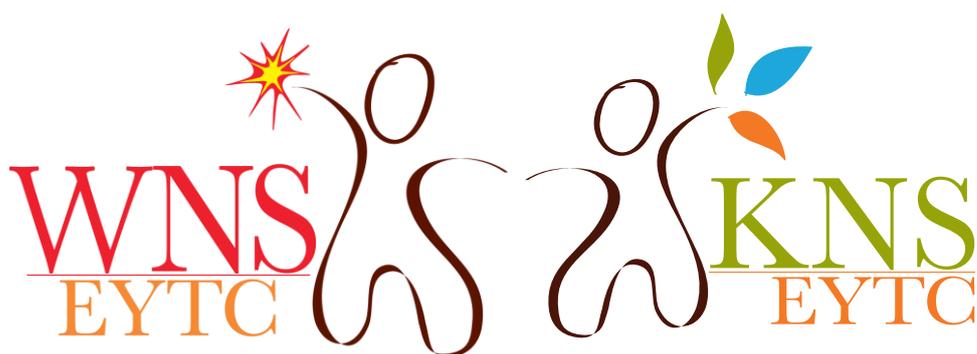


Kenilworth & Whitnash Nursery Schools and Early Years Teaching Schools



“Celebrating the Uniqueness of every child”

“Settling In” Induction Policy

Updated	Headteacher	Chair of Governors
January 2018		
Review due:	Headteacher	Chair of Governors
January 2020		

Written by Staff and Governors
As a result of current School practice.



Our Approach

At Kenilworth Nursery School and Whitnash Nursery School we understand that for some children beginning Nursery School maybe the very first time they have stepped outside of the family and independently accessed learning in a school environment.

We very carefully consider the best ways to support young children and ensure their initial experiences at the beginning of their journey through School are positive. We know from research that it is hugely important to ensure this process is successful and tailored for each young child as this will influence how they make future transitions between schools and into environments.

The Induction Process:

The process to support children to settle in successfully begins in the term before they start school.

New Parents Evenings are held in June and January to give parents the opportunity to look closely at the school and listen to Governors and staff talk about our school and its curriculum. The parents are given the School Booklet, a letter informing them of which Colour Group their child will be in and the date and time of the Home Visit in September/January, the Home to School Booklet and a copy of the school's latest Ofsted report. Every child is put in a small group, known as a Colour Group, led by a key adult. Parents Evening is an opportunity for parents to meet their child's Colour Group leader

If parents are still unable to attend, the relevant information is posted to them.

An Open day is also organised during July for the September intake. All Central area schools agree a day and all children visit their new schools on that day. This enables our school to invite children and parents/carers to attend an Open day. Parents always stay for this Open day session so there is no issue of separation, it is just a time to begin relationships and become familiar with the new environment. During the day we organise the classroom areas for children to play and begin to familiarise themselves with the school. Children and parents/carers also have the opportunity to meet with their Colour group leaders. In the evening there is a meeting just for Parents in which they can find out more about how and why our School works beside children in learning.

Home Visits take place during the first two weeks of the Autumn/Spring terms. (See Home Visiting policy for more details.)

In September and January Home Visits are arranged to support the beginning of an effective learning relationship between children and their colour group leaders (Keyworkers). A Home Visiting policy details further this stage of the process. Home Visits take the first two weeks of September when the intake in school is

large. Information gathered at home visits then supports staff to establish activities in the environment that will interest the children. This is the first opportunity to gather information about what the child already knows and is an important point of communication in which Parents can share their knowledge of their children.

Children are admitted into school in their Colour Groups over a minimum of a planned two-week period in which they are invited to attend on their [first session with their parents or a significant adult](#). This ensures the child has time to get to know where things are in the school and meets the new adults with a parent present so they feel safe and secure and there are no issues around separation in that first key experience. This is vital even if children have attended other groups or seem quite confident. After the first session children may stay unaccompanied but we carefully plan that this is only for a short time in the first week. By the second week children can begin to extend their sessions based on their 'readiness' and this will be discussed by Colour group leaders with Parents on a daily basis if necessary.

The Nursery Staff team are highly experienced at supporting children of this age to settle into School routines safely and securely. They have for many years been part of action research and their practice is informed and carefully judged. Staff will often discuss individual children as a whole team before making decisions about the correct approach. Staff strongly encourage parents to follow the very good advice staff provide at this important transition point.

The shorter sessions and 'invited small groups' ensure the environment is not too busy or overwhelming in the first week and allow children to become familiar with spaces and people in a considered way. Many children find they are then confident to begin extending sessions but we will work with families and children on an individual basis and for some children it is appropriate that they continue a carefully planned settling in arrangement to build their confidence.

Initially the School environment will remain very familiar and routines will be established with children that again quickly become familiar and help children feel secure. As staff 'notice' children becoming settled and familiar with the routines of the School day we introduce specific group times eg. Music and Phonics. Our key aim is to build a secure and effective relationship with the child so they may extend their attendance times quickly and begin to access learning opportunities. As this process develops staff may ask to meet parents and discuss details or answer questions that have arisen. Parents are asked to allow time for this important partnership work.

We ask that parents work in partnership with us at this vital point so that we can plan an effective and successful settling in process that will continue to support the child in future transitional situations. We are very aware that for some Parents this is difficult, especially for working and studying Parents. Parents are asked to find a way to support this process, which is often completed within a few short weeks and has a significant impact for future experiences. It maybe that Parents can co-ordinate an aunt or grandparent to be the **significant** adult who stays or collects on short session days if that is appropriate. It does make a difference; Parents whose children have experienced settling in difficulties say that the

careful thought and planning by the staff team at Nursery School has been very positive.

Objectives for Induction process

These objectives were formulated after discussion with staff and Governors and to support the Induction process at Kenilworth Nursery School and Whitnash Nursery School.

Objectives

Settle children into school, encourage parent/carer to stay with child on first session and then for further sessions if needed. The time needed will be negotiated with the parent/carer, depending on the needs of the child.

Allow children time to explore all areas of classrooms.

Encourage children to plan for themselves.

Encourage children to make choices - devise strategies for those who find it difficult.

Encourage children to tidy up.

Encourage children to resource themselves.

Encourage children to become independent and become confident members of the group both small and large.

Encourage children to be tolerant of each other/allow for each other's needs.

Allow children time to become familiar with staff.

Allow time for staff to observe children in a range of situations.

What do these objectives mean in practice?

Children need to be confident enough to leave the adult to join in play activities and become involved in the learning. A child that does not feel secure will not learn. Adults are encouraged to stay until the child is ready to leave them.

Staff need to be aware of children's feelings during this period and respond sensitively. Children will have the opportunity and time to explore all areas freely. No rigid timetable is in place.

As children come into school in small groups, staff have time to work alongside children in a small group situation and make them aware of the opportunities available to them in the various areas set up in the classrooms. Staff will respond sensitively to individuals.

Children will be encouraged to think about the resources they want to use and how they want to use them.

Colour group time will be introduced during the week induction period, if appropriate. Children will be introduced to their Colour group space. Children will be encouraged to talk and listen to each other and staff about areas of the classroom in which they might want to work and the resources available.

Staff will help children who find it difficult to plan, talking, offering ideas, encouraging etc.

Staff will respond sensitively to children's responses.

Staff will encourage children to make individual choices and to follow them through, offering help and support when necessary. Children will be encouraged to tidy away equipment when they have finished using it, before they move onto their next choice. Staff will explain to all children the need for tidying up, offering support and encouragement to those who are reluctant; tidying up needs to be positive rather than a chore. Staff will respond sensitively to children and not make tidying up a confrontational situation.

Children need the freedom of choice and to become aware of the range of combinations of resources available to them,

e.g. paper, tape, scissors, pencils etc

Cars and large bricks

Painting and glueing on paper and other materials.

Staff will be aware of the range of learning objectives across all areas of learning and in all specific areas of the classrooms.

Staff will help children become aware of the possibilities of using a number of resources together in a constructive way - referring to learning objectives.

Staff, through observation, need to be aware of children who may find this difficult and offer them support and encouragement.

Children will be given time and opportunity to explore at their own pace, in both large and small group situations and one-to-one situations.

If a child wants to play in the sand for 3 weeks - this is acceptable! It may become a familiar activity that allows the child to feel secure and staff will choose points to encourage children to explore new learning and 'take their turn' to explore more widely as appropriate.

Staff will respond sensitively to individual children, taking into account their needs;

E.g. some children may seek out a specific adult for reassurance - this is acceptable.

Children will be encouraged to:

Share equipment

Share space

Share staff

Take turns, respect each other's feelings, and negotiate.

Staff through observation:

will encourage

negotiate

mediate - act and respond sensitively.

Staff will support and encourage positive behaviour.

These objectives form part of our Induction policy and for some children will be ongoing objectives throughout the year.

Alongside these objectives, short-term plans are made, week to week, day to day. These short-term plans encompass planning for and of resources, including staff and planning for individual children's learning, based on observations.