



Parent Handbook



Charlton Kings Kindergarten

Taking you step-by-step through starting Kindergarten

The wings to fly the confidence to try



Dear Families

As an Eco School we have a commitment to minimize our impact on the environment by communicating in a paperless fashion. The school uses the 'Seesaw' app to send newsletters and updates from your child's key person on their learning in kindergarten. To receive these communications, we ask that you register for Seesaw as soon as your child starts kindergarten. You will receive login details on your child's first day at kindergarten.

Mrs. James will send weekly updates every Friday, and the kindergarten lead practitioner will send out class updates throughout the week. The PFA (Parents & Friends Association) will also communicate through Seesaw. You can also use Seesaw to contact your child's key person with any questions; this is not for urgent updates, however, as your child's key person checks Seesaw at varying intervals, and we cannot guarantee when they will see messages. For all urgent communications please email secretary@ckis.org.uk or phone us on (01242) 514483.

Please look to our school website 'Curriculum' page to keep up to date with the curriculum in each year group. It is presented for you in both 'Learning Leaves' which are designed to give you an easy way to see an overview for each subject, in each term, and our 'Schemes of Work' which provide you with the detail for each subject. Please also refer to our website for policies such as Child Protection and Safeguarding, Behaviour, and anti-bullying, Complaints and Home learning.

Good attendance at school improves your child's outcomes and ensures that they are able to become fully engaged in the wide and varied learning opportunities in school. Absences during term time will not be authorised, unless there are exceptional circumstances. Any request for absence during term time should be made by completing the Leave of Absence Form found on our website, under About Us, Policies and Documents, School Forms. Illness should be reported to reception by 9.15am, each day that your child is unwell, by telephone or by emailing; secretary@ckis.org.uk

Yours sincerely

Mrs Katie James
Head teacher

Mrs Katie James says...

We are delighted to welcome you and your child to our wonderful Kindergarten. We look forward to sharing and celebrating your child's learning journey with you in the years to come.

Answering your Questions

On page 20 you will find Key Information and on pages 17-20 you will find answers to Frequently Asked Questions. If you have any further questions please email the school office:- Kindergarten@ckis.org.uk.



General Data Protection Regulation

Please see our website, under About Us, for up to date information on:

- Privacy Notice (how we use pupil information)
- Categories of pupil information that we collect, hold and share
- Why we use and collect this information
- Collecting, storing and sharing pupil information
- Data collection requirements

Policies and Term Dates

On page 23 are details of important policies you need to be aware of together with term dates for this academic year.

We are keen to ensure that all members of our Kindergarten family are aware of and subscribe to our school values which are:

Children and community at the centre
Kindness and consideration for all
Inspirational learning that challenges and excites
Striving to reach our true potential

The Early Years Foundation Stage

The EYFS is a framework which sets standards for the learning, development and care of children from birth to 5 years old.

Your child will be learning skills, building upon and acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development, these are;

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Mathematics
- Understanding the world
- Literacy
- Expressive Arts and Design

Personal, Social and Emotional Development

We support our children’s personal, social and emotional development by helping them to interact effectively and develop positive attitudes to themselves and others. We encourage each child’s self-confidence and self-awareness, and support them to manage their feelings and behaviour. We help our children to understand who they are and what they can do. We also provide opportunities for our children to explore their feelings and emotions.

Communication and Language

We support our children to develop speaking and listening skills in order to build the foundations for literacy and learning. We offer lots of opportunities to model language and introduce new words. We know that children learn language better when they’re engaged with things that fascinate, challenge and excite them. Children need to hear and say new words often, to strengthen the connections in their brains and to keep building their vocabulary.

Physical Development

We encourage the skills which enable our children to show good control and coordination when using large and small movements. We help our children to handle equipment and tools effectively, including tools for mark making and writing.

We help our children to learn the importance of good health, which includes physical exercise and a healthy diet and we enjoy weekly activities including pilates and dance. We support our children to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Literacy

At our Kindergarten we give our children daily opportunities to engage in a range of exciting and innovative mark making activities. We support children’s early writing skills during fun filled activities such as mark making in shaving foam or using large pieces of material outside.

Our children are given access to rich early phonics activities through both planned group work and ‘in the moment’ interactions with children. When children are ready, they are introduced to letter sounds through daily interactions and play based learning opportunities.

Mathematics

At Kindergarten we aim to develop our children’s confidence and ability with number and also to encourage each child’s understanding of shapes, space and measure. Children learn about maths through play and their daily experiences. The more meaningful to them and hands on it is, the better. We make sure our indoor and outdoor environments are full of rich mathematical opportunities and that there are exciting things for our children to explore, sort, compare, count, calculate and describe. We support our children to be creative, critical thinkers and problem solvers.

Expressive Arts and Design

Children are given daily opportunities to experiment with media and materials whilst finding out about their properties and modifying and manipulating them. We have fun exploring sounds, patterns, movement and different tools and techniques. Children are encouraged to build on their experiences of the real world and transform them into something new – whether through role play, music, pretend play, block play, small world play or a range of other areas. We encourage our children to choose and use materials and resources in an open-ended way, which helps them to make choices and to have confidence in their own ideas

Understanding the World

We provide plenty of opportunities for our children to get to learn about other people, including having visitors coming in to talk about different ways of life or their job. We enjoy discovering more about the place where we live and learning new things about our world, including celebrating a range of festivals and other cultures. We support our children to explore and investigate how and why things work and to test out their ideas. We enjoy investigating during science experiments and exploring the natural environment in our nature area.

The wings to fly and the confidence to try

Kindergarten Values

Children and community at the centre:

- Our Kindergarten is a family that provides a positive, happy, caring, safe and supportive environment.
- As a family, our Kindergarten plays an integral part within the wider community.
- Governors, staff, parents and children work in partnership to secure on going Kindergarten improvement.

Kindness and consideration for all:

- Everyone in our Kindergarten community is encouraged to have respect for themselves, others and their environment.
- All adults and children are valued, respected and treated with integrity.
- We believe that we should do our best to recycle and sustain in order to help to preserve the world’s resources.

Inspirational learning that challenges and excites:

- We offer opportunities which promote independent learning, self-motivation and enquiring minds.
- We ensure that our learning environments are safe, well organised, resourced and motivating.
- We aim to provide stimulating and exciting learning opportunities that encourage individuals to explore, experiment, take risks, reflect, be critical and gain confidence.

Striving to reach our true potential:

- We offer a nurturing and caring environment that promotes positive self-worth and high esteem for adults and children alike.
- We actively encourage all members of our Kindergarten community to take responsibility for their learning by enabling them to reflect, question, take risks and challenge their thinking.
- We believe that our Kindergarten should provide every opportunity for each child and adult to realise their full potential.



Our learning behaviours & our ‘RESPECT family’

As CKIS, we are proud of each and every one of our school community and the role that they have to play in making this the special place that it is. As such, we have high expectations of everyone, our children, staff and community. We have clear rules and expectations regarding how we should behave and act towards others and our environment. At CKIS we focus upon ‘RESPECT’ learning behaviours throughout the school

Meet the CKIS RESPECT family



R

Resilience

E

Empathy

S

Self-awareness

P

Passion

E

Excellence

C

Communication

T

Teamwork

Rebecca Resilience

“I will take risks and always try again if I don’t succeed the first time”

Rebecca shows excellent resilience; she underpins all learning characteristics.

Eddie Empathy

“I know how others feel and how my actions can affect others”

Eddie is always empathetic (fair, compassionate, kind, courteous, unselfish)

Sophie Self-awareness

“I know how to keep myself safe and how to make good choices”

Sophie demonstrates excellent self-awareness (self-confident, self-disciplined, honest, humorous, adaptable)

Parveena Passion

“I like to try new things”

Parveena is passionate about everything she does (gratitude, motivated, positive attitude, inspires, willpower)

Elliott Excellence

“I will do my best”

Elliot always demonstrates excellence

Callum Communication

“I will share with others”

Callum communicates well within the school community (listens, influences, feedback, reflective, evaluative, presence)

Tanisha Teamwork

“We will work together.”

Tanisha has strengths in working as part of a team (co-operates, responsible, cares, decision makes, helpful, unity, patient)

Our children are encouraged to recognise and acknowledge these learning behaviours through daily provision and practice. They are supported to understand these positive behaviours through our school family of characters which highlight the learning behaviours we are all encouraging and looking for. These learning behaviours are highlighted and embedded within our daily discussions, assemblies, stories and throughout our curriculum.

Step 1

STEP 1: REGISTRATION FORM Charlton Kings Kindergarten

OFFICE USE ONLY

Sessions attending: AM ☐ Mon ☐ Tues ☐ Weds ☐ Thurs ☐ Fri
PM ☐ Mon ☐ Tues ☐ Weds ☐ Thurs ☐ Fri

Birth Certificate Yes ☐ No ☐

Possible date of child starting at Charlton Kings Kindergarten:

Child’s legal surname (capitals):

Forenames:

Name you wish your child to be called at school (this is the name that they will learn to write and will be put on their labels, peg and drawer):

Date of birth: Gender (M/F): Adopted: (Y/N)

Nationality: Country of birth:

Child in care/Special guardianship order: (Y/N) Court order/ legal proceedings taking place: (Y/N) (if yes please provide documents)

Home address:

Post Code:

Sibling in school: (Y/N)

Name:

Name:

Do you consider your child to have any special educational needs, disability or illness? (Y/N) If yes please specify:

Does your child have an Education, Health and Care plan, My Plan or My Plan +? (Y/N) If yes please provide date of EHC Plan and date of last annual review:

First contact

Title:

Surname:

Forename:

Relationship to child:

Home address:

Post Code:

Home telephone number:

Work number:

Mobile:

Email address:

Are you a member of HM Forces? (Y/N) Do you have Parental Responsibility? ☐

Please tear here

Second contact	Title:	Surname:
Forename:		Relationship to child:
Home address:		
Post Code:		

Home telephone number:	
Work number:	Mobile:
Email address:	

Are you a member of HM Forces? (Y/N) Do you have Parental Responsibility? ☐

	1	2	3
Name of emergency contacts: (in case parents cannot be contacted)			
Relationship			
Telephone home:			
work:			
mobile:			

Name of Doctor’s surgery:
Address:
Telephone:

Does your child have any allergies or any medical needs: Yes ☐ No ☐

If yes, please complete the appropriate form in Steps 7 and 8

Nursery/Playgroup currently attend or previously attended:
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If transferring to this school, please give details of previous school:

Name, address and telephone number:

Step 1

Step 2

Pupil’s name:
Class:

ETHNIC ORIGIN	LANGUAGE		RELIGION	
	(What language/s does your child speak at home?)			
Any other Asian background		Arabic		Buddhist
Any other Black background		Bengali		Christian
Any other ethnic group		Chinese		Hindu
Bangladeshi		Danish		Jewish
Black African		Dutch		Muslim
Black Caribbean		English		Sikh
Caribbean		French		Other
Chinese		German		None
Gypsy/Roma		Greek		
Indian		Gujerati		
Information not obtained		Hindi		
Other mixed background		Italian		
Other white British		Japanese		
Pakistani		Korean		
Refused		Other–please specify		
Travellers of Irish Heritage		Portuguese		
White (USA, NZ, Canada, AUST)		Punjabi		
White English		Russian		
White Irish		Spanish		
White Scottish		Turkish		
White Welsh		Urdu		
White and Asian		Vietnamese		
White and Black African		Welsh		
White and Black Caribbean		What is your child’s first language		
White and Chinese				
White Eastern European				
White Western European				

Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history. Ethnic background is not the same as nationality or country of birth.

Please study the list below and tick one box only to indicate the ethnic background of the pupil or child named above. Please also tick whether the form was filled in by a parent or the pupil.

(Any information you provide will be used solely to compile statistics on the school careers and experiences of pupils from different ethnic backgrounds, to help ensure that all pupils have the opportunity to fulfil their potential. These statistics will not allow individual pupils to be identified. From time to time the information will be passed on to the Local Education Authority and the Department for Education (DfE) to contribute to local and national statistics. The information will also be passed on to future schools, to save it having to be asked for again.)

Please tear here

Home – Kindergarten Agreement

Charlton Kings Infants’ School exists to provide a safe, caring and stimulating environment within which all children are encouraged to achieve their full potential.

Kindergarten ADULTS WILL:

- Ensure my safety and well-being;
- Plan suitable and stimulating learning environments and rich learning opportunities;
- Encourage me to do my best at all times;
- Encourage me to take care of those around me and the environment;
- Help me to learn to be independent and promote my self-motivation, self-regulation and responsibility;
- Regularly inform my parents about planned learning opportunities;
- Regularly inform my parents about my progress.

MY FAMILY WILL:

- Ensure that I arrive at school on time every day and have everything that I need for school;
- Ensure that I am collected promptly at the end of the school day;
- Attend Parents’ Evenings to discuss my progress;
- Try to attend pre-arranged class visits and workshops;
- Support the School’s Behaviour and Anti-bullying Policy;
- Encourage me to be independent and to take responsibility for myself and my belongings;
- Support my learning at home;
- Regularly check the school website and relevant class page;
- Ensure that they do not use social networking sites to discuss any issues concerned with our school.

I WILL:

- Be kind and helpful to others;
- Always try to do my best;
- Take care of my friends, my teachers and my school;
- Learn to ‘have a go’ by myself and say when I need help;
- Learn to look after myself and others;
- Not use any images of children, other than my own, on social networking sites.

Parental Consent

In order to save you time filling in numerous consent slips, we would kindly ask you to complete the form below to ensure that we have complete up to date information regarding your child. Your permission is required for the following:

Local Educational Visits

Sometimes during the course of a school day, the class teacher may take the class out to local shops/post box/library/church/streets/park as part of a topic or other class work.

I agree that my child may take part in any short visits to local venues which may be arranged during his/her time at Charlton Kings Infants’ School.

Yes ☐ No ☐

Emergency Medical Permission

I agree that in case of an emergency I authorise the teacher in charge to sign, on my behalf, any written form of consent required by the hospital authorities should medical/dental treatment be deemed necessary. I understand that this course of action would only take place if the delay required in order to obtain my signature might be considered, in the opinion of a medical practitioner, likely to endanger my child’s health.

Yes ☐ No ☐

Local Press

Occasionally, the local press visits the school to follow up stories of general or specific interest. This often involves photographs being taken of the children, sometimes naming them.

I agree to my child’s photograph being published in the local press. e.g. Cheltenham Echo, in reports about school events.

With name: Yes ☐ No ☐

Without name: Yes ☐ No ☐

Data Exchange

I give permission for the school to share information about my child in line with the school’s Privacy Notice e.g. pupil data collected by the Local Authority – www.ckis.org.uk/gdpr

Yes ☐ No ☐

Copyright Permission

I give permission for my child’s creative work to be displayed, copied and distributed to external sources for educational purposes.

<https://www.ckis.org.uk/gdpr>

Yes ☐ No ☐

Internet Access

Charlton Kings Infants’ School provides computers for pupils to use which enables them to access a vast amount of valuable information for use in studies and learning within the classroom.

Pupils do not have unsupervised access to the Internet at any time. I understand that Charlton Kings Infants’ School has an Acceptable Use Policy for the Internet, electronic mail and school network by staff and pupils. All staff and pupils must adhere to the rules set out in the policy. This policy is available on our school website or at the school office.

Our Internet Service Provider (ISP) continually monitors new sites with a view to barring access to sites promoting or displaying material that contravenes this Policy.

I give permission for my child to use the school computer facilities and access the Internet in line with the Acceptable Use Policy for the Internet, electronic mail and school network.

Yes ☐ No ☐

Early Years

I can confirm that my child meets the eligibility criteria for the Pupil Premium Grant as laid out on page 21.

Yes ☐ No ☐

Behaviour and Attendance Agreement

I have read the Behaviour and Attendance Policies (found on the school website) and will support the school in order to ensure that the school can continue to provide a safe environment in which children feel secure in the knowledge of what they can expect of staff and what staff can expect of them. <https://www.ckis.org.uk/policies>

Our PHSE curriculum and ‘Relationships Education’ at CKIS

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) curriculum. This looks at many topics including all kinds of relationships, physical/emotional health and living in the wider world. The aim of our PSHE curriculum is to help our pupils make safe and informed decisions during their school years and beyond.

Relationships Education (RE) is an important part of our curriculum. In line with the DfE 2019 Guidance, the focus of Relationships Education at CKIS will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships and relationships with other children and with adults in all contexts including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

Please complete and sign here

Pupil’s Name:
Class:
Parent/Carer Full Name:
Parent Signature:
Date:

Step 3

Step 4 – 5 – 6

Please state whether you give permission for your child’s photograph to be used for school purposes.

This will include:

- Displays in the school and classroom;
- The school website and social media pages;
- Photographic records for your child’s individual learning journey/record;
- On other children’s learning journey/record i.e. in group observation photographs (your child’s name won’t be mentioned);
- For school publications;
- Mini Mash/Purple Mash our secure password protected online learning platform;
- Any media outside of school i.e. the local newspaper.

This is in line with the procedures for use of digital recording equipment as referenced in our Acceptable Use Policy.

☐ I give permission for your child’s photograph to be used for school purposes above.

STEP 5 Wraparound Provision with Kids Club
Harrison Catering

Wraparound Provision with Kids Club

If you wish your child to attend our wraparound provision please confirm you are happy for us to share your details with our third-party provider – Magic Booking. Further information can be found on our website at www.ckis.org.uk/ckkc-magicbooking.

Please state whether you give permission for your details to be shared with our third party	<input type="checkbox"/> I give permission	<input type="checkbox"/> I do not give permission
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STEP 6 Allergen information
Harrison Catering

Dear Parent

Food Allergies and Food Intolerance

As a leading and responsible catering Company, we have the responsibility to comply with food safety requirements and we want to be able to serve all the children at the school with high quality freshly produced food which meets food safety and hygiene standards and is enjoyable, nutritious and safe for them to eat.

We recognise that a small number of children can get an allergic reaction or intolerance to a commonly eaten food and we are obviously concerned about this and try to make sure they are served with food which is safe for them to eat. We follow guidance from the Food Standards Agency and we consider that proper communication and exchange of accurate information between everyone concerned is the key area to allow the food allergy or intolerance to be managed in the best interests of these children.

We have to make sure that information regarding the ingredients of any food being served to children is made available. We follow these requirements and keep an up to date Ingredient List for each dish produced in the school kitchen so we can identify if any of the fourteen common food allergens are present in the food and the correct choice can be made as to which food those children who have a food allergy or intolerance can safely be served with.

We take all reasonable care and precautions to identify and control the ingredients being used but, there can be no absolute guarantee that any dish will not contain any of the fourteen common food allergens as this can occur as a trace from an ingredient, as a result of the list of ingredients from the supplier not declaring its presence or as a result of accidental cross contamination in the kitchen or counter from something as simple as serving spoons being used for more than one item.

If you have a child who has a food allergy or food intolerance and in order for us to serve them with food that is prepared in the school kitchen please complete the ‘Special Dietary Needs Form’ overleaf.

Please tear here

Student Information		
Name:		Photo: (Office to add photo on entry to school)
Address:		
Date of Birth:		
Class/Form:		

Allergy/Intolerance Information		
Tick the box next to the foods to which your child is allergic or intolerant		
<input type="checkbox"/> Peanuts	<input type="checkbox"/> Fish	<input type="checkbox"/> Nuts
<input type="checkbox"/> Seafood, Crustaceans	<input type="checkbox"/> Sesame Seeds	<input type="checkbox"/> Seafood, Molluscs
<input type="checkbox"/> Milk	<input type="checkbox"/> Gluten (Wheat, Barley, Rye, Oats etc)	<input type="checkbox"/> Eggs
<input type="checkbox"/> Soya	<input type="checkbox"/> Celery	<input type="checkbox"/> Lupin
<input type="checkbox"/> Mustard	<input type="checkbox"/> Sulphur Dioxide/Sulphites	
Is the condition medically diagnosed	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Has your child suffered a previous allergic reaction to any of these foods	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Is the allergy life threatening	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Is your child allergic to any other food item	<input type="checkbox"/> YES	<input type="checkbox"/> NO
If YES, to which other food item do they have an allergy or intolerance		
<input type="checkbox"/> Dietary Preference	<input type="checkbox"/> Vegetarian	<input type="checkbox"/> YES <input type="checkbox"/> NO
Dietary Preference for Religious Purposes (Please state requirement)		
<div></div>		
<div></div>		

PARENT/GUARDIAN	
<input type="checkbox"/> I understand that I am responsible for ensuring that accurate information about the food allergies or intolerances affecting the child named above is given to the school and the caterer.	
<input type="checkbox"/> I give/do not give permission for a photograph of my child to be displayed in the kitchen to assist in correctly identifying my child when being served (please delete as appropriate)	
Please note that whilst all reasonable precautions will be taken to make sure the food is safe for your child to eat, there can be no absolute guarantee that the food will not contain anything to which your child has an allergy or intolerance	
Signed by Parent: Date:.....	
Signed by Head Teacher..... Date:.....	
Signed:Date:.....	
(Harrison Catering Manager)	

Contact Information	
Parent/Guardian Name:	GP Name:
Home Telephone Number:	Telephone Number:
Mobile Telephone Number:	Attached Medical Records: YES/NO
Date of Care Plan Issue:	Review Date of Care Plan:

IMPORTANT NOTE: The dietary requirements detailed on this form will remain on your child’s record for the duration of their time with us at Kindergarten/Charlton Kings Infant School. If these requirements change in anyway, it is Parental Responsibility to advise the school of any changes.

Medical Needs Form

Student Information	
Name:	photo
Address:	
Date of Birth:	
Class/Form:	

Medical needs Information
Details of medical need:
Symptoms:
Daily Care Requirements:

Contact Information	
Parent/Guardian Name:	GP Name:
Home Telephone Number:	Telephone Number:
Mobile Telephone Number:	Attached Medical Records: YES/NO

Signature of Parent/Guardian:

Signature of Head teacher:

Date of Issue:	Review Date:
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Medical needs forms to be completed by parents/carers

IMPORTANT NOTE: The medical requirements detailed on this form will remain on your child’s record for the duration of their time with us at Kindergarten/Charlton Kings Infant School. If these requirements change in anyway, it is Parental Responsibility to advise the school of any changes.

Please tear here

Step 9

My child's name is:

He/she prefers to be called:

Their first language is:

These are the names of the people (and pets) my child lives with:

Things my child can do by himself/herself (dressing/toileting etc):

My child attends these clubs/activities:

My child likes to visit these special people/ places:

My child's favourite toys/ activities are:

You need to know this important information about my child (eg medical, emotional/social, speech and language, educational needs):

All about me!

Step 10



Home to Kindergarten

Child's Name:

Date of birth:

This is my drawing of me:

Please tear here



Frequently asked Questions

Here are our answers, to what we find, are the most frequently asked questions. If you have any questions that are not answered here, please contact the school office.

Attendance and Absence

Charlton Kings Infants' School and Kindergarten believes that excellent attendance and punctuality is important if children are to benefit from everything we have to offer. Parents and the school staff are partners in making this a success and this partnership is very important to us as a school and kindergarten. The Local Authority asks us to monitor attendance regularly. Funding may be withdrawn if children do not attend KDG for their allocated sessions.

When to Report Absence

All absences must be reported on a daily basis. In all cases of absence, parents should telephone the school on 01242 514483 or email: secretary@ckis.org.uk at the earliest opportunity and by 9.15am at the latest, to let us know why your child is going to be absent. Please keep the school informed if more than one day's absence is necessary.

Behaviour and positive relationships

Together, we promote the following 'RESPECT' learning behaviours throughout our school and kindergarten:

- Resilience – being able to keep going and bounce back when facing challenges
- Empathy – being compassionate, kind, fair and courteous
- Self-awareness – being self-confident, disciplined, honest and adaptable
- Passion – being motivated and inspired, developing a sense of willpower and positive attitude
- Excellence – being creative, curious and inquisitive. Taking pride in ones' actions
- Communication – being a good listener and questioner. Responding to feedback by reflecting and evaluating
- Teamwork – being responsible, patient and a co-operative learner. Becoming a decision maker and critical thinker

We endeavour to ensure that there is a consistent approach to the building of positive relationships to support behaviour and development. We will always ensure that we inform and involve you at an early stage if we are concerned regarding your child's behaviour and development.

What to do if you have a concern or complaint

Please see Complaints Policy.





Special Educational Needs and Disabilities (SEN&D)

early assessment of each child’s learning needs. Early recognition of both strengths and key areas for development is vitally important if your child is to benefit fully from the opportunities on offer at our Kindergarten. Our staff will always apply a differentiated approach to suit individual learning needs.

Early Help Pathway

Where more support is needed, we follow the Gloucestershire Early Help Pathway approach to provision.

My Plan

Where a child makes little or no progress, even when teaching approaches are targeted, then your child will be offered more support under the ‘My Plan’ provision. Strategies to enable your child to progress to the best of their ability are then drawn up with the involvement of the Kindergarten Lead Practitioner, you and your child. If it is clear that the action taken at the ‘My Plan’ stage has not resulted in your child making satisfactory progress, then the Lead Practitioner, SENDCo or the head teacher may decide to move your child onto the next stage: SEN Support My Plan +. Where there is also an identified family need it may be appropriate to implement a ‘My Family Plan’. This is done in agreement with you so appropriate support services can be identified.

My Plan+

This provides more intensive support and reviews will again take place every term to discuss your child’s progress and future action. Parents will be invited and encouraged to attend My Plan+ support plan reviews, alongside the Kindergarten Lead Practitioner and other professionals involved in supporting your child/family.

Education, Health and Social Care (EHC) Plan

In some cases due to exceptional levels of need and support required a child may have/or the school will apply for an EHC Plan. An EHC plan application will be considered by the Local Authority Casework Panel. This panel will determine how your child’s needs can best be met.

Accessibility

Our school is fully accessible to all

Health and Welfare Administering Medication

Only **prescribed** medicines in the original container labelled with the child’s name and dosage will be accepted in Kindergarten with written consent from the parent.

- Medicines should only be brought to school when essential, i.e. where it would be detrimental to the child’s health if the medicine were not administered during the school day.

- In the case of antibiotics and Inhalers only those prescribed **four** times a day may be administered at school.
- All medicines must be handed to a Kindergarten member of staff (please provide a spoon).
- Medicines must **NEVER** be brought to school in a child’s possession.

The parent/carer is required to complete a medication form.

Essential medicines will be administered on Educational Visits, subject to the conditions above. All inhalers must be taken on educational visits, however short in duration.

Adrenaline Auto-injectors (AAI)

Any trained member of staff can administer an AAI in an emergency and will follow medical advice.

Accidents and First Aid

Minor accidents will be dealt with by a trained first aider and recorded on our Management Information System. If we have any concerns for a child’s health or well-being we will contact you. Please make sure we have up to date contact details for you.

Inhalers

If your child requires an inhaler at home please provide an extra inhaler to be kept at kindergarten. Parents/carers will be required to complete a medication form in order for the inhaler to be administered when needed.



Sickness

Children who are absent from Kindergarten because of vomiting and/or diarrhoea must be kept at home for 48 hours following the last episode.

Ill at School

If your child is ill whilst at Kindergarten, or involved in an accident, we will attempt to contact you immediately. Please make sure that contact numbers are kept up to date at all times.

Emergency Arrangements

It is our policy to remain open unless we are forced to close because there is a risk to the health and safety of staff and students. In the event of a school closure because of adverse weather, a notice will be posted on the school website and on seesaw. If the school has to close unexpectedly at any time because of bad weather, parents will be informed through seesaw, and a notice will be posted on the school website. Information will also be available on local radio stations.

Collecting your Child

If school closure is announced during the day due to severe weather conditions, every effort must be taken to collect your child as soon as possible. If you personally cannot get to school, or you work out of the local area, please have a contingency plan i.e. please nominate an adult to collect your child in your absence and organise this beforehand as the weather forecast is likely to have alerted us to the fact that the weather may become hazardous during the day. Please make sure that we have at least two current contact numbers, in case we need to contact you urgently. It is your responsibility to ensure that you update us with any changes to your contact information.

Key information

What are our Kindergarten times?

- All day session: 8.45am–3.30pm
- Morning session (no lunch): 8.45am–11.45am
- Morning session (with lunch): 8.45am–12.30pm
- Afternoon with lunch): 11.45am–3.30pm
- Afternoon session (no lunch): 12.30pm–3.30pm

Arrivals and Departures

Children are dropped off at our yellow Kindergarten door. Please follow the arrows which direct you towards Kindergarten after walking up the school driveway from Lyefield Road East. Problems caused by inconsiderate and/or illegal parking in the vicinity of our school during morning drop off and afternoon pick up are a constant cause of complaint. We are fortunate that parking is allowed in the car park of The Charlton Kings Club in Church Street for pick up and drop off only. Under no circumstances should vehicles stop or park on the yellow school ‘keep clear’ markings, or near the school entrance preventing access for emergency services.

What do I need to bring?

- A named water bottle
- A named morning and afternoon snack (fruit or vegetables)
- A named bag containing a spare set of clothes (extra clothes if your child is toilet training)
- A named coat (and depending on the weather a named sunhat, winter hat/gloves etc)
- Wellington boots

Early Years Funding

All children are entitled to 15 hours free childcare per week, starting the term after their third birthday. Your child may also be eligible to receive 30 hours of free childcare per week as long as you meet the relevant criteria. For more information please visit the HMRC website: <https://www.gov.uk/30-hours-free-childcare>. If you have any queries about funding and invoices please contact schooladmin@ckis.org.uk.

Pupil Premium Funding

Some children who attend Kindergarten are eligible to receive ‘Pupil Premium’ funding. This can provide your child with access to a range of additional opportunities to support their development and learning. The money comes directly to kindergarten and is spent on each child to ensure their individual and specific needs are met.

Pupil Premium may be received by kindergarten if the following applies;

- Children are ‘in care’ (Fostered children).
- Children have been adopted from care.
- Children are from a ‘Services’ family.
- Families are in receipt of one or more of the following; Income support, Income-based jobseeker’s allowance, Income-related employment and support allowance, support under Part VI of the Immigration and Asylum Act 1999, the guaranteed element of Pension Credit, Child Tax Credit (provided you’re not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190), Working Tax Credit run-on, paid for 4 weeks after you stop qualifying for Working Tax credits, Universal Credits.

Wraparound clubs

Breakfast Club

The Breakfast Club runs between 7.45am–8.50am. At Breakfast Club we serve a choice of cereals, pancakes, crumpets, bagels or toast with a choice of jam, honey or marmite. In addition there are yogurts on the table for the children to help themselves to and they have a choice of apple or orange juice, water or milk as a drink.

After School Club

Our After School Club runs two after school sessions: 3.00pm until 4.15pm and 4.15pm until 5.30pm. At After School Club we have a selection of fruit each day and serve cheddar and/or rich tea biscuits, cheese, hummus, cucumber, sausages and pancakes, etc. We also offer seasonal food such as hot cross buns. The children are offered water to drink.

You can find more detail of the various activities offered to the children by clicking on the link to the Kids’ Club on the school website where you can also find the club’s enrolment form. You are welcome to visit and can contact us to arrange a mutually convenient time on the club’s mobile: 07717 357406 or email: ckkc@ckis.org.uk.

Food

School Meals

You have an option to purchase a hot school meal. We feel every child deserves the best quality of food and nutrition. Each day the children are given the option of a meat or vegetarian option. You can view a copy of the menu by clicking on the school website ‘Lunch Menu’ link.

Packed lunch

If you do not wish for your child to have a hot school dinner they can bring a healthy packed lunch. Please note that we are a nut free school/ Kindergarten. Children need to bring their food and drink in suitable containers so that it can be stored safely until lunchtime.

Snacks

Each child may bring a morning and afternoon snack of fruit or vegetables. We ask that you do not send sweets, biscuits, crisps etc as we actively promote healthy eating. We also ask that you do not send nuts, as we are a nut free school/Kindergarten. Please send the snack in a named reusable plastic container if it requires one, rather than a plastic bag.

Water and milk

We encourage children to drink plenty of water, and drink bottles are easily accessible to the children throughout the day. Please send a ‘named’ drink bottle with your child each day. Milk is offered as a choice during each morning and afternoon snack time.



Working with Parents

Parental involvement

We work to nurture and encourage links between kindergarten, home and the local community, so that everyone can contribute towards the life of the school and kindergarten community whatever their background or personal circumstances. We believe that the positive examples set by parents, complements, supports and contributes to the opportunities of each child. We encourage frequent contact between home and kindergarten.

We strive to keep you informed and involved in all aspects of your child's learning and development. Throughout the year we offer the following opportunities to be involved in Kindergarten life;

- Everyday interactions with the Lead Practitioner and Key Persons.
- Twice yearly parents evenings which are held with the Kindergarten lead practitioner.

- Termly parent workshops during which you can experience for yourself some of the fun activities we enjoy at Kindergarten.
- Regular events where you can participate alongside your child.
- Christmas celebrations
- End of year celebration
- Sports day

'Seesaw' online observations

We use an online system which allows us to share with you what your child is doing in kindergarten. We take regular photographs of your child enjoying a range of activities which can be sent to you along with an 'observation' in the form of a short written summary via an app called 'Seesaw'. See page 3 for more information.

Annual Report

We provide all parents with an annual written report from the Lead Practitioner at the end of the summer term which provides information about your child's academic achievements and summarises their personal and social development.

News and Events

We regularly update our school and Kindergarten website with details of news and events and communicate all information through seesaw.



Policies and Term Dates

Why do we need policies?

For a school to offer high quality education and care, it needs policies. Policies help develop and define a set of consistent rules, regulations, procedures and protocols.

Parents need policies

If you would like to find out more about our policies please visit our school website at www.ckis.org.uk/policies

High standards

Policies are vitally important, and help us to create standards of quality for learning and safety, as well as expectations and accountability.

If you would like to find out more about our policies please visit our school website at www.ckis.org.uk/policies.

Key policies

Some of our key policies are:

- Admissions
- Safeguarding and Child Protection
- Attendance
- Special Education Needs and Disability
- Complaints
- Positive Relationships (Behaviour and Anti-bullying) policy
- Medical Conditions
- First Aid



Term 1 :

Wednesday 6th September 2023 – Friday 27th October 2023

Term 2 :

Tuesday 7th November 2023 – Thursday 21st December 2023

Term 3 :

Monday 8th January 2024 – Friday 9th February 2024

Term 4 :

Monday 19th February 2024 – Friday 22nd March 2024

Term 5 :

Monday 8th April 2024 – Friday 24th May 2024

Term 6 :

Monday 3rd June 2024 – Friday 19th July 2024





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Website: www.ckis.org.uk

