

Chapel End Early

Years Centre

Brookscroft Road

Walthamstow

E17 4LH

020 8527 9192

Parents Handbook



OLIVIA
EVANS

Welcome to Chapel End Infant School & Early Years Centre

We are very fortunate at Chapel End to have a pleasing environment into which we can welcome your child for the start of their education. We hope that the time your child spends with us will be happy and successful and provide a firm foundation on which they can build. In order to achieve this we firmly believe that home and school should work together and we look forward to a positive and supportive relationship with you - the parents/carers.

Your child will be taught by highly committed teachers and practitioners who encourage a high standard of achievement and individual development in a secure and supportive and nurturing environment. Our last OFSTED (June 2017) confirmed that we are a good school and stated that the school has *"established a strong learning atmosphere that provides pupils with an oasis of calm. As a result, pupils are positive about learning and enjoy helping each other in class."*

Chapel End Early Years Centre is part of the School and provides part-time education nursery places and full-time day-care places for 3 - 4 year olds as well as funded places and a small number of day-care places for 2 year olds. The School's Reception classes are based in the Centre.

For further information about the Centre please call in or phone 020 8527 9192.

This handbook is designed to give you information about the School and the work we do. Should you wish to know more, or if you have concerns or worries about your child's education, please do not hesitate to contact us.

Janice Chaplin
Headteacher

General Information

Chapel End is a Community School and takes pupils from five to seven years and is more generally known as an Infant School. There are three year groups, Reception, Year 1 and Year 2, with 90 children in each. The Reception classes are based at the Early Years site.

The Early Years Centre offers 40 morning and 40 afternoon Nursery places for 3 year olds, 16 morning and 16 afternoon funded places for 2 year olds, 20 day care places for 3-4 year olds and 4 day care places for 2 year olds. The Centre is open for 48 weeks a year from 8am - 6.00pm (excluding 5 staff training days). Janice Chaplin, Head of School and Centre leads a multidisciplinary team of Teachers, Early Years Practitioners, Learning Support Assistants and other support staff.

The Local Education Authority is:-

London Borough of Waltham Forest
Town Hall
Forest Road
Walthamstow E17 4JF

0208 496 3000

School Governing Body

Chapel End Infants School Governing Body was reconstituted in September 2015. We have two parent Governors who are elected to serve on the Governing Body for a period of four years. Meetings are held once a month and relevant information can be found on the parents' notice board in the Parents' Room to the left of the main office.

Parent Governors

Grant Jacobson
Sajid Rafiq

All Governors are contactable through the school

The Governors and Staff of Chapel End Infant School have agreed the following School Vision, Mission and Values Statement:-

The Vision

To provide the children of Chapel End with a high quality educational experience within a nurturing environment, giving them the best possible start to their lifelong learning journey.

School Mission

We will nurture confident and resilient children by:

- Creating a culture of achievement in a safe and caring environment
- Offering an engaging and inclusive curriculum that makes the most of our outdoor green space
- Giving all of our children the confidence and skills they need to realise their potential
- Providing challenge, praising effort and encouraging everyone to be the best that they can be.

Values

Through our core values of caring, sharing and trying our best.

- We take care of each other.
- We share our time, enthusiasm and skills.
- We try our best in all we do.
- We celebrate, value and respect diversity within our school community.

Admission Arrangements

Early Years Centre

The Centre offers 40 morning and 40 afternoon part-time places, 20 day care places for 3 - 4 year olds, 16 morning and 16 afternoon part-time funded places for 2 year olds and 4 day care places for 2 year olds. Part-time places for 3 year olds are determined by the Centre. The following criteria are used: medical/special needs, age, siblings and distance. Part-time funded 2 year old places are determined by the Centre and are dependent on families meeting criteria set by the government. Day care places are also determined by the Centre and are dependent on availability.

The Centre keeps waiting lists for both part-time nursery and day care places so please make contact by visiting or phoning.

Full-time School

The Local Authority has a policy of open enrolment. Applications for places are made in the spring term prior to the academic year in which your child will be five and commence full-time education. Application forms and information regarding the admission criteria are available from the Local Authority via their website. The school welcomes visits from prospective parents by prior arrangement. Your child will have an opportunity to visit their new class and teacher in the term before they start school. In accordance with local authority admission policy, all children will start school in September of the academic year in which they will be five.

Transfer to Junior School

Most of our children transfer to Chapel End Junior Academy and the two schools work together to ensure that this transition is as smooth as possible. A transition programme involving visits to the Junior Academy takes place in the summer term. Discussions take place in order that staff fully understand the academic progress and individual needs of the children. Parents of year 2 children are also invited to visit the Academy during the summer term.

All children transfer to the Academy in the September following their 7th birthday.

Staff List (From September 2018)

Ms Janice Chaplin	Headteacher
Mrs Karen Wishart	Interim Deputy Headteacher
Mrs Danousia Brown	Senior Nursery Teacher & Interim EYFS Lead
Miss Marinella Gemma	Early Years Intervention Teacher
Ms Erin O'Conner	Reception Teacher
Mrs Eileen Myhill	Reception Teacher
Mrs Amana Ali	Reception Teacher
Mrs Annette Ovel	Year 1 Teacher
Mrs Sally Bladon	Year 1 Teacher
Ms Katrin O'Hara	Year 1 Teacher
Mrs Antoinette Strydom	Year 2 Teacher & Interim KS1 Lead
Ms Marilyn Manderson	Year 2 Teacher
Ms Yasmin Ahmed	Year 2 Teacher
Mrs Adrianna Lai-Lam	Regular Supply Teacher

Admin Staff

Mrs Rosina Gordon	Business Manager
Mrs Chris Alston	Admin Officer
Ms Angela Clarke	Admin Officer
Ms Eliz Babili	Admin Assistant

Education Support Staff

Mrs Sarah Wales	Senior Early Years Practitioner (0.6)
Mrs Susan Asbury	Early Years Practitioner
Ms Su Brady	Early Years Practitioner
Ms Emma Cusworth	Early Years Practitioner (maternity leave)
Mrs Sarah Freeman	Early Years Practitioner
Mrs Isabelle Guzman	Early Years Practitioner
Mrs Karolina Hill	Early Years Practitioner
Mrs Karen McCarthy	Early Years Practitioner (0.6)
Ms Linda Murray	Early Years Practitioner (0.6)
Ms Tracy Reid	Early Years Practitioner (0.6)
Mrs Emma Salmon	Early Years Practitioner (0.6)
Ms Sakinah Thomas	Early Years Practitioner
Mrs Belinda Whelan	Early Years Practitioner

Mrs Maryam Sadak	Early Years Practitioner
Miss Madeeha Mahmood	Early Years Practitioner
Mrs Charlene Clarke	Learning Support Assistant
Mrs Sue Burfield	Learning Support Assistant
Mrs Jenny Trent	Learning Support Assistant
Mrs Janet Evans	Learning Support Assistant (0.5)
Ms Shamaila Ali	Learning Support Assistant (0.6)
Ms Vicky Cook	Supply Learning Support Assistant
Ms Jayshree Mesuria	Supply Learning Support Assistant
Mrs Terri Hall	Agency Supply Learning Support Assistant

Midday Assistants

Ms Tina Bishop	Midday Supervisor
Ms Vicky Cook	Midday Assistant
Mrs Ranjit Singh	Midday Assistant
Mrs Ahalya Elamurugan	Midday Assistant
Ms Angela Belton	Midday Assistant
Ms Sue Norman	Midday Assistant
Ms Nikki Duran	Midday Assistant
Mrs Nushreen Hajee-Sheriff	Midday Assistant
Mrs Safia Jeewa	Midday Assistant
Mrs Saima Shahid	Midday Assistant
Mrs Shazia Ahson	Midday Assistant

Ms Kausar Murtaza	Supply Midday Assistant
Mrs Elli Gonzales	Supply Midday Assistant
Mrs Gulshan Ahmed	Supply Midday Assistant
Ms Rihana Kousar	Supply Midday Assistant
Ms Maria Lazarou	Supply Midday Assistant
Ms Teresa Alderton	Supply Midday Assistant

Premises Staff

Mr Peter Thorn	Site Services Officer
Mr Terry Dunn	Site Services Officer
Mrs Sue French	Cleaner
Ms Sue Norman	Cleaner
Ms Teresa Alderton	Cleaner
Mr George Asare	Cleaner

Ms Yvonne Miller Cleaner
Ms Teresa Gasper Cleaner

Breakfast / Teatime

Ms Emel Bond Play Leader Breakfast & Teatime Club
Mrs Elli Gonzalez Breakfast/Teatime Assistant
Mrs Ranjit Singh Breakfast/Teatime Assistant
Mrs Ahalya Elamurugan Breakfast/Teatime Assistant
Mrs Jayshree Mesuria Teatime Assistant
Mrs Saima Shahid Supply Breakfast Assistant

Governing Body

Janice Chaplin Headteacher
Grant Jacobson Parent Governor (Chair)
Sajid Rafiq Parent Governor
Ludi Capelan Co-Opted Governor
Antoinette Strydom Teaching Staff Governor
Craig Leither Co-Opted Governor
Janet McPartland Co-Opted Governor
Zen Jelenje Co-Opted Governor
Joan Smith Co-Opted Governor
Danousia Brown Co-Opted Governor

Willow Room

Willow Room caters for 2-3 year old children. Session times are 8.45 - 11.45 am or 12.45 - 3.45 pm

Please contact our office regarding admissions criteria.

Gradually, as your child settles in, staff will make an assessment which helps to identify their needs. We can then provide any additional support if necessary. Further information is available from the key person.

The Early Years Foundation Stage is further explained in this booklet. Our Parents Notice Board provides ideas of ways to help at home.

What do I need to provide for my child?

- Nappies
- Nappy Sacks
- Spare Clothes
- Wellington Boots
- Appropriate clothing - dependent on weather
- Wet wipes are essential
- In the Summer a contribution to Sun cream

Your child's keyworker will keep you informed of your supply of nappies

Your Questions Answered

What are the opening hours?

The Centre is open from 8:00am until 6.00pm. The core day runs from 8.45 am to 3.45 pm.

Starting at the Centre

What is a Key Person?

When your child is offered a place at the Centre they will be allocated a key person. Your child's key person will ensure the education and welfare of your child during their time at the Centre. They will work in partnership with parents and carers, keeping them informed of progress and development through monitoring and record keeping. The key person is your first point of contact.

Children build relationships with the staff and the other children in their base room and across the centre. This ensures that they always have a well-known member of staff on duty.

Children's key persons have regular meetings with parents/carers to discuss your child's progress and respond to parents'/carers' questions. We will, of course, be happy to receive your views at all times.

Key persons are available each day to welcome children and parents. On occasion your child's key worker may be absent due to annual leave, training or sickness. A member of staff who is familiar to the child will assume the key person's responsibilities when possible. All agency staff are carefully vetted by a reputable agency. All Centre staff have been police checked.

Settling-in and moving on

The key person and parents/carers settle new children into the Centre. It is important that the parent/carer or another familiar adult is available to support the child during this period.

When your child is ready to move within the Centre your key person will discuss this process with you. Children make a series of visits before they transfer to help them get to know their new key person. They will then settle in over a period of time with the support of their parents/carers and old key persons.

Can I settle my child?

Yes. We encourage you to visit the Centre with your child to get to know us before your child is admitted.

The Centre will be a new environment for your child. He/she will need to adjust to new people, experiences and a change in routine. This can be difficult for you and your child; therefore, to help them feel safe and secure, you or someone close to your child will need to make yourself available for at least one week. All children are individuals, so some children will settle easily and others take longer. Procedures for settling your child will be discussed with you prior to admission.

What should my child wear to nursery?

Please keep a spare set of clothing in a named bag on your child's peg. It has been said that there is no such thing as bad weather, only bad clothing and we adhere to this belief in the Centre. We use our garden in all weathers so please be sure to provide suitable waterproof and warm clothing and a pair of Wellington boots. We would also ask that you label your child's clothing to make identifying little lost things easier.

To be able to dress and undress is an important part of your child's learning to be independent. The Centre is a busy place where children are encouraged to control their own learning. We offer painting, clay, baking and other messy activities every day. Because of this, we recommend to parents that you do not dress your children in

their best clothes! We also require you to provide at least one complete change of clothes for your child.

Who will look after my child?

Key person: one member of staff will be allocated to your child as his/her key worker. The member of staff will be responsible for working in partnership with the family and responsible for monitoring his/her progress. This does not mean that only the key worker will take an interest in your child, as all staff will work with your child. You are welcome to arrange to meet your child's key worker, to talk about what he/she is doing when at the nursery and at home.

If as parents/carers and staff, we share information about how your child is progressing, both at home and in the Centre, we will all be able to give her/him the help and opportunities that she/he needs.

Are parents welcome at the Nursery?

Yes. Where nurseries and parents work together, children achieve more. Parents are always welcome in the Centre and you might like to come and work with the children, read stories, come on outings or spend time with the children in other ways. Perhaps you can contribute items we can use with the children for creative work, for example, empty boxes, material, softwood, paper etc.

We also welcome parent/carers who have particular skills or interest they would like to share with the children e.g. playing a musical instrument, ability to use a language other than English, creative or artistic skills, gardening and cooking.

What if my child is ill?

It is important that children stay at home when they are unwell. The nursery is a busy place and difficult place to be when you feel unwell. We also need to consider the health of other children, as illnesses spread quickly in this age group. Vomiting and diarrhoea are usually infectious, so we ask that you keep your child at home for at least 48 hours after the symptoms have gone.

Please contact us if your child catches an infectious disease, such as chicken pox, measles, conjunctivitis, diarrhoea or any other childhood illness. We need to inform other parents/carers and sometimes the Health Authority. We will need to contact you during the day if your child becomes unwell or has an accident, so please let us know if you change your address or telephone number at home or at work.

If your child has special medical needs, please raise them with the Assistant Headteacher and together we will see what support the Centre can arrange.

What about medicines?

Please inform the key worker of any health issues concerning your child. A medication consent form must be completed for any medicines, inhalers or creams that your child might need while they are in nursery. Staff will only administer medicines prescribed by a medical professional. More information can be found in the school's Medical Policy.

What can parents/carers do to keep children safe in the Centre?

Please bring your child right into the Centre to be welcomed by the staff and never take your child home without telling a member of staff. Always tell the staff if someone different from normal will collect your child. If you cannot do this in person, please telephone or write a note. We cannot let children go with anyone under 16 years of age.

PLEASE LET US KNOW IMMEDIATELY IF YOUR CONTACT OR TELEPHONE NUMBERS CHANGE.

We are all concerned as staff and parents/carers about the wellbeing of the children. We are committed to working in partnership with parents/carers to make the welfare of the child our first priority. We encourage parents/carers to raise any concerns that may have with their child's key worker. You will appreciate that like any other children's establishment, we have a legal responsibility to report any unexplained injuries or concerns affecting any child's physical or emotional well being.

It is important that you understand and accept our legal obligations.

What about toys?

We discourage children bringing toys into the Centre, as they are often lost or broken, unless your child needs a favourite toy for comfort or security.

What will my child eat and drink at nursery?

We provide mid-morning and mid-afternoon snacks of fruit or vegetables.

The weekly menus are displayed on the parent/carers notice board for full-time children who stay for lunch. If your child requires a special diet for medical or religious reasons, please inform us when your child is admitted. Afternoon tea is provided for children, who are here for the extended day, the menu will be displayed.

Can I send sweets in for birthday celebrations

All sweets and cake that are sent into the Centre, need to have an ingredients list to enable parents to check availability. We suggest Chocolate buttons, Maltesers, Kit-Kats or Raisins please.

Please be aware that we will not distribute any sweets or cakes containing nuts, traces of nuts or gelatine or anything that does not have a list of ingredients.

If you do not want your child to have birthday sweets or cake, please inform your child's Keyworker.

What about outings?

When your child is admitted to the Centre, you will be asked to sign a permission slip to allow your child to go on trips. These will include walking out to local places of interest or possibly taking a short bus ride. We will always be back before the end of the session (am or pm). All outings are well planned and have an educational purpose. We will try to inform you about outings on a weekly basis and invite you to come with us. However, sometimes we do take small groups out with little notice, as they are dependent upon the weather and our own staffing.

Occasionally, we will plan full day outings, which may involve hiring a coach or using public transport. On these occasions, we will write to give you details and to ask you if you wish your child to go or to come yourself. The children really enjoy and learn a lot from these trips.

Please comply with our Centre's Safeguarding Policy

Photographs

Parents or Carers are **not allowed to take photographs in the nursery, without the express permission of the Senior Nursery staff**. At whole centre events, parents can take photos of their own children for their own use. **No photographs from school events must be published on any social media sites.**

Mobile Phones

Parents or Carers are **not allowed to use their mobile phones whilst in the Centre. Please do not take or make calls, send text messages, film or take pictures when you are on the nursery premises. More information can be found in the school's Mobile Phone Policy.**

What do I do if I have any concerns?

If anything at all causes you to feel worried or confused, do please first talk to your key worker. We welcome feedback from parents.

If you have concerns we will do our best to resolve them. Please be reassured that if you do want to question or complain, you and your child will continue to be warmly welcomed into the Centre.

The School has a Complaints Policy that can be accessed on the website or a copy can be requested from the School or the Centre.

Partnership with Parents

As a team we are committed to working in partnership with parents and families who use the Centre. This partnership is based on the belief that parents have specialist knowledge of their children and want the best for them and we have expert knowledge of children at this particular stage and age of development. By combining this knowledge and understanding we can provide the best for each child.

We aim to create a warm and welcoming environment for parents, where they feel they can talk freely with staff.

There are always lots of displays, notices and leaflets. In our experience, children feel more secure if they see their parents or carers involved in the Centre. However, we understand that families have commitments outside the Centre and recognise that the nature and degree of involvement will vary over time and between families.

Parents are involved in the Centre through:

Informal daily contact at the beginning and end of sessions

Members of staff are available to greet and talk to parents and carers about their child.

Sharing your child's progress

A formal sharing of each child's development and progress takes place once per term. Each parent has an appointment to talk with his or her child's key worker.

Outings

Parents accompany and help with any outings we make with the children.

Helping in the Centre

Parents help in many ways for example

- Reading stories to the children in English and other languages
- Photocopying and laminating
- Taking part in activities such as cooking, woodwork, sewing
- Making soft furnishings
- Translating information

Social and fundraising events

There are a number of events throughout the year, including Socials, celebrations and community events.

Early Years Foundation Stage

The main focus of our work is to provide a high quality curriculum for all the children who attend the Centre.

The curriculum we offer recognises that:

- Learning is a continuous process from birth
- The early years are a period of rapid development when young children are very receptive to new experiences
- Particular age groups and individual children have distinctive developmental and learning needs
- Parents, staff and peers play a key role in shaping the children's learning and development.

We appreciate that the context in which the children will operate will influence their learning.

So we:

- Offer the children a wide range of activities and resources that are readily available and easily accessible to encourage them to select and make choices
- Provide opportunities for children to work in pairs, small and large groups and with adults
- Reflect the different cultural backgrounds and interest of the children
- Encourage the children to develop and awareness of the wider environment through a programme of outings
- Encourage all children to participate and try to break down stereotypes
- Provide support for children with special educational needs through programmes of review and individualised learning which focus on particular areas for development.

Adults who work with the children play a crucial part in supporting their development and learning by:

- Developing effective partnerships with parents and carers
- Building relationships based on trust which allow children a safe base from which to develop independence
- Extending the children's thinking by providing a role model, introducing new ideas, posing problems, questioning, and providing additional resources.
- Ascertaining a child's current level of development and understanding through observation, participation and discussion.
- Presenting the children with planned opportunities allowing them to apply and extend their existing knowledge to ask questions and to examine a topic in depth.
- Encouraging the children to plan and set their own goals and to decided ways to complete tasks and to evaluate and improve their work.

Our Records

- Are ongoing and reflect a child's progress in the seven areas of learning in the Foundation Stage. These areas are explained in detail in the following section.
- Are used to evaluate and refine the curriculum provision, never for comparison.

Key workers are responsible for maintaining the records of the children in their groups and will share them with you. You are invited to contribute please.

Every term a review of each child's work is shared with parents and on transfer to the school, a summary record covering the 3 characteristics of effective learning.

The three areas are:

- **Playing and exploring** - children investigate and experience things and 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

What do the children learn?

Our planned curriculum follows the government document for children 'The Early Years Foundation Stage'.

The children are offered a wide range of activities and experiences during the day, which form our curriculum. These experiences are intended to enrich the overall development of each child and provide opportunities for children to direct their own learning and make decisions.

Children do their best learning through play. Play is the child's work. It is the way they make sense of the world. Play helps children learn to form relationships with other children and adults and to understand their own feeling and the feelings of others. Play also allows children to use and extend the knowledge and experience they already have by applying it to new situations and challenges. To enable the children to get the most out of their play, we carefully plan how the learning environment is set up and what daily activities will take place. We also plan to ensure their previous experiences are built on. This includes giving careful consideration to ensure that all the children's lifestyles, languages and cultures are valued, respected and represented.

The curriculum consists of the following areas of learning:

The prime areas

Communication and Language

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

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

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

Physical development

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

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

Personal, social and emotional development

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

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

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

The Specific areas

Literacy

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

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

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

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

Understanding the World

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

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

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

Expressive arts and design

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

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

How do I know how my child is progressing?

Parents are encouraged to come and talk to the child's Keyworker at regular intervals and if there are any concerns or worries, it is better to talk about them rather than let anything build up. We value you as the expert on your child. You are welcome to see your child's records. We welcome your comments and observations about your child. Your child's Keyworker will keep observations and examples of work on your child's development, these will be shared with you at regular parental review meetings.

Progress check at two

If your child attends the Centre aged between two and three years old we will review their progress. Parents/Carers will be provided with a written report which will identify your child's strengths. If there are any concerns, we will then be able to support your child to help them progress.

Special Education Needs

We have an inclusive approach and children and families with a range of needs are fully integrated at Chapel End Early Years Centre.

We believe that all children should have the opportunity to be valued and treated as an individual in a local setting.

A special education need may be short or long term. Many children have a special need at some time and often a difficulty can be resolved by staff and families sharing information and planning together. Sometimes this is not enough.

At the Centre we follow the Code of Practice. This government document is a guide for setting on how to support children with special educational needs. It recommends identifying needs as early as possible and working with families. It sets out five stages for different levels of support.

Managing Behaviour

The Centre is committed to providing a busy, safe, happy environment for everyone.

We try to help our children develop ways of dealing with difficult situations if and when they arise, providing them with appropriate language and strategies.

If you have any concerns about your child, please share them with your key worker. Any concerns raised by staff will be shared with you by your key worker and no action will be taken unless it has been agreed together.

Our aim is to work in partnership in order to provide the necessary support for each child to succeed and develop.

If you would like further information, please ask to see our SEND policy and/or come and talk to our Assistant Headteacher, Karen Wishart.

Chapel End Early Years Centre Complaints Procedure

We welcome complaints as a valuable form of feedback about our services, and we are committed to using the complaints procedure to help us make improvements to the services that we offer to families using the centre.

If you have any concerns about your child's education or welfare within the centre, we ask that you follow this procedure:-

- In the first instance, please speak to your child's key worker.
- If you are unable to resolve your concerns by this means the key worker will refer you to a senior manager, usually Karen Wishart (Assistant Headteacher)
- Any unresolved issues will be referred on to the Headteacher, Terri Martin.
- If you do not feel that an issue has been satisfactorily resolved you can raise your concerns with the governing body. The School Complaints Policy (available on the website or from the School or Centre office details the procedure.
- The Early Years Centre is regulated by Ofsted and parents may ring the following number to register a complaint, if they are unable to resolve the issue within the centre.

We are committed to dealing with all issues raised by the families using the services at Chapel End Early Years Centre and giving an effective response and appropriate outcome.

Telephone Numbers

Chapel End Early Years Centre	-	0208 527 9192
Chapel End Infant School	-	0208 527 1388
Ofsted Complaints Line	-	0845 601 4772

HOW TO SEE AND OBTAIN DOCUMENTS

The following documents are available in the nursery for information purposes:-

- Centre Handbook
- School Policies including Child Protection
- Curriculum Documents
- Department of Education's Guidance Circulars & Statutory Instruments
- Local education Authority Agreed Syllabus for Religious Education
- School Development Plan
- OFSTED Report

Please keep this handbook for reference

Updates will be sent when appropriate