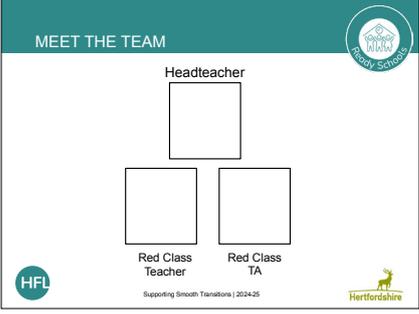
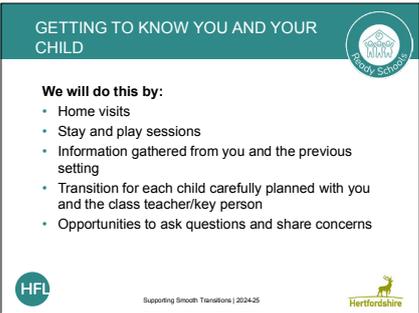
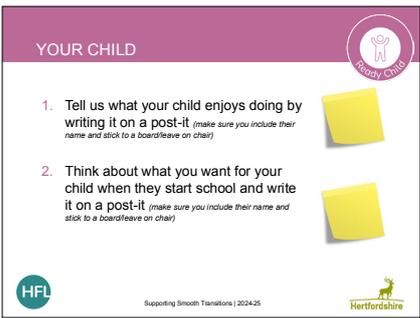
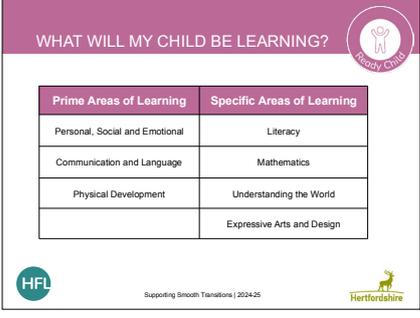


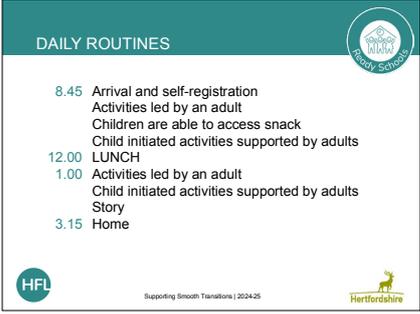
POWERPOINT NOTES FOR PARENT/CARER INDUCTION SESSION



<p>1</p>		<p>Insert the school logo, date, time and name of presenter</p> <p>Encourage parents to look around the classroom/provision for the first 10 minutes.</p> <p>Room Set up – Think about the best way to arrange the seating, keeping in mind that you will want all parents to see the presentation and to be able to talk in small groups. You may want to play music and offer refreshments as parents arrive.</p> <p>Give out induction packs as parents enter and keep a register so that you know who has attended.</p> <p>Make sure the evaluation sheets/post-its and pens/pencils are on the chairs/tables for parents to access during the induction.</p> <p>Welcome the parents/carers and introduce yourself.</p>
<p>2</p>		<p>Insert own school photos</p> <p>The curriculum for every child under the age of five.</p> <p>Parents as partners.</p> <p>What this school does specifically – policies, expectations.</p>
<p>3</p>		<p>Activity - Ask parents to complete the before section of evaluation form.</p> <p>Provide an option for parents to do this when they arrive as you welcome them and then do not include in the PowerPoint.</p> <p>You could use an alternative method such as placing a counter in two baskets (yes or no) in response to “Do you know what your child will be learning as part of the EYFS?”.</p> <p>We want to make sure they take something useful from this induction and this will help the school/setting understand what is working well/needs improving – the feedback can be used as tool to develop practice and communication with families.</p> <p>You may want to adjust the question to meet your focus for the evaluation.</p>

<p>4</p>		<p>Insert photos, names and roles of the practitioners</p> <p>Consider adding extra slides to present all the staff depending on the size of your school.</p> <p>The following slides will support the physical introduction of staff. They can add an interesting fact or two about themselves. Don't forget to include the teaching assistants and MSAs working with the class (if known).</p> <p>NB Each staff member could introduce themselves in person (sat at the front if present) as opposed to using photos or powerpoint slide.</p>
<p>5</p>		<p>School insert own pictures</p> <p>'Transition: A process, not an event' reference that this statement appears in several documents/research – for example ICAN, Alistair Bryce Clegg.</p> <p>Talk about each bullet point on the slide, reassuring parents that most children will settle well and that support is available for those who take a little longer.</p> <p>Explain that you will work in partnership because you recognise that parents are experts in knowing their child's needs and staff are very experienced in supporting new children to settle.</p> <p>Research suggests that children will find it easier to settle into school if they... have strong social skills; can cope emotionally with being separated from their parents; are relatively independent in their own personal care; have a curiosity about the world and a desire to learn.</p>
<p>6</p>		<p>Edit this slide to reflect your own support for transition</p> <p>Talk about all the different ways you get to know the child and their family and the opportunities to share and exchange information about their child.</p> <p>Explain how the key person relationship supports children to settle well.</p> <p>Emphasise that staff are available to talk to parents who have concerns about their child.</p>

7		<p>Dependent on the community you serve and the needs of your parents – you may want to include/exclude this activity. (Consider parents that are unable to write or may need support).</p> <p>Ways to gather this information will still be available through the home visits and visits to your school.</p> <p>If you decide to use this slide: Choose one of the activities to complete with parents – delete the other.</p> <p>Provide parents with post-its and pens/pencils.</p> <p>Ensure you have space for parents to display their post-its.</p> <p>The child is the focus for everyone and this needs to be established as soon as possible.</p>										
8	 <table border="1" data-bbox="284 864 612 1016"> <thead> <tr> <th>Prime Areas of Learning</th> <th>Specific Areas of Learning</th> </tr> </thead> <tbody> <tr> <td>Personal, Social and Emotional</td> <td>Literacy</td> </tr> <tr> <td>Communication and Language</td> <td>Mathematics</td> </tr> <tr> <td>Physical Development</td> <td>Understanding the World</td> </tr> <tr> <td></td> <td>Expressive Arts and Design</td> </tr> </tbody> </table>	Prime Areas of Learning	Specific Areas of Learning	Personal, Social and Emotional	Literacy	Communication and Language	Mathematics	Physical Development	Understanding the World		Expressive Arts and Design	<p>Use a piece of video to support discussions about children's learning in relation to the areas of learning in the EYFS. It is best to use a video from your school/setting which shows children involved in child-initiated play. Ask the parents/carers what they think the children are learning and relate to the Prime and Specific areas of learning to demonstrate learning in the EYFS.</p> <p>The purpose of this is to emphasis learning through play and how high-quality play will involve many of the areas of learning. Explain the adult role's in supporting and extending learning through play. Emphasise how every child is unique, developing at their own rates, and in their own ways.</p>
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9		<p>School insert own photos</p> <p>Explain that alongside the Areas of Development we look at the ways in which children learn.</p> <p>The focus of the CoEL is on how children learn rather than what they learn i.e. process over outcome. This allows for teachers/practitioners to provide the right type of learning opportunities.</p> <p>Optional to do the following dependent on the needs of your community and parents/carers</p> <p>Activity - ask the parents to look at the photographs and discuss which of the characteristics of effective learning they think the child/children might be demonstrating. Alternatively: Share some of your own photographs and provide examples of how the children are learning through play.</p>										

10		<p><i>Insert the school's/setting's routine using parent friendly language and the lead person explaining what each part of the routine means.</i></p> <p><i>Go through this and explain each session eg. child initiated activities and self-registration.</i></p> <p>Suggestion – add a photo of the school's/setting's visual timetable</p> <p>Remember routines are adaptable throughout the year and change in response to the cohorts needs.</p>
11		<p>Optional slide - share with parents/carers the range of themes/special weeks the school take part in including dates (this can help prepare them resourcing materials and when donations will be requested).</p>
12		<p><i>Optional (or you may want to use this at a second session). If preferred insert photos of the ways in which children learn in your school/provision.</i></p> <p><i>Consider displaying examples resources used in school to support learning for parents/carers to explore.</i></p> <p>Optional to do the following dependent on the needs of your community and parents/carers Activity - Parents look at each of the photos and consider what is being learnt/developed. Encourage parents to discuss what they can see and what children might be learning in these situations. Parents/carers to be given a copy of the photos on the slide so that they can make notes and take it away to share with other family members.</p> <p>In the discussion following the activity give a short explanation of why the activity in each photo is beneficial e.g. hanging from bars to build upper body strength (writing), listening to adults read a book (story time), board games (mathematics), sand/water play (problem solving), clearly labelled drawers/shelves (independence), role-play/ collaborative play (make friends).</p>



Explain that as the children progress through the school/setting they will be asked to help children at home with various activities (home learning), such as reading a book together. Their cooperation with these activities will be most appreciated and help their child to do well at school or nursery. Always speak of school/setting positively and if issues do occur they then need to be addressed in the appropriate manner (school/setting policy). As you talk about each photograph explain how parents can help at home by using either your own ideas or some of the suggestions below.

Communicate and talk with your child - use every opportunity to have conversations with your child - play together, draw attention to objects in the environment, talk about and recall past experiences, cook together and encourage them to talk about their feelings. For example, talk about things that make them happy/unhappy.

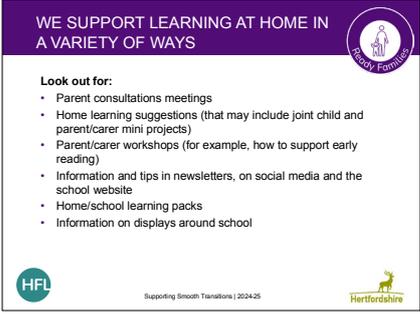
Enjoy physical activities together - plan outdoor experiences such as visits to the park and walks. Encourage running, climbing, jumping, swinging and throwing games. Help the development of smaller muscles through cooking experiences, the use of playdough, building with bricks/Lego and opportunities to make marks and draw.

Fun with maths – play board or card games, count objects and compare them e.g. you have three and I have four; I have more. Use opportunities at mealtimes e.g. you have four carrots on your plate, if you eat one how many will be left? During bath time use toys and containers that encourage filling and pouring; talking about things that are full and empty. When you are out and about draw attention to shapes and numbers in shops or in the street. Sing number rhymes together.

Read, tell and make up stories together - join the library and share books together, talk about the pictures and the print. Point out words that begin with the same letter as their own name and look for objects that begin with the same sound. Look for signs to read when you are out and about. Have a box available for your child that contains paper, notebooks, old envelopes, glue sticks, scissors and different writing tools, such as pens and pencils.

Support your child to do things by themselves – let children put on their shoes/coats and do them up. Encourage them to wash their own hands, open food packets, use cutlery and say when they need the toilet or a drink.

Encourage social interactions - play together, encourage them to not interrupt, model taking turns and sharing. Model how to ask for something. Arrange times to play with other children. For example, meeting another family at the park.

14		<p>Adapt this slide to reflect activities that your school/setting provides to support parents to help their child to learn at home. You may want to use photographs of the activities rather than text</p> <p>Children learn best when we work together. Outline what is expected of parents/carers regarding homework etc.</p>
15		<p>Insert the name and photo of the SENCo</p> <p>If you are concerned about your child’s learning and development discuss this with the class teacher or their key person. The school’s Special Educational Needs Coordinator (SENCo) supports children who need additional help.</p> <p>Children are helped if they need support with toileting or continence issues.</p> <p>Explain that, after consultation with parents/carers, the school/setting can provide a range of additional help for children who need further support with their learning and development, this may include the support of other professionals, individual learning plans and for a small number of children an Education and Health Care Plan (EHCP). Parents are consulted and involved in any discussions and decisions about their child.</p> <p>Explain how the school/setting helps children with toileting and continence issues.</p> <p>See the HFL Incontinence Guidance (Coping with Incontinence - Supporting children with continence issues in early year’s settings and schools) which is provided as part of the transition materials.</p>



Universal Free School Meals

Currently, children in Reception, Year 1 and Year 2 in state funded schools receive a free school lunch. This is government-funded and all children are eligible, irrespective of parental income or situation.

Schools receive additional funding for a number of eligible families such as

- Those with financial implications that qualify for free school meals
- Children with families serving in the regular armed forces or have been registered as a 'service child' in the school census since 2011 or a child who has lost a parent/carer serving in the armed forces
- Child looked after by local authority or in private foster care or has been adopted

The school require all parents to complete the appropriate form to check eligibility. **(Provide at the induction)**

If your child is eligible, we will, in liaison with parents/carers, allocate the funding to improve their educational outcomes. The funding can be used in a range of ways, including providing specialist equipment/services (for example, speech therapy), enrichment opportunities or in-session support. **The school is very discreet with the confidential information you provide and the way in which support is provided.**



Go through each point and give information related to the practice in your school and how you as a school help to keep children safe

Safeguarding/Child protection – children have a right to be cared for and protected and that protecting them is everyone's responsibility. Explain that it is everyone's duty to respond to concerns about a child's safety. All staff are trained and follow procedures in the schools/settings Child Protection policy (copy on the website).

Mobile Phones – explain why mobile phones must not be used in school/setting. Talk about why it can be dangerous to share children's photographs on the internet and your school/setting policy regarding taking photos at school/setting events. Explain how the school/setting keep the children safe when using the internet. Tell parent's where to find the policy (school/setting website).

Road safety and parking – promote walking to school but if using a car explain safe places to park. Talk about teaching children to cross the road safely.

Drop off and collection procedures – a password is required if unknown adults are collecting. Talk about making sure that gates/doors are closed and ensure that children hold an adult's hand when leaving the building.

Accidents – explain how the school manage accidents and that first aid is administered in line with the school/setting policy. Talk about the fact that accidents are recorded and how risk assessments are undertaken to manage potential hazards.

Existing injuries – explain that if a child arrives at school/setting with an injury, as part of safeguarding procedures parents/carers will be asked to complete an 'Existing Injury' form.

First Aid – use your school's First Aid policy to explain how and when you administer first aid. For example, talk about staff being first aid trained and that parents are asked to sign injury forms. Reassure parents that they would be contacted regarding any serious injuries that require further medical attention such as a head injury.



Go through each point and give information on how parents/carers can help support the school to keep children safe

Children who are unwell – explain the school policy keep a child off school at least 48 hours after the last attack of vomiting and diarrhea (quote NHS guidelines) informing the school/setting regarding contagious/infectious illnesses

Medication – policy on administering medication (for example, antibiotics or paracetamol) parents/carers responsibility to inform the school if their child is taking or requires any type of medication.

Individual medical needs – vital for parents to share information about their child's individual medical needs such as allergies so that a Health Care Plan (HCP) can be completed with the parent/carer

Explain the **healthy eating policy** and share examples of a healthy packed lunch. Remind parents to name lunch bags, containers etc. Talk about arrangements for snack in the early years and whether parents contribute. Explain the school's procedures for children accessing drinks of water. Talk about the policy regarding bringing in food for a child's birthday.

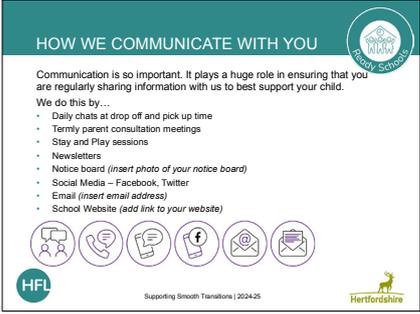
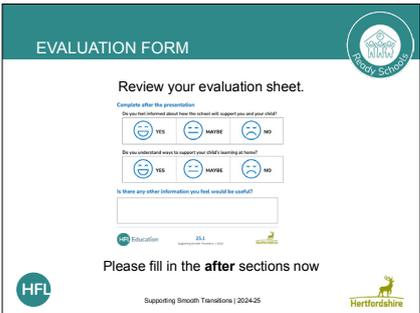
Discuss possible **allergies** and how these are managed in school. For example, a 'no nut policy.' Other dietary requirements such as dairy/religious/veganism

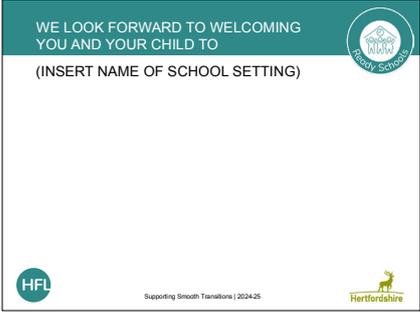
Emphasise the importance of **regular attendance**, 96% attendance expected. Explain how it helps children to have a good routine and that children who attend regularly, settle more easily and make better progress with learning and development. Children can sometimes be unwell and in which case they need to rest at home. Explain the school's/setting's procedures and policy regarding the parent's responsibility in alerting the school/setting if a child is absent or if they change address and contact details. Talk about how parents will be informed about their child's attendance and any incentives for good attendance (if applicable).

Uniform – what is needed and where it can be purchased, including a book and PE bags (some families new to our education system may not know what is expected). Alert parents to the availability of secondhand uniform. Talk about suitable types of shoes and that all clothing must be named including footwear, coats, scarves and gloves.

Wellington boots – to be kept at school/setting as children play outside in all weathers (including the rain). These must be named.

continued...

18		<p>Outdoor policy - Clothes for cold weather – emphasis the importance of outdoor learning and that that there is no such thing as unsuitable weather just unsuitable clothing. Give examples of appropriate clothing for outdoor play in cold weather. Clothes for warm weather – explain the school/setting’s sunscreen policy. Advise parents to provide sunhats, cotton clothing that protects the child’s arms. Explain how children have access to drinks of water. Remind parents that everything needs to be named.</p>
19		<p>Edit to suit what is in place in your school/setting.</p> <p>Add your website address, facebook page, twitter account details.</p>
20		<p>Link to activities in toolkit and describe some eg treasure hunt or getting ready for school.</p> <p>Mention family centres and library reading challenge.</p>
21		<p>Activity - Ask parents to complete the after section of the evaluation form and to add any comments below. Evaluations are anonymous, remind them to leave the form for you before they leave.</p>
22		<p>Activity - Encourage parents to take photos that can be shared with their child. Ensure that photos/information about current children in the class are removed/covered up.</p>

23	 <p>QUESTION TIME</p> <p>No question is a silly question...</p> <p>If anyone has anything they would like to ask please feel free to</p> <p>HFL Supporting Smooth Transitions 2024-25 Hertfordshire</p>	<p>Ensure you have 10 minutes for any questions.</p> <p>Remind parents that if something is worrying them now or when their child starts school/nursery it is important that they discuss their concerns with the class teacher or child's key person.</p> <p>Mention use of parent volunteers and how you welcome this but DBS clearance will need to be completed. Explain how they could do this if anyone shows interest.</p>
24	 <p>FUTURE DATES FOR YOUR DIARY</p> <p>HFL Supporting Smooth Transitions 2024-25 Hertfordshire</p>	<p>Insert important dates for example transition visit dates; sports day; any future parent events.</p>
25	 <p>WE LOOK FORWARD TO WELCOMING YOU AND YOUR CHILD TO</p> <p>(INSERT NAME OF SCHOOL SETTING)</p> <p>HFL Supporting Smooth Transitions 2024-25 Hertfordshire</p>	<p>Insert the name of your school/setting.</p> <p>Photos of your own school/setting can be inserted.</p>