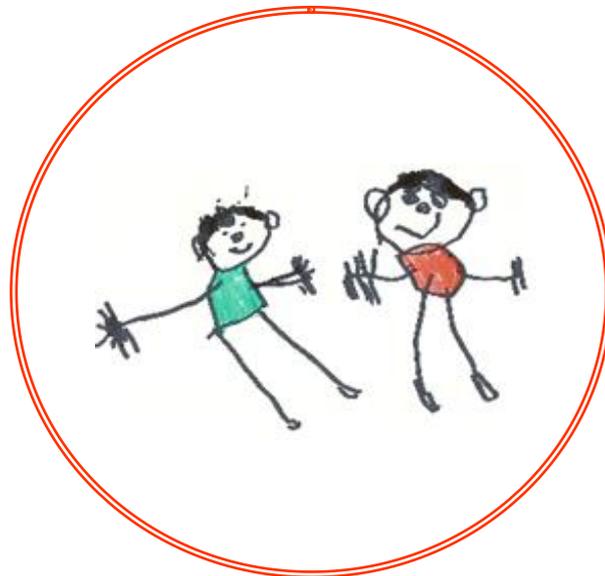


Harewood Nursery School and Pre - School
Harewood Avenue, Pontefract WF8 2ER
01977 722835

Harewood Nursery School And Pre - School



School Brochure

HAREWOOD NURSERY SCHOOL AND PRE-SCHOOL

Starting nursery marks a new and exciting time for both child and parents. This booklet is intended to give you a flavour of life in our Nursery and Pre-School, hopefully you will find it informative. Please do not hesitate to ask for more information should you require it.

Our school offers part time sessions to young children from the age of 2 years until they are ready to start full time education in the September of the academic year of their 5th birthday. Children can attend for mornings or afternoons. Our pre-school has up to 24 children per session and our nursery up to 39 children per session including where available some additional paid sessions if required.

STAFF

Mrs Becky Cook	-	Headteacher
Miss Natalie Godfrey	-	Nursery Teacher
Mrs Samantha Humphreys	-	Nursery Nurse
Mrs Sharon Wilson	-	Nursery Nurse
Mrs Amanda Coman	-	Teaching Assistant SEND
Mrs Carolyn Ferris	-	Teaching Assistant SEND
Mrs Laura Whitfield	-	Teaching Assistant SEND
Mrs Theresa Long	-	Pre School Leader
Mrs Kelsey Goodwin	-	Pre School Assistant
Miss Elizabeth Carr	-	Pre School Assistant (Relief)
Mrs Nanette Eastwood	-	Pre School Assistant (Relief)
Mrs Sharon Harrison	-	Pre School Assistant (Relief)
Mrs Bev Hutchinson	-	Pre School Assistant (Relief)
Mrs Nazmah Sarwar	-	Pre School Assistant (Relief)
Mrs Carol Kain	-	School Business Manager
Mr Paul Phoenix	-	Caretaker
Mrs Carole Masefield	-	Cleaner

BEFORE STARTING SCHOOL

We offer a range of visits to help you to get to know us and to give your child a happy and confident start.

These include:

- An introductory visit and tour of the school
- Book Start group
- Welcome Meeting
- A home visit
- A short first session with a parent or carer
- A short second session
- A staggered start

We offer a home visit to give your child the opportunity to see our faces before they start nursery. When they see us in your home they will know that you trust us and you are giving them permission to trust us too, they are much more likely to settle with us once they start nursery. On your home visit we will complete all the necessary paperwork with you and introduce your child to their key person. We will confirm your child's starting date and we will check your child's birth certificate if we haven't already seen it.

On your child's first day you will have the opportunity to explore and play with them in the various areas of provision for an hour. On their second day hopefully your child will feel ready to be left for an hour without you. By the third day we hope that they are ready to stay for the full 3 hour session. Some children take a little longer to settle and may need your support for several days. We respond to each child's individual needs.

Starting Date (to be completed on the visit)

Date Time

The staff are here to help you, so please feel free to ask questions if you are unsure about anything.

SESSION TIMES

Mornings: Doors open at 9:00 am Registration closes at 9:10. Home time -12:00
Afternoons: Doors open at 12:30 pm Registration closes at 12:40. Home time - 3.30

If you are interested in booking additional sessions for your child please enquire at the school office.

Library days are Monday and Thursday at 11.45 to and 3.15.

To avoid distress to your child please be on time when collecting them. We need to know if anyone other than yourself is collecting your child. If you are delayed, for whatever reason, please contact us as soon as possible, and inform us of any changes. **Only adults who are named on the admission form will be able to collect your child.**

IF YOUR CHILD IS ILL OR ABSENT

School should be informed about any absence, on the first day.

Registers have to be coded with a reason for each absence. If the school is not informed, then this is regarded as an unauthorised absence.

Children should only return to school after an illness when they have been completely well and eaten normal meals for a 48 hour period, particularly in cases of sickness/diarrhoea.

LIBRARY

Sharing books with your child is a very valuable experience. Research has shown that children who regularly have books read to them can become successful readers themselves often at quite an early age.

By joining our library, you can offer your child a wider variety of books. Details of the school library lending system will be given when your child starts school.

We also have several story sacks available through our school library system.

It is important to take care of our books as they are very expensive to replace, so we do ask you to always provide a bag to protect the book on its journey to and from school. Book bags are on sale at school at very reasonable price (£3.75 each).

GOVERNING BODY

The school has a Governing Body; our Chair of Governors is Sarah Conway. You can contact her via the school. In addition there are several other governors, of which two are parent governors. The governors meet six times each year to drive the strategic vision of the school, to offer support and challenge to the leadership team and to monitor key performance indicators and the school budget.

OFSTED INSPECTIONS

Harewood Nursery School was inspected by OFSTED in December 2013. We were very pleased to receive an excellent report which graded the school as 'good', with some outstanding aspects.

Our OFSTED inspection number is 108134.

YOU CAN HELP YOUR CHILD BY:

1. being prepared to stay until they have settled.
 2. dressing them in clothes suitable for messy activities
 3. putting their name in their coat, jumpers, cardigans etc.
 4. talking about things they will enjoy doing at school.
 5. making sure they have clothes which are easy to manage at the toilet.
 6. making sure they have shoes with non-slip soles.
- volunteering to help with library or other nursery activities.
 - saving cereal boxes, egg boxes, kitchen roll tubes, (but not toilet roll tubes) yoghurt pots for use in the workshop.
 - supporting fund raising efforts and giving a weekly contribution to school funds. These pay for:
 - food for snack time/baking ingredients.
 - seasonal celebrations.
 - visits and special events.
 - read the half-termly newsletters which give parents information about the curriculum for the following half-term and how parents can enhance the school curriculum at home.

WHAT WILL MY CHILD LEARN AT NURSERY?

To socialise with both adults and children.

To share and take turns.

To become increasingly more independent.

To develop skills and ideas.

To enjoy and participate in new experiences.

To experiment and discover.

But most of all to have fun!

EARLY YEARS FOUNDATION STAGE (EYFS)

We plan the nursery curriculum around the seven areas of learning for the Early Years Foundation Stage, as set in the DFE guidance document. This document sets the Standards for Learning, Development and Care for children from birth to five.

This document can be found at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Children's activities are planned to cover the seven areas of learning.

The prime areas (3)

Communication and language

Physical development

Personal, social and emotional development

The specific areas (4)

Literacy

Mathematics

Understanding the world

Expressive arts and design

Each child is unique and we hope to meet individual needs by offering a broad and balanced curriculum.

Careful thought is always given to providing equal opportunities and multicultural education.

RECORD OF PROGRESS

Your child's Key Person will observe and assess your child's progress and keep records of their progress on our electronic tracking system and in your child's 'Learning Journey'. These records will be shared regularly with you and can be seen on request. The information is then sent on to the child's next school. Photographs, pieces of work, comments from staff, the children and yourselves are all added to these books. When the children leave Harewood they are given their 'Learning Journeys' to remember their time at Harewood by.

BREAKFAST CLUB

We have the facility to operate a breakfast club should enough parents require it. There isn't one running at the moment but if it is something you are interested in please speak to a member of staff. Breakfast Club runs between 8.00 and 9.00. Places need to be booked and payed for in advance at a charge of £3.00 per day. Cereals/toast/yogurt and a drink will be provided. A selection of games and activities will be available.

TEA CLUB

Again we currently don't offer a Tea Club but would be willing to do so if you need it. Tea Club runs between 3:30 and 4:30 places need to be booked and payed for in advance at a charge of £3:00 per day. A light tea will be provided. A selection of games and activities will be available.

OUR ENVIRONMENT

We aim to provide a welcoming, happy, safe, secure environment, in for what some children will be their first experience of separation from home for a prolonged period of time.

We aim to provide all children with a broad and balanced learning experience that is designed to support the learning needs of all children, and which fosters the physical, intellectual, emotional, spiritual, moral, social and cultural developments of our children within an inclusive environment.

We endeavour to provide these facilities and opportunities in an atmosphere, which is not prejudiced towards creeds, colour, home-background, gender, race or disability. We will also have regard for the linguistic, religious and cultural needs of all our children.

Our philosophy is that all children, including those with any special need, should have the opportunity to develop to their full potential alongside other children in an educational and caring learning environment.

THE CURRICULUM

We aim to provide continuity and progression for each individual child's stage of learning, to offer a differentiated curriculum, providing sufficient challenge to motivate pupils in a relevant and meaningful way.

We aim to provide all our children with the opportunity to take part in conversations, communicate with others in imaginative play, listen to stories, sing songs and enjoy poems and rhymes. We give them the opportunity to handle, look at and enjoy books, share reading, write, draw and paint and write their own name. Talking is a vital everyday experience, all our children have the opportunity to speak and to be listened to as well as listen attentively. We always take into consideration the needs of the children who speak English as an additional language.

We aim to develop each child's problem solving, reasoning and numeracy understanding, their creative and physical abilities as well as their knowledge and understanding of the world.

We aim to develop our children's attitudes, values, and knowledge, including their personal and social skills. Personal and Social development is a central feature of the child's whole education and care particularly in the early years. The quality of relationships is critical in forming children's attitudes of co-operation, good social behaviour and self-discipline. We endeavour to teach the respect of different cultures and customs and beliefs of all our children, with the assistance and co-operation of the child's family, artefacts, photographs, food, clothes and pictures.

All our children are special people in their own way and are treated as such. We respect our children and build upon the experiences which they bring into school, we nurture them as individuals. We are laying the foundations for the children's social and educational futures, we are totally committed to ensuring that the foundations are solid.

PARENTAL INVOLVEMENT

We endeavour to foster good relationships with all our parents offering a partnership to work together with our main aim being the happiness, security, safety as well as the social and educational welfare of children. In working in partnership with the parents we hope to enable each child to make an effective and happy transition from home to school. We will ask for your commitment to this with our 'Home / School Agreement'

We offer information leaflets to parents and we also inform parents about the planned curriculum for each half term.

We work closely with local schools to ensure the transition into full time education is a positive and effective experience. We'll tell you more about that nearer the time.

OUR COMMUNITY

We are part of the local community here at Harewood, we are committed to Community Participation and will continue to work with local churches, shops, schools, fire service, police service, road safety etc and our surrounding neighbourhood. We aim to support local, national, and international fund raising events.

SCHOOL AIMS

- To provide a warm secure and happy atmosphere in which children can learn effectively
- To help the children to develop lively, enquiring minds and the ability to question.

- To help the children to develop self-discipline and become self-motivated learners with the ability to apply themselves to tasks and physical skills.
- To help children to develop as moral, caring individuals, sensitive to the needs of others and without prejudice to creed, colour, home-background, gender, race or disability.
- To encourage good relationships.
- To help the children to enjoy, explore, express and appreciate creative aesthetic activities.
- To help the children to acquire an understanding of the knowledge and skills relevant to our changing world.
- To help the children to develop a high self-esteem and positive attitudes.
- To recognise that children have different starting points from which they develop their learning and to build on what they already can do.
- To help children to engage in activities planned by adults and provide opportunities for them to initiate activities for themselves.
- To encourage the children to be independent and to make choices for themselves thus developing responsibility.

SAFEGUARDIING, CHILD PROTECTION AND SAFETY

We regard the safety and protection of the children in our care as paramount. All staff, governors and students are DBS checked and trained in Safeguarding procedures. We have a Safeguarding, Child Protection and Health and Safety policy. Mrs Cook is the Designated Safeguarding Lead and Miss Godfrey and Mrs Long are the Deputy Designated Safeguarding Leads. We have qualified first-aiders. We ensure that all our equipment, resources and premises are well-maintained and of high quality and we encourage children to develop awareness of their own safety. We complete risk assessments prior to any trips away from school.

Harewood Nursery child protection procedure is in accordance with the Wakefield and District Safeguarding Children Board procedures, further outlined in the West Yorkshire (Consortium) Safeguarding Children Procedures Manual.

Harewood Nursery School is committed to ensuring the welfare and safety of all children in school. Harewood Nursery School follows the Wakefield District Safeguarding Children Board Procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social care Direct and/or the Police without parental knowledge (in accordance with Wakefield District Safeguarding Children Board Procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

Mobile phones / tablets or other such devices may not be used on the school site. We ask respectfully that calls are terminated on entering the building and under no circumstances should you photograph or film children.

Designated LA Safeguarding/Child Protection contact:

Safeguarding co-ordinator & LADO Vickie Maybin

Designated School Safeguarding/Child Protection contacts:

Headteacher	Mrs Becky Cook
Safeguarding Governor	Mrs Sarah Conway
Nursery Teacher	Miss Natalie Godfrey
Pr-School Leader	Mrs Theresa Long

School SENDCo (Special Education Needs & Disabilities Co-ordinator)

Headteacher	Mrs Becky Cook
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Smoke Free Environment

The school site is an entirely smoke free environment.

Smoking is not permitted anywhere inside the school building, or in any outside area.

The school and LA No Smoking policies and guidelines are available on request.

BEHAVIOUR POLICY

Early Years Foundation Stage: Personal, Social and Emotional Development

Children must be provided with experiences and support which will help them to develop

- a positive sense of themselves and of others;
- respect for others;
- social skills;
- and a positive disposition to learn.

We aim through the EYFS for children to:

- understand that their own actions affect other people.
- be aware of the boundaries set, and of behavioural expectations in the setting.
- begin to be able to negotiate and solve problems without aggression.

Early Learning Goals

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.

Positive Ethos

Our school is a happy, friendly, welcoming place. Our positive behaviour policy is very much about caring relationships and rewarding good work, manners and behaviour.

The ethos in nursery is very positive and created by caring relationships and in the way all concerned with school interact with one another.

Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.

We hope to foster a partnership with our parents and children in order to achieve the following aims:

We aim to teach patience, generosity and respect for people and property by example.

We aim to develop a child's self-esteem by promoting opportunities for successful achievements. We reinforce good behaviour by praise.

We aim to teach children to co-operate, share and take turns.

We aim to teach children to manage conflicts appropriately, thus in an incident:-

- a) we try to establish what has happened
- b) we try to help the children to see the other's point of view by talking in a calm manner with them
- c) we try to help them understand when their behaviour is unacceptable

Rewards and Achievements

In our school **Every Child Matters**. Every effort is made to make the school environment as welcoming both to children and parents as is possible. We recognise that children need to be well-motivated in order to function at their best.

In order to promote well-motivated children staff use the following strategies:

- a) the use of praise is well established
- b) children can share work at story time as well as in session time
- c) children's work is valued and displayed for everyone to enjoy

- e) photographs are taken of work and put into the children's 'Learning Journeys' or displayed around nursery
- f) certificates for completing events are awarded (e.g. sponsored events, Jolly Phonics achievements).
- g) stickers used as appropriate for good work
- h) the use of SEAD (Social and Emotional Aspects of Development) and SEADLINGS programmes, to support young children's PSED (Personal, Social and Emotional Development) in the EYFS (Early Years Foundation Stage).

Strategies

Staff need to use their discretion according to the needs of individual cases e.g. if a child hurts someone or behaves unsociably they may be asked to play elsewhere.

In extreme cases, the Behaviour Support Service and/or Team Teach Service may become involved in supporting the school develop appropriate strategies.

There are times when we need to use behaviour management strategies such as sticker or individual smiley face books. Parents are always kept informed when such strategies are used so that they can give their support.

Role of Governing Body

The governors play a key role in influencing the ethos of the school. This influence carries with it a responsibility to support the headteacher and her staff in maintaining high standards of behaviour within the school.

The Governors will review the school behaviour policy every 2 years, or earlier if changes are required or recommended.

Role of Headteacher

- To encourage good behaviour, care and respect within the school setting.
- To discuss and produce the school behaviour policy in conjunction with Governors and staff and to let that policy be known in school.
- To ensure parents are aware of the school behaviour policy. Parents are given a school booklet containing the behaviour policy, upon their child's admission into school.
- To ensure that the policy is consistently and fairly applied throughout the school setting.

Role of Teacher

- To put the policy on behaviour into practice, and apply it fairly and consistently.
- To ensure families receive a copy of the policy upon admission.
- To be available to discuss behaviour issues and concerns amongst children, staff and parents.
- To make children aware of why good behaviour is beneficial to themselves and to others.
- To plan and deliver the SEAD and SEADLINGS programme to help young children develop social and emotional skills

Bullying

We do not feel that bullying is a problem in our school.

However, bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one child by another, or a group of others, and usually forms a pattern of behaviour rather than an isolated incident. Bullying or other forms of harassment can make a child's life unhappy and can hinder progress.

If staff feel action is appropriate they must

- talk to child/children involved
- discuss with whole staff
- agree course of action
- speak with parents
- produce written action/behaviour plan

The LA behaviour management support team may become involved.

Racial Harassment

All incidents must be taken seriously and, as with bullying, it must be made clear that such practices are unacceptable and will not be tolerated.

All incidents of racial harassment must be reported to the headteacher, and logged.

Bullying / Threatening / Harassment of any kind towards staff or other adults in school will not be tolerated. Perpetrators will be asked to leave the school, may be banned from entering the school site and the Police may be called.

ADMISSIONS POLICY

Admissions to the school are controlled by Wakefield Local Authority (WMDC Children and Young People/Education and Childcare). Full details of the Authority's policy on admissions are given in the "Guide to Parents". This is available in all schools and through Children and Young People/Education and Childcare.

At this school, up to 78 pupils will normally be admitted in the school year beginning in September 2016. This is the admission level set by the Authority.

If there are more applications for admission to the school than there are places available, the Authority will give preference to children in the following order:

- (a) Children for whom there are specific reason, e.g. medical, social;
- (b) (i) Children who live in the school's catchment *
- (ii) Children who live in that part of the school's catchment area which is designated as an option area **
- (c) Children who have brother or sisters in attendance at the school ***
- (d) Other children, with priority being given to those living nearest to the school, measured as the crow flies.

Children will be placed in the appropriate category depending upon their circumstances **at the proposed date of admission.**

In the event of any category being over-subscribed, places will be offered in the order of priority detailed above.

- * Wakefield LA always does its best to ensure that children living in a particular catchment area have an opportunity to attend the catchment area school. However, we cannot guarantee places to children living within a school's catchment area. In circumstances where there are children who live in localities where there is no viable alternative school but the catchment area school, these children will have places at their catchment area school safeguarded. A document specifying localities is available, on request, from Children and Young People/Education and Childcare, at the address given at the back of this booklet.
- ** The home addresses of some parents may fall into an area, which forms part of the catchment area of two schools. Parents will be informed if they live in such a designated "option area" and will be asked to indicate their preferred school. These preferences will be considered when children in category a (i) have been placed.
- *** This included brothers and sisters who attend a separate infant or junior school which is on the same site and which serves the same catchment area.

(INFANT/JUNIOR AND INFANTS/PRIMARY SCHOOL)

APPLYING FOR FULL TIME SCHOOL

If your child is going in to a reception class for the first time during the school year September 2016 – July 2017, you should contact the head teacher of the primary school during September/October 2016.

You must fill in an admission preference form and return it to the address provided by the date stated on the form. You will be sent an admission preference form directly through the mail.

In all other cases, you should contact Children and Young People/Education and Childcare/Schools (see address as given under further information). Transfers between schools will normally only take place at the beginning of a school term and you should not remove your child from their current school until then.

Please note:

If your child attends the early years setting in a school which is not your catchment area school, he or she will not automatically be entitled to a place in that school for full time education at the age of 5. A place will normally be available at your catchment area school

FURTHER INFORMATION

Full details of the admissions arrangements for schools in Wakefield Metropolitan District are given in the "Guide for Parents". This is produced by Wakefield Metropolitan District Council/Children and Young People/Education and Childcare/Schools and is available in all schools and through Children and Young People/Education and Childcare. This booklet is also available online at: www.wakefield.gov.uk/admissiontoschool

Children and Young People/Education and Childcare/Schools is happy to advise parents on all aspects of admissions to the Authority's Schools.

Please write to:

The Corporate Director (Children and Young People/Education and Childcare)

Children and Young People/Education and Childcare

School Admissions Team

Wakefield One

PO Box 700

Burton Street

Wakefield

WF1 2EB

E-mail: admission@wakefield.gov.uk

COMPLAINTS ARRANGEMENTS

If you have any concerns about your child's education, you should contact the headteacher who will be pleased to arrange an appointment with you. If your concern is unresolved and you wish to pursue it further, Children and Young People/Education and Childcare/Schools has drawn up complaints procedures (required under section 23 of the Education Reform Act), which you may wish to consult.

The centre has adopted the Wakefield Metropolitan District Councils complaints procedure, as produced by the Education and Cultural Services.

If you wish to obtain further information you should write to:

The Corporate Director (Children and Young People/Education and Childcare)
F.A.O. the Complaints Officer
Children and Young People/Education and Childcare
County Hall
Wakefield
WF1 2QL
Telephone Number 01924 302840

Other useful contacts are:

Gary Cooper Parent Partnership Officer: 01924 305926

Please refer to the Complaints leaflet "What to do if you have a complaint about a school".

All staff are aware of the procedure. The chair of governors is willing to discuss and investigate issues should a situation arise.