ST.ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

PRE-SCHOOL SETTLING-IN POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

Approved by GB: September 2026
Next review due: September 2027

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess commitment and aspire to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves.

St. Anne's Copp Church of England Primary school aims to work in partnership with parents/carers to settle the child into the pre-school environment to ensure they feel safe, secure and comfortable with staff and their surroundings. We aim to give consideration to the individual needs of children and families and give confidence to parents, enabling them to feel comfortable that the needs of their child will be met. Before a child starts to attend pre-school, we will use a variety of ways to engage with the children and their family.

- A key person will be allocated to your child on the basis of the sessions that you have enrolled your child for, and **we will invite them for 2 small taster sessions providing the parents/carers with the opportunity to complete any outstanding enrolment information.**

- When a child attends their taster sessions, your key-person will explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.

- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

- **Pre-school would strongly recommend that children who use a dummy refrain from bringing it into school.** If toddlers are allowed to continue to suck a dummy and talk with it in their mouths, there is also a risk that the child will learn distorted patterns of speech because the teat prevents normal movements at the front of their mouth. These patterns may be difficult to change later on.

- Your child's key person will welcome you and look after the child and his/her parents at the child's first session and during the settling-in process.

- On their first session children will be introduced to the staff members, to other children and shown around the rooms in the setting. This taster will be arranged for a one-hour duration. The second taster session will be for two hours and must be arranged over a lunchtime.

- Parents will be encouraged to say goodbye to their child, if the child and parent feel comfortable with this, and explain that they will be coming back at the end of the session.

St. Anne's Copp Pre-school are mindful to treat every child as an individual and reiterate to parents that every child is different and will, therefore settle at different rates. Some children will settle more readily than others, but that some children who appear to settle rapidly are not necessarily ready to be left.

The pre-school reserves the right not to accept a child into the nursery without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children as we don't believe that they will be able to learn and gain the best from the pre-school.

Regular discussion will take place with parents around their child's progress and how their child is settling in. These will be based on relationships with staff and peers, participation in activities, familiarity with routines and the whereabouts of resources and equipment. During this settling-in period, the practitioners are able to build up a picture of the child, using information that is gathered through communication with parents and observing the child. They are able to see what the child's interests are, their stage of development and how we can best support them through this particular time. Practitioners are aware of how to accommodate children's needs, and the settling-in period is organised around children's home routines.

In order to ensure a smooth transition and determine if our setting is the right fit for your child, we ask that your child attend two settling-in sessions. These sessions allow your child to become familiar with the environment, staff, and routine, and help us assess their comfort level. Following these sessions, we will be able to confirm whether we can offer your child a place.

Parents are kept informed about how their child is settling and are given adequate notice if the settling in period is to be extended. This may take the form of informal chats and through opportunities such as settling-in meetings which are part of school dialogues at the beginning of the academic year.