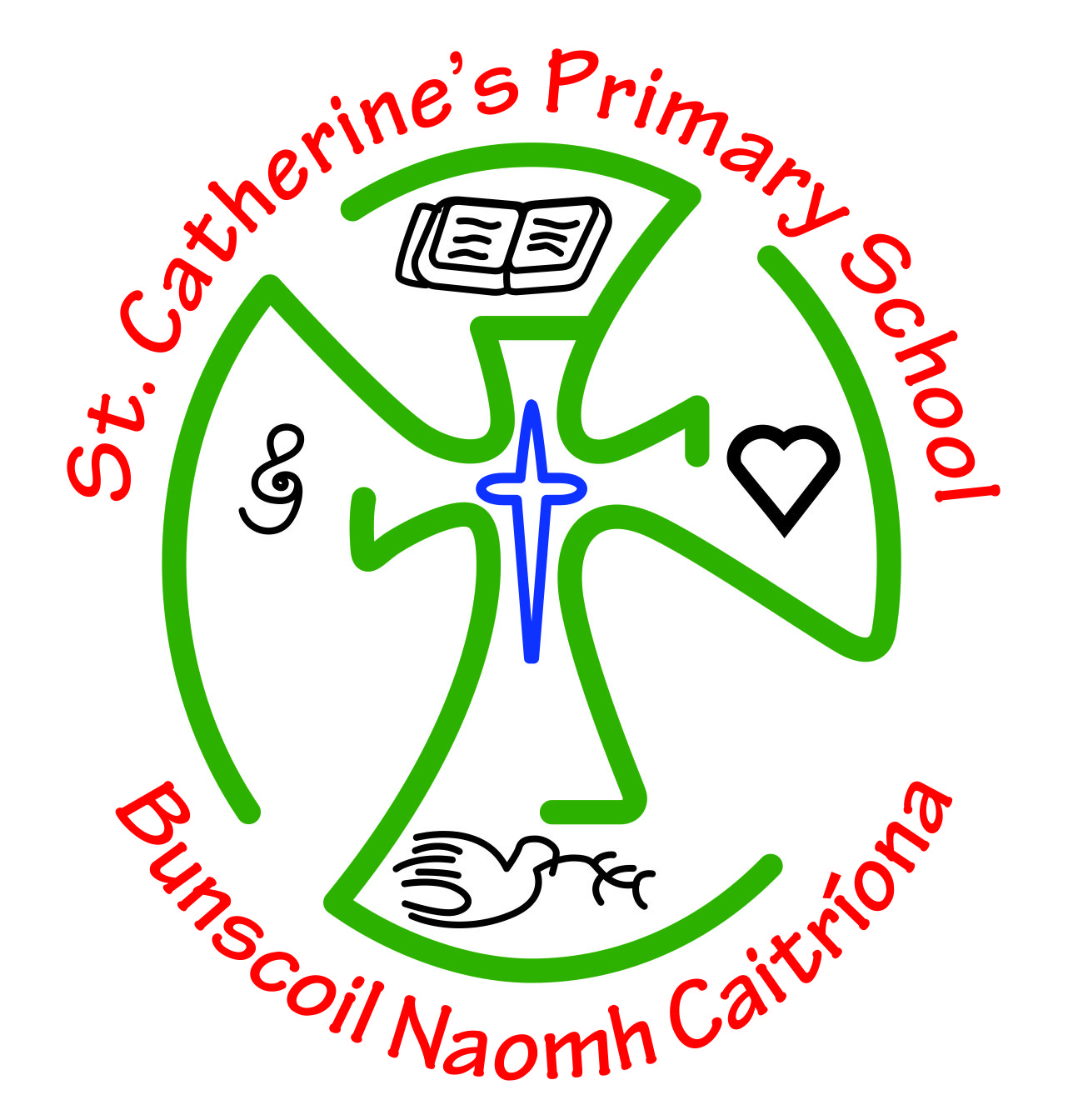
St. Catherine’s Nursery and Primary School



**Nursery Settling in Policy & Procedures**

**Devised by Staff: 26h September 2016**

**Presented to B.O.G: 28th September 2016**

**Chair of Board of Governors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AIMS:**

* To enable children to feel secure, confident and happy, in order to make the most of all learning opportunities.
* To ensure families feel welcomed, valued and confident and that links between home and school both are established and strengthened.

**WE BELIEVE THE SETTLING IN PERIOD IS IMPORTANT BECAUSE:**

* Children are entering a new environment, and getting used to a large group of people (children and adults).
* It may be the first time they have been away from home/separated from parents.
* At times, it can be bewildering for some children to have so much choice and to deal with new expectations. Children need to feel confident and secure if they are to be able to learn.
* It enables staff and parents to form a relationship in order that parents feel confident about leaving their children and sharing relevant information.
* It is an opportunity for parents to observe the practice in the nursery and learn about our philosophy.

**What Children Learn During the Settling in Period**

Knowledge and Understanding:

* of the layout of the nursery, in and out of doors
* of where to find their personal belongings e.g. coat, paint pots etc.
* of daily routine e.g. snack procedures, using toilets, story time, tidy up time, home time and that they will be collected at the end of the session
* that they can use the whole learning environment and that they can make choices about what they want to do
* that they need to take responsibility for clearing away any equipment that they have used
* of school expectations/rules e.g. wearing aprons, leaving curriculum areas clean and tidy
* of names of different areas within nursery e.g. home corner, play dough area, role play area, mark making area, story room, sand/water etc.
* of how and where things can be used
* of how to use equipment appropriately and to keep it in good condition
* of basic hygiene e.g. washing hands, flushing the toilet
* of who their teacher and nursery assistants are and the names of all the other adults working in the nursery.

Skills

* to be able to cope with being part of a large group
* to be able to find their way around the environment
* to be able to share equipment and adult time
* to be able to express their needs and feelings
* to be able to use the resources appropriately and make choices
* to use appropriate self help skills e.g. coats, aprons, buttons, toileting, hand-washing etc
* to be able to recognise their name labels by picture and/or name
* to be able to listen and take part in group activities
* to be able to explore different area
* to be aware of other children.

Attitudes

* to be able to let parent/carer go
* to begin to be confident to approach an adult
* to begin to be confident to make their needs known to an adult
* to begin to be confident to try new equipment/experiences
* to begin to be confident to use the whole environment
* to begin to be confident to make choices
* to begin to be confident to explore
* to begin to show a willingness to "have a go" as part of a group
* to begin to show care for themselves, for others, for equipment and for living things to enjoy coming to school.

**WHAT ADULTS DO**

* ensure children and their families feel comfortable about being part of the school
* develop a sense of security to enable children to let their parents/carers leave them
* be aware of the child's needs, interests and any anxieties
* help children to find their way around the nursery, introduce them to different areas indoors and out doors
* encourage children to try new experiences
* encourage children to make their own choice of activity and to have responsibility to tidy away
* encourage children to be independent giving them time and confidence to do things for themselves
* support children through group times, ensuring activities reflect the needs of all children
* help children to develop assertive strategies
* work closely with parents/carers encouraging them to support their child appropriately and explaining why this is important
* respecting the parent/carer as the child's first educator and acknowledge their views
* making parents/carers aware of the nursery curriculum, how we work and the importance of learning through play.
* supporting parents understanding of the importance of the outdoor curriculum
* share information between the whole staff team to ensure everybody gives appropriate support to new children
* observe and assess children leading to the completion of the Initial Observation Assessments and sharing this information with parents/carers.

**MONITORING AND EVALUATION**

The monitoring and evaluation of this policy will be undertaken by:-

* regular informal feedback sessions on 'the settling in process' with parents
* involving parents in a questionnaire about ways in which this process could be improved and how they felt it was for their child and themselves
* the Principal to look at initial assessment forms
* informal discussions with parents regarding the settling in process.

The evidence gained from these processes will inform the evaluation which will feed into the three yearly school development plan.

Settling is an ongoing process in the nursery school and therefore it is vital that we get it right. One of the main features is communication between staff and the families.

***To support the aims of the settling in policy the following procedures are undertaken****:*

**OPEN AFTERNOON**

Parents and children are invited to attend an Open Afternoon where a talk is given explaining the running of the Nursery and what the school has to offer our younger children.

**INITIAL VISIT**

If offered a place, Parents and child are invited into school to talk with Nursery Teacher, view the setting, meet appropriate staff.

Pupil Data Capture Forms and Medical Record details are discussed; parents are given the opportunity to talk confidentially if necessary and to discuss any specific concerns they may have. Families are invited to spend time within the Nursery setting.

Purpose: - to begin to gather and give information

to establish a relationship with the family

to offer opportunity to raise concerns

to familiarise the family with the nursery environment.

**SURESTART VISIT**

This is where Surestart who have pupils who will be attending our Nursery in September organise an additional visit for the children in June and the staff liase with Nursery Staff with information suited to each child’s needs from their setting and experience of the children to date.

(This does not apply to every child who will start Nursery)

**NURSERY TRANSITION PROGRAMME**

Each Year the Nursery Teachers will implement a 4 week Nursery Transition Programme with the children in the Nursery Unit to prepare them for Transition to Year 1. This programme explores new friendships, teachers in Year 1, New Year 1 school Site, new Playground, Canteen etc. (See Nursery Transition Programme)

**SETTLING IN**

Child to start school on a staggered intake basis as agreed with parents on the Initial Visit in June of the Year that the children are due to start in September.

The child's initial separation from parent and home should be made as gradually and gently as

possible, ensuring smooth transition into school.

The individual needs of every child should be met and flexibility is all-important.

Attendance, length and frequency of sessions should reflect the needs of the individual child.

Purpose:

to support child in an unfamiliar environment

to offer parents the opportunity to take part in some scheduled sessions and to observe nursery practice

to offer further opportunities to ask questions / share information

to allow the child to become familiar and confident within the nursery environment at his / her own pace.

to tailor the length and frequency of sessions to reflect the needs of the individual child

to allow parents the opportunity to support their child as is necessary

to give parents sufficient time to become confident about leaving their child within the nursery environment to develop a positive partnership with parents / carers and to establish an ethos of shared communication and support.

**GUIDELINES**

* Communication between parents, child and staff member is vital.
* Children should participate in whole group situations only when they are ready to do so.
* The length of time of a Nursery Session can be gradually increased in line with the child's needs.
* Parents must say goodbye and reassure their child that he / she will return.
* Parents should return punctually at the required time.
* Parent's rights to confidentiality will be respected. Information will be shared on a need to know basis with parental involvement.

**STAGGERED INTAKE PLAN**

* **Weeks 1-3: 9am-11.30am**
* **Week 4: 9am – 12.30pm (Pupils stay for lunch)**
* **Week 5 onwards: 9am-1.30pm (Pupils experience the Full Nursery Day)**

**NURSERY CURRICULUM INFORMATION SESSION**

Parents are invited to the Nursery to meet with the Teacher again to discuss what exactly is taught in the Nursery every day and how best the parents can support this work at home. This session is very helpful as it explains the Nursery Day in more more detail for parents.

**NURSERY CURRICULUM INFORMATION NEWSLETTER**

This newsletter is given out termly to all parents so that they are kept up to date with the aspects of the Nursery Curriculum that are being taught for that term so that similar activities can be completed at home if the parents wish to extend the learning.

**WEEKLY NOTE**

A weekly note is distributed to all parents to explain what is happening in school in general e.g. photographer, educational visits etc

**PARENTS EVENINGS (NOVEMBER)**

All parents are invited to attend a Parents meeting. Detailed information is given about each child to their parents and how they are settling in to the Nursery in general. Any strengths/ areas for development/ concerns from either teachers or parents are discussed and ways forward agreed.