



We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

Goring C of E Primary School **HOME VISITS POLICY FOR THE FOUNDATION STAGE**

While the following reflects normal school policy, all home visits are currently postponed due to restrictions in place during the Covid-19 pandemic.

Policy Approved by the Early Years Governor on ...8 July 2020

Signed Chair of Governing Body

Review Date ...July 2021

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

The aim of this policy is to promote the welfare requirements of the children in our Reception class, in line with the Statutory Framework for the Early Years Foundation Stage. It should be read alongside the Early Years Foundation Stage Policy.

The purpose of home visits

- To develop a relationship with the child and parent/carer in the home environment before the child starts school in order to ease settling in when the child starts school.
- To ensure that the child has met staff (including their key person) in a familiar and secure environment. This can help the children feel more confident about making the transition to school.
- To encourage parents to share as much information as possible about their child. This will help staff get to know the child's needs and to plan an appropriate settling-in programme.
- To share information about school and what happens there.
- To allow parents/carers to share thoughts or concerns in a private and informal environment, and to ask any questions they may have about school.

Procedures

- Visits are optional and are arranged in advance. They are offered during the summer term before their child starts school, and take place during the school day. Home visits typically last 30 minutes, and there is usually one visit per child.

- Staff attend home visits in pairs (the child's key person and a Reception class teaching assistant). During the visit the school office has details of where the staff members are along with their mobile numbers.
- The staff stay together during the home visit and do not expect to be left alone with the child and/or parent/carer during the visit
- On arrival at the child's home, staff introduce themselves, show identification and explain the purpose of the visit
- During the visit one staff member focuses primarily on the child if this appropriate, and the other staff member gathers information about the child from the parent/carer through informal discussion (see below).
- The parent/carer has the time and opportunity to ask any questions, and confidentiality is respected at all times.
- Staff are conscious of the fact that they are guests in the family's home and conduct themselves with a high level of respect and regard during the visit

Questions that staff might ask

Family history

- What is the child's relationship with siblings?
- Have they had any traumatic or challenging events such as moving house, hospitalisation?
- Do they have any experience of Early Years settings? If so, how did they settle? Were there any concerns?

Child's health

- Are there any health issues which may affect the child at school?
- Are there any specific dietary needs or allergies?

Development

- Language: how does the child communicate either in English or another language? If English is not the first language, how much English is understood and spoken, and what is the first language?
- Play: what does the child enjoy playing with? Do they have any special interests?
- Social development: who does the child have a close relationship with? How much contact does the child have with adults and 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 is the best way of comforting them? Do they child have a special toy or comfort item?
- Settling in: how does the parent feel the child will settle?
- Does the parent/carer have any concerns about the child's development?
- Will the child need any support using the toilet, eating independently or putting on and taking off clothes?

What information do staff record on a home visit?

- Staff take brief notes of information/concerns expressed by parents and carers, which are retained with the child's Learning Journey. This information is kept securely at school and may be accessed at any time at the request of the parent/carer.