



# Darley Dene

## Primary School



**Lumen Learning Trust**  
Learning together for a brighter future

## Prospectus



# Our Vision

**What do we agree is true  
and what do we believe is right?**

At Darley Dene, we agree it is true that every child has unique worth and should be treated with unconditional positive regard. We agree that every decision should be driven by the children's needs and we believe it is right to uphold this even when it presents a challenge to adults.

We believe it is right that every adult in a child's life, both at home and at school, should seek to support and champion them so that they can discover themselves, their own interests and passions, and become fulfilled adults.

At Darley Dene we believe it is right that all children should have access to opportunities to learn to read, write and work with numbers in various subjects across the curriculum. We agree it is right that these opportunities sit alongside learning that kindness, humility, acceptance and emotional intelligence make the world go round.

Our aim is for your child to leave us ready to contribute positively to society both emotionally and intellectually.



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# Welcome and Introduction to

**Darley Dene is a one-form entry primary school in the heart of Addlestone. We take 30 children per year group from Reception up to Year 6 and are fortunate to have our own Nursery. This means we can offer a uniquely personalised experience to your child from 3 to 11 years old.**



**Ms Sarah Kober**  
Headteacher

In addition to Primary and Nursery provision, we have a Specialist Centre for Learning and Additional Needs (LAN) for children aged 4-7 years.

Every aspect of the school's provision is centred around the children and their needs are the driver for all decision making. At Darley Dene, we believe it is right that every child is treated with unconditional positive regard. Your child's unique worth and individual life experience will be championed by school staff in partnership with you at home and from the strength of that partnership, they will thrive.

Our beautiful school benefits from large, spacious classrooms with a range of additional spaces for small group and individual work, along with an attractive outside space which includes a trim trail and forest school area. In 2019/2020, the school underwent significant building refurbishment which has greatly enhanced the learning environment both inside and outside of the school buildings.

Darley Dene Primary School is committed to Safeguarding and promoting the welfare of children. To achieve our commitment, we will ensure continuous improvement and development of robust Safeguarding processes and procedures that promote a culture of Safeguarding amongst our staff and volunteers.





# Darley Dene



“Through the **perseverance, talent and tenacity** of our school team I know we will continue to ensure our children are provided with the **best of chances** to ensure they can reach their **potential**.”

Chair of Governors

# Starting School at Darley Dene – Reception, Years 1–6

**Whether starting in Reception or joining one of the other year groups, we understand that the transition process needs to be as smooth as possible to enable children to make the best start at Darley Dene.**

## Reception

For children joining us in Reception, we hold an Induction evening for families around the end of May – beginning of June. During this event we give lots of practical information to support the transition into school including details of home visits and taster sessions.

In September the children integrate into school over the course of three days and at the end of this period we plan for all children to be full-time however this is closely monitored as we are aware that there may be some children who find the full day attendance challenging. If this is the case, we work closely with the family to identify the best way forward.

Some children find it tricky to separate from their adult in the morning. In most of these instances, we ask that you say a clear goodbye and let us manage from there. Whilst it is not easy for an adult to leave an upset child, experience has taught us that most children will settle quickly once they are distracted by friends and learning.



## Years 1–6

When we are made aware of a new child starting in a year group other than Reception, they are invited to the Move Up morning which takes place at the beginning of July where all the children spend the morning in their new class with their new classmates and their new teacher. When a child transfers during the year, we do our best to offer a mutually-convenient time for the child to spend a little while in their new class to alleviate any anxieties that the change may bring.

Teachers are available in the playground or at their classroom door at the beginning and end of each school day for brief catch-up chats so those families wishing to check on how their child is settling are able to do this informally.





# Curriculum



**The starting point for our provision at Darley Dene is always the child. We believe primary school plays an essential part in a child's future success and are committed to working in partnership with families to make this aspiration a reality.**

As a multi-academy trust, we are free to make decisions about the curriculum our children follow. We have decided our children will follow the National Curriculum alongside their peers in all other English schools. We have also made the decision to continue to participate in all the Standard Assessment Tests (SATs).

At the beginning of each term, families receive a planner which details all of the learning that will take place for the next few months. The curriculum is designed around high quality books which the children share as a whole class, guided by the teacher. For our younger children, this means a different book every couple of weeks and it is read to them by the teacher so that they are accessing the text regardless of their own reading ability. As the children get older, chapter books are used and a combination of reading extracts independently as well as being read to aloud to ensure children have a full understanding of the narrative.

All other subjects are linked to the text where appropriate to support the children in making connections between the things they are learning and to develop good conceptual understanding. Where direct links are not possible, subjects stand alone which enables children to develop an understanding of the individual rigour and discipline of areas such as history, geography and art.

At Darley Dene we are fortunate to have a Sports Premium Mentor who ensures high quality sport provision for all age groups. We also have a specialist music teacher who teaches weekly and guides children through special performances at Christmas for example.

Children are taught in mixed ability classes throughout the school. They progress through the classes according to age except in very exceptional instances where the individual needs of the child make an alternative programme necessary.

**“Leaders use the newly established systems to monitor the progress of pupils *effectively* so that the impact of teaching and additional support can be clearly evaluated.”**

Ofsted monitoring visit,  
October 2019

# Working in Partnership with Families



## Pastoral Support

At Darley Dene we understand that children can only achieve their best when they feel safe, happy and secure. Consequently, we work hard to ensure our children's pastoral needs are considered as carefully as we consider their academic needs. Our Pastoral team consists of:

- **Emotional Literacy Support Assistant (ELSA)** who works on a one-to-one or small group basis with children on a weekly or more frequent basis.
- **Home School Link Worker** who supports families in a raft of different ways such as leading family workshops and hosting coffee mornings as well as 'checking in' with those children needing particular support from time to time.
- **Pastoral Co-ordinator** who is able to implement more support from additional colleagues for particular families and children when needed.
- **Designated Safeguarding Leads** who meet regularly to consider what support could be offered either from within the school or from an outside agency for our most vulnerable children.

## Family workshops

Throughout the year we hold a variety of workshops to support our families in understanding what the children are learning at school as well as how they can be supported at home.

## Friends of Darley Dene

Our PTA are known as the Friends of Darley Dene (F.O.D.D) and welcome all people with a link to Darley Dene, past and present, to join them. Meetings are regularly held and you are more than welcome to come along to help organise events and enrich our school through social activities, community building and fund raising. If you would like to take on a full committee role our AGM is held every year in the first half term to bring in a new chairperson, secretary and treasurer plus other supporting roles so please do put yourself forward if you are interested.

Regular fundraiser events such as fairs, clothing/textile recycling collections and sponsored activities have helped finance school trips, contribute towards our all-weather playground grass resurfacing as well as provide many competition prizes for our children.



## Lumen Summer Camp

Since its launch in 2017 Lumen Learning Trust's Summer Camp has proved to be an extremely popular summer childcare provision amongst our local communities. Offering competitively priced childcare for children aged 3 to 16 and staffed by teachers and teaching assistants drawn from our very own staff teams across our Lumen schools, the children can be confident that they will see a familiar face and, as a family member, you can also be confident about the quality of care your child will receive. A wide variety of entertainment is on offer each day including daily themes and activity specialists who focus on dance, performing arts, sports and singing. As well as this a minibus to transport children to and from Camp from their school location as well as wraparound care with Early and Late Clubs are also available.



## Communications

We regularly communicate with our families in a variety of ways:

- dedicated school text and email service
- weekly newsletter
- official school Facebook page
- interactive website including online forms to make it easier for families to complete school administrative tasks.

All of these device responsive channels of communication ensure you are kept up to date with the latest happenings at school.

Our website is full of helpful information such as a school calendar, term dates, uniform information and behaviour expectations as well as the latest copies of our school newsletter. We have a Facebook page where you can see what is happening around school. You'll also find updates about events both in school and within our community in our timeline too.

We have an open door policy and ask families to speak with their class teacher in the first instance with any query around their child's class time activities or behaviour. The school office is accessible by telephone, email and in person should you need to get messages to staff or have a question about any aspect of school life.

# Our Nursery – Robins



**Darley Dene Nursery is a thriving part of the mainstream school. Along with our Reception Class, it forms our Early Years provision.**

Our Nursery children follow the Early Years Foundation Stage Curriculum. This child-led approach allows for ‘teaching alongside’ as well as direct adult-led activities, such as learning to count, sounds and letters. Children follow the phonics programme, Letters and Sounds.

Our Nursery offers 15 and 30 hour places. There are two options in which 15 hour places can be taken.

We have a range of ways to stimulate learning through the outdoors. We have a well equipped outdoor space, just for our Early Years children which includes:

- climbing apparatus
- a mud kitchen
- bikes and trikes
- a ‘hill’
- sandpit

We also have a wide range of construction materials for children to explore. We seek to develop children’s Mathematics and Language skills through this space as much as possible.

We offer three session options:

- 15 hours: Monday 9.00am–3.00pm, Tuesday 9.00am–3.00pm, Wednesday 9.00am–12.00pm
- 15 hours: Wednesday 12.15pm–3.15pm, Thursday 9.00am–3.00pm, Friday 9.00am–3.00pm
- 30 hours: Monday, Tuesday, Thursday, Friday 9.00am–3.00pm, Wednesday 9.00am–3.15pm

**To apply for a place at our nursery, please call the school office on 01932 847 674 for more information.**



## Moving into a primary school place

Children in our Nursery are not automatically enrolled into Reception class. It is vital that families apply for a place via Surrey Admissions.



# Our Specialist LAN Provision – Owls

**We are proud to have Owls class as part of our school.**

Owls class is our Language and Additional Needs (LAN) unit for 12 children aged between 4 and 7 years old. Owls class is funded by the local authority and provides an alternative to a special school for those pupils with SEND who are unable to fully integrate into mainstream classes due to the extent of their developmental needs but who may benefit from inclusion in a mainstream class with high-level support. The Centre is able to provide a unique curriculum designed to integrate different elements of communication support (PECs, Makaton) as well as Speech and Language Therapy, Occupational Therapy, specialist music teaching and activities such as horse riding and cooking.

The LEA's purpose in providing this alternative provision is to explore the potential of each pupil for mainstream inclusion and to prepare for a smooth transition beyond the early years to the most appropriate educational setting. Since the Centre was established, many of the pupils have significantly more complex learning and health needs which defy easy categorisation, although language and learning needs are common to all.

Owls class is led by a class teacher as are all the other classes in school. Alongside this teacher there is an extensive team of support staff giving a ratio of 1 adult to every 2 children. In order to meet the LEA's admissions criteria, children must have an Education Health Care Plan (EHCP) and the high level of support staff ensures we can meet the individualised targets that are written into these plans. Owls class is overseen by the Inclusion Leader and the Headteacher.



# The School Day



## Years Reception to Year 2

Morning start time	8.30am
Morning break time	10.15am-10.30am
Lunch time	11.30am – 12.30pm
Afternoon start time	12.30pm
Finish	3.10pm

## Years 3 to 6

Morning start time	8.30am
Morning break time	10.15am – 10.30am
Lunch time	12.30pm – 1.30pm
Afternoon start time	1.30pm
Finish	3.15pm





# Healthy Lunches and Snacks

**We are very proud of the exceptional lunchtime provision we offer to children, provided by abm Catering Solutions.**

Children are able to choose from a variety of meal options including a hot meal featuring traditional favourites such as sausages and mashed potatoes, roast dinners and fish and chips as well as curry, quiche, pasta and tortillas. There is also a vegetarian option such as savoury veggie mince with mashed potato, along with a Jacket potato option with a daily selection of fillings. Wholemeal bread, seasonal fresh vegetables, fresh salad, yoghurts and fruit is also available daily as well as a fresh dessert.

Dietary requirements are catered for and the meals are allergy aware as well as nutritional, balanced and freshly made to order daily.



## Children in Reception, Years 1 and 2

From September 2014 children in Reception, Years 1 and 2 are entitled to a Free Meal at lunchtime under the Government Funded Universal Free School Meal Scheme.

## Children from Year 3 upwards

Lunches for children in Year 3 upwards represent excellent value for money. Our meals are based on a three-week menu cycle, offering a wide variety of meals.

## Packed Lunch

If preferred, children are able to bring in a healthy packed lunch from home.

## Snacks & Milk

Children in Nursery, Reception, Year 1 & 2 are offered a piece of fruit as a snack during the day. In Nursery and Reception, there is a snack table which your child may access independently.

We also offer free milk for under 5's, through 'Cool Milk'.



“ And this is the joy of being in a family; individuals will have their ups and downs but the collective positive regard for one another is unconditional. ”

Headteacher

# Before & After School Care

Our Before and After School Clubs are run by Darley Dene staff. Children will be offered a variety of activities from art and crafts, games and drawing, TV and ipad time, sports and physical activities as well as quiet time to read and relax.

Our Before and After School Clubs are a popular facility, therefore places must be booked in advance to ensure we have the correct staffing levels to enable us to fulfil our safeguarding expectations.



## Before School Club:

Opening Hours: Every morning 7.35am till 8.30am (9.00am for Nursery).

Cost includes a selection of cereal, fruit, yoghurts, pastries and toast.

## After School Club:

Opening Hours: Every afternoon after school till 5.30pm (including limited spaces for Nursery children).

Cost includes activities, fruit and a snack tea.



# After School Clubs & Curriculum Enrichment Activities



**We are highly committed to providing our pupils with a truly rounded educational experience both within the classroom and beyond.**

We offer a wide range of exciting extra-curricular activities which enrich our pupils' learning, enabling them to learn new skills, meet new friends and develop their confidence.

These activities are available before, during and after school and require advance booking. Each term families are sent a letter detailing the clubs (e.g. sports, gardening and science clubs) on offer for the period and giving details on how to sign-up.

In addition to the creative curriculum and enriching extra-curricular activities, pupils are given the opportunity to take part in trips, visits and workshops both in school and off-site. These encourage your child to develop their knowledge and understanding of topics, supporting the work they are doing in class. We also regularly welcome visitors into the school to talk to our pupils.

**“Robust processes**  
*have been introduced to*  
**improve** *checks on staff,*  
*visitors and contractors ... and*  
**leaders** *have established a*  
**culture of vigilance.”**

Ofsted monitoring visit,  
October 2019

# Behaviour Expectations

**Positive relationships are pivotal to your child experiencing success in school. All staff are trained to see behaviour as connection seeking rather than attention seeking and because of this staff seek first to understand the child and acknowledge their feelings before issuing any form of correction. Only once a child feels heard can they be expected to listen to the perspectives of others, reflect and then accept responsibility for harm they may have caused.**

Staff are trained to understand the impact of trauma and adverse childhood experiences on a child's development and emotion coaching, which develops an individual's insight into themselves, is used throughout school in an age appropriate way. We believe it is right that interactions about the way in which your child is behaving should be seen as a learning opportunity, the same as all other interactions they have in school.

Rewards and consequences are available to the staff through a school-wide system known as Stay on Green. The system was developed by the Hackney Learning Trust and is based on the principles of restorative justice. The underpinning principles are that people can make good choices or poor choices. When people make good choices they are rewarded and when they make poor choices they have to stop and think how to do things differently next time. If a poor choice has led to harm being caused to someone else, this harm needs to be owned and repaired.

## Restorative approaches for conflict resolution

Restorative approaches help to develop a happier school where the focus is on learning not conflict. Your child should enjoy coming to school because they feel safe and respected and they know that when things go wrong adults will be there to help them put it right. Restorative approaches encourage children to think about how their choices and behaviour has affected others. It helps children to develop respect, responsibility and truth telling.

If your child has been involved in conflict they will be asked to take part in a restorative conversation which will be led by an adult. This is a conversation with everyone involved to discuss what is happening, look at who has been affected or upset, decide how it can be put right and find a way forward.

They will be asked:

- a) What happened?
- b) What were you thinking when it happened?
- c) What do you think now?
- d) Who has been affected or upset by this and how?
- e) What needs to happen to put this right?

We might also ask:

- a) What would you think if this happened to you?
- b) What could you do differently next time?
- c) What other choice could you have made?
- d) How can you make sure this does not happen again?



## Restorative language

Language is key to restorative approaches and you will have noticed that the questions above are framed in a respectful way. It is our expectation that everyone in school will use this language whether children are speaking to other children, children are speaking to adults or adults are speaking to other adults.

It has been widely proven that Restorative approaches develop truth telling, responsibility, accountability, empathy, emotional literacy, conflict resolution skills and a positive learning environment. If you are interested in learning more please visit [www.restorativejustice4schools.co.uk](http://www.restorativejustice4schools.co.uk).

## Stay on Green – A Restorative Consequence Hierarchy

Stay on Green is a strategy that complements restorative approaches. It is underpinned by the same principle, that children should learn to moderate their own behaviour, but takes a closer look at individual choices that result in conflict with expectations for learning rather than conflict with another person.

Each class has a colour chart in their classroom: red, yellow, blue, green, bronze, silver and gold. Everyday each child's name begins on green. The aim is to stay on green all day. If children make good choices about their behaviour they will stay on green and have the opportunity to move their name to bronze, silver or gold. By staying on green they earn a green point for their class.

Staying on green means that a child has made good choices all day. It is a significant achievement to maintain green behaviour and children should not expect to receive a bronze, silver or gold sticker other than in exceptional circumstances.

Achieving bronze, silver or gold results in a special sticker. If your child receives a gold sticker, they will be asked to see a member of the Senior Leadership Team to talk about how they achieved their award. Their name will be written in the gold book and they will be presented with a gold leaf to put on to the tree on display in the main hall.

If children make poor choices about their behaviour their name will be moved to the blue or yellow warning. This is a reminder that they need to change their behaviour and when they start making better choices their name will be moved back to green.

If children continue to make poor choices their name may be moved to red. If this happens there will be a consequence and they will be asked to move to the classroom's designated quiet area to complete a reflection sheet. Should a child's name be placed on red for a second time in one day, they will complete the reflection sheet and their learning in a buddy classroom. Once back in their own classroom they can begin to work their way back to green. Reflection sheets will always be talked through with the class teacher, this is a restorative discussion.

Should a child's name be moved to red three times in one day they will be asked to speak to a phase leader or member of the Senior Leadership Team.

If your child's name is moved to blue or yellow the class teacher may not raise this with you as it could mean that choices being made are not overly concerning. Only when behaviour causes significant concern, will a teacher approach you to discuss issues. You will be informed if your child has their name moved to red three times in one day.

All staff members are aware of Stay on Green and will be able to award green points to children throughout the day. When children are spoken to they will be told that they are making good green choices or reminded that they need to think how they could start to make green choices.

## Opportunities to celebrate good learning and behaviour

Every day there is an assembly which includes a collective act of worship. In addition to the usual content, children who have earned gold leaves will also be celebrated and invited to display their leaf on the tree in the main hall. Their names will appear in our school newsletter and gold leaves will be taken from the display and sent home at the end of each half term. There is also a celebration assembly which is an opportunity to celebrate learning that children have achieved particularly well in. Their names also appear in the newsletter.

“Senior leaders have significantly improved communication within the school and with the local community. As a result, **Darley Dene** is safer, more secure and calmer than it was. Parents and staff recognise the improved working relationships and culture of the school.”

Ofsted monitoring visit,  
October 2019





# Educational Visits & Residentials

**To enhance the curriculum offers, residential trips are planned as a valuable way of presenting opportunities to our children that they would not otherwise have during school and independent of their family. The value of such trips is widely acknowledged; children acquire transferable skills that can be taken into everyday life.**

They help to build character, raise self-esteem and develop resilience. By providing a focus it can allow children to become self-motivated and driven in planning and preparing, as well as becoming more independent and responsible. Just one “I did it!” moment can provide a child with untold assurance in their own capability.

Visits and residentials also help children to expand their knowledge, better understand topics and retain information by learning in a real-life context. This method of learning can increase engagement and maintain focus, allowing a greater understanding of what they are being taught.

**For younger year groups** day trips and in-school visits regularly take place. These encourage your child to develop their knowledge and understanding of topics, supporting the work they are doing in class. Activities include a range of visits, local walks and events through to coach trips to places of interest slightly further away. We invite regular visitors to Darley Dene including mini-beasts through to local people who can discuss and share their skills and knowledge in careers such as policing, guide dog handlers and firefighting.



## Year 3: Sleepover

Designed to bridge the gap between school day trips and the first residential in Year 4 this overnighter allows children to stay away from home in a familiar location, close to home.

A range of evening activities with their peers and a group breakfast the following morning help to build resilience and independence in a carefully managed way.



## Year 4: Rise Up

A three-day festival style camping residential takes place at a local dedicated camp site. The children sleep in large tents and cook over open fires. Activities range from fire lighting and shelter-building to archery and tree climbing. All of the activities encourage team work, build self-reliance and perseverance and give the children the chance to develop new skills and interact with their peers in a fun, creative environment.

## Year 5: Bowles Rock

Staying at an outdoor education centre for two nights the children experience challenging and adventurous outdoor activities which encourage self-confidence, self-awareness and team spirit. Held over a weekend this allows us to pass on reduced costs to our families to ensure as many children as possible have the opportunity to take part.



## Year 6: City Break

Staying in Bristol city centre a programme of experiences and sight-seeing activities take place over 5 days. Children will take in the history of the city, visit museums and galleries and enjoy a range of tours. A residential of adventure and culture awaits.





# School Uniform



We encourage our children to take a pride in their appearance. To this end all pupils are expected to wear the prescribed school uniform, as we believe this is an important element in helping to develop a sense of belonging to Darley Dene. We ask families to support us in this policy by ensuring that children are sent to school correctly dressed.

## Our uniform supplier:

We are partnered with Shepperton Sports & Ski. An established school uniform provider, they are able to provide online and telephone ordering, delivery straight to school on set days and visits to their shop. A current price list can be found on our school website.

**Shepperton Sports & Ski**, 80 High Street, Shepperton, Middlesex TW17 9AU

**Tel: 01932 225718** | [www.sheppertonsportsandski.co.uk](http://www.sheppertonsportsandski.co.uk).

Opening times: Monday to Saturday 9.30am to 5.00pm

Families are able to:

- **Purchase online** for delivery to your home address.
- **Click and Collect** during term time on the first and third Wednesday of each month. This enables families to place orders and make payment directly with our supplier via telephone on 01932 225 718 and then collect purchases from the school office.
- **Visit in person** Monday to Saturday. Free parking available directly outside the shop on Shepperton High Street.

**The following school uniform is compulsory for all pupils in Years Reception to Year 6 and includes:**

- Black trousers.
- Black shorts.
- Black skirt.
- Black skort.
- Black pinafore dress.
- Black socks (NOT trainer socks, NO patterns or colours).
- Black tights.
- Black sensible outdoor shoes with velcro, buckle or laces (NOT boots, trainers, Vans, canvas shoes, jelly shoes, sandals, high heels, ballerina/dolly shoes).
- Warm and waterproof outdoor coat or anorak.
- Royal blue V-neck sweatshirt with school logo or Royal blue V-neck sweatshirt cardigan with school logo.
- Royal blue polo shirt with school logo.
- Royal blue and white checked summer dress or playsuit (can be worn with white socks from Easter to October).



**The following school uniform is compulsory for all pupils in Nursery and Owls and includes:**

- Black joggers (easy to pull up to enable independence with toileting and changing clothes activities).
  - Black shorts.
  - Black socks (NOT trainer socks, NO patterns or colours).
  - Black tights.
  - Black sensible outdoor shoes with velcro, buckle or laces. (NOT boots, trainers, Vans, canvas shoes, jelly shoes, sandals, high heels, ballerina/dolly shoes).
  - Warm and waterproof outdoor coat or anorak.
  - Royal blue V-neck sweatshirt with school logo or Royal blue V-neck sweatshirt cardigan with school logo.
  - Royal blue polo shirt with school logo.
  - Royal blue and white checked summer dress or playsuit (can be worn with white socks from Easter to October).
- N.B:** Nursery children can wear black plimsolls in place of black sensible outdoor shoes.

**The following PE kit is compulsory for all pupils in Years Reception to Year 6 AND Owls and includes:**

### PE Kit:

- Plain white round necked t-shirt.
- Black shorts.
- Black plimsolls.
- Trainers (Years 1-6).
- Plain black tracksuit without logos, writing or stripes.

### Hair:

- ALL children with shoulder-length or longer hair must have it completely tied back; hair should not be worn in a half-up-half-down style.
- Hair bands should be small and plain in the neutral colours of white, black, brown, beige and blue only.
- Decorative and large accessories such as bows and long ribbons are not appropriate for school as they serve no functional purpose.
- Short hair should be uniform in length i.e. not shaved in one part and excessively long elsewhere.
- Extreme hair styles are not permitted in school; this includes patterns cut into hair e.g. tram lines, excessive use of hair products e.g. gel and the use of hair dye in non-natural colours or bleach.

**Other items available for any Darley Dene child:**

- Portrait book bag with school logo – compulsory for Years R-2.
- Backpack with school logo – optional for Years 3-6.
- Gym bag with school logo – compulsory for all Year groups.
- Sun cap with school logo – optional for all Year groups.

Should you wish for your child to be fully covered we ask that any longer layers worn underneath the uniform are only black in colour. This can be replaced with white layers if the checked summer dress/playsuit is worn.

### Accessories:

- A small wrist watch (or one that can count steps) is permitted. Smart watches that can be used to communicate are not permitted.
- Small & discreet stud earrings (these earrings must be removed for PE in compliance with Surrey's safety rules). No other jewellery is permitted.
- Nail varnish, false nails, make-up and temporary tattoos are not appropriate for school.



# Special Educational Needs & Disabilities Provision

**We have an Inclusion Leader as well as support from an Inclusion Leader from within the Lumen Learning Trust.**

All staff at Darley Dene understand that they are teachers of children with SEND and are committed to equality of opportunity and access to all areas of school life. We aim to promote inclusion by taking into account physical and sensory needs, language needs, social and emotional needs and any information about prior attainment. On allocation of a place in our school, the needs of a child with disabilities will be carefully assessed and advice taken as to how we can best fulfil our commitment to inclusion.

At Darley Dene, we pay attention to the four principles of Inclusion:

- We welcome children of every race, gender, physical need or learning ability.
- We set suitable learning challenges.
- We respond to pupils' diverse learning needs.
- We aim to overcome potential barriers to learning.







“I am **passionate** about **education** and how **important** it is for our children, it is their **foundation** for their **future** and we have a responsibility to make it the **best** we can.”

Governor





# Darley Dene

## Primary School



## Darley Dene

### Primary School

Garfield Road, Addlestone, Surrey KT15 2NP  
T: 01932 847674  
[office.darleydene@lumenlearningtrust.co.uk](mailto:office.darleydene@lumenlearningtrust.co.uk)  
[www.darleydeneprimary.co.uk](http://www.darleydeneprimary.co.uk)

Headteacher: Ms Sarah Kober

The school office is open from 8.00 am to 5.00 pm,  
Monday to Friday term time.

Darley Dene Primary School is part of the



**Lumen Learning Trust**  
Learning together for a brighter future