



# STEP Academy Trust

## Nursery and Early Years Home Visits Policy

**Date of Policy:** Autumn 2018

**Review:** Summer 2021

### **Introduction**

STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

### **Aim of Home Visit**

- To build up a working relationship with the child and parent/carer and approachable staff. This will encourage trust and reassurance of safety and care before the child starts school.
- To meet the child in their natural environment and to establish a relationship to ease the settling in period.
- To ensure that the child has met staff on familiar territory. This can help the children feel more confident about making the transition from home to school.
- To encourage parents to share with us as much information as possible about their child. This information will help us get to know the child's needs and to plan an appropriate settling in programme. To get a picture of what the child likes to do at home.
- To share information about the Academy and what happens there.
- To allow parents/carers to share things in private and without interruption.

### **Procedure**

- Staff should attend home visits in pairs for their own security. They must leave a list of where they are going and leave a mobile number with the office. One of the staff should be the class teacher for the child being visited.
- Staff should not accept any food and drink during the home visit.
- Home visits will not be done uninvited. Staff will have arranged a date and time well in advance of the visit. Parents/carers do not have to have a home visit if they do not wish it. They will be offered the option when they enrol their child or attend the settling in meeting. If parents/carers decline the offer of the home visit, a visit at the Academy will be arranged before the child starts.
- During the visit one adult focuses primarily on the child if this appropriate and the other adult gathers information about the child from the parent/carer.

- It is important that this does not become merely a question and answer session. The most important thing is to build up a relationship with the family. (See appendix one for information that should be discussed.)
- It is important that the parent/carer has the time and opportunity to ask questions about the setting.
- CONFIDENTIALITY SHOULD BE RESPECTED AT ALL TIMES

## APPENDIX 1

### What do we want to know and what do we want to tell parents?

#### Introduction of class teacher to child/ parent/carer

Parent/carer should be aware that the class teacher is the first person they should approach if they have any queries about their child.

#### Family History

- What was the child like as a baby?
- Relationship with siblings;
- Any traumatic times – moving house, hospitalisation etc;
- Any pre-school experience.

If the child has attended another pre-school group ask the parent to talk about the experience- how did they settle, hours of attendance, any worries.

#### Child's Health

- Any health worries which may affect the child at school;
- Any specific dietary needs, allergies etc explaining our Healthy School Policy.

#### Physical Development

- Has the child had a chance to play in a garden?

#### Language

- How does the child communicate either in English or another language? If English is not the first language how much is understood and spoken and what is the first language?

#### Play

- What does the child enjoy playing with? Any special interests the child has.

#### Social development

- Who does the child have a close relationship with?
- How much contact has the child had with adults/children?
- How does the child respond to new adults and children?

#### Emotional development

- Is there anything which particularly worries the child?
- Are there situations which might upset the child?
- What does the child do when angry?
- What is the best way of comforting the child?
- Does the child have a special toy or comfort object?

**Settling in**

- How does the parent feel the child will settle?
- Who will be staying with the child?
- Who will be collecting the child?
- Take the time to explain again how the settling in will work when the child starts nursery/school.



**Family Information**

**Mother / Stepmother Name** \_\_\_\_\_

**Father / Stepfather Name** \_\_\_\_\_

**Carer(s) Name(s)** \_\_\_\_\_

**Mobile no:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Language's spoken at home by CHILD:**

**PARENT:** \_\_\_\_\_

**Child's home address:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Is your child entitled to free school meals? YES/NO**

**Previous/Current Nursery/Pre School & address:**  
\_\_\_\_\_  
\_\_\_\_\_

**Do you have any concerns e.g problems with your child's learning or behaviour? YES / NO**  
\_\_\_\_\_

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Can we arrange to visit your child in their current setting if we feel it is appropriate?

YES / NO

**Medical Information**

Is there anything about your child's health which we should know?

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Is there any food your child should not eat? eg Fish, Nuts, Pork YES / NO

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Has Family Dinning been explained and agreed? YES / NO

Has the Academy Uniform been shown and expectations explained and agreed? YES / NO

Has a photo of the child been taken? YES / NO



## APPENDIX 3

# GETTING TO KNOW YOU

**Name:**

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**Birthday:**

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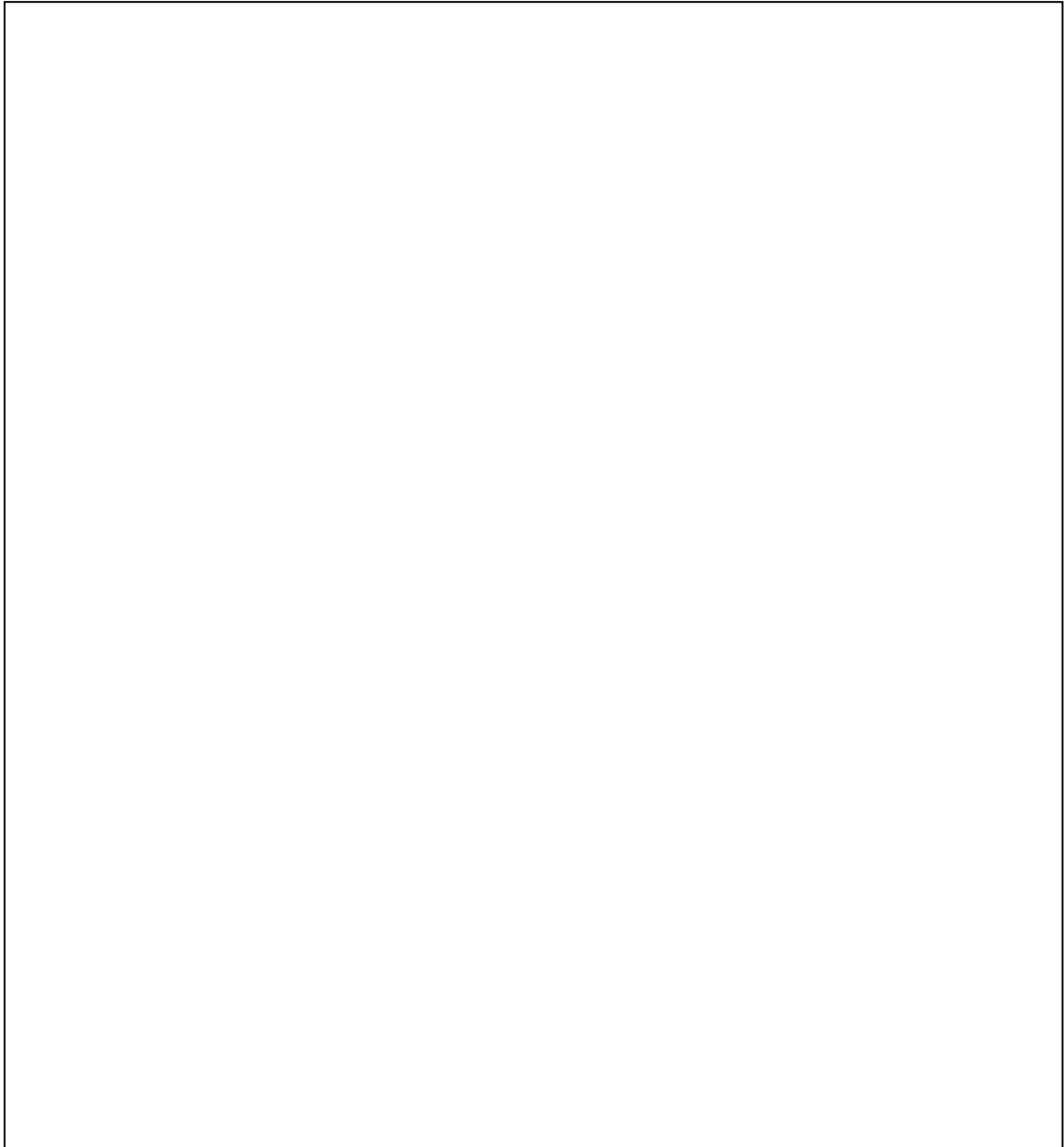
**Dear parent(s)/carer(s),**

**Thank you for completing this booklet and bringing it to school on your child's first day in September. We look forward to finding out more about your child!**

**If necessary, you can download another copy of this booklet at [\[insert URL here\]](#)**

# People that are special to me...

(please add photos if possible)



# Getting to know you

Favourite stories, songs and rhymes

Favourite toys and games

likes routine

quiet

funny

strong willed

independent **dreamy**

adventurous lively

talkative

curious friendly

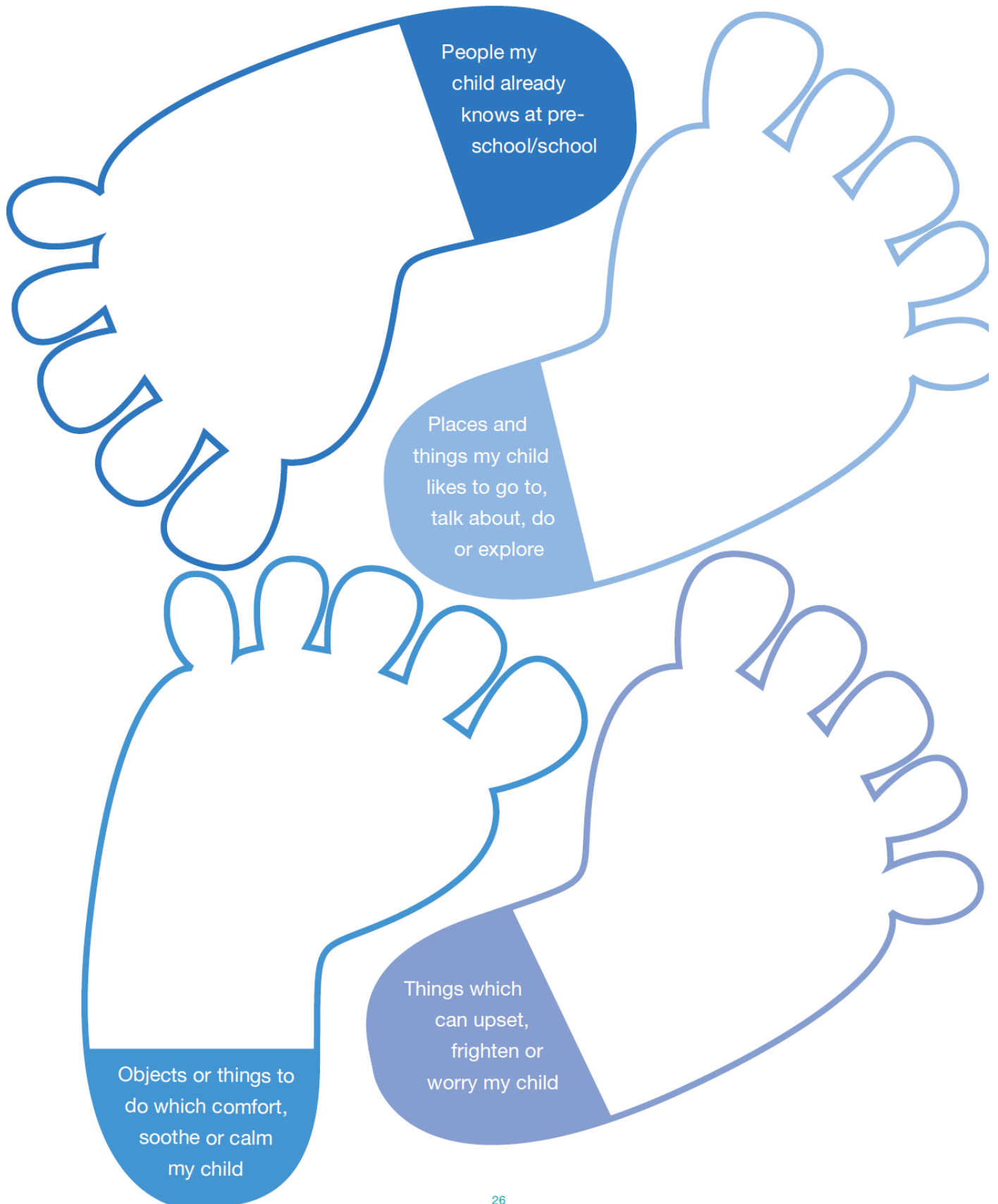
**anxious** shy **sociable**

sensitive **confident** *active*

**kind**

Words to describe my child!  
(Please circle and add any others)

# Getting to know you



# Everyday things

How does your child separate from you?

What experience does your child have of playing with other children?



How does your child make their needs known?



What stage of toilet training is your child at?

How does your child tell you that they need the toilet?



# Numbers and Shape

**Does your child recognise any numerals? Do they enjoy any counting songs or games? Do they recognise any 2D shapes in their environment?**

# Sounds and Words

**What types of texts do you read with your child (traditional tales, rhyming stories/poetry, non-fiction)? Do they recognise any letters and the sounds that they make? Do they recognise their own name and can they write it independently? Can they read any words?**