

General Welfare Requirement: Organization

Working in partnership to promote children's readiness for schools

Policy Statement

We work in partnership with local, national agencies, parents, caregivers, outside agencies, children to promote the smooth transition of children onto new school environments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
• Keeping safe • Health and well-being	• Respecting each other	• The wider context	• Inclusive of AUC/PR/EE

Readiness for school statement:

Policy

Our aim is to:

- We ensure that all children will reach their full potential at their own good level of development by focusing on the 3 prime areas of the EYFS to ensure they are ready for school.
- We ensure we work in partnership with feeder schools to foster and support the smooth transition of children.
- We ensure we will work alongside parents and caregivers to support and help them get their children ready for transition into new schools.
- We work in partnership or in tandem with local, and national agencies to promote the readiness of school for children.
- Procedures are in place for sharing of information about children and families with other agencies following GDPR.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency following GDPR.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.

Procedures

Ready Children:

Three Prime areas of the EYFS that promote children's readiness for school:

- **Personal, Social and Emotional Development**

- Self-confidence and self-awareness

- Making relationships

- Managing Feelings

- **Physical Development**

- Health and self-care

- Moving and Handling

- **Communication and Language**

- Understanding

- Speaking

- Listening and attention

We will ensure that we support all Families and caregivers in our setting, so their children may achieve their individual good level of development by being ready for school, in the 10 school readiness points:

- Take turns, sit, listen and play
- Be independent in getting dressed and going to the toilet
- Be able to socialise with peers and form friendships
- Be able to communicate their needs and have a good vocabulary
- Be independent in eating
- Be well nourished and within normal weight for height
- Have received all childhood immunisations
- Have good oral health
- Participate in music activities such as singing
- Develop motor control and balance for a range of physical activities

Ready Schools:

We will ensure that we:

- Access meeting with schools and teachers as required
- Invite teachers to observe children moving onto their school
- Children requiring specialist SEND meetings are organized in advance by our SENCO.
- Have transition meetings with parents in the Summer term
- Talk to the children to ascertain their needs for starting school
- Work with other caregivers such as childminders to support children transitions

- Have information to give parents on their children's schools play and stay sessions
- Support children to achieve 10 readiness points
- Support families to help children achieve 10 readiness points
- Give families advice if needed
- Give new schools our school readiness information policy and procedures

Ready Families

We will ensure that we support families in being ready for their children's transition by:

- Asking families to complete a parent questionnaire on school readiness
- Give parents information on school readiness
- Giving advice to and support to families when required or asked
- In talking to their children about transition to their new school
- Help children to achieve the 10 school readiness points at home.
- Giving advice on how to access children's Centres if additional services are needed
- Asking families to attend transition meetings and new school play and stay sessions

Changes to Policy and Procedure

Any changes to this policy and any procedures may come into force following Government Guidance and Legislation changes to law or any new Legislation that the Government sees fit to implement. This includes any changes due to the Coronavirus Act 2020 and any subsequent Acts that will affect the Early Years Sector and our setting now or in future communication and changes.

Acts and legislation includes but is not exhaustive to:

Coronavirus Act 2020

Coronavirus (Covid-19) Guidance for educational settings

Early Years Foundation stage: Coronavirus Disapplications

Actions for Early Years and Childcare providers

This policy was adopted at a meeting of **Little Saints Pre-School**

Held on (date)

Signed on behalf of the CIO Trustees

