

Solihull Shared Principles of Early Years Transition in September 2020 – reflection on the position across settings during the Coronavirus pandemic

Principles [for September if the science allows for a return to school/ setting]

- ✚ The settings should prepare for the family and the child's start, and support the child and family to be ready to start the setting. The needs of the child and family and the context of the setting need consideration during early September.
- ✚ Every child, family and setting is unique. Settings should adapt their provision to meet the needs of the child so a delayed start is not usually necessary.
- ✚ Parents and settings should work together, where there are exceptional circumstances, and where arrangements need to be adapted to meet the child's needs.
 - ❖ Nursery admissions- the family will talk to the setting or school
 - ❖ Reception admissions- families should talk to the admissions authority (Solihull) and the school.
- ✚ Parents have applied for a place and children have been offered a place with an agreed attendance pattern in mind. The attendance patterns should be honoured to the best of schools and settings abilities.
- ✚ Families that have been offered a full-time reception place should take up that place in September. Pupils should start in reception in September rather than continue in nursery until age 5. We do not anticipate that children will need to delay their admission to school purely as a consequence of the coronavirus (COVID-19) outbreak. Schools will be planning carefully to take the impact of the outbreak into account in their teaching and their support for reception children*.
- ✚ Children should generally build to their full entitlement quickly and transition to full attendance should be no longer than two weeks in the autumn term.
- ✚ The LA will not fund a child in two settings for duplicate hours.
- ✚ Settings need to be clear about the planned arrangements in September – these should be communicated before the end of the summer term but may be subject to change in line with the national policy for educational attendance.
- ✚ There should be opportunities for parents and children to find out about:
 - ❖ Start date, times and attendance arrangements
 - ❖ The environment/ building layout – making places familiar
 - ❖ Who they will meet – making people familiar
 - ❖ What they need to (and can) bring with them – making sure I have what I need (from the perspective of the setting and the child)
 - ❖ Routines and activities – making routines and organisation familiar
 - ❖ What the expectations are in the first days and subsequent days –what will I be doing?
 - ❖ Who to contact if the setting/ parents have questions –getting to know us
- ✚ Information sharing and communication is crucial to ensure parents, the child, and the setting have the information needed to ensure the child is safe and well, and everyone can work together to best meet their needs and interests.
- ✚ The child's key person and the key adults in the child's life should be watchful and work together to support the child and to ensure they stay connected.
- ✚ There may be local and national circumstances which require Solihull Local Authority and Public Health to act at short notice to keep children and adults safe. Decisions will be shared through Solihull Communications and via school and settings to confirm the need to comply with local or national lockdown.

* Note that if a child does defer entry to reception, where a pupil is not on roll at October census, the pupil will not be funded through the national funding formula for the period 1 April 21 to 31 March 22 funding would only be received by the LA for the nursery place.