



CROFTLANDS INFANT AND NURSERY SCHOOL

Prospectus 2023- 2024



Be caring, Be happy and Always do your best

Welcome from the Head Teacher

We are very pleased to introduce you to Croftlands Infant and Nursery School. We are very proud of our school and the many achievements our children make. We have a strong relationship with parents and the community and work together to ensure all children reach their full potential in a caring, happy environment.

We hope this prospectus captures a little of the ethos of our school and that it answers some of your questions. If you would like the opportunity to visit and experience our school in action, please contact the school office or visit our website: www.croftlandsinf.cumbria.sch.uk

Mrs Jo Procter

The Philosophy of the School

The Governors and staff of the school feel that the early years in education are of vital importance in establishing a positive attitude to learning and in providing a sound base for all subsequent development. Our philosophy is to make each child feel valued for their contribution to school life and to foster friendly, caring attitudes for their own and the wider community.

Statement of Purpose

Our purpose is to ensure that Croftlands Infant and Nursery School continues to provide a safe, happy, caring and stimulating environment in which each child is valued and encouraged to fulfil their full potential.

Aims

- To set and maintain the highest standards of achievement for all children.
- To foster in the children a desire to make a positive contribution to the community in which they live.
- To create an environment where children can learn to be healthy and promote the long term development of healthy lifestyles.
- To provide a happy, secure and inclusive learning environment, fostering self-esteem, respect, care and consideration for others and a sense of belonging and pride in the school and the community around them.
- To help our children develop their skills, knowledge and understanding in a fast changing world.
- To develop a curiosity and eagerness to learn, meeting the individual needs of each child and giving all children an equal opportunity to develop to the best of their ability.
- To work in partnership with children, staff, parents, governors and the wider community to provide the best possible education for all our children.
- To provide strong, effective leadership, setting and maintaining the highest standards of achievement for all our children, promoting a pride in their own achievements.
- To value creativity, individuality and initiative in a culture of praise and encouragement.

Present Staffing

Head Teacher	Mrs J Procter
Deputy Head Teacher	Mrs A Woodburn
Administrator	Mrs J Peel
Nursery Teacher	Miss E Heseltine
Reception Teachers	Miss E Wright Miss M Hutton Mrs A Walduck (Maternity Leave)
Year One Teachers	Mr J Wilkinson Mrs A Woodburn
Year Two Teachers	Mrs J Henderson Mr D Stewart
Higher Level Teaching Assistant	Mrs A Jenkinson
Higher Level Teaching Assistant	Miss A Morrison
Teaching Assistant	Miss A Allison
Teaching Assistant	Mrs K Hislop
Teaching Assistant	Mrs V Harvey
Teaching Assistant	Miss N Barnes
Teaching Assistant	Miss E Bennett
Teaching Assistant	Miss R Heslop
Teaching Assistant	Mrs I Wood
Teaching Assistant	Mrs D Barker
Teaching Assistant	Miss N Kemsley
Little Wagtails Team	Miss S Taylor Mrs E Parker Mrs C Edwards Miss J Taffs Mrs J Peace Mrs D Brown Mrs G Merry Miss C Lepelletier Mrs M Haddow Ms L Turner Miss C Thackrah
Breakfast Club	Miss N Barnes & Miss R Heslop
After School Club	Mrs J Peace & Miss N Kemsley
Cleaner	Mrs M Luscombe
Mid-Day Supervisor	Miss S Milby
Mid-Day Supervisor	Mrs L Booth
Mid-Day Supervisor	Miss C Parkin
Mid-Day Supervisor	Mrs R Jones
Mid-Day Supervisor	Mrs G Southall
Mid-Day Supervisor	Mrs K Mansell
Mid-Day Supervisor	Mrs S Langhorn
Mid-Day Supervisor	Ms J Armstrong

School Hours

Nursery 9.00am to 12.00noon
 12.00noon to 3.00pm

Main School 9.00am to 12.00noon
 1.00pm to 3.15pm

Breakfast Club 7.45am-8.45am

After School Club 3pm-5pm Monday-Thursday

Little Wagtails 7.30am-6pm Monday-Thursday 7.30am-3pm Friday

Children are in school for 26 hours 15minutes each week not including lunch time. The Education Act does not include registration, assembly or breaks as teaching time, therefore our official teaching time amounts to 22hours and 30 minutes weekly.

Extended Provision

We are currently able to offer privately run extended provision for all children attending Croftlands Infant and Nursery School, subject to availability of spaces.

The Breakfast Club opens at 7.45a.m on the School site. Toast and drinks are available for the children. When the school day begins, children are taken to their classrooms by a member of the Breakfast Club staff.

After School Club also takes place on the school site. Children are collected from the main school by a member of the after school club staff. They are looked after until collected, with the latest collection time being 5.00p.m.

We do not have after school club on Fridays.

We also have **Little Wagtails** which offers full day provision 7.30am to 6pm for children aged 3months to 3 years. Little Wagtails are open until 3pm on Fridays.



School Uniform

All children are encouraged to wear our school uniform as we consider this creates a feeling of belonging and pride in our school.

Red sweatshirt with the school logo
Red sweatshirts available from supermarkets
White polo shirt with or without the school logo
Black or grey trousers
Suitable dark footwear for winter
Black or grey shorts for summer
Suitable summer footwear
Red Cardigans with the school logo
Black or grey skirt
Black or grey tights / white socks
Suitable dark footwear for winter
Red and White Gingham Dress for summer
Suitable summer footwear

PE Kit: Black shorts
White T shirt with or without school logo
PE bag with or without school logo
Trainers will be needed for outdoor PE, but footwear when working in the hall, particularly on apparatus, cause a health and safety issue therefore bare feet will be the option in the hall.

Optional: Red fleece with the school logo
Red waterproof / fleece reversible
Red school book bags with the school logo
PE bags with the school logo
Hi Visibility Vest with school logo

Uniform can be bought from:

- Coniston Corporate the Uniform Shop located on our website
- Identity in Barrow (01229 823584)



English

English is taught throughout the curriculum. It is the means, by which we think, experience, define and interpret the world in which we live, and communicate with others. The development of language in all its forms, i.e. speaking and listening, reading, and writing, is essential to each child's learning. We teach the full range of knowledge and skills set out in the National Curriculum.

Speaking and Listening

Language development begins with speaking and listening. We are committed to developing good speaking and listening skills, through discussion, conversation, stories, poetry, rhymes, and role-play. Listening games, music, art, dance, and drama are also used to develop personal and social skills, and to express and communicate ideas creatively.

Reading

At Croftlands Infant and Nursery School, reading is of the utmost importance. It is our aim to equip children with the desire, as well as the skills to read, while instilling a love, appreciation, and respect for books.

Children are introduced to reading through stories, poems, and a variety of pre-reading games and activities. We have a wide selection of good quality books, including fiction and non-fiction, poetry, and play scripts.

During the day, children develop their skills through shared, guided, and individual reading. The children are taught and encouraged to use a range of reading strategies, and to read for pleasure and for information.

The children have access to a well stocked library in the school hall. We work closely with parents, and children are able to select books from the classroom to take home and share. In school our systematic synthetic phonic scheme is Floppy's Phonics.

Writing

Our aim is to make each child an independent, confident writer, able to write using different styles, and for a variety of purposes.

Our children are encouraged to write from an early age, to have a go at writing in play and work situations, to build up their confidence and belief in themselves as writers. They develop their writing skills, such as letter formation, spelling, and sentence construction, through shared and guided writing sessions. The children learn to develop a cursive handwriting style using the Nelson handwriting scheme. This is taught from reception upwards. They are encouraged to understand the importance of punctuation, and to use it correctly in their writing. Children write for a variety of purposes, including accounts, stories, poems, descriptions, and instructions.

Opportunities are given to develop word-processing skills, and to use educational software.



Mathematics



At Croftlands Infant and Nursery School we believe that Maths is an exciting and enjoyable subject, and we seek to foster this attitude in our children. Our aim is to teach mathematics in an interesting and stimulating way. We use a wide variety of resources to encourage enjoyment and participation on the part of the children.

The National Curriculum, and the Early Years Adopter Foundation Stage Framework, provide the basis of all we teach.

What will my child be doing in the Early Years?

In the Nursery, children learn about numbers, problem solving, and shape, space, and measure through a wide range of developmental play based activities.

What will my child be doing in Key Stage 1?

In general, the daily Maths lesson is made up of three parts:

1. The oral and mental starter, where your child may sing songs, count with a puppet, or use a number fan.
2. The main teaching activity, where children have the opportunity to work individually, in pairs, in small groups, or as a whole class. The children will engage in developing mental strategies, written methods, practical activity, investigational activity, problem solving, and discussion.
3. The Plenary, where children have the opportunity to reflect on their learning.

In all parts of the lesson children are encouraged to talk about their maths.

What can I do as a parent?

We view parents as very important partners in their children's education. Each week you will receive news via our website about what your child is learning that week and ways in which you can support your child. Opportunities to support your child in developing skills and understanding are endless. You could look at shapes in the environment, use playing cards or dominoes, read the time, or chant days of the week in sequence.

Your help will always be valued and appreciated.



Science



Children at Croftlands Infant and Nursery School enjoy all aspects of Science. We seek to foster children's natural curiosity, and help them to develop an understanding of themselves, and of the world around them. We look at how science has shaped our past and how it continues to shape our future.

As far as possible, children's learning is based on their own first hand experiences and working scientifically for KS1 runs through all the following topics:

The Year 1 Curriculum includes:

- Plants
- Animals including humans
- Everyday materials
- Seasonal changes

The Year 2 Curriculum includes:

- Living things and their habitats
- Plants
- Animals including humans
- Use of everyday materials

Skills which the children are taught include:

- Exploring using all the senses.
- Communicating and recording their observations.
- Collecting evidence through observation and measurement.
- Asking questions and finding answers.
- Drawing on their experiences.
- Predicting.
- Recognising the need for a "fair test".
- Following instructions to control risk.
- Making simple comparisons.
- Reviewing their work.
- Using science in real life situations

In the early years, the children study science through topics linked to Understanding the World.



Music



Music is an essential part of everything we do. It is about communication, creativity and co-operation. It stimulates the brain and enriches the curriculum in so many different ways. We believe music should be fun and spontaneous as well as teaching the musical skills needed to create, perform and appreciate music in all its forms.

We provide opportunities to enhance every child's natural sense of pleasure developed from creating, listening to and performing music by:

- regular singing,
- playing percussion instruments and recorders,
- listening to a variety of music from different times and cultures,
- performing at concerts, assemblies and productions.
- taking part in Ulverston voices (singing at the Coronation Hall)
- enjoying our new, exciting music curriculum resource 'Charanga'.

Design and Technology

Through our design and technology, we encourage children to think imaginatively, and to talk about and appraise their own and each others' ideas. A range of familiar objects are investigated to find out how they work. Specific skills and techniques are taught, and children learn to use tools correctly and safely. When children encounter problems in their work, they are supported in thinking through their own solutions.

Baking is a regular activity throughout the school and the children design healthy snacks and meals.

We also provide a variety of after school clubs linked to D&T throughout the year.



Computing

You can e-mail through your television, surf the internet on your mobile phone, even do the weekly shopping from the comfort of your own living room via your computer. Modern technology is changing the way we live and work. Our children need to learn how to manage it all - find information, evaluate its suitability, store it with others, and tailor it to meet their own needs.

Our children are given opportunities to become familiar with, and confident users of, all aspects of computing. Children learn a wide range of computer skills, from handling the mouse and the iPad in the Early Years, to using the internet, digital cameras, programmable toys, and sophisticated software in KS1.

Computing is both an important subject in itself, and a means of making other subjects “come to life”. There is an interactive whiteboard in every class, and some of the sites we use include: Go Noodle - A movement programme to encourage children’s attention and brain activity. Phonics Play - A site with interactive phonics games to help children learn to hear the different sounds; Tapestry – A programme in the early years where teachers upload video and image content of your child to add to their online learning journey.

We aspire for our children to use and apply information technology skills confidently and independently, to support and extend their learning. We hope to develop a culture where the use of Computing becomes second nature, thus ensuring a readiness to embrace technological advances in their future.



History

History aims to develop the children's understanding of the past.

In the EYFS Stage, we help the children to begin to differentiate between past and present in their own lives, and to develop some perspective regarding change over time in their own lives, and in the lives of familiar others.

In Key Stage One, through stories, use of artefacts, and research, we develop children's curiosity about events of the past, and about the achievements of people who lived in the past. We help the children to begin to understand how events in the past influence their lives today.

We enjoy using the area around School to study how the local environment has changed over time. We also make visits to local historical sites in the vicinity, such as Swarthmoor Hall, Around Ulverston and the Dock Museum. These help give pupils a sense of how people lived in the past, and the impact this has on modern day living.



Geography

In our study of Geography, we aim to provide a wealth of first-hand experiences in the locality of the school, as well as extending children's knowledge of contrasting features in this country, and in other areas of the World.

Basic geographical skills and language are introduced through a skills based curriculum. Children are introduced to plans and map work using a variety of resources and activities. We aim to stimulate children's interest in their surroundings, and in the variety of human and physical conditions on the Earth's surface. This encourages geographical questioning, and development of children's knowledge and understanding about places. Through observation and comparisons, the children will learn to express their own views and judgments.

We also aim to help children begin to develop an informed concern and a sense of responsibility about the quality of their immediate environment.



Art

Art is a highly valued aspect of our curriculum. We try to develop each child's confidence and pleasure in art and design through a range of activities, and using a variety of media. We aim to help children express themselves creatively by using their imagination, and developing their ideas visually.

In the Early Years, children are given opportunities to explore colour, texture, shape, and space, in two and three dimensions, using a variety of media. Children are given opportunities to work creatively both inside school, and outdoors.

In Key Stage One, we teach children a wide range of art techniques, including drawing, painting, printing, textiles, collage, clay, and sculpture. We also look at the work of famous artists. We plan art activities to stimulate and reinforce other areas of the curriculum.

We value and celebrate children's art by displaying their work around school, in our Hall, and in classrooms. We are fortunate in having a designated Art and Design Room, where children can work on projects over several days. We enter children's work in local and national competitions, and we enjoy taking part in local art events. We welcome professional artists into school to work with our children, and visit local art exhibitions.

Working with visiting artists, children have enhanced the school environment, by helping to design and create our spectacular school gate, and murals around the building. This art work reflects the school ethos and vision, and aspects of the local environment.

Each year, the art subject leader runs an art club, where we look at, and respond to, a range of work from famous artists.



Physical Education



In the Early Years Foundation Stage, we believe that it is very important for our children to experience as many physical activities as possible. Our children have the opportunity to develop their physical skills both indoors and outside, using climbing apparatus, bikes, and small games apparatus. Children are given the opportunity to develop and practise their fine and gross motor skills, and increase their understanding of how their bodies work, and what they need to do to be healthy and safe.

In Key Stage One, the children participate in dance, games, and gymnastic activities. They are encouraged to respond inventively, imaginatively, and effectively to a variety of movement challenges, both indoors and outside. We especially aim for children to develop an understanding of the importance of exercise, and having a healthy lifestyle.

We place a great deal of importance on children's physical fitness and development. All of our children take part in at least two hours of physical activity a week. We also welcome into school various dancers and coaches to enhance the learning of the children such.

Our children wear school P.E. sports kit, kept in a named bag hanging on their peg. We work in bare feet indoors, and use suitable footwear for outdoor activities.



Religious Education

Religious Education, and a daily act of collective worship, are compulsory elements in state education.

There are two key elements to religious education at Croftlands Infant and Nursery School. The first element is to help children to have an understanding of, and appreciation for, their own culture and beliefs, and to begin to develop a sympathetic understanding of the culture and beliefs of others. The second element is to begin to understand the implications of our own and others' cultures and beliefs on the way we live our lives.

In the Early Years Foundation Stage, we use our curriculum as a basis for sharing experiences, and exploring similarities and differences, for example in how we celebrate our birthdays and Christmas, what we like to eat, or the clothes that we wear. We use literature, pictures, artefacts, and "persona dolls" to extend children's knowledge and understanding beyond their immediate circle. We aim to help children towards an understanding that, underneath superficial differences, we have a shared humanity.

In Key Stage One, children begin to find out what Christians and members of other world religions believe about, among other things, special places, the use of symbols and light in worship, and right and wrong. Again, similarities and differences are considered, and children are helped towards a sympathetic understanding. We encourage children to relate their learning to the context of their own lives and experiences.

As a school, we celebrate major Christian festivals, in a way which we consider appropriate to the age and background of our children. When relevant, we share experiences of celebrations from other major religions, especially when a child celebrates such a festival with their family. From time to time we invite visitors into school to enable the children to experience other views and opinions and our children have the opportunity of visiting other places of worship in Ulverston. We are a Values Based School which means we focus on a different value each month threading this through our assemblies and attitudes throughout the school day and beyond.

Forest Schools

We are very lucky to have a wood at the top of our school field. We visit here as often as we can in all weathers. We take part in Forest school sessions. Please see our website for more information.

Inclusion and Child Protection

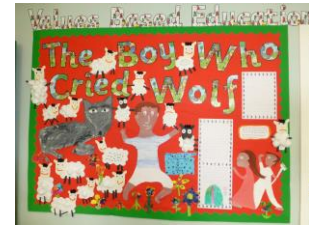
Croftlands Infant and Nursery School is an inclusive school where we believe all pupils are individuals with their own needs and talents. Each child is entitled to encouragement, attention and the necessary support to progress at his/her own rate. We consider the needs of all children from the highly able child to those with specific learning difficulties. All children have full access to a broad and balanced curriculum, while being fully integrated in all aspects of the school day. We follow the Special Educational Needs Code of Practice, and work in close co-operation with appropriate supporting agencies. We have a Special Educational Needs policy which is available from the office and on the website if you wish to view this. We also put in place measures for assisting access to our school for pupils with disabilities.

Children's special needs may be identified at any point in the child's school career, as a result of observations of parents and/ or members of staff. Their progress is monitored through an Individual Pupil Plan. Parents, teachers, and supporting members of staff, along with outside agencies, meet regularly to discuss progress, and to develop ways of working effectively with the child.

While it is our aim to work in partnership with parents and carers, because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents should therefore be aware that where it appears that a child may have been abused, the school is required as part of Cumbria Child Protection Procedures, to report their concerns to the Children's Services Department.



Values based education



We feel that a very important part of school life is learning to live and work co-operatively, and we set high standards of behaviour. In January 2016, we decided as a school to become a Values Based School. Like increasing numbers of schools across the country, we felt the need to reassess our approach to learning and introduce a values-based approach not only into the curriculum but also into every aspect of daily school life. To this end we consulted with the whole school community and chose 22 values which are rooted in fundamental British Values. Please visit our website to see the work we have completed so far.

School rules are simple, and kept to a minimum, but children are taught at all times to consider the well-being of one another and the environment. Good behaviour is effectively promoted; acts of kindness and examples of good work are celebrated and rewarded. A range of strategies are used to deal with inappropriate behaviour. If there are ongoing concerns regarding a child's behaviour, parents will be consulted, and an individual behaviour plan will be put in place.

Children elect representatives to a School Council which, with the support of members of staff, deals with issues as they arise, such as the availability of play equipment at play times. They have visited other schools locally to find out about other ideas.

We actively promote British values and examples of the kind of work we do can be found on our website.

We are an accredited 'Kidsafe' school with a fully trained member of staff to run the six week course with our children. This supports the children to identify and deal with a range of potentially unsafe situations such as bullying, domestic violence, abuse, in a sensitive, age appropriate way.



School Meals

We are fortunate to have a kitchen on site which provides highly nutritious hot meals. We have involved ourselves fully with the government's initiative to provide a free meal to all infant age children. Therefore we now provide free meals for all children from the school kitchen which includes the choice of a hot meal, jacket potato, vegetarian option or a sandwich option. An example of the menu can be found on the school website.

The cook can also cater for any specific dietary needs so long as we know about them in advance.

All children receive a free piece of fruit at break times and free milk is provided for children up to their 5th birthday. Parents need to register with the 'Cool Milk' scheme (information from the school office) and parents of children over 5yrs old can pay for their child to have milk daily through this scheme.

Road Safety

Our school is situated at a busy T-junction and children are often at risk when coming to school. In order to eliminate many of the hazards, the Police and Road Safety Officer ask you to follow this code most carefully.

1. Ensure your child enters and leaves the school via the main school gate and not by the large gate to the car park. The car park gate will be closed at the times when children are arriving and leaving the building.
2. If you have to bring or collect your child by car, do not park on the yellow lines. It is illegal to stop or park on the zig zag lines or on the single yellow lines during the restricted times as displayed on the notices. The traffic wardens keep a close eye on parking outside the school and will impose fixed penalty fines on any offending driver who parks illegally. Parents should not park in the staff car park.
3. Please ensure that you are considerate when you park in the region of the school. Our neighbours are justifiably angry when their drives are blocked.

Please follow this code and save the life of a child. It could be your child.

Thank You

Attendance

The regulations for pupils attendance came into force in August 1991 and parents, schools and the Education Authority share legal responsibilities for school attendance. Parents must ensure that their children attend regularly, schools must keep an attendance register marked at the beginning of both the morning and afternoon sessions and the LA must ensure that the parents are fulfilling their obligations as to their children's education. Governors have to report to parents the rate of unauthorised absence for the preceding year. This can be found in this prospectus.

Unauthorised absence includes:

- Lateness after 9.30am.
- Truancy
- Unexplained absence
- Unauthorised holidays

Authorised absence includes:

- Illness which is notified to the school by the parent
- Religious observance by a religious body to which the parents belong
- If suitable transport has not been provided when the catchment school is not within walking distance.
- Death of a close member of the child's family.

The school follows a first response policy where any unexplained absence is followed up with a phone call during the school day.

Parents are encouraged to arrange medical and similar appointments out of school hours where possible.

Requests for planned authorised absence must be made in advance to the governors via the head teacher for all absences other than illness or bereavement which should be notified as they occur. We are no longer able to authorise holidays during term time except for exceptional circumstances but a holiday form must still be completed which is available from the school office.

Where parents fail to ensure that their children attend regularly they will be guilty of an offence under the Education Act and will be referred to the Education Welfare Officer.

General Admissions Policy

As Croftlands Infant and Nursery School is a Local Authority school, their general admissions policy applies. This can be found on the Cumbria County Council Website and a summary is shown here – Please refer to the website for up to date information.

Where there are more applicants than places available children will be admitted on the basis of the following order priorities.

1. Children looked after, i.e. in public care, giving priority, if necessary, to the youngest child(ren) – see note 1 overleaf
2. Children living in the catchment area who have a brother or sister in the school (or associated infant or junior school) on 30 April 2024 for entry to reception and Year 3 or 1 March 2024 for entry to Year 7 and at the time of their admission – see notes 2 and 3 overleaf.
3. Children living outside the catchment area who, at the time of their admission, have a brother or sister in the school (or associated infant or junior school) who were directed to that school by the Local Authority either (a) in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the Local Authority as the next nearest with a place available or (b) in their Statement of Special Educational Need – see notes 2,3 and 4 overleaf.
4. In relation to Church of England Voluntary Controlled Schools, children living in the catchment area with a parent / carer who regularly worships at a C of E church – see note 5 overleaf.
5. Other children living in the catchment area giving priority to those living closest to the school, measured by the shortest walking route by road – see note 6
6. Children living outside the catchment area who have a brother or sister in the school (or associated infant or junior school) on 30 April 2024 for entry to Reception and Year 3 or 1 March 2024 for entry to Year 7 and at the time of their admission – see notes 2 and 3 overleaf.
7. In relation to Church of England Voluntary Controlled Schools, children living outside the catchment area with a parent / carer who regularly worships at a C of E church – see note 5 overleaf.
8. Children living outside the catchment area, giving priority to those who live closest to the school measured by the shortest walking route by road – see note 6 overleaf.

Applications will be prioritised on the above basis. An exception may be made under the Authority's policy for the education of children with special needs (1) where a child holds a Statement of Special Educational Needs, or (2) is currently undergoing a statutory assessment, and in either case it is considered that attendance at a particular school is necessary to meet the needs of that child.

General Admissions Policy Explanatory Notes

Note 1 – A child looks after, i.e. in public care, is defined as a child who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989.

Note 2 – To prioritise in criteria 2, 3 and 6, priority will be given to those children with the youngest siblings. Brother and sister are those living at the same address and includes step and foster children. Priority will only be given where it is known at the time of allocating places that a sibling will be attending the school (excluding a nursery class) at the time of admission.

Note 3 – Where reference is made to associated infant and junior schools this is to describe those situations where infant and junior schools share the same catchment area.

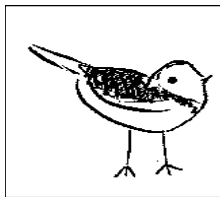
Note 4 – If parent / carers believe they qualify for consideration under criterion 3, they should indicate this on their preference form in the place provided for this purpose. In relation to a child with a Statement of Special Educational Need, the Statement must state that the child is **directed** by the Local Authority to attend a particular school which is necessary to meet his or her identified needs. It does not include those situations where the Statement indicates that the Local Authority considers the preferred mainstream school of the parent / carer to be appropriate.

Note 5 - To be considered under criteria 4 or 7 parent / carers must provide proof with the completed form that they regularly worship at a C of E Church. 'Regular' is defined as at least once a month for a period of two years before the closing date for preference forms. It may relate to more than one church. A letter of verification will be required from the relevant church(es). To prioritise in criteria 4 or 7 distance from the home to the school will be used as detailed below. Those assessed as living closest to the school will be given priority for school places.

Note 6 – Distance measurements will be undertaken using the Local Authority's computerised Geographical Information System (GIS). This measures the route from the centre of the pupil's home to the nearest entrance on the school site which is available to pupils at the time of undertaking the assessment. The route used will be the shortest walking route by road as identified by GIS at that time.

Disclaimer

The information supplied in this document is in accordance with information at present available to the Authority and is believed to be correct at the date of printing. In particular nothing herein prejudices the right of the Education Committee or any of its sub-committees or the governor or the head of the school to make any decision relating to the school as it sees fit, without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the governors nor the school, nor the Education Authority nor any member of the authority of the school is deemed responsible for any erroneous information contained in this document.



If you have any questions or would like to visit us please feel free to contact the office and we would be delighted to help.

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Croftlands Infant and Nursery School

Oakwood Drive

Ulverston

Cumbria

LA12 9JU

Tel: 01229 586565