



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **St Joseph's Park Hill**

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	St Joseph's Park Hill		Telephone Number	01282455622
	Burnley		Website Address	www.parkhillschool.co.uk
Lancashire		BB21 6TG		
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	-			
What age range of pupils does the setting cater for?	3-5 years			
Name and contact details of your setting	Maria Whitehead 01282 455622			

SENCO	headteacher@parkhillschool.co.uk
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We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Pauline Duncan/Bursar/Office Manager		
Contact telephone number	01282 455622	Email	bursar@parkhillschool.co.uk

Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	http://www.parkhillschool.co.uk/information/eyfs-local-offer-3/		
Name	Pauline Duncan	Date	23/11/23

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

- What type of setting is it?
What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?
How many children are you registered to take in which age groups? How are the age groups organised?
Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

- A pre-school/Reception class environment within an independent school.
- Age 3-5 with before and afterschool care 7:45am-6pm
- We have designated staff for PICO and SENCO and this information can be found on our notice board in Pre-school.

The EYFS Unit

The daily routine of the EYFS (Pre-school and Reception) allows the children to have a good balance of self-initiated and adult-led activities throughout the day. Our practitioners are very enthusiastic and spend a large amount of their time getting to know the children, through playing, listening, communicating with them and observing how they self-initiate in the environment. These observations support our planning. The staff in EYFS work as a team consisting of an Early Years teacher and three Early Years Practitioners. In Pre-school the children have a key person, who is responsible for their development and is the person who parents will have regular parents meeting with. On transition to Reception the reception teacher becomes responsible for the child's development.

The planning in the Early Years Foundation Stage is carried out as a team and alongside following the child's individual needs and interests we have long, medium and short term planning, in which we include predictable interests, such as the seasons. The Reception and Pre-school follow similar themes long term. However, the learning is differentiated through age appropriate tasks, which are documented in the medium and short term plans.

The EYFS has excellent, well planned provision, which enables cross-curricular activities and learning. Each child's learning is carefully documented and each child has a key person who is responsible for monitoring and assessing the child's development. Each child has an electronic learning journey, where their progress is monitored and documented. The parents are able to view these online.

At St Josephs, children may join their Pre-school year from the age of three and continue on to their Reception year. Parents who choose our school are encouraged to bring their child to Pre-school before their Reception year, to aid the settling in period and make the transition easier for the child. Following the child's Reception year, they will enter Year 1, where their Key Stage 1 journey begins.

The Early Years Education we offer our children is based on the following principles:

- A strong Catholic Ethos which underpins all our teaching
- Children learn and develop in different ways and at different rates

- No child is excluded or disadvantaged
- Every child is unique
- Every child has the right to a rich, stimulating, well resourced environment to support and extend their learning experience.
- Children learn to be strong and independent from a base of loving and secure relationships with parents/and or Key Person.

Accessibility and Inclusion

- How accessible is the setting environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How is the room organised, how can it be changed to meet the needs of children with SEND? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

What the setting provides

- The building has wheelchair access (ramp available for front step) and wheelchair users could access from the back entrance. A Disabled toilet in the Pre-school classroom.
- Information can be found on our website (policies etc.)
- Parental involvement and support is vital to the success of the education of all children and especially those with SEND. We work closely with parents to ensure that all aspects of the child's development is considered.
- The environment is very well planned and monitored by all staff. Our environment is natural and stimulating and is regularly enhanced to keep the children interested and motivated to learn. We use a range of resources that reflect the community and the wider world. We encourage children to make their own selection of activities to encourage independent learning and the learning is then carefully planned according to their needs and interests.

Identification and Early Intervention

- How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?
How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3 year check)
How can a parent raise any concerns they may have?
How do you access additional advice and support? (Make reference to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).
- How are decisions made about how to support a child?
How do you determine and plan for additional support from within the setting? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will a parent/parents be involved?

What the setting provides

During an individual's first term of Pre-school and Reception, practitioners carry out a baseline assessment according to the EYFS developmental stages. Practitioners record according to where they have observed the child developmentally. Practitioners update the assessment on transition and this information is shared with the Reception teacher/EYFS leader. A statutory assessment is also filled in as part of the on-going assessment process in Reception class. This assessment forms a summative assessment for the end of the EYFS, to aid the transition to Year One.

The Reception Class Teacher also completes an informal half-termly assessment according to where each individual child is developmentally. This information is derived from their EYFS summary of learning and formal phonics assessments. Parents are informed of the children's progress via termly parents evenings, which show how the children are progressing in all areas of learning and their attitude towards their work and behaviour.

Parents in the EYFS are invited to a consultation evening in the Autumn and Spring terms. Parents are also able to view their child's learning journeys at any time. End of year reports are sent out in the Summer term to all parents/carers; in Reception, these are reported in accordance to the Early Learning Goals and characteristics of effective learning.

In addition to these assessments we also value contributions from home and encourage parents and carers to participate as much as possible with their child's learning. Daily informal chats are also held, which can support the child's learning and assessment.

Special Educational Needs

A child has special educational needs if she or he has a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children
- Have a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age
- Special educational provision means
- Educational provision which is additional to or different from the educational provision made for children of their age in school
- The possible barriers to learning come under four broad areas:
 - Communication and interaction, including speech and language
 - Difficulties and autistic spectrum disorders
 - Cognition and learning, including moderate learning difficulties and specific learning difficulties
 - Behaviour, emotional and social development
 - Sensory, medical or physical development, including hearing and visual impairment

NB: Children are not regarded as having a learning difficulty solely because their home language is not English. However, if concerns are raised about a child's language development then parents will be asked to take their child to the Speech and Language for further assessment.

Parental involvement and support is vital to the success of the education of all children and especially those with SEND. We work closely with parents to ensure that all aspects of the child's development is considered.

The SENCO is Mrs J Maudsley
Early Years SENCO is Miss .C Fidoe

When the Early Years Practitioner or class teacher has concerns, they share their concerns with the Head, the SENCO, other relevant staff (ie key persons) and the parents or carers.

An Initial Concerns form is completed.

Special provision is made for the pupil and beyond the provision normally provided. (This is recorded on planning grids in waves) and specific on-going observations are carried out and information collated.

If, after time, there are still concerns, advice is sought from the Inclusion and Disability Support Service.

Permission is sought from parents / carers who are kept informed at all stages.

Following advice a Targeted Learning Plan may put in place.

If there are still concerns an "All About Me" profile will be completed and school will work with outside agencies to decide on an Educational Health Care Plan for the child.

Teaching and Learning Part 1 – Practitioners and Practice

- How is teaching and learning developed in nursery?
Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.
How is children's progress and development monitored? (Baseline assessments?, termly reviews?, parent & key person conferences?, 2-3 year development check)
What is the role of the key person for all children.
What are the setting's approaches to differentiation generally and for children with SEND?
- How will the early years setting's provision and staff practice support a child?
What is the role of the key person where children have additional needs/SEND and senior staff i.e. room leader, the role of the SENCO?
What is the setting's provision map and how is it used to support children learning and development? The use of TLPs to support children at Wave 2/3 of the provision map.
How will you match provision to the learning and development needs of a child with SEND?
- How will you help parents to support learning?
How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? i.e. PICO, SENCO, Key person?
Do you offer any parent training or learning events?
How do you find out about events provided by others and how do you let parents know about them?
- How is a child able to express their views?
How are children encouraged to express their views?
What resources or activities do you use that allow children to express their views?
What do you ask children for their views about?
How are children involved in the planning of their own learning and in reviewing their progress?

What the setting provides

Features of good practice in the EYFS are:-

- An excellent understanding of child development and therefore effective methods of extending and tailoring the learning to their unique needs through well-planned, purposeful play and a good balance of child-initiated and adult-led activities.
- Staff are enthusiastic and spend a lot of time building relationships with the children, through playing, communicating and respecting one another.
- A strong relationship between Parents and Staff, to enable the children to feel secure and develop a sense of well-being and achievement.
- The EYFS plays a key role in supporting and extending our children's development and learning, this includes, observation, assessment and planning, support for every child, the learning environment and the wider context.
- The carefully planned curriculum and assessment ensures that all children are supported in achieving the Early Learning Goals by the end of their Reception year.
- Staff encourage children to develop independence and confidence in their own abilities.
- Clear aims for our work and regular monitoring and evaluation to improve what we do.
- The regular training needs of all adults working within the EYFS.
- Effective joint planning to ensure continuity and progression throughout.
- Our setting has 4 outdoor areas. These include two 'forest school approach' areas, where children are encouraged to explore the natural world and use their imagination with natural resources. We have a yard with climbing equipment to support children's gross motor skills. The yard also has access to scooters, bikes, bats and balls etc. We have a covered outdoor area, which has free flow access for the children. We use these areas throughout all the seasons and the children dress in appropriate outdoor wear.

Inclusion

In our school, we believe that all children deserve the best in life. We give our children every opportunity to thrive and grow. This is achieved through establishing good relationships with the children and understanding their individual needs. We have high expectations of all our children and set realistic yet challenging targets to meet their individual needs

We achieve this by:-

- Providing a safe and nurturing learning environment in which the contribution of all children is valued
- Providing a wide range of opportunities to motivate, challenge and support children to help them learn effectively
- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence
- Using a wide range of teaching strategies based on children's individual learning needs
- Monitoring children's progress closely and taking action to provide support as necessary. This may involve suggesting extra support i.e. speech therapist (refer to SEN/support policies)
- Providing appropriate opportunities for children who are working beyond the Early Learning Goals
- Using resources which reflect diversity and are free from discrimination and stereotyping

The EYFS Curriculum

The statutory Early Learning Goals establish expectations for most children to reach by the end of the Early Years Foundation Stage. They provide a basis for planning and by the end of the EYFS, some children will have exceeded the goals. There are seven areas covered by the Early Learning Goals and educational programmes.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design development

There are three prime areas which are of high importance within the curriculum; Personal, Social and Emotional, Communication and Language and Physical development. All of the areas of learning are important and depend on each other to support a holistic approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Our children follow the Red Rose Letters and Sounds programme from the start of their Reception year. Daily phonics lessons begin in Pre-school.

The children have daily prayers, and RE. The children attend a Key Stage and Whole School assembly once a week. Holy Days and Feast Days are also celebrated.

The children also have a weekly Spanish, Music, Dance, Drama and P.E sessions.

The timetable is flexible and allows for special events to be celebrated and achievements recognised.

Unforeseen and unplanned situations are often explored and developed in order to enrich children's learning.

The EYFS also has regular visitors coming into the school and the children participate in excursions outside school.

Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Pre-School and Reception plan together weekly, using Long, Medium and Short term plans. These plans are flexible and regularly change to support children's interests and development.

Long Term Planning

The Long term curriculum plans show the themes to be covered each year, which are derived from seasonal predictable interests.

Medium Term Planning

At the start of a new theme or topic, the staff discuss exciting ideas and plan activities in their end of week meetings. The theme can be based on a child's interest or an observation made by a member of staff or a parent.

The topics from the long term plans feed the medium term plans. The medium term plans are set out in the form of a spider-graph, detailing the seven areas of learning. The same topics are covered, however the activities differ, according to child's interests and different learning objectives and individual next steps. This ensures that all areas of learning are catered for within the topics and that the children are provided with a wide range of carefully planned experiences. Planning in this way ensures that the nursery ages children are not repeating any topics if they are in nursery for two years.

Short Term Planning

Our short term plans are completed by individual practitioners. Aspects of the topics/themes are incorporated and child's individual needs are catered for through such enhancements. In addition to this the staff each complete a weekly focus sheet, this details any focused activity, which can be derived from individual next steps and observations.

In addition to this information regarding the focus for phonics, mathematics and RE sessions for that week are documented. Staff strengths and expertise are taken into account when planning.

During the Summer term, in Reception, the class teacher plans for daily maths and a daily literacy session. This is alongside any adult initiated plans and any individual support needed. The Reception staff also read with each child each week to ensure their reading at the correct level.

Assessment

Ongoing assessment is an integral part of the learning and development process. Our school ensures that all staff are observing and responding to children appropriately to help them progress through the EYFS and achieve the Early Learning Goals and beyond. This is carried out through the use of formal observations, significant comments and photographs. These observations are documented in the child's individual electronic learning journeys. The learning journeys are used regularly and the children are encouraged to be involved in their own learning through an awareness of their next steps.

When the child begins in the EYFS, parents are given an 'All about me' booklet which, when filled in with the child, provides information about their child. This is the first step in building a relationship with parent and child.

Each child has an online learning journey. The staff monitor each child's progression through the use of learning journeys.

During an individual's first term of Pre-school and Reception, practitioners carry out an assessment according to the EYFS developmental stages. Practitioners use a baseline assessment where they record according to where they have observed the child developmentally. Practitioners update the assessment on transition and this information is shared with the Reception teacher and EYFS leader. A statutory assessment is also filled in as part of the on-going assessment process in Reception class. This assessment forms a summative assessment for the end of the EYFS, to aid the transition to Year 1.

The Reception Class Teacher also completes an informal half-termly assessment according to where each individual child is developmentally. This information is derived from their EYFS summary of learning and formal phonics assessments. Parents are informed of the children's progress via half-termly assessment reports, which show how the children are progressing in all areas of learning and their attitude towards their work and behaviour.

Parents in the EYFS are invited to a consultation evening in the Autumn and Spring terms. End of year reports are sent out in the Summer term to all parents/carers; in Reception, these are reported in accordance to the Early Learning Goals and characteristics of effective learning.

Parents and child involvement

We never underestimate the importance of the child's home life in their education. As a result of this belief the practitioners build strong relationships with parents, through good communication and a family atmosphere, which is welcoming and supportive of their needs. Listening to the child and getting to know the child is paramount.

We encourage this by:

- Finding out about the child and their family before the child starts Nursery (an initial parent liaison form is sent home)
- Offering parents regular opportunities to discuss their child's progress.
- Encourage parents and children to voice any concerns they may have through the use of regular questionnaires and discussions.

- Have secure settling in arrangements that enable parents and children to feel secure.
- Planning activities that encourage collaboration between the child, school and parents i.e. story sacks to loan to parents.
- Children are encouraged to contribute to their learning journeys and as part of our ethos in EYFS feel they are listened to, through the use of circle time and a calm environment.
- Key person relationships are strong and caring, loving adults are encouraged to listen to the child at all times, taking on board their views and interests in planning.
- Keeping parents informed through regular newsletters, notices and the website.
- Hold 'Family Friendly Friday' sessions, where the parents have an opportunity to observe their child in the school environment and to build relationship with staff and other parents.
- During the first term parents are invited to workshops to help them to understand how phonics and numeracy is taught and how they can help at home.

Resources

The environment is very well planned and monitored by all staff. Our environment is bright, natural and stimulating and is regularly enhanced to keep the children interested and motivated to learn. We use a range of resources that reflect the community and the wider world. We encourage children to make their own selection of activities to encourage independent learning and the learning is then carefully planned according to their needs and interests.

Special Educational Needs

A child has special educational needs if she or he has a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children
- Have a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age
- Special educational provision means
- Educational provision which is additional to or different from the educational provision made for children of their age in school
- The possible barriers to learning come under four broad areas:
 - Communication and interaction, including speech and language
 - Difficulties and autistic spectrum disorders
 - Cognition and learning, including moderate learning difficulties and specific learning difficulties
 - Behaviour, emotional and social development
 - Sensory, medical or physical development, including hearing and visual impairment

NB: Children are not regarded as having a learning difficulty solely because their home language is not English. However if concerns are raised about a child's language development then parents will be asked to take their child to the Speech and Language drop-in for further assessment.

Parental involvement and support is vital to the success of the education of all children and especially those with SEND. We work closely with parents to ensure that all aspects of the child's development is considered.

CARE PLANS

If a child has a specific medical condition, either on admission or one which develops during their time with us, then school will work with parents / carers and Health Care Professionals to write a

Care Plan for that child. Any necessary training for staff will be undertaken. All school staff, both teaching and non-teaching will be informed of the plan.

Certain members of staff may be given specific responsibilities within the Care Plan.

Special Educational Needs

Identification, Assessment and Provision.

Early identification of a child with Special Educational Needs is crucial and we encourage dialogue between parents / carers, pupil (if appropriate), class teacher and SENCO.

When the Early Years Practitioner or class teacher has concerns, they share their concerns with the Head, the SENCO, other relevant staff (ie key persons) and the parents or carers.

An Initial Concerns form is completed.

Special provision is made for the pupil and beyond the provision normally provided. (This is recorded on planning grids in waves) and specific on-going observations are carried out and information collated.

If, after time, there are still concerns, advice is sought from the Inclusion and Disability Support Service.

Permission is sought from parents / carers who are kept informed at all stages.

Following advice a Targeted Learning Plan may put in place.

If there are still concerns an "All About Me" profile will be completed and school will work with outside agencies to decide on an Educational Health Care Plan for the child. The following provision then takes place:

Wave 1:

The pupil is supported in class. This support could be with the teacher as additional support, with the LSA (Learning Support Assistant) as additional support or with differentiated work.

Parents are informed and progress is monitored.

Wave 2:

A Targeted Learning Plan (TLP) will be put in place for the pupil. The pupil may receive short periods of individual support or as part of a small group, outside class. This support could be with the class teacher, the LSA or the Head.

TLPs clearly state short term targets for the pupil, agreed by the class teacher and the SENCO and are reviewed half-termly.

Progress is closely monitored and parents / carers are kept informed.

Wave 3:

If school still has concerns and progress is still below that which is expected, then parents will be called to a meeting with the class teacher, the Head and the SENCO.

School may then recommend external agencies for further diagnosis (ie: dyslexia) or may recommend that parents seek advice from their GP.

THE ROLE OF THE SENCO

- The SENCO is responsible for the day to day operation of the school's SEND Policy
- Along with the Early Years SENCO co-ordinating provision for children with special educational needs
- Assessment of progress and monitoring the impact of strategies for children with SEND
- Liaising with staff and LSAs and advising staff on SEND matters
- Attending relevant courses and training
- Overseeing the records of all pupils with SEND
- Liaising with parents / carers of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the Inclusion and Disability Support Service
- Attending meetings and courses related to SEND matters

Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?
How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?
How is the setting's funding allocated? If resources are required how are they sourced and purchased?
If additional staffing is provided, how is this organised?
How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping
- What specialist services and expertise are available at or accessed by the setting?
Are there specialist staff working at the setting and what are their qualifications?
What other services does the setting access including education, health, therapy and social care services?
- How is a child included in activities outside the setting including trips?
What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?
How do you involve parents/carers in planning activities and trips?

What the setting provides

Resources

- The environment is very well planned and monitored by all staff. Our environment is bright and stimulating and is regularly enhanced to keep the children interested and motivated to learn. We use a range of resources that reflect the community and the wider world. We encourage children to make their own selection of activities to encourage independent learning and the learning is then carefully planned according to their needs and interests.
- The setting does not receive extra funding.
- The Reception Teacher has a speech and language qualification for supporting children under 5 years old.
- If a school trip/excursion was organised, this would be done so with the needs and interests of the children. We would carry out a risk assessment and it would be of utmost importance that all children could participate. If required it would be possible for the child's parent/carer to attend.

Reviews

- How do parents know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?
How does the setting know how well a child is doing?
How will parents know what progress their child should be making?
What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book
- How will parents be involved in discussions about and planning for a child's education?
How and when will parents be involved in planning a child's education?
How are parents/carers involved in the setting more widely?

What the setting provides

Parents and child involvement

We never underestimate the importance of the child's home life in their education. As a result of this belief the practitioners build strong relationships with parents, through good communication and a family atmosphere, which is welcoming and supportive of their needs. Listening to the child and getting to know the child is paramount.

We encourage this by:

- Finding out about the child and their family before the child starts Pre-school (an initial parent liaison form is sent home)
- Offering parents regular opportunities to discuss their child's progress.
- Encourage parents and children to voice any concerns they may have through the use of regular questionnaires and discussions.
- Have secure settling in arrangements that enable parents and children to feel secure.
- Planning activities that encourage collaboration between the child, school and parents i.e. story sacks to loan to parents.
- Children are encouraged to contribute to their learning journeys and as part of our ethos in EYFS feel they are listened to, through the use of circle time and a calm environment.
- Key person relationships are strong and caring, loving adults are encouraged to listen to the child at all times, taking on board their views and interests in planning.
- Keeping parents informed through regular newsletters, notices and the website.
- Hold termly 'Stay and Play' sessions, where the parents have an opportunity to observe their child in the school environment and to build relationship with staff and other parents.
- During the first term parents are invited to workshops to help them to understand how phonics and numeracy is taught and how they can help at home.
- We provide lots of information about the EYFS and what the expectations are of the school, through the use of leaflets, flyers, website, informal meetings with parents.
- Every first Thursday of every half term the Pre-school and Reception class send a 'curriculum information sheet' which details everything that is available in the provision and activities and any extra information necessary.

Parents in the EYFS are invited to a consultation evening in the Autumn and Spring terms. End of year reports are sent out in the Summer term to all parents/carers; in Reception, these are reported in accordance to the Early Learning Goals and characteristics of effective learning.

Transitions

- How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?
What preparation is there for the setting, parents and the child before he/she joins the setting?
How will a child be prepared to move onto the next stage?
What information will be provided to a new setting?
How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

What the setting provides

St Joseph's Park Hill School is fully committed to the welfare of each child. Care and attention is given to each stage of the individual's transition to, through and beyond the school.

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. Pre-school to Reception can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour.

Both extremes can inhibit learning. It is therefore the aims of this policy to:

- Promote the smooth transition of children at the start of each new setting.
- Prevent and alleviate stress
- Promote continuity of teaching and learning.

Key principles

- The collection of information prior to the children starting in a new setting will be in co-operation and partnership with parents, existing staff, receiving staff and, if age, appropriate with the child.
- Discussions and collection of information will focus on the whole child and not just the child's development or academic achievement. i.e. routines, interests, family unit.
- Other relevant information e.g. social care issues, special educational needs, looked after child etc. (all compliant with Data Protection Act.) will be shared on a 'need to know' basis.

Upon entry to Pre-school:

The following steps are taken to ensure that both the child and parents are confident, informed, happy and relaxed about the school.

- Initial meeting where the parents and the child are very welcome to look around the setting and meet the EYFS staff.
- Information pack given to all parents.
- Communication between the previous setting (if child has attended) with regard to development, likes, dislikes and any other important information.
- Time for their child to stay with the current class, to get them acquainted with new surroundings (see induction policy)

Pre-school to Reception

Throughout the year Pre-school and Reception children come together during access to continuous provision. The EYFS staff teach throughout the unit and the children are familiar with all staff prior to attending.

Familiarisation tour (if required if children have not been to our Pre-school)

- Close links between the Reception teacher and Pre-school staff – meeting held in the Summer term to exchange information and transition document.

- Reception teacher to visit and meet/work with nursery children prior to transition.
- The school holds a moving up session where the children are formally introduced.

Welcome meeting is held for parents, where they can meet their child's teacher and

- receive information regarding the setting and curriculum.
- In September phonics and mathematics information sessions are held to inform parents of our teaching methods, curriculum information and homework expectations.

Reception to Year 1

- Children encouraged to visit Year 1 to share good work.
- Reception class join in with KS1 Christmas production.
- Reception teacher liaise closely with Year 1 teacher throughout the Year regarding individual development.
- In Summer term Year 1 teacher and reception teacher hold a transition meeting where information is passed on regarding individuals characteristics of effective learning and level of development i.e. 1. Emerging, 2. Expected and ability groups.
- Approaches to Teaching and Learning:
 - Awareness that some summer born pupils may still need to access EYFS curriculum to inform their teaching for these and others (SEN, EAL, etc).
 - Opportunities in the first term for child initiated play.
 - Opportunities for role play areas.
 - Continued use of kinaesthetic teaching.
 - Take time to observe children in play activities that they have chosen themselves in order to assess their learning styles and adjust their individual learning experiences provided accordingly.

Transfer of Information

- Year 1 teacher made fully aware of each child's needs, likes, dislikes and developmental stage.
- These passed onto Yr 1 teacher in summer term. Individual scores are also collated to indicate the class profile.
- Phonics assessments are passed on.
- Children that may need additional help are highlighted

Equal Opportunities

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language etc, transition may be a stressful period of time that can affect their progress. Hence we will ensure to identify those requiring special attention/support, whatever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this.

Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?
What number of staff hold what level of qualification?
How many staff are in training to move up to next level?
What level are the manager, SENCO, room leaders trained to?
Do you have any/how many staff with EYPS?
What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job' experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas.
Are there any staff (e.g. within chains of nurseries) that are available to support you? What qualifications/experience do they have?
Do any staff have any specialist qualifications?
Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?

What the setting provides

- All staff employed in EYFS have relevant and up to date training regarding supporting children with SEND.
- The SENCO regularly attends meetings and training in line with requirements.
- The Reception teacher/EYFS leader holds an Early Years Teacher qualification.
- The Reception teacher holds A-level Speech and Language support for under 5's.

Further Information

- Who can be contacted for further information?
Who should a parent contact to discuss something about their child?
Who else has a role in the education of each child?
Who can parents talk to if they are unhappy?
Does the setting have an open door policy?
What opportunities exist for discussions at drop off/pick up times?
Can appointments be made to see specific staff at specific times?
How can contact be made with specific staff (e.g: Phone, text, email, notes, home-nursery diary etc)

What the setting provides

- Please contact Pauline Duncan (named on front sheet)
- Parents can contact the Head teacher or talk to their child's teacher at any time.
- The school staff work as a team and we pride ourselves on being a family, who support each other.
- All parents are welcome to discuss anything at any time. We realise parents are busy and we are always willing to discuss by telephone, email or face to face.
- Appointments can be made to arrange a time if required.