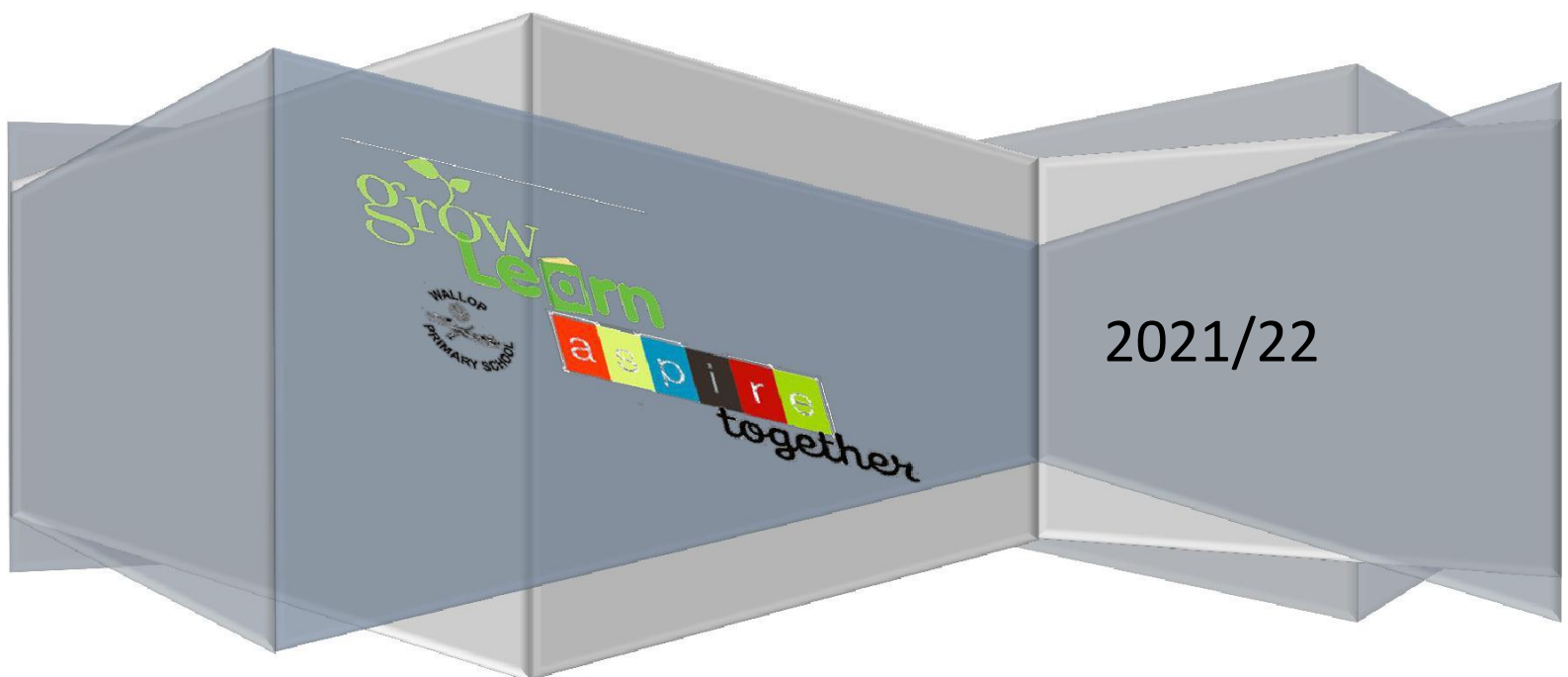


Wallop Primary School



# Service Children Welcome Booklet

Welcoming Children from Service Families  
into Wallop Primary School



In this pack you will find the following information:

<b>Title</b>
<b>Introduction and welcome</b>
<b>What you can expect when starting school</b>
<b>Pupil Information Profile (PIP) and Covering Letter</b>
<b>Guidance notes to complete PIP</b>
<b>Actions to be taken by schools and parents when notified that a Service pupil is moving</b>



**Welcome  
to our  
School**

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## Welcome to Wallop Primary School

Wallop Primary School is situated in the picturesque village of Nether Wallop. We have a large catchment area which includes the villages of Over Wallop and Middle Wallop. The three villages; Nether, Over and Middle Wallop, the School of Army Aviation and the surrounding countryside make up our wonderful intake of children.

At Wallop Primary School, our purpose is to equip children with the skills they need to prepare for life in the 21st Century. Our children must leave us, at whatever stage this may be during their school life, with the skills they need to be a learner for the rest of their lives. We are focusing our efforts on teaching children core values and making sure that when we talk to them about these values, we begin to see them in action too.

Service children are subject to mobility as a result of their parents' service and there is good evidence to show that this mobility can have an impact on their education. To counter this we ensure quick assessment of need, offer ELSA sessions and interventions as appropriate to plug the gaps to enable 'catch-up' so they are in line with their cohort.

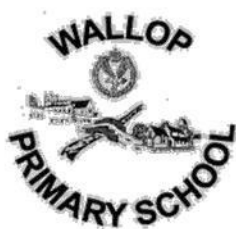
### The School's Vision

At Wallop Primary School we have an aspirational culture, where high expectations and self-motivation enable every individual to attain personal success, manage their health and wellbeing and take pride in their achievements.

We strive to be a community where children grow, learn, and aspire together. Through engagement with our British values children will become role models to each other, fully prepared for life in modern Britain.

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grow  
Learn



aspire

together

## **What you can expect when starting at Wallop Primary School**

### **Before you start school:**

- We will send you details of our uniform\* and how to purchase it.
- We will send you the latest newsletter\* and a booklet\* about our school.
- You will be asked to pass the PIP (next page) to your child's current school to complete
- You can apply online for a bus pass so your child can travel to school for free (<https://www.hants.gov.uk/educationandlearning/schooltransport/apply>)
- You are welcome to visit us for a look around or bring your child for a taster day.

### **On your first day:**

- We will introduce you to your teacher.
- Your child's teacher or LSA will show your child where his/her peg and tray are.
- Your child's teacher will find him/her a buddy to look after him/her and show him/her around.
- We will send home a reading book.

### **During the first 2 weeks:**

- We will assess your child's reading, spelling and maths.
- We will contact your child's old school if we have not received his/her records.
- We will talk to you about how your child is settling in.
- If you are in the forces will invite your child to join our forces group.

### **Any problems?**

If you have any problems or questions you can talk any of the adults at school.

Headteacher: Mr Lambert

Deputy Headteacher and INCo: Mrs Sexton

Business Manager: Mrs Talbot-King

Receptionist: Mrs Evans

Forces Liaison: Mrs Pickering

\*All forms you need you can find on our website at:

<http://www.wallop.hants.sch.uk/>

School Lane, Nether Wallop,  
Stockbridge, Hampshire, SO20 8EH



01264 781216

[www.wallop.hants.sch.uk](http://www.wallop.hants.sch.uk)

**Wallop**  
Primary School



Head Teacher: M.Lambert

School Business Manager: C.Rawlinson

## Pupil Information Profile (PIP)

### Covering letter

#### TRANSFER OF PUPIL RECORDS

Dear Headteacher

Pupil's name: \_\_\_\_\_ DOB. \_\_\_\_\_

\*Please delete as appropriate:

The above child/young person attends your school:  
\_\_\_\_\_ (insert name of school).

OR

The above child/young person attended your school  
\_\_\_\_\_ (insert name of school)  
until \_\_\_\_/\_\_\_\_/\_\_\_\_.

The school contact details are as follows:

Address:	
Email:	
Tel.no:	
Head Teacher:	
SENCO:	

Please find attached the Pupil Information Profile (PIP) which gives a brief outline of the Pupil's progress and provision currently in place.

We await contact from you in order for the S2S Common Transfer File and the child/young person's file to be forwarded.

Yours sincerely

Martin Lambert  
Headteacher

## Pupil Information Profile (Service Children)

The Pupil Information Profile contains core information that supports a young person's future learning as s/he moves to a new school. It also signposts the receiving school to any further additional, significant information about the young person.

### A Personal details

<b>UPN:</b>	England/Wales:	N Ireland:	PIN: Scotland:
Surname:		First name(s):	
Gender:		Date of Birth:	Year Group:
Siblings (Number and Ages):		Attendance: Cause for concern? If yes, why?	
Language spoken at home:		Ethnicity:	Religion:
Previous schools attended with dates (1 – Current school):			
1.		4.	
2.		5.	
3.		6.	

### B Persons with parental responsibility

Name:	Address:	Relation to Learner:	Army/RN/RM/RAF/TA (Unit if known)

**ALERT** Key contact – Name & Number:

### C Brief description of any significant health/medical/care issues

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### D Key Document(s)

### E Agency Involvement

Current/Recent/Significant Past	LA Agency:	Service Agency:	Contact name:	Contact No:

### F Health & Wellbeing Profile

How has the learner reacted to moving school in the past/now, parental deployment and/or other significant events?

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<b>G Learning Profile</b>		
	<b>Always/Mostly/Sometimes</b>	<b>Achievements / Out of School interests</b>
Motivated and enthusiastic to learn		
Works co-operatively with others		
Understands thoughts & feelings of others		
Exercises self-control		
Organises own learning		
Solves problems and takes decisions		
<b>H Parental Partnership in Supporting Learning</b>		<b>J Learner Voice</b>
<b>K Identified Learning Needs:</b>		<b>L Interventions and their impact – Current/Recent/Significant Past</b>

<b>M Assessment information: Current performance – against national age-related expectations</b>	<b>Well Above/Above/At/ Below/Well Below</b>	<b>N Key Strengths &amp; Development Needs</b>
Reading		
Writing		
Mathematics		

<b>P Assessment Information: Most recent teacher assessments/Most recent statutory assessment results and/or Standardised test scores</b>	

<b>Q Assessment Information: Next Learning Steps</b>		<b>Current rate of progress (Better than/Expected/Less than)</b>
Reading		
Writing		
Mathematics		

<b>Date:</b>		<b>Completed by:</b>		<b>Role in School:</b>	
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# PIP Guidance Notes

## A Personal Details

### Attendance

Please identify Y/N for any cause for concern. If yes, please add a brief note indicating why there is concern. The service context may influence attendance patterns but this, in itself, may not be a cause for concern.

Ethnicity	Religion
White – Irish	Christian
White – Gypsy, Traveller or Irish	Jewish
Asian or Asian British – Indian	Buddhist
Asian or Asian British –	Hindu
Asian or Asian British – Nepali	Muslim
Caribbean	Sikh
Mixed – White and Asian	Other
Black or Black British – African	No religion
Other ethnicity – Arab	Prefer not to say
White – British	
White – Polish	
Traveller	
Asian or Asian British – Pakistani	
Bangladeshi	
Mixed – White and Black	
Mixed – White and Black African	
Black or Black British – Caribbean	
Other ethnicity – Chinese	
Other ethnic background	

### Previous school attended

Many service children experience regular school moves. Please indicate the current School as 1 and then list all previous schools, with dates, in chronological order if possible.

### B Persons with parental responsibility

Please identify all adults with parental/carer responsibility. Please provide Service and Unit details, if known, for any persons with parental/carer responsibility currently serving in the Armed Forces/Reserve Forces.

### Alert

Please colour the box RED if there is anything in the learners background that the We as the receiving school must be aware of, e.g. subject to Statement of Special Educational Needs, Child Protection issues, court order, etc.

Please give contact name and number of person to contact for further information.

### C Brief description of any significant health/medical/care issues

Please identify any issues not flagged up in the ALERT section, e.g. sensory impairment, existence of Health Care Plan, etc.



### **D Key Document(s)**

Please identify any key documents that support this learner.

### **E Agency Involvement – Current/Recent/Significant Past**

Please identify any current/recent/significant past agency involvement with contact name and number, e.g. CAMHS, CAF etc.

<b>LA Agency</b>	<b>Service Agency</b>
<ul style="list-style-type: none"><li>• Education Psychology</li><li>• Autism Support</li><li>• School Attendance Support</li><li>• Speech and Language</li><li>• Alcohol and Substance Misuse</li><li>• Portage Service</li><li>• Support for excluded pupils</li><li>• Social care</li><li>• Learning Behaviour Support</li><li>• Community Paediatrics</li><li>• Physiotherapy</li><li>• CAMHS</li><li>• Youth Justice</li><li>• Youth Support Service</li></ul>	<ul style="list-style-type: none"><li>• CEAS: Children’s Education Advisory Service</li><li>• SCE: Service Children’s Education</li><li>• AWS: Army Welfare Service</li><li>• SSAFA: Soldier’s, Sailor’s and Airmen’s Families Association</li><li>• RAF Community Support: Royal Air Force Community Support</li><li>• NPFS/RMW: Naval Personnel and Families Services / Royal Marines Welfare</li></ul>

### **F Health & Wellbeing Profile**

Please identify how the learner has responded to any parental deployments, school transfers etc.

### **G Learning Profile**

Please identify the learner’s disposition to learning against each of the elements. Brief notes about any specific achievements and out of school interests maybe Completed by the learner, parent/carer and/or relevant others.

### **H Parental Partnership in Supporting Learning**

Parent/carers are invited to comment in this section.

### **J Learner Voice**

The learner can be invited to make a comment here about his/her experiences of school to date.

### **K Identified Learning Needs**

Please detail any significant interventions and the impact they have had on overcoming the learner’s barriers to successful learning.

### **L Interventions and their impact –Current/Recent/Significant Past**

Please identify any areas of particular strength and/or development needs in relation to the curriculum.

### **M Assessment information: Current performance – against national age related expectations (ARE)**

Please provide the latest assessment information that relates to your assessment

system. This should include the most recent assessments made by the teacher(s) and the last national test scores/levels (if" appropriate). Please include any standardised test scores if appropriate.

**N Key Strengths & Development Needs**

Please identify the learner's immediate targets in Reading, Writing and Mathematics, together with an indication of the current rate of progress in each of these areas.

**P Assessment Information: Most recent teacher assessments/Most recent statutory assessment results and/or Standardised test scores**

Please detail any specific factors that are challenges to successful learning, e.g. Attention Deficit Disorder (ADD), Emotional Needs, ASD, Social Emotional Behavioural Difficulties etc.

**Q Assessment Information: Next Learning Steps**

Please identify where the learner is currently performing in relation to your system's age related expectations in Reading, Writing and Mathematics.

**Actions to be taken by schools and parents when notified that a Service pupil is moving**

Current School	Parents	Receiving school	Children's Education Advisory Service (CEAS)
HT/designated person completes the PIP and Covering letter.			
PIP sent to receiving school.	Parents follow Admissions process. Online: <a href="https://www.hants.gov.uk/educationandlearning">https://www.hants.gov.uk/educationandlearning</a>	Contact previous school for full school/ SEN records.	
If pupil has SEN, parents Advised to register with Children's Education Advisory Service (CEAS), if not already registered. Telephone: +44(0)1980618244 (civ) 94344 8244 (mil) Email: <a href="mailto:DCYPQCEASQENQUIRIES@mod.uk">DCYPQCEASQENQUIRIES@mod.uk</a>	Parents register their child with CEAS.  NB: This is mandatory for parents in the army AGAI108. All personnel who have children with SEN must register with CEAS on notification of overseas posting, JSP 770.		CEAS registers pupil as having SEN.
If pupil has an EHCP, Statement, Co-ordinated Plan, SCAN or is permanently excluded from school, HT should inform CEAS of the move with parental consent.	Parents contact CEAS for advice if they have difficulties with the admission process.	School considers what reasonable adjustments are necessary in order to meet the pupil's needs.	CEAS provide advice to parents about admissions and will support parent if they need to appeal. For pupils with SEN, they will liaise with the SEN department the LA to help secure appropriate provision.
	If no school place offered by school to which application is made, parent will need to decide whether to	School decides whether it is able to offer a place.	

	appeal or to identify an alternative school and then make a new application.		
Designated person plans the pupil's transition.		Designated person plans the pupil's induction into the new school.	
Full records sent to receiving school.		If full records not received contact previous school.	CEAS available to provide advice and support if parents have any concerns of their children's education.
	Ensure your child is registered as a Service pupil.	Pupil recorded as a Service pupil as annual data.	
If HT is concerned that the child may be missing from education, notify CEAS.		If child does not register and HT is concerned that the child may be missing from education, notify CEAS.	