

EYFS HANDBOOK AND PROCEDURES



**BICKLEY PARK
SCHOOL**

This document should be read in conjunction with whole school policies and procedures that can be accessed via the Bickley Park website

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Bickley Park EYFS

Welcome

Welcome to the EYFS. Inside this booklet you should find plenty of useful information concerning the workings of the EYFS at Bickley Park that should make your child's journey as smooth as possible.

Meet the EYFS Staff

Little Bees – Mrs Constable (Room Lead)

Mrs Ling

Mrs Cheeseman

Busy Bees - Mrs Ursell (Room Lead)

Mrs Stocks

Mrs Isaacs

Bumble Bees - Mrs Spiteri (Room Lead and Nursery Lead)

Miss Jacob

Miss Roberts

RGL Mr Love – (Year Lead)

Mrs Wilkinson – Teaching Assistant

RLH Miss Herring - Teacher

Mrs Hamel - Teaching Assistant

RKA Miss Arnell - Teacher

Mrs Adams - Teaching Assistant

Within the EYFS we have six classrooms. There are three Nursery and three Reception classes. The Nursery classes are mixed classes including girls who are siblings of boys at the school. There is flexibility of movement between the rooms over the course of the year.

Little Bees – 2 ½ years upwards

Busy Bees – 3 years upwards (planning is parallel to Bumble Bees)

Bumble Bees – 3 years upwards (planning is parallel to Busy Bees)

Reception – 4 years upwards

Bickley Park School's Vision, Aims and Values

Vision:

To be a world class preparatory school for boys.

Aims:

To deliver a balanced, challenging and quality curriculum that arms pupils with the skills and attributes to thrive in their later lives.

To provide an education tailored to how boys learn and aimed at motivating them to achieve.

To enable boys to stand out from the crowd in a globally inter-connected world.

Values:

Pre-Prep Department Values:

We believe that we should...

- Share
- Be honest
- Be kind and helpful
- Treat others as we would be treated
- Listen to one another
- Forgive - recognise that everyone, including ourselves, makes mistakes
- Work hard to do our best to be our best self

EYFS Curriculum

In our planning, we aim to provide a broad and balanced curriculum which fosters the intellectual, social, emotional, physical, spiritual, moral and cultural development of all children, with a greater emphasis on boys' learning from Reception and above. Our Planning is built around a creative curriculum delivered through a two year cycle in both Nursery and Reception. More information about the half termly topics covered will be outlined for you at the parents' information evening before your child joins us.

We provide an environment that welcomes parental involvement and recognises and values parents as partners in the learning process. We have an open door policy that means parents are welcome to come and talk to us before or after school, or at a mutually convenient time.

Our aim is to ensure that our EYFS provision complies with the learning and development requirements, and the welfare requirements, of the statutory framework for the EYFS in the development and provision of:

- **A Unique Child**

We recognise that every child is a learner from birth who can be resilient, capable, confident and self-assured. Our commitments are focused around development, inclusion, safety, health and well-being.

- **Positive Relationships**

The Early Years Department is committed to building positive relationships founded upon respect, partnership with parents and the support of learning. Key workers and teachers develop positive relationships which enable children to become strong and independent.

- **Enabling Environments**

In order to support and extend the children's development and learning, the school is committed to undertaking observations, assessments and planning. Learning environments are designed to be safe and stimulating and to support the transition process from one year group to another.

Learning and Development

Our aim is to be aware that children develop and learn in different ways and at different rates. All areas of learning and development are equally important and inter-connected. There is an underpinning belief in the school that all children have significant strengths that should be fostered and developed.

Learning, Development and Curriculum

Our aim is to meet the statutory requirements of the EYFS in a way which reflects the needs of the individual child in our care. We aim to plan a challenging and enjoyable experience across all the areas of learning and development by looking carefully at the children in our care, by considering their needs, their interests and their stage of development. Through the delivery of planned and purposeful play and learning, with a balance of adult-led and child-initiated activities, we aim to meet the seven areas of learning and development.

Prime Areas:

- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development.

Specific Areas:

- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design

Children's ability to apply what they learn is planned with reference to the 'Characteristics of Learning'.

Birth – 3 Curriculum

In the Early Years, play is a significant contributor to a child's learning. Children are provided with opportunities to explore their environment and resources during child initiated and adult led activities, thus enhancing their learning experiences.

As the children enter BPS at 2 ½ years and older, they develop listening skills and work through Phase 1 of the school's phonics programme.

The children have their own profile, which is a strong tool used to track their individual progress. Data is collected through observations, photographs and specific evaluations of each individual child. Regular reports and parents' evenings are also in place to provide parents and carers with continuous feedback about their child's progress throughout the early years.

Foundation Stage Curriculum

The delivery of the Foundation Stage Curriculum at Bickley Park School recognises the importance of active learning through investigation, exploration, listening, observation, creation, experimentation and play.

Key themes provide a solid learning basis for each child and alter on a termly basis as part of a varied, exciting curriculum.

We aim for all children to be able to reach their full learning potential through a variety of child-initiated and teacher-led activities.

Through the successful delivery of the curriculum we aim to:

- Provide quality learning experiences for all pupils: learning which is structured, balanced, relevant to the child and related to the real world. Effective learning is fostered as children learn to play and work individually and in small groups. They are encouraged to develop independence and work towards the high standards of behaviour which underpin the ethos of the school.
- Provide a curriculum which takes account of, and responds to, individual developmental needs and allows all pupils to make progress. The curriculum builds on previous learning experiences and helps children to develop positive attitudes towards progress and achievement.
- Ensure that positive experiences provide pupils with confidence, motivation and readiness for future learning. Children are supported in building a sense of self-respect, personal worth and identity, as well as being taught the values of caring and sharing.
- Promote the Early Learning Goals.
- Maintain a partnership with parents that supports the work of the school in enhancing the development of the pupils.

Early Learning Goals

The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage, but are not a curriculum as such. They are organised into seven areas and provide the basis for planning throughout the Foundation Stage, thus laying secure foundations for future learning. By the end of the Foundation Stage, some children will have exceeded the goals, while other children will be working towards some, or all, of the goals.

The Seven Areas of Learning

Please note that EY children in the Little Bees focus on the following Prime Areas: Personal, Social and Emotional development, Communication and language development and Physical Development.

Personal Social and Emotional Development

A range of opportunities exist within the wider Foundation Stage curriculum to focus on helping children to:

- Develop a positive sense of themselves and others.
- Form positive relationships and develop respect for others.
- Develop social skills and learn how to manage their feelings.
- Understand appropriate behaviour in groups.
- Develop confidence in their abilities.

Progress is measured in terms of children demonstrating self-confidence and self-awareness; the ability to manage their feelings and behaviour and to form relationships. The PSHE curriculum, 'Jigsaw,' for EYFS, follows a thematic arrangement over the course of each term and continues throughout Year 1 and 2. What is learnt in PSHE is interconnected with all other aspects of learning under the same theme. The areas can be found on the PSHE policy in the school website.

Communication and Language

Communication and Language depend on developing increased competence in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. To give the children the best opportunities for effective development, the school creates a language rich environment in which they learn to listen and to speak in a range of situations.

These include:

- Listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.
- Listening to what other individuals have to say and responding appropriately while engaged in another activity.
- Following instructions which involve several ideas or actions.
- Circle Time/show and tell.
- Reception Class Assemblies
- Christmas Productions.
- EYFS Special Assemblies.
- Reception children attending KS1 assemblies.
- Drama Workshops.
- Library time.

Physical Development

The Foundation Stage curriculum allows ample opportunity for children to be active and interactive. Through a carefully planned progression of activities, pupils develop their coordination, control and movement. Children are also helped to understand the importance of physical activity and to make healthy choices in relation to food. To give all children the best opportunities for effective physical development, the school gives particular attention to:

- Planning activities that offer appropriate physical challenges.
- Providing a range of outdoor and indoor activities.
- Giving sufficient time for children to use a range of equipment.
- Introducing the language of movement to children, alongside their actions.

- Supporting individuals and encouraging increasing independence in physical indoor and outdoor activities including, gymnastic skills, dance, ball skills and athletics.
- Outdoor Learning – Forest school and the Mud Kitchen.
- Children in Reception receive a specific PE lesson taught by a specialist PE teacher.

As children make progress through the curriculum, they improve their moving and handling skills, demonstrating good control in large and small movements. They move with increased confidence in a range of ways, safely negotiating space. They also learn to handle equipment and tools effectively, including pencils and scissors.

In addition to this, they increasingly appreciate the importance of good health, physical exercise and a healthy diet. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Mathematics

Mathematical development focuses on providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces and measures.

Mathematical understanding is developed through stories, songs, games and imaginative play so that children enjoy using and experimenting with numbers, including one up to 20. They are taught about the concepts of 'more than' and 'less than', as well as being introduced to simple calculations and problem-solving scenarios, such as doubling, halving and sharing.

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

To give all children the best opportunities for effective mathematical development, particular attention is given to:

- Providing many different activities, some of which focus on mathematical development and some which will draw out the mathematical learning in other activities, including observing numbers and patterns in the environment and daily routines.
- Undertaking a range of mathematical written activities.
- Using Numicon tiles and resources in a variety of tasks, aiding children to begin to develop an understanding of place value.
- Planning practical activities underpinned by children's developing communication skills.
- Providing indoor and outdoor activities that are imaginative and enjoyable.
- Planning opportunities to observe, assess and plan the next stage in children's learning.
- Using the Abacus Mathematics programme.

Literacy

This key specific area of learning centres on encouraging children to link sounds and letters and to begin to read and write. Pupils are given access to a wide range of reading materials to ignite their interest. This includes an introduction to the school reading scheme, at the appropriate time, incorporating a variety of phonics training, including Letters and Sounds and the Dandelion Reading scheme. During the Reception year, boys will take home reading books. These are ability appropriate and boy-friendly books.

The school develops the phonic knowledge of individuals through the teaching of synthetic phonics, based around the Read Write Inc program. As a result, pupils learn to read and understand simple sentences. They use phonic knowledge

to decode regular, and some irregular, words and read them aloud accurately. They also demonstrate understanding when talking with others about what they have read.

The development of writing allows children to use their phonic knowledge to write words in ways which match their spoken sounds. They also learn to write some irregular common words and simple sentences which can be read by themselves and others during modelled, independent and focused writing lessons.

The children go to the library each week with their class friends. It is open to visit, with their parents, every day, both before and after school hours also.

Understanding the World

In this area of learning, children develop the crucial knowledge, skills and understanding that help them to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. This forms the foundation for later work in Science, Design and Technology, History, Geography, and Information and Communication Technology (ICT).

To give all children the best opportunities for developing effectively their knowledge and understanding of the world, the school gives particular attention to:

- Providing activities based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion.
- Providing an environment with a wide range of activities, indoors and outdoors, that stimulate children's interest and curiosity.
- Planning opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture, and of special educational needs and disability issues.
- Providing adult support in helping children communicate and record orally and in other ways.

Specifically, children develop their understanding in three areas:

- **People and Communities:** Children talk about past and present events in their own lives and the lives of family members. They learn to appreciate that other children don't always enjoy the same things and are sensitive to this. They have the opportunity to look at similarities and differences between themselves and others, in their family and community. Traditions are also recognised and a great variety of celebrations and festivals are highlighted over the course of the year. The children enjoy different visits from the local community, during school time, including: Father Richard from St. George's Church, Bickley, and parents who wish to share their celebrations or festivals. Nursery children visit a local care home and share stories and games.
- **The World:** Children are taught 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 begin to develop an understanding of why some things occur and some changes happen. Trips are arranged which link in with topics to support the development awareness of the world around them.
- **Technology:** Pupils are introduced to technology in various forms and begin to select and use technology for particular purposes. Children enjoy using the Interactive whiteboard, iPads and computer suite, learning to control a mouse and Bee-Bots.

Expressive Arts and Design

Creativity is fundamental to successful learning and involves enabling children to explore and play with a wide range of materials and media. Being creative enables children to make connections between one area of learning and another and so extends their understanding. Pupils become increasingly confident to articulate through sharing their thoughts, ideas and feelings. This area of learning includes: art, music, dance, movement, role-play, design and technology and imaginative play. To give all children the best opportunities for effective creative development, the school gives particular attention to:

- Providing a stimulating environment in which creativity, originality and expressiveness are valued.
- Providing a wide range of activities that children can respond to by using their senses.
- Allowing sufficient time for children to explore, develop ideas and finish working on their ideas.
- Providing opportunities for children to express their ideas through a wide range of types of representation.

Children sing songs, play percussion instruments and learn musical techniques during weekly class Music lessons.

Children are encouraged to use what they have learnt about materials in original ways, thinking about uses and purposes. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

They present their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

The Role of Play in the Foundation Stage

Well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. In playing, they behave in different ways; sometimes their play will be boisterous; sometimes they will describe and discuss what they are doing; sometimes they will be quiet and reflective as they play.

Through play, in a secure environment, with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build up ideas, concepts and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others, or cooperate as they talk, or rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears, or relive anxious experiences, in controlled and safe situations.

Assessment, Reporting and Foundation Stage Profiles

Our aim is to assess continually children's learning and development by observing and responding appropriately in order to enable them to make progress toward Early Learning Goals. Information provided by parents will be taken into account as will the contribution of all staff working in EYFS.

Staff plan to:

- Make systematic observations and assessments of each child's achievements, interests and learning skills.
- Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.
- Match observations to the expectations of the Early Learning Goals.
- Plan individual targets for all pupils, following parents' evenings.

Personal Profiles

A record of achievements, based on the Seven Areas of Learning, will be recorded during the year throughout EYFS. Ongoing evidence is collected, when appropriate, including photographs and observations of pieces of work. An on-line programme, Tapestry, is used to record observations. Parents will be sent information regarding login details when your child joins the EYFS department. Individual profiles can be read, shared and added to.

Progress Sheets

Records of progress within the Early Learning Goals for the Nursery are continued into Reception.

Parents' Evenings

Two parents' evenings take place during the academic year: one in the Autumn Term and another in the Spring Term. We have an open-door policy. Should parents wish to talk at any other time, they are more than welcome to make appointments with staff.

School Reports

A full written report is emailed to parents at the end of the Summer Term, which highlights children's development within each of the seven areas of learning, incorporating the Characteristics of Learning.

Foundation Stage Profiles

Where a child moves to a new provider, during the academic year, the school will forward the following information to the new provider:

- Any EYFS data recorded by the school.
- The school's assessment made in respect of the child.

Equal Opportunities Policy

The school Equal Opportunities Policy provides for equality of provision and opportunity in all areas of life at Bickley Park School.

Within EYFS, our aim is to ensure that children develop and demonstrate positive attitudes towards diversity and difference, not only so that every child is included, and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. Each child's individual learning development and care needs will be addressed by:

- Removing or helping to overcome barriers for children where these already exist.
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary.
- Stretching and challenging all children.

We aim to give all children the opportunity to experience a challenging and enjoyable programme of learning and development irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

The Bickley Park School SEND code of practice ensures equality of opportunity and support for children with learning difficulties and disabilities.

Other Faiths and Cultures

By learning about other faiths and cultures, children will have opportunities to promote and value diversity and differences.

- Our aim is to show respectful awareness of all the major events in the lives of our children and in society as a whole. We aim to celebrate a diversity of backgrounds.
- As a school, we are broadly Christian in ethos and both mark and celebrate key events in the Christian year. However, children will be made aware of a whole range of festivals. Families will be encouraged to share aspects of their culture, if they wish to do so.

The Curriculum

- All children will be respected and their individuality and potential recognised, valued and nurtured, in an environment free from prejudice and discrimination. Appropriate opportunities will be given to explore, acknowledge and value similarities and differences between themselves and others. Parents are more than welcome to talk to staff about any questions that they have about the curriculum.

Resources

- These will be chosen to give children a balanced view of the world. Materials will be selected to help children develop their self-respect and to avoid stereotypes and derogatory pictures, or messages, about any group of people. Children will be given the opportunity to make their own choices about toys and whether to play in the inside or outside area.

Special Educational Needs and Disability (SEND)

The staff in the EYFS Department recognise the wide range of special needs of children and their families: they will play their part in supporting those needs. All children will be included in activities and, where appropriate, reasonable adjustments will be made. If children in EYFS require additional support, this will generally be given by the staff working within the room. The Special Needs Coordinator for Pre-Prep (Mrs Oakes) oversees processes for identifying and meeting the needs of pupils who experience difficulty with areas of their learning. For further information concerning SEND, please refer to the SEND Policy which can be found on the school website.

Identification, Assessment and Provision of Pupils with Special Educational Needs and Disability (SEND)

In Bickley Park EYFS, a child's needs may become apparent through:

- Taster sessions prior to acceptance.
- Teaching within the classroom.
- Assessment tracking.
- Expressions of parental concerns.

Within EYFS, there are a range of abilities across each year group. In line with our Teaching and Learning policy, high quality differentiated teaching aims to ensure that learning activities and opportunities are matched to individual abilities. Whilst many pupils may progress in line with expectations, there may be some children who do not achieve the progress expected.

Please refer to the EYFS SEND information report.(Appendix1)

Admissions Policy – Early Years Department

Children are admitted to Bickley Park School EYFS Department in line with the school's Admissions Policy.

Admission to the Bickley Park Early Years is open to boys, and sibling girls (up to age 4 years). Further details concerning admissions can be viewed on the school website 'Admissions Policy'.

Within the EYFS, we invite prospective children in for an informal assessment prior to an offer of a place. In some circumstances, children will be requested to revisit, or staff will visit children in their current setting.

Offers of places are sent out following your child's visit.

Moving from the Nursery to Reception for existing boys is usually automatic but, once a child has joined the Nursery, regular reviews take place. On occasions, this may result in the school recommending that a child may be better placed in another setting, rather than continuing into Reception at Bickley Park. If offered a place in Reception, parents will be required to pay a deposit in order to secure the place.

The School is both an Equal Opportunities Employer and Provider, and is accessible to both children and families from all sections of the community. To do this, we:

- Endeavour to staff the Nursery in order to accommodate as many children as possible from the waiting list in accordance with the school's Ofsted registration.
- Allocate places for each new term, if numbers permit.
- Allow parents to defer entry but, if a place is refused, then the registration fee is forfeited.

Settling in

We want all EYFS children to feel safe and happy in the absence of their parents; to recognise other adults as a source of authority, help and friendship, and to be able to share with their parents the new learning experiences enjoyed at Nursery. To do this we will:

Encourage parents to visit the school and Nursery with their children during the weeks before admission is planned.

- Introduce flexible admission procedures to meet the needs of individual families.
- Reassure parents whose children seem to be taking a long time to settle.
- Introduce new families into the group on a staggered basis.

Children cannot play and learn successfully if they are anxious or unhappy. Our settling in procedures aim to help children and parents feel comfortable in the nursery and to benefit from what it has to offer.

At Bickley Park, we do ask that children are toilet trained when they first enter the school. We do understand that children have accidents and will give children time to settle into the daily routine, to become familiar with staff and their new environment. We will speak to parents daily should the child not use the toilet, or have several accidents each day. Working flexibility with parents and the child to ensure that their child is comfortable in their surroundings will be in place with regards to the length of time for which the child stays. It may result in the child gradually building up their allotted time, or also cutting down the time.

Parents as Partners

Bickley Park School aims to support and enhance the development of all the children in its care, and to value the contribution parents make towards their child's learning. As educators, the school will also provide support and guidance to parents.

To do this, we will:

- Invite parents to bring their child to at least one session during which the children can play and parents can ask questions of staff.
- Provide parents with opportunities to discuss their child's progress.
- Talk to the parents of new children and explain our Key Worker system in the Nursery. Any special needs, health or dietary requirements etc. will be confirmed at this time.
- Make staff available to talk to parents informally at the start and end of each day and at other times, by appointment.
- Hold parents' evenings twice each year to give parents an opportunity to discuss their child's progress with staff.
- Provide parents with regular information; offer guidance, advice and suggested activities to support home learning. This will include development reports for children aged two in Little Bees.
- Provide parents with access to information regarding the curriculum policies, activities and events through half-termly letters and on the school website, via School Post, and also written information placed on the parents' notice boards.
- The school newsletter: 'The Beehive' is sent out weekly, reflecting the whole school's news.
- Provide a written report to parents giving details of their child's progress at the end of the academic year.
- Complete a profile for every child and discuss progress with parents at parents' evenings. These are available at any time for the child's parent on-line via 'Tapestry'. Log in details will be given shortly after entry.

Arrangements for Partnership with Parents

Bickley Park EYFS Department firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them and this gives them a key role in this partnership.

All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

A key worker will work closely with parents whilst in the Nursery and with the class teacher in Reception. These staff should be the first port of call in the case of any difficulty.

EYFS Behaviour Policy

Our aims:

We aim to:

- Provide a secure, safe, happy and effective learning environment.
- Develop in the children attitudes of consideration and respect for others and for their environment.
- Encourage children to take responsibility for their own behaviour and safety and to begin to develop self-control.
- Foster a supportive attitude where children can understand and express their feelings and respect those of others.
- Ensure an environment where all are treated fairly with kindness and respect.
- Promote a good working partnership between parent, child and school.

Objectives for the children:

We aim to support children to enable them to:

- Show respect for themselves and others.
- Show understanding of others and appreciation for what others do for us, for example: by saying please and thank you.
- Show consideration for others and feel and show remorse when they have hurt someone, whether physically or emotionally.
- Make amends in a way appropriate to their stage of development.
- Make successful relationships with their peers.
- Develop a sense of fairness and an understanding of the need for rules; be able to negotiate, take turns and share.
- Develop confidence and self-esteem: taking pride in their achievements and interest in their activities.

Begin to take responsibility for their learning environment by respecting equipment and their own and others' work.

The adult's role in supporting this:

To praise positive behaviour as much as possible.

To encourage a sense of responsibility by asking a child to pick up something they have dropped or to help them mend something they have broken.

To support a child to make amends according to the circumstances and their stage of development e.g. get a tissue, or help rebuild a model.

To have clear, consistent boundaries and explain these to the child in a way they will understand.

To show, by our own behaviour, respect for each other and the children and parents.

What we expect of the children:

To make the best possible use of opportunities in school and take pride in their work.

To act with consideration and respect towards others.

To listen and respond to others; especially to listen to adults and obey their instructions.

To work in a harmonious and co-operative way.

To take responsibility for, and think about, their actions, accepting sanctions and saying sorry when necessary.

To come to staff with their problems.

To accept fair criticism and accept that sometimes people make mistakes.

To behave in a way that is acceptable; be polite and use people's proper names.

Not to hurt others, be unkind, fight or use toy weapons, or use sticks or stones as weapons or in a way which might hurt others.

To respect the property and equipment of the school and the possessions of others.

To care for the Nursery environment, garden, pirate ship, Reception areas and living things around the school.

To care for the safety of everyone in the school.

To abide by the school rules and values.

To follow safety rules indoors and outdoors.

To walk through school buildings to avoid collisions.

What children can expect from us:

To provide a safe and stimulating learning environment appropriate to their individual needs.

To be listened to and taken seriously.

To be treated in a kind, polite, fair and reasonable manner.

To be helped to develop a positive self-image.

To be helped to develop their negotiating skills and the ability to talk through situations.

To be recognised and praised for their efforts and achievements.

That bullying in any form will not be tolerated.

What parents can expect from us:

The provision of a safe environment appropriate to their child's needs and stage of development.

The opportunity to discuss their child's progress, by arrangement with their key worker or class teacher.

To be kept informed of activities and main curriculum foci in the classrooms.

To be notified of any concerns the school may have relating to their child's education or welfare.

To be treated with consideration and in a professional manner.

How parents can help to support the school:

Support the school policies on behaviour.

Encourage children to follow the school rules and care for their environment and each other, e.g. not hit back

Ensure children are punctual and attend regularly.

Read school letters and communications and talk with your child about their work and activities. Check the 'School Post' regularly.

Keep all school appointments.

For safety reasons, please take care of babies and younger children when in school.

Ensure your child does not bring money, toys or sweets to school, except in special circumstances, e.g. for projects or items of specific interest.

Contact staff if you have any information or concerns relating to your child.

Adhere to the school's policy on taking photographs of children and the use of social media.

This policy promotes a consistency of approach by all adults working with the children in the department.

Ways in which good behaviour is encouraged:

Praise

Praising desirable behaviour and achievement. We recognise and reward positive behaviour and good work, e.g. through praise and the offer of 'Privilege Time' as a weekly reward.

We have high expectations of every child and try to be positive and encouraging when talking with them about their work or behaviour.

Circle time discussions

We particularly use Circle Time to remind children of the school rules and why we have them and to develop children's feelings of ownership, pride and 'belonging' to the school through group and individual discussions.

Organising and differentiating

Teaching and learning activities.

Children with specific behavioural difficulties are given support by the adult and through special needs provision, if appropriate.

Dealing promptly and sensitively

With unacceptable behaviour, we give children clear boundaries for their behaviour with clear explanations.

We warn children whose behaviour is not satisfactory, explaining why and allowing them time to modify their own behaviour.

Giving children strategies to help them manage their own behaviour

We encourage children to seek adult help and not retaliate if they are being teased, bullied or provoked.

We encourage children to be assertive, not aggressive.

Using Circle time to talk and discuss things.

Supporting colleagues

By adopting consistent approaches to all pupils.

Giving parents regular feedback

Relating to their child's achievements and behaviour.

Unacceptable behaviour:

This can take the form of:

- Physical violence – hurting others e.g. hitting, biting, kicking, and throwing things at people.
- Hurting someone verbally, name-calling, racist or sexist behaviour, shouting at others.
- All forms of bullying.
- Showing disrespect for the feelings of others e.g. not waiting a turn; spoiling or belittling the work of others; threatening or manipulation of others.
- Swearing, spitting, stealing, rudeness.
- Abuse or disrespect of equipment and property.
- Not saying sorry.

The judgement of this should be made according to the child's age and stage of development, bearing in mind that children may respond very differently.

Factors such as how tired the child is and events happening at home should also be considered. It is important to encourage parents to share these, in confidence, with the key worker/teacher e.g. a parent being in hospital etc. If the behaviour is uncharacteristic, our way of handling it may need to be different from when a consistent pattern of behaviour has been recognised and a strategy agreed.

Managing unacceptable behaviour

There is the expectation that school and home will support each other to prevent such behaviours re-occurring. In most cases, the member of staff responsible at the time of an incident will deal with it. For serious, or repeated occurrences, the Assistant Head (Personal Development) in Pre-Prep may become involved. For serious behaviour difficulties, the Headmaster and Governors have the right to exclude a child from the school.

What the adults in the Department will do:

- Approach, quieten and calm the situation.
- Intervene to stop the behaviour, especially if someone is being hurt or is in danger.
- Comfort the child who is the victim: this may mean someone else does this while another adult deals with the other child.
- Acknowledge children's feelings.
- Gather information from the children involved.
- Try to find out the reasons for the behaviour.
- Help children to think about the situation and their behaviour.
- Ask the children for ideas for solutions.
- Depending on the children's level of maturity, help them to resolve the dispute themselves.
- Help the children to choose a solution.
- Explain clearly and in language appropriate to the child's level of understanding.

Addressing unacceptable behaviour

- Label the behaviour rather than the child e.g. 'that was an unkind thing to do' instead of 'you unkind boy/girl'.
- Ensure that the child says 'sorry' and help the child to make amends appropriately e.g. comforting the victim, getting a tissue, clear up the mess.
- Whenever possible, use positive language e.g. 'we can run in the garden,' rather than 'Stop running indoors'.
- Tell the child clearly what will happen if they do not stop this behaviour e.g. moving the child to another area to be involved in something else.
- If appropriate, remove the child from the situation.
- Give the child time to think about/reflect on their actions and, if appropriate, for a short time, remove the right to participate e.g. keeping them with an adult.
- Share concerns with other staff and parents and discuss strategies for encouraging good behaviour.
- Give follow up support.

Strategies to assist the adult

- Get down to the child's level.
- Try to maintain eye contact to emphasise that you are serious.
- Use a firm and controlled voice rather than shouting.
- Don't embarrass or humiliate the child.
- Call a colleague for help if you feel yourself getting upset or angry.
- Deal with behaviour immediately and then drop it.

Positive approaches are the most valuable way of dealing with a child:

- In the classrooms there should be a good positive atmosphere.

- In the event of an incident, a verbal reprimand may be sufficient, or a quiet word with the child away from the others.
- When any behaviour problems arise, parents are contacted at an early stage.
- Persistent behavioural difficulties should be discussed with the Assistant Head (Personal Development).
- The child is spoken to, and the problem discussed with them and then immediately discussed with the parent. If necessary the child will be given 'time out' with the Assistant Head (Personal Development).
- Sometimes, tangible rewards, such as smiley face stickers with praise, can help in modifying a child's behaviour.

If the Problem persists

- Discussion to take place at team or staff meetings and/or with the Year Lead, Assistant Head (Personal Development) in Pre-Prep and/or the Headmaster.
- Staff talk to parents to discover if this behaviour is repeated at home.
- A strategy is agreed to be used at Nursery or Reception and home and is shared with all staff involved.
- Review after an agreed time and agree further strategies.
- With the parents' co-operation, if this is still recurring, a behaviour plan will be started.
- A review date is agreed.
- Monitor behaviour and record observations.
- If behaviour persists, outside agencies will be contacted, in consultation with parents.

Racist remarks

All staff are expected to deal with racist remarks promptly. The incident should be recorded and reported to the Assistant Head (Personal Development). If incidents are repeated, the matter should be discussed with the parents. Racist incidents will be reported to the local authority termly, on the integrated bullying/harassment form, and copies of the form will be kept in the bullying/ harassment incidents file.

For more information check the school policy on Anti-Bullying.

Health and safety

It is the adult's role to judge the safety of what a child is doing and to decide the appropriate response. This decision should balance the need of the child to explore and stretch their strength and abilities with the risk of them injuring themselves. This can sometimes vary according to the adult's own personal confidence and experience, so a consensus of opinion may need to be taken for certain activities e.g. climbing trees.

If a child is repeatedly doing something thought to be unsafe, then a review of the experiences being offered may be needed. For example, there may need to be opportunities to do that activity elsewhere, e.g. outside.

Where necessary, to protect the safety of the child or other children, a risk assessment will be completed and put in place.

Physical contact

Staff should be wary of physical contact with a child which could be misconstrued.

Physical restraint is dealt with in the Pupil Restraint Policy. This policy can be found on the school's website.

Where necessary, to ensure the safety of the child, a risk assessment will be completed and put in place.

Agencies

The school has established links with an educational psychologist.

Policy implementation

This policy will be followed and implemented by all staff and monitored by the Head of Learning Success, Assistant Heads (Pre-Prep) and the Headmaster.

Rewards

In the EYFS Department, stars and stickers are given for good work, behaviour and effort. Certificates are awarded for charts completed and these charts continue throughout the year. Reception boys are awarded gold awards in weekly Pre- Prep assemblies.

Bickley Park EYFS Department Addition to the Behaviour Policy: Bullying

Definition

Bullying is deliberately hurtful or threatening behaviour towards another that is repeated, often over a period of time, by someone who has some sort of power over the other, e.g. is older, bigger, has greater strength. If two children of equal 'power' or strength have an occasional disagreement or fight, this is not bullying. Bullying behaviour is unacceptable to the school and will not be tolerated because bullying affects children's emotional, physical and psychological health and ability to learn.

We

- Care for the well-being and happiness of our children.
- Provide a model of good behaviour and mutual respect for each other.

All staff, families, governors and children should be aware of and support this policy.

What is bullying behaviour?

Bullying behaviour includes name calling and teasing, including racist name calling, physically hitting or threatening another.

The school ethos, aims and practice support good behaviour and care and respect for each other through

- School behaviour rules and policy.
- Circle time.
- Personal, social and emotional teaching in the curriculum.
- Staff teach the children strategies to use to deal, in a positive and peaceful way, with each other, for example: encouraging children to say, 'I don't like you doing that, I want you to stop it' and to respond assertively rather than aggressively.
- Children are encouraged to tell a member of staff if they, or someone else, is hurt, excluded from play, or picked on.
- Children are encouraged not to exclude others from their play.
- By adult example, modelling care and respect for each other.
- By the provision of resources to support anti-bullying, e.g. books, stories, pictures, toys and equipment for co-operative play.

Procedures to be followed in the case of an incidence of bullying

- Staff should always challenge bullying behaviour.
- Staff should always deal immediately with the incident and report it to the Assistant Head (Personal Development).
- The incident should be discussed with both children and the unacceptability and the consequences of bullying pointed out to the child responsible.
- The child responsible should say that they are sorry to the other child.
- Staff will apply the behaviour and discipline policy and any sanctions necessary to stop the unacceptable behaviour.
- If the incident is not too serious; staff will use a problem-solving approach in which adults help children to find their own solution to a disagreement.
- Staff should record any incidence of bullying.
- Staff should follow up any incident by carefully monitoring subsequent behaviour.

Involvement of parents

Occasional disagreements and one-off incidents between children are not generally considered to be bullying and will usually be resolved in school.

In the case of serious or persistent bullying, parents of both parties will be informed and the school will work together with parents to resolve the issue.

Parents can support this policy by encouraging children to respect each other and to resolve disputes without aggression or violence.

Recording onto SIMS (the school's management system)

In an incident of bullying, a record should be made of

- Who was involved?
- The time, location and circumstances of the incident.
- What happened?
- Action taken.
- How it was followed up.

Monitoring and evaluating effectiveness of policy

The policy should be monitored by the Head of Learning Success and its effectiveness evaluated regularly.

Attendance

Regular attendance and punctuality is a major factor in helping children to achieve their full potential.

Regular attendance and punctuality are important because:

- Absence and lateness affects pupils' ability to participate and benefit from the curriculum.
- Children who arrive late disrupt the routine of the classroom and the work/progress of others.
- Poor attendance and punctuality may result in a child finding it difficult to settle, to become involved and to form social relationships. This may then create difficulties for the child that result in disruptive behaviour.
- Regular attendance and punctuality may help to install good habits and promote the development of a positive attitude towards school.
- Should there be any severe weather, and the school should need to close, please refer to the Severe Weather Policy on our website.

Absence requests:

Parents wishing to ask their son or daughter to have leave of absence should fill in and return an Absence Request Form which can be obtained from the school office or down loaded from the school website, via

<http://www.bickleyparkschool.co.uk/contact/>

Transition through the EYFS department

When children move to a new room, the parents are given two weeks notice so that a smooth transition can be made. The three Nursery rooms join up together during some afternoons, so the children are familiar with other staff and the different rooms. The move to a new room is discussed with parents to ensure their child is ready. In some circumstances, children may spend extra time in a room to ensure they are ready for a move.

When children move into Reception, they are already familiar with the teachers and assistants as the EYFS team work with all of the ages. The boys will visit their new classroom in the second half of the Summer Term. Parents are also invited in to meet their new child's teacher. Early in the Autumn Term, all parents across the Department are invited in for a longer period of time to meet all the staff that work with their child.

Transition to KS1

Reception boys attend weekly KS1 assemblies through most of the year. They also perform a class assembly for their parents that is related to the topic they have been looking at in their Creative Curriculum in the Summer term.

They visit their new Year 1 classroom and teacher several times and the KS1 teacher visits them in their Reception classroom too.

Paired reading takes place between year groups.

EYFS staff report to the KS1 staff in the Summer term and then a further meeting is planned during the Autumn Term.

Timings of the Department

Timetable		
Time		Event
7.00 am	- 8.00 am	Breakfast Club (age 3 and above)
8.00 am	- 8.45 am	Little Bees, Busy Bees and Bumble Bees drop off in class
8.30 am	- 8.35 am	Reception registration
8.40 am	- 9.10 am	Reception assembly/ phonics lessons/ class time
8.50 am	- 8.55 am	Registration for Nursery classes followed by morning session
12.00 pm	- 12.10 pm	Children attending morning session leave via the green gate
12.00 pm	- 1.00 pm	Reception lunch
1.00 pm	- 1.10 pm	Reception registration
12.10 pm	- 1.30 pm	Nursery lunch
1.00 pm	- 3.00 pm	Reception afternoon lessons
1.30 pm	- 3.00 pm	Nursery afternoon session
3.00 pm	- 3.10 pm	Pickup time for all children not attending ASC
3.10 pm	- 3.40 pm	Reception clubs (Summer Term only)
3.10 pm	- 6.00 pm	After School Care (age 3 and above)

Nursery times and sessions

Morning Nursery sessions commence at 8.15 am and conclude at 12.00 pm. The teaching sessions commence promptly at 9.00 am and finish at 12.00 pm. You are welcome to drop off your child from any time from 8.00 am until 8.45 am. Please note that the afternoon teaching sessions finish at 3.00 pm. Should you wish to take your child home early, please inform your child's teacher in writing, or by telephoning the Pre-Prep office. All children who leave before these times need to be signed out in the school office for security and health and safety reasons. If your child is going to be absent from school for longer periods of time, please complete the school Absence Request Form which can be obtained from the Pre-Prep office and then returned to the school office: info@bickleyparkschool.co.uk

Should you wish your child to attend any extra sessions, due to unforeseen circumstances, or make any other session changes, these will need to be submitted to Mrs Saint. esaint@bickleyparkschool.co.uk

Bright and Breezy Breakfast Club

Our Breakfast club is open from 7 am - 8 am on the Prep school site. Children who are 3 ½ years and over are welcome to attend. To find out more information contact the Bursar, Mr. Wood nwood@bickleyparkschool.co.uk.

After School Club

Our after school care runs from 3.10 pm until 6.00 pm on the Pre Prep site. To find out more information please email info@bickleyparkschool.co.uk

School Uniform

A uniform list is available from, the school secretary in Pre- Prep. This list will highlight whether it is the summer or winter uniform.

Most uniform can be obtained from Oz Schoolwear in Petts Wood, (details on the uniform list).

At the new parents' meeting, on the evening of your child's first day, parents will be given a school book bag and water bottle by their child's class teacher. These will be added to your school bill.

We do ask that all uniform is clearly labelled, including coats, sweatshirts, hats, mittens and shoes.

At the time of joining, children will be given a contact book that stays in their book bag. This is a form of correspondence between the teachers and parents.

Lunches

All pupils eat school lunches. Vegetarians, children with special diets and those with particular religious affiliations are all catered for. Our policy is that each child should try a little of everything provided. EYFS children sit in the dining room and are supervised, and helped, by the EYFS staff. The menu for lunch is displayed on the notice board, by the glass doors entrance, in the nursery and also on our website.

Illness and Medication

Before joining the school, it is important that you inform us of any allergies, dietary requirements, or other conditions that your child has.

Please be advised that, if your child is unwell and you have given medication at home, then staff should be informed on arrival as to when and why it was given. If it is necessary for children to bring medication to school, it must be clearly labelled with your child's name and dosage. It must be handed to the teacher, the office, or the school medical care team,

where it will then be administered. If your child has a fever and is clearly unwell, then they should remain at home and not be sent to school.

In the following cases, strict guidelines must be followed:

- If your child is suffering from a high temperature or fever, sore throat, rashes, discharges from the eyes or ears, they should not attend school until all symptoms have cleared, or medical advice has been sought.
- If your child is suffering from sickness and or diarrhoea, they must not attend school until they are recovered and symptom free for 48 hours.
- If your child bumps or bruises him/herself at home, please speak to a member of staff on arrival. It is important that we have information about potential medical issues.
- If your child is suffering from an infectious illness, such as chicken pox, mumps or whooping cough, medical advice should be taken and the school informed.

The school reserves the right not to admit, or send home, a child should there be concerns over that child's wellness, at the start of, or during, any time of the school day. In these instances, parents, or child minders, will always be consulted. In the interest of the good health of fellow pupils and school staff, parents are asked to adopt a common sense attitude towards illness, erring on the side of caution, where necessary. If unsure, please telephone to discuss before arriving. Please ensure your child is recovered and has had **at least 48 hours** free of symptoms before returning to school, in line with public health advice.

Our EYFS First Aiders

Mrs C Boulton (Pre- Prep Matron) preprematron@bickleyparkschool.co.uk

Mrs J Shepherd

Mrs L Stocks

Mrs A Wenham

Mrs J Ling

Mrs S Ursell

Mrs T Issacs

Mrs Z Adams

Mrs J Hyslop

Any medication that is brought into school, for any reason, should be clearly labelled and kept in a locked cabinet in Matron's room, next to the school office. For further information concerning medication or illnesses, check the First Aid Policy on our website. Please also refer to our Sun Safe Policy for ensuring your child is correctly protected whilst in school.

School trips and visits

During the year, EYFS children will have the opportunity to visit other educational sites to increase their learning and development. These may include visiting a fire station, an aquarium, a garden centre, a local church or a soft play area.

From time to time, we will arrange visitors to school to compliment the curriculum, such as authors, theatre groups and people from the local community, for example doctors and dentists. We will inform you of these, via School Post. If you feel you could offer any additional support for topics and celebrations, please inform your child's class teacher or Key Worker.

Communication

There are a variety of ways to keep in touch and know about events happening at school:

- Via the School Post email system
- School calendar, accessed via the school website
- BPS Twitter feed and BPS Facebook page
- School notice board outside school
- Pre-Prep notice board (by the purple double doors at the front of the school)
- Hard copy letters
- Contact books

Bickley Park School Polices

All school polices can be accessed via the school website and include the EYFS Department.

Safeguarding

At Bickley Park School, we are committed to supporting all children so that they can do their best, enjoy their time here and flourish. We will do everything we can to ensure our children are safeguarded and protected from any harm, as every child has the right to be safe, thus complying with safeguarding in education legislation and guidance.

Our team of designated people in charge of safeguarding at the school are; Mrs Marriott (Designated Safeguarding Lead) smarriott@bickleyparkschool.co.uk, Mr Poole (Deputy Safeguarding Lead), jpoole@bickleyparkschool.co.uk and Mr Hornby shornby@bickleyparkschool.co.uk. Our two named Safeguarding School Governors are Mrs Perry and Mrs Nuijens. Should you have any concerns, speak to a member of staff and refer to Appendix 3 of our Child Protection Policy on our website.

Other polices that are to reinforce safeguarding the children are included within our Cameras and Mobile phones Policy, Social Media Policy and Parental Access Policy, which can be accessed on the school website.

Bickley Park School Association (BPSA)

The BPSA works closely with parents in all areas of school endeavour. When your child joins the school, parents/guardians automatically become members of the BPSA and support the work of the association with termly donations of £10 per child. Every school needs, and benefits from, the participation of parents and Bickley Park is no exception. The BPSA exists to strengthen and enhance the life of the school. It has helped to develop further the facilities at the school: the climbing wall, pirate ship and Astro Turf are just some of the most recent and ongoing projects, in which the BPSA has been involved. Money raised at the various events organised by the BPSA goes towards these and other smaller, but equally important, school needs. Events in the past have included, Family Fun Days, theatre visits, children's discos, bake sales, Christmas Fairs and quiz nights. Such events bring parents and staff together in a relaxed informal atmosphere.

As an additional aid to parents, the BPSA collects and sells, high quality, pre-owned school uniform and sports kit: check the notice boards for further information and via electronic communication.

The Association is run by a small band of dedicated parents and staff. Extra helpers are always welcome, so if you are interested in becoming more closely involved with the running of the association, by serving on the committee, or by offering particular skills or opportunities for events, you are warmly invited to make contact with any existing committee member via the following email address: bpsa@bickleyparkschool.co.uk.

Before Joining the EYFS Department

In the term before your child starts, they will be invited to come in and meet their teacher and the children who will be in their class. The class teacher, or room leader, will be able to answer any questions that you have.

Each class will have a 'Class Rep', who coordinates class information and arranges any events that the class may have. This Class Rep will be sent information from time to time by the school and BPSA. They will be invited to attend termly parents' forums with the Headmaster, other members of the SLT and governors.

General information regarding Reception

In the Autumn Term, after a few weeks of settling into Reception, we ask the boys to try to come into class independently. We do understand that it takes more time for some children to settle, but ask that, by half term, they try to come in on their own, carrying their own equipment. The first few week's timetables allow for flexibility, as the main aim is to help the children settle. There will be frequent group activities for giving instructions concerning what they can do, how they behave, the schools values and aims, learning their names, singing songs or rhymes and encouraging the children to participate in conversations. Reception teachers will inform you of their timetables, so that the boys have the correct kit in school.

The children are regularly escorted to the toilet throughout the day.

During the morning, there is an opportunity for children to have a snack, following playtime. This consists of milk or water, fruit and a digestive biscuit, should they want one.

Over the course of the Reception year, we encourage independence with dressing and undressing, ready for PE.

During the year, boys will receive reading books to bring home. We ask that you sign the record book regularly and return it to the class teacher.

Boys will bring home small amounts of homework, which the class teachers will explain how to do.

Reception boys should arrive by **8.30am**, at the latest, for registration.

Boys will be dismissed at 3.00 pm by their class teacher. Your class teacher will inform you where to collect from.

Some ideas how to help your son before entering Reception

Encourage them to:

- Use a knife and fork correctly and independently.
- Put on his coat and work on doing up the zip.
- Be independent in personal hygiene, using the toilet and washing his hands.
- Be able to talk in sentences and hold a simple conversation.
- Dress/change independently.
- Listen to others.
- Use a pencil.
- Use scissors.
- Be able to concentrate for short periods of time.
- Look at and share books.
- Play games that involve turn taking and sharing.
- Recognise his own name and write it also.
- Count in sequence and recognise some numbers.
- Recognise basic colours and shapes.

Should you have any further questions regarding the Department please contact:

Nursery Lead: Mrs S Spiteri sspiteri@bickleyparkschool.co.uk

Reception Year Lead: Mr G Love glove@bickleyparkschool.co.uk

The Pre-Prep Office: info [@bickleyparkschool.co.uk](mailto:info@bickleyparkschool.co.uk)

We look forward to welcoming your child into our Department.

Author	Head of Learning Success	
Date Approved	June 2019	EY Governor: CA
Date Approved	June 2019	Headmaster: PW
Date for Next Review	June 2020	

Appendix: SEND Information report

SEND Information Report

Provider Name

Bickley Park School Pre-Prep

EY Number

DFE URN 532229

Address

14, Page Heath Lane, Bickley, Bromley, BR1 2DS

Email

info@bickleyparkschool.co.uk

Telephone

0208 460 9800

Name of SENCo

Amanda Oakes

Confirmation that parents and other people working with the setting have been involved with the writing of this document

YES/ NO

1 How will the setting help my child to settle in?

- All children attend a 'taster' session during which they will meet their new teacher, their peers and join in activities before starting at Bickley Park.
- Parents are invited to an information evening at the beginning of September.
- Staff are available at the beginning and end of each day to discuss any concerns with parents. Appointments can also be arranged at other times to suit and we have a dedicated meeting room which we can use to ensure privacy and discretion.
- Children follow clear routines supported by visual reminders to help them settle.
- Visual timetables are used to enable children to follow the structure of the day.

2 What is the setting's approach to supporting different children's needs and how will that help my child?

- Teachers are skilled at adapting the curriculum to meet the diverse range of needs in each class.
- Class teachers identify children who are not making expected progress or who have needs which are affecting their ability to engage in learning activities.
- Assessments are carried out as appropriate by the SENCo and actions are agreed with the class teacher and parents with the aim of reducing barriers to learning and ensuring that good progress is made. The SENCo works closely with the class teachers/Key workers and oversees and plans their education and care.
- The SENCo provides advice to class teachers for children with SEND.
- Where appropriate we would follow advice from the Bromley Deaf and Hearing Team and the Visual Team
- If external agencies are involved, their advice and recommendations are followed and included in individual Provision Plans. Existing staff are deployed to ensure that your child can engage both in learning opportunities and also wider school activities. The long term goal of all support is for children to develop independent learning skills.

3 Who can I contact for further information within the setting?

If you have concerns about your child you should speak to your child's class teacher/Key worker first. You may then be directed to the Pre-Prep SENCO, Mrs Amanda Oakes via the School Office or email aoakes@bickleyparkschool.co.uk.

4 How accessible are the setting's indoor and outdoor environments?

- The Nursery and Reception block have wheelchair access and both Nursery and Reception buildings have accessible toilets and changing facilities. Wheel chair users would need to access the Reception block via a separate side entrance.
- All children have access to a range of Information Technology which is used to support the learning of all children including those with SEND.
- Advice to support individual children from Occupational Therapists/Physiotherapists/ the Hearing Team and the Visual Team is disseminated and followed. We would use a sound field system if supplied to us for a hearing impaired child.

5 What specialist services and expertise are available at or accessed by the setting?

We work closely with the specialist support team (Outreach and Inclusion) part of the Bromley Early Years Specialist Education Services, to ensure that the needs of all children with SEND who meet the admissions criteria are met.

6 How does the setting know if children need extra help?

- At Bickley Park we have a culture of continual assessment which monitors progress against expected developmental goals.
- We follow the guidance of the SEND Code of Practice 2015 and adopt the 'Assess, Plan, Do, Review' model to identify children with SEND and plan their next steps.
- We track the developmental progress of every child regularly and have weekly staff meetings to discuss children's wellbeing and progress.
- The SENCo makes regular observations in all the EYFS classrooms and will conduct assessments which may be helpful in better understanding an individual child's needs.
- Children who have been assessed as having SEND are placed on a SEND Register which is overseen by the SENCO and held by all class teachers. The register is regularly reviewed. Children receiving support which is *additional to and different from* that which all children can expect, will have a Provision Plan drawn up and parents will have the opportunity to contribute to it.

7 How will I be involved in my child's learning and overall wellbeing?

There are many opportunities for parents to be involved in their child's learning and wellbeing. These include contributing to:

- Tapestry Online Learning Journal which encourages parental involvement and enables parents to build on learning experiences at home.
- Attending Parent meetings and Curriculum evenings for parents
- Attending assemblies
- Becoming active in the BPSA

If your child has additional needs they will have a Provision Plan drawn up for them by the Class teacher/Key worker and the SENCo. This will include a description of the specific difficulties and the 'next steps' and support necessary to reduce those barriers. This plan will be shared with parents and their views will be taken in to consideration. The plans are reviewed regularly with parents.

Some children may have a behaviour support plan which outlines strategies we will use in school and this is always shared with parents.

8 What training and experience have staff had in supporting children with SEND?

A number of our staff have received the following training:

- 'Early Talk 0 – 5 Enhancing Communication and Language from 'I Can'.
- RWINc Phonics training
- Makaton training
- Forest school training

The SENCO holds the National Award for SENCOs and attends the annual SEND conference from the Outreach and Inclusion Team.

9 How will the setting support my child at times of change, for example moving rooms or age groups, to a new setting or onto school?

- Prior to transition time between rooms, children are provided with many opportunities to meet the new Key workers and visit their new room.
- Staff in Little Bees, Busy Bees and Bumble Bees work closely and share information on the progress and wellbeing of all children in the setting.
- Weekly meetings with all staff in EYFS are held and the progress and needs of all children are shared.
- Information relating to children transitioning to Reception is stored centrally on SIMS and also passed on at handover meetings between staff.
- We will set up transition books with photographs where required.

Feedback from parents and carers:

Provider Response to feedback:

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Bromley Local Offer: a source of information and advice to help support children and young people with disabilities or learning needs and their families <https://bromley.mylifeportal.co.uk/localoffer/>