

Welcome to Manford Primary School's Preschool Class



**Preschool's Induction Booklet
2025 - 2026**

A welcome from the Headteacher

Welcome to Manford Primary school's Preschool, you will meet me soon and see me around the school regularly, but I wanted to put a quick 'hello' in here too.

Our school is a happy, vibrant place where children thrive. We are a listening and telling school - which means we take our safeguarding responsibilities very seriously and encourage children to share their worries with us. The same goes for parents. Myself and the leadership team operate an 'open door' policy - we will listen and act, so please don't keep concerns to yourself. We are parents too.

Our School Values are; ***Respect, Resilience, Responsible***

Our school has a motto '***Believe in Yourself***'

Our vision is:

We believe that Manford children are amazing young people.

We aim to support their development by ensuring they have excellent educational experiences which encourage a love of learning, a pride in all they do and build memories that continue to influence their lives in a positive way.

We want to empower them to know that they have the capacity to make great decisions and change the world.

This, along with our commitment to UNICEF's Rights Respecting programme underpin everything we do.

We are looking forward to welcoming you all to team Manford!

Mrs Donnelly

UNICEF Rights Respecting School:



Article 28 (right to education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Admission and Induction Procedures

Induction

To help settle our children in to school we have a two-week induction period. If your child is still finding it hard to settle in after this we will work together, with you, to extend their induction. Please look at the table below to show you the breakdown of the induction.

Week No:	Timings
Week 1 13 th April 2026 We will offer you and your child a chance to have a short one to one meeting with their new teacher. 14 th – 17 th April 2026 The children will be able to come to school for an hour and 15 minutes. PM session 2pm- 3.15pm	
Week 3 20 th April onwards	The children can stay for their full session if they are ready.

Lunchtimes for our 30 hour children

Children eat in our cloakroom area in Preschool. There is adult support to help children, although we encourage you to work on their cutlery skills over the holidays - children are expected to eat with a knife and fork, not their fingers. It may also be helpful if you went through your child's packed lunch options with them and the order in which they should eat their food, e.g. sandwich first then dessert.

Children in Preschool bring in a packed lunch. We cannot warm up food but you can buy containers that keep food warm if your child prefers hot food. We see lunchtimes as an important time for our young children to refuel ready for the afternoon so it is very important, they have a healthy lunch with only a small treat for dessert.

Making a flying start: Preparing your child for school

You can help your child to practise these things at home.

Children find starting school easier when you:

- encourage and praise their growing independence
- give reassurance and encouragement
- talk of school in a positive way as a place of fun and enjoyment
- remind them of all the new things they will learn and explore at school

Remember that your child needs to understand that you know and trust the class teacher and the school, that you expect things to go well and that you can talk to the school about any problems.

At the induction meeting you will receive a booklet that we would like you to share with your child. This booklet will contain information about each member of the team and the different areas of the school that they will be using. This will help your child become familiar with the staff and the setting before they arrive.

In addition to this, we will upload a video of their teacher reading a story. Your child can watch this from the comfort of their own home to become familiar with the teacher in Pre-school (More details of this will be given at the Induction Meeting)

Please see on the next page some examples of things you can do over the summer to help your child settle into school quickly and smoothly.

Intimate Care

As a school we recognise that children join preschool with different needs and at different stages of development. Where a child is not toilet trained and needs to wear nappies, we will work with families to develop children's independence in toileting. Parents will need to provide nappies, wipes and spare clothing. If a child is heavily soiled or distressed, we may contact parents to collect and care for their child's needs. Unless a child has specific medical needs, we would expect them to be toilet trained within the first term at school/preschool- a parent's failure to actively engage with toilet training will be challenged and, if there is no medical reason for a child to not successfully be toilet trained within the first term of them joining Manford, we will expect parents to come into school and change nappies as required. We support families in this important milestone and seek support of external agencies where appropriate. An intimate care policy is available from the school office.

ERIC, The Children's Bowel and Bladder Charity



**Wee and poo is
what we do!**

Is your child struggling with **toilet training, withholding, constipation and soiling, daytime bladder problems or bedwetting?**

We have over 30 years' experience of providing information and support for families dealing with wee and poo problems.

Visit our website:

www.eric.org.uk



Essential Skills

When your child starts school, it is important that he/she can do these things:



Take off coat and hang it up



Put on coat and fasten it



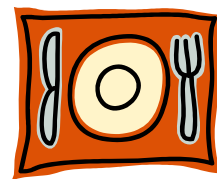
Change and fasten shoes



Dress and undress



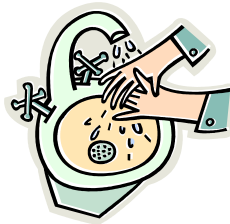
Use a tissue



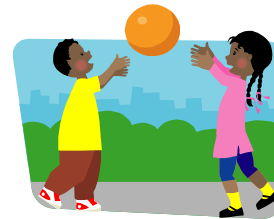
Sit whilst eating



Use the toilet properly and flush it



Wash and dry hands



Share toys and take turns



Help to tidy toys away



Recognise their name



Count to 5



Expressing their needs.



Using please and thank you.



Beginning to know right and wrong.

The Curriculum

As in all Early Years settings, we at Manford use the government's Early Years guidance to inform our practice and our curriculum. Children learn through a range of carefully structured play experiences to provide a rich and varied curriculum. There is a balance between child-initiated play and adult-led focused tasks to teach basic skills. Children work towards the Early Learning Goals which are national expectations for all children at the end of the Reception year.

There are seven areas of learning, each one with a set of early learning goals:

The seven areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development

(These are known as the prime areas of learning)

- Literacy
- Mathematics
- Expressive Arts and Design
- Knowledge and understanding

(These are known as the specific areas of learning)

Details of the early learning goals may be found in the DFES document entitled 'Development Matters'. This may be found via any internet search.

Please note that:

- Outdoor learning is an important part of all Early Years practice and we at Manford make the most of our outdoor facilities to maximise children's learning.
- We plan activities to meet children's needs which we assess through daily observations of their responses in both child-led and adult focus activities.

Learning about writing

The process of learning to write is a gradual one which firstly should be focused on developing children's fine motor skills in order for them to be ready to hold a pencil correctly.

Drawing and colouring is an important part of this process, which helps to develop their fine motor skills, strengthen their hand muscles, help develop a good pencil grip and co-ordination needed to control the pencil as well as confidence in making marks.

Being able to talk through their ideas is also an extremely important step towards learning to write. We plan lots of focus activities that enable children to practise their speaking and listening skills which will support them to express themselves clearly.

To begin with, children's writing will be no more than squiggles and marks. This is a very important first stage of early writing and needs lots of praise and encouragement.



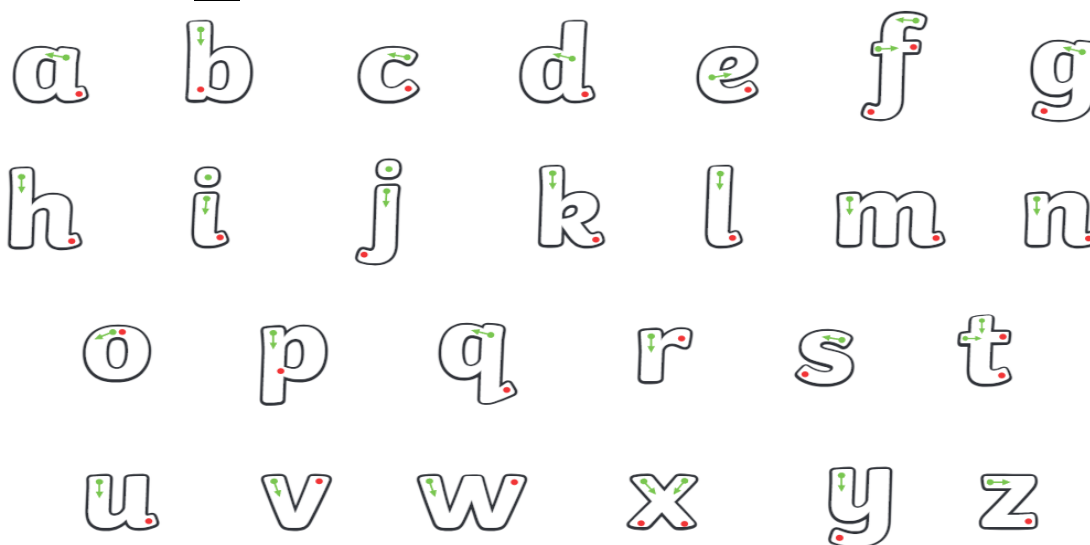
Parents can help by:

- Praising and encouraging your child's attempts at writing
- Showing an interest in what your child has written or drawn and asking them questions about it.
- Valuing what they have created by displaying it at home
- Listening seriously when they explain what their writing says, if they want, you can scribe their message next to their own writing.
- Drawing attention to letters and words all around them, eg. mail through the door, letters and words in shops, in books, on DVDs and the television.
- Drawing with chunky chalk in the garden
- Painting indoors or painting with water outdoors
- Encouraging them to add their own writing to your letters, cards, or make their own labels for toys.



Please note

If you practise writing letters with your child at home, please practise lower case letters and not capitals, for example; Amira, not AMIRA



Phonics

All children will be taught about letters and their corresponding sounds. This is divided into different phases (stages). Learning phonics is an important part of learning to read and write and in Preschool we will be doing lots of listening activities in preparation for learning the sounds of the letters in Reception. Children will also be taught:

- to use illustrations as clues to meaning
- to make predictions
- about story structure and characters

Reading

Children will be given a reading book once a week which must be kept in their reading bag and parents should read with them every evening. A 'reading record' is given to every child. This acts as a tool for home- school liaison. Parents are expected to write comments in the record every evening to keep teachers abreast of how well their child engaged with the book and listened. Teachers and support staff also write comments in the record whenever they read with a child. Please ensure your child brings in their reading book and record on a daily basis.

Parents can help by:

- **reading different types of books** with your children on a regular basis. Include a range of books, both fiction and information books.
- **joining the library.** We encourage parents to visit Hainault Library in Manford Way on a regular basis as joining a library early in a child's life can make a real difference to their later development.
- **Reading the print around them at home and in their local environment.**

Mathematics

Children learn to count, recognise numbers, add, subtract, measure and recognise shapes through a range of games and experiences using practical materials.

Parents can help by:

- taking every opportunity to count with their child (count claps, stairs, plates, toys etc)
- teaching the days of the week
- involving their children in shopping, allowing them to have some experience with money.
- encouraging their children to sort things e.g. sort socks by colour
- encouraging their children to compare length or height e.g. the length of their toys
- going on number hunts around the house and local area



Here are some general ways in which you can continue to support your child throughout their school years:

Show an interest

One of the best ways for you to help your child do well at school is to show interest in school and give a positive message about what happens there. When children know that their teachers and parents are interested and are working together to help them, they are more likely to be successful learners.

Modelling

Another important influence adults can have on the way that children learn comes from the way children see their adults learning. It helps if your child sees you as people who learn as well as people who know. Make sure they see you read, write and engage in some kind of mathematical task every day. For example, read the newspaper or a novel, write a shopping list, count out money.

Recognising effort

Children's confidence and wish to learn is based on their knowledge of what they *can do*. When they can nearly do something, a bit of encouragement and enthusiasm can make a big difference. This is much more helpful to children than doing something for them. If they are successful in the end – then the effort is worth making and they will get into the habit of trying hard.

What is The ZONES of Regulation?

The **ZONES** of Regulation is a curriculum full of a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

Some of the aims of The **ZONES** of Regulation:

- To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
- To gain an increased vocabulary of emotional terms so that they can explain how they are feeling.
- To gain insight into events that might make them move into the different Zones eg. disagreement with a friend, a certain subject being taught or a fire drill.
- To help children understand that emotions, sensory experiences, physiological needs (eg. hunger/lack of sleep) and environments can influence which Zone they are in.
- To develop problem-solving skills.
- To identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports (eg. use of putty at key times), calming techniques or thinking strategies.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel? sad tired bored moving slowly	How might you feel? happy okay focussed ready to learn	How might you feel? nervous confused silly not ready to learn	How might you feel? angry frustrated scared out of control
What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Assessment

Staff assess children through their daily observations and knowledge of their performance and attitude to learning.

Teachers report to parents on children's progress at regular intervals throughout the year.



Parent and school partnerships

Partnership between home and school is paramount to your child's academic progress and emotional wellbeing. Staff are always available to talk to parents about any concerns and we urge parents to read all school letters, Marvellous Me messages, Google Classroom updates and newsletters.

Parents are also expected to:

- Make sure your child attends school every day. We take attendance very seriously at Manford because poor attendance has a harmful effect on academic progress and emotional and social well-being.
- Inform the school office if your child is unwell and will not be in school.
- Attempt to arrange visits to the dentist/ hospital/ doctor after school wherever possible.
- Ensure your child arrives for school on time. It can be very distressing for a child to arrive during a lesson and, of course, they will miss important learning time.
- Ensure that where possible the same person collects your child from school every day. If you have arranged for someone else to collect your child, you must inform the teacher / office in the morning as we cannot allow children to go home with anyone unless we have been told. We have a password system in place for this.
- Collect your child on time. Waiting to be collected can be stressful for children at any age.
- Ensure your child wears suitable uniform and footwear and has coat etc appropriate for the weather forecast for the day.
- Inform the teacher of any accidents or incidents at home which may affect their happiness and progress at school e.g. family bereavement.
- Value what your child does at school by talking about the day, praising their efforts, skills and achievements. This can be difficult with little ones but we post prompts in our 'Ask Me About' section on Google Classroom every week to help you begin those conversations with your child.
- Read with them every night and discuss the book
- Ensure that your child has everything they need for school every day including a spare set of clothes which will be kept in school and their reading book.
- Please ensure that all items of clothing are permanently labelled with your child's name and class. When all children are wearing the same it helps enormously when the children have left it in their classroom or cloak room.
- Ensure that you attend meetings and workshops and make the most of drop in sessions, coffee mornings and parents' evenings to find out about school and discuss your child's progress.

Please note that we have a programme of meetings for parents to inform them of how we teach mathematics, reading, phonics and writing (amongst other areas of the curriculum). The meetings also give very helpful advice on how parents can support their children at home. They are practical and parents are given games and other activities which they can use with their children. Please look out for these on the school website and newsletters and make every effort to attend. We have always had very good feedback from parents who tell us that they are helpful but also a good way of meeting staff and other parents.

Some practical information

Jewellery

Please be aware that jewellery is **not** allowed to be worn in school, except small stud earrings.

School Uniform

We expect that all parents dress their children in school uniform. We believe that by wearing the school uniform children are encouraged to take pride in belonging to the school. It is also cheaper and more practical than other clothing. Please make sure that your child has a full school uniform and that they wear it every day. **All items of clothing (including shoes) must be named.**

Uniform consists of:

- Navy/ Grey skirt or tunic or trousers (joggers are fine in Pre School as long as they are grey or navy).
- White shirt or polo shirt
- Navy cardigan or sweatshirt (with or without logo)
- White, grey or navy socks or tights
- A plain coloured headscarf (optional)
- Black shoes or plain black trainers (No Shoelaces)
- Blue and white dress in Summer (optional)
- Book bag (no rucksacks or back packs)

Please note:

- All shoes should have good grip and no open toes please! Velcro fastenings are recommended as they are so much easier for 3-4-year-olds to manage and we discourage shoelaces. Velcro shoes also enable children to independently take off/ put on their shoes.
- Please don't forget to **purchase a book bag**. A reading scheme book is sent home every week with a reading record.

Uniform Suppliers

Our school uniform can be purchased online from; <https://myclothing.com/collections/manford-primary-school-6658> (sweatshirts, cardigans, polo shirts, fleeces, book bags and spare clothes bags). All the above items are also available from Unistat, 141 High Street, Barkingside IG6 2AJ. You may also purchase uniform from supermarkets, if you wish.

Spare Clothes

We ask that you provide a set of clothes that we can keep in school. It is very helpful to us when we have a spare set of clothes in school in case your child gets a little messy, soils themselves or gets wet. We do not always have the right size of spare clothes and often children get a little upset when they know it is not their own clothing.

We please ask that you provide the following: underwear, socks/tights, trousers, top and jumper and preferably a pair of plimsols

Outdoor play clothes

Your child will need a warm outdoor coat, gloves and hat for outdoor play.

It is also important that parents supply school with a pair of **wellington boots** for their child. These will be kept safely in school and used in the outdoor area for water play. Please note that school provides waterproof aprons for water play so that children do not get wet.

Toys in school

Toys from home are not allowed in school. They may be lost or damaged and they can cause arguments at times.

The Preschool Learning Environment

Preschool has its own entrance on Manford Way. To begin with, you can bring your child into the setting to help them settle. Soon they will feel confident enough to say goodbye to you at the gate and they will bring themselves into the classroom with the support of our team. This is the first step in becoming independent and confident in school. We are very lucky that we have a large garden with a sand pit, a hilly, grassy area, trees to climb and even a calm corner with a hammock! The children will be given access to bikes and scooters to work on their physical skills as well as practice climbing on the A-frame. Inside we have a miniature library, messy and artistic play area and a home corner. We set up tables throughout the setting with activities that will challenge your child and enable to practice skills that they are mastering.

Keeping in touch

We aim to provide as much information as possible to parents/ carers through regular meetings and 'drop in' sessions.

Early Years staff also:

- Provide a half termly topic leaflet giving information on current themes and activities
- Use a whole school app called 'Marvellous Me' you will need to download on to your phone. This can be used to communicate messages, reminders and tell you about great things your child is doing in school.
- Use 'Parent Mail' to send emails
- Add observations of your child to Target Tracker which will be shared with you regularly via Target Tracker Link.
- Upload home learning onto Google Classroom
- You can also use our year group email to message us preschool@manfordprimary.co.uk

Please note all passwords and detailed information for the mentioned platforms above will be issued to you in September.

Attendance

Starting school is the start of a lifetime of routines and the routine of good attendance is key to a successful future. As with all schools, we start this good routine early. The law says that parents must ensure children attend regularly. Holidays in term time are not allowed. Your child will inevitably get ill from time to time, coughs and colds are really common, especially in Reception and Year one where they play so closely together. Try and get them into school unless they:

- Have a high temperature (which you have checked)
- Are vomiting or have diarrhoea
- Have a sickness like tonsillitis or chicken pox

When children are away before or after a school holiday we may ask for medical evidence, particularly if your child's attendance is below 95%. We work closely with a company called EWS to help and support you when we have concerns about attendance. If your child is regularly away from school you may be subject to a fine called a penalty notice. Our attendance policy is on the school website.

Photographs

We often take photographs to record your child's experiences at school and these are used in your child's learning journal, on displays and sometimes in the newsletter or on the website. Parents are given a form on which they give permission for photos to be used in this way.

Keeping children healthy

We ensure that all children wash their hands after they come in from playing outdoors and before they eat lunch. Your child will pick up coughs and colds regularly in Pre-school. They should still come to school unless they are too sick, often they feel better once playing. We will always phone you if your child becomes unwell during the day. If your child vomits or has diarrhoea they need to stay away from school until 48 hours after the last episode.

Contact Information

School: 020 8500 2143 (Office hours 8am to 4.30pm)

Website: <http://www.manfordprimary.co.uk/>

School Office Email; admin.manford@redbridge.gov.uk

Year Group Email for Teacher; preschool@manfordprimary.co.uk

Please make sure you visit our school website and google classroom on a regular basis. You can link the calendar on the website with the one on your phone.

Child Protection

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

We believe that every person has the right to expect that any information or disclosure given in confidence will be respected. The views of every member of the school community will be valued, listened to and treated sensitively and constructively.

However, where that information relates to the safety and welfare of a child in our care, we must make it clear that the disclosure may be passed on to the relevant agencies in order to protect and safeguard the child.

The school follows national guidelines on child protection and at present the Designated Teacher is Mrs James (Assistant Headteacher)




As a listening school we always respond when a child shares something with us that worries us. In most cases we will call and discuss things with you but in some cases, we will phone Children's Social Care at Redbridge and ask for advice. All of this information is detailed on our website.

We hope that you have found this booklet informative. If you have any further questions, please feel free to contact us in school.

Keeping you safe

Have a worry or concern about a child's safety?

You can speak to any adults at school about anything that is worrying you. However, there are three adults who have a special job of keeping you safe; we are always here to listen and help:

<p>Mrs James</p>  <p>(Designated Safeguarding Lead)</p>	<p>Miss Gibbings</p>  <p>(Deputy Designated Safeguarding Lead)</p>	<p>Ms Clarke</p>  <p>(Deputy Designated Safeguarding Lead)</p>
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Our school is committed to safeguarding and promoting the welfare of children and expects 'all' staff, as well as volunteers to share this commitment.

Manford Primary School recognises that all staff and governors have a full and active part to play in protecting our pupils from harm. The safety and welfare of our students is our paramount concern. In cases where a child is suspected of being a victim of physical or emotional harm or neglect it is the responsibility of the school designated staff member to take appropriate action. This may mean monitoring the behaviour of a student or making a referral to an outside agency, such as the Child Protection Agency. Full details of the role of the designated staff member and school's responsibilities with regard to child protection procedures can be found in the Manford Primary School Child Protection Policy which is available from the school and on the website.

Ms M Roberts *is our Child Protection Governor*

Safeguarding and Child Protection- what is our procedure when we have concerns about a child or family?

*Manford is a safeguarding community where: **everyone** sees, **everyone** hears and **everyone** is responsible.*

Our school is committed to the safeguarding and welfare of children and young people and expects all its employees to share this commitment.

Further information can be found: <https://www.manfordprimary.co.uk/safeguarding-at-manford/>

We deal with a huge range of concerns, some because of things we notice and some because of things children or parents tell us. We always listen to children when they tell us that they are worried, upset or frightened. All staff receive safeguarding training each year. In addition, we have a fully trained and experienced team of Safeguarding Officers in school, led by Mrs James and Mrs Anderson.

The flow diagram below is from our staff handbook and sets out the procedures we follow when we have concerns.

If a child shares a concern, or something of concern is observed, consider whether urgent action is needed – i.e., the child is at immediate risk of death or has significant injuries; if this is the case immediate medical treatment and police involvement should be sought.

In most cases there will be sufficient time to take this information to the **Designated Safeguarding Lead (DSL)** or **Senior Safeguarding Team (SST)** by logging your concern on CPOMS. If an immediate response is required send a 'Red Card' to the SLT Room and a member of the SST/DSL will attend immediately.

Record the date and time and give as much detail as possible. Record word for word

SST to check any previous concerns/concerns related to siblings.

Find out further information from the child/ other siblings if necessary.

Assess the risks using LSCB document **Are you worried about a child?** This includes threshold documents.

<http://www.redbridgelscb.org.uk/wp-content/uploads/2016/04/LSCB-MA-Threshold-Summary-Documents-September-2018-Final.pdf>

Where appropriate share concerns with the parent. Concerns should not be shared with the parent if it could place the child or any other children at further risk or if advised by MASH team. If in any doubt seek advice from **MASH** team.

After the **MARF** has been sent, a decision should be made within 24 hours by the social work team. If the school does not get a response, the school should follow up by telephoning or emailing **CPAT**.