



The Coppice Primary School and Nursery

Early Years Foundation Stage Policy

APPENDICES



Home Visit Policy for our Foundation Stage Children

Our Aims

We believe that there is great value in visiting a child in their own home as we can learn so much about the child, their interest and needs and they are essential in building relationships with parents/carers and the child right from the start. Home visits not only support a child's well-being, but additionally provide staff with an insight into what will be required for individuals to give them the best possible start at our school. It is our aim that children feel safe, secure and happy and that they are well prepared to start their learning journey with us at The Coppice Primary School and Nursery.

Home Visits

Both in Nursery and Reception, staff carry out home visits and this provides valuable information about a child. A list of appointments is left with the office so the school knows where teaching staff are throughout the day. Staff only visit homes in pairs and these visits last for around thirty minutes.

Teaching staff recognise and value the parent or carer's contributions and together, they complete an information sheet. There is the opportunity to play alongside the child in their own environment. Any concerns or questions can be addressed during this time. Necessary paperwork is collected so that school has all the information needed to provide the best care and education for each child. This includes information on the two year old check.

The Leuven Scales have been adapted from A Process-Oriented Monitoring System by Laevers et al. They are:

1. **Extremely low** – The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure and they are primarily anxious or tense. Their contact with the environment is difficult and they might attack others. They are not at ease.

2. **Low** – The child shows elements of level one, but these are less pronounced.

3. **Moderate** – Here, they are neither happy or unhappy. They are often indifferent and are rarely outspoken, positively or negatively. They are rarely enthusiastic and contact with other children is pretty basic. There are no moments of real satisfaction.

4. **High** – The child shows elements of level five, but these are less pronounced.

5. **Extremely High** – They are clearly having fun and laugh a lot. They enjoy both what the environment has to offer and the company of others, often positively affecting the group dynamic. Any anger, unhappiness, or fear, quickly subsides and mostly, they are enjoying life to the full.

Our Key Person System

WHAT IS A KEY PERSON?

- A key person has a special responsibility for a set amount of children. Your child's key person will ensure that their needs are recognised and met during each session.

MAIN DUTIES

- To help your child settle in our setting.
- To build relationships with parents and talk to them about their child.
- To assist the child in integrating into our setting if necessary.
- To provide emotional needs to your child and support them with their toileting needs when necessary.
- To make each child feel special, individual and thought about while they are away from home.
- To observe and support the teacher in monitoring the child's progress and encourage parents to participate in their child's development. This will be via online Learning Journals and through communication at the start and end of sessions.
- To feedback information that might be important to parents and the class teacher.
- To support the class teacher in planning the next steps for each child.

It is important to note that your child's key person will not shadow them throughout the session and your child will work with other adults too. It is the responsibility of the class teacher to plan for and assess every child and you will need to speak to your child's teacher in order to find out how your child is progressing within the learning areas.

Your child _____ will have _____

as their key person this year. You can pass on important information to your child's key person at the start or end of sessions and you can record things in your child's online learning journal. We do hope that our key person system will be beneficial to your child and that it will help them settle and achieve well in our Early Years. We look forward to working with you this year.