

Dear Parents,

St. Teresa's serves the community through the provision of a caring and effective Catholic education service, which enables children to make the most of their potential for academic, religious and personal development.

Our school is a happy, family environment, hardworking and successful. The child is at the centre of everything we do. Our whole school community shares one common goal – to do the very best for all children in our care. Your child will be made most welcome and I trust the next seven years will be happy and rewarding.

I hope that you will find this prospectus informative and interesting. It is intended to offer you some information about life in St. Teresa's. It outlines what we stand for and what we offer your child. However, no booklet can convey the 'real' atmosphere of any school. I warmly invite you to visit the school on our Open Night for parents and new entrants, or to arrange a private visit to the school when we will be most pleased to see you. If your child is allocated a place in St. Teresa's, you will have the opportunity to attend the many performances, sports days and other occasions on which the work of the school can be seen in action.

I look forward to meeting you in the future.

Yours sincerely

Mr T. Rodgers
Principal

[Type text]

St Teresa's Speech, Language and Communication Centre.

Oral language is the primary way that we express ourselves and communicate with one another. If a child has a speech or language delay, they may be experiencing frustration expressing themselves or understanding what others are telling them. These delays may also have an effect on how a child performs in school. It is important to identify speech and language delays early so age appropriate interventions can be put in place.

The Speech and Language Centre works in partnership with the main school in order to offer an inclusive provision that meets the needs of each individual child. We offer a nurturing and supportive environment in which the children are able to develop their speech, language and communication skills alongside their social and academic abilities. As a result, the children play a full part in school life; working in a small class environment with opportunities to participate in the mainstream classes when appropriate.

In partnership with parents, a team of professionals are involved in developing and providing effective support for all the children. We work closely with a number of other professionals including:

- Educational Psychologists,
- Statementing Officers from the Education Authority (EA)
- Advisory Officers for Special Needs provision from the EA
- Belfast Health Trust Speech Therapy Department
- Outreach Services
- Occupational Therapists
- Physiotherapists
- Staff from feeder and transferring schools: Nursery, Playgroup, Mainstream schools and other Units.

TARGET AREAS

Speech and Language therapy is provided in a number of areas: phonology and articulation; pragmatics; semantics; morphology and syntax; fluency; and voice. The following are descriptions of these language areas.

- Phonology and Articulation – Clearly and distinctly saying speech sounds
- Pragmatics – Social use of language
- Semantics – Meaning of language such as vocabulary
- Morphology and Syntax – structure of language including grammar
- Fluency – Rhythm or rate of speech
- Voice – Vocal characteristics such as pitch, quality, intensity or resonance.

THE CLASSROOM

The teaching in the Centre follows the Revised Northern Ireland Curriculum but gives an extra focus to developing communication skills, vocabulary, thinking skills, perceptual skills,

[Type text]

fine and gross motor skills. The children spend their day working on a variety of curricular areas in a whole class, small groups or individual setting.

CURRICULUM

St. Teresa's is very aware of its statutory obligation to deliver the Northern Ireland Primary Curriculum to all of its pupils. The curriculum is made up of a range of learning areas which foster attitudes and dispositions. These incorporate assessment for learning which aims to promote and encourage learning experiences. These include the following:

Whole Curriculum Skills and Capabilities

Thinking Skills and Personal Capabilities	Formally Assessed Skills
Managing Information	Communication
Being Creative	Using Mathematics
Thinking, Problem Solving and Decision Making	Using ICT
Working with others	
Self-Management	

Learning Areas

- Language & Literacy
- Religious Education
- Mathematics & Numeracy
- Personal Development & Mutual Understanding
- The World Around Us
- Physical Education
- The Arts

CURRICULUM OBJECTIVES

In St Teresa's we endeavour to develop the young person as an individual, a contributor to society and a contributor to the economy and environment. Qualities of confidence, self-esteem and consideration towards others will be developed alongside increasing competence in the basic skills. A variety of teaching approaches are used to support and develop the children.

HOME/SCHOOL LIASION

As with all children, the link between home and school is very important. We are able to offer the following support to children and their families:-

- Each child has a Home/School book for Parents, Teachers and Therapists to write in daily messages and information. There is also a direct phone line for more urgent matters.

[Type text]

- Termly meetings are arranged to discuss each child's targets and talk about their progress: Individual Education Plan (IEP).
- Annual Review meetings take place each year once a Statement of Special Educational Need is in place. The purpose of these meetings is to discuss your child's progress and ensure that the special educational provision made continues to be appropriate.
- Open Days, Assemblies, Concerts and organised trips are held throughout the year and parents are welcome to help on a regular basis.

Parents are frequently invited to school on other occasions e.g. to watch a school performance, to assist on a school outing, to participate in "Friends of St Teresa's" (FOST), functions, Sports Days and Carol Concerts. Parents are very welcome to visit the Centre at other times but we would request that they telephone first to arrange a convenient time.

GENERAL INFORMATION

Principal: Mr Terry Rodgers

Chairperson of the Board of Governors: Dr Dermot Hanna

Co-ordinator of the Speech, Language and Communication Centre: Mrs Olivia Conlon

Enrolment Number: 36 (12 in each of 3 Speech and Language Classes) 8 Autism Specific Class- Total- 44

Admissions Number: 12

Age range of pupils: 4- 8yrs- Children will usually move to Mainstream Education after P4

St Teresa's Board of Governors manages the school and consists of representatives from:

- The Trustees,
- The Department of Education,
- The Belfast Education and Library Board,
- The Parents
- The Teachers.
-

Mr Rodgers, the school Principal, undertakes the daily running of the school on behalf of the Board and all queries regarding school policy and practice that may arise should be addressed to him in the first instance.

ACCOMMODATION AND RESOURCES

St. Teresa's is a Catholic maintained co-educational primary school situated beside St.Teresa's Church on the Glen Road. The Speech, Language and Communication Centre opened for pupils in September 2009 followed by an official opening in February 2010.The recently renovated building incorporates some of the most modern, up-to-date facilities available in a school in Northern Ireland.

[Type text]

In addition to the classrooms there are Assembly and PE Halls, a well-equipped computer suite, soft play room, medical rooms, a library, music room, speech therapy rooms and the “2 to 3 Club” room. The Speech, Language and Communication Centre offers bright modern accommodation with extensive facilities to meet children’s needs. The children attending the Centre are fully integrated in the life and work of St Teresa’s as the school strives to be a model of inclusion.

St Teresa’s is a rights respecting school. We aim to put children’s rights at the heart of our school by embedding children’s rights in our ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential. The school seeks to promote Equality of Opportunity for all pupils and all have access to a wide range of educational resources and opportunities. These include resources for Literacy development, STEM subjects, Music, Physical Education and the Arts. We have a fully equipped, Internet-linked computer suite and all classes have access to room-based computers and interactive whiteboards. Outside there are two large playgrounds, one with specialised playing equipment, and a grassed area. We have recently opened a “Trim-Trail” for our pupils which is continuing to improve their outdoor experiences in St Teresa’s.

The experienced and dedicated staff have the overall well-being of the children as their priority. A happy atmosphere permeates throughout the school allowing children to relax and effective learning to take place.

ADMISSIONS

Application for a place in the Centre is by referral through the Education Authority (Belfast Region). Prospective parents and pupils are always welcome to visit the Centre and appointments can be made through the school office. Children admitted to the Centre will have had a variety of assessments including those from a Speech and Language Therapist and an Educational Psychologist. They will be in the process of being assessed with a view to having a statement or will have a statement of Special Educational Need already in place. Parents are invited to visit the Centre and discuss the specific needs of their child so that if they are offered a place they are able to make an informed decision. The placement will be reviewed each year at an Annual Review meeting with Parents, Therapists, Teachers and Advisory Officers.

SCHOOL HOURS

School Begins: 9.10am

Break: 10.40-10.55am

Lunch: 12.10-12.45pm

School Ends: 2.00pm (P1-P3)

3.00pm (P4+)

[Type text]

The Centre operates on its refurbished site and has its own drop-off zone and access areas. Supervision of pupils begins at 8.50am each morning and children are received by the Centre Leader and Centre staff.

STAFFING

We currently have 3 classes lead by teachers experienced in working with children who have a speech and language difficulty and in turn they are supported by 4 learning support assistants. All staff regularly undertake additional training in a variety of areas, including:

- The Northern Ireland Curriculum
- Speech and Language Therapy initiatives (Cued Articulation, Makaton & ELKAN)
- Behaviour Support (SEBD)
- Autistic Spectrum Disorder (ASD)
- Team Teach Training
- Assessment for Learning
- ASD and ADHD

SPEECH THERAPY DEPARTMENT

The Centre is currently supported by three Speech Therapists and a Speech Therapy Assistant. The children are assessed regularly during the year and advice and training is offered to Parents and staff when required.

Speech and language therapy is an integral part of life in the Centre and each child receives intensive individual and / or group speech and language therapy from a specialist speech and language therapist and/or her assistant under her direction.

INCLUSION

The children are very much part of St Teresa's Primary School and they follow the main school topics. Each child integrates daily for assemblies, playtimes and lunchtimes. Additional integration into mainstream lessons is individually arranged for each child. As the child progresses through the Centre, extra integration can be arranged in preparation for their transition to other schools when required.

We aim to create a warm, stimulating and challenging atmosphere where all children and adults will feel valued and welcomed. Everyone contributes creatively to the life of the school, striving together for improvements. School and home co-operate to foster the development of the children, not only through the curriculum but also through personal and social dimensions.

CURRICULUM STUDIES

In their curriculum studies, we endeavour to develop children who:

- have enquiring minds

[Type text]

- are motivated and increasingly independent
- are aware of their own strengths and weaknesses
- are happy and confident enough to ask for help
- set themselves personal challenges and use their initiative
- strive for high achievements
- take pride in the achievement of others

PERSONAL AND SOCIAL DEVELOPMENT

We aim to provide a happy, secure environment where each child:

- develops academically, physically, emotionally and aesthetically;
- has an opportunity to foster and nurture their spiritual, moral, social and cultural development;
- is made aware of our changing world, its diversity of people and the individual contribution made by each and every person;
- is encouraged to be reflective and thoughtful;
- is respectful of other's individuality;
- recognises and respects beliefs of other religions and cultures;
- understands that trust and honesty are built on mutual respect;
- takes responsibility for their immediate surroundings and adopts a caring attitude for the wider environment;

HOME/SCHOOL TRANSPORT

If parents are unable to bring their son/daughter to the Centre each day due to distance, the Education Authority may provide transport. The drivers and escorts bring the children into the Centre each morning and collect them each afternoon. Whilst transport can be available from the Education Authority we would welcome the opportunity to speak to Parents in the morning and at collection times. All children should be collected from school at the designated times unless engaged in school organized activities.

The school will be closed during the months of July & August. All other planned holidays are distributed at the beginning of the academic year and in each of the termly newsletters. It is the aim of St. Teresa's to fully involve parents in the education of their children and to inform and consult with them regularly about their children's progress. The arrangements are:

INDUCTION PROGRAMME

All parents of new children are invited to meet the Principal, Vice Principal, Centre Leader and their child's class teacher in June prior to enrolment. An overview of the work in the Centre is discussed and important information is shared with parents and children.

[Type text]

PROGRESS REPORTS

Mid-way, during the first term parents are invited to a consultation with the class teacher to discuss their child's Individual Education Plan (IEP). During this meeting we have an opportunity to explain any assessments that have been completed and agree the targets for the coming months. This meeting helps us to establish strong links between the school and the family in a more informal setting and allows parents to discuss any queries they may have. Another IEP meeting is held during the second term to discuss progress made and agree new targets for each child. This provides another opportunity for parents and staff to reflect on the previous IEP and strengthen relationships.

A written report is issued in June of each year in which the performance of each child in all the curricular areas is reported.

PARENT WORKSHOPS

The school hosts parent workshops to inform parents of how they can support their child in their learning, e.g. Jolly Phonics, reading strategies and mental math's workshops.

Parents are very welcome to come to the school at any time if they feel the need to. In these circumstances they should contact the school to arrange a suitable time for consultation with the class teacher.

Parents are also invited to attend the following:

School Open Days	Alive O Assemblies	Christmas Plays
Musical Concerts	Sports Days	School Trips
Curriculum Fairs	FoST Events (school discos, cinema nights)	

VISIONARY FRAMEWORK

Vision

St. Teresa's Primary School –

'Deeds Not Words'

Aims

St. Teresa's Primary School promotes high achievement and learning for life by working with children to:

- practice the Catholic faith;
- be tolerant and respectful of themselves, others and the environment;
- acquire knowledge and skills to be their individual best;
- be highly motivated life-long learners;
- be able to work independently and collaboratively;
- gain technological skills to equip them for the 21st century.

Mission

We believe that each child will succeed through experiencing quality in:

- a caring and supportive environment;
- a broad and challenging curriculum;
- stimulating surroundings;
- innovative teaching and an investigative approach to learning;
- a learning partnership between school, home and the wider community.

We demonstrate our commitment to working as a learning school by:

- striving for continuous improvement in all that we do;
- working collaboratively towards common goals;
- investing in people.

RELIGIOUS EDUCATION

Catholic Education is the centre point of the child's personal and intellectual development. The Religious Education of the pupils is accomplished in two equally important and complementary ways:

- through the totality of experience in the school;
- through the religious education programme.

The staff are aware of the spiritual needs of the children and of the important part Religious Education plays in a child's upbringing. With the assistance and encouragement from our school chaplain we ensure that these needs are catered for. The "Grow In Love" Programme is the core resource for the teaching of Religious Education in our school. The children are prepared for the sacraments of Reconciliation in Year 3 and First Eucharist in Year 4.

PASTORAL CARE

"Pastoral Care permeates every aspect of the life of the school - academic, social, physical, moral and religious. All members of the school community feel valued and sustained as they grow together through their successes and failures." CCMS

The Pastoral Care ethos shall promote attitudes of tolerance, equality and fairness, where values and attitudes are seen to be 'lived out' and not merely advocated. The school shall provide an atmosphere where all members of the school community will be encouraged to treat each other in a caring, courteous and respectful manner. The school will reflect a feeling of warmth and a sense of pride and belonging. It will strive to achieve this through an attractive and well cared for environment, where children and adults shall have their part to play.

CHILD PROTECTION

Miss Campbell is the Designated Teacher for Child Protection in the Centre and the Deputy Designated Teacher for Child Protection is Ms MacAllister. Parents are made aware of the school's child protection arrangements within its Pastoral Care policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child. **Parents are encouraged to notify the school when someone other than the parent or usual carer will be picking the child up from school.**

How can a parent make a complaint about possible child abuse?

[Type text]

When a parent is concerned about the safety of their child they can inform the class teacher, the Centre designated teacher (Miss Campbell), or speak directly to the Principal. Parents can be assured that the matter will be dealt with as a matter of urgency and a report to the parents on the progress and outcome of their complaint will be made by the school.

In this report the parents will be told what avenues are open to them to pursue their complaint if they remain dissatisfied with the outcome, and how they may do this. If the Principal has already been involved, this will involve referring the complaint onward to the Chairperson of the Board of Governors.

EXTRA CURRICULAR ACTIVITIES

THE SCHOOLS SPORTING AIMS ARE:

1. To provide a range of sports and sporting activities as part of the P.E. Curriculum.
2. To promote positive attitudes to P.E. and Sport.
3. To develop awareness of the need for P.E. for physical well-being and a healthy lifestyle.
4. To promote a sense of enjoyment and achievement and develop confidence.
5. To promote co-operation and teamwork.

EXTENDED SCHOOL ACTIVITIES

Over the year activities are held for pupils on various afternoons per week.

Activities include:

-Gaelic football,	-ICT	-Knitting
-Hurling	-Body and Mind (Fundamental Movement)	-Science Club
-Basketball	-Irish Dancing	-Soccer
-Netball	-Judo	-Literacy and Numeracy club
-Drama	-Sewing	-Tin Whistle and traditional Music

Pupils will be given details of these at the beginning of each term. In addition various classes will be involved in a wide range of other projects supported by Universities and others.

HOMEWORK

Parents have a wide range of responsibilities in relation to their children and success depends greatly on liaison between home and school. In St. Teresa's we value co-operation with parents or guardians. Parents have an important part to play, especially in the area of homework. Homework is not only an essential part of our pupils' learning but is an opportunity for parents to become involved in their children's learning and progress. Homework is reinforcement of learning done in school and is an excellent home/school link. Working together, with the pupil's best interest at heart, proves to be a most successful method of helping to educate your child.

Homework can take different forms, both oral and written:

- **Play-based Activity;**
- **Reading;**

[Type text]

- Maths;
- Spellings;
- Writing;
- Talking & Listening;
- Learning songs/poems/prayers;
- Research.

Working together, the school and home can achieve what is best for the pupil.

We recommend that the time spent on homework should be within the following ranges:

P1 - P3	10 - 15 minutes maximum
P4 +	20 - 30 minutes maximum

We recognise that the Speech Therapists will also design an individual therapy programme for the children so we would encourage you to support this at home. Therefore, if your child cannot complete the homework inside the recommended times we suggest that you sign the homework he/she has done. If this, or any other, problem arises regularly parents should contact the class teacher. Similarly, it may be necessary for the teacher to contact the parents.

SPECIAL EDUCATION NEEDS.

The school's Special Needs and Inclusion Policy is compliant with the Special Educational Needs and Disability (NI) Order. This enables the staff to fully implement the requirements of the Code of Practice on the Identification and Assessment of Special Educational Needs published by the DENI.

The school has easy access into school halls and classrooms for those with restricted movement; there are also lifts available. However movement around the main school can require the negotiation of several flights of stairs. If you have any questions or concerns regarding access please contact Miss Campbell.

Parents are encouraged to play an active role in their child's education and appointments can be made to discuss progress with the class teacher at a mutually agreed time. Alongside the formal assessment prescribed by the Department the teachers, who work with their pupils, are constantly monitoring and assessing work and progress – both formally (with tests/assessment materials) and indeed informally (through observation, evaluation and monitoring of samples of work). Pupils sit standardised tests in English and Maths, at the start of each academic year. These tests inform future learning and the results are presented to parents as part of the autumn term parent consultation. The performance of pupils in the end of Key Stage Assessment is reported annually to all parents at the Annual Review and end of school year progress report.

Pupil Performance

[Type text]

The ultimate aim of the school is to ensure that every child reaches their full potential. The school has a very strong record of academic excellence. We are one of the largest feeder primary schools to a number of local grammar schools. The pupils' attainment levels are well above the Northern Ireland average.

School Inspections

In April 2006 it was also inspected by a team of eight inspectors who visited the school observing lessons in all classes, interviewing pupils, support staff, teachers, School Leadership Team and subject leaders as well as gathering opinion from parents. The inspectors reviewed all school documentation regarding curriculum planning, assessment and recording, school development planning and pastoral care.

The ETI uses a benchmark of six indicators to classify schools: with outstanding being the highest descriptor and poor indicating the quality of education being offered as unsatisfactory. The Inspection Team deemed the Speech, Language & Communication Centre to be **Very Good**, in each of the areas inspected, placing it within the top 16% of primary schools inspected in Northern Ireland.

The Inspectors identified many strengths in the school including:

- The children in the SLCC demonstrate increasing levels of confidence, effective social skills and make very good progress in line with their ability.
- The children in the SLCC enjoy the calm and nurturing environment within the centre.
- The teachers and classroom assistants know the children well and plan effectively to provide stimulating and challenging lessons. They set appropriate individual targets for each child and use a range of effective strategies to develop the children's language skills and build their self-confidence.
- The teachers liaise effectively with parents and they are well informed on how to support the children in their learning.
- The children enjoy regular opportunities to integrate with their peers and by KS2 the more able children reintegrate successfully to mainstream classes.

They also commented upon the high level of appreciation expressed by parents in the DENI Questionnaires and especially by the many parents who took the opportunity to make written comments to them.

Full copies of this report are available from the School Office.

BEHAVIOUR

We believe that a positive approach must be used in maintaining school discipline. Our approach will closely correspond to the aims of the school. We recognise that a consistent whole-staff approach to behaviour is essential and that all stakeholders have a role to play in ensuring that standards are maintained.

[Type text]

We will endeavour to:

- Provide a happy, caring and stimulating school environment;
- Treat children with fairness and consistency;
- Encourage good social and personal skills, self-respect and respect for others;
- Nurture self-esteem, confidence and independence;
- Develop in our pupils a set of moral and religious values in keeping with the Christian and Catholic ethos of the school.

The main elements of this approach will be:

- Good pupil-teacher relations;
- Suitable curriculum content;
- Classroom organisation;
- Teaching methods;
- An awareness of and sympathy towards the needs and requirements of individual pupils;
- Rewards for good behaviour and a positive disposition.

The school has adopted six GOLDEN RULES as a guide for positive behaviour. These rules are universal moral values and essential life-long skills:

- 1. We are gentle.**
- 2. We are kind and helpful.**
- 3. We listen.**
- 4. We are honest.**
- 5. We work hard.**
- 6. We look after property.**

ATTENDANCE

To enable children to progress in their work, regular and punctual attendance is essential. All attendance is now computerised and parents should send a note, or, in an emergency, telephone the school office if:

- (a) A child is absent or late
- (b) A child has to leave school early
(Hospital or dental appointment cards are acceptable)
- (c) A child has to go home for lunch.

SCHOOL ATTENDANCE RATE

The school has a very good attendance rate which is well above the Northern Ireland Average.

EDUCATION AND WELFARE OFFICER

The school Education and Welfare Officer monitors the attendance of all pupils on a monthly basis. Children with a poor attendance record over the year are referred to her for home-

[Type text]

school liaison and monitoring support. School procedures for notifying parents whose child's attendance is causing concern have been developed.

LEAVING EARLY

In the interests of safety a pupil may not leave school early unless the Principal's, Vice Principal's or Centre Co-ordinator's permission is requested in writing or in person by parents. Children will be released from the School Office into the care of either a parent or an authorised guardian and the departure must then be recorded.

SCHOOL DINNERS:

Dinners are brought in from the kitchen in a neighbouring school. If you think your child may be entitled to a Free Meal you should contact the school secretary who will give you an application form and advise you on the quickest way to have it processed. Children may also bring a packed lunch if preferred.

Healthy eating is seen as important in the school and the pupils are encouraged to have a healthy break consisting of fruit, or bread based product and milk or water to drink. Nuts, in any form, (peanut butter, Snickers bars) are not permitted in school as several of our pupils have severe nut allergies.

BREAKFAST CLUB

A breakfast of cereal, tea, toast, yoghurt and fruit is available daily from 8.15am in the school dining centre. Parents are welcome. Application forms to join the Breakfast Club are available from the school.

COMMUNITY LINKS

The school sees itself as part of various communities and seeks to create solid, working relationships with those organisations with which it interacts. We see the school as a vital part of the parish community and liaise with the priests of St. Teresa's for sacramental preparation. We fully support the work and co-operate with the personnel of the Belfast Trust Schools Health Service and the Education Authority. We also work closely with the staff of St. Mary's University College and with the local nursery, secondary and grammar schools. Surestart opened facilities on part of the school site in January 2013.

SCHOOL UNIFORM:

School uniform promotes a sense of identity with St. Teresa's and should be worn at all times.

It consists of:

GIRLS

BOYS

[Type text]

Grey skirt/pinafore/trousers
Pale blue shirt/blouse
Royal blue V-neck jumper with school crest

School Tie
Black school shoes

Grey trousers
Pale blue shirt
Royal blue V-neck jumper with
School crest
School tie
Black school shoes

A fleece lined, waterproof jacket (optional) with a badge is also available from Chaplin's. Tracksuit bottoms and fluorescent trainers are not appropriate uniform. In the interests of safety and school order earrings are not permitted in school and parents are requested not to have children's ears pierced during term-time. A watch may be worn but for health and safety reasons necklaces, bracelets and rings are not permitted. Long hair should be kept tied back neatly and hair decorations should be kept small and in the school colours of white, blue, or black.

PE UNIFORM

Children have two periods of PE per week and change for this. Our PE uniform consists of:

- blue tee-shirt (with school crest)
- navy shorts,
- black plimsolls,
- white or black socks.

This should be marked with the child's name and be left in school except when it requires washing. PE items are available from Chaplin's but plain items purchased elsewhere are acceptable.

SCHOOL POLICY ON BULLYING (Full Policy available in school)

The school does not condone bullying in any form and considers it to be important that:

- A zero-tolerance of bullying behaviour inside and outside the classroom is established and that all teachers, children and parents are aware of this,
- encouragement is given to each child to report any incidents as they happen,
- minor incidents reported are investigated and addressed as a matter of course,
- more serious incidents reported are addressed through these procedures which are outlined in the school's Anti-Bullying Policy.

PUPIL ACCESS TO THE INTERNET

As part of the school's IT programme we offer pupils supervised access to the Internet. Before being allowed to use the Internet, all pupils must obtain parental permission and you must sign and return the required form as evidence of your approval and acceptance of the school rules on this matter.

[Type text]

Access to the Internet enables pupils to explore thousands of libraries, databases, and bulletin boards while exchanging messages with other internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Whilst our aim for Internet use is to further educational goals and objectives, pupils may find ways to access other materials as well.

We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. **To that end, the school supports and respects each family's right to decide whether or not to apply for access.**

During school, teachers will guide pupils toward appropriate materials. We would be grateful if you could discuss the subject with your child. If you would like more information about the Internet, guidance documents are available from the school on request.

USE OF PHOTOGRAPHIC/VIDEO IMAGES IN SCHOOL FOR INFORMATION

The school uses still and video photography as part of its normal work and asks parents to sign a form when they enter school authorising this. Photographs are used for a variety of reasons including: child identification on the school data system, power-point presentations of topics children are working on, class work in drama, structured play, special projects or IT, special occasions (First Communion, day, trips,) etc. **Photographs or video footage taken for this reason may be displayed in the classroom, school corridors, school presentations or placed on our School Web-site.**

Frequently outside organisations or media (eg Curriculum Council, Andersonstown News, BBC) will visit or be invited to the school to record special events OR children may be invited to events which are recorded by various media with the intention of publication for publicity or information. Permission to photograph and publish images recorded on these occasions is always requested of the school and the supervising teachers have control of what is photographed. No-one has permission to photograph children unless it has been authorised by the school.