

St Peter's Nursery School Parental Involvement Policy



Vision

Parental partnership is an integral part of school provision; children who have two main educators in their lives parents and teachers, therefore the participation of parents is highly valued.

Aim

Working in partnership with parents we will provide a firm foundation for learning and enhance the life opportunities of the children.

Objectives

St. Peter's Nursery School will:

- provide a warm and welcoming environment for both parents and children;
- ensure smooth transitions between home/other providers and the nursery school;
- ensure a smooth transition process from the nursery school to primary one;
- promote parental participation;
- enhance the personal development of the parents;
- ensure that parents have every opportunity to discuss their children's needs and education;
- liaise with outside agencies involved in the welfare and education of the children

Objective

To provide a warm and welcoming environment for both parents and children

Action

We will:

- adopt a friendly and open manner;
- warmly receive all parents and children;
- greet all parents and children daily;

- consider individual needs and circumstances showing tact, empathy, understanding and kindness;
- ensure that the nursery environment both indoors and out is well presented and maintained; and
- value and display all children's work.

Objective

To ensure that there are smooth transitions between home/other early years services and the nursery school.

Transitions relate to the changes that a child encounters from one place to another, for example from home to nursery school.

Through the implementation of this policy St. Peter's Nursery School aims to work in partnership with parents/carers, other service providers and professional groups to share information about the children and give appropriate support as needed.

The Transition from Home to Nursery School

In St. Peter's Nursery School the staff are sensitive to the needs of both children and parents/carers throughout the transition process. Staff fully understand that each child's response to the nursery school is unique therefore it is our goal to accommodate individual need.

We will offer support in the following ways:

- Ensure that at all stages parents fully understand procedures and are partners in the settling process
- Provide information on settling in, routines and the curriculum so that parents can support their children by planning for what will happen through an induction meeting and relevant documentation
- Have a flexible admissions procedure allowing for a positive start to the nursery day. For the first few weeks, the children will attend in small groups extending their day when they are ready
- Allow for both informal and formal meetings with parents to discuss the settling in process

- Invite parents to share information about their children through "The All About Me Sheet" and "Pupil Information Sheet".
- Make special arrangements to support children with specific needs and or learning difficulties. We will work with the Educational Psychologist, Child Development Clinic, Speech Therapist and other Health Professionals as the need arises
- Continue to develop good working relationships with other early years providers in our local area.
- send out pre-nursery transition proforma devised as part of WBPBNALC to pre nursery providers to complete in advance of children commencing nursery placement.
- Provide children with Transition Pack that includes Nursery rhymes booklet and CD provided by WBPB featuring Harper, Lorcan and Eimear.

Time Line

December - January: Enrolment Procedures

- March/April:** Offer of places
All About Me Sheet
- April/May:** Liaison with Educational Psychologist and Health Professionals as appropriate
Draw up a provisional SEN Register
Seek clarification with parents regarding Special Needs
Discuss the needs of the children
Draw up a list of names of those children who have availed of Surestart and other pre nursery providers and request completion and return of transition proforma
Liaise with Surestart concerning Transition Procedures.
- May/June:** stay and play

Open Evening with Parents to explore:

- Settling In Procedures
- General Procedures
- Pastoral Care, Child Protection and Behaviour Management
- Parental Partnership
- Vision, aims and the curriculum

Sharing of Documentation

- Starting School Booklet
- Child Protection Policy Document
- Policies and Procedures Booklet
- Tips for parents on supporting: speech and language development, attention and listening skills, self-help skills, social, emotional and behavioural development at home
- Child's Starting Date
- Date of baseline meeting in October

Home to School

- Home/School Information Sheet
- Parental Consent Forms re sharing of information, intimate care, photography, school trips etc
- sign up to SEESAW app as means of communication
- Harper nursery rhymes book and CD
- Parental Responsibility Forms
- Vetting Forms for Voluntary Help
- School Meals Forms

Links with other Service Providers

- Visit from children attending Surestart programmes
- Completion of pre nursery transition proforma

August: Open Days

Pre-visit for parents with their children to familiarize themselves with the nursery environment, staff and play materials.

Procedures

- Children and parents play together while the staff join groups at play and chat informally
- Children have the opportunity to play outdoors while there is a short informative session with parents to discuss general procedures, the curriculum and the themes for September.

September: Setting In Procedures

- Information in the "All About Me" sheet will be used to meet individual needs
- For the first two weeks children attend in smaller groups to ease the transition from home to school
- After the second week in September the two class groups are gradually merged into one
- The settling in process is flexible as some children may require a prolonged settling in period
- The staff strive to build a respectful relationship between staff and parents.

-By the last week of September dinner routines will commence

October

- Initial Parent/Teacher meetings to discuss the child's needs and the settling in process
- Parents will see a monthly report of observations and assessments captured for their child

"Children are not the people of tomorrow but people today. They are entitled to be taken seriously and treated with tenderness and respect as equals. They should be allowed to grow into whoever they were meant to be... the unknown person inside each of them is the hope for the future".

Jacqui Cousins

Objective

To ensure that there is a smooth transition process from the Nursery School to Primary One.

The majority of our children transfer to St Joseph's Primary School. We aim to ensure a smooth transition by liaising with the principal and primary 1 teachers regularly throughout the year and by providing a comprehensive profile on each child.

Time Line

December

- The nursery children visit St Joseph's Primary School for their Christmas Concert
- Open Afternoon in the Primary School following the Nursery School's Christmas Concert

April

- Initial meeting with the primary 1 teachers to share relevant information concerning the children's development and individual needs.

May

- Primary 1 teachers visit the nursery to meet and work with the children
- Small groups of children visit the primary school to familiarize them with their new school and to share their art work.

Visit to include:

- (i) meeting with the principal, class teachers and classroom assistants;
- (ii) a tour of the school including classrooms, play area, toilets, playground, assembly hall and dining hall;
- (iii) a snack in the dining hall with a dining supervisor present;
- (iv) a story;
- (v) additional features such as the school bell; and
- (vi) children recording their experiences using the iPad.

June

- Meeting with the primary 1 teachers to facilitate the handover of Transition Profiles.
- Harper transition book and puppets will be shared with children - each child having the opportunity to bring the resource home to share with their parents.
- Signs, symbols, visual timetable and schedules shared with feeder schools for consistency in the children's new classrooms.

Note

Strategies to ease Transition

Parents have an information session with the principal and primary 1 teachers prior to their children starting primary 1.

Parents receive information concerning:

- the school curriculum;
- admissions procedures and settling in;
- how to help their children prepare for school; and

- special project for parents and children to work together prior to coming to school

The children start their first term as in the nursery, extending their day on a gradual basis.

After the children have transferred to primary 1 any concerns the teachers may have will be addressed with the nursery teachers as the need arises.

Objective

We will:

- Support parents
- Strive to ensure that parents and staff work as equal partners assuming a shared responsibility for the children's education;
- Ensure that parents have access to information with regard to the areas of learning through a Curriculum Booklet, Information Sheets, Parents' Meetings and the Parents' Noticeboard;
- Engage parents as co-educators in the school curriculum through promoting joint parent/child activities for example, story sacks, home/school library and extended schools activities;
- Ensure that parents have access to information with regard to ongoing themes through SEESAW app and LED screen
- Inform parents about events through the LED screen, website and SEESAW app
- Facilitate daily 'Bring your mum/dad to school' sessions so that parents may visit the nursery at the end of the school day to play with the children, further develop their relationships with staff and experience the nursery curriculum in action;
- Encourage parents to value the children's efforts no matter how small;
- Seek parents' views of our nursery school through informal conversation and formal questionnaires; and
- Invite parents to share expertise and skills through becoming involved in areas such as the home/school library, art, music, gardening and ICT; and
- Encourage parents to come along to our informal coffee afternoons.

Objective

To enhance the personal development of the parents we will:

- Encourage participation in parent and child curricular activities through the extended schools programme;
- Offer courses to parents;
- Provide short term projects for example story sacks, health and well being and positive behaviour courses;
- Promote interagency support for example Surestart and NI RISE team;
- Provide a range of literature relating to child development, health and personal interests; and
- Use the LED screen, website and SEESAW to provide information regarding the curriculum and the six areas of learning.

Objective

To ensure that parents have every opportunity to discuss the children's needs and education we will:

- **Promote exchange of information through**
 - (a) informal meetings on a daily basis;
 - (b) arranging a meeting as requested or as the need arises;
 - (c) formal parent/teacher meetings in October and March to discuss the areas of learning and the children's responses to school; and
 - (d) Transition profiles issued to parents and meetings available on request.
 - (e) Monthly record of observations and assessments shared with parents.
 - (f) Through SEESAW app parents have the opportunity to remark or discuss their child's Progress as illustrated.

Objective

St. Peter's Nursery School will liaise with outside agencies involved in the welfare of the children:

We will:

- liaise with community agencies to meet child and family needs for example NIRISE Team and Surestart;
- liaise with representatives from agencies working with young children, namely the health visitor, social worker, speech therapist, peripatetic teachers, educational psychologist, health professionals and CIDS team;
- Work as part of the West Belfast Nursery area learning community to share good practice.
- maintain close links with our local primary schools in order to ensure a smooth transition from the nursery to primary school; and
- work with the chaplain of our school in the celebration of faith through pastoral visits, religious services and special celebrations.