

Foundation Stage 2 Parents' Handbook

Starting School



This handbook is designed to provide information to parents about Foundation Stage 2 (which is also known as Reception). We hope that you will find this information of use and of interest, and that it will answer any questions you may have. We also hope it will help your child to settle successfully into School.

If after reading it you still have some queries, please do not hesitate to ask either the class teacher, the administrative staff in the school office or the head teacher. We are here to help!

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WELCOME TO FOUNDATION STAGE 2

You and your child are about to take yet another big step in their young life; starting school. We hope you are looking forward to it. Our aim is to make the transition as stress-free as possible for both you and your child.

To begin with we will be inviting parents to an information evening on Wednesday 23rd June 2021 at 6.15pm. This will of course be dependent on the confirmation that the Government Road Map will continue as planned. If the meeting cannot go ahead, we will be in contact to make alternative arrangements.

Children who currently attend Banks Road Nursery will be visiting the Reception classrooms and staff during the normal school day. Children who are entering our school directly will receive an invitation to come along and play in the classroom in a small group with one parent. This will enable the children and their parent to explore the new environment and share information with staff. Again, this will be dependent upon the lifting of the current restrictions.

During this transition time, we normally visit the children in their current nursery/pre-school settings but unfortunately this year, that is not likely to be possible; so we will be talking on the phone to the key workers in each setting to ensure your child has a smooth transition into school.

Once the staff have met the children and considered all of the information provided to them by parents and their current pre-school setting, the children will be allocated to either Birch Class or Chestnut Class.

The Foundation 2 year is the second year of the Foundation Stage and follows the same curriculum goals as the Nursery/Foundation 1. Foundation 1 and 2 teachers plan together to ensure that the children receive a balanced and progressive curriculum whenever they transfer from Nursery to school.

In the Foundation 2 year, the children are working on the Early Learning Goals prior to beginning the National Curriculum in Year 1. The Early Learning Goals are not subject specific, but cover 7 areas of learning and development:

Prime Areas

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

Specific Areas

- Literacy
- Mathematics
- Understanding of the world
- Expressive art and design

Over the first few weeks in school, we will be focusing on settling the children in to their new environment. If the teacher has any concerns, she will talk to you about them as soon as possible. Likewise, if you have any problems or questions, do come in and speak to the teacher, or if that is difficult because of work commitments, you can contact them through the DOJO or have a chat with her over the telephone.

We hope that you and your child will be happy at Banks Road, and that we can work in close partnership with you throughout their time with us. If any problems or concerns arise, do come and discuss them with either the class teacher or the head teacher. If we are unaware that you or your child are unhappy, we cannot begin to address the issue; and unhappy children do not enjoy learning.

Meet the Foundation Stage Team



Miss James
Early Years Leader



Miss Freeman – Chestnut
Class Teacher



Miss Buxton – Birch Class
Teacher (Mon/Tues)



Mrs Morgan – Birch Class
Teacher (Wed/Thurs/Fri)



Mrs Hunter
Chestnut Class
Teaching
Assistant
(Mon/Tue/Wed)



Mrs Young
Chestnut Class
Teaching
Assistant
(Wed/Thurs/Fri)



Mrs Cross
Chestnut Class
Teaching
Assistant



Miss Brown
Birch Class
Teaching
Assistant
(Mon/Tue/Wed)



Mrs Knight
Birch Class
Teaching
Assistant
(Wed/Thurs/Fri)

School Times

8.45 a.m. to 3.15 p.m.

School does not have the variable start to the day that the Nursery operates. Please make every effort to arrive at school punctually as a calm start to the day is very important for young children.

Arrival at school

When arriving at school before a session begins, take your child to their classroom door in the playground. The teacher will then let the children in at the appropriate time. Please do not let your child go into the classroom if the teacher is not there.

The welfare and behaviour of the children before school is the responsibility of the parents/carers, so please do not leave your child unattended in the playground and watch what they are doing.

A particular hazard is the slope between the main gate and the playground. Both in the morning and at home time, ensure your child stays on the path, not on the grass. Please do not allow your child to run ahead of you or to play on the railings or steps down to the office.

Coming into the classroom

Each child has a peg for their coat, clearly marked with their name and a picture, so that all children can quickly become independent in the morning. As our cloakrooms have limited space, we ask that children do not bring large backpacks and bags. You are welcome to come into the classroom with your child in the morning when they first start school. As they become more settled and confident, we encourage the children to come in independently and hope you will support us in this.

Lateness

Children will be marked as late if they arrive after 8.50am. If you do arrive late, please come in through the main entrance and sign your child in. It is important for safety reasons that we know how many children are in school at all times.

End of the day

At home time, please form a queue outside your child's classroom, so that the teacher can send your child straight to you. This ensures that children are handed over securely.

Our Curriculum



Our learning and provision is taken from the new EYFS curriculum and has been developed with our children at the centre. Work is planned collaboratively by the teachers to ensure:

- development of articulate learners
- broad and varied coverage of all areas of the Foundation Stage for each child
- progression for each child
- continuity in acquiring basic skills
- a range of experiences to inspire and motivate our children

Our indoor and outdoor classrooms are zoned into areas of learning, for example, construction, creative, role play, maths, investigation, physical, sand and water. Children are taught how to access, use and put away resources in these zones to encourage independence and responsibility right from the beginning.

Every day, the children will have an extended period of time to enable them to become absorbed in and develop their learning through play. There will also be times where the children are expected to listen, think and contribute ideas within a whole class and smaller group settings.

While your child is at Banks Road, we will be assessing their progress in many ways:

We continually assess children's learning

- To find out where pupils are in terms of their acquisition of knowledge, skills, concepts and attitudes
- To provide information on which to base future planning
- To involve the pupil in self-assessment to motivate and target set
- To give feedback to the school on the effectiveness of teaching and provision
- To provide information for reporting progress and attainment

We use this information

- To inform planning and teaching methods
- To ensure progression and consolidation is appropriate in all subjects
- To set individual targets
- To forecast end of Key Stage attainments, both at individual and school levels

Children are continually assessed against benchmark statements. These have been developed by the staff using the developmental matters and knowledge of child development. Children are assessed as either on-track or not, allowing timely support for any child who needs it. Towards the end of the year children are assessed against the new Early Learning Goals as either on track or not.

Assessment is done through observation of the child at play, and enables the Foundation Stage staff to ascertain each child's skills. They are then able to plan appropriate experiences for the child, so that maximum progress can be made.

Children who have not attended our Nursery should have similar records from the Nursery they have been attending, and we ask parents to bring them to school so that we can take a copy for the child's file. The Foundation Stage Profile is completed at the end of Foundation 2. All children are now required to undertake the Reception Baseline Assessment. This is a 20-minute activity that the child undertakes with a familiar adult within the first half term. School's do not receive a score for the children and the data is used to measure progress between Reception and Year 6.

Outdoor Play



We spend a great deal of time learning in our outdoor 'classroom'. Being outside gives us opportunities to do things that we can't do inside, such as large scale den building, camping, car washes and many other stimulating role play and construction activities. We enjoy appreciating our natural environment and spend time learning about using our senses to investigate patterns in nature and exploring natural materials through our play.

As we learn in an active way in Foundation Stage, the children don't have a 'playtime' in the morning and the afternoon as the Key Stage 1 children do, but do join them at lunchtimes in the larger KS1 playground.

Our typical daily routine:

- The classroom doors will open at **8:45am** and school starts officially at 8:50am.
- The children will place their belongings in their trays and on their pegs and will begin some activities in the classroom.
- The morning register will take place at around **9.15am** – after allowing the children time to settle into school. This first carpet session of the day is also a key learning opportunity where the children may be learning about a key text/story, explore topic stimulus in our talking tubs, having a daily maths session or learning a new skill.
- After the carpet session the children then have some active learning time where they can explore the classroom and resources and will also complete some set activities.
- **10.30am** – This is the time when the children will stop for snack. The children will all receive a free carton of milk daily up until their 5th birthday; after their 5th birthday it will then be your decision if you would like them to continue to have milk which will then need to be paid for through the 'Cool Milk' scheme. All children will also have a free piece of fruit each day. Snack time is used as a social development opportunity – we have circle times, stories, turn taking games and talking times where children can share their news.
- After snack, **until 11.20am**, the children will continue with their active learning, they will also have the opportunity to explore our outside area where they will be able to develop essential skills such as their gross motor, coordination and balance, there will also be further planned learning activities for the children to complete whilst outside.
- At **11.20am** the children will take part in a phonics session – phonics is a key element to children's learning; it directly impacts their reading, writing and listening skills which is why this is an essential learning opportunity completed each day.
- At **11.45am** the children will go to the hall for their lunch which will be served by their teachers, support staff and designated midday supervisor. Once they have eaten the children will then have the time to play in the big playground.
- At **1pm** the children will return back to their classroom ready for their afternoon register and their next carpet session which may be a specific topic/skill/maths, depending on the theme of learning for that day.
- From **1.30pm to 2.30pm** the children will engage in further active learning with new activities to complete and will also have the chance to continue their outdoor learning.
- At **2.30pm** the children will complete a handwriting activity – there is a huge range of fine motor control enhancing activities, from our write dance, to using tweezers, threading, playdough, whiteboards and pens, and then as the children become more confident they will progress onto using a handwriting book.
- At **2.50pm** the children will have a story time to develop concentration and listening skills and to also settle them down for the end of the day.
- At **3.15pm** the children will then be dismissed from their classroom door by the class teacher.

Tuesday Trails



We pride ourselves on the opportunities we offer your child to learn outdoors. Every Tuesday, our curriculum takes all 60 children outside, working in smaller groups of 20 to undertake activities on and off-site in most weathers.

As part of 'Tuesday Trails' we commit sessions to Forest Schools where children learn an appreciation of nature and care for the environment, bush craft skills and collaborative play and games outdoors. Please see appendix 1 for more information about Forest School.

To make the most of our play and learning in all weathers every day we need to be equipped with suitable clothing. **Please ensure that your child always has a pair of wellies and a waterproof coat (to leave in school if possible).**

For these sessions to go ahead we depend on volunteers, this can be parents, grandparents and extended family members. Helpers **MUST** undertake the volunteer induction at the start of the school year to be able to support us.

Curriculum Enrichment



We believe it is important to enrich the curriculum to promote learning. We do this through organising special themed days and trips to places of special interest linked with the curriculum. We also arrange visits from providers with specialist subject or cultural expertise; these include dancers, theatre groups, local ministers and followers of other faiths.

On some of these occasions we ask parents to make a contribution to cover the costs. This is voluntary, but if costs are not recouped the event may have to be cancelled.

Library Visits

Every class will get the opportunity to visit Toton Library at least a couple of times per year. We ask parents to complete a registration form for the library, which allows the children to borrow a book to take home. We ask that parents return the book to the library, as it might be a long time before we get to go again as a class.

Special Educational Needs & Disability

We treat all our pupils as individuals, and plan their learning experiences according to their needs. Careful records are kept of each child's progress, which are available to parents who wish to see them. In this way we identify special needs at an early stage in the child's school career.

Initially the class teacher provides a variety of approaches and experiences to help the child overcome areas of difficulty, and will always inform parents of any special arrangements being made. If this support does not overcome the difficulty, then the special needs co-ordinator will be consulted who may suggest other resources. She will also initiate and consult with the child's parents.

If necessary, additional support will be sought from external special needs support services, but only after consultation with parents.

Please see appendix 2 for further information about Special Educational Needs.

Homework

All schools are required to set homework. We try to make the work we send home enjoyable for both the child and the parent, as well as consolidating and extending learning. We want homework to promote the learning partnership between home and school.

Your child will get homework fortnightly. This will alternate between an activity to complete in their learning log and a phonics activity in their reading folder. Homework should be completed and returned to school by the following Friday.

Pupil Premium

If you have a low income or are in receipt of certain benefits the school may be able to apply for additional funding to enable us to provide additional financial and educational support to your child. This is vital funding to our school and enables us to enhance the experience for your child. Please see the letter at appendix 3 for further details.

Communication with Parents

We try to inform parents of events, routines and the curriculum in a variety of ways. The most reliable way to receive information is via email. Please ensure that you let the office know your email address.

All sorts of information, including photographs and information about your child's learning, can also be found on our school website, so please look at this regularly, too at www.banksroadschool.co.uk

Letters and information may be sent home as paper copies and will be put into your child's book bag, so please check it regularly. Friday newsletters give predominantly whole school information, including dates for diaries. Class teachers send home a half termly newsletter to let you know any important dates and outlines the learning for the half term.

The Class Dojo is a communication app that you will be invited to join. Class teachers use it to share information about what is happening in the classroom and parents can privately share information to the teacher about what their child has been doing at home.

Parents' evenings are held in the Autumn and Spring terms when you will have the opportunity to discuss your child's progress and development with the class teacher. However, do not feel that this is the only time to talk to the teacher. If you want to discuss any aspect of schooling, do make an appointment with them as concerns or questions arise, or send a private message to them using the Class Dojo.

In the Summer term, you will receive a written report on your child's progress, attainments and development.

Sending money to school

There are a variety of occasions when money needs to be sent to school, e.g. money for trips and enrichment activities.

Whenever you send money to school, please help us by putting it in a sealed envelope with your child's name and class, the amount of money enclosed and what it is for clearly written on the front. This is very important and will make sure that money does not get lost and gets allocated to the correct trip or activity.

Safeguarding & Security

The safety of all our pupils is of paramount importance. We ask all adults coming to school during the school day to come via the main entrance and register their presence.

Please also let us know if someone different is collecting your child. **We will not allow children to leave with strangers or unaccompanied.** If you change your collection arrangements during the day, you should call the School office to advise of the new arrangements. You will receive a call back on the number we hold for you to confirm the arrangements. If we cannot get hold of you (because your number is incorrect or unavailable) we may not be able to release your child at the end of the day. It is therefore of utmost importance that you keep us up to date of any change to your contact details.

If you are going to be late, we will keep your child until you arrive. If possible let us know if you have been delayed and we will then reassure your child.

Being a volunteer/visitor/parent helper in school

Parent helpers and volunteers at our school bring with them a wealth of skills and experience that can enhance the learning opportunities of the children. Banks Road welcomes and encourages them. In normal circumstances parent helpers are always welcome in school – regularly or occasionally. Activities may include playing a board game with a small group of children, reading stories and sharing books or sharing a skill or craft you enjoy. However due to the current situation we will not be able to welcome visitors into school in September. We will be continually reviewing the situation and inform parents as soon as possible when we will be able to allow visitors back into school.

If you would like to help at school or nursery **AT ANY TIME** (including on trips) you will be required to attend an induction meeting with the head teacher, Mrs Clemens. During this meeting you will be guided through the policy and procedures for any volunteer in school. This is our duty of care to you and your child. At the end of this meeting you will be asked to sign an agreement form which outlines the expectations of all stakeholders in order to actively support our school aims and values. **You will only have to go through the induction process once during the time your child is at Banks Road.**

Travel to school

Children are welcome to come to school on their scooters. Scooters can be stored in the scooter park by the main gate at parents' own risk. A padlock is required to secure the scooter throughout the day. The security of your child's scooter is your responsibility. The School cannot guarantee the safety of unlocked scooters. This facility is **not** suitable for bicycles; if you allow your child to ride their bicycle to school, you must push it home when they have gone into class.

Park & Stride

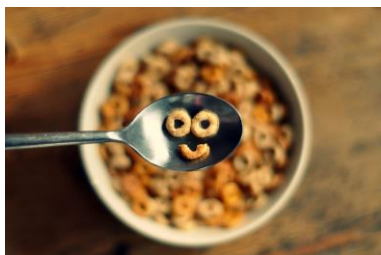
Many parents use cars to bring and fetch children from school. Whilst we prefer children to walk to school, we understand that this is not always possible.

In order to minimise risk to our children and inconvenience to neighbouring residents, we have a 'Park & Stride' ethos which is supported by members of the local community, the Local Authority and Nottinghamshire Police.

We hope all parents will support this ethos by parking at the Greenwood Community Centre, which is accessed via Chester Green, and is free, and then striding from there to school (and reversing the process at home time.)

Thank you for your cooperation in keeping all members of our school safe.

Breakfast Club



Our breakfast club is open to children who attend Banks Road Infant & Nursery School and their siblings who attend Bispham Drive Junior School. Breakfast club is open each day during term time (except Inset days). There is no need to book a place at Breakfast club.

Children can arrive between 7.30am and 8.15am. The breakfast provided will consist of cereals, fruit juice, toast with a variety of spreads, fresh fruit, yoghurts and hot drinks. Unfortunately we cannot accommodate children who arrive after 8.15am.

We provide childcare and breakfast at a cost of £5.00 per day. Payment can be made by cash or cheque, and will be collected at Breakfast Club, either on the first day of attendance each week or on a daily basis. Childcare vouchers are also accepted in payment for Breakfast Club.

After School Club

We offer an after school club for children in school and nursery and their siblings who attend Bispham Drive Junior School. This runs in the school hall from 3.15pm to 6pm. Children get a light healthy tea for example sandwiches, beans on toast, pasta, soup, fruits, yoghurt etc. They have time to relax and play with their friends. There are craft activities and outdoor play as well as a range of toys for the children to enjoy.

The cost is £12.00 per session, and bookings for this need to be made a term in advance for the full term. Payment can be made by cash, cheque or childcare vouchers. Please contact the school office if you think this is a service you may require.

Holiday Clubs

We offer holiday club during most of the school holiday periods. Holiday club is charged at just £25 per day and is open from 8.30am to 4.30pm. Each day is themed and the children always have lots of fun! Bring a packed lunch and your sun cream and be prepared for a fabulous day of exploring, creating, building, crafting and playing. Spaces are limited and are allocated on a first-come, first-served basis. Booking forms will be sent out in advance of each event.



WE LIKE TO KEEP HEALTHY!

Milk and snacks

Milk is available in school daily and is free to all children under the age of five. We will register your child for free milk on your behalf by providing your child's name and date of birth to our supplier, Cool Milk. Please advise the school office if you do not wish us to register your child. Shortly before their fifth birthday you will be offered the opportunity to pay a subsidised rate for your child to continue receiving a milk drink in school. Do not attempt to register before prompted, as your child may miss out on free milk!



The school is a participant in the National Fruit Scheme. This ensures that every child receives a free piece of fruit each day. No other snacks should be brought into school.

Drinks throughout the day

It is important that children drink enough water during the school day as dehydration affects concentration and learning as well as their general well-being. It is school policy that only water is drunk throughout the day. This is for health and dental reasons, but also, sugary drinks attract unwanted creatures such as ants. Your child should bring a water bottle to school on Monday's to leave in school for the week; this will be filled and refreshed as necessary with chilled mains water. Water bottles should be taken home for washing each week. School logo water bottles are available to purchase £2, and replacement lids are 20p.

School meals

We view lunchtime as an important part of the day, and strive to make it a pleasant and sociable occasion. We encourage children to try different foods so that they can make informed choices when the meal is being served. We emphasise the need for good manners and the correct use of cutlery.



Midday meals are prepared by our own cook in the school kitchen according to Healthy Eating guidelines. Vegetarians are catered for, and we can also cater for special diets upon receipt of a doctor's letter. If this is the case, we will arrange an appointment for you to meet with the Cook to discuss the dietary needs of your child.

You may be aware that from September 2014 all infant aged children (reception, year 1 and Year 2) receive their midday meal free of charge (Universal Infant Free School Meals).

Packed Lunches

Alternatively, children may bring a packed lunch. As a holder of the Healthy School's Gold Award, we are anxious that packed lunches should be balanced and healthy. Please ensure that your child has healthy choices such as wholemeal/best of both bread, salads and fruits. Crisps, chocolate and cakes should be kept to a minimum. We are a **NUT FREE SCHOOL** and ask that you do not send nuts or nut spread in your child's packed lunch. Children bringing packed lunches will be served water to drink, just as pupils taking hot lunches are. **No** other drinks should be brought in. **All packed lunches should be in a secure and named container.**



What You Will Need

Uniform

Whilst our school uniform is not compulsory, in practice all our children do wear the following:

Grey skirt, trousers or shorts
White or red polo shirt or blouse
Red sweatshirt or cardigan
Red/White Gingham cotton dress

White or red tee-shirt for P.E*
Red, white or black shorts for P.E*
Winter hat
Sun-hat

*P.E uniform is not required until the Summer Term, so we recommend that you do not buy this until it is needed.

Uniform is available to buy with the Banks Road School logo embroidered on from www.myclothing.com (school will receive a 5% cash donation on all orders), or Just-School Wear at www.just-schoolwear.co.uk or from their store in Long Eaton, and Morleys Schoolwear, Bramcote Avenue, Chilwell.

Footwear

Shoes should be appropriate for the range of activities the children undertake. For safety reasons they should not have heels or open-toes. Strappy sandals or flip-flops, however hot the weather, are not allowed.

Reading folders and PE bags

These are available from the school office priced at £4 each.

Lost property

There is a Lost Property trolley outside the office which is emptied termly. Avoid having to rummage through by naming **everything** your child may remove (including shoes)!

Please make sure that all clothing is clearly marked with your child's name

Jewellery

We do not allow children to wear jewellery for safety reasons. If your child already has pierced ears, plain stud earrings only may be worn. Even these will need to be removed for PE by the child.

Toys

We do not permit toys to be brought into school, to avoid breakages and losses, which are upsetting for the child. School provides toys for playtimes, and the toys and equipment used for play activities in the classroom are carefully chosen to fulfil a specific curriculum requirement.



Absence



If your child is absent please telephone school as soon as possible on the first day of absence. An answer-phone operates when the office is unattended so that parents can leave messages prior to leaving for work etc. It is our policy to follow up any unexplained absence by telephoning parents who have not contacted us by 30 minutes after the start of school.

If you know in advance that your child will be absent (e.g. for a medical appointment) please let the class teacher know.

Medicines

Many children are fit to return to school before they have completed their courses of medication. When a child is taking medication, we will administer them during the school day if necessary. We ask that medicine is named and brought to the school office **daily** along with a suitable spoon or syringe. The parent/carer will be asked to complete an information authorisation sheet. We will then keep the medicine in the refrigerator if necessary.

Illness during the day

If your child is taken ill or has a more serious accident at school, every effort will be made to contact you. Please help us by ensuring that we have **at least two** contact numbers which are up to date.

Infectious illnesses

In the cases of infectious illnesses the following apply

Illness	Appropriate action
Sickness or diarrhoea bug	Wait 48 hours after the last bout of illness before your child returns to school. They must be well and eating and drinking normally.
Conjunctivitis	Do not bring your child to school if their eyes are 'gunky'. Wait until 24 hours after treatment has been started.
Chicken pox	Do not bring your child to school until the last spot has scabbed.
Hand, foot & mouth	Do not bring your child to school until the last blister has dried up.
Scarlett Fever	Your child can return 24 hours after starting antibiotic treatment.
Impetigo	Do not bring your child to school until the lesions have scabbed, or 48 hours after antibiotic treatment is started.
Slapped Cheek	None once the rash has developed.
Covid-19	Isolate your child for 10 days. They must be symptom free, safe to return and have received approval from the Head Teacher.

Asthma

We ask parents to complete an annual 'Asthma plan' if their child suffers with asthma so that we can be aware of the likelihood and any possible triggers of an attack. Your child's asthma inhaler will be kept in school and administered by the teacher as outlined in your child's Asthma plan.

Head Lice

Head lice, or nits, are sadly a fact of school life. Please check your child's hair regularly and let us know if you find either louse or nits (the egg of the louse). We can then remind other parents to check their children's hair and so prevent them reaching epidemic proportions!

Sun Safety

Banks Road is a Sun Safe school. We actively promote the use of sun screen, hats and sunglasses during the summer months. We ask that you apply a once daily, high factor, sun screen to your child before they come to school in the morning, and that you provide a tube of cream for them to reapply if you feel it necessary during the day. The staff are unable to apply cream to the children.

Behaviour

At Banks Road School we aim to achieve a calm and orderly school environment based on mutual respect and trust with high standards of behaviour. Our school website has lots of information about behaviour expectations including our behaviour policy, please visit: www.banksroadschool.co.uk. Appendix 4 provides the Governors Statement of Behaviour Principles.

Additional Information

We hope this booklet has provided some useful information. If there is anything else you would like to know or require more detailed information about any aspect of school life, please don't hesitate to ask either the class teacher, the administrative staff or the head teacher. You can also visit our website at www.banksroadschool.co.uk to read news, events, policies and procedures. The following policies are just some of those available on our website:

Attendance	Equality
Behaviour	Gifted and Talented
Child Protection	Privacy Notice
Complaints	School Mission Statement
Special Educational Needs	



The Friends of Banks Road Infant School is the school's Parent Teacher Association and a registered charity. The Friends Committee is made up of parents and teachers who share an interest in raising funds for the benefit of the school, through organising fun and exciting events for the children and the parents.

The aim of the Friends Committee is to raise money for the school to spend on extra facilities and equipment to help your child have a fun and exciting time at school, they also organise social events for the children and parents. When your child starts at Banks Road you automatically become a 'Friend'.

Every year they hold a Christmas and Spring disco for the children, plus a number of events for parents such as quiz nights and a Ladies Pamper night. The main annual event is the Summer BBQ, which is held in the Summer term.

The Friends raise over £5,000 each year which pays for a Christmas tree for the school hall, a Christmas present and an Easter egg for every child. Over the past couple of years they have also funded the establishment of the Forest School area, a large interactive screen for the school hall, iPads, playground equipment, toys and games.

The meetings are quite informal, but the job gets done, and the Committee has fun doing so! There are also a couple of committee members' social evenings each year too. We hope you will become an active Friend whilst your child is at Banks Road. New committee members are always welcome, and the date for the AGM Meeting will be decided in accordance to as and when it is possible to take place safely. For more information please visit the school website.



Forest School – Information for Parents

What is Forest School?

Forest school is an exciting opportunity for your child to experience nature and learn outdoors. At forest school the children learn through first-hand experience and develop skills like perseverance, independence and responsibility. These are all skills which will help them to achieve more when they are back in the classroom.

Where and when does Forest school take place?

Most sessions will take place in our small forest school area at the back and side of Nursery. The children will be able to access toilets in the Nursery or school. Some weeks we may go off site and walk to the public woodland space near Greenwood Community Centre. If we are going out of school we will endeavour to let parents know 24 hours in advance.

Forest school sessions last 2 hours and take place weekly within the normal school day.

How will we keep the children safe?

The site has been carefully assessed and the children will be given detailed training for all the activities.

Part of forest school is teaching children about risks and how to evaluate them. So the children will be taught about how to add fuel to a fire, cook and make drinks using a fire, climb trees and use tools. These activities will be introduced as the children in the group are ready for them and will be carefully supervised by an adult. By allowing children to take these measured risks, we help to prepare them for making choices when they are older and teach them to be actively responsible for themselves, their choices and actions.



What if it is raining?

We try to go outside whatever the weather but obviously would not lead outdoor sessions in unsafe weather such as storms. Part of our forest school ethos is to respond to the needs of the children so sometimes our sessions are shorter if children are becoming too cold, hot or uncomfortable. We also occasionally offer the option of indoor play alongside the session when the weather is particularly cold or hot. In our experience it is rarely the children who get cold and tired or want to come inside!



What do we need for forest school?

We provide all specialist equipment such as protective clothing and tools and we also have puddle suits for all children which keep them dry. Please note these are not lined so children need to wear lots of layers underneath in the cold weather.



We ask all children to bring a pair of Wellington boots which they keep in school at all times. We also request that children also bring a puddle-suit to keep in school. We do have some in school, but if you can provide one for your child we would be grateful.

What do the children do at forest school?

A wide variety of activities! We start with the children's interests and fascinations and explore these initially through free play and games.

During the course of the year we build up a structure which responds to the needs of the children.

This could incorporate:

- Singing
- Collaborative play and games e.g. 123 where are you, what's the time Mr Wolf
- Story telling
- Imaginative play
- Shelter building
- Ropes and knots
- Making potions and cooking in our mud kitchen
- Using simple tools to whittle wood
- 'Risky' play such as balancing over our 'mud pit' and climbing trees
- Adding fuel to fires and making hot drinks using 'Kelly kettles'
- Environmental activities such as building nests, feeding birds, building shelters for woodland animals, mini-beast hunts
- Gardening



Can I come too?



Yes please! In order for forest school to run successfully we desperately need parent helpers preferably on a regular basis. Please speak to the class teacher if you would like to come and help.

Special Educational Needs at Banks Road

Information for parents & carers

What are Special Educational Needs?

A child is defined under the Children & Families Act 2014 as having a Special Educational Need if they:

- have a significantly greater difficulty in learning than the majority of others their age; or
- have a disability which hinders them from making use of general educational facilities.

At Banks Road we recognise that special needs are vast and wide-ranging. A child could have a very short-term need or challenge with some area of school life or learning. On the other end of the spectrum a child may have a life-long need having great impact on their school and personal life.

Special needs can mean that a child is facing any kind of difficulty at that time. At Banks Road we aim to support the whole child including their academic, emotional, physical, behavioural and social wellbeing.

How will I know if my child is having difficulties?

- As Parents – you may already have passed on your concerns to others who can help i.e. Health Visitor, G.P.
- At Pre-School – Playgroup, Nursery or child-minders, others may have informed you that they had noticed some things were particularly challenging for your child.
- At School – teachers and their assistants may find during their daily working contact that your child may need extra help in certain areas.
- Routine Screening – such as vision and hearing tests can provide important information, as can teacher assessments on the progress your child is making. Hearing and vision tests are no longer provided as a matter of course for all children. If you have any concerns please contact your GP. We recommend that you arrange a hearing test at some point during your child's Nursery year, just to be on the safe side.

What can you do if you are worried that your child may be having difficulties?

Your child's early years are a very important time for their physical, emotional, intellectual and social development. When your health visitor or doctor makes a routine check, they might suggest that there could be a problem. But if you have any worries of your own, you should get advice straightaway.

If you think your child may have a special educational need that has not been identified by the school you should talk to your child's class teacher, to the SENCO (this is the person in the school who has a particular responsibility for co-ordinating help for children with special educational needs), Miss Morris or to the head teacher, Mrs Clemens, straight away.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed.

So you should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

- It is best to start with your child's teacher or the SENCO.
- You will be able to talk over your concerns and find out what the school thinks.
- The SENCO will be able to explain what happens next.
- Working together with your child's teachers will often help to sort out worries and problems.
- The closer you work with your child's teachers, the more successful any help for your child can be.

Remember – you know your child better than anyone.

In School support

SENCO: Miss Morris (Special Educational Needs Coordinator)

Teaching Assistants

Class teacher

All these staff have a part to play in developing and implementing the Special Needs Programme at Banks Road Infant and Nursery School.

If you are concerned about your child's progress and their learning needs, please speak to their class teacher in the first instance.

You are welcome to speak to the SENCO who can be contacted easily through the school office.

Mrs Williams is the Governor with responsibility for SEND and can be contacted through the school office.

Tel No. 0115 9179881.

Want to find out more?

For the SEND policy, accessibility plan, local statement and lots more information please refer to the SEN section of the School website: www.banksroadschool.co.uk

For further information on children with special educational needs check out the DfES publication Special Educational Needs – a guide for parents and carers. This, and lots of other information, can be found at the following website:

<http://www.education.gov.uk/schools>

You can also get help from the Nottinghamshire and Nottingham Parent Partnership Service: www.ppsnotts.org.uk

Pupil Premium

The school can claim extra funding through Pupil Premium to support children's development, learning and care.

National data and research tells that children who are from families which have a low income or are claiming certain benefits achieve less than the expected level of development at the end of the early years foundation stage compared to other children. The Pupil Premium provides additional funding to help the school to close this gap.

Pupil Premium provides extra funding to be used specifically for the children who are eligible. We can use the funding in any way we chose to improve the quality of the early year's education that we provide for your child. This could include for example TA intervention for small group work to support your child with a particular area of learning, or for social and emotional support; alternatively it could be used to support the cost of school trips for your child. It is important to stress however that it is for the benefit of **your child**.

It is well documented that high quality early education can influence how well a child does at both primary and secondary school, so we do want to make the most of this additional funding.

Children may qualify for pupil premium if the parent/carer receives one of the following benefits:

- Universal Credit with an annual net income of no more than £7,400
- Income support
- Income based Jobseeker's Allowance
- Support under Part 6 of the Immigration & Asylum Act 1999
- The Guarantee element of State Pension Credit
- Working Tax Credit
- Child Tax Credit

Register on-line by visiting [the public website](#) The information needed to register includes:

- Personal details (including national insurance number and date of birth)
- Child's details in full including their date of birth and school they attend.

If you have any questions, please do not hesitate to contact the school office on 0115 917 9881.

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES 2020-21

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing board). The purpose of this statement is to provide guidance for the Head Teacher in drawing up the Behaviour Policy at Banks Road Infant and Nursery School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the Behaviour Policy, though she must take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head teachers and school staff (January 2016).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Covid-19 – Guidance for full opening: schools (July 2020) states all schools should consider updating their behaviour policy, setting out clear guidelines and practices for behaviour linked to covid-19. The whole school behaviour policy and our whole school agreement has been updated to include these.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse
- Banks Road Infant and Nursery school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school, fostering good relationships between the school and pupils' home life.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions, that exclusions will only be used as a last resort
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Head Teacher: Carole Clemens
Tel: 0115 917 9881
Email: office@totonbanksroad.notts.sch.uk

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