

Date Reviewed	May 2023
Review Date	May 2024



Agreed by: Learning and Achievement Committee

Date: 18/05/23

Name: Sally Evans

Signature:

## Settling in and transitions Policy May 2023

### What we believe

We believe that every child is unique and with positive relationships within an enabling environment will develop and learn. We also believe that life is about responding positively to change.

At Highfield, we work with external professionals at all stages to support the continuing needs of individual children and their families, whether they are joining us or transferring to another setting. This policy should be read in conjunction with Our Single Equalities, Accessibility plan and our Policy for CIC children.

### What we want to achieve

We endeavour to provide many opportunities for all children to feel safe, secure, stimulated and happy within the setting and for children and their families to feel supported during transition.

### What we do

- All practitioners working within Highfield are friendly, hardworking and are committed to providing high quality care and education.
- Highfield provides a welcoming setting for all families and their children to ensure a holistic approach is taken.

### Nursery School

#### Settling in procedure in nursery

Prospective families and children are always welcomed to come and look around the setting before making a decision to place their child within our provision.

In the term prior to starting parents and carers are invited to an induction evening – this offers opportunities for working partners to attend to meet staff and the setting – it is here that initial introductions with the child's key person are begun and together parents and practitioners organise a home visit where the key person and another practitioner visit the child in their home – this builds strong foundations for the positive relationships between key persons and the family.

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### **Induction visits**

At the beginning of the term when the child starts nursery a small group of new children and their carers visit and have the setting to themselves allowing ownership. This enables parents and children to explore areas of provision together and creates a shared experience for them to talk about later – parents can then understand more when children relay their experiences of nursery.

Parents and practitioners share the beginnings of the learning journey during this visit and it also allows other practitioners and parents to begin to form positive relationship. Practitioners and parents work together to develop staged induction periods for some children, maybe staying part of the session or maybe the parent staying longer with the child to settle them

Parents can talk to practitioners at the start or end of their child's sessions to discuss their child's day and share information with staff. The initial period of any child's starting with us and especially at the beginning of every term – there is a period of observation – so that practitioners can identify children's interests and support them to settle in positively. Friendly adults show children how to access the environment and explain about routines, and encourage children to become independent and know they can ask for help when needed.

### **Key Person Policy**

We believe that

- Every child is unique
- Children learn to be strong resilient and independent from a base of loving and secure relationships with parents and/or a key person
- The environment has a key role in supporting children's development and learning
- Children learn and develop in different ways and at different rates and all areas of learning and development are equally important and inter-connected

### **What we aim to do**

These four guiding themes work together to underpin our effective practice and delivery for every child and family and ensure that provision is responsive and personalised so that outcomes are maximised, and that development, learning and care for all our children is supported. The EYFS supports our work in this particularly the effective practice documentation and the principles into practice cards.

Key persons are assigned to families and usually remain with the family as siblings attend the setting; occasionally key persons are changed in response to need in order to support the best outcomes for individual children. Key persons are responsible for upholding and maintaining records of their children, supported by the whole team and it is the responsibility of the key persons to ensure that opportunities are provided within the environment and curriculum in response to the needs of their children. Weekly team meetings provide the formal system for this but daily discussions and feedback between practitioners and the feedback with parents at the beginning and end of session is the bedrock of responsive provision.

Key persons carry out the parent partnership consultations termly of the learning journey record and also ensure parent and child feedback of the development and learning of the child happens for each child. They are responsible for continuing formative assessment throughout the year.