

Settling In Policy

EYFS

Regulation ISSR: Part 3, 7

Reviewed and updated by: Mrs S Bathurst

Approval: Full Governor Board

Last Review: Autumn 2025

Next Review: Autumn 2026

This policy will be amended before the review date if necessary.

Aim

At Alderley Edge School for Girls, we want every child to feel safe and confident within a special relationship with a key person, to enable them to thrive and make progress in every aspect of their learning and development. We create a welcoming environment where children settle quickly, providing individual care to the child by working closely with parents.

We recognise that for some children and parents, starting a new setting can be a worrying time. We make sure we have robust settling in procedures and a key person approach for us to get to know the child and parents, giving them the reassurance to feel safe.

As outlined in the EYFS: 'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs **(in accordance with paragraph 1.19)**, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.' **(EYFS 2024, paragraph 3.34)**

Reference should also be made to the separate Key Person policy.

Implementation

We start the settling in process before entry as we recognise this as a crucial time to build relationships and establish a two-way dialogue.

We provide parents with all the relevant information before a child starts.

- New parents meeting, either individually or as a small group – to meet all the Early Years team, find out about the curriculum, be shown around the Early Years department and if the parents choose, take a tour around the school.
- Early Years prospectus and a welcome pack is provided
- All relevant policies and procedures are explained during these information sharing opportunities and are available to view
- We explain the settling in process to parents, however, we are flexible to meet the parent's and child's needs. We recognise that different children have different ways to be settled and the length of the process may be different, but we work with the parents to devise a strategy together.
- Children due to start in Reception in the Autumn Term are invited to visit the Reception class and teacher on two occasions. Parents are also invited to meet the Reception class teacher in the Summer Term prior to starting. This includes children from our own Pre-School as well as those transferring from another setting.
- For children starting in Reception, opportunities will be provided in the Summer Term for them to have lunch in 'The Hub' with the current Reception class in readiness for starting in September. The Head of EYFS will arrange this.
- Opportunities are available in the weeks leading up to when a child is due to start Nursery or Pre-School for the child to attend a familiarisation session with their parent(s)/carer. We encourage at least one visit, but cater to the individual child. This visit provides an opportunity to get to know the staff, talk about the individual child, any particular needs and familiarise themselves with the setting.
- Home visits are also available to those parents who request this option. The key person is also available to visit the child's current nursery to interact and meet the child - should it be appropriate. This can happen at

any point a child may join us, but particularly for those children who are joining the Reception year from another setting.

- We also welcome practitioners from other settings, should request it, as part of the transition process – this enables them to respond to and support any child in their current care in making a smooth transition from the existing setting to Alderley Edge School for Girls.
- Parents are asked to complete registration forms and **share any information specific to the needs and welfare of their daughter**, to enable the adults to get to know the child and help them settle more easily.
- As most of our Pre-School children enter Reception, the class teacher and teaching assistants already know the children and parents. The staff in Pre-School and Reception liaise closely together, to share information ensuring a settled and smooth transition.
- The physical layout of the Early Years department enables children to move easily between the Pre-School and Reception rooms. This ensures great familiarity with the setting as a whole and an extremely smooth transition as they start in Reception.
- In Nursery and Pre-School, the settling in process is gradual and flexible. Parents are encouraged to be available, spending time but then gradually moving away when their child is ready, remaining nearby and readily contactable. During these early times, some sessions may be shorter.
- Due to the size and structure of our Nursery and Pre-School all staff are the key people who help the children to become familiar with the setting and develop a close relationship with them and the parents. In our Reception class, the designated Key Person is the class teacher. They are closely supported in this role by other members of the Early Years staff. All members of staff take time to get to know each child personally and build close relationships. They provide the care, individual attention and support that the individual child requires.
- During the first days, children are shown where their own personal drawer is and peg. Lots of group opportunities are provided to develop the children's Personal, Social and Emotional Development skills.
- If the child is distressed in the morning and after being soothed by the key people, the Prep School Secretary will telephone the parent to reassure them that the child has settled.
- The Key People meet that child's needs – e.g. personal needs (toileting), providing comfort if they are upset, supporting them with their independence skills (dressing, undressing), supporting their behaviour.
- The key people are the main point of contact with the child's parents by liaising and talking to them about the particular child. They all carry out observations of their children and together with the parents create a portfolio which is regularly shared and progress discussed. Reports are also produced and shared with parents.
- Times are planned during the settling in period and throughout the time that they are with us, to talk with the parents to get to know the child well.
- Together with the other Early Years' staff, observations are shared in order to plan for the child's next steps.
- Our Fun @ the Edge after school facility is run by practitioners who are qualified to take care of and arrange appropriate activities for our youngest girls. Some members of staff are known to the children, ensuring a smooth transition continues throughout the school day and beyond.