

# Cockfield Primary School Foundation Stage Unit Handbook



Cockfield Primary School

*Care, believe, achieve together!*



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This booklet is intended to provide helpful guidance for parents new to the school. We have made it as accurate and up to date as possible but there will be changes from time to time, so please do check with the school when there is any doubt. Dates and timings are particularly subject to change and parents should use the diary of events listed on the school website and in the monthly newsletter.



Cockfield Primary School

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# Welcome to our family . . .

As headteacher of Cockfield Primary, I'd like to welcome you to the Cockfield family.

At our school families and our community are at the heart of all we do. We have high expectations of all of our children who learn through curiosity and play whilst having lots of fun.

Our aim is to help children become good people who achieve great things and leave us with a life-long love of learning.

This handbook is designed to give you lots of useful information about our nursery .

If you require any additional information or have any suggestions on how we can improve, I'd love to talk to you.

This is the start of a very exciting learning journey for your child and it's important that we travel together.

Thank you for choosing our school.

Kind regards,

Mrs K Costello (Headteacher)



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# How to contact us . . .



School Website: [www.cockfield.durham.sch.uk](http://www.cockfield.durham.sch.uk)



E-mail: [cockfield@durhamlearning.net](mailto:cockfield@durhamlearning.net)

*"The first five years have so much to do with how the next 80 turn out." Bill Gates*



Telephone: 01388 718263



Cockfield Primary School  
Front Street  
Cockfield  
DL13 5EN





# Aims, Ethos & Vision



At Cockfield Primary School our whole school vision statement is

*Care, believe, achieve together!*

This reflects the ethos of the school and how every member of the school community, children, parents, staff and governors has a role to play in ensuring the school's continuing success. We believe in developing children's positive attitudes. Our aim is to help children to be good people who achieve great things. Our ethos of care is central to the Cockfield family and runs through everything that we do.

**This is supported by our Mission Statement:**

- Everyone will feel welcomed, respected and valued as part of our family
- We will provide a safe and caring learning environment where everyone has the opportunity to reach their full potential.
- We will promote a culture of respect, responsibility and understanding of others.
- We work together to ensure our school is a happy place where excellent behaviour is expected and all children enjoy their educational journey



## How to apply for a place at our nursery . . .

Most children start at our nursery in the term after they are 3 years old. If places are available, younger children will be admitted in the term of their 3rd birthday.

Names can be placed on the pre-school waiting list in the September after a child's first birthday and priority will be given to children by age.

We contact parents the term before children are due to start to offer a place and arrange inductions.

You can apply for a place in the Nursery by email to [cockfield@durhamlearning.net](mailto:cockfield@durhamlearning.net).

You may also collect an application form from the school office. You will receive confirmation that your application has been received (please allow up to 14 days for this). Your child's name will be held on our waiting list and you will be informed when a place is available.



## Session times and fee structure

At Cockfield Primary School Nursery we offer three sessions in our day;

**Morning session from 8.45am until 11.45am**  
**Lunchtime session from 11.45am until 12.15pm**  
**Afternoon session 12.15pm-3.15pm**



We offer flexible provision, which means you are able to choose how you would like to claim your 15 hours in the week each half term or you may also be eligible for the 30 hours of free early education childcare (information below). If parents do not qualify for the 30 hours entitlement, you can pay for the provision.

If your child has school dinner, **the cost of a school lunch is £2.25**. The cost for lunchtime childcare for children who go above their entitlement is **£2.00 a day**, but if you use less than your allocated hours you won't be charged.

We try to be as flexible as possible for parents and therefore we do have an option to provide additional childcare sessions for those who need it which will be charged at **£4.00 per hour** (this must be arranged a week in advance with the school office). Families can also access wraparound care before and after school (see childcare information).



# School Opening and Closing during COVID19 restrictions



## Term Dates

The exact dates on which term begins and ends will be circulated to parents at the beginning of each school year.

## Daily Opening and Closing

The nursery day begins at 8.45am for morning children and ends at 11.45am

The afternoon nursery starts at 12.15pm and ends at 3.15pm

Reception children start school at 8.55am and finish at 3.15pm

The main nursery gate opens every morning at 8.40am and closes at 9am. The gate re-opens to collect your child from the morning session at 11.40am.

On an afternoon the gate will be open from 12.15pm and closes at 12.30pm. The gate will re-open at 3.05pm to collect your child from the afternoon session.

If you are late or need to collect your child from nursery outside of these hours, please use the main school entrance.

## Dropping off and Picking up Children

Nursery children enter via the nursery gate along the side of the school. You should drop-off and collect your child from here – **PLEASE ENSURE THAT THE GATES ARE CLOSED AT ALL TIMES, THANKYOU.**



# Is my child eligible for 15 or 30 hours free?



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## Is my child eligible for 15 or 30 hours?

All children aged 3-4 are entitled to 15 free hours in school term time from the start of the school term that follows their 3rd birthday. Some children will also be able to access an additional 15 free hours depending on the Government's eligibility criteria being met by their parent(s). You can check your child's entitlement to 15/30 free hours via Childcare Choices at: [Childcare Choices](#) or the [Childcare Calculator](#)

## When does the free 15/30 hours entitlement begin?

Child born between 1 April – 31 August: September term intake

Child born between 1 September – 31 December: January term intake

Child born between 1 January – 31 March: April term intake

You can apply for a place in the Nursery by email to [cockfield@durhamlearning.net](mailto:cockfield@durhamlearning.net). You may also collect an application form from the school office. You will receive confirmation that your application has been received (please allow up to 14 days for this). Your child's name will be held on our waiting list and you will be informed when a place is available.

A 15 hours place is offered subject to proof of your child's age being provided to the school office **prior** to the start date. A 30 hours place is offered subject to proof of your child's age AND proof of parental eligibility being provided to the school office through a fully completed eligibility checking form **prior** to the start of term. This form is provided to parents when an offer of a place is made. 30 hours places are also subject to eligibility criteria continuing to be met during your child's time in our nursery setting.



# Our Staff



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## Teaching Staff

### Teachers

Mrs Costello (HT)  
Mrs Woods (DHT)  
Mrs F Gregson  
Mrs A Hancock  
Mrs L Hargraves  
Miss C Racher

### Teaching Assistants

Mrs C Bonnett (HLTA)  
Mrs H Howe  
Mrs M Paterson  
Mrs A Flynn  
Miss R Lindsay  
Mrs T Watson



### Office Manager

Mrs S Harrison

### Caretaker

Mr D Blackett

### Supervisory Assistants & Breakfast Club

Mr C Armstrong

Mrs S Blackett

### EYFS Lunchtime Staff

Mrs K Bennett

### After School Childcare Staff

Mrs H Howe

Mrs K Bennett

Mrs J Brunskill

### Cleaning Staff

Mr C Armstrong

Our designated safeguarding leads are Mrs Costello, Mrs Harrison & Mrs Woods.



# Our School Governors

**Mr M Goy** Chair of Governors  
**Mrs G Fox** Vice Chair of Governors  
**Mrs K Costello** Headteacher

**Authority Governor:** Cllr J Cosslet  
**Parent Governors:** Mrs K Vart

**Co-opted:** Miss G Fox  
Mr C Hopper  
Mrs E Woods

**Staff Governor**  
Miss C Racher

## What is the role of a school Governor?

The [role of the school governor](#) is demanding but very rewarding and is a good way to give back to your local community. School governing bodies are responsible for working with the school to ensure that it delivers a good quality education. Together with the head teacher, who is responsible for day-to-day management, they set the school's aims and policies. Please ensure you regularly check the school newsletters and website for parent Governor vacancies.





# Our School Calendar

Please note the following dates are intended as a guide only and Parents/Carers should check the school newsletters and website for confirmation of dates.

## Autumn Term

Harvest Festival

Progress summary meetings (Nursery only)

Book Fair

Parents evening (Reception only)

Christmas Performance

Christmas Parties

## Spring Term

Parents evening (reception only)

World Book Day

Progress Summary meetings (Nursery only)

Easter fair/crafts/raffle

## Summer Term

End of year reports (nursery & reception)

Sports Day

Reception Graduation

**Stay and Play sessions throughout the year – watch out for dates and times.**

October

October

November

November

December

December

February

March

March

April

June

July

July

Day trips and visits to support curriculum topics will happen throughout the year, your class teacher will give you more information nearer the time.



# Our Learning Environment

We believe that the best thing we can do for our children is to create thinkers and doers. To manage and take risks. To be curious. Because curiosity is the spark that ignites everything else.



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Our classroom is light, bright and welcoming with stimulating resources including permanent areas such as; construction, sand, water, creative areas, a reading area and playhouse. We enhance the indoor environment with a wealth of literature books, games, dressing-up, mark making equipment, ICT and displays to reflect the children's learning journey and experiences throughout the year. Outside we have a large space and a range of equipment such as; tunnels, a playhouse, climbing equipment, tricycles and scooters, outdoor kitchen and building bricks. We are lucky to have wonderful school grounds and a forest school which enhances our learning offer. Children access the indoor and outdoor environment each day.





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# Outdoor Learning

## Why is outdoor play so important?

You may notice that we take the children outside as often as possible. We feel this is an important part of their nursery experience for the following reasons:

- Many children prefer playing outside and as a result they show greater levels of involvement and motivation when learning new skills and concepts across the whole curriculum.
- Young children learn by being physically active and the outside environment allows greater space and freedom to do this.
- Changing society prevents regular opportunities for children to play outdoors.

We give the children many opportunities to play outside and to have a variety of different experiences, which are fun and challenging. We have our own nursery garden where children get the opportunity to grow their own vegetables and plants.

All children have access to Forest School during the year.



*"The best classroom and the richest cupboard is roofed only by the sky." Margaret McMillan* 14

# Assessment, reporting and curriculum



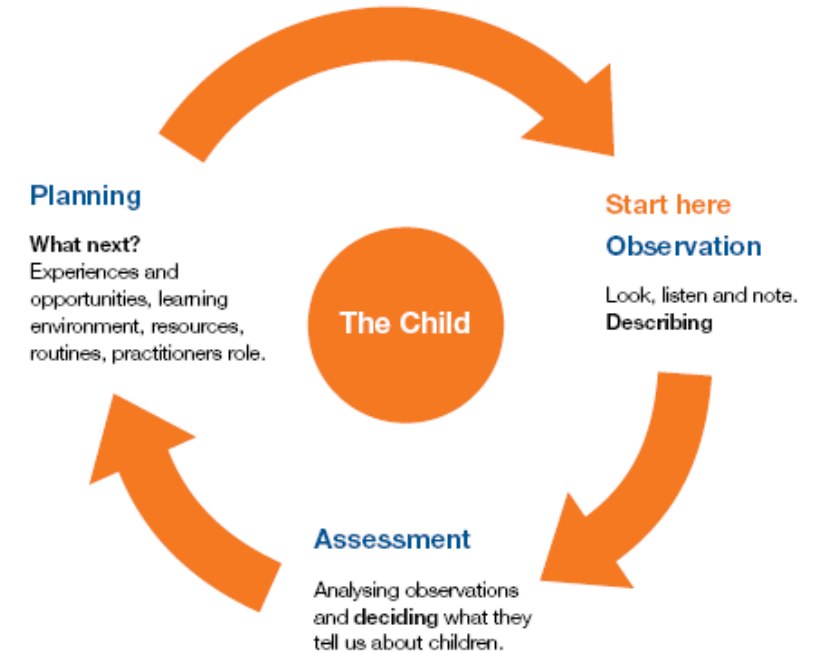
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## Assessment

Assessment is about noticing what children can do and what they know. Assessment plays an important part in helping parents, carers and staff to recognise children's progress, understand their needs, and to plan activities and support. It involves us knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. We are constantly assessing and adapting to meet the needs of the children.

## Reporting

We hold regular progress summary meetings throughout the year in when you can come and discuss your child's progress with their key worker. We hold 3 parents' evenings (for reception children) per year where you are invited along to have a chat with your child's teacher about your child's learning and progress. Staff are willing to give you an update, at any other time, if you have any concerns about your child and are always happy to talk.



# What do we learn?



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The 7 areas of learning are:

**Prime areas of learning particularly important in the first 3 years**

**Personal, Social and Emotional Development**

**Physical Development**

**Communication and Language**

**Specific areas of learning**

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**



*"Play is the highest form of research."  
Albert Einstein*





# Communication and Language



Language provides the foundation of thinking & learning.



The development of children's spoken language underpins all seven areas of learning and development. At Cockfield we provide a language rich environment using every opportunity for children to interact, share a focus, talk and take turns. Our dedicated staff nurture the children and build their self confidence. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, they build children's language effectively. We read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, provide them with extensive opportunities to use and embed new words in a range of contexts, giving them the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, our children become comfortable using a rich range of vocabulary and language structures. Children take part in activities developing skills in speaking and listening and reading and writing.

Talking with children not just talking to them.



# Personal, Social & Emotional Development



Children's personal, social and emotional development (PSED) is crucial for them to lead healthy and happy lives. We foster strong, warm and supportive relationships with adults which enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Children learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

We aim to provide an environment where children can feel safe and valued. It is a place of fun where all adults and children can feel accepted and valued. Children are praised and rewarded with stickers and certificates for good behaviour, playing well, working hard, good manners, persistence at an activity, listening well and much more. Staff create an environment which is inviting, practical and safe. Children are taught to look after themselves, their environment and each other.

*"Children want the same things we want. To laugh, to be challenged, to be entertained, to be delighted." Dr Seuss*



# Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, we support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



**Gross Motor Skills** – Activities develop physical skills, body awareness and control large muscle movements. PE sessions provide climbing, movement, jumping and balancing opportunities. In addition children encounter ball and hoop games that develop good hand/eye – foot co-ordination and awareness of space. Children have the opportunity to work with others and develop turn-taking skills. Outdoor play gives opportunity for climbing, balancing and riding bicycles.



**Fine Motor Skills** – Control is aided by opportunities in creative work (scissors, painting etc.) language work (pencil control, jigsaws etc.) music (tapping clapping) number work (number games) knowledge and understanding (hands on experiences using equipment) and personal and social development (getting dressed, fastening).



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## Expressive Arts & Design

Music and movement, dance, drama and imaginative play encourage children to use and extend their imagination. It develops personal interpretation and stimulates curiosity, allowing children to express their feelings and ideas in an individual manner.

Children are encouraged to communicate ideas, thoughts and feelings through using a widening range of materials and tools such as paint and clay and through the processes of designing and making.

Children are given opportunities to respond in a variety of ways to their senses. They are also encouraged to express themselves through a variety of musical experiences and activities.

Creativity is  
contagious,  
pass it on

Albert Einstein



## Literacy

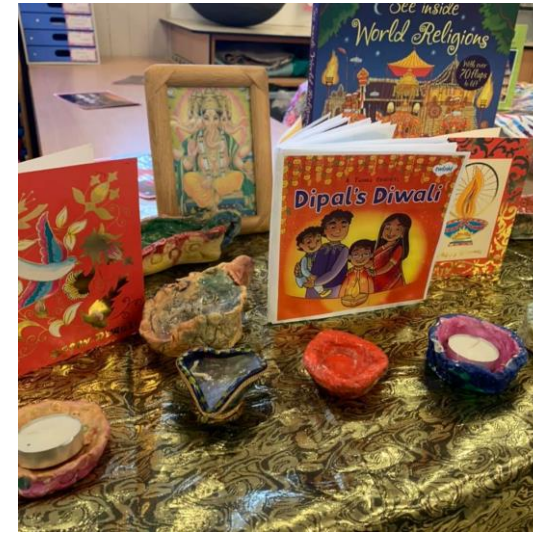
Our setting is full of things that support language development and communication. Children are given lots of opportunity to mark make; they are encouraged to give meaning to marks as they draw, write and paint. It is important that children independently mark make in all areas both indoor and outdoor.

We believe it is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. As children progress, through careful planning we encourage children to segment the sounds in simple words and blend them together. When the children are ready we support them to form some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.



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## Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In our setting mathematical skills and knowledge are used in familiar situations in order to develop understanding. Through hands on practical activities children are developing their skills in counting, using and recognising numbers and using vocabulary and knowledge involved in adding and subtracting. They also encounter activities designed to develop skills in matching, sorting, shape, money, size, pattern and problem solving. Through role play activities children are developing their mathematical knowledge through “real life” situations e.g. counting our money, adding up the price of two objects, giving change. They will develop their mathematical language using vocabulary such as more, less, greater, smaller heavier and lighter. We ensure that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and are not be afraid to make mistakes.





## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. We provide children with a range of personal experiences to increase their knowledge and sense of the world around them – visiting the park, the church and the local community and meeting important members of society such as police officers, nurses and firefighters. They also listen to a broad selection of stories, non-fiction, rhymes and poems which foster their understanding of our diverse world. Children are given opportunities to find out about past and present events in their own lives, those of their families and other people they know.



“  
Education is  
the most **POWERFUL**  
**WEAPON!**  
which **you** can use  
to **change**  
the **WORLD.**  
”

-Nelson Mandela

## Security & Safety



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### **Main Site**

The school has gates to the front and a secure fence around the perimeter boundary.

### **School Building**

The front of the main school works on a 'fob' system that allows staff to enter the school. If you need to enter the main school ring the buzzer at the front door. The office is at the top of the stairs through the double doors. When you are ready to leave the building you will need to ring the bell, located next to the door, for the school office manager to let you out of the building.

The nursery entrance works using a code, likewise the entrance to the main school via the nursery. If you need to enter the school via the nursery, please contact a member of staff.

### **CCTV**

The school has a closed circuit television security system installed and a camera cover areas of the outside of the school grounds.

### **Parking**

For the safety of our children, please do not park outside the school at the beginning and end of the day. There are yellow lines in place that are closely monitored by the police.

### **Fire Drill**

The school has a fire drill each term. These fire drills are monitored and timings are kept to ensure all children and adults are out of the building in the recommended time.





## Prescribed Medicines

Medicines should only be taken to school or settings when essential; that is where it would be detrimental to a child's health if the medicine were not administered during the school or setting 'day'. Schools and settings will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration and dosage. If your child needs to take prescribed medicine a medical form will need to be completed before a member of staff can administer any medicines.

## Policies

The following policies are available for you to view on line via the school's website;

Data Protection Policy

Behaviour Policy

Child Protection Policy

Health and Safety Policy

Anti-Bullying Policy

If you have any queries regarding any other policy which you do not see listed above, please contact the school office.

# Security & Safety



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## Confidentiality

The need for confidentiality is recognised by all staff working in our establishment. Parents and children must feel confident that information they choose to share with a member of staff will be treated with respect and handled in a professional and sympathetic manner.

## Additional Support for Learning / SEND

A child with a disability or learning difficulty has the right to special care, education and training to help him or her reach their full potential and achieve the greatest degree of self-reliance and social integration possible.

## Accidents

If a child has a minor accident, they will be dealt with by a qualified first aider. The accident is then recorded in the accident book by a member of staff, detailing time and relevant detail of the accident. Parents will be informed of the accident and a slip (from the accident book) will be given to the parent.





## Safeguarding

We take the health, safety and emotional wellbeing of our children very seriously. A daily risk assessment is carried out both outdoors and indoors to ensure there are no risks to the safety of your children. We request that you support us in doing this by reporting to an adult any damaged equipment or other risk to children's safety that you notice. It is important that you let staff know who will be collecting your child, especially if it is someone different from their usual collector.. Children feel very anxious if they don't know who is going to collect them so it is important that you contact Nursery if you are ever running late so that we can reassure your child. Please do not be offended if we call you to verify who has come to collect your child, we must take the safety of your children seriously and ensure they go home with the right person.

As you will know from tragic cases in the media, schools and child care providers have a responsibility to record and report any incidents where they believe a child may be being hurt, mistreated, exploited or neglected. Please do not be offended or alarmed if we ask you about bruises or marks on your child or if we ask you to clarify something your child has said. We all know that three and four year olds get bumps and bruises all of the time, we also know that they can say the most bizarre things, but it is best to be vigilant rather than to miss a real case of abuse. In turn, we will inform you of incidents when your child has been hurt or if something has happened in Nursery that has upset them. If you ever have any questions or concerns do not hesitate to speak with a member of staff.

## Settling In

When your child is due to start nursery there will be a settling in period. Your child's key worker will work closely in partnership to ensure the transition from home to nursery runs as smoothly as possible. Your child needs to feel secure in this new situation. Not all children are the same and for this reason, there is no set time limit for settling in, some children take longer than others do.

## Arrival & Collection

We will ask you to complete a form detailing who will be dropping off and picking up your child. For safeguarding reasons, staff will only allow children to leave with people identified on this list. The people on the list must be over 16 years old. If for any circumstances, the parent requires someone else to collect their child they must phone or speak to a member of management to arrange this. This will avoid situations where the child can't be allowed to leave with an adult who is not known to the staff.

## Settling In



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## Home Visit – paused due to COVID

The purpose of the home visit is for the EYFS teacher and child's key worker to meet the parents and child in the comfort of their own home. This will be the beginning of the bonding process, and will make the transition from home to nursery easier. There will be an opportunity for the child to begin to bond with their key worker and teacher and discuss the paperwork with the parents.

### *Parent Quote*

*"Home visits are beneficial as it allows the children and parents to meet their key worker in their home, we both enjoyed the experience."*

## What will my child need?



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Your child will need to have the following things for Nursery each day;

- **Practical and comfortable clothing**

Many of our children come to school in school uniform but this is not a statutory requirement. Clothing for Nursery should be suitable for all sorts of activities such as running, jumping and climbing. It should also be easy for your child to remove when they need to go to the toilet. Children do get dirty in Nursery so clothing should also be washable and not your best clothes.

**ALL clothing and shoes should be labelled with your child's name in a visible place.**

- **A warm coat and wellingtons.**

As with clothing, these items should be labelled with your child's name. We spend a lot of time playing and exploring outside in all weathers so it is important for your child to be prepared. Wellington boots can be kept in school for the half term in a bag near your child's peg if you wish. Remember to label hats, scarves and mittens as they can easily become lost. Most young children find it difficult to put on gloves. Mittens can be sewn on to elastic and threaded through the sleeves of a coat if you do not want to lose them.

- **A bag** containing a spare set of clothes including pants, socks, tights, trousers and a top. It should also have room for letters and books.

### **A water bottle**

Children should bring in a water bottle so that they can help themselves to drinks throughout the day. The bottle should contain water, not juice. If children do not have a water bottle, they can ask an adult who will get them a drink of water

## My uniform might get dirty at times but it helps to show what I've been learning . . .



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The black mark was made with a pen. I am trying to develop my writing and drawing skills.

Sometimes my uniform comes home a little wet. I learn huge amounts of science and maths when I play in the water tray.

The mud kitchen is very messy but it helps me to develop my imagination and use of descriptive language.

The grass stain shows that I have been using the outdoor area to develop my physical skills.



This splodge is part of my lunch. I am trying so hard to use a knife and fork correctly when I eat.

Painting helps me to develop my creativity. Sometimes I accidentally get paint on my shirt as I work.

Big movements like running and jumping help me to get better with small movements like writing.



## Food & Lunch times in Nursery



We have a drink and snack as part of each Nursery session. Children can choose to drink milk or water. We are part of a fruit scheme and the children have access to a piece of fruit each day such as apples, pears, bananas or carrots. It is important that you inform us immediately of any food allergies or intolerances that your children suffer so that we can keep them safe. We also offer additional snacks, such as eating things we have baked or tasting new fruit and vegetables.

Children who stay all day can bring a packed lunch or you can pay for a school meal. We request that you do not pack any sweets or fizzy drinks and that you cut larger items such as cherry tomatoes or grapes in half.

## Heath & Illness

Please inform us of any medical conditions we need to be aware of when caring for your child. It is vital that we know about any allergies or conditions such as asthma. If your child is unwell and unable to attend Nursery please inform school. If your child becomes unwell while they are in Nursery, we will contact you and ask you to arrange for someone to come and collect them. It is important that our contact numbers for you are always up to date so please let us know if your number changes.



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## Intimate Care

Many of the children who start our Nursery already have good bladder and bowel control and can manage their toilet needs with only a little support. Children develop differently, however, so do not worry if your child is still learning how to manage their toilet needs. Although we cannot toilet train your child for you, we can support you in helping your child reach that developmental milestone. We ask that every child bring a bag of spare clothes with them each day as accidents happen with even the most confident child. We never criticise or tease a child who has had an accident but treat them with dignity and care. If your child is still wearing nappies we will develop an Intimate Care Plan with you so we can work together to help your child become toilet trained. We will request that you switch to pull-ups for Nursery as this helps them feel more grown up and we can change children standing up. Over time, we will request that your child changes into pants, even if we have to change them several times in a session, we want them to start to become aware of the need to go to the toilet and the wet sensation if they forget to go! If you are still struggling to help your child move into pants we can make contact with support services from the school nurse who will have further advice and support for parents.



## FURTHER INFORMATION



**Cockfield Primary School**

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We hope that this handbook has helped to explain and answer many of the questions you might have about your child joining Nursery, but if there is anything else you wish to know, do not hesitate to get in touch.

This is the beginning of a very special journey together.

*Welcome to the family!*