



LONG CLOSE SCHOOL

PARENTS' HANDBOOK

Early Years Department

Long Close School
Upton Court Road
Slough
Berkshire
SL3 7LU

Dear Parents

Welcome to Long Close School and in particular our Early Years Department.

This booklet is intended to give parents helpful information on the day-to-day life and work at the school.

It is a guide only and parents can, and should, consult their Child's Key Person or Room Leader if they are unsure or do not understand any of the topics covered.

We hope that the information in this booklet is useful and will help all new pupils and their parents to quickly settle into the 'family' of Long Close School.

Our Early Years department encompasses the early stage in a child's education. This is the Foundation stage (Nursery and Reception). These are important years in a child's education and the development of a love of learning and strong values are instilled. Indeed, here at Long Close School the development of a strong value system is something that we place in high regard and we will endeavour to:

1. Put the child at the centre of everything we do.
2. Value individuals as part of the Long Close family.
3. Enrich the learning of children through inspired teaching.
4. Give people opportunities to develop their all-round potential.
5. Maintain high professional standards.

The Foundation Stage department is under my guidance. I report directly to the Headmaster and I am a member of the school's Senior Leadership Team. This ensures that the views of pupils, parents and staff within this department are heard at the highest level.

Our nursery department is split into three classes:

Yellow Room	Children from 2 years to 3 years
Red and Blue Rooms	The Red and Blue Rooms are two parallel classes which free flow and house the children aged from 3 to 4 year olds. Please note sometimes children rising 3 yrs of age will be transitioned into the Red Room within a 1 adult to 4 children ratio, according to their individual needs.
These classes are found in their own block.	

All children in the nursery are assigned a key person, to establish a warm loving relationship. Following on from our Nursery children enter our Reception class before moving on to Key Stage 1. Within the Nursery and Reception classes the children follow the Early Years Curriculum and undertake activities in the following 7 areas of learning:

The Prime Areas

- Communication and language
- Physical development
- Personal, social and emotional development

The Specific Areas

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

I hope that you find this booklet useful but please remember that we are always here to answer your questions and I look forward to seeing you soon.

Sarah Harris
Head of Early Years

Absence

The School Office should be informed early in the morning if pupils are ill, or unable to attend school for any reason. This is to allow the early years practitioners/teachers to give the appropriate mark/information in the Register. This can be done in the following ways:

- **Phone** - Leave a message on the pupil absence line that can be accessed by dialling 01753 520095, choosing option **1**. We would appreciate being informed as early as possible. Please just leave the following information: pupil name, form and reason for absence (we do not need full medical details)
- **Email** – we have set up a parents' email/mailbox which will enable parents to email us if a child is absent or late – the address is: Absence@longcloseschool.co.uk

Requests for absence other than illness should be written to the Headmaster in advance.

Calendar

At the start of each term parents receive a calendar with all the term's events. This is an important point of reference as it will provide you with the dates of various events linked with your child. The calendar is also available on the LCS Website/Firefly.

Charities and Fundraising

The school undertakes a charity event at least once a term. These events play an important part in developing the children's social awareness and all children in the Early Years are encouraged to take part.

Complaints

If you are concerned about anything then your child's form teacher is your first port of call. Following this you may contact the Head of Early Years. If you are not satisfied with their response you may seek an interview with the Headmaster of the School.

If you are then not satisfied with the school's response, you may complain directly to Cognita at their Head Office, 5&7 Diamond Court, Opal Drive, Eastlake Park, Milton Keynes, MK15 0DU. Alternatively you can contact OFSTED on 08456 404045 or email them on enquiries@ofsted.gov.uk. A full copy of the school's 'Compliments and Complaints Policy' can be found on the school website or is available from the front office.

Emergencies

In the event of a medical emergency concerning your child you will be informed immediately and if an ambulance is needed that the child's form teacher will travel with the child to hospital.

In the event of an emergency or unforeseen circumstances that results in the closure of the school, the school website and school answer-phone will be used to provide parents with the required information. School Comms will be used to email all parents and keep them updated with information. This will include times when the school is closed due to poor weather conditions etc.

Festivals and Celebrations

We celebrate Christmas and Easter as do the whole school, along with many other major religious festivals inclusive of all the children's and families faiths in the Early Years Foundation Stage.

Fire Practices

A Fire Practice and whole school evacuation, takes place each term. Pupils do not know in advance when this will occur. When the Fire Alarm is heard, all pupils and staff need to leave the building as quickly and quietly as possible and are to assemble on the playground in front of the Nursery building in classes. When all class registers have been taken, pupils will be allowed to return to their teaching rooms.

Early Years Communication

2-3 year old children will be provided with a home/nursery diary, which is used as a means of communication for parents to share information regarding general well-being (sleeping, toileting and dietary patterns).

3-5 year old children receive daily news/communications via Firefly, our virtual learning environment (VLE). We also update important information on the school website and on our Early Years Facebook page.

Parents can also contact their child's class teacher/room leader via email/phone.

Jewellery

No jewellery is permitted. For safety reasons this includes earrings; if needed we suggest pupils wear small in-obtrusive plastic or herbal sticks to prevent earring holes from closing.

The Sikh bracelet is permitted but with young children it is advisable that they wear no jewellery to school.

All shoulder length hair should be tied back and school 'scrunchies' (or brown/black/navy hair bands and/or slides in the winter while white and red bands/slides are permitted in summer to match the summer uniform.) may be worn. No other colours please!

Library

Children in the Early Years have the opportunity to visit the school/ local library. They have a choice of both fiction and non-fiction books to choose from. They are accompanied by their key person/teacher who will guide them as much as possible on a suitable choice.

Lunch

Long Close School catering fully complies with the recent government guidelines on food-based standards for school lunches and pupils have a freshly prepared hot meal at lunch times. School lunches are provided in partnership with Thomas Franks Ltd. All food is fresh and locally sourced to create a delicious series of menus which are seasonal, healthy and nutritionally balanced. A vegetarian option, home-made bread and a salad bar are available every day.

Thomas Franks' ultimate goal is to inspire the pupils in every school to develop a life-long positive relationship with food.

Visit the Thomas Franks at Cognita web page: <http://www.thomasfranks.co.uk/cognita>

Menus are prepared weekly in advance and are available to view on our Long Close School website.

Please note that:

- No confectionery/snacks are sold to the EYFS children in school via the 'school tuck shop'
- Fresh drinking water is readily available for all pupils
- Snack-time of fresh fruit, milk and squash is provided twice a day

Halal meat and beef are not served, however lamb, chicken and fish are regularly available on the menu. In addition, vegetarian and vegan options, home-made bread and a salad bar are available every day.

Please note that dietary requirements will be collected from pupils on joining Long Close School and catering staff will be aware of the pupils' needs. Placemats are also made and used on a daily basis for each child showing their own individual dietary requirements.

Packed lunches are not allowed.

Newsletters

A Parents' newsletter is produced every Friday and copies sent to parents via School Comms. The newsletter is also available on the school's website.

The Early Years Department has its own section within the school newsletter and parents can also follow updates on our Firefly/Facebook page. Parents can email their child's Teacher/Room Leader/Head of Early Years at any point during the day.

Parent Meetings

Formal Parents Meetings are arranged in the Autumn, Spring and Summer Terms for you to talk to your child's teacher about their progress. As a school, we do operate an open door policy and if you wish to talk to your child's teacher at any time then pop in at the beginning of a session. If you feel you need a longer chat then please make an appointment at a time which suits both you and the class teacher.

Reports

When children join our setting we create a developmental baseline assessment within the first week. All 2 year old children will have a two-year check assessment completed within the first term, this is shared via an informal meeting with parents.

A full progress subject report on your child's development is sent home via Tapestry at the end of the spring term. A continuous summative progress report will be updated electronically from when your child enters the early years setting and will continue throughout their transition through the nursery rooms and into Reception. This will record the children's continuous progress and target meeting. This report will be a working document and available to share at all parent meetings and will enable staff to monitor continuous progress in all areas of the children's development. As a parent you are given the opportunity to comment on your child's report and it is important that you do so as any feedback is gratefully received. Parents are encouraged to update their child's Tapestry account with their own home observations and news.

The Long Close Nursery School Day

- Pupils can be supervised from 8.00-8.30am in our early morning club.
- The morning sessions begin at 8.30am and registration should be completed by 9.00am.
- School ends at:
 - Long Close Nursery School (mornings only) end 11.45pm
 - Long Close Nursery School (mornings plus lunch) end 12.00pm
 - Long Close Nursery School (afternoons only) start 12.15pm
 - Nursery/Reception School (full day) ends 3.30pm
 - After School Care operates until 6.00pm

The Reception School Day

The Reception school day begins at 8.25am and ends at 3.30pm.

Children can be dropped off for early morning supervision from 8.00am in the reception classrooms or alternatively can have supervised breakfast in the school dining hall; breakfast will be charged for and added to the end of term bill. The children will be taken to their class teachers by 8.25am for the start of the school day.

After school care is available until 6.00pm for Reception children.

Non-collection from Nursery or After-School Club

In the event of a child not being collected from Nursery or ASC every effort will be made to contact the parents or carers. If no contact can be made after all available numbers have been tried then Slough Social Services will be called at 6.30pm.

Teacher Training

Inset days at the start of each term ensure that teachers are kept fully up to date with legal requirements such as First Aid and Safeguarding. They are also used to introduce new concepts/teaching styles to the staff.

Teachers are also encouraged to attend courses that are beneficial to their development. If these take place during term time then arrangements are made to ensure that their class is adequately supervised.

Uniform

All children are required to wear school uniform.

It is imperative that all of your child's uniform is clearly labelled.

For more information re school uniform please see Appendix A.

Visits

Children in the Early Years usually undertake a class visit/trip each term to a place of interest and these are marked on the calendar. The trips are fundamental to the children's education and help to develop their social skills in addition to having educational value. A risk assessment is carried out for these visits and is available for parents to peruse via the office. A letter is sent out about the trip close to its due date when further information is provided. The cost of the trip is added to the end of term bill. Parent volunteers are invited on educational visits. We also welcome visitors into school to help enrich the children's experiences.

EARLY YEARS FOUNDATION STAGE (NURSERY AND RECEPTION)

Information concerning the teaching and learning in this area can be found in our Early Years Foundation Stage policy, which is available on our website at www.longcloseschool.co.uk.

Key Person

Throughout the Nursery, each child has a designated Key Person. In Reception the class teacher is the child's key person and the teaching assistants also feed individual children's observations to the class teacher for their Tapestry online interactive learning journals to aid assessment and planning for next steps activities.

The role of this person is to:

1. ensure that your child is safe and happy in the environment
2. plan activities to take your child's learning to the next level of understanding
3. be a source of help and guidance to you as parents

The Key Person is likely to change as your child progresses through the different Foundation Stage classes but through conversations, recordings of observations and regular transition meetings we ensure a smooth transition from one Key Person to the next.

Play

Learning takes place through play and the role of the staff it is to ensure that it is enjoyable and meaningful. The children are observed and then next steps are provided to take them to the next level of learning.

Outdoor Play

Outdoor play is a very important part of children's development. We provide free flow sessions of outdoor play during each day. It is important that children have a pair of wellingtons in school ready for all activities.

Parental Help

Below are suggestions as to how parents can help their child in this stage of their development.

- Ensure children arrive at Nursery on time to ensure that they participate in self-registration and group time
- Recite Nursery Rhymes and Number Rhymes. Rhythm and rhyme are very important underlying skills for later literacy development
- Read stories to your children
- Encourage children to put coats, shoes on/off etc. independently.
- Develop children's ability to independently use the toilet and wash hands
- Practise undressing/dressing with our child
- Look for numbers/letters in the environment
- Counting informally e.g. up and down stairs
- Involve children in everyday activities such as shopping and cleaning for example and talk to them about what it is you are doing

- Set aside a quiet time each day to talk to your child about what they are doing in Nursery/Reception, their teachers and friend. Do not be surprised if at first your child has little to say as you will find that as becomes part of the routine they will begin to talk more freely

More information concerning the learning for each term are sent out to parents at the beginning of each of term in the form of a curriculum letter which is available to view via Firefly.

Reading Scheme

The development of good literacy skills in particular reading skills is essential to open up the whole curriculum to children. From an early age the children at Long Close School are taught phonics through the Read Write Inc scheme. This is based on a 'synthetic phonics' approach which as the Rose Report (2006) advocates "is for the vast majority of young children the best and most direct route to becoming skilled readers and writers".

SPECIAL EDUCATIONAL NEEDS POLICY

Inclusion

Our nursery welcomes children and their families, and appreciate that children have individual needs that require our support. We offer children equal access to learning through play to reach their full potential, and our equipment and materials include positive images, we differentiate activities to ensure all children have access to the curriculum.

Premises

Our setting has wide gates and ramps leading to the nursery building, and reasonable adjustments can be made when required. Furniture is arranged to accommodate children with mobility difficulties e.g. there is access to adjustable height furniture (sand/water trays). We have carpeted areas (to reduce noise levels), there are changing facilities and a separate nappy changing area which is used as a medical room. The nursery has a Head of Early Years office for staff use and parent consultations. The outdoor play area has a soft surface and various climbing equipment available throughout the early years. We have a small kitchen with a fridge and storage. Toilets are inside the early year's blocks.

Communication with parents

We use Firefly VLE to share all early years information such as 'Busy Bee Blogs', phonic information and updates.

We use Tapestry to assess and monitor all individual children's ages and stages of development. This is a two way process which allows parents to share developmental observations which enables the key person to assess and evaluate the stage of development.

Our setting has an open door policy offering informal chats as necessary and formal discussion by appointment.

We have full and open consultation with parent/carers, their comments are included in our planning and assessment and review as we value their expertise.

The class teacher/room leader/named SENCO or Early Years manager will always share any concerns we have regarding any child, with parents in private, as soon as possible. There will always be a member of staff available at any time for parents to come in and share their concerns.

The LEA SENCO and early years named SENCO works closely with all staff in the nursery and parents who has concerns regarding any child.

The LEA SENCO and early years named SENCO will work together with all staff and parents to plan and implement an Individual Education Plan – I.E.P appropriate to that child

Parents will be informed approximately every six to eight weeks and actively involved in planning targets and next steps to update any I.E.Ps

All records are open to parents/carers and will be passed on to the child's next class teacher/ school through transition meetings/notes.

Outside Agencies

The setting is committed to joint working with agencies appropriate to the child's individual needs. We will use advice from other agencies to provide suitable strategies/targets for children in our care.

With parents' permission we welcome contact with outside agencies involved with the child to facilitate exchange of information.

Support for Colleagues

The early years named SENCO will support and be a reference point for colleagues on SEN matters, including identifying and working with children who have SEN.

The early years named SENCO will attend Termly Cluster Group Meetings and liaise with the Local Authority and disseminate information to ensure they are kept up to date with information and legislation.

Additional Needs - SENCO

Long Close School has a Learning Support Assistant who is available to give individual help to children with specific learning difficulties. If necessary, support will also be sought from an outside agency for early years children.

Helpful contacts

Head of Early Years/Nursery Manager and Early Years Designated Safeguarding Lead is Sarah Harris
Sarah.harris@longcloseschool.co.uk

Deputy Nursery Manager and designated SENCO is Mrs N Bhamra
Nina.bhamra@longcloseschool.co.uk

Assistant Nursery Manager
Sarah.bailey@longcloseschool.co.uk

More information is available by reviewing the Draft special educational needs and disability code of practice: 0 to 25 years.

Local authority support services
www.slough.gov.uk

To help children with additional needs at Long Close School during the Foundation Stage please see the document below:

The Early Years Foundation Stage

For 2 year old children in the Nursery:

When meeting parents and children during our introductory/home visits/settling in sessions we discuss with the parents any concerns they may have with regard to their child's well-being and development.

The child's key worker makes a baseline assessment within the first week of them joining the setting under the three prime areas:

1. Communication and Language
2. Personal, social and emotional
3. Physical development

This is then followed by a 2 year check within the next 6-8 weeks which is shared with parents by the Room Leader.

All practitioners continuously observe and document their key children's progress on their Tapestry online learning journal which follows them through the Foundation Stage.

Should any concerns arise if next steps or developmental goals are not been met ,Individual Education Plans (I.E.Ps) are put into place by the Key Worker, following consultation with the parents and internal Early Years SENCO.

I.E.P s are reviewed and discussed and updated with all concerned every 6-8 weeks. If targets are consistently not met and progress not seen, the Early Years SENCO will refer to Slough Borough SENCO with the permission of parents to involve the required outside agencies.

For children aged 3-5 years of age:

When a child joins the setting between the ages of 3-5 years, a baseline assessment is made during the first week on all 7 areas within the Early Years Foundation Stage.

1. Communication and Language
2. Personal, social and emotional
3. Physical development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

When meeting parents and children on their home visits or introductory and settling in session period we discuss with the parents any concerns they may have with regard to their child's development and complete an 'All About Me Form.'

All practitioners continuously observe and document their key children's progress in their learning journal which is their portfolio which follows them through the Foundation Stage. When a child joins our setting we complete a baseline assessment on their developmental stage.

Should any concerns arise if next steps or developmental goals are not been met Individual Education Plans (I.E.Ps) are put into place by the Key Worker, following consultation with the parents and internal Early Years SENCO.

I.E.P s are reviewed and discussed and updated with all concerned every 6-8 weeks. If targets are consistently not met and progress not seen, the Early Years SENCO will refer to Slough Borough SENCO with the permission of parents to involve the required outside agencies.

We are also aware that some children are exceeding expectations in some areas of development and may require I.E.P s to extend their individual learning these are reviewed accordingly as above.

As children move through the Foundation Stage we use transition meetings and notes to liaise with the children's new teacher/key person who are also introduced to the parents. The children visit their new rooms and have numerous free flow settling sessions.

*Document created and owned by: Mrs SM Harris Head of Early Years
Current date: September 2015
To be reviewed September 2016
Reviewed and Updated September 2016
To be reviewed September 2017*

APPENDIX A

Early Years Uniform Lists

Nursery and Reception

Uniform available from
Billings & Edmonds Limited
132 High Street, Eton, Windsor
Tel: 01753 861348 or
www.billingsandedmonds.co.uk

Girls' Early Years Uniform List

From Billings & Edmonds Limited, 132 High Street, Eton, Windsor — 01753 861348 or

www.billingsandedmonds.co.uk

NURSERY	Autumn	Spring	Summer
Maroon sweat shirt (with school logo)		x	
Navy blue jogger bottoms	x	x	
Navy blue ankle length socks	x	x	
RECEPTION	Autumn	Spring	Summer
Grey school pinafore	x	x	
Grey tights	x	x	
Navy blue one piece swimsuit	x	x	x
School swimming bag	x	x	x
ALL EARLY YEARS	Autumn	Spring	Summer
Navy blue top coat	x	x	
Navy blue 'Mac in a Sac' waterproof		x	x
Navy blue gloves	x	x	
School scarf	x	x	
School navy blue wool hat	x	x	
School summer dress			x
Grey school cardigan	x	x	x
Plain white ankle or knee length socks			x
Navy blue polo top (with school logo)	x	x	
School Sun Hat			x
School homework bag	x	x	x
Blue or green wellington boots	x	x	x
School hair accessories (as required)	x	x	x
School shoes <i>(plain black leather shoes. Velcro preferred to laces but no fashion shoes such as patent leather with adornments etc.)</i>	x	x	x

Boys' Early Years Uniform List

From Billings & Edmonds Limited, 132 High Street, Eton, Windsor — 01753 861348 or

www.billingsandedmonds.co.uk

NURSERY	Autumn	Spring	Summer
Maroon sweat shirt (with school logo)	x	x	
Navy blue shorts			x
Navy blue jogger bottoms	x	x	
Navy blue ankle length socks	x	x	
RECEPTION	Autumn	Spring	Summer
Long Close grey pullover	x	x	x
Grey long trousers	x	x	
Grey knee length trousers			x
Grey short socks	x	x	x
Navy blue swimming trunks	x	x	x
School swimming bag	x	x	x
ALL EARLY YEARS	Autumn	Spring	Summer
Navy blue top coat	x	x	
Navy blue 'Mac in a Sac' waterproof		x	x
Navy blue gloves	x	x	
School scarf	x	x	
School navy blue wool hat	x	x	
Navy blue polo top (with school logo)	x	x	
School Sun Hat			x
School homework bag	x	x	x
Blue or green wellington boots	x	x	x
School shoes (<i>plain black leather shoes. Velcro preferred to laces</i>)	x	x	x