

Safeguarding and Welfare Requirements: Key Person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.16), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Transition Policy

At Little Gregs Pre-school we endeavour to ensure that our children experience a smooth educational and emotional transition from home to Pre-school and from one phase to the next. We recognise that children find transitions difficult and we implement a range of strategies and activities to ensure a smooth and happy transition.

Aims

- To provide a smooth transition from home to Pre-school.
- To ensure that the children's emotional wellbeing is a priority.
- To ensure that parents are actively involved in the process and their culture, religion and own home language are explored and valued.
- To raise parents awareness of how to support their child at pre-school.
- There is a clear transition for children with SEND and strategies that help that child are explored with parents, outside agencies and key staff.
- To ensure that the EYFS assessment information is effectively communicated to Reception teachers.

General Strategies

- We have visual prompts of the sequence of routines.
- We talk and work with all professionals that are working with the child.
- Send parents/ carers regular newsletters.
- Create an enabling environment for good communication with parent/carers and use photos and explanations of children playing in different areas of provision linked to the EYFS.
- Parents are made aware of our 5 ok rules.
 1. We are kind
 2. We are friends
 3. We do our best
 4. We take care
 5. We stay safe
- Parents are encouraged to inform of us any change in their family circumstances e.g. moving house, new baby.
- To help the child with transitions staff provide appropriate resources to support the child with any changes.
- We use the Leuven Well-being and involvement Scale to assess how a child has settled and is involved in their everyday experiences.

Before a child starts

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- Before a child starts to attend the Pre-school we use a variety of ways to provide his/her parents with information. These include written information (including prospectus and policies) welcome pack and individual meetings with parents.
- During the half term before a child starts with us we provide opportunities for the child to visit the Pre-school and have a play session.
- At this play session staff gather as much information about the child and their family. As a setting we believe parents know their child best.
- We ask all parents to fill in "Getting to know you booklet". This helps establish their child's likes and dislikes, any special language they use, if they are involved with any outside agencies and about their 2- half year check.

When a child starts

- We allocate a key person to each child and his/her family. The key person welcomes and looks after the child.
- Within the first four to six weeks of starting, we discuss and work with the child's parents/carers to establish how they have settled, our initial assessments and set joint next steps together.
- At this point or before we develop flexible settling in strategies e.g. building up sessions the child attends or asking parents to stay/leave at the beginning of the session.

When a child moves rooms

- We encourage visits to new room in the half term before they start.
- We pass on to the next room/keyperson the child's learning journal, development progress tracker, care plans and IEPS.
- We have a transition meeting between key person where we discuss possible next steps.
- The new keyperson introduces themselves to their new parents.

When a child moves into Reception class

- We encourage the parents to visit the Reception class with their child the term before they are going to move up.
- The reception staff also visit the Pre-school, and we support the visits planned by the school with the children meeting their new teacher.
- For SEND children we encourage their new school with parents to make a photobook of their new school with key people to familiarise them with the setting.
- For all SEN children we have a transition meeting with the new school to pass on IEPS and strategies.
- We pass onto all the Reception teachers and discuss each child's transition record and provide an end of year report.

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- Pre-school and St Gregory's Reception teacher plan collaboratively in the autumn term checking continuity and progressions are evident from Pre-school to Reception.