



Albany Montessori School

**Sea Cadet Hall
Westminster Lodge
St Albans
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OFSTED Registration Number: EY490518

PROSPECTUS

Albany Montessori School aims to:

- provide a happy, safe and secure learning environment;
- encourage each child to develop lively enquiring minds;
- add to the life and well-being of the local community;
- encourage each child to think imaginatively, question, and apply themselves to problem solving;
- develop physical, social and practical skills; and
- offer children and their parents a service that promotes equality and values diversity.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children,
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

An Introduction to Maria Montessori, the Montessori philosophy and the Montessori method

Maria Montessori

Maria Montessori was a highly intuitive woman whose observations of child behaviour and child development continue to hold truths that bear relevance today.

Born in Ancona, Italy in 1870 she was very much ahead of her time. In 1896 she became the first woman to graduate as a doctor from the University of Rome. She subsequently went on to delve into paediatrics, psychiatry, psychology and then continued her postgraduate studies specialising in the intellectual and cognitive development of children.

Her research took her into the field of education, and it was in 1907 when she was appointed as the medical officer for the Casa dei Bambini (Children's House) that she made some revealing discoveries and significant observations. These led her to mapping out what has now become widely known as the Montessori philosophy.

The Montessori Philosophy

The Montessori philosophy was, and still is, noteworthy for two reasons. Firstly, it was an educational philosophy born out of years of observations that were legitimized by scientific knowledge of child development. And secondly, the children at the Casa dei Bambini responded with such resounding success in terms of their learning outcomes, that Montessori had concrete evidence that her philosophy held validity when applied.

The Montessori philosophy at its essence is simple. Montessori believed in both sides of the nature versus nurture debate. She believed that children are born with a personality (an intrinsic nature) that would gradually unfold. However the key in helping a child's personality and intellect reach its full potential was through provision of an enriched nurturing environment.

Montessori having witnessed children in the enriched surroundings that she had created, concluded that all children had within them and innate teacher that would lead them to the acquisition of knowledge and understanding. Montessori labelled this innate ability to learn 'the absorbent mind' indicating that children were like sponges, they learned unconsciously and with minimum

effort. All that was required was to provide them with the right surroundings in which learning and development would naturally unfold.

A teacher's role was therefore that of a facilitator, or as Montessori termed a 'director'. A teacher could direct the child in their own learning pathway by preparing the environment and showing the children how to use the learning materials. However, Montessori was adamant that a teacher was not to impose the pace or dictate learning onto a child. To do so was to interfere with a child's natural delectation and appreciation of their surroundings and thereby interfere with a child's sub-conscious rhythm of learning.

Accompanying the absorption of knowledge is what Montessori termed 'the sensitive periods.' The sensitive periods are essential to the formation of the mind as they form the drive behind learning and development. During a sensitive period a child is absorbed and has an unconscious will to participate in certain actions and activities mostly to the exclusion of all others. This is represented by an:

'intense interest for repeating certain actions at length for no obvious reason, until – because of this repetition – a fresh function suddenly appears with explosive force.'

Montessori identified five sensitive periods in which a child's concentration is absorbed by order, an exploration of the environment, movement, an intense interest in tiny objects, and the social aspects of life.

Montessori emphasised the need for educators to pay particular attention to the sensitive periods through equipping a classroom environment appropriately. In doing so the right materials will be at hand in order that a child may find what they are looking for in order to fulfil their individual sensitivities at any given time. Montessori believed this requirement was a necessity for the development of personality and the intellect.

The Montessori Method

The genius of Maria Montessori was that she developed a method through which her philosophy could be implemented. This ensured that, future generations would be served and her philosophy would have longevity. The Montessori method focuses upon how the classroom is organised, and the role of the teachers who prepare it, and work with in it.

Montessori envisaged that each classroom would be an idyllic environment where children are happy, contented, and learning is taking place. To achieve this desired goal there needs to be certain aspects of the environment that are met. And these are as follows:

There needs to be freedom, structure and order, reality and nature, beauty and atmosphere, the Montessori materials, and development of community life.

Freedom refers to giving the child the opportunity and space to develop. Given the right environment and materials the child will have the resources to lead them through a pathway of development which is precisely in tune with their individual pace. It is thus a fulfilment of having their needs satisfied.

Structure and order is an essential ingredient for without it the child would be in chaos, and his development interfered with. Montessori observed how the child's personality unfolds and flourishes amongst order and structure. Intrinsically linked to this order is the work cycle. A cycle begins with a child taking materials to use from the shelf, and then ends with a child returning them back to the shelf. Purposeful activity then has a beginning and an end, and the decisions are made by the child, as to what to pick, he knows where to get it, (as everything in the classroom has a place), and then he is able to sit and work with it till he has decided that he has finished, which is symbolised by him putting it away. Order is crucial to a child's development.

Reality refers to both the concept of moving from the concrete to the abstract, and also learning about real life. If a child were to learn about musical instruments the concrete experience would be to bring the instruments into the classroom. The children would be able to feel them, play them and absorb their reality. Subsequently, the abstract could be introduced where the child is given a picture of the instrument. The picture has meaning because of the child's previous contact with the real instrument. For Montessori understanding is best achieved by always introducing the concrete, and in Montessori classrooms this is achieved through the selection of materials that show the concrete first and then move to the abstract.

Reality also refers to grace and courtesy and the acceptance that there will be a sharing of materials, and having to take turns just as in real life situations. Understanding social graces of saying please, thank you and sorry all of which are fundamental to human life.

Montessori understood the importance of classrooms having to be inviting places for children. She stressed the importance of vibrancy, bright colours, and wooden materials. All of which add to the beauty of the classroom and capture children's imagination and inspire them to participation and activity. Alongside this a relaxed atmosphere is derived in which children are happy and contented.

The Montessori materials were developed in order to assist a child's self-construction and aid growth. The materials are beautiful and they act as stimuli to capture children's attention, and initiate concentration. The materials move in accordance with a child's development from the simple to the complex and from the concrete to the abstract. They are well placed to meet the child's needs at each of their sensitive periods.

Montessori encouraged the development of community life within the classroom. She stressed that the classroom belongs to the children, and taking ownership of the classroom leads to both order and taking care of each other. Looking after the classroom through putting work away encourages children to keep the classroom neat and tidy. Often in a Montessori classroom if something is spilled the other children nearby will come over to help clear up the mess. The children have a natural interest in looking after their classroom. The care and attention focused upon the classroom is also shown to one another. As the children become familiar with each other through greeting each other in circle, and finding out how everyone is, a sense of community

becomes established in which the children are sensitive to one another. They seek help on each other's behalf and show concern for the members of the classroom. Older children are particularly mindful of the needs of the younger children in their class, and exhibit consideration and often display a nurturing side.

Montessori stressed the importance to teachers that, as a pedagogy, the Montessori method was not set in stone. That is, as society changes, teachers need also to change and be innovative in the classroom.

The Montessori educational method has been recognised and valued world wide for its many benefits. It has enabled children to grow harmoniously in accordance with their nature. It has given many the foundations for a future path of learning and success. And above all it has done all this through fostering a positive, and holistic, approach.

CHILDREN'S DEVELOPMENT AND LEARNING/CURRICULUM Early Years Foundation Stage (EYFS) within the Montessori Environment

The National Curriculum for 0-5years is the Early Years Foundation Stage (EYFS).

Although we are a Montessori school we nevertheless have to cover the EYFS as we are also a Registered Nursery, and are open to inspection by Ofsted. This, in practice has little impact as the Montessori method covers and in some respects extends the six areas of learning outlined in the EYFS. Full Details of the EYFS which we cover can be found in the Appendix at the back of the Prospectus.

As a simple outline the EYFS is covered in the following way at Albany Montessori School:

EYFS Areas of learning	Montessori curriculum
<i>Personal, social and emotional development</i>	Being part of the Montessori classroom community. Practical life activities. Grace and Courtesy, ground rules. Role modelling by peers and adults. Freedom of choice enabling healthy sense of independence. The care of oneself.
<i>Communication, Language and literacy.</i>	Freedom of speech. Circle time. Opportunities for dialogue. Opportunities to develop listening skills, and vocabulary. Pre literacy skills with emphasis on phonics. Literacy activities, development of general skills leading to writing. Language-rich environment.
<i>Problem solving, reasoning and numeracy.</i>	All areas of the classroom give children opportunities for problem-solving and reasoning by virtue of the autonomy they are encouraged to access in the environment. In addition to the following: <ul style="list-style-type: none"> • Exploration of the environment • Sensorial education and activities, working with shapes, sizes and patterns. • Cultural activities • Counting activities in a mathematically-rich environment

<i>Knowledge and Understanding of the World.</i>	Cultural activities. Exploration of our environment both inside and outside. Peace education including social graces. Special topics. Sensorial activities. Care of the environment
<i>Physical Development</i>	Children develop gross and fine motor skill, a high degree of hand-eye coordination and balance through practical life activities as well as: Sand play Accessing the washing hands basin. Accessing the snack table. Going to the park. Play in the big hall: using the ride on toys, playing with hoops and balls and working through play stations. Yoga. Creative activities.
<i>Creative Development</i>	Individual children, small groups and sometimes the whole group engage in freely-available activities such as: <ul style="list-style-type: none"> • Art and craft • Baking • Music and movement • Drama and story telling • Spontaneous role play usually occurring in a practical life area, cultural area and or during play in the park or big hall.

We encourage each child to develop moral values, knowledge of and respect for their environment and for people of similar and different backgrounds, cultures and beliefs.

OUR APPROACH TO LEARNING AND DEVELOPMENT AND ASSESSMENT

Learning through play or 'work'

In the Montessori classroom, play is referred to as 'work'. This enables the children to build up a positive approach to work, and the activities undertaken in the classroom. Such activities help young children to learn and develop through doing and talking, which research (now supporting the Montessori philosophy) has shown to be the means by which young children learn to think. Our setting also uses the practice guidance Early Years Foundation Stage to guide our planning and 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.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make termly assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

Learning Journals

Albany Montessori school keeps a learning journal for each child. On entry each child is given a book in which observations and work are recorded along with an assessment form for each term. Staff and parents working together on their children's learning journal is one of the ways in which the key person and parents work in partnership. Your child's learning journal 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 person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

The ratio of adults to children in our setting is set through the Welfare Requirements as follows:-

2 years of age	1 adult : 4 children
3-7 years of age	1 adult: 8 children

However we always aim to have higher ratios than those standards. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

Fawzia Topan
Tim Hodgson
Sam Hensman
Jemima Durrant
Lucy Westcombe
Lesley Humfrey
Leti Malgioglio

Leah Pitt
Louise Herron
Nicky Towers
Anneliese Seymour
Anna Lavado
Wendy Vickers

We are open for 36 weeks each year as follows:-

Early Birds Session Mon-Fri 8:30am leads into the main session at 9:00am

Morning Session Monday, Tuesday, Wednesday, Thursday, Friday 9.00am until 12:15pm

Lunch Session Mon, Tues, Wed, Fri 12:15pm until 1:00pm

Afternoon Session Mon, Tues, Wed, Fri 1:00pm until 3:15pm

We provide care and education for young children between the ages of 2 and 5.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves 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;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

To help parents understand our aims and methods, a project celebration will be held once a term. This will be a small presentation by the children based upon the work that they have done that term. After the presentation the 'celebration' will take on a more social aspect. A 'pot-luck lunch' will be served and there will be ample opportunity for parents to mix with staff and each other. From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. We also produce a newsletter for parents once a term.

In addition, parents who have particular questions or concerns are encouraged to arrange a personal appointment with the owner - Fawzia Topan. All parents are welcome to visit with us at some time during the term.

Key persons and your child

Albany Montessori uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works 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, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance

ALBANY MONTESSORI TIMETABLE AND ROUTINES

The session

We organise our sessions 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 Montessori method believes that all children should make their own decisions within the learning environment to build up confidence and self-esteem which leads to a sense of achievement and a sense of healthy independence. In this respect they are encouraged to choose/change activities which are accessible to children at all times.

EXAMPLE SESSION

Arrival

Children are welcomed into the nursery

Circle Time

Every child is welcomed and asked for any news. Within the circle we discuss a topic e.g. the solar system, dinosaurs, orchestras.

Choosing Time

Every child is then able to go into the environment and select an activity to work on e.g. number rods, puzzles, painting, sand play.

Break Time

The children are encouraged to either listen to a story or have free play in the large hall.

Focus Time

Within the Montessori day there is a focus to some sessions and children are encouraged to take part in this. Our current focus sessions on a weekly basis are as follows:-

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Sessions	Music	French	Visit to Park	Mandarin	
Afternoon Session		—	Physical Development	—	Music

Snack Time

In keeping with the Montessori method during the morning session the children are free to access the snack table at any time. The snack table contains fruit and diluted juice and/or water.

In the afternoon where younger children attend snack time is a more special time there everyone sits round at a table.

Please tell us about your child's dietary needs and we will make sure that these are met.

Policies and Procedures

Copies of the setting's policies and procedures are available for you to see at the setting. The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special Needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Fawzia Topan.

Parents' Complaints

Any complaints should be made in the first instance directly to Fawzia Topan or Tim Hodgson and every effort will be made to deal with the matter swiftly in a fair, unbiased and satisfactory manner. If parents are, however, not satisfied with the actions taken by Fawzia Topan, Tim Hodgson or any member of staff, they should call OFSTED's Early Years Complaints Helpline on 0300 123 1231 or 0161 618 8524 for textphone/Minicom users or Typetalk Prefix 18001 about children's services or any other aspect.

Or write to:

National Business Unit
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

The management of our setting

Albany Montessori School is owned and managed by Fawzia Topan and Tim Hodgson.

Starting at Albany Montessori School

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. We have a policy about helping children to settle in. A copy of this is available from Fawzia Topan.

Enrolment

Although admission is possible from the age of 2 years, parents are invited to visit with their child and complete a Registration form at the earliest reasonable opportunity. There is a non-refundable administration fee of £30.00.

Term Dates

Summer Term 2015

Monday 20th April 2015 - Friday 17th July 2015

Half Term: Monday 25th May 2015 - Friday 29th May 2015

Monday 4th May 2015 – CLOSED – May Day Bank Holiday

Autumn Term 2015

Monday 7th September 2014 - Friday 11th December 2015

Half Term: Monday 26th October 2015 - Friday 30th October 2015

Friday 4th September 2014 - INSET Day - Staff only

Spring Term 2016

Monday 4th January 2015 - Thursday 24th March 2016

Half Term: Monday 15th February 2016 - Friday 19th February 2016

Summer Term 2016

Monday 18th April 2016 - Friday 15th July 2016

Half Term: Monday 30th May 2015 - Friday 3rd June 2016

Monday 2nd May 2015 – CLOSED – May Day Bank Holiday

These dates are subject to change.

Albany Montessori Fees

Fees are based on a 12 week term. Some terms may be less than 12 weeks and some may be more. We open for 36 weeks during a school year.

Funding is available for 3 and 4 year olds for five sessions per week for up to 15 hours per week. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Fawzia Topan who is the Manager. For your child to keep her/his place at the setting, you must pay the fees. Where funding is not received, then full fees apply.

Fees for children aged 2 years old.

Afternoon Sessions

1.00pm – 3.15pm	£13.10
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Lunch Session.

Please provide a packed lunch for your child.

12.00 pm-1:00 pm	£3.70
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Fees for funded sessions for children aged 3 and 4 years old.

Early Birds Session

8:30am - 9:00am	£4.75
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Morning Sessions 9.00am – 12.15pm

9.00 am – 12.15 pm	£10.75
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Morning + Lunch Sessions

Please provide a packed lunch for your child.

9.00am - 1:00pm	£14.45
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Afternoon + Lunch Sessions

Please provide a packed lunch for your child.

12.00pm - 3.15pm incl. lunch	£7.90
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Full day session 9.00am – 3.00pm

9.00am – 3.15pm	£18.65
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These fees include the early years free education entitlement of 3 hours per session (15 hours per week).

Fees for unfunded sessions for children aged 3 and 4 years old.

Morning Sessions 9.00am – 12.15pm

9.00 am – 12.15 pm	£19.65
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Morning + Lunch Sessions

Please provide a packed lunch for your child.

9.00am - 1:00pm	£23.35
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Afternoon Sessions

1:00pm – 3:15pm	£13.10
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Afternoon + Lunch Sessions

Please provide a packed lunch for your child.

12.00pm - 3.15pm incl. lunch	£16.80
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Full day session 9.00am – 3.00pm

9.00am – 3.15pm	£36.45
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***Nursery Funding:**

Funding is available for three and four year olds starting the term after their third birthday. Hertfordshire County Council will only fund a **maximum of five sessions per week**, a

session being 1 morning session or 1 afternoon including lunch. Funding will not be available should you wish to combine Montessori education with a state nursery education.

Funding for rising 3 year olds

This is also available if you are in receipt of certain benefits. For further information please contact the school.

Child Care Vouchers

We accept child care vouchers

Notice of Withdrawal

A full term's notice of withdrawal is required. Otherwise, a full term's fees will be charged. Notice must be in writing to the Owners to be received on or before the first day of term at the end of which the pupil is to be withdrawn.

Albany Montessori School - Registration Form

Proposed Albany
Commencement date:

Basic details

Name of child _____ Date of birth _____

Name known as _____ Gender (male or female) _____

Name of parent(s) with whom the child lives
1 _____

Does this parent have parental responsibility? Yes/No (delete)

2 _____

Does this parent have parental responsibility? Yes/No (delete)

Address _____
_____ Email _____

Telephone _____ Mobile _____

Name of parent with whom the child does not live

Does this parent have parental responsibility? Yes/No (delete)

Address _____
_____ Email _____

Telephone _____ Mobile _____

Does this parent have legal access to the child? Yes/No (delete)

Is there anyone who does not have legal access to your child?

Emergency contact details

Parent 1 - Work/daytime contact number _____

Place of Work and Phone Number _____

Parent 2 - Work/daytime contact number _____

Place of Work and Phone Number _____

Main Switchboard Number _____

Any other emergency contact numbers _____

Name _____

Telephone _____

Mobile _____

Name _____

Telephone _____

Mobile _____

Persons authorised to collect the child (must be over 16 years of age)

Name _____

Relationship to child _____

Address _____

Phone no's: _____

Name _____

Relationship to child _____

Address _____

Phone no's: _____

When calling the school to pass on specific instructions, such as someone who would not normally collect your child, or other confidential information which would require safeguarding practices to be applied, we require you to quote a unique password. Please tell us what your password will be:

Personal details of child

Medical Information

GPs Name _____ Telephone _____
Address _____
Name _____ Relationship to child _____
Telephone _____ Mobile _____

Allergies <i>Please supply photo – see medical form.</i>	
Immunisations	

Does your child have any special dietary needs or preferences? Yes/No (delete)

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What is the main religion in your family? _____

Are there any festivals or special occasions celebrated in your culture that your child will be taking part in and that you would like to see acknowledged and celebrated while he/she is in our setting?

What language(s) is/ are spoken at home _____

If English is not the main language spoken at home, will this be your child's first experience of being in an English-speaking environment? Yes/No (delete)

If so, discuss and agree with the key person how you will support your child when settling-in:

Does your child have any special needs or disabilities? Yes/No (delete)

Details _____

What special support will he/she require in our setting? Please use a separate page for more information if necessary.

What other information is it important for us to know about your child? For example, what they like, or what fears they may have, any special words they use, or what comforter they may need and when.

Proposed sessions:

Morning – 9:00am-12:15pm	Monday/Tuesday/Wednesday/Thursday/Friday
Lunch – 12:00pm-12:50pm/1:00pm	Monday/Tuesday/Wednesday/Friday
Afternoon 2 yrs old – 1:00pm-3:15pm	Monday/Tuesday/Wednesday/Friday
Afternoon 3+ yrs old – 12:00pm-3:15pm (incl. lunch – please provide packed lunch)	Monday/Tuesday/Wednesday/Friday
Full Day – 9:00am-3:15pm	Monday/Tuesday/Wednesday/Friday
Early Birds – 8:30am-9:00am	Monday/Tuesday/Wednesday/Thursday/Friday

Future School: _____

Proposed Commencement Date: _____

REGISTRATION

We/I wish to apply for the admission of my/our child to Albany Montessori School. We/I have received, read, signed and returned Albany Montessori’s Terms and Conditions and agree to comply with them.

Enclosed is a **non-refundable registration fee of £30.00** made payable to Albany Montessori School. (Siblings registered free of charge).

Signed By _____ Name (please print) _____
Relationship to _____ Child's Name _____
child _____
Date _____

CHECKLIST	
Completed Registration Form	<input type="checkbox"/>
Completed Medical Form	<input type="checkbox"/>
Signed Terms & Conditions	<input type="checkbox"/>
Registration Fee	<input type="checkbox"/>



Albany Montessori School – Terms and Conditions

1. All fees are due in the first week of term, and you will be invoiced in the month prior to admission.
2. If your child is commencing attendance at the beginning of a term, to ease their settling in, we operate a staggered start policy. Their start date will be within the first 2 weeks of that term. Should this be the case a full term's fees will still be due.
3. A full term's notice of withdrawal is required. Otherwise, a full term's fees will be charged. Notice must be in writing to the manager to be received on or before the first day of term at the end of which the pupil is to be withdrawn. Unfortunately no reduction can be made for temporary absences of illness.
4. An equal opportunities policy is operated. Full details of all school policies are available upon request or can be downloaded from our website.
5. Fee levels will be reviewed at least once a year and any increase will be notified in writing a half term in advance.
6. Fees are charged based on a 12 weeks term. Due to the moving Easter break some terms will be more than 12 weeks and some will be less. Over the course of the year we will be open for 36 weeks. There is no reduction given should your child attend on a bank holiday and the school be closed.
7. A £50.00 charge will be applicable for any reductions in sessions made at short notice prior to the commencement of or during a term. This fee also applies to cancellations.
8. Pupils will occasionally be taken on school trips for which you will be separately invoiced.
9. In the interests of child safety parents are required to inform the school if there is a change to the appointed person collecting their child.
10. The school retains the discretion to pass on to parents any bank charges howsoever incurred.
11. Parents are required to complete any medical records and inform the school of any changes in their child's health and any changes in address, contact numbers and persons authorised to collect their child.
12. By signing this form you are giving written consent to share information about additional needs your child may have to any necessary person or body, or to pass on children development summaries to your child's next provider/school.
13. Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden. This is covered in our prospectus. By signing this form you are confirming that you have read and understood our 'Information Sharing' policy.
14. We cannot be held responsible should the school need to close due to severe weather conditions, flood, fire or any other event which is beyond our control and which might prevent us opening or our staff being able to safely journey to the nursery, or having to remain at home, and so put our staff:child ratio beyond that which is acceptable by Ofsted. Under these circumstances we are unable to provide any refund or reduction of fees.
15. We accept children from the age of 2 years in our afternoon session. They do not need to be toilet trained, however, parents are required to provide their child with spare nappies/pull-ups.
16. A minimum of three sessions must be attended.
17. The school will advise of any changes to the school day or curriculum a half term in advance.
18. Upon acceptance of the place offered, or included within your first invoice, a deposit of £100 is required. This deposit is refundable in the form of being deducted from the final term's fee providing a full term's notice of withdrawal has been received.
19. To claim Early Years funding for your child a funding form must be completed each term for which you claim and a suitable ID document provided. Providing false information or failure to complete the form may result in funding for your child being withdrawn by Herts County Council. The parent or legal guardian will then be liable to repay the funding amount.
20. Albany Montessori School reserve the right to revise these Terms and Conditions at any given time. You will be notified in writing of these changes within half a term them being made.

Walk Permission

Permission is given for the child detailed below to be walked to Verulamium Park during school hours.

Photographs and Other Media

From time to time we take photographs of the children for use within the school (e.g. the school photo album). We may also film end of term assemblies, productions and project celebrations. These are never made available to the general public. By signing this form you give us your consent to allow this to happen.

Signed By	_____	Name (please print)	_____
Relationship to child	_____	Child's Name	_____
Date	_____		

We recommend that parents retain a copy of this form for their records

ALBANY MONTESSORI SCHOOL MEDICAL RECORD

Personal Details:

Child's Name:

Date of Birth:

Address:

Home Tel:

Mother's Business No.

Father's Business No:

Emergency Contact - Name, address and telephone number:

Family Doctor/ Health Visitor - Name, address and telephone number:

Vaccination record and dates:

MMR:

Polio:

Meningitis C:

Tetanus:

Diphtheria:

Other:

Medical History:

Does your child suffer from allergies?

(If your child has an allergy or intolerance please supply an up to date passport sized photo for our allergy/ intolerance notice.)

Does your child suffer from respiratory problems?

Does your child wear glasses or suffer from hearing or speech problems?

Please state any other illness/surgery:

Please complete the following with dates if your child has had:

Chicken Pox:

Meningitis:

Scarlet Fever:

Heart Disease:

Rubella:

Measles:

Tuberculosis:

Infectious Hepatitis:

Poliomyelitis:

Whooping Cough:

Diphtheria:

Rheumatic Fever:

Mumps:

Pneumonia:

Diabetes:

Convulsions:

Haemophilia:

Other:

Does the child take medication regularly?

Please state any other information that you feel the school should know in the interest of your child:

Please List Dietary Allergies/Intolerance's/Requirements:

(If your child has an allergy or intolerance please supply an up to date passport sized photo for our allergy/ intolerance notice.)

Does your child have any Special Educational Needs?

We consent to our child being given emergency medical treatment if required. We consent to our child being taken to the nearest Accident and Emergency unit, if needs be to be, examined, treated or admitted as necessary on the understanding that parents have been informed. We hereby give permission for our child to participate in cooking, lunch and party activities and accept that this will involve our child eating food at school and have informed the school of any allergies/intolerance's. We agree to keep the school informed and up to date of any changes or developments with regard to allergies/intolerance's.

Signature of Mother:

Date:

Signature of Father:

Date: