**Parents Handbook for 2018**

Head Teacher’s Welcome Letter

Vision and Mission Statement

About Us

Aims and Objectives

Our School Core Values

Our Curriculum

Assessment, Reports and Parents’ Interviews

Home School Agreement

School Policies

**Welcome Note**

**Dear Members of Blooming Heritage School Family**

I warmly welcome all of our new parents along with our continuing families to the new academic session and I look forward to working with you to help your child/children reach their fullest potential. Life in school should be carefully and skillfully concocted and orchestrated in order to create fun and lasting memories for every child, whilst molding character and lifelong skills in them. Our role is to ensure that we give the necessary support and encouragement to all pupils within our learning environment. Our pupils have the responsibility of being the best they can be. We encourage each child to aim high, whether it is in the classroom or during co-curricular activities. We recognise that the young people in our care are part of a three way partnership which also includes parents and teachers. It is vital that parents are ready to have open dialogue with teachers and administration to create a partnership that is dynamic and successful. We are extremely excited about this year as we look forward to once again celebrating the many kinds of excellence that come with being a member of the Blooming Heritage School family. Exciting possibilities await every child. I look forward to working with you to make your child’s journey through Blooming Heritage the finest, most educating and exciting.

Mrs Adedunke Abiri

Proprietress.

**VISION STATEMENT**

BHS is a forward thinking school committed to raising lifelong learners who are equipped with skills to be high achievers, leaders per excellence and pillars of national and global transformation.

**MISSION STATEMENT**

Nurturing and inspiring a love for learning, building confidence, independence for the attainment of each child’s fullest potential.

**Our LIVING VALUES**

These values are inculcated and they form the everyday aspects of the children’s life.

T - Tolerance

H- Honesty

R- Resilience

E- Excellence

A-Appreciation

D-Diligence

**ABOUT US**

Blooming Heritage School was established in the year 2013 and was born out of a need to provide a standard based wholistic education to children in a calm serene and nurturing environment that emphasises core values and skills, discipline and excellence in order to prepare them to achieve their fullest potential in life. Each child is challenged and encouraged to achieve excellence through character development, hard work and diligence. Over the last few years the school has grown from Early Years to Primary Years. Each year, a new year group was created and we have now reached full capacity of Early years to Year 6. Although the school is still growing and developing, we are always eager to take new initiatives that will make a positive difference in the lives of the children we teach.

At Blooming Heritage School, our aim is to provide a well rounded, all encompassing education in a fun and exciting environment in which the teachers love, care and educate, thereby making the children feel valued and confident about themselves. Pupils are at the heart of all decision making process without any compromise on the highest quality of teaching and learning.

We focus on raising independent, critical thinking children. Just as the school motto “Life Long Learners” we believe that children should see learning as a journey rather than a destination. Hence, we engage in creative and innovative teaching that engages pupil’s interest and inspires a love for learning.

We have a team of well trained professional teachers who support and appreciate the unique abilities of every child. They ensure that all children have equal learning opportunity to achieve academic excellence through high quality, child centered teaching methodology in a safe, serene and conducive environment.

**Our general aims are to:**

* Create an environment where children can be happy, safe and confident about themselves.
* Love and tenderly care for the children so that school is seen as home away from home and a citadel of learning.
* Instill confidence, compassion and courtesy, in addition to a tolerance and respect for others.
* Support and encourage children to be independent thinking learners and lifelong learners.
* Provide a stimulating environment which caters for all learning styles (auditory, kinesthetic and visual learners.)

**Our Educational Aims are to:**

* Provide a well rounded, child centered curriculum which caters for all areas of learning.
* Teach, direct, support and encourage the children to attain their fullest potential.
* Help children to adapt to the challenges of a fast changing world.
* Raise independent thinking learners who believe strongly in their ability and capability to achieve.
* Set high, challenging and achievable expectations for the children.
* Provide an all encompassing learning that focuses on knowledge, understanding, application, evaluation, analysis and synthesis.
* Provide a rich and stimulating approach to Literacy, Numeracy and Science, ensuring that children can apply their learning to all aspects of life.
* Use formative and summative assessment to inform the next steps in the children’s learning.
* Provide equal opportunities for all children.
* Help children develop the ability to persevere in the face of challenges;
* Develop a hygienic and healthy lifestyle.
* Encourage children to develop their aesthetic abilities and appreciation of the world around them.
* Raise readers who will become the future leaders.
* Work with the parents to bring out the best in their children.

**OUR CURRICULUM**

BHS teaches the National Curriculum for England (popularly known as the British Curriculum) with Early Years Foundation Stage and the Primary Years which consists of the Key stage 1 and 2.

**EYFS:**

The Early Years Foundation Stage (EYFS) in Blooming Heritage School sets standards for the learning, development and care of children from birth to 5 years old. We aim to provide young children with educational experiences which will enable them develop a positive approach to learning. By creating learning experiences where children feel at home, they are more willing to learn new concepts and ideas.

We teach through enquiry based themes which are planned to ensure clear progression in knowledge and skills. We have a central focus on developing critical curiosity, reasoning and reflection, motivation and resilience, building from the characteristics of effective learning in the EYFS. The Early Years classes include: Play group 1, Playgroup 2, Nursery and Reception.

**EARLY YEARS FOUNDATION STAGE CURRICULUM**

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The Early Years Foundation Stage is the statutory framework for all Early Years settings working with children from age 0-5 years since September 2012 and it is premised on the four basic principles.

These are:

* Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
* Children learn to be strong and independent through **positive relationships**.
* Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or guardians;
* **Children develop and learn in different ways and at different rates**.

The framework covers the education and care of all children in early years, including children with special educational needs and disabilities.

The Early Years Foundation Stage is divided into 7 areas of learning and development. These are:

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

These three are the prime areas and they form the basis for better application in other areas. It is believed that growth and confidence in these areas will form the basis for which children will flourish in the four other areas which are:

* **Literacy;**
* **Mathematics**
* **Understanding of the World;**
* **Expressive and Creative Development.**

For each area of learning, the children are working towards a set of statutory early learning goals. These goals establish expectations of what most children will be able to do by the end of the EYFS (Reception) year of their education.

BHS uses the early learning goals and their developmental steps to help record and celebrate each individual child's progress and achievements, enabling us to provide the right activities to help all of the children to achieve their potential.

**PRIMARY YEARS**

The Primary Years curriculum recognises the importance of developing a whole child. It caters to acquiring interpersonal and intrapersonal skills which are essential in today’s rapidly changing world. It also equips children with the ability to think critically, apply learning and develop flexibility and creativity which will help them not only as children but help to serve them later as adults.

The Primary Years document includes Key stage 1 and Key stage 2

**KEY STAGE ONE (KS1) and Two (KS2)**

In both key stage one and two, reading and writing of fiction and non-fiction texts is emphasised and this is based on different types of stories and writing genres. Reading comprehension, spelling (encoding and decoding) is based on the use of phonics and knowledge of high frequency words.

Mathematics (Numeracy) is also a core subject at this stage. As part of effort to comply with Nigerian standards, Quantitative and Verbal Aptitude has been introduced into the curriculum and the provisions. Numeracy is now higher than what the British curriculum stipulates in order to ensure that our children can compete favourably with other children in mathematics. A list of learning objectives will be sent home half termly and we hope that this will serve as a useful guide to parents to support their children and be aware of what is being learnt in school.

Science, Information and Communication Technology are also core subjects which receive regular attention. In addition to these key subjects, children offer courses in Arts and Design, Design and Technology, History, Geography, Personal Social and Health Education, Physical Education, Music, French and Religious Education.

**Each class is expected to have a maximum of 15 children with Class Teacher and a Teaching Assistant or Minder for the Early Years classes. For Primary classes, specialist teachers include; Art and Crafts, Computing, Music and French.**

**ASSESSMENT,REPORTS AND PARENTS’ INTERVIEW**

The school engages in both formative and summative assessment using a wide range of tools and techniques. This includes weekly spelling test and mental math tests, Half term assessments, SATs assessment which covers Reading, Spelling, Punctuation and Grammar (SPAG) and in Mathematics Arithmetic and Reasoning exams. As part of ongoing/ formative assessments, assessment for Learning (AFL) is used on a daily basis in each class to assess children’s understanding and assimilation of concepts learnt.

Whilst we believe strongly that weighing the pig does not fatten it, we take formative and summative assessment with utmost importance and this informs the next steps in planning.

Without a shadow of doubt, our curriculum is raising 21st century compliant leaders. It equips children with lifelong skills that ensure they can face whatever challenges life throws at them with determination and resilience.

Reports are usually sent home on a termly basis. The report contains a written summary of children’s performance during the term. This the teacher does by reflecting the child’s strength, his area of improvement and suggestions to help the child meet the expected target for their class.

Once reports are sent home, it is usually followed by **Parents Interviews**. The emphasis of this meeting is for parents to interact with their child/children’s teacher to discuss their performance and work out ways to improve their learning.

**SCHOOL POLICIES**

**HOME WORK POLICY**

Home work is an important aspect of the learning process in Blooming Heritage School. It is a logical extension of classroom activities designed to enable a child work independently. It not only reinforces and enriches the skill introduced but home work also serves to increase responsibilities.

Parents play an important role in this process. We request that parents ensure that all assignments are completed, provide a set time each evening designated for home work (or just reading), establish a comfortable, quiet space for your child and have pencils, paper and rubbers available. You may also supervise the completion of homework to the point of seeing that your child completes his or her responsibilities.

In Blooming Heritage School, we handle very young children and as a guideline, children under age 3 are not generally assigned home work more than twice a week, while children under 5 are not assigned home work more than three times a week. This is because we want our children to be well rested before school the next day to enable them be very active participants in their classrooms. However, children above 5 are assigned homework everyday of the week.

**BEHAVIOURAL POLICY**

The purpose of this policy is to reflect the school’s vision and the aims and ethos of BHS. It is also designed to promote good/ positive behaviour. This behaviour policy has been devised with regard for the health, safety and welfare of all members of the school community.

**This policy seeks to set guidelines that support;**

* Effective learning and teaching.
* Enhance self-esteem and social skills.
* Self respect and in turn respect for other.
* Independence, accountability and self discipline.
* Respect for property and the environment of the school and local community.
* Appropriate skills and attitude in relation to playground behaviour.
* Disruptive free environment.

**The Need for Positive Behaviour**

Good/ positive behaviour and discipline are key foundation for good education. Without an orderly atmosphere effective teaching and learning cannot take place. We expect and insist on the highest standard of behaviour throughout our school. Whilst we have a number of rules, our behavioural policy is not primarily concerned with rule enforcement. However it is a means of promoting good relationship and good manners.

**School Rules**

1. We use kind words
2. We listen to others
3. We walk at all times
4. We take turns
5. We come early to school and all functions
6. We do our best all times
7. We should be truthful and honest at all times
8. We talk quietly
9. We maintain a healthy lifestyle(e.g. washing our hands regularly)
10. We handle school property with care
11. We apologise for wrong doing
12. The use of the words please, thank you are compulsory
13. We bring everything needed to ensure learning e.g. P.E Clothes, book bag, home work e.t.c.
14. Treat each other, the way you want to be treated.

**Right and Responsibilities**

**Staff**

|  |  |
| --- | --- |
| Rights | Responsibilities |
| To be supported by peers managers | To ask for support when needed |
| To be listened to  To share opinions | To listen to others  To give opinions in constructive manner |
| To be treated courteously by all others in the school environment | Be a positive role model |
| You have to know it, so that you will be able to pass it to the children. | You should ask to know |
| To receive appropriate training to increase skills in behaviour management | To support other in developing their skills in promoting positive behaviour.  To acknowledge areas of own behaviour management skills that could be developed |

**Pupils**

|  |  |
| --- | --- |
| Rights | Responsibilities |
| To be treated with respect | To behave respectfully to others |
| To be safe | To behave in a way that keeps other and self safe  Taking turns while playing |
| To learn | No disturbance during lesson  To attend school regularly (informing)reason for not coming to school and why |
| To make mistakes | No making fun of others |
| To be listened to | To listen to others  Children should learn to respect their fellow pupils |

**Parents/ Carers**

|  |  |
| --- | --- |
| Rights | Responsibilities |
| To be treated with respect | To behave respectfully toward staff and children |
| To be kept informed about | Concerns about their child’s learning and wellbeing  To ensure their child attends school regularly and punctually. |
| To have access to information on the school’s procedures for positive behaviour | To acknowledge/respond to information and share concerns |
| To have concerns taken seriously | To share concerns constructively |

**Parent**

1. Parent should support the school when reasonable sanction to punish a child has been used.
2. Parent should promote positive behaviour at home in other to have a consistency between home and school.
3. Parent should contact the class teacher if they have any concerns about the way their child has been treated.

**Reward System**

* Verbal praise by the teacher.
* A written comment on the child’s work.
* Any child that has observed the good behaviour criteria gets 1 point for a day.
* When a child gets up to 25 points he/she visits the head teacher for a reward stamp and a note to take home.
* Assembly recognition for a child who gets up to 40 points in a term. A badge is presented to the child to wear.
* At the end of the academic session the child who gets up to 50 points in each term gets a reward cup and a certificate.
* The reward system starts afresh every term.

**Good Behaviour**

Respect

* Respect other people’s opinion
* Listen to what others have to say before giving your opinion
* Greeting properly
* Using kind words always
* Obeying instructions from teaching and non-teaching staff

Routine

* Taking turns in every activity
* Bringing your homework to school on appropriate days.
* Active participation in class and school activities.
* Finishing set task on time.

Responsibilities

* Coming to school early and neat
* Not living any of your property in school when leaving.
* Making sure sitting area, book tray, reading corner and school bag corner are tidy always.
* Caring for School property.
* Always making you sure you are properly dressed throughout the day.
* Bringing your P.E kit on the appropriate day.

**Behaviour Chart**

To encourage good behavior as much as possible, the school has a behavioural chart that will be sent home on a daily basis. Parents are required to sign and send back to the school.

**UNIFORM POLICY**

Children from Playgroup Two to Six wear uniform. All items of uniform MUST be clearly labelled with the child’s first and last names.

Play group 2 uniform comprises of green and red branded BHS T-shirts worn with blue or black bottoms. The t-shirts will be worn on alternate days.

From Nursery – Year 6, children will wear the full school uniform every day except Wednesdays for Primary Years children when they come to school in their P.E uniform. All children must wear uniform including socks and ties at all times. Unkempt items of clothing will not be allowed into the premises.

Shoes: Children should wear black shoes with their school uniform and trainers with their P.E uniforms.

Hair: Attachments and extensions are discouraged. We do not allow beads on hair except in green and white colours.

Earrings: For safety reasons, we allow only studs earrings (for girls only).

**LIBRARY BOOK POLICY**

At BHS, we believe readers are leaders and as such, we encourage our children to read regularly. The school has a reading scheme (Oxford Reading Books) to enable the children to be fluent readers. These books are accessible to children from Nursery to Year 6.

Every child has a library card which they use to borrow books from the school library. All library books have cards. When a child borrows a book, the card is removed from the book and placed in their library cards. Teachers will always supervise the children at school whenever they use library books. We ask parents to do the same at home so as to teach and encourage our children to responsibly care for their books.

Also, the library policy is that parents bear the cost of lost, destroyed or damaged books which are borrowed by their children. In such cases, the school sends a lost/damaged book ticket to the parent detailing the nature of the damage and the cost of the book. Parents can either replace the book or pay.

It is pertinent to know that the school will give books to children whether or not they misplaced or damaged a book. Parents cannot dictate to the school not to give their children books.

**GENERAL INFORMATION**

**TERM DATES**: The school operates three terms in one academic session. First term runs from September- December, second term is from January- April while third term runs from April-July. Termly calendar are sent to parents so they can use it to plan their holidays and avoid absences during term time.

**ADMISSION**: Pupils are admitted into the school at the beginning of every term. Our academic session begins in September**.** The admission process begins with the payment of a N5,000 registration fee. Thereafter, we administer an entrance assessment. The purpose of the assessment is to enable us know the child’s strengths and weakness and also assess their suitability for a particular class. The outcome of this assessment is discussed with the parents by the management staff. Upon completion, parents are advised to pay the complete fees.

We also have an age policy accompanying the admissions into the school. All children must meet the age requirement for their particular class as at 1st of September in the year of admission as indicated below.

|  |  |
| --- | --- |
| CLASS | AGE |
| Playgroup 1 | 15-23months |
| Playgroup 2 | 2-3 years |
| Nursery | 3-4 years |
| Reception | 4-5 years |
| Year 1 | 5-6 years |
| Year 2 | 6-7 years |
| Year 3 | 7-8 years |
| Year 4 | 8-9 years |
| Year 5 | 9-10 years |
| Year 6 | 10-11 years |

It is important to note that the school strictly adheres to this policy. Any parent who insist despite advice from the school to go against it must sign an undertaking letter to the same effect.

**COMMUNICATION**

The school communicates regularly with parentsto provide information about school activities, children’s progress, term dates and any other issues that may arise during the school year.

The main means of communication is by letters and newsletter sent home from the school Registrar’s office. These are sent to every family as required. We also send regular text messages from the office phone number. The school phone line is open from 6:30 am-6:30p.m every day. We encourage parents to contact us during these hours for effective service delivery. In addition, we also advise parents to check their inbox at least once every evening for emails.

Daily communication between the class teacher and the parent is done through the communication book. Teachers write short notes on this book to relay information to parents on how their children are settling in and developing within the confines of the school environment and the learning opportunities provided. Homework assigned is also indicated on this book. We encourage parents to read this book every day and also use it to pass information to class teachers on issues relating to the child’s academics, homework and classroom experiences.

**BUS SERVICE**

This service is intended to be an effective option for parents. We wish to ensure the children arrive to school on time and are dropped home in good time. In order to achieve this, the following conditions will apply;

Children should be ready for pickup by 6:30am

For children using the bus service in the morning, the wait time will be a maximum of 3minutes. After the three minutes, the bus will go without the child. The parent will have to drop the child or children off at school.

The bus leaves school ten minutes after closing time for drop off. It follows a planned route for dropping the children. The routes are chosen with due regard to the quickest time it will take to drop all the children home.

Parents should ensure that there is someone to receive the children. in the event, no one is at home to receive the child or children after 5 minutes of waiting, they will be dropped after all the children in the bus have been dropped.

**ATTENDANCE/ABSENCES**

School opens from 7.00am to wobblers and toddlers and 7.40a.m for the older children.

For pupils to benefit from the educational opportunities provided by the school, they must attend school regularly. Regular attendance reflects commitment, maximises potential for educational achievement and presents a positive public image of the school. Consequently, attendance and registration arrangements are important and must be seen to be regarded as such by pupils. Ineffective registration or poor follow-up procedures can provide a breeding ground for truancy.

Parents are responsible for ensuring that their children attend school. We therefore encourage our parents to please bring their children regularly and on time to school so that they are properly settled in before the day’s work.

Our school is responsible for checking attendance, contacting parents when concerns exist and dealing promptly with absences during the school day. Kindly inform the school admin office where a child is sick or will be absent from school for any reason. The provision of a communication book assists in good communication between home and school and may explain why a pupil is having temporary difficulties with his/her learning experience or any reason for absence.

**SCHOOL FEES POLICY**

**GUIDELINES FOR PAYMENT**

1. Tuition and fees can be paid in full for the entire year or per term. Parents who pay the full annual fees within ten working days from the first day of resumption will receive a 5% discount on tuition fees.
2. All payment or 70% of the school fees MUST to be paid on or on the day of resumption. Children whose fees have been settled will be issued with a clearance card. The card serves as access to the school. Any child who does not have a clearance card on the first day of resumption will not be allowed into class.
3. New pupils enrolling any time before or after the midterm will pay tuition fees for the full term except otherwise agreed by the management.
4. For payments made by cheque, POS or wire transfer, if the amount received by the school is less than the actual school fees, the parent will be required to pay the balance.
5. Parents MUST write the name of the child as the depositor and not the name of the parent. This is because the school records only pupil’s name.
6. Fees paid are neither refundable nor transferrable – no refunds, reductions or set-offs will be made in the event of a child’s absence or withdrawal from school.
7. Fee Payment by a Third Party: An agreement with any third party (such as an employer, grandparent or other guardian) to pay school fees or any other sums due to the school does not release the parent from liability if the third party delays or defaults. It is the responsibility of the parent to ensure that all fees are paid by the relevant due date as set out in the Fee Schedule.

**LATE PAYMENT**

Unless otherwise advised, parents should pay their children’s fees on or before due date. If fees are not paid on time, the school will;

1. Notify parents one week after payment is due that it is late and should be paid.
2. If the payment is made within two weeks after it was due, no penalty will be charged.
3. If the payment is 2 weeks late, the bursar will immediately call the parents for a meeting, or if this is not possible, write to the parent with a final warning.
4. Late payment attracts an additional charge of 5% per month of the total outstanding tuition after due date.
5. No reports will be given to a child whose fees have not been paid.

Parents who are having difficulty paying the fees should contact the proprietress to avoid the late fee charge. If appropriate, the proprietress may arrange a payment plan for the outstanding fees for approval by the Board of Directors.

The withholding of education to the child is the final position and will be taken if the fee remains unpaid. Notice of pending withholding of education will be served on a child if the child is one term (or as the Management may determine) behind payment schedule and no schedule of payment agreement has been entered into with the management of the school.

**PAYMENT PROCEDURE**

**Cash**: In compliance with CBN cashless policy, we no longer accept cash in the school. Cash payment can be made via the school account.

**Transfer**: We accept bank transfers. The child’s name should be indicated on the purpose of transaction for accounting purposes. A copy of the transfer instructions must be forwarded to the school as proof of payment. BHS will only issue an official receipt when it is confirmed that the amount has been received in full in the school account.

**Point of Sale** (POS) **Terminal**: The school has invested in POS terminal and it is available for interested parents. Payment must be made in the full amount of the invoice value. (Kindly note that all bank charges including POS charges are the responsibilities of the payer)

**Cheque**: Cheque can also be issued for payment of school fees. Please note that cheque should be issued in favour of **BLOOMING HERITAGE SCHOOLS LTD.**

**For further enquiries please contact the school office by calling 08180342163 or send an email to** [**Bloomingheritageschool@gmail.com**](mailto:Bloomingheritageschool@gmail.com)**. This policy has been put in place to enable us maintain a high standard as well as to offer you better customer services. Thank you.**

**PICK UP/LATE PICK UP**

The school closes at 2pm every day except on Mondays (3.30) and Fridays (1.00). Parents are encouraged to pick their children latest 2.30 pm. The reason is that the teachers and staff are usually engaged after school and as such the children are unsupervised. Unsupervised children often leads to accident, truancy etc. Anything later than 2.30 will attract a late pick up fee of N1000 per hour.

**CO-CURRICULAR**

The school extra-curricular activities include clubs and after school care.

AFTER SCHOOL CARE- The school operates an after school care for children whose parents are unable to pick them up at 2.00pm. It runs from 2pm -5.30pm every day. The children take a nap, after which they are expected to complete their home work and play games.

CLUBS- The school run club activities on Monday and Wednesdays from 2:30-3:30pm. They include Ballet, Taekwondo, Arts and crafts, Orchestra, Zumba/Aerobics, Board games, Theartre/Dance, French, Cool kids for Christ, Coding, Swimming, Bead making, Sewing and Knitting etc.

Club fees should be made before club begins and this should be clearly communicated to the school.

**BIRTHDAYS**

At BHS, we understand that birthdays come once in a year and we are happy to celebrate with our children. Parents are encouraged to come with a cake and drinks (not fizzy) to celebrate their children’s birthday. The school discourages party packs for children. All celebrations will be by 12.00noon for Early Years Department and 11.15a.m for Primary Years children. Kindly adhere to the timing to avoid distorting the children’s lesson for the day. Also, note that this celebration should not last more than 15 minutes.

**CRECHE (BELOW 2YEARS)**

We run a Crèche programme for children below the age of 18 months. School opens for Crèche children from 7:00am to 6:00pm. The Crèche closes for Christmas and New Year holidays for a period of two weeks.

***Feeding/Hygiene:*** At the start of school, parents are required to fill the application form and submit to the school so that minders have a record of how often baby feeds as well as their likes and dislikes. Parents are to accompany babies with their daily needs (water, diapers, food and change of clothes).

**Potty Training**

In order to potty train children we believe that partnership between home and school is essential. Therefore, when the process of potty training starts at home, parents are required to discuss it with minders and then to provide pull-up, easy on /off clothes. We provide individual potties for the children. However, in order not to spoil the rug, it will be impossible to take children completely off diapers/ pull-ups until they can confidently communicate their needs to people around them.

**SCHOOL EVENTS AND ASSEMBLIES**

For the success of any school community, opportunities for interaction amongst parents, pupils and staff are essential. The school values your presence and input in what we do, which is why we invite you regularly for our numerous functions and meetings. Please consider these opportunities as golden in order for our partnership to be meaningful and beneficial to our children. Your presence at all events and functions will be highly appreciated.

Assemblies are essential aspect of school life. Every Monday and Tuesday 8: 15 am, Primary and Early Years children respectively have Teacher led assemblies. On Fridays, Primary Years pupils have class based assemblies where they show case their speaking and listening skills in a variety of ways.

**Health Policy:**

It is the policy of the organisation not to administer medication to children without a written consent from parents. Where this is not possible, a text message to the school office number will suffice.

We do not administer treatment to children only first aid. Parents will be contacted in any case of any accident or medical emergency.

**Individual Education Plan**

This is organized by the school to cater to children who are struggling in particular areas. This is to help expedite their progress as quickly as possible. This is scheduled for 30 minutes (4times a week). Children on the above are required to be in school as early as 7:30. Resources are sent home to enable them revise at home.

**Extended Classes**

This is for the Year 4 and 5 children. In order to enable our children compete in their local environment and prepare them for external examination, the school organizes extra classes that runs from 2: 30 pm-4;00 pm on Tuesdays, Wednesday and Thursdays.

**Special Education Needs**

The school has a Special Education Needs unit to cater to children with such abilities. A resourced sensory room and a therapist is on ground to ensure that the progamme is efficiently run.

**Music/Science Room**

We have a standard science room with lots of investigative materials to aid children’s learning.

**Music room**

The Music room is well equipped with instruments such as the Violin, piano, flutes, trumpet, saxophone, Trumbo, clarinet for children to learn.