
Joy  
Kindness  
Patience  
Peace  
Self-Control





## Part 2: THE SCHOOL AIMS AND ETHOS

### ACADEMIC AIMS

- Provide a broad and balanced curriculum that meets the needs of all learners
- Develop enquiring minds
- Maximise potential and inspire children to achieve academic excellence
- Encourage our children to become resilient and independent lifelong learners
- Aim beyond the expected

### SOCIAL, MORAL AND SPIRITUAL AIMS

- Develop and maintain our links with St. Mary's church, providing children with the opportunity to establish a personal faith
- Become good citizens
- Build self-esteem, self-confidence and self-knowledge
- Promote the 'Modern British Values' of democracy, the rule of law, freedom of choice, understanding and non-acceptance of discrimination

### ENVIRONMENTAL AIMS

- Provide a safe and nurturing Christian environment
- Use our resources effectively to provide experiences beyond the classroom
- Celebrate achievement

### COMMUNITY AIMS

- Strive for positive collaboration with parents, carers and families
- Be actively involved in community projects and celebrations
- Develop purposeful and rewarding links with other schools

## Part 2: THE SCHOOL ORGANISATION

We are a two-form entry school, which means that there are approximately 60 children in each year group divided into two classes. Each class has a qualified teacher in charge, and each year group has a team of Support Assistants that work with the children across the year group.

We have a team of three senior managers who oversee the running of the school, and each phase of learning has a senior teacher who is responsible for the day-to-day running of that department.



The senior management team are:

**Head teacher:** Mr Hughes oversees the whole of the running of the school, and is the person to see if you have particular difficulties that cannot be solved by the class teacher. You will see him most mornings on the front gate greeting the families as they arrive. He is always happy to speak to you when you see him about school, football or anything else! Mr Hughes is also a deputy designated safeguarding lead

**Deputy Head:** Mr Alexander oversees the academic side of the school, leading on teaching, learning, assessment and curriculum. He is the person to see if there is a question or difficulty with your child's learning that the class teacher cannot solve.

**Assistant Head:** Mrs Crocker oversees the pastoral side of the school, leading on Special Needs, Child protection (safeguarding), and behaviour. She is the person to see if you have concerns about your child's wellbeing, behaviour or a concern about potential special needs that the class teacher cannot solve.

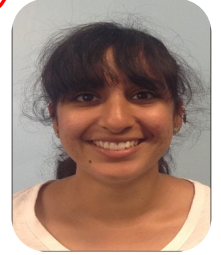






Mrs Jagot

## Reception Classes - The first year



Miss Korotana

Starting school for the first time can be nerve wracking (and not just for the children!) Our Early years team are friendly, welcoming and very experienced at putting both children and parents at ease. They will take very good care of your precious little ones!

Mrs Jagot has been teaching our Reception classes since 2002 and is an East Sussex expert, often moderating other school's provision and giving training to other teachers in the area. She runs our Early Years department. Her class is called the Butterflies

Miss Korotana has been with us for six years and is a natural early years teacher, loved by all in her class, the Dragonflies.

To ease the transition into the Early Years department from feeder pre-school settings, the Early Years teachers visit local playgroups and nurseries. All prospective pre-school pupils are also invited to attend an afternoon session and a Teddy Bear's Picnic in school during the Summer Term (term 6) so that they become familiar with the Early Years environment.

In addition, a school visit is offered to all pupils taking place within the first two weeks of Autumn term. This enables children to meet teachers on an individual basis, giving time for an exchange of information and forming the basis of a positive relationship between right from the start.

The reception children work in a variety of ways in a variety of areas throughout the year:



In the classrooms



In the shared areas



Outside on the deck



Forest School area



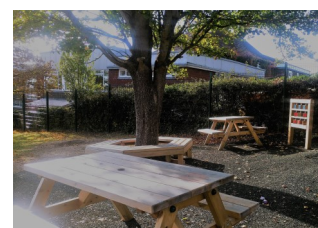
On the climbing frame



At the mud kitchen



Adventure playground



Quiet zone



In the Hall



## Key Stage 1 - Year 1 & 2

This department is made up of pupils in Years 1 and 2. We anticipate there being two Year 1 classes, and two Year 2 classes. The classrooms are spacious, and share two activity areas and the Infant library which are located in the communal area that links classrooms. Each classroom has a 65 inch touch capable HD screen with a HD camera attached to share work and ideas. Each classroom have several computers and a multitude of equipment to support learning.

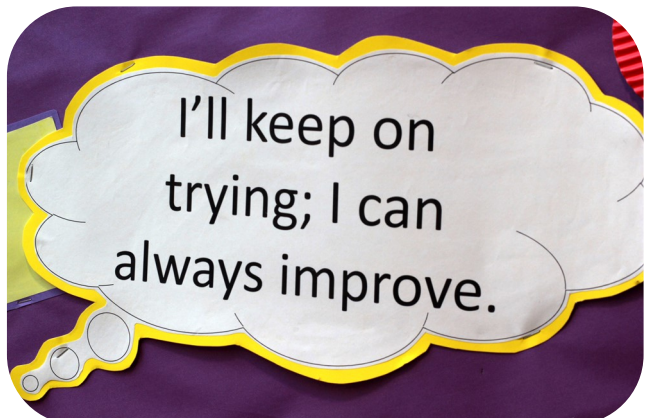
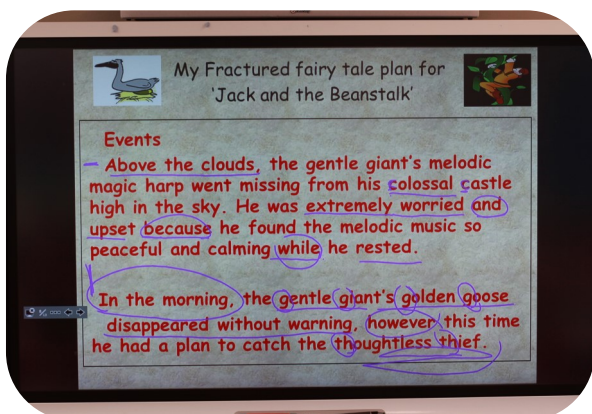
Each class is taught by a teacher, who in turn is supported by learning support assistants, and voluntary parent helpers. As far as possible, each class has a balance of children based on academic achievement, gender and social compatibility. Both the Early Years and Key Stage 1 departments have allocated play areas, and are supervised throughout the day. During lunchtime, play equipment is made available, such as skipping ropes etc. There are also indoor activities such as Story Club and Colouring Club. Year 6 children also help with these clubs as part of their duties





## Key Stage 2 - Years 3 to 6

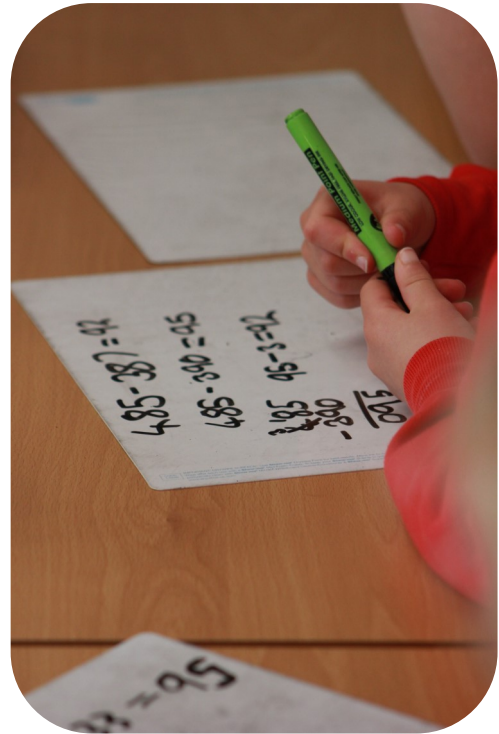
During these years the learning becomes more formal as the children approach secondary school. The curriculum is broad, balanced and challenging - but all children are supported to achieve. As with the rest of the school, each year group is divided into 2 classes, taught by a teacher who is supported by a team of support assistants. Each classroom has a 65 inch touch capable HD screen with a HD camera attached to share work and ideas. Each classroom have several computers and a multitude of equipment to support learning.



### The School Day

The school day runs from 8:55am until 3:15pm. All children have a 20 minute playtime during the morning session, and then an hour for lunch. We operate a 'soft start', meaning children can come to their classrooms any time between 8:45 and 8:55.

Due to the numbers of children having school dinners, we now operate a staggered lunch time. Reception and KS1 children have a lunch hour between 12:00 and 1:00. KS2 children have a lunch hour between 12:15 and 13:15. Children are supervised by Mid-day supervisors at all times.



### Breakfast Club & Afterschool club

We have a Breakfast Club that runs every morning from 7:30 through to the start of the school day, and an Afterschool club that runs through until 5:30pm. For information on prices and place availability contact initially via the school office.





### Lunchtime Arrangements

At lunchtime children may either buy a school lunch, bring a packed lunch or go home for lunch. The children are assisted during lunch by paid lunchtime staff.

**School lunch** is cooked on site, and served in a cafeteria system. These lunches are paid for on the day, or in advance using ParentPay. Menus are on display and copies sent to parents. A vegetarian alternative, and meals for children with special dietary requirements are available. Reception and KS1 children are all eligible for free school meals, as are parents receiving Income Support or Job Seeker's Allowance.

Please note, school meals are run by Chartwells not by the school..

**Packed lunches** are eaten in the school hall or outside, weather permitting. The school promotes healthy eating and we ask that this is reflected in the child's packed lunch provided from home.



### School Uniform

As part of our school policy and ethos, every child should wear the school uniform and P.E. and games kit. In coming to this school, it is automatically **expected** that parents will adhere to this policy. We reserve the right to forbid items of clothing, accessories and footwear that we deem to be dangerous in school to the individual or others. Under no circumstances are items of jewellery including bracelets, rings or earrings to be worn. Small studs only will be accepted, which will need to be removed or covered for PE. We ask that hair is kept to a reasonable style and length, with no use of hair gel for safety reasons. Only 'functional' hair accessories are permitted.



#### Upper half:

White Blouse/Shirt **or** White/Red polo shirts  
School sweat shirt / cardigan (or plain red equivalent)  
Red fleece jacket (optional for outdoor wear)  
Red and white gingham dress

#### Lower half:

Grey or black Skirt/Pinafore  
Grey or black trousers (Not joggers or leggings)  
Grey or black shorts

#### Feet:

White/Red/Black/Grey socks or tights  
Black shoes or ankle boots (no knee high boots, open-toed sandals, heeled shoes or trainers)



## P.E. & Games Kit

For health and safety reasons pupils are **expected** to change from school uniform into kit which should be on-site every day during term time. Earrings will need to be removed, or covered.



Indoor Kit

A plain white T-shirt, or white school PE top

Black gym shorts

Plimsolls

### Outdoor kit

As above except:

Trainers **are permitted** for outdoor games.

A plain black track suit should be worn for outdoor games in colder weather by all children.

## PART 3 – THE SCHOOL'S CURRICULUM

In the Early Years classes the children follow the Early Years Foundation Stage Curriculum. Throughout the rest of the school The National Curriculum is followed. English and Maths are usually delivered in the morning, through daily lessons specific to these subjects. The remainder of the curriculum is mainly taught in the afternoons, however cross - curricular links are built where possible. Each year group has its own programme of study to ensure continuity and progression. Each Key Stage differs slightly in the way it delivers the curriculum.

### Early Years

In the Foundation stage the children work towards the Early Learning Goals. These are divided into seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Our Early Years Curriculum is devised to include all these areas of learning and is taught through topics chosen because they appeal to young children, for example "All about me", "Robots", "Shops", "Dinosaurs", and many more. During the year we go on various visits into the local environment, for example the woods, the High Street and the Library.

As part of the Communication and Language curriculum, we use the Read, Write Inc. scheme. Children also take a book home daily to share with parents. Learning to read is a very complex process with many less-obvious skills. For this purpose, initially children may be given picture books with no words to encourage them to use 'story-book language' and imagination to tell a story. In time these are replaced by books with pictures and words as the child's reading skills develop.

The Physical Development curriculum includes the use of large apparatus in the hall, wheeled toys, music and movement lessons and small apparatus such as balls and beanbags. The children use indoor and outdoor areas including the field in the warmer weather. The curriculum also includes the use of simple tools and mouldable materials such as dough, clay and a plasticine-like material called soffun.

Multicultural elements are included through Understanding of the World, and the Personal, Social and Emotional Development curriculum. Whilst focussing on Christian celebrations of Christmas and Easter, children will also be introduced to celebrations of other cultures such as the Jewish Sukkot and the Hindu festival of Raksha Bandhan. Activities are also based around African, Australian Aboriginal and Native American stories, and in the summer we include different cultures in our topic entitled "The Wider World."

## PART 3 – THE SCHOOL'S CURRICULUM

### Key Stage 1

Here the children begin to experience full length English and maths lessons. These take place in the morning, and the rest of the curriculum takes up the rest of the day. There is a mixture of whole class, small group, and independent work taught during English and maths. In this department much emphasis is placed on literacy and maths in order to lay the foundations for later learning. Children learn reading skills in English lessons, and take home regular reading books. The children are taught to join letters from the onset of their writing experiences.

Discrete phonic lessons continue throughout this Key stage, following the Read, Write Inc scheme. At some points of the year, children may be grouped according to the level in which they are working.

A full and broad curriculum of other subjects is taught throughout the week focussing on developing the children's broader knowledge, applying learnt skills and forming opinions.



### Key Stage 2

Similarly to KS1, English and maths are usually taught in the morning, and the rest of the curriculum is taught during the remainder of the day.

Each subject is taught separately, however cross-curricular links are often made. Science and Computing are timetabled weekly, however the other subjects are taught in blocks of two or three weeks. There is time within the curriculum for the particular passions and interests of individual teachers to be taught, as well as our very popular 'Arts weeks'. During these weeks, the whole school take a subject like 'Space' or 'The Battle of Hastings' and runs arts lessons based on these throughout the week. It usually ends up with some dressing up!



Re-enacting the Battle of Hastings



## PART 3 – THE SCHOOL'S CURRICULUM

### National Curriculum Assessment Tests

During the past 3 years, Battle and Langton children have achieved more on average than children in other schools. Not only in the proportion of them achieving the expected standard, but also in the progress that they have made since joined us. It is particularly noticeable in reading where our children have **made more progress than 90% of other schools** on average over 3 years,

#### Key Stage 2 – Pupils reaching the Expected Standard

	Battle & Langton Results 2019	National Results 2019
READING	82%	73%
WRITING	93%	78%
MATHS	77%	79%

### Religious Education and Collective Worship

Religious Education is given to all pupils in accordance with the Local Education Authority's Agreed Syllabus. The syllabus is Christian and non-denominational, but recognises other spiritual beliefs e.g. Judaism and Islam.

A collective act of worship is held every day in the hall, or in classrooms. We advocate the Church of England doctrine within our times of worship. A representative of St Mary's Church leads the worship once a week, and children also visit the church at different times during the year. If parents do not wish their child to take part in Collective Worship, they must notify the school in writing. The policies on Collective Worship and Religious Education are available on request.



## PART 3 – THE SCHOOL'S CURRICULUM

### Personal, Social, and Health Education (PSHE)

#### (including Sex Education)

PSHE is mainly concerned with preparing for life with others in society. It is relevant to all aspects of the curriculum, and taught through different subjects where appropriate. Each class has its own timetabled PSHE session when non-curricular aspects can be taught separately. Citizenship, multicultural education, and healthy eating are all covered as part of the PSHE curriculum.

Sex education is an integral part of the PSHE syllabus, and is covered in general terms through other subjects e.g. science. Additionally, Key Stage 2 are introduced to the subject of human sexuality and reproduction as part of the Science curriculum. The children are not allowed to be excused from any parts of the syllabus that form parts of the Science syllabus. However, they may be withdrawn from any non-curricular discussions or lessons about sex education. A copy of the PSHE policy is available upon request from the school office.

### Computing

ICT and the use of computers is taught right through school, from Early Years upwards. Each class has an Interactive Whiteboard and its own computer, and access to shared machines housed in our laptop trollies. These are used for inputting and handling data, word processing, monitoring and control, and concept development games, but also the children are now taught to 'code' using a program called 'Espresso Coding'. The children also use computers with Internet and intranet access to research material or school work, as well as sending and receiving information. There are digital cameras, which are widely used, and also a variety of control programs.



## PART 3 – THE SCHOOL'S CURRICULUM

### P.E. and Sports

At Battle & Langton School, children have the opportunity to participate in and enjoy a wide range of activities. Each class has its own timetabled indoor and outdoor sessions. The activities vary, depending on the time of year. Indoor P.E. sessions consist of games, dance and gymnastics. Outdoor games consist of individual, one to one and small group activities in Key Stage 1, and in Key Stage 2 they experience a wide variety of sports, building on the skills taught. The school has two Key Stage 2 playgrounds and a fenced Multi-use Games area (MUGA), that provide plenty of space to practise skills, especially in the winter months when the field may not be used due to bad weather. We also have a cross country track inside the school grounds.

Currently, we employ some specialist sports coaches to increase the quality of PE provision.

There are various sporting clubs, including football, rugby, netball, and cricket. The teams practise either during lunchtimes or after school. They take part in tournaments after school and at weekends, and also inter-house tournaments during school time. Parents are expected to organise transportation of pupils to venues.

We also hold an annual 'Sports Day' in July, where parents are welcome to attend and support.



### The Arts

At Battle & Langton School, children have the opportunity to participate in and enjoy a variety of artistic experiences. There are weekly art, music and dance lessons (dance being taught as part of the P.E. curriculum). The art of other cultures is taught at various times throughout the year. For example, Key Stage 1 children learn about Caribbean art through Geography, and the Key Stage 2 children learn about Hindu customs and artefacts through R.E.

Many musical instruments are taught at Battle & Langton. These are the guitar, keyboard, recorder, cello and violin. Lessons take place at various times inside and outside school hours, and any non-curriculum music teaching is usually undertaken by specialist music teachers. In addition, the children join with local schools at various times to participate in choral and instrumental concerts. There are many visitors to the school, such as percussionists, theatre and art workshop groups and local craftsmen.



## PART 3 – THE SCHOOL'S CURRICULUM

### Children With Special Educational Needs

Our Special Needs Policy defines a child as having special educational needs if he or she has "A **learning difficulty** which calls for **special educational provision** to be made for them." A child has a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in school.

We believe that early identification of such children is important in order to make appropriate provision for their educational needs. Therefore, from the time a child enters the school, teachers keep a check on their pupils' progress, behaviour and social interaction. If there is cause for concern, the matter will be discussed by the class teacher, parents/carers, and the Assistant Head. The child will then be placed on the SEN Support register and parents will be officially informed.

STAGE	OUTLINE OF PROCEDURES
<b>Initial (School based intervention)</b>	If a child is identified as making slow progress and the teacher and/or parents are concerned the first response is always high quality teaching, targeting the area of need. Progress is carefully monitored within a given time period and then reviewed.
<b>SEN support</b>	If the difficulties persist, teachers will refer the child to the Assistant Head, who will decide upon the level of SEN support needed. Children may be supported by additional adults, withdrawn as part of a group, or spend time in the Learning Support Pod. Outside agencies such as a GP, Language support service, and the Speech and Language therapists may become involved.
<b>Application for an Education, Health and Care plan.</b>	Once the cycle of SEN support has been reviewed twice, it will be considered whether to request an Education, Health and Care assessment.
<b>Award of Education, Health and Care Plan</b>	The pupil has a plan that clearly states the provision that must be in place. The plan is reviewed annually to secure good outcomes for that pupil.

A copy of our Special Needs policy is available on request.

### Admission of Children With Disabilities

At Battle and Langton C.E. Primary School we value our approach to providing the highest quality learning opportunities to all children, irrespective of race, gender, socio-economic background or any other factor which might act as a barrier to learning. The Disability Discrimination Act defines a disabled person as one who has "a physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities." This would include, for example, sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial. Most children with special educational needs will not be disabled within the meaning of the Act.

## Special Educational Needs (continued)

Here at Battle and Langton we pride ourselves in being an inclusive school. We work very hard to provide the best possible learning opportunities for all our children, including those with Special Educational Needs. We meet the needs of children in different ways:

- **Teacher differentiation and scaffolding.** In normal classroom environments, teachers provide activities and learning that is suitable to the needs of their children, and challenges them to learn at a faster rate. Teachers provide support for children to challenge themselves through additional adult support, materials such as word banks or task planners, or alternative recording methods such as using a computer program.
- **Individual or group support:** For some children, in some subjects, the school may deem it necessary for children to receive more support and will timetable a learning support assistant to work with the child 1-1, or 1-2.
- **Learning Support Pod:** In September 2014, we opened our self-funded Learning Support Pod. A few children with highly complex learning needs are taught in the Pod by a team of well-qualified learning support assistants, with the support of a specialist teacher. They are attached to a year group class, which they join regularly (with adult support), but their main learning happens in the Pod through specially planned activities. These activities are targeted at the particular needs of the children and taught completely through a multi-sensory approach. Other children join the Pod either regularly or when the needs arise, for lessons or for some quiet time to work, away from normal classroom conditions. From 2019, this project was recognised as excellent practice, and has attracted some additional Local Authority funding to extend our expertise in order to support other local schools.



## High achieving children

We recognise that some pupils may have had experiences in one or more areas of the curriculum that have led them to be more advanced in their learning than their peers. Various procedures are used to identify such children at Battle & Langton, and once identified, various strategies are deployed to ensure that their particular ability is catered for.

## Extra Curricular Activities

The school employs external sports coaches to run after school sports sessions at a subsidised rate for all children. Clubs run throughout the year on Monday to Thursday. Parents are asked to pay a small fee per session, towards the cost of this activity.

Many pupils benefit from specialist music tuition, in guitar, keyboard, cello and violin.

A variety of educational visits take place throughout the year, to venues such as zoos, castles, the seaside, theatres, concerts, festivals, museums and local places of interest. Many outside performers and members of the local community visit the school, to hold discussions, workshops and exhibitions.



During the year the school arranges a residential trip for Key Stage 2 pupils in Year 6 to such places as Dorset and the Isle of Wight. Here are some of the children abseiling on one of the residential trips. This popular event involves a great deal of commitment from all involved.





## PART 4 – CONDUCT AND CARE IN SCHOOL

### School Behaviour

The school believes in behaviour that shows care, courtesy and control at all times. This is encompassed in our school rules:

**Ready, Respectful, Safe**

We believe in recognising positive behaviour rather than dwelling on negative outcomes. When a teacher recognises a child following the school rules, they receive praise and a class-specific reward. Behaviour that goes above and beyond the expected is rewarded through praise post cards sent home to parents and carers, children also get to have hot chocolate with the Head as a reward!. Consequences for not following the school rules include a lunchtime spent 'in reflection'. Children jointly fill in a 'reflection form' with their teacher, which is sent home to parents.

Bullying is never tolerated and, should it occur, is dealt with in accordance with our Anti-Bullying policy.



### Pastoral Care

It is hoped that the relationship between pupils and staff is such that any child can turn to any member of staff for advice and support. It is hoped that parents/carers will consult class teachers if their child has any problems that affect their daily routines or well being in school.

Children whose emotional needs go beyond normal everyday anxieties can be supported through nurture programs. We have a number of specially trained members of staff who deliver supportive sessions with individuals and small groups.

### Illness and accidents in school

Minor accidents or illnesses are dealt with by appropriate school staff. We have several staff that are fully qualified in administering first aid, as well as others qualified to administer emergency first aid.

Children who stay on the premises during lunchtime are supervised throughout the lunch break by the lunchtime supervisors, under the leadership of the Senior Midday Supervisor. If an injury occurs, appropriate immediate medical attention will be given. Then, if necessary, they will be taken to the First Aid room where one of the school's First Aiders will tend to them.

## Admissions

The arrangements for the admission of children at the beginning of their schooling are made by the Local Authority. To apply on line for a school place please visit [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk) and look for the Education tab. If you are unable to access the internet, the book 'Applying for School' is available from 'Information for Families' on 0345 608 019.

All other admissions will be handled by the school. If you wish your child to join us at any time other than the first admission into Reception, you may apply to the school directly (or apply on line). If there is space in the year group (fewer than 30 per class) your child will be offered a place by the school.

At any time, if there are more applications than places, the school or the Local Authority will follow the following criteria in offering a place:

1. **Looked after children and previously looked after children.** These are children in the care of the local authority and those who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.
2. **Children living within a pre-defined community area, who have a brother or sister at the school at the time of admission.** Children are 'siblings' if they are full, half, adoptive or foster brother or sister *living in the same household*. Each home address in the county falls within a community area, although living in an community area does not guarantee a place.
3. **Other children living within a pre-defined community area.** Each home address in the county falls within a community area, although living in an community area does not guarantee a place.
4. **Children living outside the pre-defined community area, with a sibling at the school at the time of admission.**
5. **Children living outside our community area.** This covers all other children.

If these categories still cannot allocate fairly, place allocation will be decided **by the Local Authority**. Tie break place allocation is decided by prioritising applications on the basis of home to school distance measured in a straight line.

In the event that applicants cannot be prioritised using the tie-breaker above because the distance measurements are the same, the Authority will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the Authority's admissions software.

If the year group is full (30 children per class), the school will ask the Local Authority to support you in finding a suitable alternative. You can appeal this decision through the East Sussex website.

## Arrangements to visit the school

Of course, parents are more than welcome to visit the school before applying for their child to be admitted. Formal visits for prospective parents of Reception children take place each November. Anyone interested can contact the school office to join one of these visits or to arrange alternative times. There is also a meeting in the summer term, during which time parents can meet teaching and non-teaching staff.

We hope your visits will continue once your child has started. Parent / teacher consultations are arranged each term, when work will be on show and parents will have an opportunity to discuss progress and future needs. At all other times, appointments via the school office can be made.



