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Osmani Primary School

Reach For The Stars

Early Years Transition and Settling in Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the United Nations Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:**We have the right to quality education.
- ★ **Article 12:**We have the right to give our opinion and listen to others.
- ★ **Article 15/31:**We have the right to join in and be part of a team.
- ★ **Article 29:**We have the right to develop our personalities, talents and abilities.
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Our Values

★ **S**triving **T**eamwork **A**ll Included **R**esponsibility **S**uccess ★

★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ All Included

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**
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★ Responsibility

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ Success

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements**

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

This policy supports the school in addressing Article/s 28,29,31: of the UN Convention on the Rights of the Child.

Rationale

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with the setting.

Aim

We aim to make the setting a welcoming place where children settle quickly and easily where careful consideration has been given to the individual needs and circumstances of children and their families.

Method (see Appendix A)

- Before a child attends the setting, we use a variety of ways to provide his/her parents with information e.g. Parent and Toddler Group, admission meeting, meeting with SENco for those who require it.
- A home visit is offered before the child enters the setting. This takes place prior to them starting at the setting. The visit enables the child & the parents to meet with staff from the Nursery before starting. Reception home visits are also carried out during the Summer term for any new children joining the school in September. An admission form is filled in with the parent gathering relevant information about their child. If a home visit cannot be arranged, parents are asked to bring their child into school giving both parent and child the opportunity to meet EYFS staff.
- There is a clear procedure of allocating children to the Nursery classes. This takes into account an equal number of boys and girls, autumn and summer born children and other relevant information. The Admissions Team in the office undertakes all admissions.
- Once your child has been allocated to a class this will not change unless there are exceptional circumstances deemed by the school. This will need to be discussed with the Admissions Team in the office/ Headteacher.
- In order to help ensure a smooth transition, before the children start Nursery, we run a parent and toddler group in the Summer term before children start in September. This takes place one morning a week for four weeks in the Nursery, during the half term before starting Osmani. It is a great opportunity for the children and parents to familiarise themselves with the environment and meet the other children joining and currently attending the Nursery. It also gives parents the opportunity

to meet the Nursery staff, talk with them about their child and ask any questions which they may have. The sessions are structured to inform and support parents with their child's transition.

- A key person is allocated to each child. This enables a smoother transition and helps the child to settle in. This information is shared with the parents when the child begins school.
- External links and requests for information are made to other service providers prior to the child starting the setting e.g. social workers, family support workers, Nursery and day care settings to gather further information for individual children. Where necessary, transition meetings are held and risk assessments completed.
- Opportunities are created for children moving between settings to come and visit at a time when it is suitable for them with either their parents or with adults and teachers from their existing setting. This enables us to work closely with other schools and settings to ensure it is a smooth and anxiety free process for the child/children.
- There is a staggered entry into the Nursery, which takes place over the first six weeks of the Autumn term. Children will start either on a Monday or Wednesday which enables them to build up their relationship with their Key Person and familiarise themselves with the learning environment.
- Children who join our Reception from another setting are given a separate start date to ensure they are given the best possible opportunity to settle well into their new environment.
- We have an expectation that the parent, carer or close relative of a child in Nursery, will stay for most of the session during the first day and then during the following days, depending on the individual needs of the child. We encourage parents to engage in activities with their children to enable a smooth transition for their child.
- The parent/carer will leave the child for increasing periods of time as the child becomes more confident & secure. We expect that by week two, parents/carers will be leaving their child at the beginning of the session.
- The initial sessions are flexible, depending on the needs of the child. Children who are finding settling in difficult will be encouraged and supported to stay for part of the morning session and gradually build on this. The class teacher, in discussion with the parent/carer, will review this. However, if they are settling in well and both child and parent are comfortable with the situation the child will stay for the full or part time session.
- Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parents to be on hand to resettle them. You may be asked to wait in the main Reception area so you are available if needed. This could be for 10-15 minutes; however, it could be longer depending on individual children.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when this will be.
- Each child will have their own Online Tapestry Journal which parents can access via an app on their phone. Parents and Carers are encouraged to contribute to the journal with pictures or videos. Parents are also encouraged to comment on pictures and videos of their child.
- As part of the schools policy there is a parent meeting held in the first term, which offers the opportunity for the parent and Nursery staff to meet and discuss how the child has settled in and how they are getting on in general (Parent meetings). There are two further meetings in the Spring and Summer term. Nursery staff are available after school to discuss any concerns, issues or comments parents would like to discuss at the end of the morning session or day.

Monitoring

The Early Years Phase Manager will monitor the implementation of this policy and report back to the Headteacher and SLT at the weekly feedback meeting and to Governors through termly reports.

Appendix A

Early Years Checklist/timeline for Nursery admission and settling in

When	What	By who
February	Contact Collingwood/ Early help team to confirm Parent and Toddler sessions List	Phase Manager and HoP
April/May/June/July	List of children given to the Admissions Team from LA	Kousar
May/ June	Date of Home Visits to be organised. Home visit letters and Parent & Toddler session letters to be sent out with 'Nursery confirmation' letter.	Phase Manager (PM) Kousar
June	Get ready Parent and Toddler Register	Phase Manager/CTs
June	Individual parent admission meeting.	Kousar and Admin Assistants / Office
June	Children allocated to classes	HoP and EYs Phase Manager with Nursery
June/July	Parent and Toddler sessions – Collingwood/ Early Help team to attend	HoP and Phase Manager with Nursery Team
June/ July	Phone call to parents to inform them of the date of the Home Visit.	EY staff- phone call/ Kousar / Admin team during face to face admissions meeting
June/ July	Home Visits for Nursery and new starters in Reception.	Class teachers and Nursery Nurses.
July	Preparation of settling in resources start e.g. Key worker displays, Self register, name cards (x3)	Nursery Team
September	Children start at Nursery – staggered intake. Children to start on a Monday and Wednesday ONLY *(x4 on Monday/x4 on Wednesday).* *Staggered Entry for new starters in Reception*	Dates to be given to Admin Team in advance to give to parents during admissions
September	Baseline Assessment to be completed within two weeks of child starting	Class teachers to input data only.

		All Nursery staff to discuss/share children's assessment
September	Headteacher/ HOP meeting with Nursery Parents	Remi, HoP, SBM,