

**WELCOME TO LYNCH HILL SCHOOL**



# **Nursery Handbook**

**2020-2021**

## WELCOME TO NURSERY

### Staff:

Mrs C Barber – EYFS Lead  
Mrs V O'Connor – Nursery Team Leader  
Mrs R Finley  
Ms C Harrison  
Mrs J Ruiz  
Mrs T Cullane  
Mrs J Tobin  
Mrs Murphy  
Mrs Bartholomew  
Miss Boshier  
Mrs E Lawrie  
Mrs T Edmunds  
Miss Skillan  
Ms Glover

We hope this booklet will answer many of the questions that parents want to know about our nursery at Lynch Hill. Please refer to the General Information handbook for Covid-19 variations to our normal procedures.

We aim to give every child the opportunity to achieve their personal best and to develop lively enquiring minds through teaching which allows spontaneity and encourages purposeful learning. We believe that social skills are vitally important and all pupils will be encouraged to develop the skills and the confidence to be able to work cooperatively with everyone. It is our aim to provide an exciting, challenging and caring environment within which our pupils will feel secure as they embark on their educational journey.

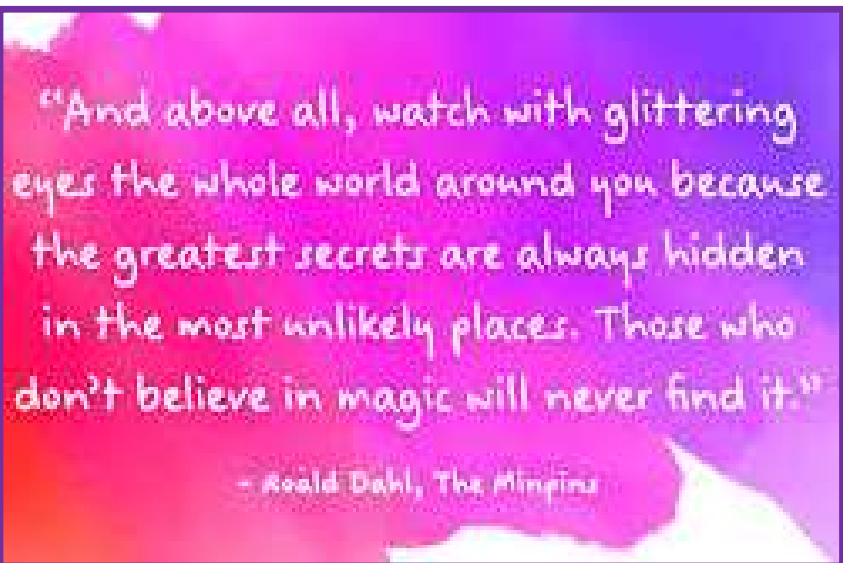
As a Nursery parent, you will have regular contact with your child's teacher/key worker each day and quick messages and updates can of course be given at these points.

However, there may be times when you need to have longer discussions. Parents who need to discuss something with their child's teacher/ key worker at length should request for an appropriate meeting time to be arranged. This can be done directly with the staff member or requested through the school office. We are also happy to receive emails – the office address is [office@lhspa.org.uk](mailto:office@lhspa.org.uk)), alternatively the teachers/ key workers can be contacted using their school emails ([initial.surname@lhspa.org.uk](mailto:initial.surname@lhspa.org.uk)), eg. [j.bloggs@lhspa.org.uk](mailto:j.bloggs@lhspa.org.uk). Teachers will respond to emails in a formal manner.

The senior staff in the school are:

Mrs L Tomlinson	Headteacher
Mrs S Das	Deputy Headteacher
Miss A Okyere	Assistant Headteacher
Mrs J Maule	Assistant Headteacher
Mrs C Barber	EYFS Lead

Appointments with senior staff can be made through the school office.





**Aspire Achieve Respect;**  
*We Aim High, Work Hard, Care Deeply*

At LHSPA, we aim to develop children:

- As motivated individuals who strive for high academic achievement
- As responsible and caring members of the community
- As independent, life-long learners
- Who have high self-esteem, respecting themselves, others and the world around them.

We believe that each child will succeed at Lynch Hill because of the value we place upon:

◆ **Adaptability**

It's now more important than ever to be flexible and agile, with plenty of resourcefulness and creativity to respond effectively to challenges and grab new opportunities. Change is always with us and our ability to adapt is vital.

◆ **Communication**

Effective communication is an important life skill that enables us to better understand and connect with the people around us. In school and in life, it allows us to build respect and trust, resolve differences and foster environments where problem solving and creative ideas can thrive.

◆ **Co-operation**

Cooperation is a key skill for once developed, it allows pupils to work together to achieve a common goal or derive mutual benefits.

◆ **Enquiry**

Enquiry is the process of discovery that is driven not by answers, but by dwelling in the deep questions that arise in our lives. It is an open, rather than closed, form of learning and one we celebrate and actively promote at Lynch Hill.

◆ **Morality**

We recognise that good behaviours help in instilling respect and enhancing relationships with others. Knowing what is right or wrong is an important element in life that shapes the character of an individual. We want all of our pupils to have a strong understanding of morality.

◆ **Resilience**

We recognise that resilience is the ability to cope with and rise to the inevitable challenges, problems and setbacks that we meet in the course of life, and come back stronger from them

◆ **Respect**

Respect shows that we value others as individuals, and that we honour the personal rights and dignity of our fellow students as human beings. Our strapline 'Learning Together' means we are inclusive of everyone. We recognise that everyone makes a unique contribution to this school.

◆ **Thoughtfulness**

Pupils who can show compassion and humanity are essential to the betterment of this world and we should never under-estimate the power that acts of kindness can make to the lives of others.

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

- Striving for continuous improvement in all that we do
- Working collaboratively towards common goals
- Achieving the Basic Skills Quality Mark and the School Games Gold Award for our commitment to sport
- Promoting healthy lifestyles and recognising that healthy eating and regular exercise contribute to a healthy and active mind
- Raising the aspirations of our learners and their families through links with the Children's University

- Being open to new ideas and challenging ourselves and others to be the best we can be



### Code of Conduct

Everyone at Lynch Hill embraces the IPC Learning Goals for we recognise that these personal goals underpin the individual qualities and dispositions children will find essential in the 21st century:

- Adaptability
- Communication
- Co-operation
- Enquiry
- Morality
- Resilience
- Respect
- Thoughtfulness

We will also recognise that everyone has a unique contribution which they bring to Lynch Hill and we will celebrate each individual success. But ultimately, at Lynch Hill, we believe that unity is strength; when there is teamwork and collaboration, wonderful things can be achieved.

### A Typical Day:

A typical Nursery session follows this pattern:

- |              |  |
|--------------|--|
| 8.30 am      | Children arrive and are greeted by the Nursery staff. The children have a short group time with their key worker. For 10 - 20 minutes the children enjoy learning about foundation subjects.   |
| 8.50 – 10.40 | Children take part in free play inside the Nursery and outside in the garden which is structured to cover the Foundation curriculum. Children have free movement between the two environments and are supported in their learning by the staff. During this time, the children have access to a snack table where they are able to select milk or water and fruit. |
| 11.00 -11.15 | Children return to their groups with their key worker for another short, structured carpet session. This may include a story, music time or a circle time.   |
| 11.15        | The doors are opened by staff and parents come to their children's group to collect them.  |
| 11.30        | Doors are closed so children must be picked up promptly.   |

**This is repeated in the afternoon session which runs from 12.30pm - 3.15 pm (doors will close promptly at 3.30pm).**

When collecting your child, please ensure you are ready to greet them with a large smile and a keen interest in knowing what they have been doing over the 3hour session and keep your mobile phones stored safely in your bag or pocket. That phone call can wait – your child's news can't!



Our aim is to give every child the opportunity to achieve their personal best and to develop lively, enquiring minds. We achieve this by providing the children with an enabling environment and supporting them to engage in topics linked to their interests. The children are actively involved in play which allows for spontaneity and encourages purposeful learning.

During the Foundation Stage, children need a wide variety of experiences. We are committed to providing these by organising purposeful, structured play for the children, to broaden their understanding and develop their skills. We acknowledge that play is a most serious and essential business for the child. If the child has time to develop full confidence in himself through play, they will then be able to cope with the more advanced tasks set for them in school life.

During their time in Nursery the children will work in a variety of ways - as a whole class, playing together, and with the teacher or individually.

### **Our aims for Nursery are:**

- To provide high quality and inspirational learning experiences for all the children. Learning which is structured, balanced, relevant to the child and related to the real world.
- To provide a curriculum which takes account of, and responds to, each individual child's developmental needs and allows them to make progress related to their differing abilities.
- To deliver a curriculum which provides equal learning opportunities for all the children within our settings irrespective of age, ability, gender, ethnicity, language and social economic backgrounds.
- We will be led by the child, their interests and preferred learning style to deliver a personalised and relevant curriculum to all our pupils.
- To ensure that the children have positive experiences of success in order to inspire confidence and motivation that will set the precedence for lifelong, independent learning.
- To tailor and personalise the EYFS curriculum in order to achieve the expected level set out in the ELGs provided by the DfE.
- To create a partnership with parents and other professionals to support and enhance the development of the pupils.
- Ultimately, the aims of the foundation stage curriculum are to ensure that the children are equipped with the skills and personal qualities that they will need to become successful, motivated learners and are ready for KS1.

### **Nursery Curriculum:**

The curriculum consists of three Prime areas of learning which are linked through topics. The areas of learning are Personal, Social and Emotional Development, Physical Development and Communication and Language. In addition to this, there are also four Specific areas of learning. These are also taught through play and a variety of topics linked to the children's interests. These Specific areas of learning are generally focussed on in greater deal in the Reception year.

## **Assessment:**

Throughout the children's time in Nursery, staff observe, lead carpet times and support play through Tapestry which is the online assessment tool used in EYFS. It is important for parents to be involved in the learning journey and we encourage all Nursery parents to sign up to Tapestry. Staff use these invaluable interactions with the children to informally assess them against the three prime areas of learning. Once these areas are established teachers will move their development on to assess them against four specific areas of learning. This comprises 17 Early Learning Goals (ELGs). These are as follows:

## **Prime areas of learning:**

### **1. Personal, Social and Emotional Development.**

#### *Making Relationships*

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### *Self-confidence and self-awareness*

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### *Managing feelings and behaviour*

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



### **2. Communication and Language.**

#### *Listening and attention*

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

#### *Understanding*

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

#### *Speaking*

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **3. Physical Development.**

#### *Moving and handling*

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

### Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## **Specific Areas:**

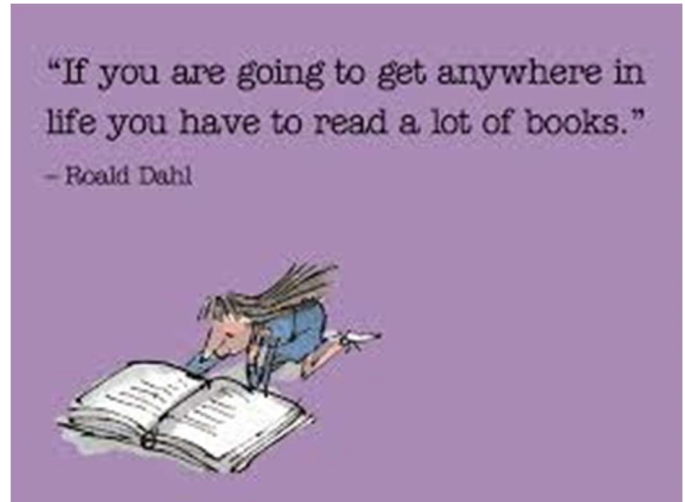
### **1. Literacy**

#### Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

#### Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



### **2. Mathematics**

#### Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

#### Shape, space and measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **3. Understanding the world.**

#### People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

#### Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

#### 4. Expressive arts and design.

##### Exploring and using media and materials

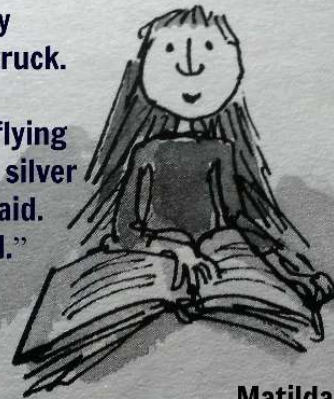
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

##### Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**"You seemed so far away," Miss Honey whispered, awestruck.**

**"Oh, I was. I was flying past the stars on silver wings," Matilda said. "It was wonderful."**



**Matilda by Roald Dahl**

During their time in Nursery, many observations are carried out to assess each child's progress. When children begin Nursery, it is important for staff to understand where each child is at in their stage of learning and over time practitioners will be aware of how each child learns. This leads to carefully planned provision activities. It may seem that the activities in Nursery just involve playing. However, each activity is carefully 'structured' to develop a certain skill or area of knowledge for the children.

Children develop at different rates and so careful planning is necessary to develop each child appropriately. The staff keep detailed records of each child's progress, they report to parents at parents' evenings and a written report is sent home at the end of each year. This information is then passed on to their next teacher who will use the learning journal to plan their next steps.

At Lynch Hill School, we believe each child is unique and our aim is to help each child develop to their full potential.

In our Early Years we are passionate about developing our children's cultural experiences. Each child will arrive to our setting with a number of experiences based on their personal circumstances. Cultural capital is at the centre of our daily activities: it is the essential knowledge that children need to prepare them for their future success. Here are some examples of the types of opportunities we provide:

- Finding books on a child's favourite topic
- Creating role-play activities that further their interest in a particular idea
- Taking trips to our local woods, park, library etc
- Organising visits from community figures such as the police or librarians.

#### **SEND provision at Lynch Hill Primary Academy**

At Lynch Hill, we believe that every child should be equally valued, irrespective of abilities or individual differences and encouraged to develop to their full potential. We are committed to providing all children with an inclusive learning environment so that they can **aim high**, removing barriers to learning to enable them to **work hard** and ensure that their wellbeing is at the heart of all we do so that they know that we **care deeply**.

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through **quality first teaching**. All pupils are expected to make progress and we offer a wide range of approaches to learning to support this. However, if a pupil is not progressing then teachers will follow the school's **graduated response**. This is in order to allow us to provide focussed interventions as part of a tiered response. Using an '**Assess, Plan, Do, Review**' approach the provision offered to pupils is

regularly reviewed to ensure it remains appropriate and external professionals are involved where additional support is required.

***The Code of Practice (2015) states, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:***

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

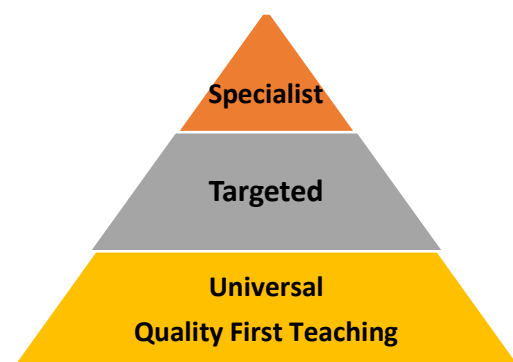
## **Graduated Response**

The graduated approach has four stages of action: assess, plan, do and review. The assess stage is used to identify a child's needs. The initial assessment is reviewed and where a professional assessment is required a referral will be made. The 'plan' stage is where outcomes and steps are planned and these will consider the views of the child. Interventions are selected to best meet the identified outcomes. During the 'do' stage, the SENDCo oversees the implementation of interventions or programmes. The effectiveness of the intervention or support on the child's learning is reviewed and evaluated. Changes to outcomes are agreed with parents and the next steps are planned.

The school's policy for assessment and identification of children's special needs is set out in the SEN Policy.

The actions the school will undertake are to make best use of:

- Universal Quality First Teaching – classroom strategies adapted to meet the needs of the child and provide an inclusive learning environment.
- Targeted support – interventions and support provided by the school using specialist teacher assessments.
- Specialist support – where advice and additional provision may be sought from resources outside the school and shared amongst those supporting the child.



**Targeted support** is either group or individual interventions such as:

- Reading – Word Wasp, a multi-sensory approach to teaching reading, daily reading for catch up children, smaller phonics sessions and 1:1 intervention.
- Writing – identified children within each year group receive small group teaching each day during English. This enables the adults to focus specifically on the children's areas for development in writing. Additional interventions such as handwriting and Read Write Inc Fresh Start. also target children's individual needs.
- Maths – Targeted maths interventions take place on an individual and group basis. These address fundamental skills the children need to develop such as number recognition.
- Communication and Interaction – The Speech Links Programme is used across the school to support pupils with language development. The programme combines a standardised assessment, planned interventions, resources and measured outcomes. In addition to this, interventions such as Bucket and Lego therapy are also offered to support attention and listening.
- Social Emotional and Mental Health – Children who require additional support may receive ELSA through small group or individual sessions. We also offer nurture groups. Individually, pupils may receive drama therapy, play therapy, Lego therapy or visit a counselling psychologist. As well as providing buddies and mentors as required.

As part of our pro-active approach to responding to the needs of our pupils we have established 'The Blossom Tree' and 'The Hub'. These are areas within the school where children can access more intensive targeted support. The time pupils spend in these areas are at the discretion of the school and are based on assessment of individual need.

**Specialist support** is at the top of the graduated response model and is sought only when all other options have been exhausted. At this point, the school reviews referral criteria to consider whether a referral to an external professional for further assessment is appropriate. It is essential that all previous steps have been followed in order to justify and support the referral being made. Should this be necessary, we will involve you in this process and gain your consent to do so.

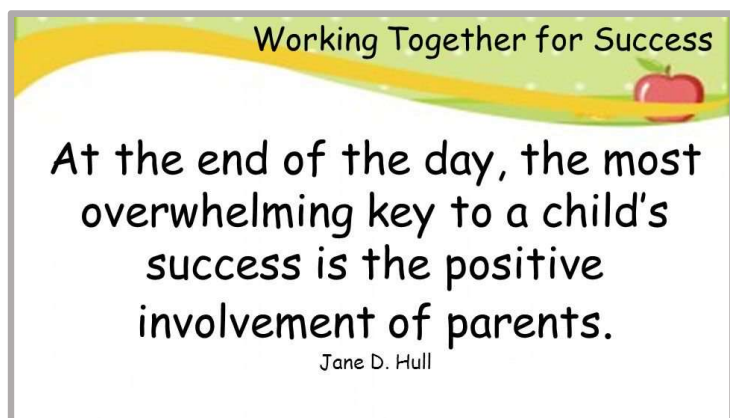


### **Parents and carers – working together**

We encourage parents and carers to share their concerns and recognise that any anxieties are very often justified. We welcome information parents have regarding their child. We share information with parents about the measures that are being taken to address the child's difficulties and ensure that

parents understand the system (the 2015 Code of Practice, role of staff, support services and funding system). We ensure that parents are involved in the target - setting process and the review of the targets set through the use of IPMs with SMART targets and regular reviews.

Our aim at Lynch Hill Primary remains the same – to provide an exciting, challenging, caring and safe environment where children can flourish, both socially and academically. We trust that we can continue to work together to support your child.



## **GENERAL INFORMATION:**

### **Classroom Fund:**

Parents contribute £1 a week to a fund which provides the many extra consumables that young children use at school. This includes cooking and art activities. It also funds additional toys and equipment for the department.

### **Birthday Celebrations:**

Children may bring in a snack to share with their group on their birthday. In line with "healthy eating" and "smiling for life" scheme, we encourage that parents bring in healthy options such as fruit or breadsticks.

**Please note that we are a 'NUT & SEED FREE SCHOOL'**, therefore any foods containing nuts or nut products are **not allowed** in school. All food items brought into the Nursery should be nut and seed free.

### **PE**

Physical development is a fundamental part of the nursery curriculum. We ask that parents ensure children's uniform is appropriate for an active session at school and the weather.

Key workers will inform parents when specific PE sessions are beginning and this is likely to be from the start of term 2. For this, children will need a PE kit.

## **Our Rules for PE**

- Long hair should be tied back.
- Stud earrings and watches should not be worn on PE days
- Health and Safety policy must be observed.
- Full PE kit must be worn.
- Pupils forgetting kit will be loaned items when available
- All PE kit needs to be labelled.

## **PE Kit**

Yellow T shirt (school uniform or plain)

Plain black shorts, cycling shorts or leggings

Plimsolls or trainers

Either a plain dark track suit or plain dark jogging bottoms and plain dark sweat shirt may be worn for outdoor PE and are highly recommended for the winter months.

## **Uniform**

Nursery children must wear a uniform each day in accordance with school policy. This includes hair accessories and styles. We request that parents ensure these are safe and appropriate for school. In addition to everyday uniform, Nursery children also make use of the outdoor provision each day, regardless of the weather. We ask that parents provide the necessary additional clothing for the weather, including a waterproof coat and wellington boots on rainy days. All items should be named.

## **Late Pupils:**

Pupils who are late for school must report to the office and sign in. The nursery gates will close promptly at 8:40am for the morning session and 12:40pm for the afternoon. All adults are usually busy with settling children and registering them so will not always be immediately available to collect children from the office. We appreciate your patience when waiting with your child in the office.

## **Absences:**

Children should never be absent from school without good reason. Please notify the teacher in advance about visits to the dentist, doctor, speech therapist or other medical appointments. If your child is ill please telephone the school or send a message for every day that your child is absent. Please see our leaflet on attendance.

If your child has an appointment during school hours please notify the teacher or school office in advance. Children must be collected from school by an adult who is known to your child and preferably an adult known to the school. Children who leave during the day must sign out at the office.

There should be a good reason for a child's absence. We have to report absence which is not for an acceptable reason. Going shopping and visiting relatives are unauthorised absences - even if covered by a note. Please date all absence notes and state the pupil and class concerned. Regular attendance at Nursery is essential for children to make good progress and to achieve high standards.

## **Holidays during Term Time:**

The Governors expect that children attend school throughout the year and actively discourage time out of school for holidays.

## **School closures:**

A list of holiday dates is included in the back of this booklet and published on the website. Parents will be notified about any closures with plenty of notice unless it is an unforeseen emergency for example a heating breakdown or heavy snowfall.

## **Accidents:**

Minor accidents are dealt with at school but parents will be contacted if we have any serious concerns relating to a child or if the child has received a bump to the head. There is always a trained First Aider on the premises during school hours.

**Medicines:**

Medicines and tablets, even non-prescription items, should not be brought to school. **We cannot administer medication.** Arrangements for long term conditions that require daily medication for example diabetes needs to be agreed with the Headteacher.

The exception to this is asthma inhalers. Inhalers for children in Nursery are kept in the medical cabinet in the classroom. All children with a diagnosis of asthma should have an inhaler available in school. Consent forms for the use of inhalers need to be signed by parents and are available from the school office.

**Lost Property:**

Toys should not be brought to school as the school cannot accept responsibility if they are lost. All items of clothing should be clearly named. Any named items will be returned if at all possible and we would appreciate that any items of school property found at home are returned promptly.

**Cars and Disabled Facilities:**

Please do not bring a car on to the school site during the school day unless authorised to do so by the Headteacher. Disabled parking is permitted in the designated space in the car park. Disabled facilities - toilets and access - are available in the office area.

**Sweets and Drinks:**

Sweets, fizzy drinks, bubble gum and chewing gum should not be brought to school.

**Pupil Welfare:**

The welfare of all pupils is the prime concern of the Governors and the Senior Management Team. Most day to day problems will be dealt with by the Class Teacher and Nursery Nurses.

**Contact between Home and School:**

As parents you are welcome to come to school or telephone to discuss your child's education. Teachers are most likely to be available early in the morning and after school. It is however, advisable to make an appointment so as to avoid disappointment and inconvenience. This can be done through the school office. Letters are regularly sent home or emailed to keep parents up to date with events. A copy of all communications to parents will be available in the school office.

**Collecting Children:**

Please remember to inform your child's nursery teacher if someone different will be collecting your child.

**We will not let your child go home with someone we do not know.**

If someone different will be regularly or occasionally collecting your child, where possible please bring them to meet us or send in a photograph of them.

Children are not permitted on the playground climbing equipment unless supervised by a member of staff. This includes before and after a Nursery session. We request that parents do not allow children on the equipment when dropping off and collecting children.

**Parent-Teacher Interviews:**

We hold two parent interview days a year. In depth discussions can also be arranged at other times, should the need arise. There will be opportunities during the year when children are invited to show their parents around the school to see the classrooms, the progression of work through the school and any special displays.

The partnership between home and school is extremely important to the education of your child.

We hope you will take every opportunity to join and share in the community of Lynch Hill School for the benefit of your child.

**Admission to Reception:**

The majority of our nursery pupils continue their educational journey with Lynch Hill. However, parents must note that securing a place in our nursery setting does not guarantee your child a place in Reception.

Pupils will be admitted to the school into the Reception year in September following their 4th birthday (i.e. pupils must be four years old by 31st August), without reference to ability or aptitude. The admission number for any one year group is 120 and class size is limited to 30 per class.

An application for a place at Lynch Hill School is made using the common application form (CAF). Admission to Reception is coordinated by Slough Borough Council and applications must be submitted to them.

In the normal admissions round, an offer of a place in Reception is sent by the local authority and the school does not contact parents until after these offers have been received.

The timeline for this process is set by the local authority. Applications received after the closing date will be deemed as late. These will be considered after those received by the due date, if places are available. If places are not available, the application will be held on the school's waiting list. If a place becomes available it will be allocated on the basis of the oversubscription criteria.

**As we are all aware, COVID 19 has caused considerable disruption to our lives during this calendar year and we are mindful that our planning for September must take into account all government guidance to minimise risk going forward. Our planning for Nursery for 2020/21 centres around the Nursery pupils being classed as one 'bubble' group to enable them to access all areas of the nursery environment and not be limited in their exploration, discovery and social interactions.**

**We obviously hope that in time we can return to our usual practice of welcoming both parent and child into our nursery unit each day. However, in order to follow guidance, it will be necessary, initially at least, for you to drop your child off for the nursery session at the classroom door each day rather than entering with them. We thank you for your support and understanding.**

We hope that you have found the information in this handbook useful. As a school, we want to work in partnership with you and welcome the opportunity to answer any questions you may have.