

# Hassocks Infant School Prospectus



★ Explore ★ Respect ★ Flourish





# Our vision...



At Hassocks Infant School we nurture and inspire children to equip them for a journey of lifelong learning. Our vision is to create a learning community where all learners:



## To achieve this we will:

- ★ Provide and teach active and fun learning experiences that inspire and challenge.
- ★ Develop strong relationships with children, parents and carers within our school.
- ★ Ensure active involvement in the local and wider community.
- ★ Foster and nurture a holistic understanding of our children to maximise their learning potential.
- ★ Create a safe and happy school community with high expectations for behaviour.
- ★ Provide an enabling and safe environment which is accessible for all learners and inspires them to make new discoveries.



Hassocks Infant School  
Chancellors Park  
Hassocks  
West Sussex  
BN6 8EY

Telephone: 01273 842549  
Fax: 01273 846793  
e-mail: [office@hassocksis.com](mailto:office@hassocksis.com)  
Website: [www.hassocks.w-sussex.sch.uk](http://www.hassocks.w-sussex.sch.uk)

Dear Parents and Carers,

Thank you for taking the time to find out about our happy, friendly and inclusive school where children are at the centre of all we do.

Hassocks Infant School is situated in the centre of the village of Hassocks at the foot of the South Downs. The original school was built in 1877 and has been extended over the years to accommodate increasing numbers of children. We are a three form entry infant school with thirty children per class.

At Hassocks Infant School we encourage active learning and value the opportunities for the children to learn outside. The school benefits from a beautiful field with mature trees and playgrounds, providing space for learning and play. We aim to provide a stimulating and challenging learning environment for the children where we can build on their interests and strengths.

We hope to develop a strong partnership between home and school to help your child become a confident and happy member of our school community. We hope your child will be very happy at our school and we look forward to working with you over the next few years.

This prospectus will tell you how the school is organised and introduce you to the curriculum and the daily routine. More detailed information is available on our school website at: [www.hassocks.w-sussex.sch.uk](http://www.hassocks.w-sussex.sch.uk). The website is regularly updated with newsletters, upcoming dates and information.

Adrian Bates-Holland  
Headteacher



## Views from the Children

'I like coming to school its fun because you don't know what's going to happen' - Year 2

'You can do loads of stuff and go outside and make dens' - YR

'Hassocks Infant School is the best in the whole world' - Year 1

'All the adults help us if we hurt ourselves and make us better and make us smile' - Year 2

'We are good at writing, we practise all the time to help us get better' - Year 1



## Comments from Parents and Visitors

'We are so happy our children are so happy at Hassocks Infant School, they love going to school and the learning and care is evident, thank you!'  
Reception and Year 2 parent

'Thank you for all the events and organisations that visit. My daughter loves this aspect of school.'  
Reception parent

'The emphasis on kindness, friendship, and wider social skills is fantastic. The teachers really care.'  
Year 1 Parent

'This school is amazing & I cannot tell you how happy & lucky I feel that my child is able to go here. Her teachers are wonderful & always happy which is a good sign at work!'  
Year 1 parent

'My child absolutely loves school and all the teachers / assistants she has had. We as parents are very happy! Thank you for a truly lovely school.'  
Year 2 parent

'I am very happy with the school and my son seems settled, happy and talks about his learning. It is a nurturing setting too. '  
Year 2 parent



# Staff

<b>Headteacher / Deputy Designated Safeguarding Lead</b>	Mr Adrian Bates-Holland
<b>Deputy Head / Designated Safeguarding Lead</b>	Mrs Kamilya Stedman
<b>Reception Classes</b>	Beech - Miss Jen Grigson /(EYFS Lead) Mrs Victoria Brewer (covering maternity leave until May 2023) Cherry—Miss Jenny Griffin Willow - Miss Hannah Mitchell
<b>Year One Classes</b>	Apple - Mrs Claire Daniel Ash - Miss Sophie Riley Chestnut - Mrs Mary Hutchinson (KS1 Lead)
<b>Year Two Classes</b>	Oak - Mr Alex Everett Holly - Mrs Maureen Brown & Mrs Vicky Soan Elm Class - Miss Francesca Barrett
<b>SENCo &amp; Inclusion Lead / Deputy Designated Safeguarding Lead</b>	Mrs Sara Nash
<b>Bursar / Business Manager</b>	Mrs Sandra Brownjohn
<b>School Secretary</b>	Mrs Amanda Cole
<b>Administrative Assistant</b>	Mrs Helen Blake
<b>Clerk to Governors</b>	Mrs Hannah Coop
<b>Teaching Assistants</b>	Mrs Jules Beale (HLTA) Ms Nicky Cobbett Mrs Rachel Dean Mrs Ann Dodd Mrs Lauren Green Mrs Sam Holden Mrs Debbie Joyce (HLTA) Mrs Tracey Roxburgh Mrs Rose Schumann
<b>Learning Support Assistants</b>	Miss Priscilla Dressel Ms Melissa Hammond Mrs Anita Stribbling Mrs Natalja Turner Miss Emma Woodward Ms Mandy Moffitt
<b>Mid Day Supervisors</b>	Mrs Jules Beale Ms Susie Boylan-Coare Ms Nicky Cobbett Mrs Rachel Dean Miss Priscilla Dressel Mrs Lauren Green Mrs Sam Holden Miss Gillian King Mrs Rose Schumann
<b>Emotional Literacy Support Assistant (ELSA)</b>	Mrs Emily Thompson
<b>Premises Manager</b>	Mr Anthony Pitt

## Governors

Mr Adrian Bates-Holland		Headteacher
Ms Jo Brumby	Parent	
Mrs Jenny Doyle	Co-opted	Co-Chair
Miss Julia French	Co-opted	
Mrs Charlotte Guy	Co-opted	
Mr Richard Hind	Co-opted	
Mrs Sophie Milton	Parent	
Mr Angus Neil	Co-opted	
Mr Michael Stansfield	Co-opted	Co-Chair
Mrs Kamilya Stedman	Staff Governor	Deputy Head
Mrs Fizz Starkey	LA Governor	Vice Chair
Mrs Hannah Coop		Clerk

We are volunteers who have statutory responsibilities under education legislation. The Governing Body includes parents, staff, members of the local community and those who are appointed by the local authority. As the governing body, we work in partnership with the senior leadership team in the strategic planning of the school with the ultimate aim of achieving 'outstanding' recognition. We all aim to improve the existing solid foundations of good work to develop a school which the whole community can feel proud of. The governing body reconstituted in January 2021.

## FoHIS

FoHIS is a team of parents that organise events throughout the year with the combined aims of raising extra funds for the school as well as social events for the parents and children attending the school. Last year everyone helped to raise a massive £15,000 through a variety of events, many of which will be put on again this year.

Following the last AGM meeting, held in October 2022 the main Officers were voted in as follows:

**Co-Chairs** – Carly Strong, Claire Hall, Rachel Baker Moody

**Treasurer** – Katie Belton

**Secretary** – Lucy Monday



## Early Years Foundation Stage

The school follows a curriculum which is especially suited to the needs of young children and covers all the seven areas of learning described in the 'Early Learning Goals'. These are:

**Personal, social and emotional development** – which focuses on children learning how to work, play, co-operate with others and function as part of a group beyond the family.

**Communication and language** – which focuses on children's developing competence in talking and listening and expressing themselves

**Literacy** - which covers development of children linking sounds and letters to become readers and writers.

**Mathematics** – which covers development of mathematical understanding.

**Understanding the world** – which focuses on children's developing knowledge and understanding of the environment, other people and features of the natural man made world.

**Expressive arts and design** – which focuses on the development of the children's imagination and their ability to communicate and express ideas and feelings in a creative way. This includes art, music, dance and role play.

**Physical development** – which focuses on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environment.

The Foundation Stage curriculum is a rich, play based curriculum. Teaching and learning will take place during whole class sessions, in small groups and at an individual level. Learning takes place both inside and outside.

Young children learn best when they are physically active and when the learning is relevant and interesting to them. At Hassocks we aim to make the curriculum meaningful, relevant and enjoyable for the children.





## Key Stage 1

In Key Stage 1 the children are taught through the subjects outlined in the National Curriculum. The learning is planned to provide a stimulating and challenging curriculum with an emphasis on first hand meaningful experiences. We strive to ensure the children are able to make links in their learning and we celebrate achievement through assemblies, displays and whole school events. The school is extremely well resourced with a well stocked library and motivating resources. All the classrooms have interactive whiteboards and the children have access to computers, laptops and iPads to extend their learning.

The following subjects are taught:

### English

#### Teaching Reading

The school places a very high emphasis on ensuring every child really enjoys reading and sees themselves as a reader.

The following methods are used to teach reading:

- Little Wandle phonics programme. All children will follow this programme which is organised through a structured approach.  
Teaching is tailored to the children's needs and progress is regularly monitored through careful tracking and evaluation.
- Children are taught to read through whole class sessions.
- Key words are introduced from Reception and children build up a bank of familiar words.
- All the classes have well organised book areas and during reading lessons the children will read individually to an adult.
- All children take home a reading book daily to share with an adult.
- Books that motivate and interest the children are used as a starting point for learning across the school.

The vast majority of our children make rapid progress in reading and leave us as competent readers.



#### Teaching writing

Writing is taught across the school using motivating starting points ensuring the children have a purpose for writing and see writing as enjoyable. Each class has a well-stocked writing area and writing sessions are planned carefully to ensure the requirements of the National Curriculum are met.



## **Speaking and Listening**

Great emphasis is placed on the development of the children's speaking and listening skills and they are encouraged to communicate with one another and adults, in a variety of situations, both individually and in groups, for example in imaginative play, role-play and drama. Listening is seen as an essential skill to learning across all areas of the curriculum, therefore a broad range of opportunities are planned for the children to develop their listening skills, for example by listening to stories and poems and expressing thoughts and feeling for them.

## **Handwriting**

A wide variety of material and fine motor activities are used to develop the children's handwriting and as their skills develop they learn to use correct pencil grip control and posture. Children are encouraged to take a pride in the presentation of their work. The same style of writing is continued at the Junior School.

## **Mathematics**

We follow a Mastery approach and our Calculation Policy has been designed to show clear progression in mathematics. A Mastery curriculum ensures that the strategies, models and images that are used across the school embed and deepen our children's learning and understanding of mathematical concepts.

Through the use of practical objects and manipulatives, drawing pictures to show understanding and the use of formal written methods, (CPA – Concrete, Pictorial and Abstract) our children will develop a deep understanding of the four operations of addition, subtraction, multiplication and division. As well as calculations, our children also explore measurement (including time), geometry and statistics. They are encouraged to think critically and reason their maths learning, working independently and collaboratively.



## **Computing**

The children's IT skills are considered to be essential for learning across the curriculum. We have interactive whiteboards, iPads and laptops in all classes which enhance the learning experiences on offer.

## **Design Technology**

The school is equipped with a wide range of construction equipment which are used to design and make working models for problem solving activities. Challenges involving design technology are often linked to the class topic work. A variety of tools are available for the children to learn how to use them efficiently and safely.



## **Science**

From the earliest of stages the children are encouraged to observe and investigate their surroundings. Science especially provides opportunities to develop the skills of observing, classifying, experimenting and predicting. The children's understanding of scientific processes is developed through a variety of first-hand experiences and activities, for example, through play with natural materials, the observation of mini-beasts and food technology. Emphasis is given to the importance of caring and accepting responsibility for the environment.

## **History and Geography**

The starting point for the children's learning about History and Geography is from their own experiences within their family and the local area and environment. The children's understanding is developed through active learning experiences such as local visits, visits to places of interest and role-play. People are invited to the school to talk with the children and share their experiences. Photographs, factual books and IT are used to enrich the children's experiences and extend their knowledge of the world and the lives of others.

## **Physical Education**

The children follow a varied and balanced programme of physical education activities including floor work, the use of large apparatus and the development of skills in using smaller equipment such as balls, bats and ropes. In the early years the children access resources and activities to develop their large motor skills in the outdoor environment. The school has indoor climbing apparatus and a wide range of equipment for the children to use. They are taught to care for the apparatus and to handle and use it safely.



## **Religious Education**

The school follows a scheme of learning called 'Discovery RE' which adopts an enquiry-based approach to learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered.

Acts of collective worship are of a mainly Christian character. Should any parents wish to withdraw their child from Religious Education and collective worship they should contact the Headteacher and suitable alternative arrangements will be made.



### **Personal, Social, Health and Relationship Education**

Each week all classes engage in “Jigsaw Time”. This brings consistency and progression to our children’s PSHE and relationship learning. This time provides our pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe. “Jigsaw time” also supports the development of resilience, positive self-esteem and confidence in our children. It provides them with the skills to recognise when they feel uncomfortable in a situation, know who to trust, how to seek help, respect themselves and their bodies and know what healthy relationships feel like. “Jigsaw Time” allows the children to explore similarities and differences between each of us and the importance of celebrating differences and each of our uniqueness. Additionally, opportunities are provided for the children to learn about the importance of personal care and cleanliness, safety in the home, at school, on the roads and at play and the importance of healthy eating habits.

Classes also engage in additional “Circle Time” discussions to discuss social issues and to respond to social and emotional needs arising for individuals and groups of children.

Assemblies are also used as a chance to introduce whole school focus on different aspects of PSHE Relationship Education. For instance, we often invite representatives from different organisations to develop the children’s sense of empowerment such as:

- representatives from the NSPCC to speak with the children about ways to keep themselves safe;
- representatives from our local area for children to understand the importance of community and the different roles people have to play in it;
- representatives from different fundraiser and charity groups to support the children’s understanding of ways to bring about change;
- representatives from different religious and cultural groups.

Our Year 2 children have the chance to be “Playground Friends” and “Sports Leaders” where they take responsibility for looking out for children on their own and offering to play with them or teach them games.



## Individual Needs

Hassocks Infant School recognises that each child is unique and there are a wide spectrum of Special Educational Needs and/or Disabilities, which are frequently inter-related. Hassocks Infant school uses the best endeavours to meet such needs. Overseen by the school's SENDCo, the school is committed to creating an inclusive school, to provide all children with access to the curriculum.

At some stage during their school lives, a child may require additional support. We use the West Sussex Graduated Approach to guide our provision and support children in school. The Graduated Approach is a cyclical process of 'Assess, Plan, Do, Review'. In most cases, provision can be secured by making full use of available class and school resources. A child may be supported with a one-page profile, a positive handling plan or an Individual Learning Plan (ILP), for which the child's class teacher, alongside the SENDCo, is responsible for setting and monitoring outcomes. Some children may be assessed as having more specific needs. Where this is the case the SENDCo will seek specialist expertise to enable appropriate provision to be put in place. Following advice, a child may require an Education, Health and Care Plan (EHC plan). The plan is developed following a full assessment of a child's special educational needs and/or disability. It sets out the education, health and care services that the child should receive with clear outcomes that can support a child throughout their schooling and beyond until the age of 25.

We value co-production and work with the child and their parents to help children achieve their best outcomes. Any concerns about a child's progress or additional needs can be discussed with a child's class teacher.

The school makes reasonable adjustments to ensure that our facilities are accessible for all. We work with specialist agencies to do this. Copies of our SEND Information Report and SEND policy can be found on the school website, alongside our Accessibility plan and Positive Behaviour and Anti-Bullying policy.

## Gifted and Talented

We are proud of the achievements of all our children and aim to support those who excel in:

- One or more subjects
- Communication and social skills
- Visual or performing arts
- Physical ability
- Creative and productive thinking

Challenging targets are set to stretch our more able pupils which they are supported in meeting through enrichment activities that are planned and delivered within lessons. In addition children have the opportunity to work with teachers in their area of specialism at dedicated workshops.

## Learning Outside

The school has well developed grounds which provide a rich & stimulating learning environment.

Children's learning is enhanced through regular opportunities to work outdoors.



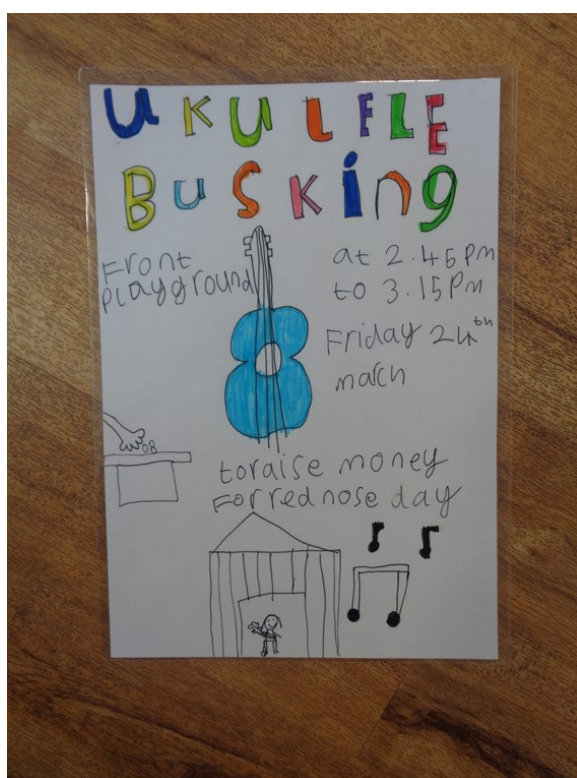


## The Arts

The school is committed to providing high quality arts experiences for all our children.

The school has a dedicated art room where the children are able to work with our talented staff on a full range of learning experiences including textiles, clay, weaving, painting and drawing. We also have visits from artists and celebrate events such as the 'Big Draw'.

The school has a thriving choir who often perform to the community at local events. All our children learn the ukulele which provides an introduction to tuned instruments. We encourage visits from local musicians to ensure music is brought to life for the children.



# School Uniform

School sweatshirts and book bags with the school bell logo on can be purchased from the school office. Sweatshirts are £8.50 and book bags are £5 (choice of burgundy, green or blue). All other uniform can be purchased from Supermarkets or the high street.

Please ensure that all articles of clothing are **clearly labelled with your child's name.**

## **Option 1**

Grey pinafore dress, skirt or trousers  
White blouse or polo shirt  
Pink/white or red/white checked/striped summer dress  
Burgundy school sweatshirt or cardigan



## **Option 2**

White shirt or polo shirt  
Grey or black rousers (long or short)  
Burgundy school sweatshirt or pullover



## **Reception Children**

The children in reception are welcome to wear burgundy, grey or black jogging trousers if they wish. Some children find them easier when running to the toilet at the last minute! They are also outside daily, on bicycles and in and out of the sand pit.

## **Shoes**

Children should wear sensible, **closed toe** shoes only, as they spend time outside climbing etc. Children should not wear boots.

## **Physical Education (Reception children do not require this until the second half of the Autumn term)**

Black PE shorts  
White T-shirt  
Plimsolls - slip on style if possible

**Children are asked to bring their own sun hat during the summer months and a warm, waterproof coat, gloves and hat in the winter. Please ensure these are all clearly labelled.**

## Extended Schools

Our school is very much part of the local community and we aim to broaden and extend the opportunities offered to the children. This gives you a guide to extended services at our school.

### **Wrap around care, breakfast & after school -**

The school has wrap around care run by a private provider for working families. This is open from 7.30-9am and 3pm-6pm. There is a charge to parents for this club. For more details please see their website. <https://kudizeclubltd.com>



**After school clubs** - The staff and several external providers run a variety of after-school clubs throughout the year, such as football, multi-sports, yoga, and French club. These are offered to parents termly for children to sign up to.

## Admissions

The LEA Admissions Team based in Horsham deal with all admissions to our school and can be contacted on 03330 142 903 or by e-mail at:

[admissions.north@westsussex.gov.uk](mailto:admissions.north@westsussex.gov.uk)

The school follows the Education Authority's policy and arrangements for admission, common to all Community schools in West Sussex. Full information on applying for school places can be found on the West Sussex website:-

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/apply/starting-school-places/>

West Sussex infant and junior schools are linked so Hassocks Infant School is linked to The Windmills Junior School located in Dale Avenue, Hassocks. The majority of children from Hassocks Infant School transfer to The Windmills Junior School at the end of Year 2.

## Parent Partnership

Parents and carers are involved in the work of the school in a variety of ways and their help is greatly appreciated. This includes the day-to-day support that parents and carers provide for their child as they progress through the school and the partnership that is built up through the sharing of information between home and school. Regular meetings for parents and carers and opportunities to discuss their child's progress, in a variety of forms, take place throughout the year.

Many parents and carers also help on a regular, or occasional basis in the following ways: accompanying teachers on educational visits, helping with art, fabric work, woodwork and cooking, or supporting individual children with reading.



## Safeguarding

At Hassocks Infant School we take the safety and wellbeing of the children in our school very seriously and we expect all staff, volunteers, governors and parents to do the same.

We have a Safeguarding and Child Protection Policy which is available on this website. A paper copy is available on request.

Other policies which affect the wellbeing of children include:

Attendance; Positive Behaviour/ Anti-Bullying; Computer and Internet Use (E-safety)

We also follow the following procedures and national Requirements:

- Safer Recruitment Policy and the Department of Education guidance:
- 'Guidelines outlined in 'Keeping Children Safe in Education, Part II'
- We follow data protection (GDPR) and confidentiality policies

We have a Health & Safety Policy for the practical protection of children and staff and regular walk rounds to inspect the site are conducted by senior staff.

All staff receive Child Protection (CP), Prevent training and Disclosure & Barring Service (DBS) clearance appropriate to their position in school.

Details for our designated safeguarding leads can be found on our school website.

