

The background of the cover is a photograph of a modern brick building with large windows. On the left side of the building, there is a red sign that says "SIDE SIDE" with a small house icon between the words. To the right of the sign are two cartoon children, one orange and one blue, holding hands. The building has a flat roof with a blue metal railing. The foreground is a grey paved area with a black metal fence and some potted plants. The bottom of the cover features a diagonal split between a pink and an orange color, with the "SIDE SIDE" logo and two cartoon children at the bottom right.

SIDE SIDE



EARLY YEARS' PARENT GUIDE

2025 - 2026





Welcome to Side by Side Parent Information Brochure. Inside, you will discover a comprehensive guide to our school's ethos, daily structure, staffing arrangement, specialised therapy provision, and guidance to assist you through the EHCP process. We are delighted to welcome your child to our school and are dedicated to providing a nurturing environment tailored to every child's individual needs.

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KEY CONTACT INFORMATION

Head Teacher:	Mr. Gerald Lebreff (Designated Safeguarding Lead)
Deputy Head:	Mrs. M Schiffer
Head of Kodesh:	Mrs. S Wilhelm
Nursery Manager:	Mrs. M Mandel (Designated Deputy Safeguarding Lead)
Deputy Nursery Manager:	Mrs L Schwartz
SENCO Manager:	Mrs. T Junger
SENCO Team:	Mrs. M Spitzer, Mrs. U Goldman & Mrs. C Bedford
Chair of Trustees:	Mr. Jacob Sorotzkin
Parent Governor:	Mr. Gershy Mannes

They can be contacted at Side by Side:

The Ronson, Wohl, Esfandi Campus, Avigdor Mews, Lordship Road, London N16 0QJ
Tel: 020 8880 8300
Email: school@sidebyside.org.uk
www.sidebyside.org.uk

SIDE BY SIDE STATEMENT OF CORE VALUES

Side by Side aims to:

- Provide an outstanding Torah and secular education for all children.
- Enable children with special educational needs to become independent and valued members of our community, who have high self-esteem and the ability to build happy relationships with others.
- Support families of children with special educational needs, communicating with honesty, respect, professionalism and understanding.
- Raise community awareness and acceptance of children with special educational needs.
- Provide a working environment where staff are a team who treat each other with respect, offer support to each other, communicate openly and develop skills to fulfil their potential as educators.
- Ensure its' staff have a range of different experiences working with children and that there are relevant Level 2 and Level 3 qualified staff in each of the nursery classes.
- Work in partnership with parents and local community to help children to learn and develop, and to shape the services we offer.

The integrated nursery aims to:

- Provide high quality care and education for all children with or without special needs from the age of 2 to 5 years.
- Offer children and their parents a service that promotes equality and values diversity within our framework and the Early Years Foundation Stage Curriculum.

We aim to ensure that each child:

- Is in a safe and stimulating environment – This includes ensuring all our staff are aware of our policies regarding behaviour management and bullying.
- Is given generous care and attention through our high ratio of staff to children.
- Has the chance to join with other children and adults to live, play, work and learn together.
- Has an assigned key worker who makes sure each child makes progress and is included within the nursery programme.
- Is helped to take forward his/her learning and development by being helped to build on what she/he already knows and can do.
- Is prepared for their transition to a mainstream school, or to our own school.

For information regarding our school, please see the School Information Pack.

Our approach to Children's Learning, Development and Assessment in the Early Years

The provision for children's development and learning is guided by the Torah principles for חינוך during the early years and the New Early Years Foundation Stage Curriculum (EYFS, DFE 2020). Our curriculum has been developed to reflect the Side by Side Kodesh Curriculum integrated into the New Early Years Foundation Stage requirements. As part of the curriculum the children will have the opportunities to engage in and understand that we are part of a wider community and that there are people of different faiths and beliefs who we all must show mutual respect and tolerance to.

The EYFS focuses learning on the key developmental areas that will support the children's development and prepare them for when they reach school age.

The primary areas of the curriculum are:

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

The programmes also cover the following important specific areas of development:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

If you would like more information regarding the Kodesh and/or the EYFS curriculum please feel free to speak to Mrs Mandel the nursery manager.

Learning through Play

Play helps young children learn and develop through doing and talking, which research has shown to be the means by which young children's learn to think. Our setting uses the practice guidance - New Development Matters 2020 to plan and provide a range of play activities that help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the New Development Matters 2020 has been used to decide what equipment to provide and how to provide it. We aim to link play closely to children's positive home experiences of Jewish life – events surrounding the birth of a new baby, weddings, שבת, ימים טובים and traditions.

English as an Additional Language

Our policy is to integrate all new children into the classroom as quickly as possible, even where the home language is not English. Our staff support all children and ensure they are fully included in all activities and understand what is required of them. We have bilingual teaching assistants who can also support the children. Where it is found that a child is finding learning English difficult we will put in a range of interventions to support them. Where your home language is not Yiddish, we encourage parents to maintain speaking their home language to ease the transition when their child moves on to their cheder or school (if appropriate). **It has been shown by research that being fluent in one language helps children learn other languages.**

General Assessment

We assess how young children are learning and developing by observing them frequently. We use information from our observations, as well as from photographs or videos of the children, to document their progress. (You have the right not to have your child photographed or videoed if you so wish, and we will ask for your consent beforehand). The children's 'next steps' are planned by staff to help direct them to new areas of learning. We believe that parents know their children best and we ask them to contribute to assessments by sharing information about what their children like to do at home and how they as parents are supporting development.

2 Year Old Progress Checks – These checks are carried out between 27 and 34 months. In most cases we wait until your child has settled into their class (around 6 weeks) before

arranging to meet with the child's parents and NHS health visitor to complete them. We will discuss how your child has settled in, how they are doing with respect to the primary EYFS areas of learning and if there are any concerns.

For children who join us when they are older, the teacher will complete a baseline assessment so that we can measure the progress they make over the time they are with us.

At the end of each term the teachers and key workers review how the children are doing against the EYFS using the Early Steps framework on our B-Squared tracking system, which help inform planning for the following term.

Child Focus Weeks – Over the year, every child will have the opportunity to have 'their special week' where they can share their favourite toys and activities with the class. Staff may take the opportunity to phone home to see how they are doing at home.

Learning Journey - Side by Side keeps an evidence book of each child's learning journey. Your child's learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress. Your child's key worker will work with you to keep this record. The information in it will enable the key person to track your child's progress. We keep the learning journeys in school until the child completes their Early Years placement, at which point we will send these home for you to enjoy.

Key Workers

A key worker will be allocated to support your child within the class setting. They will work with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, they will help your child to settle in and throughout your child's time at the setting, they will help your child to benefit from the setting's activities, together with the other staff.

Parental Input

We value parents input into their child's education and encourage them to fully participate in our setting. Parents will be:

- Valued and respected
- Kept informed

Our setting recognises parents as the first and most important educators of their children. Our staff work as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff
- Sharing their own special interests with the children e.g. baking, bee keeping etc.
- Helping provide, make and look after the equipment and materials used in the children's play activities
- Joining their children in the nursery e.g. birthdays
- Building friendships with other parents in the setting
- Arranging with the class teacher to visit the class
- Having input in our policy reviews

Communication

Each nursery class will send home a detailed weekly newsletter to keep you up to date of what activities were done that week. They will also bring home the work they have been doing especially around the Sedra and the Yomim Tovim.

Please remember to send in Mitzvah/Nachas Notes so we can share your Nachas in the classroom.

Link Book – For those children who require special programmes or have specific therapeutic or personal care programmes we may set up a link book system that will go back and forth home to keep you informed. The Link books may be daily or weekly depending on the needs. This will be discussed with the class teacher and SENCO. *'Ask me About'* or *'I Engaged With'* stickers – children who are verbal may come home with one of these stickers to help you prompt conversation about what they did at school.

Change of Routine and Domestic Circumstances - It is very important that you keep us informed about any changes in your domestic circumstances or a child's routine, e.g. if a parent is away or if your child is staying with relatives or friends, or about anything else that may impact on your child. This helps us greatly in working with children and supporting them. You may contact the nursery manager in confidence with any concerns.

We like to know what kinds of things make your child happy as well as what makes him/her sad or afraid. Learning to come to terms with these issues makes children more secure and confident, and your child's happiness is our main concern.

Children with Special Educational Needs

Once children settle into Side by Side the SENCO team will work together with the class teachers and key workers to carefully build up a picture of a pupil's strengths and needs. Parents are crucial to us getting to know the children and close liaison with our parents is a priority.

For children joining the nursery, where prior to admission there are known needs, one of the SENCOs will discuss with you prior to your child entering the nursery their specific needs. You will be invited to visit the nursery with your child as an opportunity for you to see the class as well as for us to get to meet your child. After your child joins us, there will be an initial

observation period where staff will use baseline targets to better understand your child's profile of strengths and weaknesses. Following about 6-8 weeks, parents will be invited into school for a touch base meeting to meet the team working with your child. A Pupil Support Plan will be created to set targets and provide strategies for staff working in the classroom. This document is set as a Multi-Disciplinary Team, together with the relevant therapists supporting the class.

We will also work closely with external therapists and other professionals involved with your child. For children under the age of 5, who do not have an EHCP, it will be the duty of the NHS therapists to maintain close contact with the school and continue providing support for your child.

Should it be agreed that your child would benefit from the additional support provided through an EHCP (Education, Health, Care Plan), we will work closely with parents and our SENCO team will initiate the request for statutory assessment once there is appropriate evidence that your child meets the criteria for this.

Therapy Input – Prior to a child receiving an EHCP, due to funding constraints we are unable to provide 1:1 direct therapy sessions. However, every class has an allocated SLT, OT and PT who provides targeted support to the whole class, including groups; modelling appropriate systems; ensuring equipment is in place and guiding teachers on the best intervention programmes. This is available for all children, no matter if they have an EHCP or not.

If your child already has an EHCP or is in the process of receiving one, we will ensure that there is suitable provision in nursery and identify joint goals through the Pupil Support Plans. The key workers in the classroom will also carry out the goals set by therapists on a daily basis to enable children to get the most out of the therapy provision.

For more information about the way we aim to work with children who have additional needs, please contact the Nursery Manager or SENCO team.

Structure of the Day

We organise our day so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Davening (and ברכה for the older children) are an integral part of our daily routine.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult led activities. We also encourage our staff to plan off-site visits of places of interest for the children. We ensure that all our activities, whether on or off-site, have risks assessments in place and permission letters will be sent to you in advance of a trip to receive your consent. Local trips permission letters are provided when your child starts the nursery.

Settling In Procedure

The nursery staff will work in partnership with parents to settle each child into the nursery environment. When your child starts nursery, we ask parents to stay with their child for at least the first half hour and then collect them after a further half hour. Then we ask parents to be available to contact should we feel the child needs it a minimum of the first six sessions, to introduce your child gradually into the environment.

If a child is having real difficulties settling in, we will work with parents to fix a schedule which will ensure that the child is supported, and introduced into nursery in a calm and settled manner.

EHCP - Supporting Children with Additional and/or Special Needs

<div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">EDUCATION</div> <div style="background-color: #FFA500; color: white; padding: 5px; text-align: center; font-weight: bold;">HEALTH &</div> <div style="background-color: #DC143C; color: white; padding: 5px; text-align: center; font-weight: bold;">CARE</div> <div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">PLAN</div>	<p>Nursery</p> <p>Side by Side welcome all children, irrespective of their needs and whether there is an EHCP in place. The nursery classes provide a higher adult: child ratio than required within a mainstream setting, and all children will receive the level of support they require to access the provision. This will enable them to make progress regardless of their needs.</p> <p>Prior to starting in the nursery, the SENCOs will speak to all parents to discuss and plan for the support that will be required. They will also request a handover from the NHS therapists involved as well as ensuring that any equipment requirements are put into place for the child to be able to start at school.</p>
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Community NHS Services

Even once your child has joined Side by Side it is extremely important that community based services are maintained. This includes different therapies, dietician and paediatrician. Our staff will liaise with them and integrate suggestions into our programmes.

There are three key reasons for this:

1. The therapeutic input at Side by Side is focused on the educational aspects of their needs and about their access to the environment. For children where there are specific health/equipment related needs, it is essential that the NHS therapy team continue to be involved and support the home environment. For example; a child with significant mobility issues will continue to be supported by the community therapy team for home equipment, sleep systems or adaptations in the home environment.
2. If your child will require an EHCP it is very important that they are known to NHS services, as this will increase chances of having appropriate provision on the plan.
3. NHS services have easier access to liaison with other outside professionals across NHS services and hospitals, through their centralised electronic systems. As such, it is good to be known to them so that relevant referrals can be done when required.

Preparing a request for a Statutory Assessment

The guidance and criteria for submitting an EHCP is very clearly outlined in the SEN Code of Practice. The Local Authority requires a school to provide a large amount of evidence to show that, they have followed the 'graduated approach' to 'assess, plan, do and review' the provision given to a child. Only when despite this high level of input, there is still limited progress and the gap continues to widen, will the Local Authority agree to assess for an EHCP. A Local Authority will only agree an EHCP request without this information, where there is significant medical/developmental needs and enough evidence to show that the child will require ongoing support from a Special School.

As such it often takes time for us to build up the evidence base that the child meets the criteria for statutory assessment. Please be reassured that the school provides the necessary assessments to support the request at no extra cost, and within the quickest time frame possible to ensure successful requests.

If you as parents have any concerns or queries about the process during this time please do not hesitate to contact Mrs Junger or one of the SENCOS.

Funding

The trustees have made a decision that nursery fees are set at the same level for all children, regardless of their needs. The costs of additional keyworker support, SENCO time, therapy input and Educational Psychologist assessments are funded through Side by Side's charitable work. Even when an EHCP is issued, the funding is not backdated and these costs can't be recovered through the Local Authority.

Outcomes following a Statutory Request

Once the request is sent in there is a 20 week process in place which the Local Authority needs to follow. This is a legal timeframe, so it is not possible for us to negotiate on the process happening faster. Within the first 6 weeks, the request will go to panel and the following decisions can be made:

1. The child doesn't meet the threshold to have an assessment for an EHCP.
2. Request more information before being able to make a decision.
3. Agree to a statutory assessment that will generally lead to an EHCP being written.

Once an EHCP is finalised, the plan will cover the costs of the placement and the provision given to the child. Unlike in a mainstream school, where the EHCP only funds the additional therapy and LSA support, as a special school the Local Authority will fund the costs of the placement. In this they factor in the costs of class teachers, therapy, and senior management staff involved in your child's education as well as the general running costs relating to a pupil attending Side by Side. The Local Authority also cover the school fees as part of this provision. In general the full costs of individual placements exceed the fees that the Local Authority provide, and Side by Side fundraise to support the difference. As a school we pride ourselves for providing a high level of quality input including higher staff ratios, increased therapy and additional specialist input, above what the Local Authority would normally provide as part of the child's EHCP.

The process of working towards an EHCP and the development of the EHCP with the Local Authority can be confusing. If you are unsure about anything or have any general enquires or concerns we are always available to discuss this with you.

Therapy Input at Side by Side

An important part of the provision that we offer for our pupils is the input from the therapy team. Side by Side has an in-house team of therapists including SLTs, OTs, and PT. We also have a music therapist providing therapeutic input for those pupils that have significant emotional and wellbeing needs.

Over the last few years we have worked hard to develop our therapy provision so that it is part of the general school offer. This means that therapy has become integrated into all aspects of the classroom provision and therapists spend significant amount of time supporting the pupils and staff in the classroom. Since moving towards a more integrated model of provision we have seen increased progress and children meeting therapy goals at a much faster pace. This is because all staff working with the child are familiar with the goals and methods used and can work on the targets throughout the school day.

This year, we have further developed this model, through formalising our provision with the tiered approach of therapy. We provide therapy at three levels – universal (whole school/class input), targeted (group input), specialist (direct/indirect provision at an individual level.). All children will receive a balance of the three types of therapy provision, but at the same time maintaining a high level of direct input.

Examples of the offer include:

UNIVERSAL	Whole school training, class training, class modelling during free play sessions, parent session for all pupils in a class, creation of resources.
TARGETED	Focused in-class support to provide advice and support around seating/equipment. Social skills groups, training for staff around a particular programme used.
SPECIALIST	1:1 settings in clinic room/classroom. Equipment review. Attending meetings about individual child. Linking with external professionals. Preparation of communication resources for individual child.

Through maintaining a mixed model of therapy we believe that children make greater progress, and they are more able to transfer skills learnt in the 1:1 therapy room to all settings.

Summary of some important information from our Policies and Procedures

Our policies and procedures including our admissions policy are available for you to see at the setting. Our policies help us to make sure that the service we provide is a high quality one and that being a member of Side by Side is an enjoyable and beneficial experience for each child and her/his parents.

Policies are reviewed and revised on a regular basis.

Illness and Emergency - If a child in our care becomes unwell and we are concerned about their welfare and the welfare of our other children, we will contact parents and request that they collect their child.

If a child runs a temperature over 37 C (98.4 F) they should be kept at home until 24 hours after the temperature has returned to normal.

In the case of a serious accident or illness occurring, the parent/carer will be contacted immediately, along with appropriate medical or emergency professionals, in line with our first aid policy. In the unlikely event of the parent and their nominated emergency contact not being available, a senior member of staff will take charge and if necessary accompany the child to hospital until the parent arrives.

All accidents are recorded on CPOMS - our electronic system, a paper copy is then signed by a member of staff, and sent home with the child to inform the parent/carer. Should the injury (even minor) occur to the face a call will be made to inform the parents before the child goes home.

On entry to the nursery you will be provided with a medical/emergency form to complete to ensure we have up to date contact details as well as details of any medical information we should be aware of.

Infectious Diseases and Medication - It is our policy to encourage and promote good health and hygiene for all children in our care. Therefore children may only attend if they are well. In particular, children must not attend if they are suffering from any bowel or skin infection or any infectious diseases. Parents should notify us of any illness, as soon as possible, regardless as to whether the child is able to attend nursery or not, so that staff may take appropriate action in respect of other children and staff.

In order to protect children from the spread of infectious diseases:

- Any child suffering from an infectious disease must not attend nursery.
- The child must not attend nursery until they have recovered from all symptoms of the disease or on the GP's written recommendation.

- If a child has been prescribed medication for an infectious disease, they must finish the course before returning to nursery.

Head Lice Control - In order to avoid the spreading of lice, if a child is found to have lice the parent will be contacted. Children should be treated appropriately with products easily available from a local chemist.

Safeguarding - The nursery has a responsibility for the welfare and well-being of all children in their care. As such we have a duty to the children, parents/main carers and staff to act quickly and responsibly in any instant that concerns may come to our attention. Any concerns will be brought to Side by Side's Safeguarding Officer, Mr Lebrecht or Mrs Mandel – who is the deputy safeguarding officer. Where the concern requires us to take further action, the nursery has a legal obligation to report any suspicions around abuse to the Local Authority.

Should an investigation take place, parents will be informed and supported. We seek to clarify any concerns with you as parents/carers in the first instance unless the nature or timing of the discovery warrants discussion for advice and clarification with social services as to how to proceed. The setting will also inform parents and carers as soon as possible if any abuse or neglect is detected at the setting.

More details of our safeguarding procedure can be found in our 'Safeguarding Guide for Parents' which you will receive in your welcome pack. Please be aware that the nursery works with the London Borough of Hackney and Haringey with regards to child protection issues and will seek advice should this become necessary.

Accidents and Incidents - The nursery keeps a record of all accidents that result in a child being hurt or injured. Should such an accident occur an accident report will be filled in containing all details of the accident and any follow up measures. This report will be sent home to parents that day, and parents will also be contacted by phone. Details of any accidents are kept for health and safety monitoring purposes, and feed into the personal planning for individual children if necessary.

Please keep the nursery informed of any accidents that happen at home so that we may support your child as necessary. Serious behaviour incidents will be recorded for monitoring purposes and the information will be used to set up Behaviour Support Plans for children for whom this is necessary. Parents will always be informed if their child is involved in an incident of this kind.

Complaints - If you have any concerns at all, please approach the class teacher in the first instance, who will be happy to discuss any issues that have arisen. If you feel the concern is more serious, please approach the nursery manager or one of the SENCO's. The great majority of complaints are addressed in this way. If however, you feel that your complaint has not been resolved to your satisfaction, please ask at the school office for a copy of our Complaints Policy and we will work with you to initiate the formal complaints procedure.

Uncollected Children - It is a parents' responsibility to ensure their child is picked up at the end of the school day. If a child is not collected at the end of the school day the following procedures will be followed:

- The child's parents will be contacted by phone.
- If it is not possible to reach the child's parents, their emergency contact will be called and arrangements will be made to collect the child.
- Under no circumstances will a child be released to someone not expressly named as the child's emergency contact, or expressly named by the parent in the course of a phone conversation as having permission to collect the child.
- In the extreme circumstance of no-one collecting the child after the setting has closed and there is no-one who can be contacted to collect them, we will apply these procedures:
 - We will contact Hackney's children's social care First Response Team: 02083565500
 - For full day care, this will be the out of hours' team: 0208 356 2710
- A full written report of the incident will be recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff and any other related costs.

SIDE BY SIDE SCHOOL CALENDAR 2025 -26

AUTUMN TERM (TERM 1)



Inset day	Monday 1 st September	Staff only
Term starts	Tuesday 2 nd September	Staff INSET Training – 8.45am Pupils start at 11.00am
ראש השנה	Friday 19 th September	Closes at 1pm
צום גדליה	Thursday 25 th September	Reopens at 9.00am No after school activities
יום כיפור סוכות	Tuesday 30 th September Friday 17 th October	School closes at 3.30pm After school activities until 5pm Reopens at 9.00am
Early Friday Finishing Time – starting 17th October – 12.00pm		
Parents' evening Nursery and School	November	To be advised
Chanukah		School closes at 3.30pm No after school activities
Term ends	Friday 19 th December	School closes at 12pm

SPRING TERM (TERM 2)

Term starts	Monday 5 th January 2026	Reopens at 9.00am
Half Term	Monday 9 th February	School Closed
פורים	Friday 27 th February Thursday 5 th March	School closes at 12pm Reopens at 9.00am
פסח – Term ends	Wednesday 25 th March	School closes at 3.30pm After school activities until 5pm

SUMMER TERM (TERM 3)

Late Friday Finishing Time Begins – 1.00pm		
Inset day	Monday 13 th April	Staff Only
Term starts	Tuesday 14 th April	Reopens at 9.00am
שבועות	Wednesday 20 th May Monday 25 th May	School closes at 3.30pm After school activities until 5pm Reopens at 9.00am
שבעה עשר בתמוז	Thursday 2nd July	School closes 1pm No after school activities
Term Ends	Friday 17 th July	School closes 1pm
Staff inset	Monday 24 th August	STAFF ONLY
NEW TERM BEGINS	Tuesday 25 th August	Staff INSET Training – 8.45am Pupils start at 11.00am

School is open on the May Bank Holidays

The school day starts at 9am and ends at 3:30pm for Nursery and Primary classes.
Extended sessions – ends at 5:00pm.

A QUICK GUIDE TO OUR NURSEY



Nursery Start time

Monday to Friday
9.00am



Nursery End time

Half Day Placement 12.30pm

Full Day (Mon - Thurs) 3.30pm

Friday Winter 12.00pm

Friday Summer 1.00pm

It is the parents' responsibility to ensure their children are picked up on time. Staff are not expected to stay behind to wait with children who have not been picked up.



דאפנה

At Davening time we give the children the opportunity to give דאפנה.

Please send one or two coins with your child every day.



Snacks and Meals

The school does not provide snacks and lunch, please send in a packed lunch and snack every day.

Snacks and meals are a social time at which children eat together. We encourage parents to provide the children with healthy and nutritious food. Lunches can be Parev or Milchig, NO FLIESHIG. Snacks and lunch should comply with our Healthy Eating Checklist (attached).

Lunch is only served on Friday when we finish at 1.00pm.



Allergies

Please inform us if your child has any allergies.



Shabbos and Birthday Parties

If you would like us to make a birthday party for your child, please speak to the class teacher at least one week beforehand. Parents are welcome to bring bought cakes or nosh (as listed on the Healthy Eating Checklist) to share out on a birthday and you are welcome to attend the party.

We make a שבת Party for each class every week. Please send your child with a snack to share with the rest of the class. Please see our Healthy Eating Checklist for list of permitted foods (attached).

HEALTHY EATING CHECKLIST



SIDE SIDE

BREAK TIME SNACKS

- Fresh fruit and vegetables
- Crackers (preferably unsalted)
- Melba toast
- Rice or corn cakes/popcorners
- Yoghurt and soya desserts (50% fruit based)
- Plain biscuits

No breadsticks, pretzels, pita/bagel chips or popcorn!

LUNCH TIME

- Milky or Parev sandwiches
- Cheeses, avocado, pasta, fish balls, eggs etc.
- Vegetables
- Snacks (as above)
- Drinks water or milk only
- Dried fruit and fruit bars

There are cool boxes or refrigerators in each classroom for keeping foods cold and a microwave for reheating safely.

BIRTHDAY PARTIES,

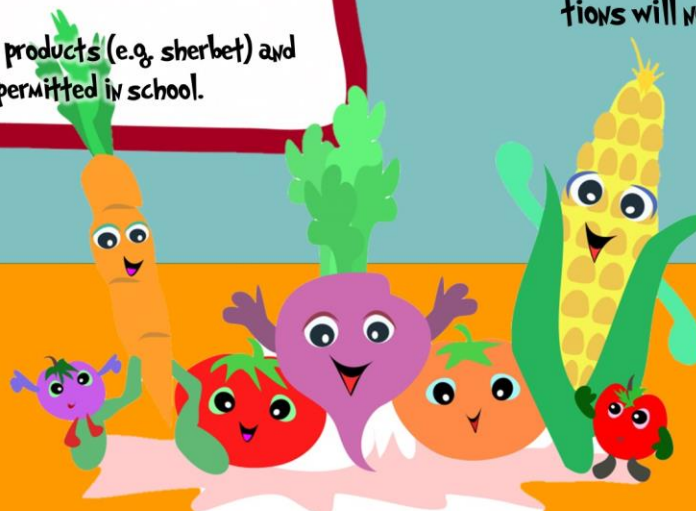
SHABBOS PARTIES, PECKELECH

- All items permitted as for break-time snacks, **PLUS**
- Plain cakes (marble, lemon, choc-chip, chocolate etc.) Remember, these must be bought (Kedassia) not homemade.
- Cartwheels, Corn pops, Flutes
- Wafers
- Cookies

Fizzy drinks, sweets, sugar products (e.g. sherbet) and chocolate are not permitted in school.

ALLERGY REMINDER: NO NUTS, PEANUTS OR SESAME SEEDS ALLOWED IN OUR SCHOOL.

Please contact the school manager if your child cannot comply with this checklist, as all exceptions will need to be recorded.



SAFEGUARDING INFORMATION FOR PARENTS

What is safeguarding?

Every child has the right to be safe, happy and healthy. Safeguarding means making sure that children and young people are protected. There are many different ways to ensure that our school environment is safe and that our school culture promotes security and wellbeing for all children. This involves every aspect of how our school is managed - from building security, to DBS checks for staff and volunteers, to curriculum content, safe use of computers and promoting good choice-making. Safeguarding also means creating a culture where children are listened to, and their communications are taken seriously. It also means listening to the concerns of staff and knowing how to investigate concerns with complete confidentiality, respect for the children and adults involved, professional liaison and information sharing and common-sense.

What is abuse?

Abuse can take different forms. It can be carried out by a family member, someone known to the child, or a stranger. Abuse can take place in the child's own home, in another person's home, in a community setting or school. The abuser may be an adult, another child or children.

Different types of abuse include physical abuse, emotional abuse, intimate abuse and neglect. **Physical abuse** can include harming a child by hitting, punching or shaking and other means that may cause physical harm. **Emotional abuse** can include constantly criticising or belittling a child, name-calling, making a child feel frightened or in danger, or expecting children to do things that are beyond the level of responsibility and/or ability they could reasonably be expected to fulfil. **Intimate abuse** involves infringing on the child's physical privacy or exposing a child to inappropriate or non-tznius information. **Neglect** is when children do not have their basic physical or emotional needs met, and they are deprived of food, shelter, adequate clothing, cleanliness, medical treatment or supervision.

Prevent Radicalisation

In line with current government policy it is expected that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Side by Side builds children's resilience by promoting fundamental British Values (democracy, individual liberty, rule of the law, mutual respect and tolerance of different faiths and beliefs). We teach these values through the prism of Torah and bring out lessons from the weekly Sedra that apply to appropriate behaviour and attitudes towards ourselves and the wider British society.

Safeguarding Training at Side by Side

All our staff and volunteers are required to receive safeguarding training. This includes a description of the different types of abuse and how to recognise signs that a child may be being abused. Staff are then trained on what to do if they think that a child presents a cause for concern.

What happens at Side by Side if staff are concerned?

Every educational setting is required to appoint a Designated Professional Safeguarding Lead (DPSL). At Side by Side this is **Mr Gerald Lebrecht**. If a member of staff has concerns about a child, they talk their concerns through with the DPSL. This is done in complete confidence. The DPSL discusses the concerns with the child's parents (unless to do so would place the child at greater risk). If the DPSL judges that the concern is sufficiently serious, the DPSL then makes a phone referral to Hackney Children's Social Care, where a social worker is alerted to the concerns. This is a legal duty. The social worker will then contact the family to explain that a concern has been raised. The DPSL then follows this phone call up with a written referral, and will continue to attend case conferences and share information with professionals as and when necessary.

Safeguarding records are kept separate from the child's normal school records and they are accessed only by the DPSL. Information may sometimes be shared with staff if there is a valid reason for staff to be aware of certain issues. In all cases, parents are kept closely involved as to the concerns surrounding their children and how they are being addressed.

What can you do if you are concerned about your child?

Sometimes a parent may have a concern about their child. There may be unexplained marks on your child, your child's personality may seem different, or your child's behaviour might change for unexplained reasons. It is important to develop a relationship with your child where they will let you know if something is strange or frightening to them. By teaching our children about the holiness of their body and the fact that no one has a right to hurt or invade the privacy of another's body, we teach our children to recognise when a boundary has been crossed.

For children who have communication and learning difficulties it is all the more important for parents to be alert to the signs that indicate that a child may be the victim of abuse. In these circumstances it is important to speak with all the concerned adults in your child's life to see if the child is behaving differently in every context, or if another adult can explain a mark that is giving you concern. It is important that all adults who work and care for the child if you are still concerned, it is important to get in touch with your child's social worker to discuss these issues and see if this warrants further investigation. If your child does not have a social worker, the Hackney First Response Team can be contacted on 0208 356 5114/5116 for advice and guidance. The Haringey duty desk number is 0208 459 5402/03/04. In an educational setting, the DPSL should be contacted for advice about the school policy and procedure on safeguarding.

PARENTAL FEEDBACK

**WE WANT
TO HEAR
FROM YOU!**

Whether you have feedback to share, suggestions for improvement, or concerns to address, your input is crucial. We encourage you to share your thoughts with us, as it strengthens our partnership in providing the best possible education for your child.



MMADEL@SIDEBYSIDE.ORG.UK



020 8880 8300



**CALL THE SCHOOL
OFFICE TO SCHEDULE
AN IN-PERSON VISIT**



SIDE SIDE