



Mark First & Pre-School CE Academy

Settling Children & Establishing Starting Points

At Mark First & Pre-School CE Academy, spending time inducting children into our setting is key to ensure each child and parent is valued and feels safe and secure entering each day. It is crucial for children to receive the care and support necessary to enable plans to be made for their individual needs and next steps in their development. From the induction process, starting points are established, and provision tailored, to enable each child to learn to the best of their ability in our setting.

Induction Process

- Parents/Carers are required to provide documentation of parental responsibility and emergency contact details upon registration.
- Before a child attends our setting, parents/carers are given a prospectus and sign posted to the policies on our website.
- During the term before a child is enrolled, we provide opportunities for parents/carers to visit the setting with their child.
- We may offer a home visit if we feel this would support the child's transition.
- Each child is offered at least two 'settling in' sessions free of charge prior to their start date.
- If a child requires further sessions with support of their parent/carer, this can be facilitated.
- A keyworker is allocated to each child and their family, and they are available to support during the settling in sessions and induction period.
- An induction meeting will take place with the child's keyworker prior to the starting date.
- If a child has additional needs, this will be discussed during the induction meeting. In addition to SEND, this also includes religious and cultural beliefs. Additional settling in sessions will be planned accordingly.
- Following the settling in sessions, the child will attend independently and parents/carers are given a review of their time with us.
- Staff will discuss each child's needs with the Pre-School Manager prior to the settling in sessions.
- If a child has attended a previous setting, efforts will be made to make contact with staff to receive a handover.
- Parents/Carers are given an 'All About Me' form to complete with their child to provide detailed information about their family situation, medical conditions and allergies. This also includes information of likes, dislikes and individual needs.
- A child's starting points are established from the date of first contact.
- If a child has difficulty settling, their hours will be reduced and gradually built upon towards attending a full session.

Children identified with EAL

We respect each child's ethnicity, religion, home language and culture. For a child with English as an additional language they may be more reliant upon their parent/carer to communicate. This will be accommodated within the setting and parents will be supported accordingly. The induction process may be adapted through;

- Providing additional settling in sessions with parent support
- Additional induction meetings with the Keyworker
- Involvement of an interpreter and/or external agencies if required.

Children with SEND

- If a child is recognised as having SEND or additional needs, the Keyworker will identify with parents/carers potentially barriers that may affect settling within the setting.
- We may advise creating a Pre-School Entry Plan with the inclusion support team.

The Role of the Keyworker

Once a keyworker has been assigned to a child they are responsible for settling the child and gathering the necessary information through discussion with parents/carers and observations of the child. A child's starting points are recorded within three weeks of the official start date. The curriculum guidance Development Matters is used to determine the level of development that the child is currently working within.

Each Keyworker is responsible for;

- Establishing a positive relationship through regular communication with parents/carers.
- Working with parents/Carers to plan and deliver a personalised plan for the child's safety, well being, care and learning.
- Linking with additional care givers that may be involved with the family, e.g. child minders, external agencies.
- Keeping records up to date on the child's file.
- Adding to a child's developmental journal, using Tapestry to keep parents/carers informed of their achievements and engagement in our setting.
- Providing comfort, if necessary, to the child throughout the day.
- Managing a child's sleep routine, if needed.
- Noting assessment reflections, using Tapestry, that support planning and provision.
- Contacting parents/carers termly to discuss and review their child's progress.
- Providing parents with a back-up Keyworker in case of staff absence.

Policy Review Date- 10th January 2023

Renewal Date- 10th January 2025