

Welcome to **the nest**

Nursery and Reception



The Nest Team

Teachers:

Miss Baldwin – Monday-Friday

Miss Alderson – Monday-Friday

Mrs Best – Monday-Wednesday

Mrs Wingrove

Learning Support Assistants:

Mrs McCarthy

Mrs May

Mrs Croall

Mrs Mitchell

The Early Years Foundation Stage (EYFS)

Our Curriculum

In Nursery and Reception, children follow the **Early Years Foundation Stage (EYFS)** curriculum. Learning is carefully planned through a balance of:

- Adult-led teaching
- Child-initiated play
- Indoor and outdoor learning
- Small group activities
- Whole class carpet sessions

Children learn best through play, exploration and hands-on experiences. Our aim is to nurture confident, curious and independent learners who enjoy coming to school every day.

The 7 areas of learning

The EYFS curriculum is made up of **7 areas of learning**.

Prime Areas

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

Specific Areas

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

These areas are taught throughout the day through play, exploration and focused teaching activities.

Learning through play

Play is the way young children make sense of the world.

During Continuous Provision, children can:

- Explore independently
- Solve problems
- Develop friendships
- Build confidence
- Follow their interests
- Practise skills taught during adult-led sessions

Our role is to observe, support and extend children's learning through meaningful interactions.

Reading and Phonics

Reading is one of our biggest priorities.

Children will:

- Take part in daily phonics sessions.
- Bring home reading books to enjoy with you.
- Develop a love of stories through daily story times.

Please try to read together for **5–10 minutes each day**. Little and often makes a huge difference.

Independence

One of our main goals is helping children become independent.

We encourage children to:

- Put on and fasten their own coat.
- Eat their lunch sensibly and safely
- Wash and dry their hands.
- Use the toilet independently.
- Tidy away resources.
- Look after their own belongings.
- Make choices and solve simple problems.

You can really help by encouraging these skills at home too.

Outdoor learning

We use our outdoor area every day.

Please ensure your child comes to school with:

- A waterproof coat every day.
- Suitable footwear.
- Named clothing.

As the weather changes, please also send hats, gloves or sun hats as appropriate.

Working together

- Children make the greatest progress when school and home work together.
- You can support your child by:
- Reading together daily.
- Talking about their day.
- Encouraging independence.
- Naming all clothing and belongings.
- Ensuring they arrive on time each day.
- Thank you for your support—we really value working in partnership with you.

Safeguarding



ARE YOU CONCERNED ABOUT A CHILD?

1

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY



DSL
Mrs Dennis
Headteacher

Deputy DSL
Mrs Robinson
Assistant Head

Deputy DSL
Mrs Wingrove
Assistant Head

MEET YOUR SAFEGUARDING TEAM

Please do not leave our school site without sharing your concern, even if it's just a feeling...

Always act on a concern.
Make a written record and share it with our DSL team immediately.

REMEMBER, IT COULD HAPPEN HERE.

COURAGE

RESPECT

COMMUNITY

Safeguarding

- **What does safeguarding look like at St Paul's?**
- Children knowing who they can talk to in and out of school
- PSHE lessons
- Assemblies
- Directed conversations with pupils
- ELSA support
- Family support

Safeguarding

Safeguarding is everyone's responsibility

- St Paul's is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the safeguarding processes to avert and alleviate any such problems.
- If you are ever concerned about the safety or well-being of someone at our school, please talk to one of the school's Designated Safeguarding Leads (DSLs). See below for information.

OUR DESIGNATED SAFEGUARDING LEADS (DSLs) ARE:

- Mrs C Dennis - DSL
- Mrs K Robinson - DDSL
- Mrs K Wingrove - DDSL

Safeguarding

- St Paul's expects all staff, parents and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which can be found on our school website.
- Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. If a member of staff is concerned about a child's welfare, they will record their concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day.
- If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher themselves) who will consider what action to take.

Racism

What is racism?

- Racism is when someone is discriminated against (singled out) because of their race, the colour of their skin, their nationality, their accent or first language, or their ethnic or national origin. Other examples of racism include: Making fun of someone's name.
- Racism is when someone is treated unfairly or unkindly just because of the colour of their skin, where they come from, or what they look like.

St Paul's has Zero Tolerance for Racism

Racism

St Paul's has Zero Tolerance for Racism

Clear Stance

- Our school has a zero-tolerance policy towards racism – no exceptions.

Leadership Commitment

- Senior leaders model this policy and call out racism clearly and firmly.
- We use the word racism directly, not softer language.

Inclusive Culture

- We reflect on and strengthen our school culture to ensure every child feels safe, respected, and included.
- We actively celebrate diversity, equity, and inclusion in our classrooms and community.

**RACISM WILL NEVER BE IGNORED, MINIMISED, OR
TOLERATED IN OUR SCHOOL.**

**TOGETHER, WE FOSTER A SAFE AND INCLUSIVE
ENVIRONMENT FOR ALL.**

Examples of Racism

- Not wanting to play with someone because of skin colour or hair type. Example: A child says, “I don’t want to play with her, her skin is too dark,” without understanding why that’s hurtful.
- Making fun of someone’s language or accent. Example: A child laughs when a classmate speaks English differently, thinking it’s just funny, not knowing it can make the other child feel excluded
- Commenting negatively about food from another culture. Example: Saying, “Ew, that food looks weird,” when a friend brings a meal from their culture.
- Assuming someone can’t do something because of how they look. Example: Saying, “You can’t be the princess in our game because princesses have blonde hair,” without realising that’s based on stereotypes.
- Repeating things they hear from adults or media. Example: A child overhears a biased comment at home and repeats it at school, not knowing it’s discriminatory.

Special Educational Needs and Disabilities (SEND) at St Paul's

How we identify, support and review children's additional needs

PUPIL PASSPORT

For children whose needs can generally be supported in class, with some additional help.

- Practical strategies and adjustments
- Reviewed during the year if needed

SEND SUPPORT PLAN

For children requiring a higher level of targeted support.

- Clear outcomes and provision
- Reviewed at planned points

SEND Support Plan review cycle | 2026–27 – this is a new review cycle ending at the end of each half term rather than full term



YEAR 6

Plans reviewed by the end of Year 6 to support transition to Year 7.

YOUR FIRST STEP

Concerns about progress? Please speak to your child's class teacher first.

NEED MORE HELP?

If further guidance is needed, please contact Mrs Robinson, our school SENDCo, via the office.

Introducing Medical Tracker

Medical Tracker is a platform that allows us to inform parents/carers of first aid incidents and medication administration by email but it also allows us to analyse the data we record.



medicaltracker

Why we're changing

- Going paperless
- More effective communication
- Lower environmental impact
- No more notes going astray on the way home

Private & secure: registered with the Data Protection Registrar — your information is never shared. Add donotreply@medicaltracker.co.uk to your safe senders list.

Why it is beneficial for you:

1

Tracked incidents

We record and track every first aid incident involving your child.

2

Tracked medication

We record and track all medication administered to your child.

3

Instant email alerts

You're notified by email right after a first aid incident.

4

Medication updates

You're notified by email as soon as medication is given or if your child's medication is due to expire.

Please remember that it remains your responsibility as parents/carers to inform the school promptly of any changes to your child's medical needs, as we can only act on the information we currently hold.



The Nest



Breakfast Club — 7:30am

- £9 per session
- Breakfast provided

After-School Wraparound — 6:00pm

- £18 per session
- Cold tea/snack provided

Booking

- Book through **ParentMail**
- Bookings can be made **up to midnight the day before**

Cancellation

- Cancel **at least 48 hours before** the session to receive a refund



thenest@stpaulswooburn.school



Important reminders

Wear PE kit to school on **Wednesday**.

Please remember:

- Everything named.
- Reading books and diaries brought in every day.
- Water bottle every day.
- Weather appropriate clothing.
- Inform us of any changes to contact details or medical information.