



Welcome to SHIRLEY INFANT SCHOOL

PARENT HANDBOOK



Every Child, Every Chance, Every Day



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Welcome to



Shirley Infant School

Our school works hard to uphold the vision of 'Every Child, Every Chance, Every Day' by ensuring that the development of the whole child is embedded and planned for throughout the curriculum.

Opportunities and sequences of learning are carefully and skilfully designed to ensure that pupils' personal, social and emotional development takes priority. As a result, children are ready to learn and are well prepared for the next stage of their education. The latest Ofsted report stated that, "Shirley Infants is a friendly, welcoming school where people put children first. Pupils come from a range of backgrounds, but everyone gets on well together. One parent described it as being 'like a family'. Pupils work hard and try to do their best. They know that all who work at the school have high expectations and want pupils to be successful. As a result, pupils achieve well in the school, as they have done in the last few years." Ofsted report 2019

Our children say:

Every adult in the school wants to get to know us and support us to be who we want to be.

Teachers help us to become the best learners we can be by giving us opportunities every day, helping us to persevere, helping us to think big and helping us to be ready for future challenges - so that we can make a difference to our world!

Every Child, Every Chance, Every Day "Kindness Integrity Respect"

'Every child has the right to an education which develops their ability, personality and talents to the full. It should encourage children to respect human rights and their own and other cultures. It should also help them to learn to live peacefully, protect the environment and respect other people.'

Article 29, UNCRC (United Nations Convention on the Rights of the Child)



Starting School

Starting school life is an important stage for the whole family. We aim to make your introduction to Shirley Infant School exciting, secure and happy.

Settling In

Our first priority is that children feel happy and safe in their class. Their introduction to school is in small groups so that we get to know you and your child from the start. These sessions help the children to learn our routines, such as where to put their belongings and how to find equipment and clear away, so that they begin to feel independent. They will also have time to meet their new friends and build key relationships. The development of social skills, the ability to play co-operatively and learning through play are very important aspects of life in the infant school. Time spent encouraging children to be happy and socially confident will support the learning of the basic skills of reading, writing and mathematics as they continue through their education.



Class Organisation



In assigning children to classes we do our best to ensure an even balance of boys and girls, as well as an even spread of the three birthday groups: Autumn, Spring and Summer. We also take into consideration twins, children with English as a second language, and children with special education needs or disabilities. A great deal of thought and discussion goes into the process of class allocation, especially the information and advice from your child's Early Years providers. We carry out communication with all the pre-schools and action this to inform the classes.

Daily Routines

	Year R	Year 1 & 2
Gates Open & Registration	8:40	8:40
Start of Learning	8:50	8:50
Morning Break	9:30 – 9:45	10:45 – 11:00
Lunchtime	11:30 – 12:30	12:00 – 13:00
End of Day	15:10	15:10



Children should arrive at school at 8:40am. You will say goodbye to your child on the playground with key staff. They soon become used to all the early morning routines such as putting away book bags, bottles, coats and lunchboxes and settling into an activity in the classroom. Please encourage them to be independent and you will be surprised how quickly they become comfortable coming into school. Please ensure that your child is in the classroom and ready to start learning by 8.50am. Your little one will come into class on their own. We find this means they are more settled to start their learning.

Milk and Snack

The children have snack time each morning where we provide a free piece of fruit or vegetable as part of the Government 5-a-day scheme. Children are entitled to free milk until they are five. After their fifth birthday your child can continue to receive milk for a small charge. Our supplier is Cool Milk and all parents must register to receive milk once they are five. Look out for more information in your child's book bag.



Breaktimes

At breaktime, Reception children can choose to play in the quieter Reception playground or go into the larger playground. Year 1 and 2 children have access to the larger playground and some children are invited to play in the sensory garden. Our sensory garden is available to support key little ones during this time. In a quieter and less over stimulated place.

Lunchtime Routines

You can choose to send a lunch box or order a hot school dinner and children can have school dinners on some days and a lunch box on others depending on their preference. All pupils in Reception, Year 1 and Year 2 in state-funded schools in England currently receive Universal Infant Free School Meals (UFSM) and are not required to pay for school meals.



School meals are provided by our caterers Dolce, who offer a new menu each term and work closely to nutritional guidelines for schools. Meals include meat and vegetarian options and should be ordered in advance through the SchoolGrid website. If your child has food allergies please contact Dolce: 01506 300 310

The children are supervised during lunchtimes by the Senior Leadership Team, Lunchtime Supervisors and the Teaching Assistants, so children can always ask for help. Mealtimes are staggered by year group to ensure that the dinner hall is a calm and pleasant environment for all of the children. In Year R, Reception staff stay with them for the majority of the time they eat their lunches. We will share with you if we are worried about the amount your child has eaten, but we are unable to share each day what they have eaten like your preschool provider.

End of Day

We take the safeguarding and well-being of our pupils very seriously so at the end of the school day we want to make sure they all get home safely. We therefore have some important procedures in place which must be followed to ensure this. Teachers will open the classroom doors to parents for collection but will only let your child go when they see you.



If you have an alternative arrangement for collection, for example your child is being collected by a friend's parent, please let your child's class teacher and the school office know. We only allow siblings/family to collect if they are over 14. Teachers will wait 5 minutes on the playground and then if they have any children who have not been collected they will take them to the school office. Please make sure you and your child both remember when they are attending an after school club and that the teacher is aware of arrangements for this also⁵


Attendance

Children should arrive at school at 8:40am and be in class ready to start learning at 8:50am. Once the school gates are closed, the classroom doors are locked and teachers are not permitted to open them for children arriving late. After 8:50am, children must enter the school via the main school office to be signed in. If your child arrives after 9:20am, they will be marked as an unauthorised absence for the morning session.

If your child arrives at school after 9:40am, they will not be able to order a school dinner at school so please order in advance from home.

Absences

Illness


We know that illness is unavoidable and to be expected. However, it is very important to inform the school on the first day of absence by 9:30am with the reason either by telephone (023 8077 5057) or in person at the school office. Medicine can be given to children at school as long as a medicine form is completed and the medicine is in its original box. 

We expect ALL appointments, with the exception of hospital appointments, to be made outside of normal school hours. If the appointment is during school hours, please bring your child into school before and after the appointment. You can collect your child from the school office before the appointment time and bring them back to the office after the appointment. It is helpful if the school can be advised in advance and parents are asked to come to the main office to sign their child out. Children are never released from school unaccompanied.

Other Absences

If you wish to take your child out of school for any period of time, a leave of absence form (available from the office only) should be completed and returned to Mr Lomath, our Attendance Officer, at least three weeks in advance of the absence. Once they are returned the reasons for the leave are discussed with Mrs Gregory.

Please be aware that we will only be able to authorise leave of absence in exceptional circumstances, holidays are not considered to be exceptional circumstances.

By law, the Governors are required to report on the number of unauthorised absences each year. It is therefore very important to keep the school informed of the reasons for all absences. Attendance is monitored by the Headteacher, School Attendance Officer, Hamwic Trust, and Education Welfare Officer from Southampton City Council. Our school target is for children to have an average of 7 days of absence (96% attendance) during the school year. Through the year we will write to all parents to inform them of the attendance of their child/ren and how this compares to their peers. If we have concerns about your child's attendance we will either write, call or invite you in for a meeting. If you have any concerns about your child's attendance please talk to a member of school staff. Low levels of attendance are linked to low levels of achievement both academically and socially. 

Medical and First Aid

If your child requires medication prescribed by their doctor we can administer this at the required times throughout the school day. Please bring the medicine to the school office in the original box with the dispensing label intact and complete a medical consent form. Please note, we can only administer over the counter medication by completing the same form, indicating why your child needs to have this. The medical consent form can be obtained from the school office.



If your child has an inhaler in school, please ensure it is in its box, so we can identify who it belongs to with the dispensing label intact. If your child uses an AeroChamber or Spacer, ensure you collect this at the end of every half-term, to be cleaned and checked and bring back at the start of the new term.

The school nursing team visits the school each term of the year for Year R. They will make appointments with parents during the term in which a child reaches their 5th birthday, in order to carry out a Health Check. **The School Nurse is available for consultations concerning children's health issues at any point during their time at Shirley Infant School.** Please contact the school office if you would like to arrange an appointment.



Unfortunately children are sometimes involved in accidents at school. Most of the time, this is dealt with in school by a member of the support staff who has a current first aid certificate. A red first aid slip is completed and given to the child to take home to parents/carers to advise that treatment has been given. An orange wrist band is given to children that have received a bump to the head. This is so the adult who collects them from school is able to monitor them.

- Simple cuts and grazes are washed. We don't apply plasters unless it is essential to keep a large wound clean. We do not use antiseptic creams, only water or saline solution. Our staff are very caring and always make sure that injuries are treated with a large dose of TLC.
- If we feel the accident has been traumatic for the child, which is often the case with young children, or that the injury sustained needs more specialised treatment, we telephone to let a parent know. It may be appropriate for parents or carers to take the child home for more attention.
- If the injury is more serious and needs hospital attention, we telephone either parent or next authorised contact to come to the school immediately. If they are unavailable, we make arrangements for the child to be taken to hospital by ambulance and will meet the parent there. A member of staff will always accompany the child if the parent hasn't arrived at the school. If necessary the staff member will act in 'loco parentis' to ensure a child is treated appropriately at the hospital until a parent arrives.
- Several members of staff have Paediatric First Aid qualifications, they are called upon to advise in the event of more serious injuries.
- If a child falls ill whilst at school we telephone the parent or next authorised contact (if the parents are unavailable) for the child to be taken home. Children will need to be collected within 45 minutes.



Children who have stomach upsets involving sickness and diarrhoea should have 48 hours at home before they return to school. This equates to 2 clear nights without any symptoms.

Communication

At Shirley Infant School, we will communicate with you in several ways, depending on the type of information we need to send you. There are reasons we use the systems we do and these will seem easier once up and running. We like to keep in touch with you and build strong relationships. Please remember that we are available to talk over any concerns or queries you may have. Parents do not need to wait until Parents' Evenings to discuss their child. Class teachers are always willing to arrange a time to meet with you as are Mrs Gregory and Mrs Watts. Please don't wait until little things have grown into big things before asking to speak with us.

Additional Languages & Further Support

Our website can be translated into many languages by clicking the 'translate' button and selecting a language from the dropdown menu.



SHIRLEY INFANT SCHOOL

+ QUICKLINKS

Translate



If you have any issues reading letters or understanding them, please ask for further support, for example, we may be able to help with translations or to provide letters in large print format. If you have issues using the website please speak to the school office team.

Marvellous Me

Teachers use Marvellous Me to send messages home and share news with you about your child's learning and skills development. You will be issued with a join code and can sign up at www.marvellousme.com



MCAS (My Child at School)

MCAS is the parent communication system linked to our information management system, Bromcom. The office staff use MCAS to send out messages and the weekly school newsletter. Information regarding school closures or emergency events will be sent using MCAS/Bromcom. Parents receive information either:

- through a notification via the MCAS app (if they have downloaded to app their phone)
- through an email (if there is no app downloaded)

A guide on how to access MCAS is available at <https://docs.bromcom.com/knowledge-base/mcas-parent-guide/>

Weekly Communication (School Newsletter)

Weekly Comms is sent out each Friday via MCAS. It contains important notices regarding upcoming school events, messages from the headteacher, celebrations of school achievements, and relevant information regarding wider community events. Weekly Comms always contains a list of important dates, and links to letters and is also available from the school website.

Letters home via Bookbags



Please check your child's bag each day for any letters home from teachers or the office. We only send out paper letters if it requires a reply slip.

School Website

The school website contains information for parents such as the school calendar, uniforms, school contact details, policies, weekly comms and letters that have been sent home to parents: www.shirleyinfantschool.co.uk

SchoolGrid

SchoolGrid is the website used to order your child's school dinners. If you do not set up an account, your child will not be able to have a school dinner and must bring a packed lunch. You will receive an email inviting you to create an account and you can log in to your account at app.schoolgrid.co.uk

Telephone

Any urgent messages regarding your child, such as illness or injury, will be communicated via telephone. Please ensure your contact details are up to date at all times so we can contact you. Teachers may also telephone you to discuss your child's progress.



Concerns

If you have any concerns, the first step is to contact your child's teacher. This can be done after school, face to face, or a telephone call can be arranged. We are afraid the mornings are a priority for children coming into school. The staff must be able to give all of their attention to the children and check them safely into school. Due to the busy nature of the school day, teachers aren't able to take phone calls or meet parents during the school day. If you are a working parent and you are not able to speak to the teacher after school, please contact the school office as they will be able to set up a time for a call or meeting in person. We are afraid our school policy is not to reply to emails. We much prefer to talk to you face to face or over the phone. Please do not spend time putting everything into an email, please just ask to speak to a member of staff and we will support you with your concern or inquiry.

If you feel your concern has not been appropriately addressed, you can ask to meet with the Year Leader. Any serious or ongoing concerns will then be addressed by the Senior Leadership Team. Please refer to the schools complaints policy available on our website for information regarding formal complaints.

Any safeguarding concerns should be directed to the Designated Safeguarding Lead, Mrs Gregory or our Deputy Safeguarding Lead, Mrs Watts.

Uniform

Our children wear school uniform to create a sense of belonging within our school. The schools uniform is:

- Grey skirt, Skort or pinafore
- Grey trousers or shorts
- White polo shirt
- Jade jumper or cardigan
- Jade gingham dress
- Black sensible school shoes or plain black trainers—ONLY



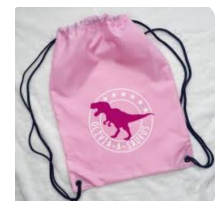
We ask that the children have a school sweatshirt or cardigan with the school logo. This supports staff when the children are off site on school trips Shirley Infant School uniform can be purchased from **Skoolkit** (from their store in Totton or online), or from **My Clothing** (online only).

Please note we recognise and support any children with varying needs. We are aware that some children are highly sensory. If this is the case for your little one, please speak to the office staff who can accomodate any amendments to the school policy that are necessary for your child.

Your child will also need a PE bag, kit and a water bottle. There is no specific uniform for PE and garments can be of your choosing; this causes less confusion and saves time when the children are changing.

Please provide your child with:

- Plain T Shirt
- Shorts
- Plimsolls or trainers
- Socks (if they wear tights)



In addition for outside PE please provide:

- Sweatshirt or jumper
- Tracksuit trousers

PE kits must be **named** and kept in a named PE bag. You may wish to put a keyring or a picture on the PE to help your child know which one is theirs.

For safety reasons, children are asked not to wear any jewellery to school unless for religious reasons. If earrings must be worn, they should be small studs only. For safety reasons, earrings should be removed for PE lessons or, if not possible, taped over by a parent that morning. Long hair must be tied back during PE lessons, regardless of gender. Nail varnish or fake nails are not permitted in school.

School Governors

We have a single Governing Body across Shirley Infant School and Shirley Junior School that has strong parent representation which enables the school to keep in touch with the values of the community. The main role of the Governing Body is to hold the school to account for the outcomes of our children. In this role, the Governors work in close partnership with staff to maintain the high standards and supportive ethos of the school. The Governors are involved in a range of different aspects of school life from safeguarding and financial planning to the implementation and monitoring of the curriculum.

Please do feel free to contact the Governors. The Governors are listed on the school's website and many of them are regularly in the playground, at parent forum meetings and at other school events, so please feel free to approach and talk to them. The Chair of Governors, Peter Gould, can also be contacted by e-mail: chair@shirleyschools.co.uk

Hamwic Education Trust & Jefferys Education Partnership



Shirley Infant School is part of the Hamwic Education Trust, comprised of 35 academies incorporating primary and secondary education and operating across 4 local authority areas in the south of England.

Within the Trust, schools operate in local community partnerships. Shirley Infant School is part of the Jefferys Education Partnership, working with Shirley Junior School, Hollybrook Schools, Upper Shirley High School, Southampton Hospital School and Wordsworth Primary School.



Being part of a partnership gives us stronger, formal links with our neighbouring schools, allowing us to work together to benefit children and parents throughout the community. Specific advantages include the potential to link learning across the schools; improve transition for children between schools, deliver joint professional development for our staff and allow greater community involvement. We are a large campus working together.

Friends of Shirley Infant School - FOSIS

FOSIS is a very active organisation helping to raise essential funds for the school. It organises fun, social events for both children and parents/carers. We hope you will quickly get to know people and get involved. The first big meeting is in September so look out for details at the beginning of term. Each class appoints parent representatives at the start of each year. Parent representatives meet with the school each term and are able to bring any issues and suggestions to the Parent Forum. Please make the most of this important means of communication.

FOSIS also run a Facebook Page and WhatsApp group for parents to join if they wish. Please remember that the school is not involved in either of these groups and all communications from the school will come via the schools email or the school website, not from Facebook or WhatsApp. We cannot be held accountable for any wrong information shared on this platform by parents supporting parents.

Parent Helpers

Shirley Infant School is always happy to welcome parent/carer helpers into the school. However safeguarding our children is our main objective.

Any helpers into the school will be required to complete a DBS check and will need to adhere to the School policies and procedures. Please contact the school office if you would like to find out more about volunteering. Volunteers can start to support in school from October half term.

Working Together

The partnership between parents and the school is crucial in developing a child's attitude to learning. Together we can achieve so much. We are often asked about how you can help at home. We will be continuing to support your involvement throughout the future school years with learning suggestions, curriculum information and consultations about the progress of your child. There are regular celebration events and pupil progress drop-in sessions for the children to share their work with you, in addition to formal Parents' Evenings twice a year.

We are always willing to speak to you if you have any issues, concerns or questions. If you would like to speak to your child's teacher or any other member of staff at any time, please make an appointment via the School Office.

We are all looking forward to our future together.



Cate Gregory—Headteacher
And all of the Shirley School Team

Early Years at Shirley Infant School



When children begin their Reception year they will have enjoyed a range of different experiences. They will also have learned a great deal, particularly from their families and they will have varied interests and skills. They are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence and build on what they already know. Children learn in many different ways and they

deepen their understanding by playing, talking, observing, questioning, experimenting and responding to adults and to each other.

During the first year at Shirley Infant School children learn through a variety of learning experiences, such as planned play, directed supported tasks and child-initiated activities that will enrich their overall development.

The Early Years Team aim for children to:-

- Be happy, settled and enjoy coming to school
- Feel safe and secure
- Be socially confident and make new friends readily
- Relate confidently to adults in school
- Ask questions, investigate and develop an enjoyment of learning
- Face new experiences and challenges with enthusiasm
- Have opportunities to be creative and imaginative
- Develop increasing independence and a sense of responsibility
- Make good progress in all areas of learning - emotional, social, physical and intellectual





School Rewards

INTEGRITY

We have the courage to do the right thing even when it feels difficult.

KINDNESS

We think about other when we act and go out of our way to help

RESPECT

We accept others for who they are including when they are different from us

We have many different ways of rewarding children in the school. We would like to highlight some of the main ones you will see your child come home with. You can also read our Behaviour and Relationships policy (available on our website) which will provide you with further information

Learning behaviours

These are our soft skills that we value very highly. We have adopted 5 key learning behaviours. These values are Perseverance, Co-operation, Independence, Curiosity and Kindness.

We have an allocated puppet to each learning behaviour. The staff will look out for children who are demonstrating a value and they will share their achievement with the Senior Leadership Team. We love to see the children and listen to them telling us why they have achieved the learning behaviour. The characters who represent the learning value are :

- Iggy encourages independence skills
- Cowan and Colana encourage Co-operation skills
- Cubert encourages curiosity
- Perse encourages perseverance
- Hartwell encourages looking after each other



So if your child is seen to be demonstrating one of our values the Senior Leadership Team will send home a Marvellous Me text to share with you. They will also receive one of these stickers in their books when they have demonstrated a learning value within their work, play, friendships and achievements. The office has a supply of cards with pictures of the puppets included for your reference if required.

Star of the week

We have a celebration assembly every week in the children's year groups. Here we celebrate birthdays, outside achievements such as swimming or sports certificates, Hand writer of the Week and Learning Behaviour of the Week. Alongside this, each class has a star of the week. Here the children receive a certificate which recognises a special achievement to them. They get to come up in front of their year group to receive their certificate and badge. The badge looks like this:



Headteacher Award

When the classes work together their teacher can nominate the class to receive a headteacher award. The Senior Leadership Team are always on the lookout for the classes that are collaborating and helping each other doing this too. They will also award classes with these as well. Once the class has 5, the class will earn a Headteacher's token with many special ways to celebrate their achievement.



Speaking, Listening, Reading

The successful development of literacy depends upon good language and listening skills. At school we aim to encourage and facilitate the development of skills such as communication in clear sentences, listening to and responding appropriately to what others say, singing rhymes and songs, listening to and telling stories, asking questions, describing and beginning to explain. A range of vocabulary for children is fundamental not only for their reading but their writing too. We have a new word of the day and encourage the children to use this.

Opportunities to talk are built into activities every day and form an important part of the curriculum. They are the basis of successfully learning the literacy skills of reading and writing.

Before your child starts school you could help by:-

- Encouraging your child to ask questions and describe what is happening around them
- Read stories and let them talk about the characters and events and say what will happen next
- Teach nursery rhymes and encourage them to play around with rhyming words—look on our website for our transition rhymes from preschool.
- Explain what you are doing, e.g. when shopping and involve them by asking questions



To encourage reading you could:-

- Read a bedtime story and show your love of reading by sharing your favourite new word
- Play letter sound games so that they begin to hear the differences between letter sounds. For example, 'Can we think of words that begin with 's' (say the sound and not the letter name)
- Encourage your child to tell you a story by looking at a picture
- Look at books together and point out some of the print saying, 'This says ' .
- Talk about the story or information
- Teach your child to recognise their own name and the names of family members
- Share a story from our virtual school library from our staff



Did you know if your child knows just five Nursery Rhymes before they come to school they have a better start in their communication and language skills. Look at our website for some songs and rhymes to teach your little one.

Encouraging Early Writing

So that using a pencil in school for writing becomes more natural, you can develop your child's fine motor skills through a variety of activities such as:-

- threading small beads
- building with small pieces of Lego
- using playdough
- cutting and sticking activities
- doing up buttons
- using tweezers to pick up items
- tracing
- drawing
- painting
- commando crawling in the garden or under a blanket
- climbing apparatus

These activities will help to strengthen the muscles in your child's fingers allowing them to hold and control a pencil effectively.

Writing is a hard skill for children to learn. Some of your little ones will be able to write their name or a few words. Please can we ask you that you teach your child to write in lower case letters. It can be so difficult for them once they start school if we have to change this. They can get very upset and disheartened. We have great handwriting support on our website so please take a look.

It is also really important that we teach the children how to hold a pencil correctly. This grip is called the tripod grip and is shown here:-



It would really help your child if they can adopt this grip as early as possible. If they can use this grip even when they are drawing it will become more natural for them. If your little one is ready to write please teach the lower case letters and only in print.





Encouraging early phonics



We teach phonics as our prime approach to develop early reading and writing skills. We follow the Little Wandle phonics program, more information about this can be found on our school website in the parent section.

It really does support their development in this area if they have a good knowledge of rhyme, alliteration and being able to tune into sounds around them. With this in mind it would be really useful if you could practice and have fun with your child with some of the following activities:

- Make sounds with different parts of their bodies, for example clapping, stamping, clicking their tongue, rubbing cheeks, blowing bubbles in the water
- Play rhyming games - can they hear the same sound at the end of a word?

cat



hat



mat



- Play listening games and match to pictures or what can they hear when you are out and about?



- Sing songs and rhymes together



- Play Simon Says



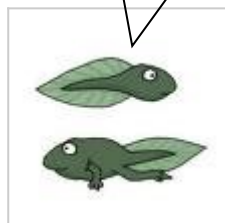
- Use their voices to make different sounds like fireworks, animals and silly noises

- Introduce simple alliteration. This is where you say a short sentence with words that start with the same letter. For example,

Donny dinosaur
disco dancing.



Teeny tiny
tadpole.



Cute cuddly cat.



Big bouncy ball.



Encouraging Early Maths

You are probably helping your child get ready for Mathematics in many ways, maybe without realising it!

Here are some of the many activities you can do with your child, which will help:-

- laying the table - counting and putting the knives in the right place
- going shopping - handling money, counting items in the basket
- dressing and un-dressing - sorting clothes into piles, size and developing language
- helping with the cooking - weighing and measuring.
- playing with water - bath-time, washing up
- tidying toys away - sorting
- point out 2D shapes, such as circles, triangles, squares and rectangles in the environment
- spotting shapes (circles, squares, etc.) colours, comparing sizes at home or on walks
- nursery rhymes and finger games
- sorting socks, buttons or toys
- 3D Shapes around the house (a cube—box, a sphere—ball etc.)
- 1 more and 1 less up to 10



No doubt you can think of many more. The important thing is that you help your child to get hold of the basic ideas of maths, such as sorting, matching and comparing.

By sharing an activity with your child and by talking to them you can begin to introduce the correct mathematical words and vocabulary, such as 'large and small', 'tall and short', 'heavy and light', 'less and more', 'high and low', 'few and many', 'long and short', 'full and empty' and so on. But don't turn it into a lesson! All these things can be done incidentally, as part of day-to-day routines and through play.

Money



It is difficult for a child to understand the value of different coins, especially when a large 2p coin is worth less than a small 20p. They can learn about money and buying things by playing shops at home, using items you already have!



Things to use:-



Purse, coins, shopping bag, a box for a till, tins and packets from your cupboard.

Things to do:-



Let your children see you buying things. Let them pay for items at the counter. Tell them the price of things as you buy them. Play shopping with different sorts of pretend shops. Arrange chairs to make a pretend bus and make tickets to sell.

Allow children to save money in a money-box. When they have enough they could buy a small toy or book for themselves. This will teach them the value of money.



Can you show your child the different coins and let them explore the similarities and differences between them e.g. some are bronze, some are silver, different shapes and different numbers on them? Talk to your child about the value of the coins.



Can they sort them and give choices for why they have chosen to do this in a certain way?
Can they make a pattern with them ie



Physical Education



At Shirley Infant School we acknowledge Physical Education as a core subject. We believe it develops young people's self-confidence, fitness and is the foundation for all sports participation. The school's PE policy has been developed to ensure children get the most out of their PE sessions. PE Kits should be in school at all times and if taken home on a Friday, it must be brought in on the Monday. No jewellery should be worn during sessions and long hair needs to be tied back. Children with newly pierced ears will be asked to cover them with tape or otherwise asked to remove the earrings themselves for PE. Staff are not permitted to do this.

All children are expected to participate in PE sessions unless a note from the doctor advises otherwise. At the discretion of the teacher children may still be involved in the lessons through coaching or scoring.

We thank you for your co-operation and we look forward to promoting the love of sport and physical activity in all young people.



A Sorry Tale!

To prevent this happening to your child's clothing, please ensure that **ALL** articles of clothing are clearly labelled, either with name tapes or permanent washable marker pen.

HELP YOUR CHILD TO HELP THEMSELVES

Here are a few practical ways that you can help to make your child's early days easier:-

Before your child starts school please make sure they can manage their school clothes as independently as possible. Help is always on hand if required, but if your child can dress and undress for PE, as much as can be reasonably expected, it will boost their confidence. This includes putting on their own socks and shoes, as well as looking after their belongings such as hats, water bottles and lunch boxes.



If your child can manage their meal or packed lunch on their own it will help with their independence. Try having a "practice run" at home with a lunch box and drink so they get used to un-doing packaging and un-wrapping sandwiches. The staff will always help out and will encourage them to develop this skill. Some lunch boxes are much easier to open so check them before you use them.



Using the toilet is often one of the areas children find most worrying about starting school. If your child has experiences of unfamiliar toilets this will help them with an area of school they can often find very daunting. When using the toilet it helps, if they are able, to manage on their own and wipe their own bottoms. In the early days we are establishing relationships with the children and they sometimes don't like to ask for help and it can cause huge anxieties for them. This can often stop the children wanting to use the toilet. The more your child can use the toilet on their own the quicker they will settle into school life.

Sing or recite songs

Learning simple songs and rhythms helps children develop learning skills. Don't be embarrassed about singing to your child, and do it often.

Take turns and share

The earlier a child learns to get on well with others, the better. You can start by congratulating them for sharing toys with other children. This means your child will not be the one who gets into fights with others at school over who gets to play with the toys.

Follow instructions and work independently

Children need to be able to listen to and follow instructions, as well as have the ability to work on a task independently for a short period of time. Ask them to collect something from around the house and then extend it by asking for two things etc.



Wonder

Children go through a phase of asking why all the time, but never ignore them, be patient and reward their curiosity. The ability to wonder is incredibly important for young children. We want to teach them how to think, not what to think. That way, when they are older and faced with a problem they will have the skills to problem solve and find a solution of their own.

Special Education Needs (SEN)

Our goal is for all children to receive high quality teaching with personalised learning targets. All children are carefully planned for with a range of approaches, including practical and visual resources or the use of technology.

During your child's time at school they may need some small group or individual support. We call this early intervention and sometimes children just need a little bit of extra help. This is reviewed frequently and we follow a plan, do, review approach. Sometimes this needs to be followed up with more targeted, intensive additional support. We follow a graduated response to ensure children get the right support at the appropriate times. Below is some information about the Graduated Response at Shirley Infant School.

Stage 1: Universal provision

People involved: Class teacher, Year Leader

Support/provision: high quality first teaching, personalised learning targets, carefully planned scaffolding (including practical, visual concrete resources), assessment for learning and constructive feedback.

Stage 2: Early intervention

People involved: Class teacher, Year leader

Support/provision in addition to stage 1: Support within class through small groups and individual support (e.g. cut away, workshops)

Stage 3: Targeted, additional support

SEND monitoring letter to parent / carers to say we are monitoring for early identification of additional needs.

People involved: Class teacher, year leader, SLT, SENDCO

In addition to Stages 1 - 2:

- Class teacher to make parent / carers aware that they will refer their child to SENDCO
- SENDCO to monitor and then call or meet with parent/carer to discuss general observations - follow up letter to be sent
- Early intervention and evidence based interventions delivered individually or in small groups between 8-20 weeks.
- Inclusion of parents/carer and child as part of a Plan – Do – Review cycle of targeted assessment

Stage 4: Targeted, intensive additional support

Phone call from SENDCO to discuss adding child to school SEND register for an area of need

People involved: Class teacher, SENDCO

Consideration of a request for EHCP assessment

In addition to Stages 1 – 3:

- Multi-professional planning and coordinated support may be in place e.g. Educational Psychologist service, Outreach Services, health colleagues, CAMHS.
- Individual Education Plan (IEP) written by class teacher and shared with parent/carers.

Special Education Needs (SEN) Continued

Stage 5: Provision over and above stage 4

SEND register

In addition to Stages 1 – 4:

- Education, Health and Care Plan (EHCP) application and then reviewed annually
- Multi-professional support
- Inclusion of parents/carers, child and class teacher as part of the Plan-Do-Review cycles of targeted assessment and intervention
- Individual Education Plan, Personalised provision map and learning log.

If you have concerns regarding your child's progress in school please speak to your child's class teacher. Your child's class teachers is responsible for all children in their class and for their provision and progress. The SENDCO's responsibility is to support the teachers and oversee the support they are providing. The SENDCO will meet with parents when we have growing concerns of the progress or needs of a child. Parents first contact is always with your child's class teacher.

SEND register

When a child is on our SEND register they will have an Individual Education Plan (IEP). These have two or three targets for the child to work towards. Children are aware of their targets and we really celebrate their success with them. A copy of the IEP is shared with parents / careers and are reviewed termly with the class teacher.

Speech and Language Therapy (SALT)

Speaking Space is the SALT provider that we use at Shirley Infant school. We have a Speech and Language therapist who works with the children and writes targets. This can be through individual or group work. The targets are shared with parents/carers and updates are provided by the class teacher. The children enjoy working with familiar adults in our school to complete different activities to help with their speech and language skills.

Education Health Care Plans

EHCP's are legal documents that we follow if a child has one. An EHCP does not mean that children are assigned a 1:1 adult to work with them. We aim to support children to be independent learners whilst still meeting their needs. Their additional hours of funding mean that they have extra targeted support from key adults throughout the day to support the targets that are outlined in their EHCP.

SENDCO

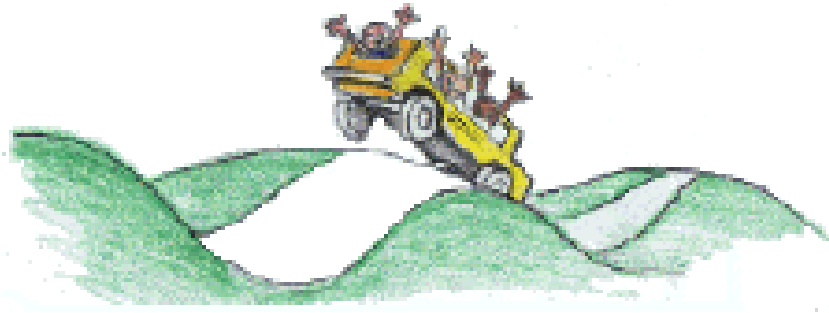
Our SENDCO is Miss Reilly, who works closely with all members of the school team and is often in and out of classrooms. Every adult in school is a teacher of SEND. If a child is not making the expected progress our first response is high quality teaching targeted at their areas of weakness, this is planned and implemented by the class teacher. If progress continues to be less than expected the SENDCO will assess whether the pupil requires SEN intervention.

FAMILY SUPPORT



Shirley Infant School employs a Family Support Worker, Karen Allen. A key part of her work is to help parents and be an extra listening ear or help you access different agencies or support services. Karen has supported many of our families and you can ask to see her for a meeting or catch her in the playground for quick advice. You can make an appointment with Karen on a Monday, Tuesday or Wednesday through the school office.

Karen runs informal drop in sessions once a month giving emotional and practical help and advice to families that are having long or short-term difficulties. This may be helping with bedtime routines, homework or fussy eating, so please come along and find out if she can assist in any way.



At Shirley Infant School we firmly believe in working together as a whole school community. The school and Friends of Shirley Infants run **All In It Together** sessions. These sessions are led by school or outside experts to help you support your child at home, ie. maths, writing, behavior, anxiety etc.

Your child's year group team will deliver a curriculum evening. This summarises how we teach maths, phonics, reading and writing in school for that year group.

When appropriate to your child's needs, you may be invited in to specific sessions to work with your child across different areas of the curriculum, for example to look at phonics or maths strategies. If you have any queries about what your child is learning in school or how you can be involved, please do not hesitate to ask your child's class teacher.

All the school staff want your child to have a happy introduction into school life. We hope it will be a happy experience for you too.

Pupil Premium

Additional Support for Low Income Families

If you are in receipt of certain benefits, your child may qualify for Pupil Premium funding. The Government gives money to schools to help children from lower income families to succeed.

If your child qualifies for this funding they will continue to receive Free School Meals beyond KS1, and registering could raise an extra £1385 to help the school fund services such as ELSA support.



This money can only be unlocked by completion of an online free school meal application form, and each year schools miss out on thousands of pounds because parents are not aware that they qualify for this support.

If you receive any of the following benefits, please visit <https://www.southampton.gov.uk/schools-learning/in-school/school-meals/free-school-meals/> to apply.

You will need your NI number to apply.

- 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 Credit
- Universal Credit – if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Children who are paid these benefits directly, instead of through a parent or guardian, can also qualify.

If you have any questions, please contact the school office for assistance.





Healthy Lunchboxes



At Shirley Infants we continue to strive to promote being healthy and active. We encourage our children to eat healthy foods and be physically fit. Parents often find it difficult to know what to put in their child's lunchbox and can worry that they will not eat enough or be hungry. To help with this please see our guidelines below.

- Too much in a lunchbox can be daunting for a child
- It is better for children to have a smaller amount and eat everything
- Lunchtime supervisors are supportive and encouraging and inform teachers if a child needs more to eat
- We ensure your child leaves everything in their lunchbox so you can see for yourselves what they have eaten that day
- Teachers will talk to you if they have any concerns about what your child is eating
- Please speak to teachers if you have any concerns

Lunchtimes are seen as a very important social part of the day for our children. It is a chance for them to reflect on their day or talk about things they have done with their friends. We have worked very hard on this area and operate a staggered lunchtime for the whole school. This ensures the children have a calm and relaxing experience.



LUNCHBOX IDEAS



Packed lunches should ideally include;

- A portion of starchy food (bread, pasta, rice, crackers, rice cakes, oat cakes, pitta, wraps)
- Two portions of fruit or vegetables
- A portion of meat, fish or other source of non-dairy protein
- A portion of dairy food
- A drink of either water, fruit juice, milk, yoghurt drink or smoothie

FOODS CONTAINING NUTS ARE NOT PERMITTED AT SCHOOL

Alternatives to Crisps

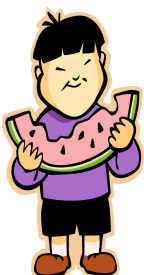
Savoury Crackers
Rice Cakes
Breadsticks
Vegetables
Cheese & Crackers

Alternatives to Chocolate

Sugar Free Jelly
Small Cake
Small Biscuit
Fruit
Flapjack
Dried Fruit

Items not Permitted

Sugary or Fizzy Drinks
Sweets
Large Chocolate Bars
Energy Drinks
Items containing NUTS
Chocolate spread



ATTENDANCE INFORMATION

We are excited to have your child join Shirley Infant School. As your child will be registered at our school, it is our responsibility to work with you and your family to ensure that your child attends school regularly. We understand that from time to time all children get ill and that sometimes they will be too ill to come to school. The NHS has some helpful advice on when your child can come to school <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>.

We expect the average child to have an attendance percentage of 96% (missing 7 days of school). If a child's attendance percentage falls below 90%, we are required to inform Southampton City Council.

Good attendance is linked to better life chances in the future. We will work with you to help your child attend today so that they can achieve tomorrow. This is especially important in reception year as your child will be learning the foundations for the rest of their time at school and forming friendships that will last them through the whole of their time in school. We want to work with families to support children to attend school every day if possible.

It is normal for children to experience emotions that make them nervous about attending school. In many instances coming into means that we can help them to overcome these worries. Staying away from school can mean the worries become bigger.

If at any point your child is having difficulties coming into school please speak your child's class teacher, Mrs Allen or Mr Lomath. Refusing to attend school could be your child's way of telling you something is worrying them.

No Absence	190 days of education	100 %	Very Good	Best chance of progress and success.
10 days absence	190 days of education	95%	Acceptable	More likely to be socially happy
12 days absence	190 days of education	94%	Worrying	Harder to progress, experience
19 days absence	190 days of education	90 %	Very Worrying	success or make friends
29 days absence	190 days of education	85%	Serious Concern	This is persistent absence. Very hard to make progress
38 days absence	190 days of education	80 %	Serious Concern	Social outcomes are often poor.

Holidays must be taken during the school holiday period and there is no automatic entitlement for any family holidays or leave of absence during term time. Requests for leave of absence will only be considered in exceptional circumstances. We will issue fixed penalty notices for holidays taken during school time.

Please note as of 19th August 2024 new guidance regarding penalties will come into effect. All schools are required to consider penalties when a child has unauthorised absences of 5 or more days in a 10 week period. The fines are now £80 per parent per child if paid within 21 days, for the first instance, if a second fine is issued within a 3 year period the fine increases to £160 per parent per child. Any subsequent periods of absence within 3 years of the 2nd penalty, schools are required to consider other legal interventions that could include prosecution.

School Travel Plan



We are committed to the safety of our children on our roads and have implemented a travel plan to help children stay safe on the roads in and around the school.

Congestion near the school is a major safety issue for our pupils and parents.

The school is located in a very busy area, with an infant, a junior and a secondary school all within 200 metres of each other. We encourage parents to avoid all car travel on Bellemoor Road and Wilton Road directly around the perimeter of the school, and to choose safe travel. We continue to work with Southampton City Council and Modeshift STARS to uphold our travel plan for those attending our school.

A working group which consists of staff, governors and parents uphold our ethos to keep our school children healthy, active and safe. Surveys are completed which show how the children travel to school and we can tailor our plans accordingly. We ask all parents to sign our school Parking Pledge which is an agreement between pupils and parents to agree to park respectfully and safely in the local area.



We ask that parents do not park on double-yellow lines, over driveways or blocking roads (which have caused problems in the past) and instead find places to park which are in easy walking distance of the school. Southampton City Council have placed restrictions on Wilton Road and Bellemoor Road at school drop-off and pick times, please check the council signs at the ends of the roads.

We also offer scooter training for pupils in Year 2 to ensure their safety when travelling to school, and a dedicated scooter storage shed to encourage families to choose active travel to school

We run a school eco-council to combat issues that arise within the school environment. They also create new schemes to stay eco-friendly.



Shirley Infant School have recently re-entered the Modeshift STARS programme and are updating our travel plan, so watch this space!



We hope that we can continue to work with parents and pupils going forward to provide an even safer environment and happy place for the children.

TEACHER COVER

We do our best to ensure smooth transition and continuity for our children. If cover needs to be found for a class teacher due to illness or training, we have regular teachers, higher level teaching assistants and teaching assistants who cover classes and work hard to continue the same routines put in place by the class teacher.

Teachers are required to attend training in line with their professional development and since this is generally known in advance, the preferred cover is for either a regular supply teacher or the usual teaching assistant to teach their own class.

Teachers are entitled to 10% PPA time for planning, preparation and assessment. Teachers take this this time as a year group, enabling them to plan together to ensure consistency across all classes. During this time, our PPA cover team will lead the class.



Rights Respecting in our School

We are very pleased to tell you that we are continuing our journey and have achieved the Silver level of UNICEF UK's Rights Respecting Schools Award (RRSA) called Rights Aware. We are always striving to create the best possible environment for our children (Article 3) and this achievement shows that we are committed to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school (Article 1).

Rights; are what every child should have or be able to do (Article 1). All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other and all are equally important. Sometimes we have to think about rights in terms of what is the best for children in a situation and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights. We all have rights but we also have to respect others rights.

As the children progress through school the way they respect their rights will develop. Of the 54 Rights of a Child these are the ones that we will be focusing on:



Article 31 - All children and young people have a right to relax and play and to join in a wide range of activities.

Article 24 - Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay alive.



Article 2 - Every child has the same rights regardless of their race, colour, sex, language, religion, politics, nationality, social class, place of birth or disability.



Article 28 - All children and young people have a right to free primary education.

Children should be encouraged to go to school to the highest level they can.



Article 12 - All children and young people have the right to give their opinion and for adults to listen and take them seriously.



Article 29 - Education should teach children and young people to protect the environment.

You can find out more about the UNICEF, the United Nations Convention on the Rights of the Child and the Rights Respecting Schools Award from the RRSA website www.unicef.org.uk/rrsa. UNICEF also have a page with a child's right written in child friendly language.

Meet our friends:

This is Rights Rhino – he will remind us of our rights as children



This is Respect Rex – she will remind us of how we respect these rights



UNICEF (United Nations Children's Fund) is the world's leading organisation working for children and their rights and we will be joining a community of over 4,000 schools in the UK working on the Rights Respecting Schools Award. Right Respecting Schools across the country have reported that that the Award has many positive impacts including improved relationships, well-being and self-esteem, leading to better attendance and improved learning.

Copies of our school policies are available on our website or can be requested from the school office.



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