

# CHILDREN FIRST: PATHWAYS TO SCHOOL READINESS

## PERSONAL TOOLKIT



## INTRODUCTION

WELCOME TO CHILDREN FIRST: PATHWAYS TO SCHOOL READINESS,  
YOUR PERSONAL TOOLKIT.

Inside this pack you will find guidance, information, ideas and inspiration, which will help support you in ensuring that the children of Somerset are best supported for a happy transition to school.

Each toolkit also includes a USB stick where you can find everything included in this pack as well as many more hints, tips, facts and figures.

Just like our understanding of school readiness, this pack is going to evolve over time. You will be able to download the toolkit to your USB stick as it is updated and use both the USB stick and the folder to store any other useful information you have.

We hope you find Children First: Pathways to School Readiness both a handy and helpful tool and look forward to developing it together with you in the future.

# SUMMARY

## WHY HAVE WE PRODUCED THE SCHOOL READINESS TOOLKIT AND WHO DOES IT SUPPORT?

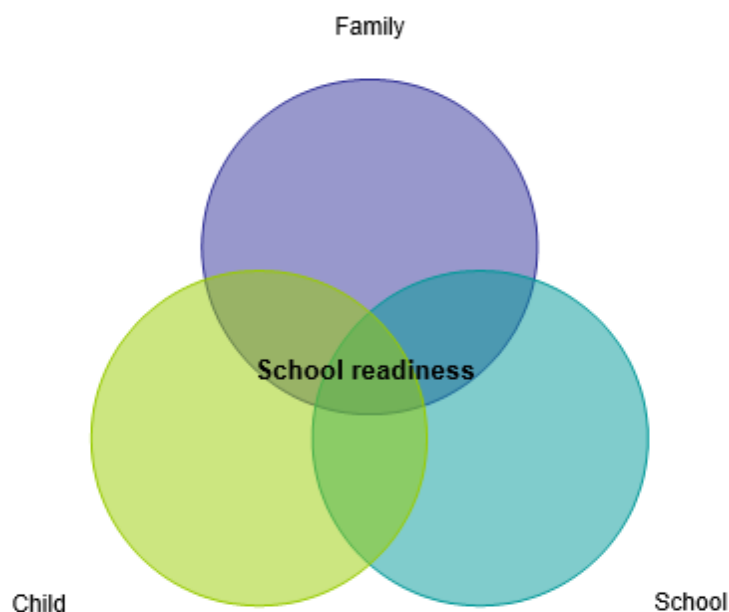
The School Readiness Working Party, including representatives from schools, the Somerset Association of Primary Headteachers and Officers (SAPHTO), Early Years settings and Support Services for Education (SSE) Early Years Quality Improvement team, have produced this toolkit to support practitioners in schools and Early Years settings in preparing children for the transitions that they need to make in their early years. It has evolved from a willingness and understanding by all parties, that partnership working and collaboration has to be the way forward.

School readiness has many dimensions because children develop and learn in different ways and at different rates. School readiness does not begin in the term before a child starts school

– it starts at birth and we recognise that in preparing children to be ‘school ready’, we are also most importantly preparing children for life-long learning and building resilience for the transitions that they will need to make, going forward.

The principles of Readiness for School in Somerset, are broadly defined in relation to UNICEF’s three pillars of readiness. They are:

- Children’s readiness for school
- The school’s readiness for children
- The family’s readiness for school



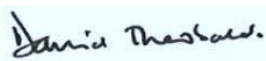
“Irrespective of school phase, research suggests that if we want to improve the life chances of all children, then parents and schools must work in partnership and be involved at every stage of a child’s school experience.”

*Claire Campbell – ‘How to involve hard-to-reach Parents: encouraging meaningful parental involvement with schools’*

In Somerset, together, families, early years settings and schools should work to ensure that children:

- Are adequately prepared to cope emotionally with being separated from their parents;
- Have strong social skills and are able to interact with adults and peers and take turns;
- Are relatively independent in their personal care;
- Are curious about the world, have a desire to learn and make observations, notice things and ask questions;
- Can listen and have enough language to express themselves and communicate something about what makes them who they are;
- Feel safe, secure, cared for and resilient enough to be able to take risks and find solutions.

We hope that this toolkit supports everyone who strives to ensure that every child is Ready for School.



Senior Primary Adviser

I would like to thank each one of the working parties and case study contributors listed on the following page for their time and commitment in developing the toolkit and associated resources.



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# CASE STUDIES

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Settings are always thinking of innovative new ideas and projects that will support children's school readiness. There are also many tried and tested projects that you can replicate in your setting.

Examples range from visits to the reception class and school prior to transition, to investing in CPD and training. The studies indicate that where practitioners collaborate, children in their care are better prepared to make the next step in their educational journey.

This section of the pack details a variety of projects that have been implemented by settings across the county with the aim of enabling children to have a happier transition to school.

In addition to the information included here, you can also find further details in the electronic pack.

If you have a project that you would like to include in Pathways to School Readiness, please email full details to:

Early Years Improvement Team  
[SSEEarlyYearsTeam@somerset.gov.uk](mailto:SSEEarlyYearsTeam@somerset.gov.uk)



## CASE STUDY 1

### THE WILLOW SET PRE-SCHOOL, STOKE ST GREGORY



#### BACKGROUND

##### *Who?*

This project involved the whole Willow Set team and the Reception class teacher.

##### *What?*

Willow Set produced a pro forma that could be used to evidence and reflect on practice and be updated regularly. The aim was to ensure that Willow Set evolved and provided the best support for children in their transition to reception class.

##### *Why?*

Willow Set is committed to implementing activities that support children's readiness for school.

##### *Cost?*

Creating a new document and all subsidiary documents is a continuing cost. In the first instance, it is the time used to create the documents, researching evidence, and putting together the pro forma. There are also printing costs and costs of putting the package together. A breakdown of costs can be accessed upon request.

##### *Measures?*

Feedback from the school's Reception class teacher at cluster meetings revealed the school's interpretation of school readiness. Willow Set also created a profile and report that sit alongside a cohort tracker for the whole class, a mathematics record, and a communication and language record. These give a holistic picture of each child's learning and development and how they sit within the cohort.

#### THE PROJECT

##### *Resources?*

Willow Set has created a pack that clearly identifies everything that has been put in place, as well as blank records to be completed each year. There is also an action plan that is updated regularly, and changes are continually made to existing documents.

##### *Data?*

Data is received back from the school, which highlights where a child sits within the profile and within the cohort. This allows Willow Set to match children's development, identify any gaps, and determine what activities can be put in place to close these gaps.

##### *Outcomes?*

Giving and receiving cohort information clearly identifies areas that need to be worked on or to be discussed. Some children may not seem to have reached the same stage of development in the school environment in relation to how the preschool feels they have developed. The Reception class teacher and key workers can discuss this, as it is not always that the child has not reached this stage of development, but that the environment is so different the child does not seem as confident. Therefore, a true picture of the developmental stages is not reflected when the child is observed.

##### *Progress?*

Progress is monitored using the cohort trackers. This is done both at pre-school and at school.



## Emerging Learning

### *For practitioners?*

This project continually updates understanding of children's development and how each child's learning is mapped. This allows for new activities to be put in place to ensure that every child's needs are met.

### *For children?*

Continual reflection from each practitioner enhances the learning activities through play for all children.

### *For parents?*

Feedback and parent partnership books support parents' understanding of their child's development. Parents have access to 'Trunkies', which contain activities that parents and their child can explore together, supporting the child's development in their home environment.

## Impact

### *Improvement?*

Improvement is measured through cohort information, which is exchanged with the school three times a year. Areas of improvement include 'maths', 'space, shape and measure' and 'extending on ideas'.

### *Long and short term?*

Cohort information enables Willow Set to identify any gaps that need to be addressed as children progress towards their transition to school. Data received back from the school enable Willow Set to review their activities to better prepare children for this transition in the future.

### *Overall?*

The positive impact of this project largely outweighs the costs required to implement it. The project has resulted in less of a gap between the stage of a child's development perceived in pre-school compared to school. Continual data collection and exchange enables Willow Set to develop new and innovative ideas to close this gap even further.

## Success Factors

### *Tips?*

Willow Set has created an information pack on the project, which you can tailor to your setting's needs. Successful implementation of the project will require commitment and reflection from the entire pre-school team as well as the school's Reception teacher and Headteacher. Willow Set has strengthened its collaboration with the school through releasing a practitioner to visit the Reception class one morning each week.

## Transferrable Learning

### *Key learning?*

Willow Set has created a vision, which identifies the direction of the pre-school and acts as the backbone for the pre-school's activities and projects. Cohort information can be easily transferred to other activities and projects to determine their success.

### *Strengths & weaknesses?*

This project highlights the strength of collaboration as a team and between pre-school and school; however, it can be difficult to get feedback when children are feeding into a number of schools.

### *Areas for improvement?*

Implementation of this project would benefit from more efficient administration, ensuring that all documents are saved to one place to avoid duplication, and making sure that everything is backed up.



## CASE STUDY 2

SHEPTON MALLET INFANT'S SCHOOL , SHEPTON MALLET



### BACKGROUND

#### *Who?*

The instrumental figures in this project were the Head teacher, Reception class teacher and the class key workers at Shepton Mallet Infant's School. Existing teaching assistants underwent training to become key workers for the purpose of the project. The newly trained staff members observed existing key workers in other settings to gain a greater understanding of their role, and staff from other schools also came to Shepton Mallet Infant's School to provide support. The project also involved working collaboratively with parents and the early years setting.

#### *Why?*

Shepton Mallet Infant's School identified that Reception practice needed to be improved and replaced with a more effective model. The need to do this was reinforced by a particularly high proportion of EAL and SEN children entering the school. After visits to other schools to observe the use of key workers in Reception class, the school decided to adopt key working, beginning with a trial.

#### *Cost?*

The primary cost of implementing this plan was the cost of human resources, training the key workers, and additional training in approaches such as Somerset Total Communication (STC).

#### *Measures?*

The key measure of the effectiveness of this plan was its impact on the good level of development of the children involved.

### THE PROJECT

#### *Resources?*

The project relied on various planning and assessment tools, pro-formas and tracking systems. Note-taking was also important as a means of reflecting on what was learnt and identifying how the project could be developed in the future.

#### *Data?*

Children's progress was tracked against their development matters. Data was collected for each child individually and collated into tracking sheets half-termly. Shepton Mallet Infant's School developed their own numerical systems to track each child's development, and final judgments were made against early learning goals at the end of the year and reported to parents.

#### *Outcomes?*

This project reinforced the benefits of working in small groups and resulted in a marked increase of the children's good level of development, which rose from 30% to 70%.

#### *Progress?*

Progress towards these outcomes was monitored by regularly tracking each child's development. In addition, the EYFS Foundation 2 action plan was reviewed regularly and given to school governors for their input.



## Emerging Learning

### *For practitioners?*

The outcomes of this project reinforced practitioners' comprehension of the high levels of personalisation that children need to support their development. The project also demonstrated the importance of collaboration between settings, for instance nursery children would come up to school for the sessions, and Reception children would go down to the nursery, with key workers also swapping over.

### *For children?*

Small group work enables children to settle into school much more quickly, as highly personalised development plans target areas in which children need particular support.

### *For parents?*

The project highlighted the benefits of parental engagement. For example, parents were encouraged to come and observe their children in the setting to get a better understanding of the types of activities the children were participating in at school. Parents were also invited to inspire events, which involved a block of activities relating to a specific topic, and encouraged to contribute to learning journals at parents' evening.

## Impact

### *Improvement?*

The project significantly improved each child's good level of development and helped them (particularly the EAL children) settle into school more quickly.

### *Long and short term impact?*

Key working provides a fantastic start to school. The Reception children look forward to school, and hopefully they continue to do so throughout their school career. In addition, the children are starting KS1 at a much higher point in terms of the early learning achievement goals.

## Overall?

The ongoing costs of implementing this project mean that Shepton Mallet Infant's School need to sacrifice other things in order to fund it. However, the measured improvement in the children's development outweighs this, and if possible, the school would like to extend key working into year one.

## Success Factors

### *Tips?*

For those wishing to implement a similar project, Shepton Mallet Infant's School recommend starting to build more group work into the reception class and developing each child's relationship with their key worker. Extra support from teaching assistants would also benefit the children when they progress to year one. Regularly reviewing personnel, CPD and training and support for key workers are also essential, as well as adopting a collaborative approach between parents, practitioners and settings.

## Transferrable Learning

### *Key learning?*

The key learning noted from this project is the positive impact of small group work on children's enjoyment of school and their levels of development.

### *Strengths & weaknesses?*

The project demonstrates the benefits of small group work and collaboration between parents, practitioners and settings. However, the costs of implementing the project are significant and must be reviewed regularly.

### *Areas for improvement?*

Shepton Mallet Infant's School found that the project evolved naturally with the setting. Perhaps the most difficult part of the project was for practitioners to put aside the old Reception class practice and give power back to the children.



## CASE STUDY 3

LYNGFORD PARK PRIMARY SCHOOL, TAUNTON



### BACKGROUND

#### Who?

This project involved a collaboration between the Headteacher and Reception teachers at Lyngford Park Primary School as well as parents and carers, the Pre-school teacher, Early Years Co-ordinator, PFSA and SENCO. The project also involved a local librarian who promoted the local library and activities; a Health Visitor who supported the importance of routine sessions; and the Get Set team who attended to promote their services.

#### What?

Lyngford Park Primary School organised school readiness sessions, in order to involve parents in their child's transition.

#### Why?

The aim of this project was to raise the percentage of four year olds who were assessed as ready to start school in September 2015 in the prime areas.

#### Cost?

The total cost of this project was approximately £4,000.

#### Measures?

Entry data of the children entering school in September 2015 was compared to those of the September 2014 cohort. Prior knowledge of the September 2015 intake was also used to shape this project.

### The Project

#### Resources?

Implementation of this project required using a variety of resources, such as human resources in terms of supply cover, teaching assistants to cover the crèche and ICT lead supply cover.

As well as this, the project required cooking ingredients, cake decoration equipment; tea and coffee and gardening resources. Literacy, physical and numeracy resources were also provided for parents and carers.

#### Data?

The primary data used to measure the outcomes of this project were the area of learning within Development Matters of the children in the September 2015 intake compared to those of the children entering school in 2014.

#### Outcomes?

Comparisons between the entry data of children starting school in September 2015 and 2014 revealed a marked improvement in their development. The data revealed that a higher percentage of children started reception in 2015 within the 30-50 months age band in most of the prime areas compared to the previous reception intake of 2014. In addition, the project increased parental engagement and 100% of parents had found the school readiness sessions useful and 90% of parents felt confident with supporting their children in all areas.

#### Progress?

Progress was measured through parent questionnaires, informal discussions with parents and carers, home visits and feedback from Pre-school teacher.



## Emerging Learning

### *For practitioners?*

The project emphasised the importance of building strong relationships with both children and parents prior to the children starting school. Through doing so it was possible to informally assess children and get to know their likes, dislikes and interests, and highlight any issues they may have in order to put support in place prior to entry.

### *For children?*

The project demonstrated the benefits of building the relationship between children and staff, and encouraging children to become familiar with the school environment, routines and expectations prior to school entry to enable them to settle in more quickly.

### *For parents?*

The project revealed the importance of providing time for parents to build relationships with other parents and staff, in order to feel more comfortable with preparing their child for school and to share any concerns or queries prior to entry.

## Impact

### *Improvement?*

The following improvements in the children's development were noted in the number of children starting reception in 2015 within the 30-50 months age band compared to the previous year;

- Literacy: 32% increase;
- Numeracy: 12% increase;
- PSE: 4% increase;
- C.L: 3% increase.

### *Long and short term?*

In the long term there will be an increased number of children that start school 'school ready' in the prime areas. In the short term the children forged strong relationships with practitioners and children and felt comfortable in the school environment, enabling them to settle in more quickly.

### *Overall?*

The project provided firm foundations for developing strong, collaborative relationships between all those involved. The data shows there was a notable impact on the children's 'school readiness', with the most significant improvement in Literacy and Numeracy.

## Success Factors

### *Tips?*

The effectiveness of 'school readiness' sessions can be strengthened by ensuring all sessions are well planned, encouraging parents to attend; providing a crèche for younger siblings and building the sessions in as part of the children's transition to school.

## Transferrable Learning

### *Key learning?*

The key learning from this project was that if initially there is not a good response to projects involving parents, it is best to evaluate and re launch the project or activity, rather than carry on regardless.

### *Strengths & weaknesses?*

The project enabled Lyngford Park Primary School to build strong relationships with parents and children, identified particular issues and concerns prior to school entry, raised numeracy and literacy standards, and allowed children to confidently start reception.

### *Areas for improvement?*

The first school readiness session needs to be spent in the Foundation Stage environment, and getting to know all staff is important. An initial welcome evening to highlight the importance of attending the sessions would be of benefit, as well as a formal tour of the school by the Headteacher, and a smaller number of sessions (maximum of 6).

## CASE STUDY 4

PLAYAWAY DAY NURSERY, BURNHAM-ON-SEA



### BACKGROUND

#### *Who?*

This project involved the staff and children at Playaway Day Nursery as well as Burnham-on-Sea Infants' School.

#### *What?*

Playaway arranged for a member of staff to join the children during their first week of their transition to school. Through doing so, Playaway and the school enabled the children to ease into school life. By implementing this project, parents would also feel more comfortable with their child's transition, as they would feel reassured in knowing that their child was supported to adapt to their new environment.

#### *Why?*

The staff at Playaway had long realised the importance of supporting children to have a happy transition from nursery to school.

#### *Cost?*

There were no additional costs other than the staff's existing wages.

#### *Measures?*

Feedback was gathered from the Reception teacher at the school relating to how quickly the children settled into their new environment.

### The Project

#### *Resources?*

As part of this project, Playaway has produced a document for the school and created a shared record for keeping in touch with the children during their first year of school.

#### *Data?*

Playaway gathered information from the school on how well the children settled in during their first few weeks. The member of Playaway staff that visited the school was also able to feedback to the nursery.

#### *Outcomes?*

When Playaway asked for feedback, the reception teacher revealed that in the first few weeks of the children starting school, it was easy to spot the children from Playaway as they were used to following instructions, lining up and tidying up.

#### *Progress?*

The feedback shared between Playaway and the school helped to track the progress of this project.

### Emerging Learning

#### *For practitioners?*

Allowing a member of the Playaway team to accompany the children on their transition to school was an effective means of enabling the children to gradually adapt to their new setting and experience a happier transition.

#### *For children?*

Easing children into their transition helped them to settle into school more quickly, as well as increasing their confidence and supporting them to come out of their shell.

*For parents?*

Supporting children to have a happier transition to school also supports parents in feeling happier about their child's transition. Playaway also helps to reassure parents by organising a leavers' evening and a parents' BBQ where parents can get to know the teachers at the school whilst their children play and form friendships. In addition, Playaway provides parents with a pack that informs them of the project and helps them to prepare for the transition with their child.

**Impact***Improvement?*

The children from Playaway settled into school more quickly and felt more comfortable in their setting.

*Long and short term?*

Allowing children to transition to the school environment alongside a familiar face from the Playaway team helped them to settle into their new environment more quickly and comfortably. Supporting a positive start to school also helped the children to start learning more quickly, which will benefit them throughout their education.

*Overall?*

The positive impact of this project is that it makes the transition less daunting and more enjoyable for the children. However, if there is a child with attachment issues, the member of nursery staff should avoid going to the school for any longer than a week as the child becomes dependent on that member of staff, which makes it harder for them when the member of staff leaves.

**Success Factors***Tips?*

Key tips for settings wishing to replicate this project are to ensure that your staff fully support the project and are willing to go to the school for the week. Cooperation from a local school is also essential.

**Transferrable Learning***Key learning?*

This project highlights the benefits of effective collaboration between early years settings and schools in easing children into a happier transition. To support this, Playaway has a graduation ceremony to which teachers from the school are invited.

*Strengths & weaknesses?*

The strengths of this project were that children settled into the school environment significantly faster and felt comfortable in their setting from the start.

*Areas for improvement?*

The member of Playaway staff that accompanied the children at school saw that lunch times were very stressful for the children as they don't have as long as they would in nursery. Because of this, Playaway are now working towards the children getting shorter lunches at the nursery in an effort to get them used to the change.





## CASE STUDY 5

FORGET-ME-NOT NURSERY, BRIDGWATER

### BACKGROUND

#### *Who?*

This project involved the children and staff at Forget-Me-Not Nursery and Somerset Bridge Primary School.

#### *What?*

Throughout their time at Forget-Me-Not Nursery, all children have lots of opportunities to use different areas of the school. However, during the Summer Term the nursery team arranged for those children who will be starting school to visit the reception classes regularly to spend some time with the older children and their teachers. In addition, small groups of children from Forget-Me-Not were taken in to the school hall on a daily basis throughout the Summer Term by their Key Person, to have lunch with the rest of the school. Children are also taken in small groups to join a weekly Key Stage One assembly in the school hall.

#### *Why?*

The staff at Forget-Me-Not Nursery understand the importance for children to have a feel for what the school environment is like prior to their transition, and wanted to implement a project to reflect this.

#### *Cost?*

There were no costs involved in implementing this project other than the cost of staff time.

#### *Measures?*

The anticipated outcomes for this project were for the children to have a happier transition to school and to feel more comfortable in their new environment.



### The Project

#### *Data?*

Staff from Forget-Me-Not Nursery and the school gathered data, which reflected on the children's transition to school, particularly their confidence in their new environment.

#### *Outcomes?*

Both Forget-Me-Not Nursery and the school found that the project resulted in the children gaining greater confidence, especially with the older children.

#### *Progress?*

Progress was measured through observations and data collected by both settings.

### Emerging Learning

#### *For practitioners?*

This project emphasised the benefits of collaboration between the nursery and school in supporting children to have a happier transition.

#### *For children?*

Allowing children to experience a taste of the school environment prior to their transition supported them to feel more confident in their new setting and with their peers.

#### *For parents?*

Parents were reassured knowing that their child's transition from nursery to school was supported by both settings, and that their child would be accustomed to the environment and people by the time they moved up in September.

## Impact

### *Improvement?*

The children were noticeably happier and more confident in their transition to school. Long and short term?

In the short term, children felt happier and more confident moving up to the school environment. In the long term, it is hoped their comfort and confidence at school will continue throughout their education.

### *Overall?*

This project had a positive impact on the children's school readiness; however, it is easy for the children to become reliant on the members of staff around them, therefore as they progress further it may be a sight shock to them.

## Success Factors

### *Tips?*

It is important that staff at both settings are committed to this project in order for it to produce positive results. Staff should also ensure that children are comfortable in their visits to the school and not made to do anything they are not comfortable doing.

## Transferrable Learning

### *Key learning?*

Easing children into their new setting gradually is an effective means of ensuring their comfort, confidence and happiness.

### *Strengths & weaknesses?*

This project enabled the children to settle into school more quickly and confidently; however, it is vital to ensure that the children are introduced to the environment gradually, as some aspects of school-life can be daunting for the children who are used to the quieter nursery setting. It is worth noting that as Forget-Me-Not Nursery is attached to Somerset Bridge School, almost all children move up to the school, which makes it easier for the nursery to carry out this type of project.

### *Areas for improvement?*

Some children found having lunch with the children at school quite daunting, as the environment was much louder than in the nursery. It is therefore important that staff accompanying the children ensure they are comfortable at all times in order to prevent the project from becoming counterproductive.



## CASE STUDY 6

### ALFRED THE MOUSE GOES TO SCHOOL

#### BACKGROUND

##### *Who?*

Alfred the Mouse Goes to School is an innovative new project that the Taunton Early Years Cluster is running across more than 300 Taunton early years settings and schools, supporting under-fives with the sometimes daunting transition to primary school. This project has been made possible through Raising Achievement Plan (RAP) funding.

##### *What?*

The project involved creating a high quality website that follows the journey of a mouse to its new school. The website includes a customised virtual tour for nearly all of the primary schools in the Taunton clusters, which can be watched by children either at their setting or at home.

##### *Why?*

The aim of this project is to support children starting school and to work with a collaborative ethos with schools and parents. This will be achieved by providing a programme through which children can familiarise themselves with the primary school they are transitioning to, and in doing so supporting all aspects of the children's development. If children experience a smooth transition, their learning and development are less likely to falter. At the time of planning, the national average of a child's good level of development (GLD) was 65%. In view of this and at the same time:

- In Taunton 1, the cluster overall GLD was 57.5%;
- In Taunton 3, the cluster overall GLD was 59.3%.



##### *Cost?*

This project cost £8,000.

##### *Measures?*

The first children to participate in this intervention were part of the cohort entering reception class in September 2015 and will be assessed as part of the EYFS towards the end of the school year by their individual schools.

#### **The Project**

##### *Resources?*

Alfred the Mouse Goes to School exists as a website, which is supported by a series of creative activities that address specific areas within the EYFS, and a small puppet that has been given to each pre-school and school. Children can hold Alfred the Mouse in real life and then visit the website where they can go with him on his adventures through big school. Alfred can be seen taking part comfortably in the reception class and wider school environment. A slideshow follows Alfred around the school and there is a full panoramic 3D view of the reception class, through which practitioners, teachers, parents and children can explore the child's future classroom. Pre-school settings have also been given a learning pack that is full of ideas on how to use Alfred creatively in their setting.

### Design?

The design of the website is in the style of an app that can be accessed via tablets, smart phones, computers and mobile devices. The platform can also be downloaded onto a memory stick for those who don't have Wi-Fi. As the primary users are pre-school children, the design is simple and colourful, using clear icons, touch screen and/or mouse clicks, sound effects, spoken narration and clear, straightforward written words.

### Feedback?

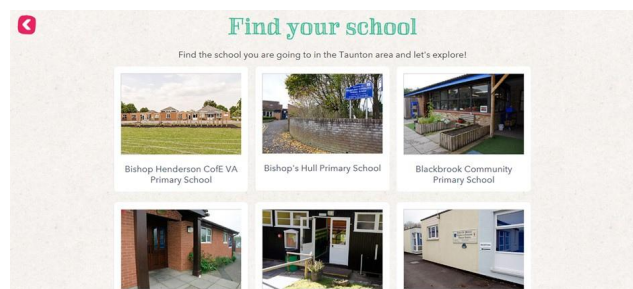
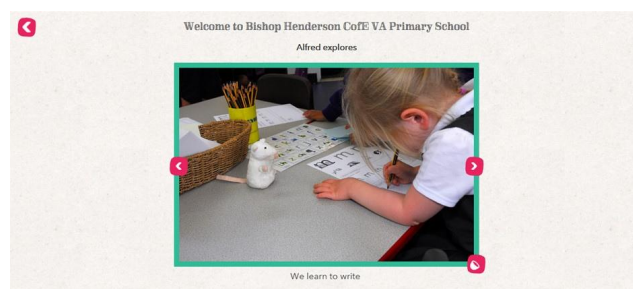
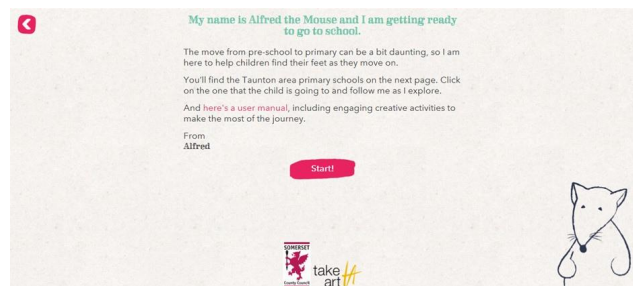
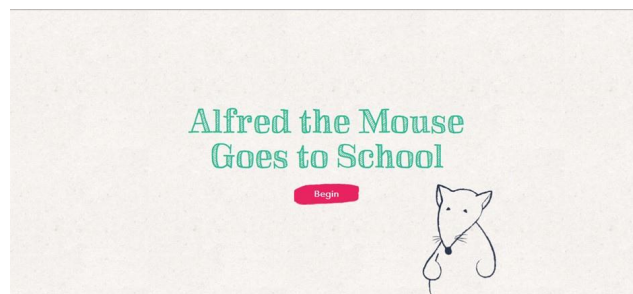
A dedicated Facebook page has been created to gather feedback from the settings using Alfred the Mouse Goes to School. Practitioners and teachers can use the page to share innovative ideas and celebrate successes. Encouraging this type of interaction also promotes a more cohesive ethos between settings.

### Outcomes?

It is anticipated that this project will improve children's outcomes by raising their self-esteem and confidence; increasing their desire to learn and curiosity of the world around them; and strengthening their social skills. It is also hoped that the project will strengthen collaboration between schools and pre-schools, and therefore build communication between settings.

### Strengths & weaknesses?

The project is very good value on a per child basis, has a long shelf life and can be accessed for years to come, all the time decreasing per capita cost. However, there was a significant cost to turn the project from conception to reality, and costs will continue in order to maintain the website.





## CASE STUDY 7

THE OLIVE TREE NURSERY, BRIDGWATER

### BACKGROUND

#### *Who?*

This 6 week project was implemented by the team at The Olive Tree Nursery, and was offered to all the children in the school readiness room, which is for all children in their last year of nursery before they start school.

#### *What?*

Olive Tree decided to build activities based on the National Trust's '50 things to do before you're 11  $\frac{3}{4}$ ' - which lists activities such as climbing a tree, building a den, flying a kite and hunting for frogspawn - into its school readiness programme.

#### *Why?*

The basis for this project came about after a conversation with some of the feeder schools who expressed the importance of children being socially and emotionally ready for school. Discussions were had about the types of activities children do outside of the setting, and topical sessions with the children at Olive Tree revealed that out of 32 children, 19 had not been to the beach or seaside.

#### *Cost?*

The whole 6 week project cost around £5200. Olive Tree used the summer term Early Years Pupil Premium entitlement to offset some of the cost to families. Olive Tree had vehicles available, which reduced transport costs.

#### *Measures?*

The Olive Tree team analysed the value added data that they gather and update three times a year, and looked for trends and patterns in the children's learning development.

### THE PROJECT

#### *Resources?*

Olive Tree put together a 'Parent's Booklet' showing all of the information for the different sessions, examples of activities, and aims for the project. Olive Tree also created 'Staff Booklets' and 'Children's Booklets', which set out resources, activities, assessment tools, observation sheets and any other information needed for the day. In addition, back up resources were produced for some sessions, such as rainy day packs.

#### *Data?*

Olive Tree used each child's school transfer as a baseline assessment for them entering the project, allowing the team to look at individual children as well as targeted groups, such as EAL. Throughout the project staff made observations of the children, which were logged against the EYFS with a key to show which activities had impacts on the children's learning. Staff evaluated each session to see if outcomes were achieved.

#### *Outcomes?*

The project enhanced the children's learning against the EYFS, which was recorded as the distance travelled from the point of school transfer form to the end of the project.

#### *Progress?*

Progress was measured throughout the project through observations of the children.



## Emerging Learning

### *For practitioners?*

Some of the sessions pushed staff outside of their comfort zones. Olive Tree found that this reenergised staff to look for extensions for learning, encouraged them to look for ways to adapt the setting, and gave them the opportunity to engage with colleagues and children in a different way.

### *For children?*

Giving the children the opportunity to experience different environments and activities particularly helped their social and communicative development as well as their confidence.

### *For parents?*

The project extended possibilities for home learning, and enhanced parents' awareness of how, when and where children can learn.

## Impact

### *Improvement?*

A clear increase in the children's confidence was observed by staff, and there was a distinct improvement in the children's development in line with the EYFS.

### *Long and short term?*

Feedback from schools was very positive, with both reflecting that the activities, aims and focuses were in line with the holistic learning and preparation for school entry. The children were seen to develop and grow in the different environments in which they engaged with learning that staff had not seen them do in the general nursery environment. It is hoped that the children's confidence will continue throughout their educational journey.

### *Overall?*

Olive Tree was unfortunate to experience some issues with external agencies who were unable to offer sessions at short notice. However, Olive Tree still managed to deliver all sessions and achieve the anticipated outcomes.

## Success Factors

### *Tips?*

Taking time to plan and prepare for this project is essential, as is establishing clear goals. It is also important to have backups in case activities cannot go ahead as planned. All staff should be able to fully engage with the project and have a clear understanding of its direction.

## Transferrable Learning

### *Key learning?*

Allowing children to experience activities in new environments encourages them to participate in learning that they would not usually engage with in the normal nursery setting.

### *Strengths & weaknesses?*

This project had a noticeable impact on the children's development, especially their confidence, and social and communication skills, which will help them to settle in the school environment more quickly. However, due to the nature of outdoor learning, there is the risk of activities being called off at short notice for reasons such as adverse weather conditions.

### *Areas for improvement?*

This project is evolving with Olive Tree. The first year the project was implemented was very different to the second, which had a much wider range of activities and much clearer goals.



## CASE STUDY 9

### EXMOOR CLUSTER

#### BACKGROUND

##### *Who?*

This project involved the staff from the Early Years and Reception class settings in the Exmoor Cluster (Dulverton, Minehead, Dunster, Porlock, Exford, Timberscombe, Cutcombe).

##### *What?*

The project focussed on the provision of motor skills in settings, as well as training opportunities for staff, learning resources and time to encourage effective collaboration between settings.

##### *Why?*

The objective for this project was to move more children to expected and exceeding in moving and handling and writing with a particular focus on boys' progress and attainment.

#### **The Project**

##### *Data?*

Retrospective data was collected for moving and handling and writing at the end of June 2014. This data was discussed between settings and cluster meetings focussed in part on shared success with different provision and teaching.

##### *Training?*

Exmoor Cluster sent a delegate to Alistair Bryce Clegg's Conference in Exeter, who then fed back to the cluster group and a fact sheet from the day was also sent out.

##### *Resources?*

In the first year of the project (2014 – 2015), all Early Years settings were bought Alistair Bryce Clegg's book 'Getting Ready to Write' about early writing, and some fine motor control resources.

In the second year of the project (2015 – 2016), Exmoor Cluster purchased a class set of cheerleading pompoms and resource books, which can be used by settings within the cluster.

In addition, another of Alistair Bryce Clegg's books, 'Continuous Provision', was sourced.

##### *Other?*

The second year of the project involved a planned INSET day. Exmoor Cluster expected approximately 20 settings to send staff to this day, with as many as 50 people attending. The morning focused on a delivery by SASP Coach Colin Christmas, which covered children's motor development and strategies and schemes to support good practice. The afternoon then involved shared course activity feedback and transition feedback with feeder settings concerning children's transition into school in September 2015.

*Feedback?*

Feedback from staff regarding the INSET day was highly positive, much of which focussing on the opportunity to strengthen collaboration with other settings within the cluster. Feedback on the most useful part of the day included:

- “Being able to reflect on past activities and learn about new ones.”
- “Meeting with feeder nurseries to discuss transition, great to network with other settings.”
- “Getting ideas from other settings.”
- “ALL of the hands on discussion and learning.”
- “Being able to talk to the Nursery staff on mass was fantastic (we have never had the chance to do this!).”
- “Great to hear feedback from Reception Teachers.”
- “Listening to others experiences and thinking about how to put activities into our provision.”

*Outcomes?*

Analysis of collective data of the 8 West Somerset/Exmoor reception classes found that at the end of the first year of the project:

1. In movement and handling there was a 6.5% increase in boys exceeding, and a 5.7% increase in girls expected/exceeding;
2. In writing there was a 12.7% increase in boys expected/exceeding, and a 8.5% increase in girls expected/exceeding.
- 3.

The cluster is looking forward to improved data in these areas this June.



## CASE STUDY 10

COMEYTROWE UNDER FIVES PRESCHOOL, TAUNTON



### BACKGROUND

#### *Who?*

This project was implemented by Comeytrowe Under Fives Pre-school alongside Tone Leisure.

#### *What?*

Comeytrowe made many changes to their routine and embedded more physical exercise into activities in the setting. The aim of this was to fully engage the children in using physical activity consistently throughout the day and to develop their coordination, control, core stability, muscle development and suppleness. The nursery wanted to vary exercise and develop abilities as well, like ball skills and safely negotiating space.

Comeytrowe was given funding for two sessions a month with a sport coach for a trial period. The preschool has since begun to pay for regular sessions, as having an instructor come into the setting to deliver a Physical Education-like session effectively introduces the children to a similar experience they would engage in at school.

Each session a large area of the hall was cleared. The children also helped to tidy up, learning about the need for a safe area to use with adequate space and no hazards. The children practiced changing into a Physical Education kits that parents had been asked to supply. If a child did not have a Physical Education kit, spare clothing and daps were provided by the Pre-school. After the session the children changed back as they would at school.

The sports coach provided a full lesson, which incorporated other areas of learning as well as physical development, such as Mathematics - classifying and clarifying - sorting cones quickly into piles of the right colour after an activity, or selecting particular colours/shapes of bean bags and running backwards and forwards to deliver them to their selected area.

The children always warmed up properly, which often included role play such as driving a car and increasing the speed as they went up the gears, or moving like animals around the hall. Cool downs involved activities like the bean game. All sizes of balls, bats and equipment were explored, as well as working independently, in pairs and in groups. The children were regularly praised and encouraged throughout the sessions, receiving a 'high five' from the instructor with a big foam hand at the end of the session.

#### *Why?*

Comeytrowe produced a study of physical activity and what prevented children from getting adequate amounts, particularly outside. Government statistics that year showed Somerset children nearing the end of reception were down in physical areas by 18% compared with other counties.

## THE PROJECT

### *Resources?*

Parents were given leaflets detailing the availability of sports sessions in the area, which encouraged parents to pursue physical experiences for the children during their free time.

### *Outcomes?*

A member of staff from Comeytrowe visits the 2 main feeder schools each year in November after the children have started school. The feedback has been very good for the children's participation in PE sessions. For example, a particular child with a lack of confidence in communication surprised everyone by going up to demonstrate during PE sessions. Generally all the children's participation has been enthusiastic and they are eager to take part, children have asked if the sports coach is in today on many occasions.

However, some children were a little nervous to begin with and one little boy in particular would not take part, and as part of the Early Years Pupil Premium funding our SENCO arranged a visit to the sports centre to take part in a session there. The result was much better than we had anticipated, the sport coach was in the setting in the afternoon and the child in question not only took part but held the hand of a new child and helped them throughout the session. Since that time he has not had a problem and is still attending the sport centre, which is developing his confidence immensely.

## Success Factors

### *Tips?*

It is important to have enough room available to allow for children that choose not to participate to take part in other activities. Settings must always bear in mind that some children may be extra tired that day or not feeling emotionally like taking part in physical activities in a large group. It is also important to give children access to their bottles of water during the session, close to the area but safely situated in case of spills with the opportunity to go and rest if they need to. Bottles work well as they don't give so much of a problem with spills.

## Transferrable Learning?

### *Key learning?*

The sessions have undoubtedly enabled the children to develop their team spirit whilst increasing their skills and knowledge. The sessions have also inspired staff, whose confidence has grown when taking physical sessions, and encouraged them to think of lots of new ideas about how they work with the children. In addition, allowing parents to come and watch and help during sessions enabled them to see the different ways in which their children can learn and develop.



## CASE STUDY 11

### GLASTONBURY AND STREET CLUSTER



#### BACKGROUND

##### *Who?*

This project involved the schools and Early Years settings within the Glastonbury and Street Cluster. The project also worked to strengthen collaboration between settings, parents, schools, other providers and the wider community.

##### **What?**

This project was set up to support all settings to create enabling, rich environments to encourage mark making. The project built links with parents, schools, other providers and the wider community through training via twilight and Saturday sessions. Leaflets advertising the sessions were sent out through schools, children's centres, child minders, health visitors and doctor's surgeries amongst other channels.

##### *Why?*

When Glastonbury and Street Cluster initially looked at the children's 'Good Levels of Development', Streets lowest areas of development were writing and numbers, and Glastonbury's lowest areas were writing and reading. The main common denominator was therefore writing. Drawing on current data, the aim of the project became to improve outcomes for all groups of children in speaking and writing, focusing on the progression from mark making to writing, through targeted professional development for providers.

Children enjoy making marks and this starts from a very young age. When a baby spills their yoghurt on the table and runs their fingers through it, it makes a mark. However, this raised many questions:

- How many mums would recognise this as mark making and how many of them would stop their child doing it and wipe it up?
- Are we supporting all our cluster members to extend children exploration of mark making and invoking the children's desire to explore and experiment through challenging settings provisions?
- Are we supporting all Reception Teachers who are struggling to get their children to write, especially the boys, when their 'Development Matters Scale Points' state that they meet all the desired milestones for mark making?

Glastonbury and Street Cluster recognised very early on in the project that Alistair Bryce Clegg from 'ABCDoes' understands these issues. Two cluster members had been to Alistair's conferences and felt 100% inspired to implement what he had shared with them. Alistair talked about the importance of understanding how the physical development of writing has a significant impact on the children's success and Glastonbury and Street soon realised that 100% of its cluster would

## THE PROJECT

### *Resources?*

Resource packs and reference books were bought and made available to borrow, containing different ideas for all age ranges. These resources will continue to develop. Alongside the resource boxes to rent, each setting was given a key resource outlining each possible pencil grip. These were laminated on small cards on key rings to make them consistent throughout the cluster. Glastonbury and Street plan to set up a Cluster Facebook group where settings and providers can view and share ideas that have worked for them.

### *Cost?*

The total cost of the key activities involved in this project was £4,010. This takes into account the cost of resources, advertising, refreshments, staff release and venues.

## THE PROJECT

### *Outcomes?*

All settings involved in this project noticed measureable changes in their children's hand dexterity. One setting noted: "We started dough-gym and funky fingers (based on ABCDoes) 2 years ago and it has had a big improvement on the children's ability to hold their pencils - I can see a clear improvement. I have many children who will now choose to go and write independently. I make the link explicit between why we do dough gym and funky fingers and on the ability to hold their pencils. Children are very clear on this and know it's not just a fun activity! It has purpose!"

However, although the data showed an improvement in scale points, it was not significant enough for Glastonbury and Street Cluster to feel it had reached its goal. The project therefore continues.

## EMERGING LEARNING

### *For practitioners?*

This project, in time, will give all involved the knowledge to help and support children in Glastonbury and Street Cluster in their transition into school.

### *For children?*

It is safe to say that those using aspects of this project over the last year can show there have been significant improvements in children's handwriting skills, impacting on their school readiness levels.

### *For parents?*

This project has increased parents' awareness of mark making, prompting them to encourage babies/children to explore mark making at home.

## Transferrable Learning

### *Strengths & weaknesses?*

Those colleagues that have attended the training have really grasped the concepts with both hands and have run with it. They have implemented aspects into their practice straight away and have continued to ask for help and accessed resources when required. The main problem is that it is potentially the colleagues/settings that don't ever come to the meetings and/or don't take up free training that are possibly not implementing effective methods to support children's hand dexterity. This will therefore always bring down data findings, affecting the long-term outcomes.

### *Next steps?*

This project will continue to build over time, and hopefully, when all the clusters are set up, Glastonbury and Street Cluster can select other areas that need developing and support settings in the same way.





## CASE STUDY 12

### SCHOOL ENTRY PLANNING PROCESS FOR EARLY YEARS CHILDREN WITH SEND

#### BACKGROUND

School entry planning meetings are offered to children with special educational needs and/or disabilities (SEND) who are monitored through Multi-Agency Identification and Support in the Early Years (MAISEY) meetings, and other children with significant needs who would benefit from additional planning for their transition into school. School Entry Plan (SEP) meetings - including reviews the following term - focus on a successful transition to school.

In 2015, the Area SENCO team facilitated and led 288 SEP meetings to support the effective transition of individual children with SEND into Somerset schools. In addition, a significant number of other SEPs were led by Educational Psychologists and Advisory Teachers from various support services, such as the Physical Impairment and Medical Service (PIMS), Visual Impairment Service and Hearing Support Service.

#### *Who?*

The process is facilitated by the lead professional (usually the Early Years Area SENCO, Educational Psychologist or Advisory Teacher), and involves the child, parents, pre-school staff, school staff and other professionals involved in supporting the child, such as Speech and Language Therapists, Occupational Therapists, Physiotherapists and Health visitors.

#### *What?*

The School Entry Planning meeting takes place at the school and is an opportunity for staff to welcome a child and family to their new school.

It is a chance for them to:

- Listen to the parents' concerns;
- Demonstrate the positive inclusive practice that can be offered;
- Jointly anticipate and solve problems.

The School Entry Plan informs decisions about funding, training or adaptations that may be needed to ensure that the provision in school can best meet the needs of the child. There is a review meeting in the autumn term after school entry to check all is going well.

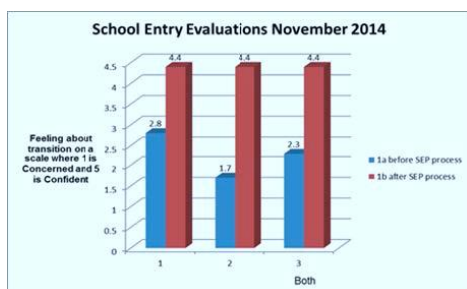
#### *Evaluation?*

A review of the School Entry Planning process was carried out for children entering school in September 2014 with a view to ensuring continued high quality delivery of services for parents and school staff.

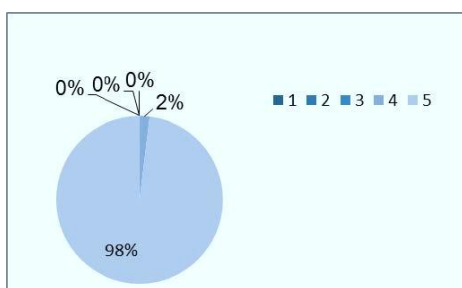
The views of parents and school Special Educational Needs Co-ordinators (SENCOs) were sought through questionnaires – completed by 63 SENCOs and 52 parents. Data from the evaluations demonstrated that 100% of both parents and SENCOs who responded viewed the process as excellent or good, and 0% as satisfactory or poor.

## IMPACT?

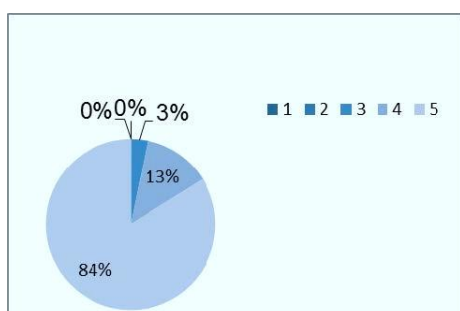
The following column chart demonstrates the shift from concern before the School Entry Plan meeting to confidence after the School Entry Plan review meeting.



Other key findings showed that all parents felt they were able to express their views, and 98% answered with a 5 on the scale – to indicate yes, definitely, as shown below.



We also asked School SENCOs and parents if they felt that appropriate outcomes and actions to meet them were agreed at the SEP meetings: 97% of SENCOs agreed (84% answered “yes, definitely”) and 98% of parents agreed (90% answered “yes, definitely”).



Comments from parents and SENCOs about the SEP process were positive; one parent noted:

***“The opportunity to meet with all the individuals concerned with our child’s development has been so useful and ensured that together we are all aiming for the same goals.”***

A school SENCO felt the process enabled them to:

***“Be prepared and aware of issues before starting school so that staff/parents could work together from the start.”***

The Early Years Area SENCO service and the Educational Psychology service are continuing to gather data to evaluate the process in order to build on this success.





## CASE STUDY 13

GETSET - TAUNTON AND WEST SOMERSET

### BACKGROUND

#### *Locality?*

East Taunton – Halcon

#### *Aim?*

To support families and children within a low achieving LSOA with readiness for school.

getset outcome?

Supporting school readiness.

#### *The family?*

- Single parent Mother of children (Parent A)
- Father of children (Parent B)
- One child due to enter school with a physical disability, aged 4 at time of support (Child A)
- One child attending pre - school, aged 3 at time of case study (Child B).
- 

#### *Context?*

Parent A approached a getset Family Support Worker at a community day to discuss all of her concerns around her eldest child entering school with a disability. The children's father was a perpetrator of domestic abuse, and this resulted in Parent A having two children removed from her care historically. Parent A then received a written letter from CSC to say that if the father had any further involvement with the children, this would result in a further assessment. This concerned Parent A, as she had concerns around the collection of Child A from the school premises and the policies surrounding this (linking to PR).

Child A has idiopathic constipation and hyper mobility. This results in Child A needing to wear a continence pad that needs changing every hour, regular toilet prompting, support around her humility, and education interruptions during school time. In addition, Child A has regular physio appointments and support around their mobility.

Child A does not know any other children that are due to attend the same school. Parent A is anxious about her child entering school and is feeling apprehensive about the level of support the school are able to provide to her child due to her disability and higher staff – child ratios. Parent A does not socialise with other parents or family within the local community.

### THE PROJECT

#### *Support?*

The school that child A was due to attend needed to be informed of the present situation with Parent B, and the implications of this if Parent B were to try and collect child A. Parent A did not feel confident discussing this matter with the school and felt embarrassed about revealing past events. Parent A was supported with this challenging conversation and a meeting between the housing officer, school, police, myself and parent A was attended.

The school was provided with a photo of Parent B by the police team, and the school was aware of the implications of Parent B visiting the school grounds – this was supported by the CSC document. A family plan was created by the Police team and Halcon One team, resulting in Parent A feeling confident that her child would enter school safely. Parent A was supported during the School Entry plan meeting, as Parent A was nervous about her child's wellbeing at the school.

Child A completed a 'School Readiness CAF support' document to ensure that her feelings around school were positive, and to identify any support that she needed prior to entry. Parent A and Child A were encouraged to attend groups (school readiness, stay, play and learn and community days), and with support they attended, resulting in Child A making friends that were due to attend her school that September.

Due to a multi-agency approach, the school was able to provide evidence that an accessible toilet was needed for Child A's entry to school, this was built prior to entry. Parent A and Child A were supported during the 6 weeks holidays through groups and home visits, the family were provided with home learning activities and some basic explaining of the EYFS outcomes and Early Learning goals.



## Case Reflection

- Parent A still attends school readiness group sessions with Child B, community days and parent mornings at the children's centre.
- Parent A has now secured employment confidently and without support.
- Parent B is removed from the joint tenancy agreement of the house, to ensure the safety of the family.
- Parent A completed a positive comments form and sent this to County about the service she had received.
- Child A is settled in school and is happy, has many friends, and is reaching developmentally appropriate objectives.
- Child B is due to attend the same school in September 2016.



(Child A, Child B and Parent A)



(Child A and her friend she had made at a group)

## CASE STUDY 14

CHARD CLUSTER GROUP



### BACKGROUND

#### *Who?*

This project was undertaken as a joint task by all members of Chard Cluster Group - 5 Primary Schools, 12 Early Years settings, 3 Child-minders and 'getset'. Through involving parents and agencies linked to children's welfare and health, the project also hoped to build positive attitudes and encourage a holistic approach to enabling smooth transitions and getting children ready for school.

#### *What?*

The group agreed to work on a shared focus of wanting every child to connect positively with their transition through a variety of creative mediums. The aim being when they go from their Early Years settings to school they experience familiar themes that they are confident to explore. Having highlighted specific areas for development, the group arranged Cluster workshops. We liaised with Take Art to create training sessions that suited our needs. 'Creative Literacy Training' and 'Creative Numeracy Training' gave us practical ideas which were simple and cheap to resource but used with constancy within the cluster had a real impact on children's learning.

#### *Why?*

Every setting and school carried out a Transitions Audit. This information was collated and areas in need of improvement highlighted. Every setting held their own staff meetings and set targets for improvement - home visits, welcome packs, open mornings etc.

One of the main issues, however, was the lack of continuity of familiarity of activities, language and approach to learning for children moving from Early Years to school; another being the huge gap between the levels of development of children entering school as well as moderating expectations between Early Years' settings and schools.

#### *Cost?*

£3,200 has funded 4 training sessions from Take Art, resources bought for each setting to implement the ideas and help facilitate improvements to our practice, grants to release staff and admin costs.

#### *Measures?*

Before the project began every setting completed a Transitions Audit. This will be repeated when the final workshop has taken place. Data was collated from the EYFS in the targeted areas for children entering school in September 2014. In July 2015 and July 2016 the Early Years settings recorded the data and the results provided the evidence for our project. We recorded the percentage of children working below and at/above ARE in each area and by doing so we were able to track progress and see an increase in the percentage of children working at/above ARE year-on-year.



## THE PROJECT

### *Resources?*

Following the training, settings implemented a range of exciting developments into their practice - Talking Toolkits, CD of Letters and Sounds, Alastair Brice-Clegg 'Understanding Grip Development', Funky Fingers and Doh Gym sessions, TALC resource to help evaluate children's level of comprehension (especially useful for EAL children).

### *Data?*

Children who have come all the way through the project (September 2014/2015 cohort); our first ever data collection for this cohort vs. our last.

*Reading Below - 53.5% to 15.5%*

*Writing Below - 42% to 22%*

*Number Below - 68.5% to 13%*

*Speaking Below - 41.5% to 7%*

This is actually even better than it looks because it doesn't allow for the jump in expectations when they start in Reception! Even those children who have only been 2 years on the project (September 2015/2016 cohort i.e. not finished Reception year yet)

*Reading Below - 39.9% to 22%*

*Writing Below - 35.4% to 29%*

*Number Below - 37.1% to 28%*

*Speaking Below - 42% to 17.5%*

### *Outcomes?*

The figures show positive results and there is a marked improvement in Maths and Literacy since the project started. The 'Talking Toolkits' are being used by Early Years and Schools so children and parents are familiar with them and they are certainly helping to encourage two way inclusive communication.

### *Progress?*

Progress was measured through a variety of means; feedback from Reception teachers to Early Years settings and childminders, the cohort data, observation, informal discussion with parents and children and regular Cluster meetings.

## Emerging Learning

### *For practitioners?*

One of the most important outcomes was a reminder for practitioners to be mindful of the individual needs of the child especially during the transition process and to maintain close links between settings, schools and parents. Each setting has taken away ideas to implement to improve their own practice from each of the training sessions.

### *For children?*

From very early on in the project with the introduction of the 'Talking Toolkits' the children developed their self confidence and communication helping to prepare them for school. Our shared vision for each child to experience a 'creative transition' from Early Years to School has been very successful, especially in improving Numeracy understanding through a range of outdoor maths activities - notably for the boys.

### *For parents?*

Informing the parents about the project ensured their involvement. This also led to a shared understanding of the importance of developing communication and speech skills. Feedback from parents has told us how much they all enjoy finding items for the 'Talking Toolkit' and how pleased and surprised they are at how much it has encouraged their child to communicate.

## IMPACT

### *Improvement?*

The data provided the evidence for the improvement in children's levels of attainment. Relationships between settings, schools, childminders, children and parents are much stronger.

### *Long and short term?*

In the long term through continuing the good practice recognised in the project, every year more children will enter school with increased confidence and higher levels of development in the prime areas. In the short term, all cluster members are working together with the families to prepare them and their children for school.

### *Overall?*

The Cluster Group worked hard throughout the project meeting regularly, sharing good practice and experiences as well the less successful, attending training and overall developing stronger and more positive relationships ensuring a collaborative approach to help our children achieve their full potential and high levels of school readiness so they settle quickly and happily.



## SUCCESS FACTORS

### *Tips?*

Establish 'a shared vision' for the project, meet regularly, keep those informed who can't attend with detailed minutes and have realistic goals. Plan the project carefully ensuring the needs of every setting are discussed as well as those of the children.

### **Transferrable Learning**

#### *Key learning?*

Through workshops, sharing ideas and experiences, all Early Year settings work together on 'creative transitions' and familiar activities to aid a smooth transition to school.

#### *Strengths & weaknesses?*

Raising the attainment in communication and numeracy. Writing is still the lowest result at the end of reception. Many children are unable to hold a pencil when they enter reception.

#### *Areas for improvement?*

Continue to explore activities to help children in Early Years settings develop their physical strength to achieve a good pencil hold and subsequently raise results in writing by the end of Reception. The successful aspects of our project have now been embedded in our practice and will continue to evolve.

## CASE STUDY 15

EARLY YEARS ALLIANCE EAL SUPPORT SERVICES IN SOMERSET

### BACKGROUND

*Who?*

Rural pre-school in small Somerset village.

*What?*

Syrian Refugee Family with one child.

*Why?*

Recently moved to the area, surviving the trauma of moving from a war torn country.

*Cost?*

Free.

*Measures?*

In progress. The family have had a managed move to the area and are living in community housing with a local resident who supports the family. English classes for the parents are ongoing and a support worker assigned to them through Yeovil Community Church. This worker has been involved with the parents and not the setting.

The child in this case I will refer to as Tarek.

The manager of the setting I will refer to as Laura.

Tarek joined the setting and was very upset initially, unable to separate from parents, and crying through the majority of the morning. Tarek would talk in Arabic and was visibly distressed. This was clearly an untenable situation for Tarek and for the manager of the setting, Laura was also distressed and feeling frustrated that she could not comfort or communicate with Tarek.



Laura was able to access the EAL project and we were able to give her verbal advice as well as useful resources to use with Tarek. I have visited Laura and Tarek 4 times now since he has joined the setting.

*Immediate Steps*

Reduced time in the setting.

Longer drop offs and after the majority of the children were already in the setting, so quieter for Tarek.

Use of the local resident to help communicate with the family.

Use Pen Pal and Learn to Talk book, Arabic/English survival word flashcards.

Make a box of toys for just Tarek form him to use when he initially come into the setting.

Now and Next board and visual timetable to be used.

STC and lots of clear context embedded talk with use of real objects.

Have a translator booked, marked as urgent.

Laura and her staff are very experience EY practitioners; however, they did feel as though they had been thrown in at the deep end with Tarek. Following advice from the EAL Advisory service Laura has said Tarek quickly settled and is now thriving in the setting.

### Laura's view

From observing Tarek with his father at drop off time, I understood that they needed a couple of extra minutes to say their goodbyes and to do so without my staff or me bounding over and greeting them. This quieter entry sets the tone for Tarek who separates from dad very easily now and is happy to come into the setting.

Using the PenPal and the big book Tarek was able to have something to hold and something that was just for him, which he could share if he wanted to. He liked hearing the PenPal "talk" to him.

We tried to use a few words in Arabic with Tarek, which he likes and would delight in correcting us. We used the flashcards for this as well as the bilingual dictionary.

We have a home link book that we use each day and glue in pictures of his day in for him to talk about with his parents at home. His dad tells me that Tarek loves this as does he.

Tarek is very attached to me, and if I leave, the room or work with other children Tarek will come and find me and wants my attention. I have begun gradually reduce the time I spend with Tarek, as he gets more confident in the setting. I manage this by letting Tarek know I will be with him in a short time, asking him to wait. Leaving the room for short amounts of time, and involving other staff. I am worried about Tarek moving on to school and we have talked this through with Louise from the EAL Advisory Service

### School Readiness

Tarek meets most of the school readiness characteristics; however, Laura is concerned at Tarek being able to confidently leave her setting and adapt to the new, bigger setting of the local school.

With the EAL Advisory Service, we have discussed what Laura already does for the transition, and what additional steps Tarek would need. We have come up with a plan of action

- Use a translator to explain the school application process and help with any form filling for the parents
- Book in additional visits to the school for just Tarek with Laura who would leave Tarek for short- longer periods while staying close by in the classroom or school
- Have additional time with Tarek's class teacher to discuss how best to support him
- If capacity have the YR teacher come to the setting for longer times
- Make a social story of the new school to take home and share with mum and dad



# HEALTH AND WELLBEING

## HEALTH AND WELLBEING IN THE EARLY YEARS

There are many aspects of a child's health and wellbeing that should be supported in order to enable their happy and healthy development. This page provides a brief overview of the key areas of a child's health and wellbeing that you can support. All the materials mentioned in this section will be available to you via the electronic pack.

### Personal, Social and Emotional Development

Developing good Personal, Social and Emotional skills in the Early Years has been shown to have direct impact on positive mental health in adult life. Emotional resilience is largely developed in the home but access to good social and emotional experiences in childcare settings can have a real impact, especially for disadvantaged children.

Strong Personal, Social and Emotional Development (PSED) supports children to:

- Learn to get on with others and make friends;
- Understand and talk about feelings;
- Learn about 'right' and 'wrong';
- develop independence and ultimately feel good about themselves.

Social development doesn't happen in isolation and children need the adults around them to provide positive feedback and to model appropriate behaviour. For further information on social, emotional and mental health go to: Somerset's Mental Health Toolkit at: [www.cypsomersethealth.org](http://www.cypsomersethealth.org).

### Healthy Weight - Healthy Eating and Physical Activity

Physical activity, play and exploring the outdoors are fundamental to a child's development and good habits established in early life are likely to stay with children for the rest of their lives. The same applies to healthy eating. Children should be encouraged to eat well, enjoy a balanced diet and explore new foods.

There are many places you can visit to get hints, tips and advice on how to support healthy eating and physical activity. These include:

- Change4Life - early years guidance for 1-4 year olds
- The Eatwell Guide
- Children's Food Trust – promoting and supporting healthy eating in early years settings
- Zing Somerset – healthy lifestyle programme information
- Heights and Weights - children in Reception and Year 6
- Universal Infant Free School Meals Leaflet
- The Somerset Play Forum – [www.somersetplayforum.co.uk](http://www.somersetplayforum.co.uk)



## Toilet Training

'Eric's Guide to Potty Training' is an invaluable guide that is specifically tailored to help parents. The website provides a range of useful information such as:

- How to tell your child is ready to start potty training;
- How to support your child during potty training;
- Where to access further information and advice.

[www.eric.org.uk](http://www.eric.org.uk)

## Dental Health

Children are never too young to register with a dentist; in fact, a child can be registered with a dentist from 6 months old. Plenty of advice is available regarding ways in which parents can support their child's oral health. The Oral Health Promotion Team has produced resources for schools and settings to help encourage better oral health and nutrition. The resources include:

- Oral Health Programme – Early Years
- Children are never too young to register with a dentist
- Eruption Dates – Primary and Permanent Teeth

<https://www.somersetft.nhs.uk/dental-services/>

## The Health Visiting Service

Every child is entitled to the best possible start in life and health visitors play an essential role in achieving this. By working with, and supporting families during the crucial early years of a child's life, health visitors have a profound impact on the lifelong health and wellbeing of young children and their families. More information on the role of the health visitor can be found in:

- The Health Visiting Service - 4-5-6 Model – information about the health visiting service
- The Role of the Link Health Visitor with Early Years Settings (Somerset Partnership leaflet)
- The Integrated Review, the Ages and Stages Questionnaire (ASQ-3) and The Personal Child Health Record
- Example ASQ-3

The Health Visiting Service is provided by Somerset Partnership NHS. For details of your local Health Visiting Team go to: <https://www.somerset.gov.uk/social-care-and-health/the-role-of-a-health-visitor/>



# USEFUL LINKS

## HEALTH AND WELLBEING

### SOURCE

NICE

ERIC The Children's  
Continence Charity

The National Strategies  
Early Years

Foundation Years

Somerset Mental Health  
Toolkit

Dental Health

Health Visiting Service

### DESCRIPTION

Social and Emotional  
wellbeing: Early Years

Issues of bedwetting

Social and Emotional aspects  
of development

Healthy development and  
integrated working

information and support about  
mental health and emotional  
health & wellbeing.

Somerset Partnership  
Dental Services

Information about the Health  
Visiting Service

### WEBSITE

[www.nice.org.uk/ Guidance/PH40](http://www.nice.org.uk/Guidance/PH40)

[www.eric.org.uk](http://www.eric.org.uk)

[www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD\\_Guidance\\_For\\_Practitioners.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD_Guidance_For_Practitioners.pdf)

[www.foundationyears.org.uk/health-integration-in-practice/healthy-development](http://www.foundationyears.org.uk/health-integration-in-practice/healthy-development)

[www.cypsomersethealth.org/mental\\_health\\_toolkit](http://www.cypsomersethealth.org/mental_health_toolkit)

[www.sompar.nhs.uk/what-we-do/dental-services/somerset/](http://www.sompar.nhs.uk/what-we-do/dental-services/somerset/)

<https://www.somerset.gov.uk/social-care-and-health/the-role-of-a-health-visitor/>

# PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

WRITTEN BY DR JANET ROSE FHEA

Our understanding of young children's personal, social and emotional development has undergone enormous strides since new technology has enabled neuroscientific researchers to study the impact of early development on the brain. But what is most particularly striking is the increasing importance being placed on the interpersonal relationships that a child encounters within the caregiving environment, which gradually extends beyond the home into the local community, such as the school they attend. What has also become apparent is how personal, social and emotional development creates a significant foundation for all future learning, particularly the kind of learning necessary for a school environment. The real meaning of 'school readiness' is about how interpersonal interactions shape the developing brain to help build two key neurophysiological systems in our brain and body - the stress regulation system and the social engagement system. These systems of neural connections within the brain and connecting to the nervous system in our body, are fundamental to learning as they help to establish and regulate working memory, attention control, planning and self-regulation skills. Collectively these skills are known as executive function skills. They enable children to filter distractions, control impulses, focus and re-direct attention, hold and manipulate information, prioritize tasks, set, achieve and adapt goals. Thus they support cognitive self-regulation and the ability to learn.

In other words, they regulate emotions, thinking and behaviour by helping a child to manage stresses in life, feelings, social engagements and the stress of learning. Imagine what life in the classroom might be if children were unable to stay focused on a task, or could not remember simple instructions? Practitioners rely on children having reasonably effective executive function skills in order to teach. Not surprisingly, children with stronger executive skills have a better capacity to regulate behaviour, better attentional skills and a stronger working memory, and thus do better academically. Like many aspects of children's development, executive function skills appear to be particularly sensitive to the caregiving environment the child experiences and the brain regions associated with executive functioning have extensive interconnections with deeper brain structures that control the developing child's responses to stress.

Given the evidence from neuroscience that supportive relationships help to moderate the stress response and have been shown to have positive significance for the development of brain functioning, teachers' relationships with their pupils have important implications for their learning. Evidence shows how thinking and reasoning and emotional processing are fundamentally integrated in the brain at multiple levels. In order to generate successful learning, educators must also engage in the affective dimensions of pupils' minds. Indeed, all rational decision-making (executive functioning) is impossible without emotional processing or 'emotional thought'. Therefore, because emotions and relationships influence motivation and give meaning to our knowledge formation, how and what we learn is, in part, controlled and mediated by our emotional capacity to engage with our physical and social world.

Research shows that adults who employ sensitive interactions, take notice of what might be happening in a child's mind, provide appropriate stimulation and scaffolding, and gently encourage children's decisions and goals appear to generate more effective executive function skills in children. Hence, an ability to empathise and build relationships is just as important as professional knowledge and skills. Emotion Coaching is an effective vehicle for this process and promotes positive relationships with young children, particularly during incidences of misbehaviour.

Emotion Coaching is based on the work of John Gottman and colleagues in the USA and is an evidence-based tool. The Public Health team in Somerset have commissioned training in Emotion Coaching throughout Somerset as part of the Somerset Children and Young People Health and Wellbeing in Learning Programme. Emotion Coaching is seen as a particularly helpful strategy as it emphasises the importance of considering the emotions which underlie particular behaviours, "in the moment," before dealing with limit setting and problem solving. Emotion Coaching views all behaviour as a form of communication and makes an important distinction between children's behaviour and the feelings that underlie that behaviour. It is about helping children to understand their different emotions as they experience them, why they occur and how to handle them, leading to happier, more resilient and well-adjusted young children. It is essentially an empathic and dialogic process which enables children to feel appreciated, to explore their feelings and relationships, to reflect with others and to confront their core emotions such as anger, fear and anxiety, rather than projecting them through challenging behaviour. Emotion Coaching soothes the stress regulation system and helps young children to engage the more rational parts of their brain, making them more 'ready' for learning. It can operate as a stabilising factor to enable children to focus their energies on learning and to help them moderate the challenges of school life and beyond.

[www.somersethealthinschools.co.uk](http://www.somersethealthinschools.co.uk)

[www.emotioncoaching.co.uk](http://www.emotioncoaching.co.uk)



# USEFUL LINKS

## HEALTH AND WELLBEING

### SOURCE

Somerset Children and Young people Health and Wellbeing

MindEd for Families

NICE

Early Years Matters

The National Strategies Early Years

### DESCRIPTION

Home Page

Emotion Coaching

Mental Health Toolkit

Behaviour and emotional wellbeing

Social and emotional wellbeing: early years

Principle into practice

Social and emotional aspects of development

### WEBSITE

[www.cypsomersethealth.org/?page=new\\_home](http://www.cypsomersethealth.org/?page=new_home)

[www.ehcap.co.uk/](http://www.ehcap.co.uk/)

[www.cypsomersethealth.org/?page=mht](http://www.cypsomersethealth.org/?page=mht)

<http://minded.e-lfh.org.uk/families/index.html#/id/56cc7831a55aa90a52727c38>

[www.nice.org.uk/Guidance/PH40](http://www.nice.org.uk/Guidance/PH40)

[http://earlyyearsmatters.co.uk/wp-content/uploads/2011/03/eyfs\\_unique\\_child\\_health1.pdf](http://earlyyearsmatters.co.uk/wp-content/uploads/2011/03/eyfs_unique_child_health1.pdf)

[www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD\\_Guidance\\_For\\_Practitioners.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD_Guidance_For_Practitioners.pdf)



# COMMUNICATION AND LANGUAGE DEVELOPMENT

*'Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.'* (EYFS, page 8, paragraph 1.5)

Communication starts at birth. Speech, language and communication skills are vital for all children. Research agrees that early language development is a critical predictor for school readiness and for future learning and attainment across all areas.

In the Early Years Foundation Stage, Communication and Language is broken down into three aspects:

- Listening and attention
- Understanding
- Speaking

Professionals and Parents/Carers/Families all have a part to play in supporting early language development and this section signposts people to the wide range of information and good practice that is available.

Research on the extensive use of dummies and pushchairs that face outwards has identified that face to face communication is vital from birth to 2 years. There are an increasing number of children entering early years settings with little or no language and this can be attributed to a number of factors which are still being researched, such as children's exposure to electronic tablets, mobile phones and television at a young age, with resulting face to face communication with adults diminishing. Early Years practitioners are well placed to give parents guidance so that parents can best support their children in the acquisition of communication and language. Information from reliable sources such as health professionals and partnership working is a vital factor in ensuring informed parenting.

Practitioners need to ensure that children are exposed to a range of different communication and language strategies to ensure their readiness for school. Evidence suggests that 'combining a range of communication and language approaches is likely to be more effective than a single approach.'

<https://educationendowmentfoundation.org.uk/evidence/early-years-toolkit/communication-and-language-approaches>

Where schools and early years provision work together so that strategies are more consistent there is a greater impact. For example; in the aligning of early phonics. Communication between schools and feeder settings through cluster groups can facilitate such agreements regarding which strategies can be used and how they can be implemented to have the maximum effect. Joint training opportunities between schools and early years providers can not only be effective in terms of practice but also in terms of cost effectiveness.

We have included a useful audit tool from the education endowment foundation (EEF) website in this section to support improvements in learning and teaching of communication, language and literacy and the National Strategies Every Child a Talker guidance.

There are an increasing number of children attending early years provisions in Somerset for whom English is an additional language. We have included guidance for practitioners in the Early years Foundation Stage and details of the support that can be received in Somerset.

All children need to be exposed to rhyme, stories and songs from an early age and practitioners need to not only be delivering this in their settings on a regular basis but also be encouraging parents to engage in these activities at home. Joining in with rhymes and songs helps children's communication skills – in particular listening, talking, reading and writing. Rhyming is part of phonemic awareness; of working with language, sounds within language and playing with language. Since nursery rhymes are patterns, they help children learn easy recall and memorisation. Nursery rhymes usually tell a story with a beginning, middle and end and this teaches children that events happen in a sequence and they start to understand how stories work. Rhyming helps children in preparing them to read and in improving their oral skills. It helps children to identify patterns and sounds (phonetic constituents) of words which is an important aid to forming written words. Good rhymers usually progress on to become good readers and more confident spellers and so introducing young children to rhyme provides a strong foundation. Funny nursery rhymes help children to develop a sense of humour and help them to start to identify the different emotions that may be expressed. There are a wealth of story and picture books that are available to support a communication rich environment.

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/181549/DFE-RR134.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf)

*'Rhyme recognition and reading and spelling in young children' (Bradley & Bryant, 1988) in 'Pre-school prevention of reading failure' (Masland & Masland, 1988)*



# USEFUL LINKS

## COMMUNICATION AND LANGUAGE DEVELOPMENT

### SOURCE

### DESCRIPTION

### WEBSITE

Stepping up to School

EAL transition video

<https://www.eyalliance.org.uk/south-west>

The Communication Trust

Provides resources to help support work in the early years, including information about children's communication development, and how to identify and support children with speech, language and communication needs.

[www.thecommunicationtrust.org.uk/early-years](http://www.thecommunicationtrust.org.uk/early-years)

Somerset Total Communication

A multi-sensory approach, which supports children, young people and adults in Somerset with speech, language and communication needs.

[www.somersettotalcommunication.org.uk](http://www.somersettotalcommunication.org.uk)

I Can

Children's communication charity, which produces helpful materials and training courses to support practitioners in helping to develop language and communication skills.

[www.ican.org.uk](http://www.ican.org.uk)

Foundation Years

Parts that other professionals play in language development.

[www.foundationyears.org.uk/pedagogy-early-learning/early-language](http://www.foundationyears.org.uk/pedagogy-early-learning/early-language)

**SOURCE****DESCRIPTION****WEBSITE**

Talking Point

Communication resource database for early years practitioners, and ages and stages of development.

[www.talkingpoint.org.uk/early-years-practitioners](http://www.talkingpoint.org.uk/early-years-practitioners)

Pinterest

Ideas for activities

<https://uk.pinterest.com/>

Communicate Speech and Communication Therapy

Top tips for parents in developing speech and language.

[www.icommunicatetherapy.com/child-speech-language/child-speech-language-development/activities-strategies-help-develop-speech-language-skills](http://www.icommunicatetherapy.com/child-speech-language/child-speech-language-development/activities-strategies-help-develop-speech-language-skills)

National Literacy Trust

Resources, such as useful reading and links to other websites.

<https://literacytrust.org.uk/resources/?phase=early-years>

Verywell

Verywell

[www.verywell.com/communication-milestones-2795110](http://www.verywell.com/communication-milestones-2795110)

# DOCUMENTATION TO SUPPORT TRANSITION

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There are publications in place that support children to have a smoother transition from pre-school to School. These range from nationwide documents to policies specifically tailored to an individual setting.

## EYFS Statutory Framework

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Written by the Department for Education, the statutory framework for the early years foundation stage:

- Sets the standards that all early years providers must meet to ensure that children learn and develop well;
- Ensure children are kept healthy and safe;
- Ensure that children have the knowledge and skills they need to start school".

The framework is mandatory for all education providers, Ofsted and inspectorates of independent schools use the framework as a point of reference when carrying out inspections. You can find the framework in the electronic pack, or alternatively you can access online.

[www.gov.uk/government/publications/early-years-foundation-stage-framework--2](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)  
[www.gov.uk/government/collections/tickell-review-reports](https://www.gov.uk/government/collections/tickell-review-reports)



## Admissions

You can find the determined policies for school admissions for all Somerset Community and Voluntary Controlled School on the Somerset County Council website by following the link below.

<https://www.somerset.gov.uk/education-and-families/apply-to-start-school/>

## Ofsted

Ofsted has conducted a particularly interesting piece of research into school readiness entitled 'Are you ready? Good practice in school readiness'. The report identifies the ways in which "the most successful Early Years providers ensure disadvantaged and vulnerable children are better prepared to start school". The document includes chapters on assessment, collaboration with parents/carers, and personal, social and emotional development, as well as a variety of other eye-opening areas. The full version of this report can be found on the electronic pack, or alternatively you can access online.

[www.gov.uk/government/publications/are-you-ready-good-practice-in-school-readiness](http://www.gov.uk/government/publications/are-you-ready-good-practice-in-school-readiness)

## Unicef

Unicef's 'School Readiness and Transitions' is an invaluable publication, which details the many facets of school readiness. The document looks at the many factors that affect a child's happy transition to school, such as the influence of family, school and community and the impact of different environments. The full version of this publication can be found on the electronic pack, or alternatively you can access online.

[www.unicef.org/publications/files/CFS\\_School\\_Readiness\\_E\\_web.pdf](http://www.unicef.org/publications/files/CFS_School_Readiness_E_web.pdf)



# USEFUL LINKS

DOCUMENTATION TO SUPPORT TRANSITION



## SOURCE

## DESCRIPTION

## WEBSITE

Transition to School

Outlines steps to make transition easier for parents and children.

[www.education.vic.gov.au/childhood/professionals/learning/Pages/](http://www.education.vic.gov.au/childhood/professionals/learning/Pages/)

Early Years matters –  
Transitions

Transition: The Journey

<http://earlyyearsmatters.co.uk/index.php/eyfs/positive->

Primary National Strategy  
Seamless Transitions

Seamless Transitions -  
supporting continuity in young  
children's learning

[www.foundationyears.org.uk/wp-content/uploads/2011/10/](http://www.foundationyears.org.uk/wp-content/uploads/2011/10/)

# A Unique Child

## Early Years Foundation Stage Learning and Development Summary

Name:

Date:

Age (years, months)

### A Child Learning

#### Playing and exploring

Finding out and exploring; Playing with what they know; Being willing to 'have a go'

#### Active learning

Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do

#### Creating and thinking critically

Having their own ideas; Making links; Choosing ways to do things

### Personal, Social and Emotional Development

Self confidence and self awareness; Making relationships; Managing feelings and behaviour

#### Self confidence and self awareness

0-11	8-20	16-26	22-36	30-50	40-60+
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#### Making relationships

0-11	8-20	16-26	22-36	30-50	40-60+
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#### Managing feelings and behaviour

0-11	8-20	16-26	22-36	30-50	40-60+
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### Communication and Language

Listening and attention; Understanding; Speaking

### Physical Development

Moving and handling; Health and self care

#### Listening and attention

0-11	8-20	16-26	22-36	30-50	40-60+
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#### Understanding

0-11	8-20	16-26	22-36	30-50	40-60+
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#### Speaking

0-11	8-20	16-26	22-36	30-50	40-60+
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#### Moving and handling

0-11	8-20	16-26	22-36	30-50	40-60+
------	------	-------	-------	-------	--------

#### Health and self care

0-11	8-20	16-26	22-36	30-50	40-60+
------	------	-------	-------	-------	--------

### Next steps to support learning and development

*I am happy that this information is shared with relevant professionals*

Parent(s) signature(s)/comment

Key person signature

Moderated by

## Specific Areas of Learning and Development

Literacy Reading; Writing						Mathematics Numbers; Shape, space, and measures					
<b>Reading</b>						<b>Numbers</b>					
0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+
<b>Writing</b>						<b>Shape, space and measures</b>					
0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+
<b>Understanding the World</b> People and communities; The World; Technology						<b>Expressive Arts and Design</b> Exploring and using media and materials; Being imaginative					
<b>People and communities</b>						<b>Exploring and using media and materials</b>					
0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+
<b>The World</b>						<b>Being imaginative</b>					
0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+
<b>Technology</b>											
0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+
<b>Next steps to support learning and development</b>											
<b>Child's comments (eg learning, enjoyment, interests)</b>											

# WORKING WITH PARENTS

The aim of this section is to provide children, parents/carers and practitioners with tools and materials to support transitions and school readiness. Research suggests that just like adults, children find transitions and change stressful and that this stress can have a significant impact upon their emotional well-being and academic achievements. It is good practice to have a Transition Policy for all Early Years children including those with special educational needs and disabilities, that particularly support moving from home to their first setting and from their early year's settings to school. School readiness is a partnership between parents/carers, providers, partners and schools.

*'Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents.'* (The Practice Guidance for the EYFS Page 10 Para 1.30)

## Home visits considered 'good practice'

Home visits help parents and children feel more relaxed, help the setting or school to start building relationships with the family, and give parents an opportunity to speak confidentially about their child's needs and development. Home visits enhance the relationship between the practitioner and the child, supporting the transition process. They give the practitioner greater knowledge of the family context; which supports them to have meaningful conversations and a greater understanding of the child's individual needs. This is particularly useful for children who have English as an additional language, learning delays such as speech and language or special education needs and disability.

## Transition/Settling in policy

It is important to consider the child's introduction to the school and the transition process when considering the best approach for admitting children into reception classes. If good transition arrangements are in place there should be no need for lengthy induction periods, the purpose of induction is to develop a relationship with the parents and for the child to become familiar with the school environment which supports the child's settling in process.

- The induction process should reflect what the teacher knows and understands about the child, from the information gathered at home visits and from liaisons with parents, or adults involved with the child (Childminders, Early Years Practitioners).
- Arrangements should be flexible rather than fixed, to ensure that children's needs are met and to ensure that parents feel confident that their child will settle in.
- The school needs to be ready for the child rather than the child being ready for school.

## EYFS framework: requirements for working with parents

The Early Years Foundation Stage (EYFS) has an influential role in engaging parents with home learning this is now reinforced by the document 'what to expect when' (4children).



## The Key Person

When a child has a positive relationship with a teacher or practitioner who responds sensitively to the child's feelings, behaviour and emotional needs, children feel settled and are confident to explore and become more capable learners.

A Key Person is a named member of staff with responsibilities for a small group of children, who helps those children in the group feel safe and whose care is tailored to meet their individual needs. The role is an important one and is to help the building of relationships with parents. It is an approach set out in the Early Years Foundation Stage (EYFS) which is working successfully in settings and in Reception classes.

Partnership between parents and professionals is key to school readiness; acknowledging what parents and carers can bring and what practitioners can contribute. We know that what parents do on a daily basis to support their children's learning is not only important it is essential. Sharing information with parents such as a summary of development or suggesting activities that can be extended at home can support learning; you will find further ideas around how to support parents with home learning in the case studies section.

Our role in all services for children is to:

- Find ways to support and involve all parents, developing respectful relationships between parents and practitioners.
- Develop a shared language that parents can understand.
- Increase parent's confidence and knowledge about their child's interests and development.
- Promote an effective home learning environment.

Supporting parents leads to 'school ready' families who are confident to participate within school and their local communities.

'We know that young children achieve more and are happier when early years educators work together with parents and share ideas about how to support and extend children's learning.' (Meade and Cubey 1995).

Children's readiness for school affects their learning and development, focus areas are to develop their skills in communication, listening and questioning, social and emotional well-being and physical development. In addition schools need to be ready to support children, ensuring that the learning environments are child-friendly and adapt to their diverse needs and their families. Families school readiness means parents can provide a positive and supportive approach to education, their children's learning and the transition from home to school.

## Integrated 2 year old review

Practitioners should also encourage parents to share information from the progress check with other relevant professionals, and must have the consent of parents before sharing information with relevant professionals themselves. Paragraph 2.3 of the EYFS framework states practitioners must review the progress of children aged between 2 and 3, and provide parents with a short written summary of their child's development in the prime areas.

The purpose of the review is:

- To identify the child's progress, strengths and needs at this age, in order to promote positive outcomes in health and wellbeing, learning and behaviour.
- To facilitate appropriate intervention and support for children and their families, especially those for whom progress is less than expected
- To generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes

# USEFUL LINKS

## WORKING WITH PARENTS

### SOURCE

The Communication Trust

Somerset Parent Carer Forum

Somerset SENDIAS

icommunicate Speech and Communication Therapy

PACEY

Save the Children - Lighting up young brains

### DESCRIPTION

Speech, language and communication resources for parents.

Support for parents, carers and families of children and young people with special educational needs and disabilities in Somerset.

A handy guide for parents, carers and practitioners providing information, advice and support relating to special educational needs and disabilities.

Top tips for parents in developing speech and language.

Tips, factsheets and downloads for parents.

How parents, carers and nurseries support children's brain development in the first

### WEBSITE

[www.thecommunicationtrust.org.uk/resources/resources-for-parents.aspx](http://www.thecommunicationtrust.org.uk/resources/resources-for-parents.aspx)

[www.somersetpcf.org.uk](http://www.somersetpcf.org.uk)

[www.somersetsend.org.uk](http://www.somersetsend.org.uk)

[www.icommunicatetherapy.com/child-speech-language/child-speech-language-development/activities-strategies-help-develop-speech-language-skills/](http://www.icommunicatetherapy.com/child-speech-language/child-speech-language-development/activities-strategies-help-develop-speech-language-skills/)

[www.pacey.org.uk/working-in-childcare/spotlight-on/partnerships-with-parents](http://www.pacey.org.uk/working-in-childcare/spotlight-on/partnerships-with-parents)

[www.savethechildren.org.uk/resources/online-library/lighting-young-brains](http://www.savethechildren.org.uk/resources/online-library/lighting-young-brains)

## SOURCE

## DESCRIPTION

## WEBSITE

School Admissions

Information and advice regarding school admissions.

<https://www.somerset.gov.uk/education-and-families/apply-to-start-school/>

Early Years Entitlement

Information and advice regarding early years entitlement.

<https://www.somerset.gov.uk/education-and-families/paying-for-childcare/early-years-entitlement/>

Start4Life

Tips, help and advice regarding health and wellbeing.

[www.nhs.uk/start4life](http://www.nhs.uk/start4life)

PACEY

School readiness information and resources.

[www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready](http://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready)

Health Visitors

The role of the health visitor.

[www.sompar.nhs.uk](http://www.sompar.nhs.uk)

Integrated Therapy

Integrated Therapy Service information

[www.sompar.nhs.uk](http://www.sompar.nhs.uk)

Fact Files

Handy resources

[www.sompar.nhs.uk](http://www.sompar.nhs.uk)

Action for Children

National charity all about children and families.

[www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

EYFS

Early years foundation stage forum

<https://www.gov.uk/early-years-foundation-stage>

I Can

Children's communication charity

[www.ican.org.uk](http://www.ican.org.uk)

EAL Transition Video - 'Stepping up to School'

Video to help guide parents and families with EAL children through the transition period of moving up to primary school.

<https://www.eyalliance.org.uk/south-west>

Parent and Carer Toolkit

Designed to support parents, carers and the staff that work closely with families.

[www.cypsomersethealth.org/parent-and-carer-toolkit](http://www.cypsomersethealth.org/parent-and-carer-toolkit)

# PARTNERSHIP WORKING

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School readiness relies upon partnership working and is not just reliant upon early years settings preparing children for school. Where transition works well there is good evidence of partnership working between parents, schools, early years providers and partner agencies such as health and getset. In projects where all of the dimensions are present there are far higher success rates. School readiness should not just start in the term before a child starts school; it is a process that starts at birth in terms of aiding a child's physical, emotional development and wellbeing. That is why partnership working is crucial.

This section aims to highlight good practice in the sharing of information, drawing up of partnership agreements and identifying who should be involved.

Parents are the prime educators of children as it makes clear in the EYFS and research so the work that parents do on a daily basis in supporting their child's learning is key. Partnerships which include parents in the transition process from the early stages to the end of that process result in higher numbers of children starting school displaying the characteristics of learning that we would wish to see. Parents need to be clear as to the role that they play in the process so that they are also school ready. Early Years providers often do excellent work in engaging parents and it is how this can then be continued into school. There are a number of case studies and good practice examples of how families can be engaged in children's learning, such as the use of resource boxes/packs and trunkies to loan to parents to continue learning at home. The video on this link underlines some of the strategies used in the Head Start Programme in America to engage families;

Head Start Programmes - <https://eclkc.ohs.acf.hhs.gov/programs/article/head-start-programs>

Partnerships need to be in place where children are dual placed so that they can share information about the child and the Common Inspection Framework is clear that this must exist to gain the clearest picture of the next steps for children's learning and for consistency of approach. It helps schools to gain a clearer picture of the child's needs if there has been partnership working before the child starts school.

The sharing of information between schools and early years settings is crucial. It is recommended that there is a common understanding and agreement between schools and their feeder settings about what readiness for school looks like and a transition plan in place, examples of these can be found in the case studies. Professional dialogue and discussion about cohorts of children and their strengths and gap areas of learning after children have started school between settings and schools is vital in ensuring that early providers can amend and adapt their practice to ensure that they are providing education and care of the highest quality.

Early Help is reliant upon multi agency working across the sector. This involves communication at all levels and willingness by all to collaborate in the interests of children and families. There is much work going on in this area but also some areas for development. Best practice indicates that where this works well there are local conversations and a sharing of information happening to support the child and the needs of the family. Early years matters states that ‘for working in partnership to be successful it has to be on the basis that the contributions of each person or organisation are as valued and valuable as each other. How partners work together is defined by the agreements reached about data sharing and about confidentiality’.





# USEFUL LINKS

## PARTNERSHIP WORKING

### SOURCE

GOV.UK

The Foundation Years

Early Years Matters

Head Start

PACEY

### DESCRIPTION

A toolkit of practical strategies to help schools develop parental engagement.

Information and advice for practitioners.

Principles into Practice cards. Please note that the Principles into Practice cards on this page refer to the EYFS 2007; they are not linked to the revised EYFS. However, they are still useful.

Video outlining family and community partnership strategies for school readiness.

Tips for working with parents.

### WEBSITE

<https://www.gov.uk/government/publications/how-to-involve-hard-to-reach-parents-encouraging-meaningful-parental-involvement-with-schools>

<https://foundationyears.org.uk/partnership-working-integration/>

<http://earlyyearsmatters.co.uk/index.php/eyfs/positive-relationships/working-in-partnership>

<https://eclkc.ohs.acf.hhs.gov/programs/article/head-start-programs>

[www.pacey.org.uk/working-in-childcare/spotlight-on-partnerships](http://www.pacey.org.uk/working-in-childcare/spotlight-on-partnerships)

# USEFUL LINKS

## PARTNERSHIP WORKING

### SOURCE

Royal College of Paediatrics & Child Health (RCPCH)

Family Engagement

Foundation Years

### DESCRIPTION

Information sharing e-learning

A guide to learning how family engagement promotes positive, enduring change for children, families, and communities.

Focus on information sharing.

### WEBSITE

[www.rcpch.ac.uk/informationsharingmatters](http://www.rcpch.ac.uk/informationsharingmatters)

<https://eclkc.ohs.acf.hhs.gov/family-engagement>

[www.foundationyears.org.uk/health-integration-in-practice/partnership-working-integration](http://www.foundationyears.org.uk/health-integration-in-practice/partnership-working-integration)

SEE USB STICK FOR MORE DOCUMENTS

# PHYSICAL DEVELOPMENT

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The Early Years and Foundation Stage (EYFS) framework includes Physical Development as one of the three prime areas of learning. As with all learning and development in EYFS providers must work in partnership with parents and/or carers to support all of the children in their care. All practitioners have an obligation to support children in the primary phase to develop effective movement skills.

The framework states that opportunities should be provided for young children to “be active and interactive to help their co-ordination, control and movement” Children must also be helped to “understand the importance of physical activity, and to make healthy choices in relation to food”. Good physical development can impact all future learning. Children with stronger physical development are more school ready and have a better capacity to learn. Through the provision of structured and free play EYFS settings should create environments which introduce and develop control and coordination in large and small movements to ensure readiness for school.

## **What is physical development and why is it important?**

Physical development can be defined as the process that starts in human infancy and continues into adolescence. It involves developing control over the body, with particular reference to muscle groups and the associated physical coordination. The peak of physical development happens in early childhood. At no other point will children learn so many physical skills as they do in the first 5 years of their life.

In the early years physical development opportunities should focus on key muscle groups including core abdominal muscles and those around the pelvic and shoulder girdle. Development of muscles in these areas allows for smooth and controlled gross motor skills. These strengthened major muscle groups will then go on to be the foundation for the development of efficient and effective fine motor skills, for example:

1. Shoulder girdle stability; finger dexterity, pencil holding and writing, holding and grabbing objects, tying shoe laces, popping buttons, holding scissors and cutting.
2. Pelvic girdle stability; using the playground and negotiating space, balance whilst walking and running.
3. Core abdominal muscles; sitting still or standing for long periods. Sitting at a table.

Muscles develop because we use them. Posture, strength and balance develop with use. Awareness of our own bodies, co-ordination and knowledge of the space around us develop with experience. We need lots of practice for pathways in the brain and nervous system to establish well. These building blocks of movement are usually in place by the age of 6/7.

Children with poor physical development often exhibit the following behaviours at school age

- Poor pencil grip and lack of fluency in writing.
- Behavioural problems such as pushing, shoving and not realising the effects on others
- Difficulty sitting still or standing for a long period
- Dislike of physical aspects of school life – e.g. PE
- Appear clumsy often falling or bumping into things or others
- Poor self-care tasks (eating, toileting, dressing)
- Slow to reach developing milestones

### **The Links Between Physical Activity and Physical Development**

Physical activity is the natural vehicle for physical development to take place. Every child should have access to high quality physical activity opportunities from birth. Strong evidence exists that physical activity is positively associated with the development of fundamental motor skills, all of which influence physical, social and cognitive development.

The UK Chief Medical Officers guidelines state that children of school age who are capable of walking should participate in 180 minutes of active movement across each day. EYFS providers working in partnership with parents and carers must focus on enabling environments which foster, encourage and provide opportunities for physically active play. Settings need to prioritise the role of physical activity in the assessment of physical development in the early years curriculum.

Research tells us that only 9% of school aged children are active enough. Through lack of physical activity 91% of children aged 2-4 years are missing opportunities to support brain development; support achievement and attainment; develop social and cognitive skills and emotional wellbeing; help prevent obesity; enhance bone health and support muscular development; progress their physical literacy journey and continue an active lifestyle through childhood and beyond.

Physical development activities should permeate the daily routines in settings. There is consistent evidence that structured activity sessions delivered by providers are most effective in improving motor skills, therefore free play needs to be balanced with more formal structured adult led opportunities for physical development to be progressed. Most importantly a consistent and systematic sharing of information between early years settings and schools regarding physical development is key, as is up to date training for staff.

**Contacts - [tsmyth@sasp.co.uk](mailto:tsmyth@sasp.co.uk) or [skennard@sasp.co.uk](mailto:skennard@sasp.co.uk) (01823 653990).**

# USEFUL LINKS

## PHYSICAL DEVELOPMENT

### SOURCE

Somerset Activity and Sports Partnership

British Heart Foundation  
National Centre for Physical  
Activity and Health (BHFNC)

Department of Health (DH)

DH Early Years section -  
Start4Life and Play4Life  
Resources

### DESCRIPTION

For courses and specific early  
years training.

Information and advice.

UK physical activity  
guidelines.

Aimed at healthcare and  
childcare professionals to  
encourage active play.

### WEBSITE

[www.sasp.co.uk](http://www.sasp.co.uk)

[www.bhfactive.org.uk](http://www.bhfactive.org.uk)

[www.gov.uk/government/  
publications/uk-physical-  
activity-guidelines](http://www.gov.uk/government/publications/uk-physical-activity-guidelines)

[www.nhs.uk/start4life](http://www.nhs.uk/start4life)



# EARLY YEARS - SCHOOL READINESS

## PARTNERSHIP AGREEMENT (EXEMPLAR)

BETWEEN Insert name e.g. Pre-school Pre-school/Nursery/ Out of School Club/Children's Centre

AND Insert name School SCHOOL

DATE Insert date From: To:

1. GENERAL (Please add to and adapt as necessary, these are only suggestions):  
In forming this partnership agreement both parties are committing to:

- Collaborative working from the school/academy staff, and governing body and the pre-school/nursery staff and managers/committee members (substitute as appropriate e.g. Children's Centre advisory board members);
- Opportunities for professional dialogue around joint planned activities;
- Shared policies and procedures;
- Scheduled joint planning meeting times;
- Joint training, where appropriate;
- An understanding of the parameters within which people have to work. For example, Ofsted requirements, and EYFS;
- The delivery of high quality Early Years Foundation Stage Practice;
- Inclusion, diversity and equal opportunities;
- Having regard to Somerset's Code of Practice for the delivery of the early years system for the sharing of information and decision making.

NOTE: The grey text = suggestions. Parties should agree details that are pertinent to their situation and adapt and add to allow for effective collaboration. It is not intended that you just accept what is in grey, these will not be suitable for all situations.

<b>Name of Partnership:</b>	
<b>Statement of intent</b> (purpose of partnership)	<p>The statement should include intentions to ensure:</p> <ul style="list-style-type: none"> <li>• an effective channel of communication between all parties including parents and carers;</li> <li>• seamless delivery of the Early Years Foundation Stage across pre-school and school resulting in smooth transitions for children.</li> </ul>
<b>Who will be the link person/s between School and Pre-School/Nursery/Childminder</b>	
<b>School</b>	<b>Early Years Provision</b>

## 2. ROLES AND RESPONSIBILITIES:

On behalf of the School/ Academy:	On behalf of the pre-school:	On behalf of the Out of School Hours Provision:	On behalf of the Children's Centre:
<ul style="list-style-type: none"> <li>Chair of Governors or the EY Foundation Stage Governor</li> <li>EY Foundation Stage Lead across the school or Reception Teacher</li> <li>Head Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Chair of Committee or Trustee</li> <li>Supervisor or Manager or owner</li> </ul>	<ul style="list-style-type: none"> <li>Chair of Committee or Trustee</li> <li>Supervisor or Manager or owner</li> </ul>	<ul style="list-style-type: none"> <li>Cluster Manager</li> <li>Lead Centre Officer</li> <li>Chair of the advisory board</li> <li>Chair parent forum</li> </ul>

Define the roles and responsibilities of staff involved in the partnership and to whom they are accountable.

Name	Role/responsibility	Accountable to

## 3. PARTNERSHIP WORKING (adapt to suit relevant parties in the agreement)

This section should detail what it is that you are agreeing to do together to aid collaborative working in terms of shared ethos and principles.

<ul style="list-style-type: none"> <li>Links between the pre-school and school on websites and in each prospectus to aid collaborative workings</li> <li>Newsletters, marketing</li> <li>Joint open days / Joint training when relevant</li> <li>Joint planning</li> <li>Link person from school will attend pre-school committee meetings and vice versa as appropriate</li> <li>Key policies that reflect the partnership and are cross referenced</li> <li>Issues or areas of concern regarding daily routines are addressed to ensure continued effective working relationships are maintained</li> <li>The early identification of any issues/concerns or special needs of individual children is shared</li> <li>Provisions are able to complete SEF regarding partnership working</li> <li>The most effective use is made of resources, equipment and staff</li> <li>The requirements of Somerset's Code of Practice for the delivery of the early years entitlement are met</li> <li>Greater flexibility in how parents can access the increased early years entitlement</li> </ul>
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**4. Agree areas of work for the period of collaboration, Agree who will do the work and how you know that it will have been successful. It is always advisable to have review dates and to ensure that these do happen. You can create your own Action Plan (What, Who When and How) using the table below as a guide.**

Area of work Detail of the projects	Action required	Responsible leads	Measure of success/ impact	Review date
Transitions				
Free flow play				
SEN procedures				
Aligning planning				
EAL				

**5. CONTACT WITH PARENTS: (adapt to suit relevant parties in the agreement)**  
**This section identifies who has which responsibilities in terms of working with parents.**

- School and pre-school's prospectuses to reflect and support each provision and to have shared ethos and principles
- Separate clear complaints procedure for pre-school and school
- Clear working policies in terms of communication with parents that align to each setting
- Agreement of working practices – such as use of 'What to Expect When' document
- Use of school readiness checklist (If using a checklist please be mindful that preparing children for school involves personal, social and emotional preparedness and so should not just be reliant upon a checklist of what children should achieve. All children are unique.

**6. ADMISSION POLICIES AND PROCEDURES:**  
**(adapt to suit relevant parties in the agreement)**

- No pre-school child can be guaranteed a place at the school unless it is an Academy and the admission policy clearly states this
- The allocation of school places must be through the admission policy and procedures endorsed by Somerset County Council
- Settling-in procedures – identify what these are and ensure that they are shared and agreed between the settings
- Transition procedures - identify the detail of procedures

**7. SHARING OF INFORMATION: (adapt to suit relevant parties in the agreement)**

- Details of data collection and information sharing
- Details of consent and confidentiality procedures – pre-school consent forms to include consent to share information with school
- Management information required
- Safeguarding procedures, particularly in terms of responsibilities if members of staff are working across settings



## 8. POLICIES: (adapt to suit relevant parties in the agreement)

- Policies should be in place according to the Early Years Foundation Stage Framework.
- Policies should be reviewed at least annually and have the date of review recorded on each policy
- Policies should be signed and agreed by members
- Pre-school to ensure policies are in line with school/Academy principles
- A set of policies to be available and easily accessible
- For a full list of policies, contact xxxxxx school/Academy xxxxxx pre-school
- Every setting to have its own SENCO and designated Safeguarding lead and follow Somerset Safeguarding Board's guidance
- Health and Safety policies should be aligned wherever possible

## 9. ORGANISATION: (adapt to suit relevant parties in the agreement)

**This section should detail what should happen in terms of visits to the school/Academy or nursery site and should also be used if it is a nursery/pre-school setting/childminder that is operating on a school site.**

- Arrivals and departures including route of access for parents and visitor procedures. May like to include a site plan so this is clear.
- Name key holders
- Security of site
- Emergency procedures, e.g. fire
- Cleaning of premises arrangements
- Timetabling use of shared resources
- Use of shared areas e.g. outside areas in school grounds, school hall, kitchen staff rooms etc
- Clear agreement for use of school resources during the school holidays if the pre-school operates throughout the year
- Responsibility for cleaning/repair/replacing of shared equipment
- Health and safety responsibilities
- Insurance
- BMIS arrangements

## 10. PERIOD OF NOTICE

- There will be a notice period of 6 months in the event of either party wishing to terminate the agreement
- The notice period should align with the notice period given in the lease (where appropriate) or Service Level Agreement.

## 11. REVIEW OF AGREEMENT

There needs to be a clear process for monitoring and reviewing the agreement. Decide which areas of work you are going to focus on each term/year and monitor progress.

Date of review	Piece of work to be reviewed	By whom	Criteria for measuring success	Next steps

**12.** We the undersigned confirm that we have read this Partnership Agreement and accept the roles and responsibilities contained in it.

We also agree to actively work to use this agreement to facilitate transitions across the Early Years Foundation Stage; to support collaborative working within this partnership; to share information to achieve a consistent approach and to raise the quality of the provision for all of the children in our care.

To be completed by members of all parties to this agreement as appropriate.

Name	
Chair of School Governors	
Signature	
Date	

Name	
Chair of Pre-school Committee / owner of nursery	
Signature	
Date	

Name	
EY Foundation Stage Co-ordinator / Reception Teacher	
Signature	
Date	

**DATE FOR REVIEW .....**

Signed copies of this agreement and any subsequent reviews to be kept on file by the school/ Academy/Nursery/pre-school/Childminder/out of school provision/children's centre (delete as applicable).



# USEFUL LINKS

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

### SOURCE

### DESCRIPTION

### WEBSITE

Foundation Years

Information and support for those working in the early years and childcare delivering services for children and families.

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

The Key -  
State of Education Survey  
Report 2016

The challenges and priorities in school leadership today.

[www.joomag.com/magazine/state-of-education-survey-report-2016/0604114001462451154?short](http://www.joomag.com/magazine/state-of-education-survey-report-2016/0604114001462451154?short)

Education Endowment  
Foundation

Early years toolkit

<https://educationendowmentfoundation.org.uk/evidence/early-years-toolkit>

Save the Children -  
Lighting up young brains

How parents, carers and nurseries support children's brain development in the first

[www.savethechildren.org.uk/resources/online-library/lighting-young-brains](http://www.savethechildren.org.uk/resources/online-library/lighting-young-brains)

SEE USB STICK FOR MORE DOCUMENTS

# CONTACTS

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## **Early Years Team:**

<https://www.somerset.gov.uk/education-and-families/early-years-contacts/>

## **Early Years Area SENCo Team:**

For contact details and a leaflet regarding services, please visit:

[www.supportservicesforeducation.co.uk/Services/3320](http://www.supportservicesforeducation.co.uk/Services/3320)

## **Somerset Early Years English as an Additional Language Advisory Service:**

Telephone: 01278 691719

Email: [southwest@eyalliance.org.uk](mailto:southwest@eyalliance.org.uk)

Website: [www.eyalliance.org.uk/south-west](http://www.eyalliance.org.uk/south-west)

## **Safeguarding The Education Safeguarding Service (ESS)**

Website:

<http://www.supportservicesforeducation.co.uk/Services/3246>

Email: [somerseteducationsafeguarding@somerset.gov.uk](mailto:somerseteducationsafeguarding@somerset.gov.uk)

## **Ofsted:**

Telephone: 0300 123 1231

Monday - Friday 08:00-18:45

Email: [Enquiries@ofsted.gov.uk](mailto:Enquiries@ofsted.gov.uk)