



QUEEN ETHELBURGA'S
COLLEGIATE
YORK

EARLY YEARS
AND PRE PREP
HANDBOOK

2023 - 2024



Contact Details

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Kindergarten and Pre-Prep Staff

Staff who work with the children in Kindergarten and the Chapter House Pre-Prep Department are:

Mrs Karen Kilkenny

Mrs Kilkenny has been Head of Chapter House and Queen's Kindergarten since 2010, having joined Queen Ethelburga's (QE) in 2001 as a class teacher. She completed her BEd Hons (QTS) at Bishop Grosseteste College (Hull University) and started teaching in 1997. Mrs Kilkenny enjoys seeing the children in Kindergarten and Chapter House progress under the care of the enthusiastic staff, to become confident and independent by the time they join King's Magna. Her free time is spent supporting her two daughters, who both love sport, having family days out, kickboxing sessions and running the occasional 5K!

KINDERGARTEN

Mrs Louise Pilley - Manager

Mrs Pilley is the Early Years Senior Teacher, with particular responsibility for the Reception class and is the Manager of Queen's Kindergarten. She holds a BEd (Hons) from York St John University and has worked at Queen Ethelburga's since 1992, witnessing many changes on site and in her role overtime. In fact, her two children were some of the first to attend Kindergarten and now the older one has left home and set up his own business and the younger one has completed his degree in Engineering and is working in Newcastle. Mrs Pilley enjoys walks with her little sausage dogs Olive and Elsie in order to keep healthy – this also means that cakes can be baked and eaten without the guilt factor!

Miss Aimee Hutchison (Deputy Manager)

Miss Hutchison qualified as Level 3 in childcare in 2012 and is the Deputy Manager of Kindergarten. Before joining QE, she worked in nurseries around York, caring for children aged 3 months – 5 years, and has been room leader for a baby room and 2 to 3 year olds room. In her free time, Aimee likes to spend days out with her family and going for walks with her two dogs, Poppy and Shadow.

Miss Hannah Petrie (Senior Practitioner)

Miss Petrie studied the CACHE Level 3 Diploma at Northallerton College before spending a further year at York St John University. Hannah is a creative individual who really encourages the children to get very creative and produce lovely artwork to take home for parents to enjoy. During her free time Hannah enjoys going for walks with family and friends. Hannah is currently on maternity leave.

Mrs Tina Charlton

Mrs Charlton studied the CACHE Level 3 Diploma at York College, before joining QE, she worked at a local Primary School caring for children 3 to 5 years. In her free time, she enjoys walking her dog and running park runs.



Miss Bethan Frankland

Miss Frankland holds a degree in Early Childhood studies, she has recently completed her master's degree in Psychology of Child and Adolescent Development at York St John University. She has worked with children for about 10 years including nannying, working in out of school clubs and other nursery jobs, she has looked after children from 3 months to 15 years and really enjoys working with children under 3. Bethan loves musicals and having a good dance and if she has time she likes to try and finish her many knitting, crocheting and cross-stitching projects that she has started!

Miss Amy Grunewald

Miss G works in Kindergarten, Chapter House and also Holiday Club! She gained her qualifications from Harrogate College and is Level 3 trained in Childcare and Education. She loves to spend as much time as she can on adventures in the outdoors and also walking her 2 dogs Nell and Lou Lou. She has a particularly creative mind and loves to use this both in and out of the classroom.

Miss Hannah Middleton

Miss Middleton holds a Level 3 in Childcare and Education. Hannah has a dog called Alfie and a hamster called Pringle. In her spare time, she likes to listen to music, clean, play or watch football.

Mrs Rebecca Mulligan

Mrs Mulligan is qualified with a BTEC National Diploma in Early Years (Level 3). Before working at QE, Becky worked as a Teaching Assistant for 16 years, working with children from Nursery to Year 2. She then moved to Bangkok, Thailand, to work at an International School working with Nursery children for 4 years. She enjoys spending time with her family, travelling and cooking.

Miss Hannah Smith-Bullock

Miss Smith-Bullock completed her primary education degree at Leeds Trinity University. She has been working alongside children for 4 years. She spends time socialising with her friends, walking her dog with her family, working out in the gym, and listening to music.

Miss Tegan-Jade Wilson

Miss Wilson studied CACHE Level 3 and 5 Diploma at York Learning. She has worked in several nurseries working with all different ages. In her spare time, Tegan likes to watch athletics and go to Leeds United Football games. She has a dog called Nya. Tegan started working in Kindergarten in June 2023.



Mrs Louise Pilley

Mrs Pilley is the Reception Teacher – see page 3 for more information.

Mr Damian Campbell

Mr Campbell has been teaching for 20 years across both key stage one and two and started at Chapter House in 2013. Since then, he has taught years 4, 5 and 6, alongside the role of computing co-ordinator. When not in the classroom, Mr Campbell enjoys, amongst other things, walking with his family, camping, reading and playing the drums.

Miss Charlotte Catton

Miss Catton joined Chapter House as a Teaching Assistant in 2002, she enjoyed this so much she went on to take a teaching degree and returned to Chapter House in 2007 as a Class Teacher. She has taught in both Key Stage 1 and Key Stage 2. Miss Catton has a passion for horses and has ridden since the age of six, spending her teens working with them. Time spent on this activity however has been put on hold since the arrival of her three children. She is a qualified Forest School specialist.

Miss Amy Grunewald

Miss G also works in Kindergarten, please refer to the Kindergarten staff for more information.

Miss Olivia Heyes

Miss Heyes is a Foundation Stage Teacher in our Early Years class, working with Nursery and Reception. She trained as a teacher, with a specialism in Early Years, at York St John University and has been teaching for four years. Miss Heyes is passionate about learning through play and believes a child's early years should be full of magic and wonder! In her spare time, she loves to wander around the charity shops in search of a comfy armchair or vintage cabinet for her classroom. She also loves to spend time with her family and friends and going on holiday too.

Mrs Sarah Sigsworth

Mrs Sigsworth has a BSc (Hons) PGCE and is an experienced teacher, since 2006, she has worked in Chapter House. During this time, she has taught Reception to Year 4, spending the last 8 years in Key Stage One. When she is not at school, she looks forward to spending family time with her two daughters and chickens!

Miss Justine Smith

Miss Smith is NNEB trained and for two years thoroughly enjoyed working with the Kindergarten Team from 2010 before moving to Chapter House in 2012. She assists EYFS when extra staff are required and runs the Holiday Club with another member of staff. Miss Smith lives on a local farm where she spends time with her cats and horse.

WELCOME TO QUEEN'S KINDERGARTEN



Queen's Kindergarten is set in the grounds of Queen Ethelburga's Collegiate and accepts children from 3 months to 3 years of age. The Nursery is open 51 weeks a year, Monday to Friday, 08:00-18:00. While the Kindergarten is open for 51 weeks a year, it does close on bank holidays and from 12:30 on Christmas Eve for one week, reopening in January.

We adhere to the Hill Standard "To be the best that I can with the gifts that I have" and pride ourselves that we are a home from home child care provision. We aim to ensure that parents and children are welcomed into a safe, secure and stimulating environment.

Fees

The fees are reviewed annually, and parents will be informed in writing of any changes. There are set rates for a full day session (08:00-18:00) and for a half-day session. The half day sessions are either a morning session (08:00-12:45) or an afternoon session (13:15-18:00). There are no set sessions; you can do as little as half a day a week to five full days. This can be discussed with the manager or deputy manager at any time. Once you have enrolled, you can change your sessions. This does require one month's written notice and is subject to availability. We are flexible with any extra sessions that you may require for your child, but again, this is subject to availability.

Kindergarten fees will be invoiced one month in advance, by our Bursar's Office, and should be paid in accordance with the invoice due date.

Payment of Kindergarten fees should be paid by direct bank transfer to the School's bank account. Payment via Childcare Vouchers (CCV) and by means of the UK Government's Tax-Free Childcare (TFC) scheme against all allowable expenses, is accepted for Queen's Kindergarten.

With a month's written notice, you can book your child out of the Kindergarten for holidays and not be charged. Please note, when it comes to your time ending at Kindergarten, we do require one full month's written notice.

Your child must be collected no later than 18:00 as a charge of £5 per every 15-minute period after 18:00 will be applied.

OUR TEAM



All our staff members have a minimum of a Level 3 qualification, with many holding a childcare related degree (Level 6). Each member of staff has completed training in paediatric first aid, food hygiene and safeguarding and is DBS checked.

A full list of staff members, along with their photograph, can be seen on a display board on site. We try to use one specific supply agency should cover be required and, if booked in advance, try to have the same member of staff who the children are familiar with.

Food Glorious Food

We have a delicious and healthy menu that has been planned on a three-week rotation. All the catering team are very happy to answer any questions you may have about the menu.

On a morning at 08:30, we provide the children with cereal, toast and milk. Fruit is available as a mid-morning snack.

At lunch time (11:45), we serve a hot, homemade meal that can vary from chicken curry and rice to lovely fish and chips (our Friday treat!). The children are also served a pudding, which can range from sponge and custard to homemade yogurt with coulis.

At 15:30, the children sit down for tea, when they are served food such as ham and crackers or sandwiches, with fruit as a little pudding. Tea is more of a snack time to keep them going until they are collected, and we do suggest they may need something a little more substantial once at home.

If you have any dietary requirements, please inform the manager or deputy manager; we can then inform the chef and discuss alternative meals.

OUR CURRICULUM



Within the Kindergarten, we work towards the Early Years Foundation Stage (EYFS). Within the EYFS, there are seven areas of learning and development that mould and shape educational programmes in the setting. These seven areas are split into Prime and Specific areas.

The Prime areas are:

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

The Specific Areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

In the Kindergarten, we focus mainly on the Prime areas, however with the new EYFS curriculum (from September 2021) there is greater focus on early language and extending vocabulary across all seven areas. The Prime areas are crucial for igniting the children's curiosity and enthusiasm for learning, and they therefore build on their capacity to learn, form relationships and thrive.

In each room there is a whiteboard that shows the current Planning In The Moment details. You are more than welcome to have a look at what the planning entails.

Each child is assigned a Key Person, the Key Person is responsible for your child's individual Learning Journey (online learning tool – Tapestry). The Learning Journey is a record of your child's observations, ranging from large in-depth observations to mini snapshots and photographs. Each observation is tailored to your child's next steps, these are implemented within the weekly planning. Tapestry is a secure site that you will have your own login to. On there you will be able to look at your own child's observations and make comments about these. You will also be able to upload your own photographs and observations of things that you have seen at home. This online system gives you the opportunity of viewing the Learning Journeys at times suitable to you.

Towards the end of your child's journey at Kindergarten, we are required to review your child's progress (2-year check). This will be written in the half term that your child turns 2 ½ years old. The 2-year check is a short, written summary of your child's development in the prime areas. Once written you will be invited to a meeting with your child's key person and the document will be made accessible for you to view on Tapestry prior to a meeting being organised. You may find this document useful in supporting learning at home. Brief transition reports are also written when the children move from one room to the next.



The Kindergarten Rooms

There are three rooms in Kindergarten.

Squirrel Nutkin Room

The Squirrel Nutkin room is our 3 months to early walkers room. The staff create a lovely, friendly and soothing first room for the children and each child has their own, unique routine. The staff are very interested in each child's routine, so that they can replicate it and accommodate the child's needs, to make it an easy and fun time. There are a range of activities and toys for the child to investigate, and the children often get rather messy when they do their first masterpieces of art!

Jemima Puddle-Duck Room

Next is the Jemima Puddle-Duck room for the early walkers to 2 years. Here, the staff begin to encourage independence, such as starting to use a fork at mealtimes, and there are activities organised to move the children on to their next steps, along with lots of opportunity for messy/tactile play. The staff get very involved and seem to have as much fun as the children!

Peter Rabbit Room

Finally, the Peter Rabbit room is for children aged 2-3 years. Here the staff create an energetic and very independent space. The children have more activities to choose from and they, like the other rooms, are big on outside play. The children are encouraged to use a knife and fork and drink from a cup without handles at mealtimes. At this age children are starting to form friendships, and the staff help this development by creating group activities such as baking; biscuit-making is always a winner in this room! On turning 3 they are then ready to continue their Early Years' experience as they move through into Chapter House, we organise transition sessions that take place during their time in Kindergarten.

How we settle new children

We offer a free trial for your child. This trial can either be a full day or two half day sessions, whichever you prefer. Ideally, before the first trial we like to gather as much information as possible about you and your child. This is done by asking you to complete the 'About Me' form on Tapestry. This helps us get to know your child's likes, dislikes and routine.



before we allow them into Kindergarten.

On collection, we will sign your child out by putting the person who has collected and the time of collection on the sheet. You will be greeted by a staff member and given a brief summary of your child's day. The Daily Care Diary is filled in on Tapestry which will contain further details about meals, nappies and sleep.

Coming and going

Staff are in Kindergarten at 07:45, in order to set the rooms up for the children. The doors will not be opened until 08:00, and we ask parents to wait outside the building before this time, as staff are involved in preparation and planning and cannot supervise children.

Children are tired at the end of the day and can sometimes find it very distressing when all their friends have gone. If you are going to be delayed, please ring us so we can reassure your child. Please note there is a late charge for parents who arrive after Kindergarten closes. (See page 15 for Late Pick-Up procedures)

If your child is unable to attend their session for any reason, please ring and let a member of staff know.

Moving rooms or changing key person in the Early Years

If your child is moving rooms or changing key person, the current key person will complete a transition report, detailing information about the prime areas.

We recognise that, for some children, moving from Kindergarten into Nursery can be particularly problematic due to a change in key person, routine and environment. Children will be encouraged to have two morning visits, for these visits they will be brought to Nursery by the key person. If necessary, the key person will stay with the child to settle them in during these sessions.

On the day of your first trial, you will be shown to your child's room where each child is allocated a peg and introduced to the staff. Your child's key person is the named member of staff, with whom they will have most contact. The key person has the special responsibility of working with specific children, giving them reassurance to feel safe and cared for and to build relationships with the parents. They are also responsible for managing the records of development and progress, which are documented in their Learning Journey. If you have any concerns or need advice, your child's key person is more than happy to help.

Throughout the trials, we like to work together to settle your child in as smoothly as possible. If you think your child is struggling, we can add a few more sessions before the intended start date. If this is the case, we often suggest starting with half days, and working up to full days. We try to make the transition from home to Kindergarten as smooth as possible and offer support in any way we can.

The first few days

On your child's first day, we ask you to bring a bag with nappies, nappy cream, milk and bottles if needed, and plenty of spare clothes. This can either be taken home after each session or left on the child's peg. Nappies and cream can be left in bulk, with your child's name on it, in the cupboard. We will give you notice when we require more of these items.

When you drop-off your child, we register what time they have arrived and who has dropped the child off. If there is a different adult picking up your child, one that we have not met before, we ask that you inform the manager or deputy manager. This is acceptable, but we will require a password for the person to state

A DAY IN KINDERGARTEN



The times shown are only set as guidelines and can be tailored to meet the individual needs of your child.

- 08:00:** Kindergarten opens. We start the day in the children's individual rooms, children have an opportunity to settle into their day choosing both toys and people that they would like to play with.
- 08:30:** We move into the dining room to have breakfast - this consists of cereal and toast. Once this is finished, they then go to their individual rooms where there will be morning activities set up, free play with toys and focused activities out according to the planning. This will also include time outside, in the park, grassed area or for a walk.
- 10:30:** Snack time.
- 11:45:** Lunchtime, in the dining room.
- 12:45:** After lunch, some children go home, and the other children are settled down for a sleep. The children are either put in cots or individual beds with their own sheet.
- 15:00:** If the children are not awake, we wake them up. The children have free play while nappies and toileting are carried out.
- 15:30:** Back in the dining room for their tea-time snack. As numbers decrease, we join and try to go outside if possible!
- 18:00:** Kindergarten closes.

WELCOME TO CHAPTER HOUSE



Queen Ethelburga's is an independent school for boys and girls from aged 3 to 18 years, offering day, weekly and full boarding places. Founded in 1912 in Harrogate, QE is now located at Thorpe Underwood, near Little Ouseburn.

Chapter House accepts children from the age of 3 up to the age of 10 (Year 5), when they will then join our Middle School, King's Magna.

Our aim is to provide a supportive learning environment, with opportunities for each student to develop the skills and knowledge to enable them to become independent, responsible and successful citizens.

Chapter House provides an environment where pupils can achieve their full potential, whether their talents are academic, creative, or in the field of sport. We pride ourselves in encouraging our children to become confident, independent and enthusiastic members of the school community.

Fees

Information on the latest fees can be obtained from the Admissions Department.

The Pre-Prep Staff

In the EYFS your child will be taught by Mrs Louise Pilley and Miss Olivia Heyes, delivering all aspects of the curriculum.

Mrs Sigsworth and Mr Campbell will deliver the National Curriculum to Year 1 and Year 2.

Other members of the Chapter House staff will also be involved in the care of your child during morning and afternoon breaks, at lunchtimes and possibly before and after school care.

Preparing Your Child for School

For your child to become independent and ready for school we suggest you help by teaching them the following:

Clothes: Be able to dress and undress themselves.

Shoes: Be able to put their shoes on and fasten them.

Eat: Be able to use a knife and fork.

Peg: Be able to recognise their name on their peg and hang their coat and bag up.

Tidy: Be able to tidy away books and toys.

Tissues: Be able to wipe their nose and dispose of their tissues.

Toilet: Be able to use the toilet independently and flush the toilet after use.

Wash: Be able to wash and dry their hands.

UNIFORM



	BOYS	GIRLS
Winter	White long sleeved shirt School tie Gold school crested jumper Grey trousers with sewn in seam Grey ankle socks Black leather school shoes School crested coat Black, brown, navy or white hat, scarf and gloves (optional)	White long sleeved revere blouse Gold school crested jumper Gold tartan skirt Black tights or long white socks Black low heeled leather school shoes School crested coat Black, brown, navy or white hat, scarf and gloves (optional)
Summer	White short sleeved shirt Grey trousers or shorts	White short sleeved revere blouse White socks Black low heeled leather school shoes or white sandals
Foundation stage	As above but no tie and white School crested polo shirt instead of shirt	As above but white School crested polo shirt instead of blouse

Jewellery and hair

- No jewellery should be worn, with the exception of one pair of small stud earrings for girls.
- Make up and nail polish are not permitted.
- Extreme hair styles or unnatural colours are not permitted. This includes coloured streaks in hair, dip dyed hair, tram lines, fashion threads, beads or shaved heads.
- Boys' hair should not touch the shirt collar and girls' hair, which reaches the shoulder, should be tied back.
- No ribbons, badges or wrist bands may be worn by any student.

For all your uniform questions/orders please contact the school shop on qeshop@qe.org or visit the website Uniform Shop - Queen Ethelburga's (qe.org) ALL items must be named clearly and permanently.



Term Dates 2023/24

Tuesday 5th September – Friday 20th October
Monday 6th November – Friday 15th December
Monday 8th January – Friday 9th February
Monday 19th February – Friday 22nd March
Monday 8th April – Friday 24th May
Monday 3rd June – Friday 21st June

Before and After School Club

Early Risers club is open from 07.30 at a small charge, at 08.00 school opens ready for the day to begin at 08.30. After school care is available from 16:10-18:00 each weekday during term time, and children are required to bring a pack-up. There is a charge for the after-school care.

Holiday Club

If there is sufficient interest, a Holiday Club runs during the Easter, Summer and Christmas holidays and one week of the Autumn half term, apart from staff INSET days. This is charged at the same daily rate as the Kindergarten daily rate. If you are interested or require any information please contact the Kindergarten Deputy Manager, at kg@qe.org

Drop-Off and Pick-Up, including late pick-up

In the morning, parents/carers are asked to drop-off their child at the EYFS doors by 08:30 using the one-way system via the Foundation Stage playground. The Kindergarten children can be collected from the same area and the Foundation Stage children will be walked to the car park at 16:00 unless they are staying for after school care. If staying for after school care, they should be picked up from the Foundation Stage classroom by 18:00. In the event your child is not picked up at 18:00, staff will follow the procedures as set out on page 19 of this document.

THE NORMAL SCHOOL DAY



Nursery, Reception, Year 1, Year 2

- 08:00:** Formal school day starts with children in Reception to Year 2 going to assembly. Lessons begin. Fruit is provided as a snack at some point during the morning.
- 11:55:** Lunch is served.
- 12:30:** A variety of activities are on offer for the children to take part in; or if they prefer can go out to play.
- 13:25:** Afternoon lessons begin.
- 16:00:** End of school day.
- 16:10:** After School Care begins; this incurs an extra charge and a packed tea should be provided by parents.
- 18:00:** School closes; if your child is still on site they will be taken to boarding, incurring an extra charge.



Food and drink

Children are provided with a morning snack of fruit. At lunchtime, hot food is provided for the EYFS children, this menu is the same as the one prepared for Kindergarten on a 3 week rotation. From Year 1 the children have lunch in the Undercroft along with the other Chapter House children. So that access to a drink is regularly available, your child will require a water bottle and it is expected they have it in school every day.

Curriculum, Record Keeping and Assessment

Children in Nursery and Reception follow the EYFS curriculum. (Please see page 8 for more information). Staff keep a learning journey of the child's development; this details the baseline assessments and formal academic assessments that are carried out during the year.

Throughout the EYFS, we use an electronic form of Learning Journey called Tapestry. This is a secure site and you will have your own login. There, you will be able to look at your child's observations and make comments. You will also be able to upload your own photographs and observations of things that you have seen at home. This online system gives you the opportunity of viewing the Learning Journeys at times suitable to you.

Children in Years 1 and 2 follow the National Curriculum. Regular assessments take place throughout the year in order that the children are provided with work that is tailored to their ability. There are two Parents' Evenings, in October and March, which you are encouraged to attend to discuss your child's development, along with written reports at the end of each term.

Transition from Early Years into Key Stage 1

Moving from Reception into Year 1 (Key Stage 1) is made easier for the children, as they already have joint morning and lunch playtime with Key Stage 1 children and staff. The Reception children are regularly encouraged to visit Year 1 to share good work, attend whole school assemblies and come together for the Christmas and summer productions. The Reception and Year 1 teachers meet in the summer term to discuss individual children's needs and progress, as they move from class to class. This data informs the next teacher of targets for the following year. For Reception children this includes the data on the Rainbow Assessment, BASE and end of Reception Profiles, in order to inform future planning. The children's Learning Journeys will also be shared, so the Year 1 teacher can understand the individual interests of the children.

EYFS and Pre-Prep Policy and Procedures

Full policies and procedures are available to parents on request and some can also be accessed through the school website Queen Ethelburga's Policies, Inspections and Information. Alternatively, please ask a member of staff and they can obtain a copy for you. Below are some of the procedures we feel you need to be aware of.

illness form (see Appendix B) if you require school to assist your child in taking medicine or if you would like to make school aware of any injury your child has sustained at home. This form can also be completed to inform Kindergarten and Chapter House of an injury your child has sustained at home.

When a child attending the Kindergarten or Chapter House becomes unwell, it is our usual practice to contact the parent and discuss the situation. Should there be any request for the administration of medication to minimise the child's distress, as an interim measure, and the medication is available, as above, the staff will administer it, making the necessary entries in the medication record.

If your child is unwell with sickness and diarrhoea, we do require that they do not attend school for **48 hours** after their bout of illness.

Late Pick-Up

To ensure that we can contact the correct adult, parents are asked to complete a Regular Collection form (see Appendix C) and use the following procedures:

On occasions when you are aware that you will not be at home or in your usual place of work, you must inform your child's key person or teacher so that a record of how

you can be contacted can be put in the daily diary.

On occasions when the adults on the Regular Collection form are not able to collect your child, you must inform their child's key person or teacher so that a record of the name, address and telephone number of the person who will be collecting your child can be put in the daily diary. You will be asked to verify the identity of the person who is to collect your child. In EYFS we require a password to be given – this is a word of your choice.

If for any reason, you are unable to collect your child as planned, you are asked to contact Kindergarten or EYFS on 01423 333826 as soon as possible so that we can begin to take back-up procedures. In EYFS or Chapter House, if pick up is after 18:00, then two members of staff will stay on site to supervise the child. If the child is not collected by an authorised adult and the staff can no longer supervise the child on our premises – we will apply our child protection procedures as set out in our Child Protection Policy

Medication

Medicines will normally only be given to a child that has been prescribed by their GP. It is the responsibility of the Key Person to obtain the information about the child's need for medication. This is done verbally in Kindergarten and recorded on the child's medical form whilst parents are present. We do state that children who have not had that type of medication before, such as antibiotics, must have had the first dose at home and not come to the school until 24 hours have lapsed. All medication instructions are to be clearly labelled in English including the child's name.

The greatest care will be taken to see that these are administered according to instructions. In EYFS the signed record of all medication administered will be made on the Prescribed/Non- Prescribed medication record. It will be witnessed by another member of staff and signed by both practitioner and parent.

As stated above, under normal circumstances we would administer only medication prescribed by the child's GP. There will, however, be occasions, e.g. teething, when it is appropriate to administer a non-prescribed item at the request of the child's parent. In such circumstances, the medication record sheet must be fully completed before this begins. It is policy that any medication containing Aspirin will not be given unless prescribed by a GP. Please note we do not supply any Calpol. If your child requires Calpol, please bring some in a bottle or the sachets labelled clearly with your child's name. We can keep these in our locked medication cupboard.

Medications will be labelled and stored in the locked cupboard or refrigerator if appropriate. For children in Years 1 and 2, please complete an existing injury/



Missing Child Procedure

In the unlikely event that a child cannot be account for, the following procedure will be followed by staff:
The procedure is as follows:

- The senior member of staff present arranges for the other children to be satisfactorily supervised.
- The surrounding area is checked to see if the child can be located, in particular areas such as toilets, cupboards or other areas of size capable of hiding a child.
- If the child cannot be located, then the Head Teacher of Chapter House must be informed.
- The Head Teacher of Chapter House will then inform:
 - The Designated Safeguarding Lead.
 - The parents/carers of the child
 - The Police and/or any other appropriate emergency service
 - Principal and Chair of School Board for support in mobilising more staff to aid with the search.

- If required, the Designated Safeguarding Lead will contact Social Services in line with local procedures.

CCTV

CCTV is used for security purposes around the site and in the corridors. There are no cameras in the Kindergarten and EYFS classrooms or in areas in which children will be changed.



EMERGENCIES OR CONCERNS

If you have a concern about your own child or another child, you should follow these procedures:

- **I can talk to my child's key worker or teacher**
- **If I am still concerned, I can talk to Louise Pilley or Aimee Hutchison (Kindergarten) or Mrs Kilkenny (Head of Chapter House)**
- **If it is a Child Protection issue talk to Erica Papaglimis (Designated Safeguarding Lead)**

The Child Protection policy, along with other policies such as the Parental Complaints Procedure, is published on the QE website: <https://www.qe.org/home/about/school-policies-and-documents>

PROCEDURE FOR RAISING CONCERNS ABOUT A CHILD'S DEVELOPMENT

For Kindergarten:

If a key person has a concern about an area of a child's development, they will ensure observations have been completed by the key person to collect evidence of the concern. Once this evidence has been collated it will be passed on to the Kindergarten Manager, who will discuss the concern with the CH Learning Development coordinator. If they agree this is a concern that needs to be monitored, the key person will inform parents that they are monitoring the child in a particular area of development to gain their input and reassure the parents they will continue to monitor the child's development closely and ensure they are informed of their child's progress. If necessary, an observation by the Head of Learning Development will be arranged. If, following further monitoring, the area of development is still a concern, an Individual Learning Plan will be produced and shared with parents. Parents will be emailed around the time when the 1-year and 2-year Health Visitor checks are expected to take place, asking parents to provide staff with any information which is relevant to the development of the child.

CH SEN Provision Pathway

I have a concern...

- Assessment/Progress
- Observations in class
- Behaviour/Attitude to learning

What is their area of need?

- Cognition & Learning
- SEMH
- Communication & Interaction
- SLCN
- Physical, Medical or Sensory
- VI/HI
- SEN Phase Descriptors CTE.docx (sharepoint.com)

Universal Provision

- What do you already do that supports their individual needs? What more could you do?



Step 1: APDR

(Assess, Plan, Do, Review)

- 6-week cycle of individual support. Share with SWI once completed.
- APDR blank template.docx

Additional Support

- TA Support
- Speech and Lang Therapist (S.Semple)
- Booster Sessions with KMA
- Precision Teaching
- Support from JDU (Sensory Circuits)
- Pastoral Team

- SWI will add the student to the monitoring document.
- Regular check-ins/Gather evidence
- Communication with parents, i.e. parents evening

Not making progress? ↓



Step 2: LD Monitoring

- Support given from the LD department
- Student's progress monitored and tracked
- 2nd cycle of ADPR supported by LD
- Classroom observation
- Meet with parents
- ILP (started if necessary)



Step 3: SEN Support

- Specific Assessments (Internal)
- Added to the LD Register
- ILP (reviewed termly)
- Meet with parents
- 1:1 lessons with SWI (2 terms)
- Outside agency involvement/assessments
- All staff need to know!

The Code of Practice states that after receiving this targeted support, 'where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.'



Appendix B

Existing Injury/Medical Form

Please see below the link to the electronic form. When necessary, you will receive an email requesting the form to be completed for the school records.

[Kindergarten and Chapter House: Existing Injury/Medication Form](#)

The form needs to be completed if your child:

- has injured themselves at home
- has any medication that teachers need to assist your child with taking during the school day

Please note: medication needs to be handed to your child's teacher at the start of the school day. We will only assist your child in taking medication if we have received a completed form.



Appendix C
EYFS Regular Collection Form

The form is accessed using your Parent Portal account which you will receive details of when you registered your child. Please find below a copy of the form for your information.

Adults who will regularly collect (Name of child)

1st Adult's name:

Relationship to child:

Mobile number:

2nd Adult's name:

Relationship to child:

Mobile number:

If the above adults are unable to collect my child, I give permission for him/her to be collected by:

Adult's name:

Relationship to child:

Mobile number:

Adult's name:

Relationship to child:

Mobile number:

Signed:



QUEEN ETHELBURGA'S
COLLEGIATE
YORK