

When it rains we look for rainbows



Cannich Bridge Nursery Handbook 2026-2027

(Please read in conjunction with the School Handbook).

Children's version available on school website.

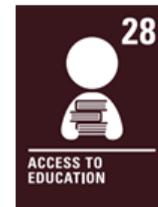
[Cannich Bridge Primary School](#)



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WELCOME TO CANNICH BRIDGE PRIMARY

Faillte gu Bun-sgoil Drochaid Chanaich



Cannich Bridge Primary School is over 143 years old and is a school very much at the heart of a small community situated in the valley of Strathglass. During the war Cannich Primary like many others took in orphaned evacuees many who went on to stay after the war and eventually bring up their own families in the community. Our school still very much prides ourselves on this welcoming inclusive ethos.

At Cannich Bridge Primary we appreciate that all children are individuals and as such have different needs and abilities. We aim to provide all pupils with an educational experience, which caters for their individual needs and actively challenges and encourages them to 'be the best they can be' whilst enjoying their learning! We embrace the curriculum for excellence which strives to ensure that pupils participate in a broad, balanced curriculum which suits individual learning needs and provides children with a wide range of active learning experiences.

Please remember we are very approachable and should you at any time have questions about the move to Cannich Bridge or any other aspects of your child's education, please contact the school. You can either email or telephone to arrange an appointment with me or your child's class teacher. We very much want you to play a full part in your child's educational journey, so that together we can give your child the best educational experience possible.

We look forward to getting to know both you and your child better and sharing in the exciting journey ahead.

Yours sincerely

Maria Reynard

*Maria Reynard
Acting Head Teacher
September 2024*



OUR SCHOOL VISION AND VALUES

Our Shared Values: Community Respect Inclusion Sustainability Perseverance

Child Friendly

Day by day, every which way we are learning to strive hard in the things that we do, and be ready for Life's every turning with a heart that is steadfast and true...

Adult

To foster a positive, nurturing and inclusive environment where all staff, children and partners are valued and work together to evaluate, adapt and enhance learning so children will be ready to make a valuable contribution to the wider world.

Our Motto: when it rains, we look for rainbows.

CANNICH BRIDGE PRIMARY SCHOOL and NURSERY AIMS

To raise attainment by providing a broad, relevant, balanced curriculum which is coherent, challenging and progressive in line with national and authority guidelines. (*Article 28 and 29*)

To offer a wide range of learning experiences within a safe and nurturing environment, where the children are supported to achieve their potential; being motivated to learn encouraged to recognise and be proud of their own achievements both within and out with school and nursery (*Articles 2, 3, 4, 13, 28, 29*).

To enable children to be global citizens through raising awareness of sustainable issues, global goals and respect for others. (*Article 13, 14, 15 30*)

To provide opportunities and encourage children to be creative, innovative and enterprising. (*articles 1-54*)

To ensure equal opportunities for all in an atmosphere of tolerance and fairness in accordance with current legislation including the United Nations Convention on the Rights of the Child and the principles of 'Getting it Right for Every Child'. Every child needs to be safe, healthy, achieving, nurtured, active, respected, responsible and included. (*Article 1 - 54*)

To engage in partnerships with pupils, parents, other professionals and the wider community to support the curriculum, develop skills and ensure children are achieving and meeting their full potential (*Articles 5, 13, 14, 17, 28, 29, 31, 37, 42*).

To promote a healthy lifestyle encouraging children, staff and families to understand the importance of improving their health and wellbeing, physical and mentally so that they can achieve a better quality of life. (*links to Article 2, 4, 27*)

To foster in children a pride in their nursery/school and feelings of belonging, responsibility and ownership for the school, local community and their environment (*links to Article 1, 2, 28, 29*)

To create opportunities for children to make decisions which will have an impact on their education, allowing them to be reflective and independent learners who view learning as a lifelong experience. (*links to Article 28 and 29*).

To offer all children a wide range of activities and experiences which will allow them to develop skills for learning, life and work. (*links to Article 1 - 54*)

To enable children to be responsible, digitally literate citizens who are prepared for technological and digital future. (*digital schools award*).

To support and promote a love of learning and continuous professional development where staff, parents, pupils and the local community work together to engage in ongoing professional development, not only to enhance provision in the school but also looking at progression and application of learning and skills beyond the school in the wider community, ensuring sustainability for the future. (*Leadership of Change, HGIOS 4, HGIOELC, global goals, learning for sustainability, SFR and SFH*)

(Reviewed October 2024)



Our Nursery Team



Acting Head Teacher
Early Years Practitioner
Early Years Practitioner
Early Years Practitioner

Mrs Maria Reynard
Mrs Audrey Wallace
Miss Heather Lancaster
Mrs Xemxija Gibson

Telephone: 01456 415304

E-mail: cannichbridge.primary@highland.gov.uk

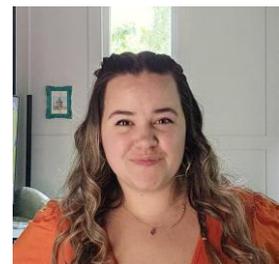
On occasion we have secondary school and other students completing work experience and placements in the nursery.



Miss Lancaster



Mrs Wallace



Mrs Gibson



Nursery Times



Nursery hours are 8.50am- 3.30pm (Monday, Tuesday, Wednesday & Thursday) and from 8.50-12.10pm (Friday)

*Please note that in the best interest of safety, it is important that you inform us if your child will be absent from Nursery.

**CANNICH BRIDGE PRIMARY SCHOOL AND NURSERY
SCHOOL CALENDAR FOR SESSION 2026-27**

| | | |
|--------------|--|---|
| August 2026 | Monday 18 th Tuesday 19 th | In-Service day for staff Pupils return to school |
| September | Monday 15 th | In-Service day for staff |
| October | Friday 1 th Monday 27 th | School Closes for October holiday Pupils return to school |
| December | Tuesday 23 rd | School closes for Christmas holiday |
| January 2027 | Wednesday 7 th | Pupils return to school |
| February | Monday 16 th Tuesday 17 th Wednesday 18 th Thursday 19 th | School closes for February break School closes for February break In-Service day for staff Pupils return to school |
| March-April | Thursday 2 nd April Monday 20 th April | School closes for Easter break Pupils return to school |
| May | Monday 4 th Thursday 7 th | May Day holiday Inservice Day |
| July | Thursday 2 nd July | School closes for summer holidays |

Future dates can be found on:

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

NB - pupils do not attend school on In-service days



Some Essentials Your Child Will Need For Nursery

- Indoor shoes** For health and safety reasons it is essential to keep the nursery floor clean and dry as the children enjoy floor play. Please ensure your child's name is written on the inside of **both** of their indoor shoes.
- Appropriate Clothing** There is a school sweatshirt available to purchase but children are free to wear what they wish. Many of the nursery activities are carried out on the floor and outside in our garden. It is important that the pupils are suitably dressed for this in comfortable and easily washed clothing, e.g. jogging bottoms or leggings
- Appropriate Footwear** This is necessary for outside play all year! We did receive a selection of wellington boots and suits from a grant given to Highland Council but we have limited sizes and so would recommend children bring their own labelled pair in wet weather if possible.
- Spare Clothes** Please provide a labelled bag containing a complete change of labelled spare clothes to keep in nursery in case of any accidents.
- Jacket/Coat** We aim to go outside every day. It can be chilly in the playground whatever the season. Please ensure your child has a warm, waterproof jacket.

Things to consider:



- It would be appreciated if the child's name was written on the labels of garments e.g. cardigans, jumpers etc as this makes life much easier at home time!
- It will help your child to become independent if they have shoes and jackets which are easy to put on and take off.



Shoebboxes and pegs with each child's name are provided.



Learning Through Play



UNCRC Article 12 Respect for the views of the child 'Every child has the right to have a say in all matters affecting them and to have their views taken seriously.'

Children learn through appropriate play experiences, spaces and interactions in the nursery. We embrace learning through play, with children taking the lead and adults observing their actions, emotions and words then responding to these to help them grow and develop. Adults interact with children in a mutual relationship of trust and respect which empowers children to take control of, and responsibility for their own learning.

The learning environment - both inside and out - is arranged to offer comfort, exploration, motivation, interest, creativity and imagination so that the children can develop a range of skills. Adults are trained to understand appropriate child development and support children to be independent learners.

All learning in nursery is embedded throughout their learning environment and not 'taught' as areas on their own.



'Realising the Ambition, Being Me' Education Scotland (2020) p.87



UNCRC Article 31 Leisure, play and cultures 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'

Nursery Curriculum



Most parents will by now, be familiar with the term **A Curriculum for Excellence**. More detailed information on this can be found at https://www.highland.gov.uk/info/878/schools/17/school_curriculum

The Curriculum for Excellence begins in the nursery. The Early level is the starting point. We begin to implement this in nursery by following the children's interests and linking them to the outcomes and experiences from the early level. Before the children move into primary one there is close liaison with the primary one teacher to ensure that on arrival the children start where the learner is at. The children's Learning Journey and observations are completed by nursery staff, in partnership with parents to help support discussions with their future teacher. As the child enters primary one they continue to progress through the early level.

The Curriculum for Excellence recognises the need for children to access a broader range of achievements, as well as striving for high attainment. In line with all Scottish primary schools and nurseries, the curriculum is split into eight main areas which are -

- Languages
- Mathematics
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Health and Well Being
- Technologies
- Sciences



UNCR 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.'

Health and Well Being

Learning in Health and Wellbeing ensures that children develop the knowledge and understanding, skills, capacities and attributes they need for mental, emotional, social and physical wellbeing now and in the future. Learning will encompass aspects of social and emotional learning - through this, children will be encouraged to make choices, develop their interests, communicate their needs and express their feelings. Through learning to take turns and share, children will learn to make friends and consider the thoughts and feelings of others. Physical wellbeing will be incorporated into daily energetic play both indoors and outdoors. In addition, they use the hall within the school to develop their capabilities in movement and to build confidence in using a range of equipment. Furthermore, children will have the opportunities to learn about food and exercise. Through preparing, enjoying and tasting a range of food they learn where they come from and how different foods keep them healthy.

Children will be encouraged to look after their bodies and develop an understanding about growth and development.

Language and Literacy

Literacy develops throughout a child's life and is fundamental to all areas of learning as it unlocks the wider curriculum. We aim to provide a literacy rich environment where warm relationships help nurture communication. Our children are exposed to a wide range of books, stories and nursery rhymes. They are encouraged to listen, learn and join in with saying the rhymes as well as clapping out their rhythms. Singing, music making and drama take place regularly both indoors and out. Language and vocabulary are also developed through playing with a range of resources, giving rise to imaginative play.

Enjoyment of the printed word is fostered in the nursery in a comfortable story area. There is an attractive variety of books for reading in the nursery, to groups and individual children. We also enjoy visits from the children in the school who often come and share their reading books. Early reading skills are further developed through books where children can learn the connection between the spoken and written word, matching and memory games, jigsaws and other varied activities. Fine motor skills are the building blocks required to carry out activities that require controlled and precise movements. In Nursery we lay the foundations for acquiring such skills through the wide use of paints, pencils, pens and crayons. Literacy learning encourages the children to see themselves as readers and writers.

Numeracy and Mathematics

Being numerate helps us to function in everyday life and contribute effectively to society. Numeracy and mathematics support all areas of learning and allow children to be confident in enjoying a variety of settings and activities. We provide numeracy and mathematical learning throughout all areas of the nursery. Early skills are learned through play in the nursery; through different materials and contexts providing opportunities to explore, enquiry and problem solve with adults using mathematical language when interacting with the children. The children learn to sort, match, measure and estimate, arrange and compare using toys and games. They experience the concepts of light and heavy, thick and thin, long and short, shape and colour. Developing a number sense through their experiences helps children recognise symbols in different contexts, apply number recognition to quantities etc. Children are encouraged to apply their knowledge of using mathematics in everyday life for example, counting how many children are at nursery and counting out pieces of fruit for snack.

Social Studies

Our children are given opportunities to learn about people and the world around them and people in the past. Many links are made to literacy and numeracy through this curricular area and children are encouraged to become more 'responsible citizens' as they make sense of the world around them.

Expressive Arts

Through art, music, drama and dance our children will be given opportunities to be creative and express their feelings and emotions in different ways. Our children will be given opportunities to express their ideas and feelings through a variety of media. They are encouraged to enjoy and develop movement, rhythm, singing and music making.

Religious and Moral Education

We encourage our children to develop an awareness and appreciation of each individual. Children will become aware that people have different values and beliefs through exploring special festivals, customs and traditions. Children will be given opportunities to explore Christianity, other world religions and develop their understanding for what is fair and unfair and the importance of caring for, sharing and co-operating with others.



UNCRC Article 14 Freedom of thought, belief and religion 'Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.'

Sciences

Children will receive opportunities to develop their interest in, and understanding of, the living, material and physical world. Learning will encompass both indoor and outdoor experiences for children to develop and investigate their natural world and surroundings. In their play children will have many opportunities to experiment and explore different materials and resources.

Technologies

As children play and learn they will develop interests, confidence and enjoyment in ICT. The children have access to a variety of technology equipment, ranging from scissors to computers. In the nursery environment children learn both about technologies and learn with and through technology. They will explore and use software, electronic equipment, programmable toys etc to develop skills, solve problems and communicate with others.



Nursery Day

Most of the children's learning is through free play and it in this way they will learn to become:

- Responsible citizens
- Effective contributors
- Confident individuals
- Successful learners

Our nursery offers a wide variety of experiences for children, through structured and focussed play activities. As all parents know, there is no such thing as just playing for young learners. Play is how our children develop their skills and understanding of the world around them.



A Successful Learner

I

- want to learn everything
- want to do my best
- like to think about new ideas and try new things

I can

- use my reading, writing, talking, listening, maths and number skills in play and real life
- use technology to help me learn
- think things through
- use my imagination
- learn to do things by myself and with others
- explain what I think about something and say why I think it
- use all I know to help me with new things



A Confident Individual

I

- know that I am important
- know that I need to be
fit and healthy
happy and safe
- know what matters to me
- want to do well in the things that I choose to do

I can

- play and work with others and help to organise myself
- make healthy choices by
eating healthy snacks
running and playing
washing my hands and brushing my teeth
- show that I care for others through the things I say and do
- do as much as possible by myself
- help to keep myself safe



In nursery I am learning to be...

A Responsible Citizen

I

- care for others
- join in with things in and out of the centre

I can

- learn more about where I live, Scotland and other places in the world
- learn more about how people live and what they believe in
- begin to make my own choices and decisions
- begin to think about how to make our world a better place
- show I understand what is right and fair



An Effective Contributor

I

- find trying new things exciting
- will keep trying, even when I find things difficult
- know what I am good at doing and join in

I can

- tell other people my ideas
- work with a partner and in a group
- do things for myself and help others
- think of ways to solve new problems
- use my own ideas and imagination to make something new and then try to improve it
- work out different ways of doing things





Daily Activities

Throughout their time at Nursery children will be given opportunities to:

- Listen to stories, rhymes and poems.
- Sing and take part in a range of musical experiences.
- Learn about and visit their local environment.
- Make choices and decisions.
- Meet visitors e.g. police, health visitor, community people.
- Explore, create, be active and use their imaginations.
- Reflect on their own learning, plan and set their own goals.
- Care for animals, plants and themselves.
- Take part in a range of physical activities.
- Socialise and interact with others.

Daily activities offered to the children are:

- Sand and water play
- Playdough
- Painting, craft, gluing and cutting
- Junk modelling
- Jigsaws/puzzles and games
- Drawing/mark making
- Construction toys e.g. Lego, big bricks etc.
- Imaginative Play e.g. home corner, puppets
- Role Play e.g. dressing up
- Small world toys, dolls house, farm, railway etc.
- Computer and various I.C.T toys including clever touch board
- Mind maps and floor book plans
- Writing table
- Messy play
- Books and Story area
- Listening Centre
- Musical instruments, songs and rhymes
- Natural world trays
- Hands on interest table
- Outdoor and active play (in all weathers) scooters, bikes, balancing, planting, caring for hens, bees and wildlife etc.

The great majority of play activities undertaken in nursery do not result in an 'end product'. The children get pleasure and experience from the process of 'doing'. The lack of a tangible product to take home does not imply the lack of work or learning on the child's part. Staff welcome the opportunity to speak

with parents/carers at the end of a session to explain how a child has spent their time along with sharing photos on the See Saw app.

Learning Journey



Your child's Learning Journey is a record of your child's achievements and progress. Containing sections on observations, targets, all about me, successes and achievements and skills for learning life and work. This profile is shared with parents each term, we encourage parent participation and contributions from home.



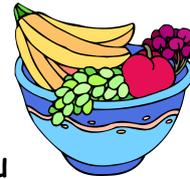
Snack



The children will be given a healthy snack twice everyday - mid morning and afternoon. We aim to develop a range of social skills associated with eating and to develop a positive healthy attitude towards food. The snack is carefully planned taking into account local guidelines and healthy eating advice. Milk and water is offered as a drink everyday. We also offer a selection of fresh fruit and/or vegetables daily. Mealtimes are seen as learning opportunities where staff support children to develop their various life skills including, hygiene, language and communication skills, social skills of turn taking and sharing, setting tables, serving, pouring their own drink, using cutlery, cleaning up, trying new things, independence etc. We also bake with the children and teach them about basic hygiene when handling food. A sample snack plan can be found displayed on the wall outside nursery and an example is detailed on the next page.

If your child has any particular dietary needs then please let the staff know in advance. Our Healthy Eating Policy is available for parents to read if they wish. Nursery policy prevents home-made food from being eaten in the nursery - following Local Authority Guidelines for Health and Safety.





Example Snack Menu

| Wk | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|----------------------|---|--------------------|---------------------------------------|---------------------|
| 1 | Yoghurt | Wholemeal toast with toppings | Pasta & pesto | Dip, breadsticks and Vegetable sticks | Crackers and cheese |
| 2 | Oatcakes with cheese | Wholemeal pitta bread, salad cheese or tuna | Vegetable stir fry | Soup | Cereal |

Every day the children will be given the option of water or milk to drink.
Every day a selection of fresh fruit and/or vegetables will be available also.

*This menu is a rough guide only. During various festivals and child led themes it will be appropriate to sample other foods for snack.



Tooth Brushing



All children are encouraged to brush their teeth after their snack and toothbrushes and toothpaste are provided. The tooth brushing is carefully supervised by staff. Parents are asked to sign the consent forms on enrolment. The Oral Health Educator visits termly to ensure equipment and procedures are followed and to deliver oral health education to the children.



UNCR Article 24 Health and health services 'Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy.'



Lunches at School

We join the rest of the school for our lunches which are cooked onsite by our lovely cook Ailsa Clark. Children enjoy healthy school meals in line with Highland Council's Healthy Eating Policy. These are free for any child completing more than 4 hours a day in nursery and available Monday-Thursday. There is a selection of menus in use throughout the year https://www.highland.gov.uk/downloads/download/9/school_menus. Each day there is a choice from 2 mains and either a dessert or a starter. Bread and a choice of milk or water is also available every day. Pupils will receive a copy of the menus so that you can discuss them with your child.



Menu Example



Meals are 2 Courses

2 Choice Grab & Go Menu (June - April) for Primary Schools & Early

(this menu starts 2nd June 2025)

weeks commencing: 2nd Jun (in-service), 30th Jun, 18th Aug (in-service), 15th Sep (in-service), 27th Oct, 24th Nov, 22nd Dec, 5th Jan (hol), 2nd Feb, 2

| Week 1 | Monday | Tuesday | Wednesday | Thursday |
|----------------|--|---|--|--|
| Orange | Fish Fingers & Chips with Seasonal Veg/Salad | Mince (Beef) & Tatties with Seasonal Veg/ Salad (H) | Homemade Sausage Roll with Mashed Potato & Beans with Seasonal Veg/ Salad (H) | Spaghetti Bolognese & Garlic Bread with Seasonal Veg/ Salad (H) |
| Green | Baked Potato with Cheese/ Beans & Seasonal Veg/ Salad (H,V) | Macaroni Cheese & Garlic Bread with Seasonal Veg/Salad (H,V) | Vegan Burger in a Bun with Seasonal Veg/ Salad (H,Ve) | Homemade Soup with Spanish Omelette & Seasonal Salad (H,V) |
| Dessert | Yoghurt & Fruit | Jelly & Fruit | Fruit Platter | Chocolate Cookie & Fruit |

Water or milk available to drink.



H = Homemade
V = Vegetarian
Ve = Vegan
RT = British Red Tractor



Sandwich fillings are in wholemeal bread, rolls or wraps. All breads contain over 3% fibre. All spreads are dairy free.

Yoghurts contain under 3% fat and less than 10% sugar.



Our food contains no unwanted additives e.g. trans fats, MSG, sweeteners or undesirable food colouring



Enrolment and Admission Procedures

Nursery enrolment usually takes place in February/March, see https://www.highland.gov.uk/info/878/schools/11/enrol_your_child_for_early_learning_and_childcare for details. Adverts will be placed in the local press and displayed locally prior to that date. Parents are required to fill in an online enrolment form and produce the child's birth certificate.

The funded sessions for nursery begin in the term after your child's third birthday. If your child is three between the 1st of March and the 31st of August they may start in August. Any birthdays between 1st September and 31st of December may start in January and any child 3 before the 28th of February may start after the Easter break.



UNCRC Article 28 Right to Education 'Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.'

Children may be enrolled in nursery after their third birthday but there is a cost per day until they are eligible for their free place. Forms are available from the school.

Places are available for four year old children (pre-school) and for three year old children (ante-pre-school). Children may attend for less than five sessions but it is recommended your child should attend for a minimum of two sessions per week to ensure continuity. Parents are encouraged to take up places for all five sessions, especially for the pre-school children.

Parents and children are welcome to visit the nursery on the day of enrolment and by arrangement, at any other time, prior to starting nursery.



Allocation of Places

Parents of children enrolling from out with the school catchment area will be required to make a placing request (https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2) both to attend nursery and if they wish their child to transfer into Primary 1 in Cannich Bridge Primary.



Settling In

Starting in a new nursery is a big event and we aim to make this a positive experience for families and children. We aim to arrange an introductory visit(s) for all children to come to nursery with a family member to meet their new friends, the staff and become familiar with the new setting.

Parents and carers are very much involved in the 'settling-in- period.' This can vary considerably for different children. Initially parents/carers may wish to stay with their child for a short time, building up to a gradual separation. The transition from home to nursery is done in partnership with parents and is individualised to the needs of the child.

If children are coming from another setting or will have a blended placement (be attending various childcare settings) we will liaise with them to ensure consistent approaches and support.



Toileting

Highland Council has an equal opportunities policy and children cannot be refused admission to Nursery because they are not toilet trained. If your child has special toilet needs or requires some support in using the toilet please discuss this with staff.

Only nursery staff are involved in changing a child. A parent visiting nursery can change only his or her own child. The child's privacy and dignity are always protected. If you do not wish to give us your consent for this personal care please inform staff.

If you have any concerns or would like some advice on toileting or any health issues with regard to your child please contact our link Health Visitor on 01463 783403.



Absences

If your child is unable to attend nursery on any day, it would be greatly appreciated if a phone call could be made to the school on 01456 415304 before 9.30 am. This requirement also applies to school pupils and is implemented for the safety and well-being of all the children. Thank you for your co-operation in this matter.



Collection of Children at the end of Nursery Session

Parents and carers are asked to complete the collection notice at the door to ensure that staff know who will be collecting your child at the end of the morning.



Emergency Closure

Should the nursery need to close earlier than normal you will be contacted by telephone. If there is no reply, we will telephone your emergency contact to come and collect your child.



Illness

Parents are asked to keep their child at home if they are ill and inform the school in the morning or in advance by calling the school office on 01456 415304. Parents should inform the nursery as to the nature of the illness so that staff can make careful observation of any child who seems unwell. If a child has been suffering from vomiting or diarrhoea parents are asked not to bring him or her to nursery until at least forty eight hours after the last attack.

If your child becomes ill, or has an accident while attending nursery, we will contact you by telephone. If there is no reply we will telephone your emergency contact to come and collect your child. All Nursery staff are trained in first aid.



Vaccinations



Children receiving out-of-home care, including at nursery and playgroup have more opportunities to come into contact with infections, so it is especially important to make sure they have had all the vaccinations due. It is never too late to have your child immunised. If they have missed one, you don't have to start the course from the beginning again. Contact your health visitor/GP for further advice.



Partnership with Parents



We strive to share information with parents and work in partnership with them. Previous experiences in the home, community and local environment are valued in the nursery. Parents can contribute to staff's understanding of the child and likewise staff have a responsibility to share their knowledge with parents. To facilitate this we operate an open door policy where by parents can, when possible, speak with a member of staff at the start/end of the school day or make an appointment to do so.

Parents can be actively involved in

- ◆ Sharing a particular hobby, interest or skill with children
- ◆ Parents' evenings and workshops
- ◆ Helping out on outings, walks and visits
- ◆ Stay and Play sessions
- ◆ Social activities
- ◆ Fund raising
- ◆ As parent helpers
- ◆ child's profile and care plan
- ◆ Supporting and helping child with their learning

Parents can support the partnership by

- ◆ Contributing to the child's Record of Profile and Care Plan.
- ◆ Ensuring that all relevant information is passed on to staff
- ◆ Informing staff if a child is unable to attend
- ◆ Encouraging regular attendance
- ◆ Informing staff of a medical condition which may affect others
- ◆ Observing our "No Smoking" policy on school premises and grounds
- ◆ Labelling all indoor shoes and sweatshirts
- ◆ Attending and supporting events



Reporting



Reporting:

- provides useful feedback on a child's development and learning.
- promotes a dialogue between home and early education.
- acknowledges the importance of the early education experience.
- ensures the child's strengths and interests are recognised.
- aids progression and ensures continuity.
- recognises the needs of the individual child.
- celebrates success.

Informal reporting is continuous throughout the year and consists of:

- Exchange of information at the beginning and end of each session.
- See Saw App for updates and photos of learning and special events.
- Children taking home examples of their learning and achievements.
- Sharing the contents of their Learning Journey.
- Floor book detailing children's current interests and learning.

Formal reporting consists of -

- A Learning Journey - containing the child's achievements, photographs, drawings, stories etc - a record of their time in nursery, which is sent home every term.
- Pre school Developmental Overview which will be shared with parents and passed to P1 during transition.

- School tracking and monitoring in literacy and numeracy shared in Learning journey
- Opportunities to meet with the nursery staff to discuss children's progress and exchange information on occasions throughout the year.

Confidentiality



Parents and children have a right to expect that confidentiality be maintained.

- Parents have free access to the files and records for their child.
- Staff will not discuss individual children with people other than the parents or carers of the child.
- Information given by parents or carers at nursery will not be passed on to another adult without permission.

Due to the multi-disciplinary nature of child care services it may be necessary to share information with other professionals e.g. Health Visitors, Social Workers etc.



Nursery Outings



School trips, exploring our local environment and nature walks are an enjoyable part of the Nursery curriculum. Adult volunteers are appreciated to accompany such trips. A permission slip for local excursions is completed at enrolment. When an outing out with the local area is arranged a further permission slip has to be completed. Risk assessments are always carried out prior to any trip by staff.





Videos/Photographs

Videos and photographs may be taken of your child at work or on outings. A permission slip for this can be completed at enrolment. Photos and videos are retained in school or put into your child's learning journey which will be taken home at the end of the nursery year.



Equal Opportunities

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information he a re.

Cannich bridge Primary School is Gold Rights Respecting School which means the rights of the child are enshrined in everything we do. Children's Rights are Universal, inherent, inalienable, indivisible, Unconditional. This means we are opposed to all forms of prejudice and discrimination and provide a strong sense of fairness, tolerance and sensitivity to the particular needs of individuals and societies and takes steps to prevent discrimination on any grounds. This is reflected in our school vision, values and aims. We recognise and celebrate difference within a culture of respect and fairness. We provide equality of opportunity through our ethos and working practices and promote understanding and respect for other people's cultural identity and beliefs. We are a Rights Respecting School and work to ensure all children have an understanding of their rights and that these are met.

For up to date information from Highland Council please see:

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

In summary, our activities in school should ensure that we eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity

UNCRC Article 2 Non-discrimination

'The Convention applies to everyone; whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.'





Additional Support Needs

We pride ourselves in 'Getting it right for every child (GIRFEC)' and being part of a multi-agency approach to ensure children are Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible and Included. Children are at the heart of our nursery and we will identify and plan for each child's individual learning requirements. We will provide additional support for children with needs in order to allow them to make the best possible progress. The nursery will aim to provide an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive and an appreciation of individual needs within a climate of warmth and support to encourage self-confidence and build self-esteem. Where a child's needs cannot be met by nursery staff alone, discussions are held with partner agencies to build support to allow the right services for your child at the right time.



No Smoking/Policies

We operate a No Smoking Policy within the school and playground in line with Highland Council directions.

The full set of nursery policies addressing the safety and well-being of the children in our care is available for you to borrow and is on our website.

Newsletters

We regularly send home a school newsletter to keep you up to date with various activities and events in the nursery and school.



School Enrolment



School enrolment

(https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school) also takes place in February and notices will be displayed in nursery and the community giving information about where and when. If you have any questions or concerns regarding your child and school enrolment please speak to a member of staff.

Deferred Entry - An Additional Year

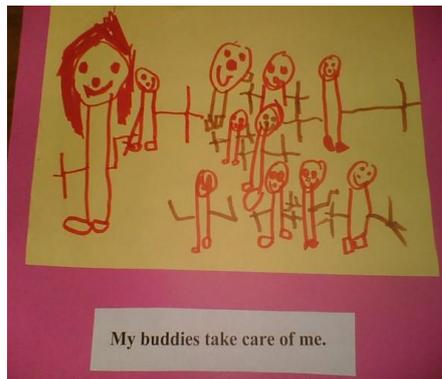
An additional nursery year may be recommended by staff or requested by parents. Consultations between parents, nursery staff and senior staff will be arranged and an amicable consensus should be reached on what is believed to be best for the child.



Transition from Nursery to P1



The transition arrangements from nursery to P1 are carefully planned. The nursery children visit the school classrooms on a regular basis throughout the year and take part in various whole school assemblies and activities. Nursery also join the P1/2/3/4 class for joint working throughout the year, including weekly PE sessions.



Nursery children have "buddies" in P1 and P7 and join them at break-time most days in summer term (supervised by nursery staff).

Parents are invited to an induction meeting with the P1 teacher when an opportunity is given to view materials which will be used in the P1 class. The head teacher is pleased to answer any questions parents may have.



Queries, Complaints and Suggestions



We hope you will enjoy your child's time at our nursery and welcome comments and suggestions on how we can improve our service.

However, we are aware that difficulties can occur and if you feel you have reason to complain then there is a complaints policy and information leaflet on the nursery information wall. If you have a complaint then the first person to contact should be Miss Lancaster or Mrs Wallace, the Early Years

Practitioners. If you need to pursue the matter further then please contact Mrs Reynard, the Head Teacher. Should you still require taking any matter further then you should contact the Area Quality Improvement Manager – Tina Stones Tina.Stones@highland.gov.uk or the Care Inspectorate.



Care Inspectorate

Care Inspectorate How to raise a concern or a complaint

For a registered care service, you can choose to contact us directly by either:

- filling in our [online form](#)
- calling us on 0345 600 9527 between 9am and 4pm, Monday to Friday
- emailing us at concerns@careinspectorate.gov.scot

Details on how to make a formal complaint can be found in The Care Inspectorate publication "Unhappy about a Care Service?" You will find a copy of this displayed on the parent noticeboard and it can also be downloaded from:

<http://www.careinspectorate.com/images/documents/167/Unhappy%20about%20a%20care%20service%20-%20May%202014.pdf>

or go to the [Care Inspectorate website](#).

Child Protection

From time to time incidents can occur within the school setting which cause concern. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

Copies of Child Protection policies are available from the school office or online at:

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school, but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- **the school** will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements

The Highland Council website

The Council's webpage <https://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools.

When weather conditions are poor

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain "tuned in" to ongoing road weather, or school information updates.

BBC Radio Highland | Nevis Radio | Lochbroom FM | Moray Firth Radio
(<https://hellorayo.co.uk/mfr/>) | Radio Wester Ross

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using school transport

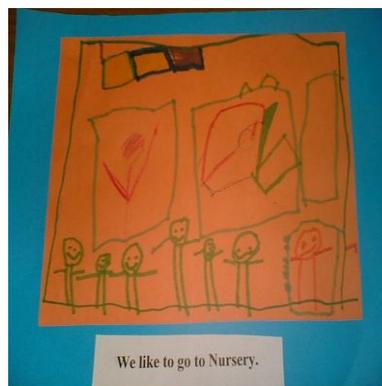
- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate.
- Parents should advise their children on how long they should wait at the pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time.
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick-up point parents should check for updated messages from their school. Please note that for some routes the transport operator may contact the parent directly.
- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school.
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible

Please note: when weather conditions are poor, parents should ensure that children are met at the "drop-off" point, especially where public service transport is used.

Finally.....

We hope your child has a happy and rewarding time at Nursery. We view parents as partners in working to achieve the best for the children. We see education as a life-long process which starts at home and continues through nursery into primary school and beyond. We want to stress that parents are always welcome to speak and liaise with staff. The best times for this are before or after a session. If you would like to make an appointment for a longer consultation please speak to a member of staff and we can arrange one. This handbook is intended to give you information about the nursery but please feel free to get in contact with us if there is anything about which you feel uncertain.

We look forward to meeting you and your child.



Acting Head Teacher: Maria Reynard
Cannich Bridge Primary School
Cannich, Beauly
Inverness IV4 7LN

Telephone: 01456 415304

E-mail: cannichbridge.primary@highland.gov.uk

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.