



Hedworthfield Primary School



Prospectus 2022 - 2023

Welcome to Hedworthfield Primary School

Dear Parent or Carer,

Welcome to Hedworthfield Primary School. I am delighted that you have chosen us for the education of your child and am very much looking forward to working with you to support and care for your child as they learn and grow.

The school strives to be a family school and to form positive and effective relationships with parents and families. We are here to celebrate your child's skills and the abilities they have and to support them fully to reach their full potential. It is an honour and a privilege to be able to work with our children and see their journey from their early years to Year 6.

Hedworthfield Primary is very proud to be one of two schools within the Mosaic Federation. This means that we are partnered with Valley View Primary School and are governed by one Governing Board. You may see the federation logo above on some documents. Although Hedworthfield Primary School is part of the federation, we maintain our own school identity with our uniform and badge.

The information in this booklet is designed to give you a guide as you join our school. However, if you need to speak to us, we would be happy to chat with you and go through the process. This year has been a particularly tricky year and our usual visits to school have not been possible therefore we have included a staff photo sheet which we hope will support your child with knowing the familiar faces in the early year's team.

Yours sincerely

Mrs. G. Jeynes
Executive Head Teacher
Mosaic Federation

Mission Statement and Key Values of school

Mission statement:

“To be an outstanding school where all children reach their full potential and are ready for the next phase of their journey”

We believe Hedworthfield Primary School is in itself a ‘family’ where children are respected, nurtured, encouraged, supported and challenged to reach their full potential in a safe and caring environment.

Ethos and Values

- We believe in being an inclusive school with treating all children and adults with respect, regardless of ability, race, background and beliefs.
- We believe it is our duty to change our practice to support each individual and recognise and cater for their strengths whilst removing the barriers to their success.
- We believe all children should have the opportunity to thrive - educationally, socially, morally and culturally.
- We embrace the local community, understanding that the best way to support children is through partnership with parents, carers, families and the community in which they live.
- We believe children and adults in school should feel safe and cared for at all times. We aim to achieve this through caring and considerate staff who care for each individual.
- We believe in preparing our children for their future through high expectations of achievement, presentation, manners and communication.
- We believe in ensuring all children gain a high level of basic skills in literacy and maths to prepare them for their comprehensive education and their future.
- We believe children and adults alike should have a voice which is listened to.
- We believe in outstanding teaching and learning for all.
- We believe in children gaining a ‘love’ of learning through a stimulating, relevant and engaging curriculum.
- We believe in praise and encouragement for our children and aim to ensure they learn socially acceptable behaviour through outstanding role models in both staff and other pupils.

We encourage our children to demonstrate four key values:

Respect

Resilience

Responsibility

Engagement

Children are rewarded for demonstration of these values in school. We hope to instil these values in our children to enable them to become independent, well mannered, confident, responsible and engaged young people and adults.



General Information

School Address	Hedworthfield Primary School Linkway Hedworth Jarrow NE32 4QF
Telephone Number	0191 5373373
e-mail	info@hedworthfieldprimary.com
Executive Headteacher	Mrs G Jeynes
Head of School	Mrs E Riches
Assistant Head of School/SENCo	Mrs H Richardson
Early Years Lead	Mrs C Shepherd
Vice Chair of Governors with the responsibility for Hedworthfield	Mr M Hamilton
Chair of the Mosaic Federation	Mr J Watson
School Business Manager	Mrs J Crawford
School Administrator	Mrs S Reid
Operations Coordinator	Mrs C Henderson

The Mosaic Federation

Mosaic Federation was established in 2017 bringing together Valley View Primary School, Hedworthfield Primary School and Hedworthfield Speech and Language Resource Base in a partnership which would see both schools work collaboratively, share resources and expertise to ensure outstanding education and care for all children within the federation.

Mosaic Federation was chosen as our name, as each piece of a mosaic represents each individual child in our care. Our commitment is to ensure each child reaches their full potential and is ready for the next phase of their journey and beyond.

It also represents the schools which are part of and will join our federation in the future; each school is unique and individual but together we create one picture and have a shared vision for our children.

Mission:

Our mission is to bring together educational excellence utilising the highest quality of teaching and learning, an inspirational curriculum which engages and prepares learners for their future. We have an inclusive and care based ethos to ensure all children have access to outstanding provision which prepares them fully for life.

As a federation, our children enjoy working collaboratively with children from Valley View school which is a great transitional advantage when they all meet again in their secondary schools.

Another advantage of being in the federation is that we have great staff partnerships that we use to benefit our children by sharing all of our outstanding expertise and knowledge to provide the best education and outcomes for all of our children.

School Organisation

The Executive Headteacher, Mrs G Jeynes, is the Head Teacher of Valley View and Hedworthfield Primary Schools. Mrs Jeynes is based in each school across the week. Mrs E Riches is the Head of school and has day to day responsibility for school.

The school is a single-form entry primary school with an admission limit of thirty pupils per year. The pupils begin school in September of the academic year in which they have their fifth birthday.

The children are organised into seven single age range classes.

There is an emphasis on literacy and numeracy skills and the work is carefully differentiated to suit the child's needs. At different times during the week, children will be expected to work in large and small groups for a variety of co-operative activities. At other times, they will be working on individual assignments.

Pupils are encouraged to become independent and responsible as they progress through the school as this is a specific skill they will need in order to tackle work in the secondary school.

We recognise that children learn from relevant, motivational experiences. Our curriculum is designed to ensure children are able to learn from engaging experiences, which are built around real life, enrichment visits and visitors. We take advantage of our close relationship with the local community and encourage our children to take pride in their local area, history and future.

Language Unit:

In addition to the mainstream provision, Hedworthfield Primary also has a Language unit based in school. The additional resource base comprises of two classes of pupils who have specific language difficulties. The provision allows the children from across South Tyneside to access specialist teaching and speech and language therapy.

The additional resource base is the only language provision for primary aged children in South Tyneside accessed through a referral process and provides effective and specific support for pupils.

School dog:

Shadow is our school dog who lives with Mrs Watson. He is our pride and joy and supports all of our children who access school to be more calm and confident.



School Admissions Policy

The policy of the Authority and of Hedworthfield Primary School is to admit children to infant school during the school year in which they attain the age of 5, at the beginning of the Autumn Term in September. South Tyneside Council is the authorised admission authority for the school.

Admission Criteria

In determining admissions where there are more applicants than places available, account will be taken of the following factors, listed in priority order, up to the published maximum of the school's capacity for the relevant year group:

- 'Looked after children', meaning children accommodated by the Local Authority
- Parental residence within the defined catchment area of the school
- Concurrent sibling link – brother or sister only attending the school in September 2010 (to include adoptive siblings, half siblings, step siblings, long-term fostered children residing at the same address)
- Medical considerations
- Shortest distance from the centre of the parental home residence (including flats) to main school entrance measured as a straight line using a Geographical Information System (GIS), with those living closer to the school receiving higher priority. *

** The above distance measurement will also be used as a tie-breaker within each criterion, if necessary.*

Where it is not possible for your child to be admitted to the school of your choice, you will be told of the situation in the spring term preceding admission. Parents will then be informed of alternative schools.

Please note that a child attending the Nursery of the school they wish to attend for Reception does not guarantee them a Reception place. You must submit an on time and true application form to the local authority prior to the closing date and the above criteria will be applied to all applications.

For further information please visit <https://www.southtyneside.gov.uk/article/36364/School-admissions>
There is also a link on the school website.

Governing Board

Every school has a Governing Board whose rights and duties are set out by an Act of Parliament. The particular statute is by Section 20 of the Education Act 2002. These regulations are available in the school for parents to read.

Our Governing Body is constituted as follows:

4	Parent governors - elected by parents every 4 years
1	LA governors - appointed by STMBC
1	Staff governor - elected by non-teaching staff every 4 years
5	Co-opted governors
1	Head teacher

The Governors meet at least once every term. At the termly meeting, they receive and consider a written report from the Head teacher, policy and budget statements from the school and the LA. In addition, the Governing board meets on other occasions as a complete body or as sub-committees, and every half term to consider curriculum matters and to monitor and evaluate what goes on in school. The Governors have oversight of, or control of the following matters concerning the school:

- Information requirements Admissions
- Curriculum
- RE and collective worship
- Special educational needs
- Finance
- Staff (teaching and non-teaching)
- Discipline and attendance
- Community use of the school
- Charging for school activities
- Equal opportunities

Sub-committees of the governing board may meet more or less often than once a term. An updated list of the school's governors is available annually.

Parent Governors

All parents are eligible to stand as governors, although particular circumstances may bar a parent from standing. In our school, the election of parent governors is organised by the LA in accordance with the Regulations.

If a parent vacancy is not filled, the Governors may appoint someone who is a parent of a child at the school; failing that they may appoint someone who has a child or children between the ages of 5 to 16 years old.

Correspondence for the Governors

This should be addressed to the Chair of Governors, Mosaic Federation, Hedworthfield Primary School. Letters should be sent to either the school, or to Clerk for Mosaic Federation, Governor Support, Town Hall, Westoe Road, South Shields, NE33 2RL.

All letters will be forwarded.

Complaints

In the event of any complaints arising, the school complaints policy can be obtained from the school office. Alternatively, you can find the complaints policy via our website at <http://hedworthfieldprimary.com/>

Data Protection

On 25th May 2018, new General Data Protection regulations came into force. This requires schools to be clear and transparent regarding the data which is held, shared and processed by the school. A Privacy Statement has been included in your pack and is available from the schools office.

We operate an opt-in system for your personal data and the consent form is provided in this pack. This will be reviewed each year.

Information may also be obtained from:

The Director
Children and Young People
Town Hall & Civic Offices
Westoe Road
South Shields
NE33 2RL

The Early Years Foundation Stage



The Early Years Foundation Stage (EYFS) begins when children under the age of 5 enter into child care or education. At Hedworthfield Primary School, this is the time when your child is in the Nursery and Reception class.

At Hedworthfield Primary School, we adopt a consistent approach to curriculum delivery across all age phases; ensuring children can enjoy a play based curriculum from birth that is seamless and well embedded.

At Hedworthfield Primary School, we run a Reception and Nursery class. Children in Early Years will work with all staff members for parts of the day and have opportunities to work with younger and older children throughout the year.

Children remain with familiar adults across the Early Years and the routines remain the same. This allows the children to build up good levels of confidence and emotional security.

- Children can access learning opportunities both indoors and outdoors utilising the space of our learning areas and supporting all learning styles.
- Children learn from each other - younger or less experienced children can have the benefit of working alongside older or more experienced children to make sense of key concepts and the world around them.

Your child will have a key worker and a key group. This member of staff will work closely with your child supporting their development and documenting your child's learning to ensure you are kept up to date with your child's progress.



Early Years Foundation Stage Curriculum

We are very proud to have a nursery and reception class. They work together across the Early Years to provide the best start for our youngest children.

There are seven areas of learning in the Early Years Curriculum. These are split up into two areas – Prime areas and Specific areas.

The Prime areas are fundamental, work together, and move through to support development in all other areas. The Specific areas include essential skills and knowledge for children to participate successfully in society.



PRIME AREAS OF LEARNING

Communication & Language

Personal, Social & Emotional Development

Physical Development

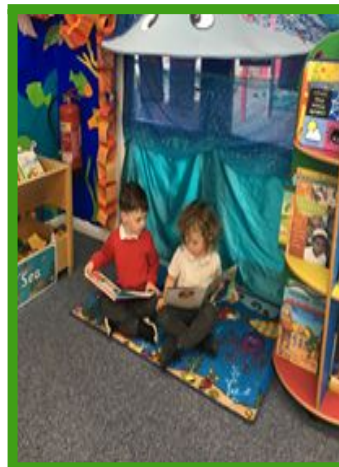
SPECIFIC AREAS OF LEARNING

Literacy

Mathematics

Understanding the World

Expressive Arts & Design





The School Curriculum

The school curriculum meets the requirements of the National Curriculum. The school provides all pupils with a balanced, broad and relevant curriculum suited to their individual needs. The aim of the school

curriculum is to encourage pupils to become competent, self-reliant children with a knowledge of the world around them and a desire to learn more about the world in their next stage of education and in their daily lives. Our curriculum is creative, with a thematic and project based approach.

Intent statement:

To provide a **broad, balanced curriculum** which is **relevant to and widens the experiences of our children** and **nurtures their development** in order to prepare them for the **challenges** they will face and inspire a **love of knowledge, learning and life**.

Implementation:

The **highest standards** of education in **English and maths** are provided. There is a commitment to staff training and the provision of **challenge** for our pupils. We strive, at every key stage, to ensure our children **reach their full potential** and to assess and monitor progress to ensure this is continued throughout their time with us.

The skills taught within English and maths are embedded throughout the whole curriculum through a planned link to basic skills and all learning will be explicit to pupils.

1. Learning is **organised and revisited** so children are able to encode and store information effectively to support retrieval from long term memory
2. **Retrieval of knowledge, skills and vocabulary** are revisited regularly, through a **spaced review** of learning through curriculum passports
3. Learning is **developed over time**, with a focus on a greater depth of application
4. Staff skills are utilised to ensure **high quality teaching** in subject specialism



Curriculum Offer

Our Four Environment Experiences

It is our aim that children experience a range of environments to support their language, imagination, cultural capital and wider life experiences.

Forest School:

Our Early Years children work and learn in the forest environment, where they learn through exploration of nature and the outdoors.



Beach school:

Our Key Stage One children study at a Beach School unit, where they explore our local coastal area and learn through the beach environment.

Farm School:

Our lower Key Stage Two children engage in 4 weeks of farm school at Jarrow Hall, learning about food chains, animals, how to care for animals, teamwork and Anglo Saxon farming.

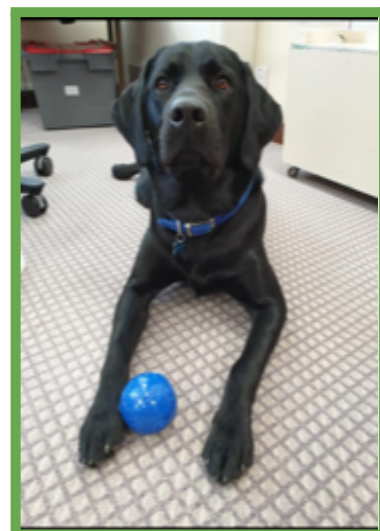


Factory School:

Factory school is all about industry and the place of work. Our pupils engage in two STEM projects: one with Nissan and one with Hitachi

Animals in School

We currently have chickens, ducks and a pet therapy dog called Shadow. The children love the animals, managing the chickens is shared across school on a rota basis

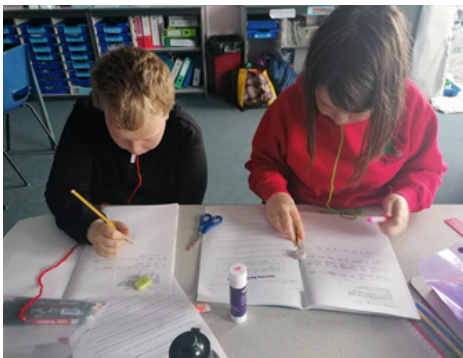


Aims

The general aims of the school are set out below. The subject aims are set out in the policy statements for each subject. These are available in school and can be obtained from the Head Teacher.

The school aims to:

- present a stimulating and balanced education, which satisfies the needs and requirements of the National Curriculum
- help pupils discover the joy of learning
- develop lively, enquiring minds
- the ability to question and reason rationally and to apply themselves to mental tasks and physical skills
- help pupils acquire knowledge and skills relevant to adult life
- help pupils understand the world in which they live and the interdependence of individuals, groups and nations
- help pupils appreciate human achievements and aspirations
- instil a respect for religious and moral values, and a tolerance for other people and their opinions, other races, religions and ways of life.



The school curriculum meets the requirements of the National Curriculum. The school provides all pupils with a balanced, broad and relevant curriculum suited to their individual needs. The aim of the school curriculum is to encourage pupils to become competent, self-reliant children with a knowledge of the world around them and a desire to learn more about the world in their next stage of education and in their daily lives. Our curriculum is creative, with a thematic and project based approach.

In order to achieve this, the school places great value on the traditional skills of literacy and numeracy as well as expertise in the fields of science, humanities, the arts, DT, Languages (French), ICT, RE and physical education. The school curriculum contains all the elements of the National Curriculum, which have been designated statutory subjects for pupils in the primary school.



School Uniform

The uniform is as follows:

- school sweatshirt or cardigan (with or without logo)
- white polo shirt (with or without logo)
- grey trousers or skirt/pinafore
- red gingham dress (warmer weather)
- black shoes (no trainers)
- School coats/ school hooded jumper
- Reading book bags are also available to purchase.



It is hoped that all children will be dressed in their school uniform. Orders can be placed by contacting our school administrator. Items of uniform can also be purchased from www.jkschoolandworkwearjarrow.co.uk. All other items of uniform are sold in supermarkets and high street stores.

It is essential that all clothing including footwear be labelled with your child's name. We can only help to find lost clothes if they are named.

PE Kit

- White t-shirt (with or without school logo)
- Black shorts (children may wear jogging bottoms in colder months)
- Black gym shoes or trainers (velcro fastenings)



P.E. kit will be worn in school all day on PE day. The teachers will communicate with parents when the PE day for your class will be at the beginning of the half term.

Only the PE kit listed above will be accepted as PE kit and multicoloured hoodies or jumpers will not count as a kit.

For reception pupils, these PE lessons do not begin until the Spring Term (after Christmas) to allow the children to become settled into their new routines.

Enabling Reading and Writing

Reading is a vital skill and key to your child's progress and attainment in school. In KS1, children receive a daily phonics session with a clear focus on reading and writing words and sentences. This session will be between 20-30 minutes and will move at your child's own pace. Children will be introduced to letter sounds (phonemes), written letters (graphemes) and tricky words and shown how to use these invaluable tools to read and write. Over the year, materials will be sent home to support your child with their reading. This includes a regular reading book to be read each night, high frequency words/ tricky words and spellings and termly homework projects linked to an aspect of the curriculum.

Homework

Children are required to undertake regular homework. This includes reading each night, learning letters/ sounds and spellings, number bonds and times tables.



In addition to regular homework, your child will receive homework projects and specific activities each half term. The project will link to their creative curriculum topic and is a project to be completed with family at home. This helps you to share in your children's learning and to communicate with your child the importance of learning.

Reporting of a Pupil's Performance

There are parents' evenings in the Autumn, Spring and Summer terms, which outline achievements and targets for the coming year. Parents are always welcome at any time during the year to discuss their child's progress or their concerns. An appointment with the Head Teacher or Class Teacher can be arranged through the School Administrator. Overall attainment will be communicated in a target sheet termly and a final written report in the Summer term.

Above all we celebrate the success of all of our pupils in all aspects of study and life.

Parent Partnership

Evidence shows that schools which work in partnership with parents are more effective in achieving their aims, which primarily is to help children fulfil their potential. That is our purpose - we need to work together.

We are very keen to offer parents/carers the chance to learn in regularly held 'Family Learning' courses. Many parents assist with a wide range of activities and we have our *Parent Champions* group who plan and arrange special events in school. We also have parent reading volunteers. Parental help is much appreciated. Those wishing to help are advised to contact the school at any time.

School Library

The school has its own library with a good selection of children's literature and non-fiction books. The non-fiction library is classified by subject. The fiction books are kept in alphabetical order. Pupils are encouraged to borrow the books in the library in order to broaden their knowledge and develop information retrieval skills.

When using the fiction library, pupils are encouraged to borrow books in order to help develop their vocabulary, imagination, interests and skills. Parents are requested to supervise the safe keeping of school books when they are at home and on the journeys to and from school. Please ensure that the books are carried in a weatherproof bag.



School Assemblies



The school assemblies have a broadly Christian character. There is usually a moral or religious story or play, a song and a prayer or meditative thought. Occasionally assembly may be used to celebrate a festival of another religion, another culture or a celebration of a special time of year.

Assemblies on a Monday are used to celebrate the achievements of individuals and groups of pupils. Parents are invited to attend assemblies at which their child's class is participating. We celebrate success at every opportunity.

We also have *Family Group* assemblies each Friday afternoon which focus on our 'family' ethos and SMSC and PSHCE curriculum. The children from reception to year 6 are placed into mixed age groups for this session and this forms a part of our strong family ethos.

Parents have the right to withdraw their children from the religious part of a school assembly by submitting a written request to the Governing board

Break times

We structure playtimes on a KS1 yard and a KS2 yard. Children are supervised by members of school staff on break time. In addition, we have an excellent buddy system where the older children help to look after the younger children at break and lunch times.

Lunch Time

School meals:

Our school has an excellent kitchen which provides balanced, nutritious meals. Pupils are given a choice of menu each day. This choice enables pupils to select foods which they like. Children are not forced to eat foods they do not like. Pupils are however, encouraged to eat foods they have selected and to try foods with which they may not be familiar.

Special Diets:

When a child has particular dietary needs these can be catered for. The necessary information should be sent to the Head Teacher who will inform the cook.

Packed Lunches:

Some pupils bring packed lunches. These are eaten in the school dining room. There is no charge for this facility. Please **do not** include sweets, glass bottles or fizzy pop as part of a packed lunch. There is no facility for the disposal of rubbish - it must be taken home.

We ask that children do not bring in nuts as we do have children with nut allergies in school.

Home Lunches:

A few pupils leave the premises and go home at lunchtime. If you want your child to do this, you must inform the school in writing. While they are off the premises, these pupils are not the responsibility of the school and must return no earlier than 5 minutes before the beginning of the afternoon session.

Lunch time Supervision:

Children staying at school during the lunch break are supervised by LunchTime Supervisors or "dinner ladies." It must be clearly understood that the children are required to conform to acceptable standards of behaviour both in the dining hall and in the playground and that *Assertive Discipline* will still apply. This means many rewards are available to be gained! However, children who regularly misbehave at lunchtime may not be allowed to remain on the premises during the lunch hour.

Assertive Discipline Policy

We do not reward good behaviour. Good behaviour is expected at all times. We do reward our children for demonstrating our school values:

Respect

Resilience

Responsibility

Engagement

Children are rewarded for demonstration of these values in school. We hope to instil these values in our children to enable them to become independent, well mannered, confident, responsible and engaged young people and adults.

Children are rewarded for demonstration of these values in school.

To develop children's understanding and expectations, praise and encouragement are reinforced by teachers' awards which can be accumulated and result in reward cards and prizes for children.

We also have 'PROUD' awards for children who we feel demonstrate all of our values consistently or one of them exceptionally.

In addition, classes can accumulate class points which are then swapped for a visit, trip or celebration event.

If children do display negative behaviours, children are given time to reflect on these behaviours and consequences given.

We feel that each day is a new beginning for children in school and a chance to make positive behaviour choices. We recognise that children do not wake up in the morning and decide to make incorrect choices regarding behaviour. We work very closely with parents and carers to try and find causes and solutions to any issues being faced.

However, there may be a need to monitor a child's behaviour over a period of time and issue consequences that go over one day. For this we may use a drop down method, where a child will start each day on consequence 3 or a behaviour report.



Health and Wellbeing

School Health Checks

At various times in their school career, pupils will undergo health screening checks which are carried out in accordance with county and national policies. You will be informed of the date of this inspection and invited to attend. At other times the school nurse will check children's hearing and eyesight. The school dental service will also inspect children and recommend treatment. You can decide if you wish to use that service or your own dentist to carry out the recommended treatment.

Parental consent is requested before either treatment or vaccinations are given.

We are very proud to be part of the NHS Healthy Minds scheme, which is a joint partnership between schools and NHS services to ensure children are provided with appropriate support quickly and smoothly.

More information can be found here:

Attendance

You have a statutory duty to ensure your child is present at school for 39 weeks of the year. They **do not** receive an allocation for holidays during term time. All holidays must be taken during school holidays. It is disruptive to your child's education if he/she is absent during term time. The class work carries on and your child will miss essential learning.

The more time your child spends in school, the more progress they make. When children are absent, they miss vital learning opportunities.

We also monitor attendance closely. Where a child's percentage attendance begins to fall we will write to you. Significant absence will lead to a visit by the 'Young Persons Lead', record scrutiny and potential fines.

Children are not allowed a certain number of days absent during a school year. It is compulsory to attend each day. This includes holidays, trips and visits. *As a result, it is school policy not to authorise holidays during term time.*

Punctuality

We have a very structured approach to our curriculum. The session from 9.00-9.30 each morning is a personalised learning session. During this time, children receive targeted support and challenge to extend their learning and skills base. It is therefore crucial that your child is on time for school as being late would result in this vital session being missed.

Special Educational Needs and Inclusion

At Hedworthfield Primary School, we pride ourselves for our inclusive ethos. We aim to ensure all children within our local community can have their needs fully met during their time with us regardless of any need or difficulty they may face. We have very focused and specific support available to all children and especially those with special educational needs, disability, social and medical needs.

When children require additional support to ensure they make progress they are classed as having 'special educational needs'. There are different levels of special educational needs as follows:

Additional Need:

The school inputs additional support and monitors the child's progress closely through regular review meetings with parents. Afterwards the school may require the support of additional professionals to meet the needs of the child. This may be the educational psychologist, occupational

therapist, physiotherapist, speech and language therapists, pre-school and portage or any other required service.

This is monitored through regular review meetings and annual reviews with parents, school and other professionals.

Educational Healthcare Plan:

This is where a child is significantly behind age related academic expectations and requires significant support to ensure progress is made. A single plan is the result of a statutory assessment of educational needs and often involves multi-agencies and significant support from school and the local authority. This is monitored through regular reviews and annual reviews.

Early Help Plan:

Where a child has a disability, medical or other additional need (e.g. behaviour) but this does not impact on their academic ability. This ensures reviews are carried out regularly to ensure the needs of the child and their family are fully met and to provide additional support to parents surrounding their concerns.

The school SENCO is responsible for managing all elements of practice related to special educational needs, inclusion and Early Help. However, we are fully committed to ensuring all of our children have the support they require in school and at home. We have our phase leads who liaise with parents and carers and are first point of contact for all professionals, parents, carers and staff to ensure the systems which support our children run smoothly.

Parental Support:

We feel that effective partnership in school is key to children achieving their full potential.

In order to fully support parents we have developed the role of an Inclusion Manager who is on hand to offer a wide range of support to parents.

We operate an open door policy- you can just pop in. Alternatively you can call the school office or speak to a member of staff.

Support can be provided for all aspects of family and school life including:

- Managing your child's behaviour
- Routines
- Supporting when children are unhappy in school or at home
- Bereavement
- Special educational needs
- Access to other services

- Parent confidence
- Attachment and parent and pupil bond
- Debt
- Housing
- Alcohol and drug use
- Domestic violence (we are an Operation Encompass School)

.....

We are very excited to welcome you and your child into our school community. We hope this information has been useful. If you require any further support or have any questions please do not hesitate to contact the school office on 0191 537 3373 or email info@hedworthfieldprimary.com

