

# Trinket Box Pre School

## 09 Childcare practice policy

Alongside associated procedures in 09.1-09.15 Childcare practice, this policy was adopted by **TRINKET BOX PRE SCHOOL COMMITTEE** on 7<sup>th</sup> DECEMBER 2021.

### **Aim**

Children are safe, happy, and eager to participate and to learn.

### **Objectives**

- Young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- Introductions and induction of the parent is carried out before children start.
- Trinket Box staff make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and creating opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance's approach to learning based on three key statements.
  1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
  2. We want the curriculum we provide to help children to learn to:
    - be confident and independent
    - be aware of and responsive to their feelings
    - make caring and thoughtful relationships with other people
    - become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.
  3. We provide a wide range of interesting child-chosen and adult-initiated activities which:

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- give children opportunities to use all their senses
- help children of different ages and stages to play together
- help children be the directors of their own learning
- help children develop an inquiring and questioning attitude to the world around them

The *Early Years Foundation Stage* is used as a framework to provide care and learning opportunities for babies and children under two years.

## **Children aged 2-5 years**

- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it.

## **09.1 Waiting list and admissions**

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community, for example through Southend-on Sea's Livewell website (<https://livewellsouthend.com/kb5/southendonsea/directory/home.page>), and our website being ([www.thetrinket.org.uk](http://www.thetrinket.org.uk)).
- We endeavour to ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language.
- We hold a waiting list for pre-school places. In order to be placed on the waiting list, a registration form must be completed and a registration fee of £3.00 must be paid, unless a funded place is being sought, in which case there is no registration fee.
- We arrange our waiting list in order of birth date, oldest child first but in accordance with the following criteria: -
  - Looked After Children in the care of the Authority;
  - Children who live in the catchment area of the school and have a sibling attending Federation of Greenways schools or the Trinket Box Pre School;
  - Children who live in the catchment area of the school;
  - Children who live outside the catchment area of the school and who have a sibling attending Federation of Greenways schools or the Trinket Box Pre School;
  - Children who live outside the catchment area of the school.

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Proof of address will be required in the form of a current utility bill on completion of the enrolment pack. If this is not forthcoming, then the pre-school has the right to withdraw the place for re-allocation.

- The number of places available is dependent on the ages of the children and floor area of the setting. It is also an Ofsted requirement for staffing to reflect the correct adult to child ratio at all times and this governs the amount of children attending each pre-school session. We therefore may not always take the maximum number allowed according to our floor area. Our calculated maximum number of children according to our floor area is eight 2 year olds and fifty 3/4 year olds.
- We keep a place vacant, only if this is financially viable at the time, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting. We work with parents to adapt our practice in the best way we can.
- We monitor the needs and background of children joining our setting on the enrolment form, to ensure that no accidental or unintentional discrimination is taking place.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- We reserve the right to refuse entry to any child whose parents account is in arrears as we cannot maintain provision as a self-funding unit and registered charity without fees being paid either on the day or in advance of the child's sessions.

## **Opening Hours and Fees**

- We are open Monday-Friday 8.45am-3.30pm (term-time only). We do not open bank holidays and we have 3 training days per year when we will be closed (we do not charge for bank holidays or training days). Training days when set are entered on the diary page of our website. We will also give periodic reminders regarding any closure, giving at least 6 weeks' notice.

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- As stated in our prospectus, we regret to advise that fees must still be paid if children are absent through either sickness or holiday. If your child has to be absent over a long period of time, please talk to the manager.
- Fees are also chargeable if the pre-school has to close for reasons beyond its control e.g. flood or adverse weather conditions.
- Fees can be paid by cash or cheque (made payable to 'The Trinket Box Pre School Ltd'), by direct payment to our bank account, childcare vouchers and payments from the new tax free childcare accounts. Please ask the manager for more details.
- We reserve the right to charge a £2.00 late fee for any delay collecting your child between 10-30 minutes. Anything above this will be charged at the fees rate.
- The government funding is not intended to cover the cost of additional hours, services, meals or consumables. The pre-school reserves the right to charge for wrap-around fees (hours above the funded allowance) plus 'expected fees' for snacks, trips/visits and forest school sessions. Should parents elect to not pay the termly expected fee then they must provide their own child's snack which must be fruit/vegetable based. Their child will also not participate in forest school sessions or trips/visits. The expected fees from September 2021 are £25 per term for children in their pre-school years and £35 per term for children in their nursery year (last year with us prior to starting school). If parents experience difficulties meeting the cost of these additional services, please speak to the manager.

## **FUNDING**

### **Free Early Years Provision (Universal Funding)**

We adhere to the local authority's code of practice whilst delivering the free early years provision. This states that all children become eligible for the free early years provision the term after their third birthday using the following national cut off dates 31<sup>st</sup> December, 31<sup>st</sup> March and 31<sup>st</sup> August. All children receiving free early years provision are entitled to 570 hours taken over a minimum of 38 weeks. We are open for at least 38 weeks per academic year. Parents are able to split the free provision between two settings if necessary, providing that the total number of hours claimed does not exceed the 570 hours due per year. The Trinket Box pre-school is able to offer the provision flexibly in the following way over a 38 week period (term time only) :-

- 5 x 3 hourly sessions per week (am or pm or mixture of the two)
- 3 x 3 hourly sessions plus wrap around care of 45 minutes per day plus 1 x 3 hour session

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- 2 x 3 hourly sessions back to back to give a 6 hour day, twice a week, plus one other 3 hour session (this enables the child to stay over the lunchtime at no additional wraparound charge). For this option parents are asked to choose one of the following time slots (9.00am-3.00pm/9.30am-3.30pm). Parents should provide a packed lunch for their child.
- 2 longer Pre-school days (8.45-3.30pm). This would only enable you to use 14 hours of your allocation and so one hour would be forgone.
- In order to receive funding, the parent must provide evidence of the child's date of birth, namely the birth certificate at enrolment. Parents will be required to fully complete and sign a Parent Declaration Form each term that funding is claimed.
- Funded sessions whether universal or extended cannot be swapped for alternative sessions should the child be absent or the pre-school be closed for any reason.
- We are required to monitor your child's attendance and inform the Local Authority if the attendance falls below 90%. Please inform us of any reason your child is unable to attend.
- You should ensure that your child attends the setting for the number of funded hours you have requested. The provider is entitled to terminate the funding agreement if your child does not attend regularly and you do not inform the provider of the reason for absence.

## 30 Hours Offer (Extended Funding)

In addition to the early years free provision (universal funding) some working families may qualify for additional funding (extended funding) to help with childcare costs should they meet the following criteria:

- each parent (or the sole parent in a single parent family) earns on average, the equivalent of 16 hours on the national minimum wage per week, and no more than £100,000 per year.
- Whilst we endeavour to meet all parent's needs, we do have limited childcare places overall. Therefore, places once the admission criteria are met, will be on a first come first served basis. Priority for the 30 hours will be given to all parents if your child is already with us prior to September.
- 30 hour funding can be split between two providers. Parents will need to advise at which setting they are accessing their universal/extended funding as differentiation between universal and extended is required on the parent declaration form.
- If parents wish to increase the number of funded hours their child is accessing after the headcount date, the pre-school will charge for the additional hours until the next funding period starts. At that time the additional hours can be claimed providing the entitlement criteria is met.
- Children will not be funded if they move settings during the funded period except for exceptional circumstances which must be agreed by Southend Borough Council Head of Early Years.

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- Funded hours are a free provision and do not have any monetary value for parents.

The application link for the 30 hours is <https://childcare-support.tax.service.gov.uk/>

If you qualify for the extended 15 hours funding, making your funding up to 30 hours, you must have an eligibility code issued by HMRC. This is valid for 3 months and then you must re-check your eligibility every 3 months from then on. The codes must be given to us to validate and this must be entered onto your funding form each term.

If your circumstances change and you for instance lose your job and are no longer eligible, there will be a grace period to allow you to 'become eligible again'. If within that timeframe you have not become eligible again, the extended part of your funding will cease and the universal part (15 hours) will only be applicable. You will have to stipulate on your funding form where you are claiming each type of funding if the 30 hours is being used.

## **Early Years Pupil Premium**

In addition to the free early years provision (universal funding), the government have introduced 'early years pupil premium'. This is a funding amount that can be claimed by us to help support the children. The aim of the early years pupil premium is to help narrow the attainment gap between young children from families on a very low income and their peers, setting them on a path to a more successful future. Only some families will be eligible and the qualifying criteria is set out on the following website:

<https://www.gov.uk/get-extra-early-years-funding>

- The council will check your eligibility automatically once your funding claim is submitted.

## **Disability Access Funding**

Three and four year old children who are currently in receipt of Disability Living Allowance and are receiving free entitlement are eligible for the Disability Access Fund (DAF). DAF is paid to the childcare provider at a fixed annual rate of £615 to provide additional resources to support the child. More information regarding this can be found at:

<https://www.gov.uk/get-extra-early-years-funding>

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## **2 year funding**

We offer the provision for 2 year funding, through the Local Authority. This is dependent on the financial situation of the family and whether the qualifying criteria is met. Please ask for further details.

## **Children with SEND**

- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at [www.gov.uk/disability-living-allowance-children/how-to-claim](http://www.gov.uk/disability-living-allowance-children/how-to-claim).
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinized by the setting manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

## **Safeguarding/child protection**

If information is provided by the parents that a child who is starting at the setting is currently, or has had involvement with social care, the designated person will contact the agency to seek further clarification.

Parents are advised on how to access the setting's policies and procedures.

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## 09.2 Absence

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and that they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. Parents are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence. Designated persons must also adhere to Local Safeguarding Partners (LSP) requirements, procedures and contact protocols for children who are absent or missing from childcare.

- If a child who normally attends fails to arrive and no contact has been received from their parents, the management team takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well. During the pandemic, assurance is required that the child/family are not experiencing Covid-19 symptoms (positive cases are logged in line with our outbreak management plan).
- Attempts to contact the child's parents or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.
- If contact has not been made within three working days, children's services will be contacted for advice about making a referral. Other relevant services maybe contacted as per LSP procedures.
- All absences are recorded on the daily registers and if a significant amount of absences had occurred this would be noted on the child's file and any follow up action taken or required with timescales.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information comes to light that gives cause for concern, procedure 06.1 Responding to safeguarding or child protection concerns is immediately followed.

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## **Safeguarding vulnerable children**

- The designated person or key person attempts to contact the parents to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the designated person is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information comes to light that gives cause for concern, 06 Safeguarding children, young people and vulnerable adults procedures are followed immediately.

## **Safeguarding**

- If a child misses three consecutive sessions and it has not been possible to make contact, the designated person calls Social Care and makes a referral if advised.
- If there is any cause for concern i.e. the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the designated person attempts to contact the child's parent/carer immediately. If no contact is made, the child's absence is logged in our incident reporting book, and Social Care are contacted immediately, and safeguarding procedures are followed.

## **Poor/irregular attendance**

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the setting manager should discuss a child's attendance with their parents to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parent/s to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

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In the case of funded children the local authority may use their discretion, where absence is recurring or for extended periods, taking into account the reason for the absence and impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

## **09.3 The role of the key person**

*'Each child must be assigned a key person'* (EYFS 2021)

Young children need to form a secure attachment to key person when they join the setting to feel safe, happy, and eager to participate and learn.

### **The key person role**

- A key person builds an on-going relationship with the child and his/her parents and is committed to that child's well-being while in the setting.
- Every child that attends is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.
- The setting uses their other staff members who can fulfil the role in the absence of the main key person, for example, during annual leave or sickness.
- The key person conducts the progress check at age two for their key children using the Tapestry Online Journal.
- The role is fully explained to parents on induction and the name of the child's key person key person is recorded on the child's enrolment pack.
- The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents. During the pandemic there have been some restrictions in place for parents entering the setting. The pre school continues to monitor it's practice to ensure that the best procedure is in place to prevent the spread of Coronavirus.
- The number of children for each key person takes into account the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part time staff. The setting manager should aim for consistency i.e. matching part-time staff to part-time children; full-time children should not be divided between key persons during the week. If the parent increases sessions mid-year, any changes to the key person will be explained so the parent is fully aware. If part time sessions increase to full days it may be necessary to have two staff that work together during the course of a day to look after the child.

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- Photographs of staff are displayed clearly.
- The key person spends time daily with his or her key group to ensure their well-being.

## **Parents**

- Key persons are the first point of contact for parents with regard to matters concerning their child and any concerns parents may have are addressed with the key person in the first instance.
- Key persons support parents in their role as the child's first and most enduring educators.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents.

## **Learning and development**

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO. This is then raised with the parents.

## **Prime times**

The key person role is explained further in the prime time procedures (09.4/6/7/8/10/11/13); the key person also maintains other responsibilities for key children including administering medication and completing accident records.

## **Bank staff**

- The role of our bank staff is to step in when the main key person is absent or unavailable, to provide a stable and consistent care relationship for the child.
- The child will be familiar with the staff member as we do not use agency staff. That staff member will also feed back to the key person when they return.

## **Safeguarding children**

- The key person has a responsibility towards their key children to report any concern about their development, welfare or child protection matter to the setting manager and to follow the procedures in this respect.

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- Regular supervision with the setting manager provides further opportunities to discuss the progress and welfare of key children.
- Any other staff involved with the care and education of the child also have the opportunity to discuss any concerns regarding progress and welfare. This may be a member of our cover/one to one adult support staff.

## **09.4 Settling in and transitions**

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

We follow a three-stage model of settling in based on three key needs:

1. *Proximity* - Babies and young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new carer and new surroundings. In this way they can become confident in engaging with those experiences independently later on. This is why we invite you in with your child for a short 'taster session'.
2. *Secure base* – Because the initial need for proximity of the parent has been met, babies and young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time. We invite you in again for an 'open day' to encourage your child to play whilst you are completing your enrolment paperwork. You are there as a 'safety net' should any child be upset.
3. *Dependency* – Babies and young children are able to separate from parents' and main carers when they have formed a secure attachment to their key person who knows and understands them best and on whom they can depend for their needs to be met. Therefore once your child is familiar with the key person, other staff and setting, they will be encouraged to be left in our care.

The setting manager and key person will discuss with you prior to leaving them to see how you would like to carry out the dropping off process in the initial first days. We will of course offer support and advice whenever needed. We will also ring you/email you to reassure you that your child is ok.

### **Settling-in for children with SEND**

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- If a child has been identified as having SEND then the key person/SENCO and parents will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support.

## **Two-year-olds starting a setting for the first time**

- A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child's experience of non-parental care, for example grandparents, or childminder; this informs staff as to how a child may respond to a new situation. We gather a range of information using our enrolment form and the child's 'One Page Profile' document. The parent will comment on their child's current progress in the three prime areas and whether there are any other professionals involved with the child ie. paediatrician, speech and language therapist.
- Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.

## **Three- and four-year-olds**

- Most children of this age can move through the stages more quickly and confidently.
- Some children take longer, and their needs for proximity and secure base stages should be accommodated as much as possible.
- Some children appear to leap to dependency/independence within a couple of days. In most cases, they will revert to the need for proximity and secure base. It can be difficult to progress to true dependency/independence and this can be frustrating.
- Parents are encouraged to explain to their child where they are going, and that they will return.

## **For children whose first language is not English**

- For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parents' input to make sense of what is going on.
- If the parent does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.

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- The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- Through the interpreter, the key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The need for the parent to converse in the child's home language is important.
- The key person makes the parent feel welcome using smiles and gestures.
- With the parent, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- When the child feels happy to spend time with the key person (secure base), the parent should move into the background and eventually outside the building.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

## **09.5 Establishing children's starting points**

When children start at the setting they arrive at different levels of learning and development. In order to help them to settle and make rapid progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.
- Starting points are established by gathering information from the child's parents. This is done by asking the parents or carers to complete an 'All About Me' profile very early on in the enrolment procedure, before they visit the setting.

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- Once the child has started to attend, the key person must take observations and decide whether the child is at the correct stage of development for their age, referring to Development Matters or Birth to Five Matters.
- If the initial assessment raises any concerns that extra support may be required procedure 09.11 Identification, assessment and support for children with SEND is followed.

## **09.6 Prime times – arrivals and departures**

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff are aware of the potential risks and take measures to minimise them.

### **Arrivals**

- The children are greeted at the door by familiar staff, normally from the management team. The child's temperature is then taken. This is a precautionary measure during the pandemic. They converse with the parent or carer to see if any handover information is given. This could relate to diet, sleep or who is collecting the child. Once over the threshold, the key person endeavours to meet the child. At this point any handover information is repeated to the key person. This ensures that young children are received into the setting by a familiar and trusted adults who are aware of any background information.
- The key person who greets the child marks their presence and time of arrival in the register.
- If a child who is expected fails to arrive, contact will be made by the management team to ascertain the reason for non-attendance.
- The manager places information relating to the time of leaving for each child on the whiteboard. Staff are aware when the child will be going home, ensuring that they can be reassured if need be.

### **Injuries noted on arrival**

- If a child is noted to have visible injuries when they arrive at the setting procedure, safeguarding procedures are followed.

### **Changing shifts and handing over information**

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- When the key person leaves, they handover the care of the child to another staff member. The parent will have been informed of this arrangement beforehand and will only happen in circumstances where a parent has increased sessions and a fulltime key person does not have capacity to take that child.

## **Departures**

- Children are prepared for home, with clean faces, hands and clothes if required. Hands are always washed before departure.
- The key person will take the child out to their parent or carer, giving feedback relating to their time at Trinket Box. They hand over the child personally and enter the time of departure in the register.
- Only persons aged over 16 years should normally collect children.
- If someone other than the key person is with the child at the end of the day, the key person should pass general information to the other staff or write a note for the parents. Confidential information should be shared with the setting manager to pass on.
- If a person collecting the child has not been seen by the setting before, the parent or carer will give that person their secure password. This has already been stipulated on the enrolment form. If the person does not say this word/number exactly, then the child will not be allowed to go. The management team will ring the parent or carer to try and clarify the position.

## **Maintaining children's safety and security**

Arrivals and departures pose a particular threat to the safety and security of the children and therefore we adopt a 'door procedure' as detailed below:

- Two members of staff are at the front door when it is fully open.
- If a parent/carer wishes to talk to a staff member, they will wait in the 'conversation area' until the main throng of parents have subsided. Staff can then close the door and give the parent their full attention.
- The door leading to the garden will remain closed whilst children are entering or exiting the pre-school.
- The telephone in the office will not be answered while the front doors are open to ensure the ratio is correct within the room.

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- No change will be given to parents/carers at the door, they will have to either wait for change when the doors are closed or at the end of the session.
- Once the majority of children have come in, the external front door can be closed and is only opened as another child arrives.
- No buggies or prams are allowed inside the pre-school.
- Staff will not open the door to unknown visitors without prior use of the intercom system. Visitors to the preschool are asked to sign in and their identity is checked by the staff member who opened the door. They are signed out on their departure.
- There is no access to visitors via the fire exit.

## **09.7 Food**

### **Snack times**

- A 'snack' is prepared mid-morning and mid-afternoon and can be organised according to the discretion of the setting manager e.g. picnic on a blanket.
- Children are provided with choice of milk or water. Parents can also provide drinks of their choosing in a labelled beaker.
- Children wash their hands before and after snack-time.
- Fruit or raw vegetables, such as carrot or tomato, are offered in batons, which children should be encouraged to help in preparing. Bananas and other foods are not cut as rounds, but are sliced to minimise a choking hazard.
- Portion sizes are gauged as appropriate to the age of the child.

### **Lunchtime**

- Tables are never overcrowded during mealtimes.
- Children wash their hands and sit down with their lunch box. Water is provided if they do not have a drink provided by their parents.
- Some staff have their lunch with children and do not eat different food in front of children. Staff who are eating with the children role-model healthy eating and best practice at all times, for example not drinking cans of fizzy drinks in front of the children.

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- Children are given time to eat at their own pace and are not hurried to fit in with adults' tasks and breaks. They are not made to eat what they do not like and are only encouraged to try new foods slowly. They are encouraged to eat the main staple items first ie. sandwich/pasta before anything sweet.
- In order to protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another.
- Mealtimes are relaxed opportunities for social interaction between children and the adults who care for them.
- After lunch children are encouraged to wash their hands.
- The snack menu is noted and any allergens identified in case of any allergic reactions. This is displayed on the foyer and fire doors.

## **09.8 Sleep and rest time**

Sleep and rest times are key times in the day for being close and promoting security. Younger children will need to sleep but older children do not usually need to. No child is made to sleep.

### **Young children**

- Young children are laid down to sleep if necessary in a quiet area
- Young children are settled by their key person. They are soothed to sleep. Key persons may stroke or very gently pat children.
- Sleeping children are supervised within sight and/or hearing of staff at all times. They are noted in the 'sleeping child log book' with times of sleep, regular checks and time of waking.

## **09.10 Promoting positive behaviour**

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and

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feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the Manager/Deputy Manager/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

This is an unsettling time for young children. Practitioners are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to

The setting manager will:

- help staff to implement the procedure for promoting positive behaviour in their everyday practice
- advise staff on how to address behaviour issues and how to access expert advice if needed

## **Rewards and sanctions**

Children need consistent messages, clear boundaries and guidance to naturally manage their behaviour through self-reflection and control.

We work with the parents to teach the child, using praise, stickers and personalised charts as an incentive.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area, using the 'thinking mat' to sit and talk about and reflect on their behaviour. The child will remain there for up to 4 minutes (1 minute for every minute they have been alive) to help them calm down. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow 06 Safeguarding children, young people and vulnerable adults procedures. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

## **Step 1**

- The setting manager, and other relevant staff members are knowledgeable with, and apply the procedure 09.10 Promoting positive behaviour.

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- Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCo/setting manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern then normal monitoring can resume.

## **Step 2**

- If the behaviour remains a concern, then the key person and Manager must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate the views of the child must be sought and considered to help identify a cause.
- If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the manager and key person must meet with the parents to plan support for the child through a graduated approach, seeking SEN support if necessary.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents of the victim of the behaviour and the parents of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out in this policy. A record of discussions is made and parents are asked to sign.
- Parents must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions.

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The plan must be monitored and reviewed regularly by the key person/Manager/SENCo until improvement is noticed.

- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged and the parent should countersign.

## **Step 3**

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the Manager/SENCo and key person invite the parents to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCo. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures 06 Safeguarding children, young people and vulnerable adults procedures must be followed immediately.

- Advice provided by external agencies is incorporated in 09.11 SEN Support: Action Plan and regular multi-disciplinary meetings held to review the child's progress.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan.

## **Use of physical intervention**

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if it is absolutely necessary".

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children's behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as locking doors and stair gates. This usually

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stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child's movement against their will. In most cases this can be applied through the use of the adult's body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, a practitioner may use "reasonable force" to protect a child from injuring themselves or others. Legally a practitioner may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention. The manager may intervene if the situation escalates.

## **Physical handling**

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened

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- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities [www.bild.org.uk/](http://www.bild.org.uk/)

## **Risks**

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them.

However, there are also risks to children associated with not intervening physically; for instance, if a practitioner did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm a practitioner needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

## **Recording**

Any instance of physical intervention is fully recorded immediately and reported to the manager. This is written in our incident book and countersigned by the parent when they collect their child as confirmation that they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

## **Challenging unwanted behaviour from adults in the setting**

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises. Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting

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manager. The procedure is explained and the parent is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises of a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

## **09.11 Identification, assessment and support for children with SEND**

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential. We will review and update children's SEN support plans frequently to ensure their progress and well-being.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Graduated approach

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.

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- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager and this in turn can be discussed with the child's parents.

## **Observation and assessment of children's SEN**

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the setting of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether or not a child has a special educational need (SEN).
- The child's key person and SENCo/Manager use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

## **Planning intervention**

- Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare an ISP (individual support plan).

## **Involving the child**

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- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

## **SEN action plan**

- An Individual Support plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (normally every 6 weeks) should be agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, a Health care plan form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

## **Drawing up a SEN action plan**

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.

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- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- An Individual Support Plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
  - focus on the child as an individual and not their SEN label
  - be easy for children to understand and use clear ordinary language and images, rather than professional jargon
  - highlight the child strengths and capacities
  - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
  - tailor support to the needs of the individual
  - organise assessments to minimise demands on families
  - bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help assessment should be considered.

## **Record keeping**

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). Any observations from the settings SEN co-ordinator.

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- the initial discussion with parents raising the possibility of the child's SEN
- the views of the parents and other relevant persons including, wherever possible, the child's views;
- the procedures followed with regard to the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

- observation and monitoring sheets
- expressions of concern
- risk assessments
- access audits (01.1b)
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents and other agencies
- additional information from and to outside agencies
- agreements with parents
- guidelines for the use of children's individual equipment; Early help CAF referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

## **Seeking additional funding/enhanced/top up**

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

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## **Statutory education, health and care (EHC) assessment and plan**

### **Statutory assessment**

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
  - documentation on the child's progress in the setting
  - interventions and support provided to date
  - evidence of external agency assessment, support and recommendations
  - parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16

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weeks of the initial request or of the child having otherwise been brought to the local authority's attention.

- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

## **External intervention and support**

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

## **09.12 Transition to school**

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

### **Partnership with schools**

- Details of the school that a child will be attending are noted along with the name of the reception class teacher (if known).

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- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools in order to open lines of communication where these have not previously existed.
- Members of staff develop a consistent approach to transition with teachers, parents and children. They help to reassure the change that this is a positive change.
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents and with the key person, to discuss and share information that will support the child's transition to school.
- The child's learning journey record is forwarded to the school along with other information that will aid transition and settling in. Tapestry records are exported to both new school (if they use this system) and parents.
- Any action plans relating to a child's additional needs are also shared, where this is in place.
- Other formal documentation such as safeguarding information is prepared in line with procedure 07.4 Transfer of records.

## **Partnership with parents**

- Key persons will discuss with parents how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

## **Increasing familiarity for children**

- Where the setting is on, or adjacent to a school site, there will be opportunities for children to become familiar with staff and school premises, for example shared use of outdoor and indoor spaces, activities and resources.
- Where possible, the key person will take the child to visit the new school, if this is the school's transition policy. However, this may not be possible if the new school is 'off site'.
- If there are several schools in a catchment area, or the setting is not within a reasonable distance of the school, other means of familiarisation will be explored. This could be through videos, photographs or other information about the school that can be shown within the setting. Staff may borrow resources from the schools or parents and will use these with the children.

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## **Preparing children for leaving**

- Children and parents form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
- Parents should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered.

## **09.15 Progress check at age two**

- The key person is central to the progress check and must be the person completing it.
- The progress check is completed when the child is between 26 and 36 months old. The child should be attending the setting for at least 1 term before the check is completed. This is to enable the key person to get to know the child well. They cannot make an accurate summary over a very short time.
- The setting will liaise with the parents for any information to be clarified.

## **Completing the progress check at age two**

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability, communicate.
- Where any concerns about a child's learning and development are raised these are discussed with the parents, the SENCo and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through safeguarding children, young people and vulnerable adults procedures.
- The key person must be clear about the aims of the progress check as follows:
  - to review a child's development in the three prime areas of the EYFS
  - to ensure that parents have a clear picture of their child's development
  - to enable practitioners to understand the child's needs and, with support from practitioners, enhance development at home
  - note areas where a child is progressing well and identify any areas where progress is less than expected

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- describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

## **Further guidance**

Special Educational Needs and Disability (SEND) (DfE and DoH 2015)

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Ready, Steady, SENCO (Pre-school Learning Alliance 2018)

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/718181/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf)

[Early\\_years\\_entitlements-operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf)

## **Legal References**

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE and DHSC 2014)

Equality Act 2010

Childcare Act 2006