

### **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, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers.

## **Transition Policy**

At Little Greys Pre-school, we are committed to ensuring that all children experience a smooth and positive educational and emotional transition, both from home into pre-school and as they move between different stages of their learning journey. We recognise that transitions can be challenging for young children, and we implement a range of carefully planned strategies and activities to support them. Our aim is to help every child feel secure, confident, and happy throughout these important changes.

### **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.

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### The Leuven Scale

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Extremely low:</b>  The child shows hardly any activity	<b>Low:</b>  The child shows some degree of activity which is often interrupted	<b>Moderate:</b>  The child is busy the whole time, but without real concentration	<b>High:</b>  There are clear signs of involvement, but these are not always present to their full extend	<b>Extremely High:</b> During the observation of learning, the child is continually engaged in the activity and completely absorbed in it

### Before a child starts

- 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.

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### **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, next steps, care plans and IEPs.

### **When a Child Moves into Reception Class**

- Parents are asked to inform the Pre-school of the school their child will be transitioning to.
- Reception teachers are encouraged to visit the Pre-school, and we support transition visits arranged by schools, enabling children to meet their new teacher in a familiar environment.
- For children with SEND, we encourage schools and parents to create a photo book of the new setting, including key people and areas, to help familiarise the child and support a smooth transition.
- For all children with SEND, we hold a transition meeting with the receiving school to share Individual Education Plans (IEPs), effective strategies, and relevant information to ensure continuity of support.
- We share each child's transition record with their Reception teacher and provide a detailed end-of-year report, discussing individual needs, progress, and next steps.
- Pre-school staff and St Gregory's Reception teacher work collaboratively during the autumn term to ensure continuity and clear progression in learning from Pre-school into Reception.

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### Additional Information for Leuven Scale

#### THE LEUVEN SCALE FOR WELL-BEING

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum or sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

#### THE LEUVEN SCALE FOR INVOLVEMENT

Level	Involvement	Signals
1	Extremely Low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around them.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely High	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

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### **The Leuven Well-being and Involvement Scales**

The tool focuses on two central indicators of quality early years provision: children's 'well being' and 'involvement'. Well-being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good 'mental health'. Well-being is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

### **Using the Assessment of Well-being and Involvement Scales**

Leuven's has created a 5-point scale to measure both well-being and involvement. If there is consistent low level of well-being and/or involvement, it is likely a child's development will be threatened. The higher the levels of well-being and involvement we can achieve for the child, the more we can add to the child's development. When there are high levels of well-being and involvement, we know that deep level learning is taking place.

The evaluation starts with assessing the levels of well-being and involvement using the tables. The procedure is simple and can be compared to 'scanning'. Observe the children individually or as a group for about 2 minutes then give a score for well-being and/or involvement using the 5 point scale. Unless children are operating at 4 or 5, learning will be limited. It is unrealistic to suggest that children will be operating at levels 4 or 5 all of the time as levels will fluctuate throughout the day. However, it is useful to observe how well practitioners tune in to the children's levels of well-being and involvement and respond to low levels sensitively. Even a low level of well-being or involvement can become a learning opportunity, which can result in higher levels.